

STATE BOARD OF EDUCATION MEETING

August 9-11, 2006
Eastern Idaho Technical College
John E. Christofferson Building
Idaho Falls, Idaho



Wednesday, August 9, 2006, 4:00 p.m.
And
Thursday and Friday, August 10-11, 2006 8:00 a.m.

Wednesday, August 9, 4:00 p.m., Room 331, John E. Christofferson Building

1. Discussion of the State Board of Education Strategic Plan and Agency Profile
2. Executive Session (Closed to the Public)

Pursuant to Idaho Code Section 67-2345(1), the State Board of Education will meet in executive session to discuss one or more of the following:

- (a) to consider hiring a public officer, employee, staff member or individual agent. This paragraph does not apply to filling a vacancy in an elective office;
- (b) to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against a public officer, employee, staff member or individual agent, or public school student
- (c) to conduct deliberations concerning labor negotiations or to acquire an interest in real property which is not owned by a public agency;
- (d) to consider records that are exempt by law from public inspection
- (e) To consider preliminary negotiations involving matters of trade or commerce in which the governing body is in competition with governing bodies in other states or nations;
- (f) to consider and advise its legal representatives in pending litigation or where there is a general public awareness of probable litigation.

EXECUTIVE SESSION ITEMS MAY BE DISCUSSED AND ACTED UPON, IF APPROPRIATE, IN OPEN SESSION.

Thursday and Friday, August 10-11, 8:00 a.m., John E. Christofferson Building

BOARDWORK

1. Agenda Review / Approval
2. Minutes Review / Approval

OPEN FORUM

CONSENT AGENDA

BAHR – SECTION I - HR

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

BAHR – SECTION II - FINANCE

6. Idaho State University – Renaming of Building
7. Second Reading – Amendment to Board Policy Section V.R. – Establishment of Tuition and Fees

PPGAC

8. Alcohol Permits Issued by University Presidents
9. Second Reading of Amendment to Board Policy, Section IV.H. - Idaho State Library
10. Second Reading of Amendment to By Laws H. & J.

IRSA

11. Quarterly Report: Program Changes Approved by Executive Director
12. Approval of Pending Rule Governing Thoroughness – Rewards

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Presidents' Council Report
2. Eastern Idaho Technical College Progress Report
3. Idaho Commission for Libraries Progress Report
4. Eastern Idaho Technical College – Approval of Board Members
5. Approval of Temporary and Proposed Rules from the Division of Vocational Rehabilitation Governing Employment Services
6. University of Idaho – Approval of Alcohol Waiver for the 2006 Football Season
7. Approval of Institution and Agency Strategic Plans and Agency Profiles
 - a. State Board of Education
 - b. Boise State University

- c. Idaho State University
- d. University of Idaho
- e. Lewis Clark State College
- f. Eastern Idaho Technical College
- g. North Idaho College
- h. College of Southern Idaho
- i. Professional Technical Education
- j. Vocational Rehabilitation
- k. Public Television
- l. School for the Deaf and the Blind
- m. Commission for Libraries
- n. Historical Society

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

Higher Education

1. Dream Act Presentation
2. Approval of Updated Eight-Year Institutional Regional Plans
3. Boise State University – Instructional Unit: Center for Materials Characterization
4. University of Washington School of Medicine Committee on Admissions for the Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) Program
- 5. This item was pulled from agenda**
6. Approval of Temporary and Proposed Rules Governing Registration
7. Experimental Program to Stimulate Competitive Research (EPSCoR) Appointments

K-12

8. Approval of Rules Governing Charter Schools
9. Approval of Proposed Rule Governing Thoroughness – High School Graduation Requirements
10. ISAT Academic Achievement Standard Setting – Matching Performance Level Descriptors to ISAT Scores for Reading and Mathematics at Grades 3-8 and 10
11. Adoption of Cut Scores for the Idaho English Language Assessment (IELA)
12. Adoption of Accountability Plan for State Limited English Proficiency (LEP) Program
13. Adoption of revised English Language Development (ELD) Standards and English Language Proficiency Level Descriptors
14. Limited English Proficiency (LEP) Program Update

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. Boise State University – Head Volleyball Coach
2. FY07 Agency Head Salaries

Section II – Finance

1. Boise State University – Student Recreation Center HVAC and Plumbing Upgrades
2. Boise State University – Parking Deck Project
3. Boise State University – Authorization to Redirect Bond Proceeds
4. Idaho State University – CAES Facility Project
5. Idaho State University – Agreement for Foreign Ownership, Control, or Influence
6. University of Idaho – Barker Wealth Management Program
7. University of Idaho – Events Pavilion Feasibility Study
8. University of Idaho – Amendment to Palouse Mall Associates Agreement
9. Item Pulled
10. Lewis-Clark State College – Athletic Fee Waiver Increase
11. Lewis-Clark State College – Student Housing Project Management Agreement
12. FY 2008 Budget Requests

Description of Budget Process

- a. Motions for Supplementals, Replacement Capital Outlay & Maintenance of Current Operations
 - b. College & Universities
 - c. Community Colleges
 - d. Other Higher Education
 - e. Agencies
 - f. Capital Budget Requests
13. First Reading – Amendment to Board Policy Section V.J.4.c – Travel and Moving Expenses
 14. Idaho State University – Approval of License Plate Logo
 15. Boise State University – Property Acquisition

DEPARTMENT OF EDUCATION – Marilyn Howard

- A. Superintendent's Report
- B. Professional Standards Commission Reappointments and Appointments
- C. Adoption of Curricular Materials
- D. Requests for Approval to Transport Students Less Than One and One-Half Miles
- E. Approval of Idaho Council for Technology in Learning Administrative Budget
- F. Revisions to IDAPA 08.02.03.110.01, Rules Governing Thoroughness: Definition of At-Risk Youth
- G. Proposal to Rezone Meadows Valley School District No. 11
- H. Procedural Update Regarding Idaho Accreditation

OTHER / NEW BUSINESS

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

THIS PAGE INTENTIONALLY LEFT BLANK

1. Agenda Approval

Does the Board have any changes or additions to the agenda?

2. Minutes Approval

BOARD ACTION

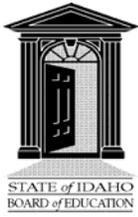
To approve the minutes from June 15-16, 2006 as submitted.

3. Rolling Calendar

BOARD ACTION

To approve August 9 - 10, 2007 as the date and College of Southern Idaho as the location for the August 2007 regularly scheduled Board meeting.

THIS PAGE INTENTIONALLY LEFT BLANK



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

DRAFT MINUTES
STATE BOARD OF EDUCATION
June 14-16, 2006
College of Southern Idaho
Herrett Center
Rick Allen Community Room
Twin Falls, Idaho

A regular meeting of the State Board of Education was held June 14-16, 2006 in the Rick Allen Community Room of the Herrett Center at the College of Southern Idaho in Twin Falls, Idaho. Board President Laird Stone presided. Members present were:

Laird Stone, President
Paul Agidius, Secretary
Rod Lewis
Sue Thilo

Milford Terrell, Vice President
Blake Hall
Karen McGee
Marilyn Howard, State Superintendent

EXECUTIVE SESSION

M/S (Lewis/Hall): To move into executive session, pursuant to Idaho Code Section 67-2345(1), on June 14, 2006 at 3:00 p.m. in the Library of the Herrett Center at the College of Southern Idaho. A roll call vote was taken; motion carried unanimously.

M/S (Terrell/Agidius): To adjourn for the night. Motion carried unanimously.

M/S (Terrell/Agidius): To go back into Executive Session at 7:30 a.m. on June 15, 2006. Motion carried unanimously.

M/S (Terrell/Agidius): To go out of Executive Session at 9:10 a.m. and into Open Session. Motion carried unanimously.

In executive session, the Board (a) considered hiring a public officer, employee, staff member or individual agent; (b) considered the evaluation, dismissal or disciplining of, or complaints or charges brought against a public officer, employee, staff member of individual agent, or public school student; (c) conducted deliberations concerning labor negotiation or to acquire an interest in real property which is not owned by a public agency; (d) considered records that are exempt from public inspection; and, (f) considered and advised its legal representatives in pending litigation or where there is a general public awareness of probable litigation.

OPEN SESSION

Open session was called to order by Board President Stone at 9:25 a.m. on June 15, 2006.

BOARDWORK

1. Agenda Review

M/S (Terrell/Agidius): To accept the agenda as amended. *Motion carried unanimously.*

Dr. Howard requested to move Consent Agenda item #13 to the Instruction, Research and Student Affairs agenda for consideration.

2. Minutes Approval

M/S (Terrell/Lewis): To approve the minutes from April 20-21, 2006 as submitted. *Motion carried unanimously.*

3. Rolling Calendar

M/S (Terrell/Agidius): To approve June 14-15, 2007 as the date, and North Idaho College as the location for the June 2007 regularly scheduled Board meeting. *Motion carried unanimously.*

OPEN FORUM

Mary Schmidt, resident of Grangeville, addressed the Board regarding the proposed division of school district 241. She noted that the plan to divide the district would provide more local control and support because it would allow for more community involvement in district related issues. She encouraged the Board to vote in favor of the proposal.

Andrea Solberg, resident from Grangeville and chair of the deconsolidation committee, addressed the Board, noting that the district is too large to adequately serve its patrons. Ms. Solberg pointed out that it is nearly impossible to garner enough district-wide votes on bond issues because several of the communities are at odds with each other. She strongly encouraged the Board to approve the proposed division so the communities could decide by vote on the issue.

CONSENT AGENDA

M/S (Agidius/Terrell): To approve the Consent Agenda with the exception of moving item #13 to the Instruction, Research and Student Affairs agenda. *Motion carried unanimously.*

1. BAHR- Section I – Boise State University – New Positions & Changes to Positions

By unanimous consent, the Board approved 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.

2. BAHR – Section I – Idaho State University – New Positions & Changes to Positions

By unanimous consent, the Board approved the request by Idaho State University for thirty (30) new positions (29.1 FTE), and to increase the FTE on two (2) positions (2.0 FTE).

3. BAHR – Section I – University of Idaho – New Positions

By unanimous consent, the Board approved the request by the University of Idaho for four (4) new positions and the reactivation of one (1) vacant position.

4. BAHR – Section I – Lewis-Clark State College – New Positions

By unanimous consent, the Board approved the request by Lewis-Clark State College to add ten (10) new positions.

5. BAHR – Section I – Eastern Idaho Technical College – New Position

By unanimous consent, the Board approved the request by Eastern Idaho Technical College for one (1) new position supported by local funds.

6. BAHR – Section II – FY2007 Room & Board Rates

Information Item.

7. BARH – Section II – Amendment of Board Policy V.Q – Deposits & Miscellaneous Receipts – Second Reading

By unanimous consent, the Board approved for second reading the revisions to the Idaho State Board of Education Governing Policies and Procedures, Sections V.Q.

8. BAHR– Section II – Amendment of Board Policy III.T.4. – Intercollegiate Athletics – Second Reading

By unanimous consent, the Board approved for second reading the changes to the Idaho State Board of Education Governing Policies and Procedures, Section III.T.4. – Intercollegiate Athletics.

9. BAHR – Section II – Capitol Projects Overview

Information Item.

10. PPGAC – Alcohol Permits Issued by University Presidents

Information Item.

11. IRSA – HERC FY2007 Budget Approval

By unanimous consent, the Board approved the FY2007 HERC Budget Allocation as presented.

12. IRSA – Round II – Idaho Technology Grant FY2007 Grant Funding Recommendations – Second Round
By unanimous consent, the Board approved the funding for projects as exhibited in the Round II FY2007 Idaho Technology Incentive Grant Program Proposals.

13. Moved to the regular Instruction, Research and Student Affairs agenda.

14. IRSA – Decision Regarding 2006-2007 Title IIA – Improving Teacher Quality State Activities Funds

By unanimous consent, the Board approved the request having the Title IIA funds for 2006-2007 be administered by the State Department of Education in accordance with federal laws and regulations and as the Department recommends.

PLANNING, POLICY and GOVERNMENTAL AFFAIRS (PPGAC)

1. Presidents' Council Report

Dr. Michael Burke reported that the Presidents' Council had appointed President Tim White to chair the Presidents' Council in the coming year. They also discussed the comparative study and plan to present the report on engineering programs to the Board in October. The report on education programs will be presented in the spring. Board member Hall asked for a schedule ahead of time so the Board can prepare.

2. College of Southern Idaho

Dr. Jerry Beck reported to the Board and reviewed the CSI community college mission in terms of current activities and future plans. It was noted that CSI had increased student fees since property tax support had been reduced. Dr. Beck discussed the college's redesign and improvement projects. He talked about the role of telecommunication, internet course delivery and business partnerships, and noted the need for more health sciences and human services programs. Dr. Beck reported that the College of Southern Idaho Foundation is one of the ten largest community college foundations in the country. Dr. Beck briefly discussed the issue of dual credits and agreed to provide information as to what CSI anticipates in the future and how the institution will respond. In regards to the impact of recent community college discussions by the legislature, Dr. Beck observed that community support for CSI is strong because it benefits the Magic Valley community economically.

It was noted that Governor Risch had emphasized Idaho's need for more nurses and nursing programs. The Board encouraged CSI to discuss the issue with other institutions in the state to determine how best to address that the need.

Dr. Howard suggested the Board ask for a diagram similar to the chart on page 21 of Dr. Beck's presentation to be developed for any area where a community college is being proposed.

3. Division of Professional-Technical Education Progress Report

Dr. Mike Rush reported to the Board on Professional-Technical Education. He reflected on the tremendous changes that are occurring nationally and statewide during this time of transition which make the mission of the Division of Professional-Technical Education (DPTE) unique and critical. He noted that the DPTE budget is the fifth largest user of state general account funds and supports five program areas: state leadership, general programs, technical colleges, under-prepared adults, and the Career Information System.

Dr. Rush reported that the rigor of PTE programs and their changing nature have impacted growth at the secondary and postsecondary levels. At the secondary level, there has been significant enrollment increases in tech prep programs and in professional-technical schools. At the postsecondary level, short-term training and emergency services training enrollments and programs have increased. Dr. Rush reported that a public policy survey demonstrated parent support for more opportunities for students to take classes that lead to a technical career.

Board member McGee commended the DPTE for being responsive to economic and workforce needs. Dr. Howard commented on the leadership opportunities for students in PTE programs and Dr. Rush explained the role of the professional-technical student organizations. He pointed out that the success of students competing at the state and national level demonstrated that Idaho students are competitive in every aspect of education and ability.

4. Approval of Boise State University Alcohol Waiver Request for 2006 Home Football Games

M/S (Lewis/Thilo): To approve the request by Boise State University to establish secure areas under the conditions set forth in this request for the purpose of allowing pre-game activities for the 2006 home football season on the condition that BSU and all parties with which it contracts will follow all the provisions set forth in Board Policy, I.J. regarding the use of institutional facilities and services, and to also include the other eleven items set forth below:

- 1. A secured area surrounded by a fence to control access to and from the area.**
- 2. Four-hour duration, ending at kick-off.**
- 3. No alcohol making or distributing companies may be allowed to sponsor the activities or tents.**
- 4. A color-coded wrist band or pass admission system that would identify attendees and invited guests.**
- 5. Companies involved in the tent village would be sent a letter outlining the tent village/SBOE alcohol policy. The letter will state the minimum drinking aged in Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.**
- 6. Two entry points manned by security personnel.**

7. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
8. Security personnel will not allow patrons to exit the area with alcoholic beverages.
9. Tent sponsors will be required to insure and indemnify the State of Idaho, the State Board of Education and Boise State University for a minimum of \$2,000,000 to make sure that the proper permits and licenses are obtained.
10. The area is for sponsors to entertain clients/guests for the fall of 2006 home football games, including the sales and service of alcohol.
11. It is brought back after the conclusion of the 2006 football season to the Board for reconsideration for 2007.

Motion carried unanimously.

Dr. Sona Andrews, Boise State University, explained the request to establish a secure area next to the Caven Williams Sports Complex for the purpose of allowing corporations and invited guests the opportunity to gather with clients and guests for the 2006 home football games.

Board member Lewis requested that the Board and Board staff include in the motion the point that there will be full and complete compliance with the policy that is attached to this item. Kevin Satterlee of Boise State University explained that Aramark is BSU's contracted provider of the food and alcohol at the majority of the football games and their contract specifically includes the compliance requirement.

Board member Terrell expressed concern about BSU's requirement for a five million dollar rider because other institutions require much less. Kevin Satterlee explained that it relates to the MPC Bowl where Aramark is not the primary provider of alcohol, but rather subcontracts with secondary providers. Based on BSU's assessment of that situation, it opted for more insurance coverage from a liability standpoint. Board member Terrell asked the Board to consider rethinking the approval of that amount. Board member Lewis observed that it was hard to argue against it given the risk that comes with serving alcohol. Board member Terrell suggested that it be possible to readjust the amount at a future time. Board member Hall noted that the Board always has the opportunity and flexibility to reconsider any of its actions. He also noted that the Board agreed to allow institution presidents to evaluate the risk factors associated with the serving of alcohol, and BSU made the assessment based on their best understanding.

5. First Reading of Amendment to IV.H. Idaho State Library

M/S (Agidius/Thilo): To approve the first reading of the amendment to the Idaho State Board of Education Policies I.A.1., I.M.1.b., IV.A., V.A.1., V.B.1., V.B.8., and IV.H. *Motion carried 7-0 (Lewis absent during vote).*

Board member Hall noted that on July 1, 2006, the Idaho State Library will become the Commission for Libraries. As a result, the Board staff has revised Board policy to make it consistent with legislation.

6. First Reading of Amendment to Bylaws H. and J.

M/S (Thilo/McGee): To approve the first reading of the amendment to the Idaho State Board of Education Bylaws. *Motion carried 7-0 (Lewis absent during vote).*

Karen Echeverria, Board staff, reviewed the modifications to the bylaws for the Board pointing out that they relate to the current practices of the standing committees. President Tim White suggested that the language regarding the Presidents' Council be changed to reflect actual practices and Board member Hall instructed Board staff to review that portion of the bylaws and follow up on Dr. White's recommendation. Board member Terrell asked that the intent language of the audit committee be reviewed and Board member Hall asked him to forward his concerns to the Board staff prior to the second reading.

7. Discussion of Vision, Mission, and Goals

The Board agreed, by consensus, to take the second approach to updating the Vision, Mission and Goals of the State Board of Education, and to further develop it prior to the August meeting, with additional time set aside for the Board at the August meeting to consider the details.

Executive Director Dwight Johnson discussed two options related to updating the Vision, Mission and Goals of the State Board of Education. He noted one option makes minor language changes while the second option incorporates significant input from the Board retreat discussion and agency administrators. He explained that the second option serves as a beginning point and recommended creating a work group to flesh out the second approach prior to the August Board meeting.

Board member Hall clarified that the Board staff wanted direction as to which option to pursue, understanding they were approving the format and not the content. Board President Stone indicated his support of the second option as did Board member Lewis and Board member Thilo. Dr. Howard pointed out that the detail under the objectives had not been fully discussed by the Board and Board member Hall concurred. He recommended the Board go into a retreat mode during the August meeting in order to consider that language. Executive Director Johnson noted the work of refining the vision, mission and goals statements would be part of an ongoing effort.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS (IRSA)

Board member McGee introduced the IRSA agenda and reported that her attendance at the Council on Academic Affairs and Programs (CAAP) meeting had been informative and helpful to understanding the issues.

1. New Graduate Program – Boise State University – Master of Science, Hydrologic Sciences.

M/S (McGee/Thilo): To approve Boise State University's request to offer an M.S. in Hydrologic Sciences. *Motion carried unanimously.*

Dr. Sona Andrews presented this item to the Board and noted this program was a formalization of a program that BSU already has in place.

2. New Graduate Program – Boise State University – Master of Education, Education Leadership

M/S (McGee/Thilo): To approve Boise State University's request to offer a Master of Education in Education Leadership.

Substitute Motion/S (Thilo/Agidius): To approve Boise State University's request to offer a Master of Education in Education Leadership and to include the Deans of Education and Provosts in coordinating existing programs. *Motion carried 7-1 (Hall dissenting).*

Dr. Sona Andrews presented this item and introduced Diane Boothe, Dean of the College of Education. Dr. Andrews reported that the program would graduate candidates who qualify for certification as school principals by the State of Idaho and who would be highly qualified to perform the new leadership functions required today. Dr. Andrews explained that this program is innovative in that it takes the cohort approach and restated several times throughout the discussion that BSU had adhered to Board policy and that the program did not duplicate other programs in the state.

Some concerns were expressed by UI about the amount of discussion time given between BSU and other institutions about the program. Dr. Andrews and others emphasized that Board policy had been followed. President White asked that the motion include provision for ongoing coordination and Dr. Howard encouraged the educational community at large also be involved.

Dr. Andrews explained that much of the earlier discussion took place under past leadership, so while some issues appeared unexplored, that was not the case. She assured the Board that BSU had followed the steps

in Board policy in developing, reviewing, and submitting a program proposal. She emphasized that discussion between BSU and the sister institutions took place as appropriate.

Dr. Andrews explained that a delay in approving the program would delay implementation for a year. She pointed out that the demand for this program is huge and that the University of Phoenix plans to offer a program in the fall.

Dr. Boothe reported that a director was in place and Dr. Andrews indicated that the position was neither a new position nor dependent upon this program because it fulfills a number of needs in the Department of Education.

Board member Hall noted his concern about possible duplication and indicated that without documentation to the contrary he would not support the proposal. Board member Lewis pointed out that when an institution follows Board policy for proposing a new program, it is CAAP that reviews and ascertains that the policy has been followed. Board member McGee emphasized that no concerns about duplication were brought up at the CAAP meeting. Tony Fernandez from LCSC agreed that this program had been reviewed by CAAP and that the policy and procedures laid down in Board Policy were followed. Marilyn Davis of the Board office noted that a working group of the Deans of Education engaged in discussion on a variety of topics on an ongoing process. She noted that the policy and procedures were followed.

Board member Hall suggested that when something of this type comes forward in the future, it should include a comparative matrix that allows the Board to have more specificity.

Dr. White emphasized that the University of Idaho is supportive of the program. He reiterated his desire to have ongoing discussion and collaboration by BSU and UI to allow for refinement of the program over time, if needed. Dr. Andrews assured Dr. White that BSU did not intend to replace UI's program in the Boise area. She emphasized that the two programs are non-duplicative, have two very different curricular approaches, and that the demand for both programs is huge.

3. New Graduate Program – Boise State University – Master of Applied Anthropology and M.A., Anthropology

M/S (Lewis/Terrell): To approve Boise State University's request to offer a Master of Applied Anthropology and a Master of Arts in Anthropology. Motion failed 5-3 (Lewis, Terrell and Thilo voted Aye).

Dr. Sona Andrews presented this item. She introduced Mike Blankenship, Dean of the College of Social Science and Public Affairs, and Dr. Mark Plew, Department Chair. Dr. Andrews explained that the two programs operate on one core and under the same budget. The Master of Applied Anthropology is a terminal degree while the Master of Arts in Anthropology is a thesis option that can lead to a doctoral degree. It was noted that there is a large demand for this program in the Treasure Valley. Dr. Andrews pointed out that this program is non-duplicative to other programs offered in the state because other programs take a broad, four-field approach and the BSU program focuses on a specialized, ecological approach.

Board member Agidius asked representatives from the University of Idaho and Idaho State University about possible concerns. Dr. Mike Gallagher from ISU noted that all duplication is not bad particularly in areas like nursing, education and anthropology where the demand is great. He noted that in other states programs must meet established student number thresholds in order to continue operating. He suggested that approach may be a better model for determining whether or not duplication should or should not be allowed. In response to the question, Dr. White noted that the Provost from UI supported the program based on need, however the UI faculty believe it is duplicative.

Board member Hall expressed concern about duplication compared to need and cost. Dr. Andrews noted that BSU already has an undergraduate program. In addition, BSU anticipates that for every dollar spent on the program, additional dollars would come back to the state in the form of grants and contracts.

Dr. Plew discussed the various aspects of the program. Board member Hall asked about statistics related to

placement of graduates from the programs at BSU, UI and ISU. Dr. Andrews noted that BSU received assurances of expressed need from the community as well as from federal agencies.

4. Federal Academic Competitiveness Grant Program – Idaho’s Proposal for a Rigorous High School Program of Study.

M/S (Thilo/McGee): To ratify the proposal submitted to the U.S. Department of Education for an alternative rigorous secondary school program of study to meet the requirement for the Academic Competitiveness Grant program. Motion carried 7-0 (Hall absent during vote).

Board member Thilo presented this item and noted that Idaho needed to demonstrate a rigorous secondary school program of study in order to apply for the U.S. Department of Education grant. She explained that Idaho chose to implement an alternative plan.

5. Temporary Amendment to the Rules Governing High School Redesign

M/S (Thilo/Howard): To approve the reversal of the temporary rule, effective June 16, 2006, to the rules governing High School Redesign.

Amended M/S (Thilo/Howard): To approve the temporary rule, effective June 16, 2006, to the rules governing High School Redesign. Motion carried unanimously.

Board member Thilo introduced this item. It was noted that during the past legislative session the rule was technically passed by the legislature, but the funding was not provided. Karen Echeverria of the Board office clarified the intent of the motion.

Dr. Howard recommended that the Board discuss the ISAT requirement as well as the cut-off date at some point in the future.

6. Contractor for the Idaho Standards Achievement Tests (ISAT)

M/S (Hall/Terrell): To authorize (1) the Executive Director of the Office of the State Board of Education, working with the Division of Purchasing, to enter into negotiations with, and award the contract to, Data Recognition Corporation to develop and administer the ISAT; (2) to extend the Northwest Evaluation Association’s contract to December 31, 2006; and (3) to authorize the Office of the State Board of Education to submit a supplemental request to the Division of Financial Management and Legislative Services Office. Motion carried unanimously.

Board member McGee introduced Rosemary Abell from the Board office. Ms. Abell introduced Russ Spencer, Vice President of Data Recognition Corporation (DRC), and Helen Gniadek, Project Manger for DRC.

Ms. Abell reported on the process undertaken to select the vendor. She noted that the Northwest Evaluation Association (NWEA) would be responsible to administer the fall ISAT under a contract extension. The DRC contract begins July 1, 2006. The Office of the State Board will submit a supplemental budget request to the Division of Financial Management and Legislative Services Office for estimated costs associated with the overlap of the two contracts. Board member McGee requested that the Board office allow her to review the budget prior to its submission.

Board member McGee reported that the two testing vendors are transitioning in a way that will benefit the state. Executive Director Johnson reported that a communiqué will be distributed to the districts in addition to public meetings to help explain the changes to superintendents, educators, and local communities. Dr. Howard asked about plans should the federal funds decrease. Mr. Johnson noted that some options may not have federal funding in the future, in which case there will be a need to prioritize the options and perhaps go to the legislature to request additional funds.

At this time the Board took up item 13 from the Consent agenda.

13. IRSA – Approval of Distribution of Federal Grant Funds for with the Board is the State Education Agency

M/S (McGee/Stone): 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. *Motion carried 6-2 (Hall and Howard dissenting).*

Substitute Motion/S (Howard/Hall): 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, with the exception that Title IIIA English Language Acquisition funding also be passed through the SDE along with the funds as listed on page one of Tab 13. *Motion failed 5-2-1 (Hall and Howard voting Aye; Thilo Abstained).*

Substitute Motion: (Lewis/Howard) 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; and the distribution of the Title IIIA English Language Acquisition funding, with further consideration of the funds being taken up following further study of this item. *NOTE: This motion was withdrawn.*

Board member McGee reviewed this item. Dr. Howard requested the Board move the Title IIIA LEP program back to the Department of Education. She noted that because this position is housed in the State Board office, a dual reporting system has resulted which has created a two-stream reporting system for the districts. Dr. Howard made a motion reflecting her concern. She reiterated that the SDE needs the position. The funding stream starts July 1, as does the program accountability. Marybeth Flachbart from the SDE explained the operation and the need for a person to run the program. She noted that most of the schools having problems meeting adequate yearly progress are having problems specifically in the area of LEP.

Board member McGee indicated she would not support the substitute motion, but that she did support the discussion. Board member McGee indicated that a report could be ready by October, or perhaps December. Dr. Howard asked that a report be ready in August. Board member Lewis agreed that this item is an issue that required further discussion and asked to have the item brought back in August. He withdrew his substitute motion and the original motion was voted on.

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section I – Human Resources

1. Boise State University – New Position – Vice President for Student Affairs

M/S (Terrell/Agidius): To approve the appointment of Dr. Michael Laliberte to the position of Vice President for Student Affairs at an annual salary of \$146,000. *Motion carried unanimously.*

2. Idaho State University – Head Soccer Coach Employment Agreement

M/S (Terrell/Agidius): To approve the request by Idaho State University for a multi-year employment agreement for the Head Women’s Soccer Coach (1.0 FTE) with attachment one at \$45,000 per year. *Motion carried unanimously.*

3. Idaho State University – Head Women’s Basketball Coach Employment Agreement

M/S (Terrell/Agidius): To approve the request by Idaho State University for a multi-year employment agreement for the Head Women’s Basketball Coach (1.0 FTE) at the amount of \$80,000. Motion carried unanimously.

4. Idaho State University – Head Men’s Basketball Coach Employment Agreement

M/S (Terrell/McGee): To approve the request by Idaho State University for a multi-year employment agreement for the Head Men’s Basketball Coach (1.0 FTE) at the fee of \$95,000 per year. Motion carried unanimously.

5. Idaho State University – Head Softball Coach Employment Agreement

M/S (Terrell/Agidius): To approve the request by Idaho State University for a multi-year employment agreement for the Head Softball Coach (1.0 FTE) at the amount of \$47,060. Motion carried unanimously.

6. University of Idaho – New Positions – Vice President of Finance and Administration and Vice President of University Advancement

M/S (Terrell/Thilo): To approve the appointment of Lloyd Mues to the position of Acting Vice President of Finance and Administration, at an annual salary of \$155,625.60. Motion carried unanimously.

M/S (Terrell/Agidius): To approve the appointment of Christopher Murray to the position of Vice President for University Advancement, at an annual salary of \$169,998.40. Motion carried 7-1 (Hall dissenting).

7. University of Idaho – Head Men’s Basketball Coach Employment Agreement

M/S (Terrell/Agidius): To approve a three-year employment contract for George Pfeifer, head men’s basketball coach, beginning March 27, 2006, at a first-year salary of \$100,006.40, with subsequent year increases as noted in the contract. Motion carried unanimously.

There was clarification of the contract language as it appears on page 5 of Tab 7, section 3.2.3.

By unanimous consent, it was agreed to modify the contract on page 5 of Tab 7, section 3.2.3., to read: “Each year Coach is named Conference Coach of the year and continues to be employed as the University’s head men’s basketball coach as the ensuing July 1st Coach . . .”.

At this time, Lloyd Mues was introduced to the Board.

8. FY2007 President and Agency Head Salaries

It was noted that in the past the university presidents were paid with dollars in part from state funds and in part from other-than-state funds. In an effort towards complete accountability and total transparency, the Board at this time is providing for full salary payment to come out of state appropriated dollars and not to allow for supplemental compensation packages to go to the presidents from any other source.

M/S (Terrell/McGee): To reappoint Dr. Robert Kustra as President of Boise State University effective July 1, 2006 through June 30, 2007, at a salary of \$261,262. Motion carried unanimously.

M/S (Terrell/Agidius): To reappoint Dr. Timothy White as President of the University of Idaho effective July 1, 2006 through June 30, 2007, at a salary of \$286,188. Motion carried unanimously.

M/S (Terrell/Thilo): To reappoint Dr. Dene Thomas as President of Lewis-Clark State College effective

July 1, 2006 through June 30, 2007, at a salary of \$137,869. *Motion carried unanimously.*

M/S (Terrell/Agidius): To reappoint William Robertson as President of Eastern Idaho Technical College effective July 1, 2006 through June 30, 2007, at a salary of \$107,910. *Motion carried unanimously.*

M/S (Terrell/Thilo): To reappoint Dwight A. Johnson as Executive Director of the Office of the State Board of Education effective July 1, 2006, at a salary of \$108,713. *Motion carried unanimously.*

M/S (Terrell/Stone): To reappoint Michael Graham as Administrator of the Division of Vocational Rehabilitation, effective July 1, 2006, at will, at an annual salary of \$88,267. *Motion carried unanimously.*

M/S (Terrell/Stone): To reappoint Harvey Lyter as Superintendent of the School for the Deaf and the Blind effective July 1, 2006, at will, at an annual salary of \$66,300. *Motion carried unanimously.*

M/S (Terrell/Thilo): To reappoint Peter Morrill as General Manager of Idaho Public Television effective July 1, 2006, at will, at an annual salary of \$82,331. *Motion carried unanimously.*

M/S (Terrell/Agidius): To reappoint Michael Rush as Administrator of the Division of Professional-Technical Education effective July 1, 2006, at will, at an annual salary of \$89,935. *Motion carried unanimously.*

Section II – Business Affairs

1. Boise State University – Future Debt Management Financing Plans and 2. Boise State University – Capital Project Updates

Stacy Pearson discussed the details of information items number one and number two for the benefit of the Board members. She updated them regarding BSU's master plan including the future financing plans related to debt capacity and prudent debt management. There was discussion about the increasing enrollments and facility needs.

By unanimous consent, the Board agreed to bring forward item #13 of the Finance Agenda at this time.

13. Community College Funding – Reconsideration of Decision

M/S (Terrell/Agidius): To reconsider the action taken at the April 2006 Board meeting, which allocated the FY2007 General Fund appropriation to the two community colleges. *Motion carried unanimously.*

M/S (Agidius/Lewis): To approve the process for distributing the FY2007 State General Fund appropriation among North Idaho College and the College of Southern Idaho, as outlined in Attachment 1, "College of Southern Idaho and North Idaho College: State General Fund Distribution Process: on pages 5-7 of Tab 13. The amount allocated to North Idaho College will be \$10,506,000 and the amount allocated to the College of Southern Idaho will be \$11,594,900. *Motion carried unanimously.*

Board member Terrell introduced this item noting that a motion to reconsider had to be made by a Board member who voted with the prevailing side at the April 2006 meeting. The Board voted to reconsider their decision.

Board member Terrell noted that as the state continues to debate the need for more community colleges in Idaho it is possible the status quo will change. Should that happen, the distribution process will be renegotiated. Board member Hall thanked NIC and CSI for their persistence in communicating the process as well as the formula that they were using for this allocation.

3. Boise State University – Environmental Science and Policy Center – Project Revision – Programming & Scope

M/S (McGee/Agidius): To approve the request by Boise State University to expand the scope of planning and design of the Environmental Science and Policy Center and to authorize the Division of Public Works to proceed with the procurement of design and architectural services to complete design and programming plans for the new building, for an additional amount of \$1,230,000 (total authorization of \$1,680,000). The funding source for the planning and design budget is federal Housing and Urban Development funds. *Motion carried unanimously.*

Stacy Pearson presented this item.

4. Idaho State University – Purchase of Enterprise Resource Planning (ERP) System

M/S (McGee/Agidius): To approve the request by Idaho State University to release a Request for Proposal for an IT Enterprise resource system by July 1, 2006. *Motion carried unanimously.*

Ken Prolo from Idaho State University discussed this item. He noted it is a request to release an RFP. It is anticipated that ISU will report to the Board in December on the vendor selected for this project.

5. University of Idaho – Administration System Hardware/Software Upgrade

M/S (Agidius/Lewis): To approve the request by the University of Idaho to purchase hardware and software for the University's SunGard/SCT Banner administrative computing system, in an amount not to exceed \$1,750,000 over five (5) years. *Motion carried 7-0 (Board member Hall recused himself from the vote due to a possible conflict of interest).*

Lloyd Mues from UI reported to the Board on this item. Board member Hall recused himself from the debate and the vote because of a possible conflict of interest.

6. University of Idaho – Line of Credit – Idaho Research Foundation

M/S (Agidius/Hall): To approve the request by University of Idaho to continue the line of credit agreement between the Regents of the University of Idaho and the Idaho Research Foundation, Inc. in the form presented to the Board, authorizing the extension of the existing draw of \$126,000 as of July 1, 2006. The State Board of Education delegates authority to sign the extension to the Vice President of Finance and Administration at the University of Idaho. *Motion carried unanimously.*

Mr. Mues presented this item to the Board. He noted the request allows for an additional year with no credit being associated with it.

7. University of Idaho – Redirect Bond Proceeds

M/S (Thilo/Stone): To authorize the use of excess Series 2001 Bonds proceeds, not to exceed \$550,000; and other reserve funds, not to exceed \$150,000, for the Theophilus Tower Project, finding that the project is necessary for the proper operation of the institution and economically feasible. *Roll call vote taken; motion carried unanimously.*

M/S (Agidius/Hall): To authorize the use of excess Series 2003 Bonds proceeds, not to exceed \$550,000, for the Campus Master Utility Plan and Gibb Hall projects, finding that each project is necessary for the proper operation of the institution and economically feasible. *Roll call vote taken; motion carried unanimously.*

Mr. Mues reported on the need to use excess bond proceeds on the following three projects: the Theophilus Tower project; the Campus Master Utility Plan project; and the Gibb Hall project. He noted that each of the projects will yield immediate and positive impact for the campus.

8. University of Idaho – Athletic Promotions, Sponsorships and Corporate Rights Contract

M/S (Hall/Agidius): To approve the request by the University of Idaho to execute a contract with Learfield Communications, Inc., for Intercollegiate Athletic promotions, sponsorships and corporate rights, subject to review and final approval by the Executive Director of the state Board of Education and Board legal counsel. Motion carried unanimously.

The University of Idaho Athletics Department discussed the unique aspects of this agreement, noting that it allows UI to be more efficient and effective. UI is guaranteed a revenue stream each year. The Learfield group will comply with the UI controls that are built into the agreement. It was explained that the contract guarantees UI a certain amount of money and also compensates Learfield for rights they will acquire. Board counsel agreed the contract is complex, but did not note anything in the contract that would preclude the Board from approving the request.

9. University of Idaho – Water Center Operating Agreement Amendment – UI and Idaho Division of Water Resources (IDWR)

M/S (Terrell/Agidius): To authorize the Vice President for Finance and Administration at the University of Idaho to execute an amendment to the 2002 Operating Agreement with the Idaho Department of Water Resources, with respect to space usage in the Idaho Water Center. Final approval of the amendment is contingent upon review by the Executive Director of the State Board of Education and Board legal counsel. In addition, the Executive Director and legal counsel verify that leasing to the Division of Water Resources does not impact the status of the bonds. Motion carried unanimously.

Lloyd Mues discussed this item. He explained that by renting space, debt can be shifted and reduced. It was confirmed that the legal standing related to the bond issue would not be impacted by this agreement.

By unanimous consent, the Board agreed to add the following to the motion: “the Executive Director and legal counsel verify that leasing to the Division of Water Resources does not impact the status of the bonds.”

10. Lewis-Clark State College – Residence Hall Management Agreement

M/S (Agidius/McGee): To approve the request by Lewis-Clark State College to enter into a management agreement with College Place, LLP, to allow LCSC to administer and rent a privately developed and funded residence hall, and to authorize the Vice President for Administrative Services to sign the enclosed management agreement and represent the Idaho State Board of Education on documents related to this transaction. Motion carried unanimously.

Ron Smith, Lewis-Clark State College, presented this item. He clarified for the Board that the benefits for LCSC outweigh the risk factors, should they act as the management entity for the privately owned facility. Board member Hall indicated his support of this proposal.

11. Lewis-Clark State College – Bookstore Contract

M/S (McGee/Agidius): To approve the request by Lewis-Clark State College to enter into a contract with Follett Higher Education Group, Inc., to provide bookstore management services, and hereby authorize the Vice President for Administrative Services to sign all documents and agreements related to this transaction. Motion carried unanimously.

12. Amendment of Board Policy V.R. – Establishment of Fees – First Reading (deferred from April 2006 agenda)

M/S (Hall/Stone): To approve for first reading revisions to the Idaho State Board of Education Governing Policies and Procedures, Sections V.R. Motion carried unanimously.

Stacy Pearson reported on revisions made to the proposed changes in this Board policy, noting the proposed changes were originally discussed at the April 2006 Board meeting. She explained that the changes include language related to the professional fees and self-supporting fees. She clarified the intent of the language related to self-supporting fees.

Jeff Shinn explained that the fee for the specialized course would only be used for that course. Board member Lewis indicated his understanding of the intent of the language, but had questions about the clarity of the section on self-supporting and program fees. The Board agreed that this is a first reading and further changes and consideration can be taken prior to the second reading.

Note: Item 13 was moved up in the agenda.

14. FY2007 Student Health Insurance at Idaho State University, University of Idaho, and Lewis-Clark State College

M/S (Hall/Stone): To authorize Idaho State University to continue the contract with Academic Risk Management Inc., to provide student health insurance for 2006-2007 at a rate of \$465.00 per student, per semester. Motion carried unanimously.

M/S (Hall/Stone): To authorize the University of Idaho to continue the contract with The Mega Life and Health Insurance Company to provide student health insurance for 2006-2007 at a rate of \$596.00 per full-time student per semester. Motion carried unanimously.

M/S (Hall/Stone): To authorize Lewis-Clark State College to continue the contract with Renaissance Agencies, Inc., to provide student health insurance for 2006-2007 at a rate of \$557.00 per full-time student per semester. Motion carried unanimously.

Jeff Shinn presented this item.

By unanimous consent, the Board agreed to consider item 18 at this point in the agenda.

18. University of Idaho – Settlement Agreement

M/S (Hall/Stone): To approve the settlement and to authorize the University of Idaho to sign all necessary settlement documents. Motion carried unanimously.

15. FY2007 Intercollegiate Athletic Reports by Boise State University, Idaho State University, University of Idaho and Lewis-Clark State College

M/S (Agidius/Thilo): To accept the Intercollegiate Athletics Report as presented. Motion carried unanimously 7-0 (Terrell absent during vote).

Jeff Shinn introduced this item. He explained that the request had been made to the institutions to publish, in their reports, their assumptions of various items. Board member Hall indicated that the Board had asked for a yearly report to demonstrate the actual amounts in comparison to the assumptions when it comes to booster support. Jeff Shinn noted that information would be provided at the December Board meeting.

16. Approval of FY2007 Operating Budgets

M/S (Hall/Agidius): To approve the FY2007 operating budgets for the Office of the State Board of Education, Idaho School for the Deaf and the Blind, Idaho State Historical Society, Idaho State Library, Idaho Public Television, Division of Vocational Rehabilitation, College and Universities, Postsecondary Professional-Technical Education, Agricultural Research/Extension, Health Programs, Special Programs as detailed on pages 7-70 in Tab 16. Motion carried unanimously.

17. FY2008 Budget Request Guidelines

M/S (McGee/Howard): To direct the agencies and institutions of the State Board of Education to prepare budget requests for FY2008 according to the guidelines established in the Budget Development manual and relevant Board policy, including full MCO funding, and to include the most critical new line items, in agency or institutional priority order. Motion carried unanimously.

Jeff Shinn presented this item to the Board. Board member Hall explained that the Board wants the agencies and institutions to provide the Board with their most critical items for enhancements. That would allow the Board to see the big picture and determine which enhancements it should take forward during the legislative process.

At this time, Board President Stone thanked Dr. Michael Gallagher for stepping forward to take charge of Idaho State University over the past months. Dr. Gallagher expressed his gratitude to the Board for their confidence in him. He noted that the support he received from all the individuals involved over his brief term as Interim President made a tremendous difference in his ability to lead ISU through a time of transition.

OPEN FORUM (continued)

Dr. Linda Clarke spoke to the Board about her concerns related to Adequate Yearly Progress. She noted that the Meridian School District is a strong advocate of accountability, but questioned the way Idaho applied sanctions. She suggested that it brands highly successful schools as failures. Dr. Clarke discussed the impact of sanctions on schools like Centennial High School and reiterated her position that the No Child Left Behind Act (NCLB) was intended to address huge schools that have huge failure rates; Idaho does not have that problem.

Dr. Clarke pointed out that there are no additional resources that come with the sanctions to support improvement efforts for non-Title I schools. Districts must take funds from other programs which creates even more disadvantage. She urged the Board to reconsider how sanctions are applied to Idaho's schools and noted that a similar message had come from other districts and also legislators.

M/S (McGee/Terrell): To adjourn for the evening at 5:55 p.m. and reconvene at 8:00 a.m. on June 16, 2006. Motion carried unanimously.

DEPARTMENT OF EDUCATION AGENDA

Board Vice President Terrell called the meeting to order at 8:09 a.m. It was noted that Board member Blake Hall was excused from the remainder of meeting due to a previous commitment.

A. Superintendent's Report

Dr. Howard reported to the Board regarding a number of current activities taking place at the State Department of Education. She informed the Board about changes to the instructional staff support unit across the state and indicated that districts had been notified as to the impact on personnel in their districts. In addition, she directed the Board's attention to the Department's agenda materials for the list of the activities that are underway in the state.

Dr Howard reported that the SDE had worked with the National Laboratory on science programs as a way to help teachers become more aware of what they can do in the classroom. In addition they are working together to set up the 2006 Physics Teachers workshop in Idaho Falls.

Dr. Howard also reported that the SDE had embarked on an initiative related to math coaching and indicated that BSU is a partner in putting together this field program at three different sites. She noted that the results and critical factors that are identified at each of the sites will be analyzed to determine what happens when

skilled and knowledgeable people come together.

In the area of accountability, Dr. Howard pointed out that it is essential to have aggressive timelines because September is the time when many things must be in place in order to avoid further loss of funds.

Related to high school reform, Dr. Howard reported that there are many thoughts nationally about high school reform and she encouraged the Board to be open to other possibilities. She noted that Idaho had taken a top-down approach which resulted in some resistance. Dr. Howard pointed out that the people of Idaho are eager to talk to the Board about what is already taking place locally. She noted that districts have high student expectations and that they believe they can increase rigor while increasing graduation rates, accountability, and quality.

In closing, Dr. Howard publicly recognized Dr. Marilyn Davis who will be leaving the Office of the State Board to go to ISU. She also recognized Allison Westfall who is leaving the Department of Education to take a position in the Nampa School District. Dr. Howard thanked them both for being people of integrity who have served Idaho well in their current positions. Board member Terrell thanked Dr. Marilyn Davis and Allison Westfall on behalf of the Board and also wished them well.

Board member McGee noted that the BSU math model Dr. Howard referred to will be a great opportunity for the state. In addition, the change in instructor ratio will also benefit the high school reform effort. Dr. Howard reiterated that the districts will know their own specific needs, and having the flexibility to target and staff those areas will make a difference. She reminded the Board that schools need to have the ability to hire teachers for the areas where the purposes are evident in their communities.

CONSENT AGENDA

M/S (Terrell/Stone): To move items D, S and T to the Consent Agenda. Motion carried unanimously.

M/S (Terrell/Stone): To approve the Consent agenda. Motion carried unanimously.

D. Appointments to the Idaho State Curricular Materials Selection Committee

By unanimous consent, the Board approved the request for two appointments to the Idaho State Curricular Materials Selection Committee as submitted (Darlene Dyer, Stacey Jensen).

S. Praxis II Assessment Requirements for Teacher Certification: #0014: Elementary Education: Content Knowledge

By unanimous consent, the Board approved the request from the Professional Standards Commission to require Praxis II #0014: Elementary Education: Content Knowledge for an Idaho Exceptional Child Certificate.

T. Praxis II Assessment Requirements for Entry into Alternative Routes for Idaho Exceptional Child Certificate

By unanimous consent, the Board approved the request from the Professional Standards Commission to require Praxis II #0014: Elementary Education: Content Knowledge as an entry requirement for those seeking an Idaho Exceptional Child Certificate via the Teacher to New Certification or Content Specialist to Teacher Alternative Routes.

REGULAR AGENDA

B. Adequate Yearly Progress Accountability Procedures

M/S (Howard/McGee): To approve the AYP procedures. Motion carried unanimously.

Jana Jones and Marybeth Flachbart updated the Board on the Adequate Yearly Progress procedures. Ms. Flachbart noted that much has been learned since the procedures were first adopted by the Board. She said the procedures have remained essentially the same, while the guidance on how to follow the procedures had been revised. She summarized the process followed in amending the AYP Accountability Procedures. She noted that a template was created for schools to follow to provide as much direction as possible and to be transparent about the expectation for corrective action plans.

Board member McGee asked how districts should focus on the small percentage of students who do not meet the requirements. Ms. Flachbart indicated that parents should have the opportunity to know where the areas of concern are, and whether there is a dual accountability system. She emphasized that the Department will work with schools to provide the technical assistance necessary.

Dr. Howard noted that the special education and LEP students will continue to fall out due to an inability to perform at the level that the federal requirements mandate. In actuality, this will keep the issue in the forefront so that the federal government must recognize deficiencies in the law.

C. Professional Standards Commission Reappointment and Appointments

M/S (Terrell/Lewis): To postpone this item until the August 2006 meeting with the clarification that the names of the present members of the Commission are provided along with the entity who made their appointment, and each members' resumes. *Motion carried 4-3 (Nays: Howard, Thilo and Agidius).*

Dr. Howard introduced this item. Board member Lewis asked for clarification about the process and how the appointments are made. Dr. Jana Jones reported that nominations come forward from the organizations as designated. Board member Lewis noted that two of the appointments come from IEA. Dr. Jones agreed to find out how many Commission members are also members of the IEA and to get that information to Board member Lewis prior to the August meeting. The Board's legal counsel clarified that the persons who are up for reappointment will continue to serve until they are replaced. The other nominee will not come up for appointment until after the August meeting.

At this time, Dr. Howard introduced Ray Merial and Jana Jones to discuss the agenda items related to the appeal and waiver of the cap pupil transportation funding formula. It was noted that the legislature allows only two areas where a waiver can be granted. Those areas are: (1) uniquely difficult geographic circumstances and (2) extraordinary, one-time circumstances. It was explained that the one-time extraordinary circumstance allows for a one-year waiver. The uniquely difficult geographic circumstance allows for a five-year waiver which can be brought back for a one-year review if the Board so desires.

E. Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula: Buhl

M/S (Terrell/McGee): To disapprove the Buhl School District Funding cap Appeal Application. *Motion failed 2:5 (McGee and Terrell voted Aye).*

M/S (Stone/ Terrell): To approve the Buhl School District Funding cap Waiver Appeal request based on the one-time extraordinary circumstance outside the district's control.

Substitute Motion (Terrell/Stone): To approve the Buhl School District Funding cap Appeal Application at a funding cap percentage rate that will reduce the funding cap penalty to ½ percent under the conditions that they have requested extraordinary and one-time circumstances outside the districts foresight and control. *NOTE: This motion was withdrawn.*

The Buhl School District reported on the geographic circumstances that required the district to accommodate riders, in addition to the influx of migrant workers at certain times of the year that impact the numbers. There was lengthy discussion about the appeal process, the rationale and other various issues. Ray Merial explained in the opinion of the SDE, Buhl does have a geographic circumstance that should be considered.

The Board agreed to briefly delay consideration of this item in order to review the wording of the prepared motions.

At this time the Board moved to item Q of the agenda.

Q. Revisions to IDAPA 08.02.02, Rules Governing Uniformity: New School Bus Standards and Reimbursement Matrix

M/S (Howard/Thilo): To approve a Notice of Proposed Rulemaking for publication in the August 2, 2006, Administrative Bulletin (Docket No. 08-0202-0601), to incorporate by reference Standards for Idaho School Buses and Operations – June 16, 2006, and the pupil transportation reimbursements/non-reimbursement matrix, as part of the rulemaking process. Motion carried 6-0 (Lewis absent during the vote).

Dr. Jana Jones reported that the Department must meet the federal requirements, which have changed. Therefore, the Department seeks approval from the Board on this notice of proposed rulemaking. The process includes public hearings of the proposed rule prior to the second reading. For clarification, it was noted that this rule will not have any impact on charter or virtual schools.

Following this item, the Board returned to item E discussion.

E. Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula: Buhl (continued)

At this time, Jeff Schrader, the Board's legal counsel explained for the Board's benefit the intent of the motions having to do with the appeal and waiver requests.

By unanimous consent, the Board agreed to take the previous motion off the table.

M/S (Terrell/Agidius): To approve Buhl school district's request for a waiver of the 105% funding cap penalty cap appeal based on extraordinary one time circumstances beyond the district's foresight and control in an amount necessary to eliminate 60% of its funding cap penalty. This waiver is for the 2005-2006 school year only. Motion carried unanimously.

F. Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula: Caldwell

M/S (Agidius/McGee): To disapprove Caldwell school district's request. Motion carried 5-2 (Lewis and Howard dissenting).

The Caldwell district discussed the rationale for its request. It was noted that the Caldwell District has a high number of special needs students. Lisa Thompson discussed the unique geographic circumstances and the one-time extraordinary circumstances the Caldwell District faces and the Caldwell Transportation Company noted it intends to be under the cap next year related to the geographic issue. Dr. Jana Jones noted that the Department supported the district in its request.

Board member Thilo indicated that she appreciated the scrutiny the Department had given to the appeal and the recommendations made to assist the district in resolving the various issues. Board member Agidius noted that the actions taken by the Caldwell District are commendable, but may not qualify as a unique geographic circumstance. Board member McGee indicated that she had some concerns with the request as well.

G. Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula: Dietrich

M/S (Terrell/Agidius): To approve Dietrich school district's request for a waiver of the 105% funding cap penalty cap appeal based on geographic circumstances in an amount necessary to eliminate 98% of its funding cap penalty. This waiver is for the 2005-2006 school year only. Motion carried unanimously.

Dr. Howard and Ray Merical presented this request.

H. Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula: Kellogg

M/S (Terrell/Agidius): To deny Kellogg school district's request. Motion carried 6-1 (Howard dissenting).

Dr. Howard and Ray Merical presented this item. Board member Agidius explained that he was unable to support the request without more information from the district.

I. Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula: McCall-Donnelly

M/S (Terrell/Stone): To approve McCall-Donnelly school district's request for a waiver of the 105% funding cap penalty cap appeal based on extraordinary circumstances beyond the district's foresight and control in an amount necessary to eliminate 60% of its funding cap penalty. This waiver is for the 2005-2006 school year only. Motion carried 5-1-0 (McGee dissenting; Agidius absent during vote).

Substitute Motion (Lewis) : To approve McCall-Donnelly school district's request for a waiver of the 105% funding cap penalty cap appeal based circumstances in an amount necessary to eliminate 99% of its funding cap penalty. This waiver is for the 2005-2006 school year only. As part of the motion, the Board requests McCall-Donnelly to bring back this item next year for review. Motion failed for a lack of a second.

Superintendent Terry Donicht presented this item to the Board. Board member Lewis indicated his desire to fund this request at the maximum amount based the district's appeal.

J. Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula: Meadows Valley

M/S (Terrell/Agidius): To approve Meadows Valley school district's request for a waiver of the 105% funding cap penalty cap appeal based geographic circumstances in an amount necessary to eliminate 90% of its funding cap penalty. This waiver is for a five-year period beginning in the 2005-2006 school year, with a review next year because of the funding. Motion carried 5-2 (McGee and Stone dissenting).

Superintendent Terry Donicht presented this item to the Board. Ray Merical noted that Meadows Valley is in the same situation as Dietrich with no efficiencies to be gained by eliminating routes.

K. Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula: Moscow

M/S (Agidius/Lewis): To approve Moscow school district's request for a waiver of the 105% funding cap penalty cap appeal based geographic circumstances in an amount necessary to eliminate 16% of its funding cap penalty. This waiver is for a five-year period beginning in the 2005-2006 school year, with a review next year. Motion carried 5-2 (Stone and McGee dissenting).

Superintendent Candis Donicht presented this item.

L. Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula: Mountain Home

M/S (McGee/Stone): To deny the request by the Mountain Home School District. Motion carried 4-3 (Lewis, Howard and Terrell dissenting)

Superintendent Tim McMurtry presented this item. Ray Merical noted that the district had made attempts since last year to reduce cost. He pointed out that it does have a large geographic distance to cover. Mr. Merical explained that the review process included a snapshot of what happened on a particular day and may not paint the whole picture. He indicated that the Department recommends efficiencies to the districts, but districts may not be able to implement every efficiency.

M. Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula: Salmon

M/S (Agidius/Thilo): To deny the appeal request from Salmon. *Motion carried 5-2 (Howard and Lewis dissenting).*

Dr. Howard and Ray Merial presented this item. Board member Thilo noted that it appeared the routes do not seem to be well designed. Board President Stone pointed out that the clear message to every district in the state was to review bus routes and do everything possible to achieve efficient transportation and cost reduction. Board member Agidius noted again that the only two areas the Board can look at are geographic and extraordinary circumstances. Districts need to focus on those two areas.

N. Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula: Twin Falls

M/S (Terrell/Agidius): To deny the request of the Twin Falls school district. *Motion carried 5-1-0 (Howard dissenting; Stone abstained from discussion and action on this item).*

Board President Stone stepped out of the room during the discussion on this item due to a possible conflict of interest. The representative from the bus company appeared before the Board to explain the extraordinary circumstances that are the basis of the appeal. Board member Terrell indicated he would not vote for an appeal.

O. Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula: Valley

M/S (Terrell/McGee): To approve Valley school district's request for a waiver of the 105% funding cap penalty cap appeal based on extraordinary circumstances beyond the district's foresight and control in an amount necessary to eliminate 50% of its funding cap penalty. This waiver is for the 2005-2006 school year only. *Motion carried unanimously.*

Superintendent Elsie Krause made a request to amend the appeal and include extraordinary one-time circumstances. She went on to explain the geographic circumstances that the district deals with and noted that the district had eliminated one bus route. In addition, the bus contractor opted not to take a CPI increase last year and also asked the business manager to subtract 5% from the total bill this year in order to save the district money. Board members McGee and Terrell thanked the superintendent for the due diligence of the district to cut costs. They also commended the bus contractor for taking cuts in order to manage the costs.

P. Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula: Wendell

M/S (Terrell/Stone): To approve Wendell school district's request for a waiver of the 105% funding cap penalty cap appeal based on extraordinary circumstances beyond the district's foresight and control in an amount necessary to eliminate 25% of its funding cap penalty. This waiver is for the 2005-2006 school year only. *Motion failed 2-5 (Terrell and Stone voted Aye).*

M/S (Thilo/Agidius): To deny the request. *Motion carried 5-2 (Stone and Howard dissenting).*

Motion to Reconsider/S (Terrell/Thilo): To reconsider the motion. *Motion carried 5-2 (Agidius and McGee dissenting).*

M/S (Terrell/Thilo): To approve Wendell school district's request for a waiver of the 105% funding cap penalty cap appeal based on extraordinary circumstances beyond the district's foresight and control in an amount necessary to eliminate 20% of its funding cap penalty. This waiver is for the 2005-2006 school year only. *Motion carried 4-3 (Agidius, McGee and Lewis dissenting).*

Superintendent Greg Lowe presented this item and noted that the district had spent significant time and effort to bring costs down this past year. He indicated that a new reporting system had been implemented as well.

He explained that the district was able to recently approve a new contractor to serve the district using a very comprehensive bid process. The previous contract made it impossible to make necessary changes.

Board member Terrell encouraged the district to continue to work on bringing the costs down. Board member Agidius indicated his understanding that the district had done all it could to bring the cost down even though the contract was a barrier. Board member Terrell noted that the district had corrected the situation by replacing the contractor once the contract expired.

During the vote on the final motion, Dr. Howard changed her vote from Nay to Aye. The motion carried.

At the conclusion of the bus waiver appeals, Board member McGee asked that the Department to provide the Board with the list of those districts who received waivers this year as a means to track them on next year's agenda related to this topic.

R. Proposal to Divide Grangeville Joint School District No. 241

M/S (Thilo/Lewis): To approve the proposal for division of the Grangeville Joint School District No. 241. Motion carried 5-2 (Stone and Agidius dissenting).

Superintendent Wayne Davis, Craig Spencer, Chair of the Trustee Board, Joyce Barnard, member of the Trustee Board representing the Riggins area, and Jerry Gee, consultant from the MGT consulting group appeared before the Board. As a point of order, the Board's legal counsel explained to the Board the process for considering this proposal, noting that the district's school board would like to put this item on the November ballot.

Superintendent Davis reported that the district hired MGT as a neutral party to develop a plan in anticipation of getting it on the ballot in November, 2006. The district approved the plan four-one. Dr. Gee reported that public hearings were held in Riggins, Grangeville and Kooskia and additional input had also been received. It was noted that the Grangeville district is very large and that Riggins is 45 miles from Grangeville. Dr. Gee reviewed other portions of the plan and indicated that MGT believes the plan is doable.

Mr. Spencer provided the historical background of the district and noted that the differences and the distances between the Riggins area and the Grangeville area have resulted in many years of divisiveness. He emphasized that the separation would allow both districts to focus on education rather than be distracted by divisive issues.

Joyce Barnard spoke on behalf of the people from the Riggins area and noted that the plan developed by the third party was good and she encouraged the Board to approve it so that it can go before the voters for their decision.

Dr. Gee clarified the proposed district boundaries and there was discussion about time zones, property values, and ability of the districts, should the division be approved, to adequately support themselves. In response to an inquiry from Board member Terrell, it was noted that no one in the room opposed the district split.

Board member Terrell expressed concern about subsidizing two separate districts. Lengthy discussion and explanation followed as Superintendent Davis, Dr. Gee, and Dr. Howard provided details and input. Joyce Barnard assured the Board that the people of Riggins would support their district. She expressed confidence in their ability to pass supplemental overrides and indicated that the community would be able to offer programs they don't currently have available to them if they become a separate district. She made the point that the citizens of Riggins want the opportunity to decide for themselves what their future should be and encouraged the Board to give them that chance. She noted that there are services that will continue to be shared with the Grangeville district. In addition, there will be continuity as the trustee board transitions into new and separate responsibilities.

In closing, Superintendent Davis thanked the Board on behalf of all the involved parties for their support of the

Boardwork**AUGUST 9-11, 2006**

effort. He briefly discussed the successful efforts by the district to address high school reform. Executive Director Johnson invited Superintendent Davis to provide input related to high school reform.

OTHER BUSINESS

M/S (Terrell/Agidius): To adjourn the meeting at 1:45 p.m. *Motion carried unanimously.*

**CONSENT AGENDA
AUGUST 9-11, 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 – IDAHO STATE UNIVERSITY Renaming of Building | Information item |
| 7 | BAHR-SECTION II AMENDMENT OF BOARD POLICY Amendment to Board Policy Section V.R. – 2 nd Reading – Establishment of Tuition and Fees. | Motion to approve |
| 8 | PPGAC - Alcohol Permits Issued By University Presidents | Information item |
| 9 | PPGAC – 2nd Reading of Amendment to Board Policy, Section IV.H. – Idaho State Library | Motion to approve |
| 10 | PPGAC – 2nd Reading of Amendment to By Laws H. & J. | Motion to approve |

**CONSENT AGENDA
AUGUST 9-11, 2006**

| TAB | DESCRIPTION | ACTION |
|------------|--|-------------------|
| 11 | IRSA – Quarterly Report -Program Changes | Information item |
| 12 | IRSA – - Approval of Pending Rule Governing Thoroughness – Rewards | Motion to approve |

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

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

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND

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

DISCUSSION

Boise State University requests approval for:

- thirty-one (31) new positions (31.0 FTE) supported by appropriated, grant and local funds;
- changes to four (4) current position's FTE (from 2.96 to 4.0 total FTE) supported by appropriated and local funds.

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

This item includes conversion of twenty-two long-term temporary (adjunct) faculty into permanent instructor positions, new professional positions for the executive education program in the College of Business and Economics and for University Advancement, an assistant director for the varsity swim team, and a variety of other professional and classified positions. The permanent instructor positions are being created in an effort to BSU deliver its teaching mission more purposely by using instructors who's main purpose is teaching, and will better integrate these instructors into their respective academic departments.

Staff recommends approval.

BOARD ACTION

A motion to approve the request by Boise State University for thirty-one (31) new positions supported by appropriated and local funds; and title, term, salary and FTE changes to four (4) positions.

Moved by _____ Seconded by _____ Carried Yes____ No____

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued**

NEW POSITIONS

| | |
|-------------------------------|--|
| Position Title | Administrative Assistant 1 |
| Type of Position | Classified Staff |
| FTE | 1.0 FTE |
| Term of Appointment | 12 month |
| Effective Date | August 13, 2006 |
| Salary Range | \$22,963 |
| Funding Source | .38 – Appropriated/.45 – Grant/.17 - Local |
| Area/Department of Assignment | Selland College of Applied Technology - Applied Academics |
| Duties and Responsibilities | Maintain schedules and records for tutoring program for Basic and Applied Academics study lab at Canyon County Center. |
| Justification of Position | Tutoring support needed in Canyon County Center due to growth in programs at the Center. |
| Position Title | Career Counselor |
| Type of Position | Professional Staff |
| FTE | 1.0 FTE |
| Term of Appointment | 12 month |
| Effective Date | August 13, 2006 |
| Salary Range | \$34,507 |
| Funding Source | Appropriated |
| Area/Department of Assignment | Career Center |
| Duties and Responsibilities | Provide comprehensive career services to Boise State students and alumni. |
| Justification of Position | Additional position required due to increased volume and demand for career counseling. |

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued**

| | |
|-------------------------------|---|
| Position Title | Special Lecturer (4) |
| Type of Position | Faculty |
| FTE | 1.0 FTE |
| Term of Appointment | 12 month |
| Effective Date | August 13, 2006 |
| Salary Range | 4 positions at \$30,000 each |
| Funding Source | Appropriated |
| Area/Department of Assignment | English |
| Duties and Responsibilities | Provide instruction for English courses. |
| Justification of Position | Converting long-term adjuncts to permanent benefit eligible appointments. |

| | |
|-------------------------------|---|
| Position Title | Special Lecturer (3) |
| Type of Position | Faculty |
| FTE | 1.0 FTE |
| Term of Appointment | 12 month |
| Effective Date | August 13, 2006 |
| Salary Range | 3 positions at \$30,000 each |
| Funding Source | Appropriated |
| Area/Department of Assignment | English |
| Duties and Responsibilities | Provide instruction for English courses. |
| Justification of Position | Converting long-term temporary to permanent appointments. |

| | |
|-------------------------------|--|
| Position Title | Special Lecturer |
| Type of Position | Faculty |
| FTE | 1.0 FTE |
| Term of Appointment | 12 month |
| Effective Date | August 13, 2006 |
| Salary Range | \$30,000 |
| Funding Source | Appropriated |
| Area/Department of Assignment | Chemistry |
| Duties and Responsibilities | Provide instruction for Chemistry course. |
| Justification of Position | Converting long-term temporary to permanent appointment. |

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**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 | August 13, 2006 |
| Salary Range | \$30,000 |
| Funding Source | Appropriated |
| Area/Department of Assignment | Chemistry |
| Duties and Responsibilities | Provide instruction for Chemistry courses. |
| Justification of Position | Converting long-term adjunct to permanent benefit eligible appointment. |

| | |
|-------------------------------|---|
| Position Title | Special Lecturer (7) |
| Type of Position | Faculty |
| FTE | 1.0 FTE |
| Term of Appointment | 12 month |
| Effective Date | August 13, 2006 |
| Salary Range | 7 positions at \$30,000 each |
| Funding Source | Appropriated |
| Area/Department of Assignment | Mathematics |
| Duties and Responsibilities | Provide instruction for Math courses. |
| Justification of Position | Converting long-term temporary to permanent appointments. |

| | |
|-------------------------------|---|
| Position Title | Special Lecturer (2) |
| Type of Position | Faculty |
| FTE | 1.0 FTE |
| Term of Appointment | 12 month |
| Effective Date | August 13, 2006 |
| Salary Range | 2 positions at \$30,000 each |
| Funding Source | Appropriated |
| Area/Department of Assignment | Biology |
| Duties and Responsibilities | Provide instruction for Biology courses. |
| Justification of Position | Converting long-term temporary to permanent appointments. |

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**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 | August 13, 2006 |
| Salary Range | \$30,000 |
| Funding Source | Appropriated |
| Area/Department of Assignment | Philosophy |
| Duties and Responsibilities | Provide instruction for Philosophy courses. |
| Justification of Position | Converting long-term adjunct to permanent benefit eligible appointment. |

| | |
|-------------------------------|---|
| Position Title | Special Lecturer |
| Type of Position | Faculty |
| FTE | 1.0 FTE |
| Term of Appointment | 12 month |
| Effective Date | August 13, 2006 |
| Salary Range | \$50,480 |
| Funding Source | Appropriated |
| Area/Department of Assignment | Network, Operations & Information Systems |
| Duties and Responsibilities | Provide instruction for Networking & Telecommunication courses. |
| Justification of Position | Converting long-term temporary to permanent appointment. |

| | |
|-------------------------------|--|
| Position Title | Special Lecturer (2) |
| Type of Position | Faculty |
| FTE | 1.0 FTE |
| Term of Appointment | 12 month |
| Effective Date | August 13, 2006 |
| Salary Range | 2 positions at \$30,000 each |
| Funding Source | Appropriated |
| Area/Department of Assignment | Communication |
| Duties and Responsibilities | Provide instruction for Communication courses. |
| Justification of Position | Converting long-term adjunct to permanent benefit eligible appointments. |

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued**

| | |
|-------------------------------|--|
| Position Title | Program Manager, Executive Education |
| Type of Position | Professional Staff |
| FTE | 1.0 FTE |
| Term of Appointment | 12 month |
| Effective Date | August 27, 2006 |
| Salary Range | \$50,000 |
| Funding Source | Local |
| Area/Department of Assignment | College of Business & Economics - Executive Education |
| Duties and Responsibilities | Manage off-site programs, assist with program operations, develop marketing and advertising materials and assist in program delivery. |
| Justification of Position | Additional staff needed due to program growth and launch of the executive MBA Program. |

| | |
|-------------------------------|---|
| Position Title | Associate Vice President, University Advancement |
| Type of Position | Professional Staff |
| FTE | 1.0 FTE |
| Term of Appointment | 12 month |
| Effective Date | August 13, 2006 |
| Salary Range | \$115,000 |
| Funding Source | Local |
| Area/Department of Assignment | Development/Foundation |
| Duties and Responsibilities | Supervise Development Directors in designated college fund-raising assignments. Responsible for the identification, cultivation, solicitation and stewardship of major gift donors. |
| Justification of Position | Position was reported on June, 2006 agenda as Director, Advancement Services at \$60,000. Needs reassessed and position changed to adequately staff for Foundation's Comprehensive Campaign. |

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued**

| | |
|-------------------------------|---|
| Position Title | Assistant Director, Orientation |
| Type of Position | Professional Staff |
| FTE | 1.0 FTE |
| Term of Appointment | 12 month |
| Effective Date | August 13, 2006 |
| Salary Range | \$40,000 |
| Funding Source | Local |
| Area/Department of Assignment | Orientation Program |
| Duties and Responsibilities | Develop, enhance, and coordinate transitional and volunteer programs for families and non-traditional students. |
| Justification of Position | Additional staff needed to meet the demands of significant growth in the orientation program. |

| | |
|-------------------------------|--|
| Position Title | Management Assistant |
| Type of Position | Classified Staff |
| FTE | 1.0 FTE |
| Term of Appointment | 12 month |
| Effective Date | August 13, 2006 |
| Salary Range | \$28,725 |
| Funding Source | Appropriated |
| Area/Department of Assignment | Vice President Finance & Administration |
| Duties and Responsibilities | Provide management and administrative support to the new Associate Vice President of Campus Planning and Facilities and will be part of the management team. |
| Justification of Position | Support staff needed for new Associate Vice President position. |

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued**

| | |
|-------------------------------|--|
| Position Title | Assistant Coach, Swimming |
| Type of Position | Professional Staff |
| FTE | 1.0 FTE |
| Term of Appointment | 12 month |
| Effective Date | August 13, 2006 |
| Salary Range | \$20,000 |
| Funding Source | Local |
| Area/Department of Assignment | Intercollegiate Athletics |
| Duties and Responsibilities | Recruits, coaches/teaches, meet preparation, and performs public relations and team administration duties. |
| Justification of Position | Additional staff needed for program. |

| | |
|-------------------------------|--|
| Position Title | Assistant Manager, Operations |
| Type of Position | Professional Staff |
| FTE | 1.0 FTE |
| Term of Appointment | 12 month |
| Effective Date | August 13, 2006 |
| Salary Range | \$34,507 |
| Funding Source | Local |
| Area/Department of Assignment | Bookstore |
| Duties and Responsibilities | Manages Bronco Express, the Bookstore's shipping, packing, and web processing store. |
| Justification of Position | Additional staff needed due to growth of on-line sales. |

| | |
|-------------------------------|---|
| Position Title | Assistant Manager, Textbook |
| Type of Position | Professional Staff |
| FTE | 1.0 FTE |
| Term of Appointment | 12 month |
| Effective Date | August 13, 2006 |
| Salary Range | \$34,507 |
| Funding Source | Local |
| Area/Department of Assignment | Bookstore |
| Duties and Responsibilities | Provide support for Textbook operations. Reconciles activities in purchasing, returns, inventory control & integrated accounting systems. |
| Justification of Position | Additional staff needed due to sales growth and complexities of managing on-line systems. |

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued**

CHANGE IN POSITIONS

| | |
|-------------------------------|--|
| Position Title | Customer Service Representative 1 |
| Type of Position | Classified Staff |
| FTE | from .5 FTE to 1.0 FTE |
| Term of Appointment | 12 month |
| Effective Date | August 13, 2006 |
| Salary Range | Additional funding of \$10,359 |
| Funding Source | Appropriated |
| Area/Department of Assignment | Human Resource Services |
| Duties and Responsibilities | Provides customer service to Human Resource Services callers and visitors. |
| Justification of Position | Convert partial temporary appointment to full-time to meet departmental service needs. |

| | |
|-------------------------------|--|
| Position Title | Administrative Assistant 1 |
| Type of Position | Classified Staff |
| FTE | from .83 FTE to 1.0 FTE |
| Term of Appointment | 12 month |
| Effective Date | August 13, 2006 |
| Salary Range | Additional funding of \$3,956 |
| Funding Source | Local |
| Area/Department of Assignment | Selland College of Applied Technology - Center Managers Office |
| Duties and Responsibilities | Provide administrative support for faculty and students within three Applied Technology divisions. |
| Justification of Position | Additional FTE needed to cover workload due to reorganization of administrative staff. |

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued**

| | |
|-------------------------------|--|
| Position Title | Coordinator, Twin Falls |
| Type of Position | Professional Staff |
| FTE | from .80 FTE to 1.0 FTE |
| Term of Appointment | 12 month |
| Effective Date | August 13, 2006 |
| Salary Range | Additional funding of \$7,966 |
| Funding Source | Appropriated |
| Area/Department of Assignment | Division of Extended Studies |
| Duties and Responsibilities | Promote, enhance, facilitate and support the educational processes of all prospective and current academic students taking BSU classes at the College of Southern Idaho. |
| Justification of Position | Additional staff time needed due to increase in programs and enrollment. |

| | |
|-------------------------------|---|
| Position Title | Resident Director |
| Type of Position | Professional Staff |
| FTE | from .83 FTE to 1.0 FTE |
| Term of Appointment | 12 month |
| Effective Date | August 13, 2006 |
| Salary Range | Additional funding of \$4,210 |
| Funding Source | Local |
| Area/Department of Assignment | Student Housing |
| Duties and Responsibilities | Provide operational guidance and direction for Residence Halls or Apartment facilities. |
| Justification of Position | Additional staff time needed for summer hour coverage. |

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

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
 - (j) a complete justification for the position

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

(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.)

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY

SUBJECT

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

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures; Section II.B.
(see Consent Tab 1)

BACKGROUND

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

DISCUSSION

Idaho State University requests approval for:

- seven (7) new positions supported by state, local, and grant funds;
- changes to two current positions' FTE (from 1.70 to 2.0 total FTE) supported by local and grant funds;
- changes to two current position's terms (from 12 to 9 months and 9 to 12 months respectively) supported by local funds;

IMPACT

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

STAFF AND COMMENTS AND RECOMMENDATIONS

This item includes a new faculty position for the Physician Assistant program, a senior accountant for the ISU Foundation / ISU Development Office, and other new and revised positions.

Staff recommends approval.

BOARD ACTION

A motion to approve the request by Idaho State University for seven (7) new positions, to increase the FTE on two (2) positions supported by local and grant funds, and to change the term on two (2) positions supported by local funds.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY-continued**

**NEW POSITIONS
ACADEMIC**

| | |
|-------------------------------|---|
| Position Title | Faculty |
| Type of Position | Faculty |
| FTE | 1.0 |
| Term of Appointment | 12 month |
| Effective Date | August 14, 2006 |
| Salary Range | \$70,000.00 |
| Funding Source | Local Funds |
| Area/Department of Assignment | Physician Assistant Program |
| Duties and Responsibilities | Assist in development/implementation of a satellite program in Boise; teach clinical medicine content; participate in assessment of student academic and clinical performance; and academic advising. |
| Justification of Position | To provide faculty support for a newly created satellite program in Boise, required for coordinating the initial offering of the didactic year of the program. |

OTHER

| | |
|-------------------------------|--|
| Position Title | Senior Accountant |
| Type of Position | Non-Classified |
| FTE | 1.0 |
| Term of Appointment | 12 month |
| Effective Date | August 14, 2006 |
| Salary Range | \$55,000.00 |
| Funding Source | Local Funds |
| Area/Department of Assignment | Development Office/ISU Foundation |
| Duties and Responsibilities | Provide accounting support functions for the ISU Foundation. |
| Justification of Position | To provide accounting support for the ISU Foundation for compliance with SBOE policy on Foundations. |

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY-continued**

| | |
|-------------------------------|---|
| Position Title | Web Communications Manager |
| Type of Position | Non-Classified |
| FTE | 1.0 |
| Term of Appointment | 12 month |
| Effective Date | August 14, 2006 |
| Salary Range | \$50,000.00 |
| Funding Source | State Funds |
| Area/Department of Assignment | University Relations |
| Duties and Responsibilities | Provide leadership and management for the overall strategic and creative development of the University's website, including design, content, marketing effectiveness and innovation, and overall utility. |
| Justification of Position | To provide technical support for maintaining a strong web presence. |

| | |
|-------------------------------|---|
| Position Title | Independent Assessment Provider and Quality Assurance Coordinator |
| Type of Position | Non-Classified |
| FTE | 1.0 |
| Term of Appointment | 12 month |
| Effective Date | August 14, 2006 |
| Salary Range | \$47,500.00 |
| Funding Source | Grant Funds |
| Area/Department of Assignment | Idaho Center for Disability Evaluation |
| Duties and Responsibilities | Review files in Regions I – VII to ensure files are complete, accurate, and in standardized form; work with the ICDE research team on various projects. |
| Justification of Position | To reactivate currently budgeted PCN 8253. |

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY-continued**

| | |
|-------------------------------|---|
| Position Title | Assistant Director |
| Type of Position | Non-Classified |
| FTE | 1.0 |
| Term of Appointment | 12 month |
| Effective Date | August 14, 2006 |
| Salary Range | \$34,000.00 |
| Funding Source | State Funds |
| Area/Department of Assignment | Twin Falls Center |
| Duties and Responsibilities | Assist the director in extending the educational resources of the University to the Magic Valley. Primary duty will be to advise current and prospective students in all aspects of student services. |
| Justification of Position | To provide additional support to enable the Director to dedicate more time to program planning and recruitment. |

| | |
|-------------------------------|---|
| Position Title | Human Simulation Lab Director |
| Type of Position | Non-Classified |
| FTE | 1.0 |
| Term of Appointment | 9 month |
| Effective Date | August 14, 2006 |
| Salary Range | \$34,000.00 |
| Funding Source | State Funds |
| Area/Department of Assignment | College of Technology |
| Duties and Responsibilities | Responsible for maintenance and up-keep of human simulation labs and resources supporting Pocatello and Boise; schedule and coordinate University wide training; facilitate and execute medical simulation for internal and external customers. |
| Justification of Position | To provide support for the day-to-day operation of the state-of-the-art human simulators for Health Science student education. |

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY-continued

| | |
|-------------------------------|--|
| Position Title | Administrative Assistant 1 |
| Type of Position | Classified |
| FTE | 1.0 |
| Term of Appointment | 12 month |
| Effective Date | August 14, 2006 |
| Salary Range | \$22,963.20 |
| Funding Source | Grant Funds |
| Area/Department of Assignment | Tech Prep, College of Technology |
| Duties and Responsibilities | Prepare reports; coordinate registration and grade process for Tech Prep students; payroll; grant document organization; bookkeeping; test proctoring; act as liaison between students, parents, teachers and coordinator. |
| Justification of Position | To reactivate currently budgeted PCN 8346. |

CHANGE IN POSITIONS
ACADEMIC

| | |
|-------------------------------|---|
| Position Title | Mid-Level or Senior Faculty (PCN 1208) |
| Type of Position | Faculty |
| FTE | change from .90 FTE to 1.0 FTE |
| Term of Appointment | 12 month |
| Effective Date | August 14, 2006 |
| Salary Range | \$140,000.00 |
| Funding Source | Local and Grant Funds |
| Area/Department of Assignment | Family Medicine |
| Duties and Responsibilities | Supervise Family Medicine residents; maintain clinical skills through personal patient care; provide clinical backup for patients enrolled in grants; provide University and community service. |
| Justification of Position | To provide full-time support for supervision of resident physicians. |

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY-continued**

CHANGES TO POSITIONS - OTHER

| | |
|-------------------------------|---|
| Position Title | Registered Nurse (PCN 2258) |
| Type of Position | Classified |
| FTE | 1.0 |
| Term of Appointment | change from 12 months to 9 months |
| Effective Date | August 14, 2006 |
| Salary Range | \$33,600.00 |
| Funding Source | Local Funds |
| Area/Department of Assignment | Student Health Center |
| Duties and Responsibilities | Provide client assessment; plan development, clinical activities, health education, and case management; direct nursing care; instruct and counsel patients in disease process, self care, and health promotion techniques; perform skilled nursing services in a clinical setting. |
| Justification of Position | Voluntary reduction in term. See item below for LPN increase to 12 months (PCN 8078). |

| | |
|-------------------------------|--|
| Position Title | License Practical Nurse (PCN 8078) |
| Type of Position | Classified |
| FTE | 1.0 |
| Term of Appointment | change from 9 months to 12 months |
| Effective Date | August 14, 2006 |
| Salary Range | \$24,232.00 |
| Funding Source | Local Funds |
| Area/Department of Assignment | Student Health Center |
| Duties and Responsibilities | Provide practical nursing care or assist a registered nurse or physician in routine to complex situations in clinics; provide charting and record keeping and health education to clients. |
| Justification of Position | To provide additional support due to term reduction to RN PCN 2258 (see item above). |

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY-continued**

| | |
|-------------------------------|---|
| Position Title | Office Specialist 2 (PCN 3673) |
| Type of Position | Classified |
| FTE | change from .80 FTE to 1.0 FTE |
| Term of Appointment | 12 month |
| Effective Date | August 14, 2006 |
| Salary Range | \$20,716.80 |
| Funding Source | Local and Grant Funds |
| Area/Department of Assignment | Pharmacy Practice and Administrative Sciences. |
| Duties and Responsibilities | Clerical support for College of Pharmacy Assessment, Drug Utilization Review and Continuing Education programs. |
| Justification of Position | To provide full-time clerical support for compliance with Assessment requirements for accreditation. |

THIS PAGE INTENTIONALLY LEFT BLANK

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

A request by the University of Idaho for the approval of sixteen new positions.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND

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

DISCUSSION

The University of Idaho requests approval for:

- Sixteen (16) new positions (14.60 FTE) supported by appropriated and non-appropriated funds:

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

This item includes new classified positions for administrative support, information technology, campus recreation, facilities management and other areas.

Staff recommends approval.

BOARD ACTION

A motion to approve the request by the University of Idaho to establish sixteen (16) new positions supported by appropriated and non-appropriated funds.

Moved by _____ Seconded by _____ Carried es _____ No _____

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued**

NEW POSITIONS - OTHER

| | |
|-------------------------------|--|
| Position Title | Administrative Assistant II |
| Type of Position | Classified |
| FTE | 1.0 (2080 hours/year) |
| Term of Appointment | 12 months |
| Effective Date | September 1, 2006 |
| Salary Range | \$32,011.20 |
| Funding Source | Appropriated funds |
| Area/Department of Assignment | Information Technology Services |
| Duties and Responsibilities | Responsible for providing administrative support |
| Justification | New position |

| | |
|-------------------------------|--|
| Position Title | Computer Support Associate |
| Type of Position | Classified |
| FTE | 1.0 (2080 hours/year) |
| Term of Appointment | 12 months |
| Effective Date | September 1, 2006 |
| Salary Range | \$34,008.00-\$40,019.20 |
| Funding Source | Appropriated funds |
| Area/Department of Assignment | College of Education, Dean's Office |
| Duties and Responsibilities | Responsible for providing technology support |
| Justification | New position |

| | |
|-------------------------------|--|
| Position Title | DFA Programmer Analyst |
| Type of Position | Classified |
| FTE | 1.0 (2080 hours/year) |
| Term of Appointment | 12 months |
| Effective Date | September 1, 2006 |
| Salary Range | \$42,016.00 |
| Funding Source | Non-appropriated funds |
| Area/Department of Assignment | Information Technology Services |
| Duties and Responsibilities | Responsible for providing support for the institutional electronic document imaging application. |
| Justification | New position |

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued**

| | |
|-------------------------------|--|
| Position Title | DFA Programmer Analyst |
| Type of Position | Classified |
| FTE | 1.0 (2080 hours/year) |
| Term of Appointment | 12 months |
| Effective Date | September 1, 2006 |
| Salary Range | \$42,016.00 |
| Funding Source | Non-appropriated funds |
| Area/Department of Assignment | DFA Systems |
| Duties and Responsibilities | Responsible for providing support to e-commerce and campus card systems |
| Justification | New position |
| Position Title | DFA Programmer Analyst |
| Type of Position | Classified |
| FTE | 1.0 (2080 hours/year) |
| Term of Appointment | 12 months |
| Effective Date | September 1, 2006 |
| Salary Range | \$42,016.00 |
| Funding Source | Non-appropriated funds |
| Area/Department of Assignment | DFA Systems |
| Duties and Responsibilities | Responsible for providing support to Banner, primarily student accounts, and other administrative applications |
| Justification | New position |
| Position Title | Employee Work/Life Specialist |
| Type of Position | NFE |
| FTE | .5 (1040 hours/year) |
| Term of Appointment | 12 months |
| Effective Date | September 1, 2006 |
| Salary Range | \$28,080.00 |
| Funding Source | Non-appropriated funds |
| Area/Department of Assignment | Campus Recreation |
| Duties and Responsibilities | Responsible for management and delivery of the work/life program |
| Justification | New position |

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued**

| | |
|-------------------------------|--|
| Position Title | HVAC/Mechanic |
| Type of Position | Classified |
| FTE | 1.0 (2080 hours/year) |
| Term of Appointment | 12 months |
| Effective Date | September 1, 2006 |
| Salary Range | \$32,011.20 |
| Funding Source | Appropriated funds |
| Area/Department of Assignment | Facilities Management |
| Duties and Responsibilities | Responsible for maintaining campus HVAC facilities |
| Justification | New position |

| | |
|-------------------------------|--|
| Position Title | HVAC/Ref Journeyman |
| Type of Position | Classified |
| FTE | 1.0 (2080 hours/year) |
| Term of Appointment | 12 months |
| Effective Date | September 1, 2006 |
| Salary Range | \$39,000.00 |
| Funding Source | Appropriated funds |
| Area/Department of Assignment | Facilities Management |
| Duties and Responsibilities | Responsible for maintaining campus HVAC facilities |
| Justification | New position |

| | |
|-------------------------------|--|
| Position Title | Director Native American Center |
| Type of Position | NFE |
| FTE | 1.0 (2080 hours/year) |
| Term of Appointment | 12 months |
| Effective Date | September 1, 2006 |
| Salary Range | \$50,003.20-\$56,992.00 |
| Funding Source | Non-appropriated funds |
| Area/Department of Assignment | Academic Affairs |
| Duties and Responsibilities | Responsible for coordinating, planning, and implementing an academic year program for Native American students |
| Justification | New position |

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued**

| | |
|-------------------------------|---|
| Position Title | ITS Network Systems Security Analyst |
| Type of Position | NFE |
| FTE | 1.0 (2080 hours/year) |
| Term of Appointment | 12 months |
| Effective Date | September 1, 2006 |
| Salary Range | \$59,176.00 |
| Funding Source | Appropriated funds |
| Area/Department of Assignment | Information Technology Services |
| Duties and Responsibilities | Responsible for maintaining and enhancing the information security infrastructure of ITS' central computing resources |
| Justification | New position |

| | |
|-------------------------------|---|
| Position Title | Landscape Irrigation System Coordinator |
| Type of Position | Classified |
| FTE | 1.0 (2080 hours/year) |
| Term of Appointment | 12 months |
| Effective Date | September 1, 2006 |
| Salary Range | \$32,011.20 |
| Funding Source | Appropriated funds |
| Area/Department of Assignment | Facilities Management |
| Duties and Responsibilities | Responsible for maintaining campus irrigation systems |
| Justification | New position |

| | |
|-------------------------------|---|
| Position Title | Native American Tribal Liaison |
| Type of Position | NFE |
| FTE | .5 (1040 hours/year) |
| Term of Appointment | 12 months |
| Effective Date | September 1, 2006 |
| Salary Range | \$25,001.60-\$34,008.00 |
| Funding Source | Non-appropriated funds |
| Area/Department of Assignment | Academic Affairs |
| Duties and Responsibilities | Responsible for open dialogue between members of the northwest tribes and the University of Idaho |
| Justification | New position |

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued**

| | |
|-------------------------------|---|
| Position Title | Pro-shop Manager |
| Type of Position | Classified |
| FTE | .85 (1760 hours/year) |
| Term of Appointment | 10 months |
| Effective Date | September 1, 2006 |
| Salary Range | \$30,465.60 |
| Funding Source | Appropriated funds |
| Area/Department of Assignment | Auxiliary Services |
| Duties and Responsibilities | Responsible for managing the daily operations of the Pro-Shop and all golf related activities at the UI Golf Course |
| Justification | Reactivation of PCN 7545 (vacant over 12 months) |

| | |
|-------------------------------|---|
| Position Title | Server Systems Analyst |
| Type of Position | Classified |
| FTE | 1.0 (2080 hours/year) |
| Term of Appointment | 12 months |
| Effective Date | September 1, 2006 |
| Salary Range | \$48,776.00 |
| Funding Source | Appropriated funds |
| Area/Department of Assignment | Information Technology Services |
| Duties and Responsibilities | Responsible for providing support and maintenance of network system hardware and software |
| Justification | New position |

| | |
|-------------------------------|--|
| Position Title | Technical Records Specialist I |
| Type of Position | Classified |
| FTE | .75 (1560 hours/year) |
| Term of Appointment | 12 months |
| Effective Date | September 1, 2006 |
| Salary Range | \$22,978.80 |
| Funding Source | Appropriated funds |
| Area/Department of Assignment | Internal Audit, Office of the President |
| Duties and Responsibilities | Responsible for providing entry level support and data/record retrieval activities |
| Justification | New position |

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued**

| | |
|-------------------------------|---|
| Position Title | Utilities/Engineer Director |
| Type of Position | NFE |
| FTE | 1.0 (2080 hours/year) |
| Term of Appointment | 12 months |
| Effective Date | September 1, 2006 |
| Salary Range | \$80,017.60 |
| Funding Source | Appropriated funds |
| Area/Department of Assignment | Facilities Management |
| Duties and Responsibilities | Responsible for oversight of campus utility systems |
| Justification | New position |

THIS PAGE INTENTIONALLY LEFT BLANK

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE

SUBJECT

A request by Lewis-Clark State College for approval of four new positions, four deleted positions, and two changes in positions.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND

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

DISCUSSION

Lewis-Clark State College requests approval for:

- Four (4) new positions (4.0 FTE); supported by appropriated, grant, local and vocational funds;
- changes to two (2) in positions' FTE (1.44 to 2.0 total FTE) supported by appropriated and local funds;
- deletion of four (4) positions.

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

This item includes three new positions.

BOARD ACTION

A motion to approve the request by Lewis-Clark State College for four (4) new positions supported by appropriated, grant, local and vocational funds; changes in FTE for two (2) positions supported by appropriated and local funds and the deletion of four (4) positions.

Moved _____ Seconded _____ Carried Yes ____ No ____

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE - continued**

NEW POSITIONS - INSTRUCTIONAL

| | |
|-------------------------------|--|
| Position Title | Instructor |
| Type of Position | Professional |
| FTE | 1.0 |
| Term of Appointment | 12 months |
| Effective Date | 7/01/2006 |
| Salary Range | \$33,218 |
| Funding Source | Grant funds |
| Area/Department of Assignment | Community Programs/Adult and Family education |
| Duties and Responsibilities | Prepare students for productive lives by developing and presenting curriculum; guiding students. |
| Justification of Position | This position was previously Irregular Help. |

| | |
|-------------------------------|--|
| Position Title | Printing Bindery Tech/Instructional Aide |
| Type of Position | Classified |
| FTE | 1.0 |
| Term of Appointment | 12 months |
| Effective Date | 7/01/2006 |
| Salary Range | \$22,006 |
| Funding Source | Vocational Funds |
| Area/Department of Assignment | Business Technology Services |
| Duties and Responsibilities | Performs all bindery duties for Warrior Press and an instructional aide in the Professional-Technical Education Graphic Arts/Printing Technology Program |
| Justification of Position | Position provides support for in-house printing services. |

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE - continued**

NEW POSITIONS - OTHER

| | |
|-------------------------------|---|
| Position Title | Market Development/Transfer Student Specialist |
| Type of Position | Exempt |
| FTE | 1.0 |
| Term of Appointment | 12 months |
| Effective Date | 7/01/2006 |
| Salary Range | \$39,000 |
| Funding Source | Appropriated funds |
| Area/Department of Assignment | New Student Recruitment |
| Duties and Responsibilities | Manage College's Dual Credit Program, work closely with community college and transfer students, foster employer relationships, and identify niche markets. |
| Justification of Position | Reorganization of Student Services due to personnel changes. |

| | |
|-------------------------------|--|
| Position Title | Assistant Director |
| Type of Position | Exempt |
| FTE | 1.0 |
| Term of Appointment | 12 months |
| Effective Date | 8/1/2006 |
| Salary Range | \$31,824 |
| Funding Source | Auxiliary |
| Area/Department of Assignment | Residence Life |
| Duties and Responsibilities | To assist director with budget development, judicial processes, and gathering and interpreting data on occupancy and facilities. |
| Justification of Position | Residence life will be managing 225 additional beds. |

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE - continued**

CHANGES IN POSITIONS - OTHER

| | |
|-------------------------------|--|
| Position Title | Office Specialist II |
| Type of Position | Classified |
| FTE | Increase from 0.75 to 1.0 |
| Term of Appointment | 12 months |
| Effective Date | 7/01/2006 |
| Salary Range | Increase \$15,398 to \$21,281 |
| Funding Source | Appropriated Funds |
| Area/Department of Assignment | Student Services/Recruitment |
| Justification of Position | Reorganization of Student Services due to Personnel changes. |

| | |
|-------------------------------|---|
| Position Title | Change from Office Specialist I to Administrative Assistant I |
| Type of Position | Classified |
| FTE | Increase from 0.69 to 1.0 |
| Term of Appointment | 12 months |
| Effective Date | 7/01/2006 |
| Salary Range | Increase \$13,334 to \$28,516.80 |
| Funding Source | Local Funds |
| Area/Department of Assignment | Residence Halls |
| Justification of Position | Increased responsibilities due to growth in Residence Hall facilities |

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE - continued**

DELETED POSITIONS

| | |
|-------------------------------|------------------------------|
| Position Title | Director/Marketing Developer |
| Type of Position | Exempt |
| FTE | 1.0 |
| Term of Appointment | 12 months |
| Effective Date | 7/01/2006 |
| Salary Range | \$65,437 |
| Funding Source | Appropriated Funds |
| Area/Department of Assignment | Admissions |
| Justification of Position | Duties reallocated |

| | |
|-------------------------------|--------------------------|
| Position Title | Manager |
| Type of Position | Exempt |
| FTE | 1.0 |
| Term of Appointment | 12 months |
| Effective Date | 7/01/2006 |
| Salary Range | \$45,448 |
| Funding Source | Local Funds |
| Area/Department of Assignment | Bookstore |
| Justification of Position | Outsourcing of Bookstore |

| | |
|-------------------------------|--------------------------|
| Position Title | Bookstore Operator |
| Type of Position | Classified |
| FTE | 1.0 |
| Term of Appointment | 12 months |
| Effective Date | 7/01/2006 |
| Salary Range | \$22,195 |
| Funding Source | Local Funds |
| Area/Department of Assignment | Bookstore |
| Justification of Position | Outsourcing of Bookstore |

| | |
|-------------------------------|--------------------------|
| Position Title | Handling Receiver |
| Type of Position | Classified |
| FTE | 1.0 |
| Term of Appointment | 12 months |
| Effective Date | 7/01/2006 |
| Salary Range | \$18,720 |
| Funding Source | Auxiliary |
| Area/Department of Assignment | Bookstore |
| Justification of Position | Outsourcing of Bookstore |

THIS PAGE INTENTIONALLY LEFT BLANK

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

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.

BACKGROUND

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

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

This item includes a new position to coordinate the new registered nursing program.

Staff recommends approval.

BOARD ACTION

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_____

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
EASTERN IDAHO TECHNICAL COLLEGE**

NEW POSITION

| | |
|-------------------------------|---|
| Position Title | Registered Nursing Program Coordinator |
| Type of Position | Faculty |
| FTE | 1.0 FTE |
| Term of Appointment | 11 month |
| Effective Date | August 13, 2006 |
| Salary Range | \$55,000–\$65,000 |
| Funding Source | Local Funds |
| Area/Department of Assignment | Health Professions Division |
| Duties and Responsibilities | Coordination of RN program, instruction in RN courses, clinical rotations, and advising students. |
| Justification of Position | The new RN program requires a qualified coordinator. |

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University reports that the large auditorium in Frazier Hall has been named the Charles E. "Chick" and Diane Bilyeu Theatre in honor of Mr. and Mrs. Bilyeu.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.K.1-4.

BACKGROUND

Both Mr. and Mrs. Bilyeu are long time friends of Idaho State University, advocates of ISU and its programs, and contributors to the well being of faculty and education of students. Further, they are outstanding citizens of Pocatello and, indeed, of Idaho. The professional and personal lives of both are closely associated with Frazier Hall's auditorium.

Diane Bilyeu's contributions are both varied and continuing. She was born in Pocatello and educated there, graduating from Idaho State University. It was while she was acting in a local production of South Pacific that she met and married Chick Bilyeu. She continues to be active in the Pocatello theater community, most recently in a community mystery fundraiser for the Idaho Museum of Natural History.

Chick Bilyeu lived most of his life in Pocatello, beginning his higher education at ISU, majoring in Theater. After leaving ISU, he continued his theater education at Redlands University and then at the Pasadena Playhouse. He returned to Pocatello and ISU to teach classes in speech, radio, television, and stage makeup. He continued teaching at ISU for the next forty years and also began directing plays and musicals in Frazier Hall auditorium.

Both of the Bilyeus continue in their long tradition of service to our community and to Idaho State University.

DISCUSSION

Naming the auditorium in Frazier Hall in honor of Chick and Diane Bilyeu has been approved by ISU's Facility Name Designation Committee and the Campus Planning Council. Their recommendation in support of this request was submitted to Dr. Richard Bowen, who approved the recommendation.

STAFF COMMENTS AND RECOMMENDATIONS

Per Board policy, cited above, Idaho State University is reporting the naming of a room within Frazier Hall. Board action is not necessary.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY - continued**

BOARD ACTION

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

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: K. Naming/Memorializing Building and Facilities April 2002

K. Naming/Memorializing Buildings and Facilities

Prior approval of the State Board of Education is required for the naming or memorializing of a building or administrative unit for other than functional use. This policy also includes the naming of facilities.

As used in this policy, the terms "facility" and "facilities" include any building, structure, room, laboratory, administrative unit, open space, or other physical improvement or natural feature of a campus or of other property under the administrative control of the State Board of Education.

1. The Board will consider the following factors in addressing requests for naming of a building, facility, or administrative unit.
 - a. Naming for an administrator, member of the faculty or employee of a unit responsible to the State Board of Education:
 - (1) No building, facility, or administrative unit shall be named for a person currently employed within the system of higher education in Idaho, except when authorized by the Board.
 - (2) Memorialization of a building, facility, or administrative unit for a former employee retired or deceased shall be considered on the basis of the employee's service to education in the state of Idaho. Significant factors will include, but shall not be limited to:
 - (a) Recommendation of the chief executive officer of the institution and the recommendation of the institutional community.
 - (b) Contributions rendered to the academic area to which the building, facility, or administrative unit is primarily devoted.
 - b. Naming of a building, facility, or administrative unit for other than a former employee of the system of higher education will be considered by the Board in accordance with 1.a. Additionally, the following shall apply:

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

- (1) When deemed appropriate, a facility, building, or administrative unit may be given a nonfunctional name intended to honor and memorialize a specific individual who has made a distinguished contribution to the University.
 - (2) Name for an individual in recognition of a gift.
 - (a) No commitment for naming shall be made to a prospective donor of a gift prior to Board approval of the proposed name.
 - (b) In reviewing requests for approval to name a facility, building, or administrative unit for a donor, the Board shall consider:
 - i. The nature of the proposed gift and its significance to the institution;
 - ii. The eminence of the individual whose name is proposed; and
 - iii. The individual's relationship to the institution.
2. The Board exclusively has authority to name administrative units, buildings, and facilities of a campus or of other property under the administrative control of the State Board of Education and Regents of the University of Idaho.
3. The Board delegates to the presidents the authority to name rooms and open spaces located within buildings or structures.
 - a. The presidents shall follow the same guidelines for naming as set forth in this policy.
 - b. All such names designated by the presidents shall be reported annually in August to the Board.
4. All requests for naming outside the presidents' delegated authority, and all delegated naming authority reporting, shall be made to the Board's Business Affairs and Human Resources Committee. When applicable, concurrent request shall be made to the Board's Instruction, Research and Student Affairs Committee.

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

SUBJECT

Second Reading to update Board policy on the Establishment of Tuition and Fees.

REFERENCE

June 2006

1st Reading of amendments to policy approved

APPLICABLE STATUTE, RULE OR POLICY

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

BACKGROUND

First reading was approved by the Board in April 2006. At the June 2006 Board meeting for first reading, Board members asked that clarification of how the self-support program and fee is uniquely defined, and distinguished from a regular university program be added to the proposed policy.

DISCUSSION

Revisions proposed at the June 2006 Board meeting have been incorporated for second reading. These revisions were made to carefully define self-support certificate and program fees, and allow the institutions to support high demand programs.

IMPACT

These proposed changes are intended to better define tuition and fees and to propose additions to modernize the policies set forth in this section. Changes to the current Board policy on professional fees serves to broaden an institution's ability to assess a professional fee for a Board-approved professional program.

The proposed additions require that specific criteria be met in order to qualify as a professional program for which a fee can be assessed. The proposed addition of a self-support certificate and program fee serves to delineate the difference between a professional program and self-support program and specifically allows the institutions to assess fees to support these programs, after the program is approved by the Board.

Once this policy statement is approved for final reading, it provides the basis for further discussions to update tuition and fee practices, (e.g. the ongoing discussion of full-time tuition plateau, differential fees and fee waiver policies for employee and family members to enhance recruitment of faculty and staff, to name a few).

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed this amendment to policy, including the changes requested by the Board following first reading.

Staff recommends approval of second reading.

BOARD ACTION

A motion to approve for second and final reading revisions to the Idaho State Board of Education Governing Policies and Procedures, Sections V.R.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

2ND Reading

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: R. Establishment of Tuition and Fees

August 2006

R. Establishment of Tuition and Fees

1. Board Policy on Student Tuition and Fees

Consistent with the Statewide Plan for Higher Education in Idaho, the institutions shall maintain tuition and fees that provide for quality education and maintain access to educational programs for Idaho citizens. In setting fees, the Board will consider recommended fees as compared to fees at peer institutions, percent fee increases compared to inflationary factors, fees as a percent of per capita income and/or household income, and the share students pay of their education costs. Other criteria may be considered as is deemed appropriate at the time of a fee change. An institution cannot request more than a ten percent (10%) increase in the total full-time student fee unless otherwise authorized by the Board.

2. Tuition and Fee Setting Process – Board Approved Tuition and Fees

a. Initial Notice

A proposal to alter student tuition and fees covered by Subsection V.R.3. shall be formalized by initial notice of the chief executive officer of the institution at least six (6) weeks prior to the Board meeting at which a final decision is to be made.

Notice will consist of transmittal, in writing, to the student body president and to the recognized student newspaper during the months of publication of the proposal contained in the initial notice. The proposal will describe the amount of change, statement of purpose, and the amount of revenues to be collected.

The initial notice must include an invitation to the students to present oral or written testimony at the public hearing held by the institution to discuss the fee proposal. A record of the public hearing as well as a copy of the initial notice shall be made available to the Board.

b. Board Approval

Board approval for fees will be considered when appropriate or necessary. This approval will be timed to provide the institutions with sufficient time to prepare the subsequent fiscal year operating budget.

c. Effective Date

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

Any change in the rate of tuition and fees becomes effective on the date approved by the Board unless otherwise specified.

3. Definitions and Types of Tuition and Fees

The following definitions are applicable to tuition and fees charged to students at all of the state colleges and universities, except where limited to a particular institution or institutions.

a. General and Professional-Technical Education Tuition and Fees

Tuition and fees approved by the State Board of Education. Revenues from these fees are deposited as required by Section V, Subsection Q.

(1) Tuition – University of Idaho

Tuition is defined as the fee charged for the cost of instruction at the University of Idaho. The cost of instruction shall not include those costs associated with the construction, maintenance, and operation of buildings and facilities, student services; or institutional support, which are complementary to, but not a part of, the instructional program. Tuition may be charged only to nonresident students enrolled in the University of Idaho, or to resident students enrolled in the University of Idaho who are in a professional program, college, school, or department approved by the State Board of Education and the Board of Regents of the University of Idaho; who are taking extra studies; or who are part-time students at the institutions.

(2) Matriculation Fee – University of Idaho

Matriculation fee is defined as the fee charged at the University of Idaho for all educational costs other than the cost of instruction, including, but not limited to, costs associated with the construction, maintenance, and operation of buildings and facilities, student services, and institutional support.

(3) Tuition – Boise State University, Idaho State University, Lewis-Clark State College

Tuition is defined as the fee charged for any and all educational costs at Boise State University, Idaho State University, and Lewis Clark State College. Tuition fees include, but are not limited to, costs associated with academic services; instruction; the construction, maintenance, and operation of buildings and facilities; student services; or institutional support.

(4) Professional-Technical Education Fee

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

Professional-Technical Education fee is defined as the fee charged for educational costs for students enrolled in Professional-Technical Education pre-employment, preparatory programs.

(5) Part-time Credit Hour Fee

Part-time credit hour fee is defined as the fee per credit hour charged for educational costs for part-time students enrolled in any degree program.

(6) Graduate Fee

Graduate fee is defined as the additional fee charged for educational costs for full-time and part-time students enrolled in any post- baccalaureate degree-granting program.

(7) Western Undergraduate Exchange (WUE) Fee

Western Undergraduate Exchange fee is defined as the additional fee for full-time students participating in this program and shall be equal to fifty percent (50%) of the total of the tuition fee, matriculation fee, facility fee, and activity fee.

(8) Employee/Spouse Fee

The fee for eligible participants shall be a registration fee of twenty dollars (\$20.00) plus five dollars (\$5.00) per credit hour. Eligibility shall be determined by each institution. Employees at institutions, agencies and the school under the jurisdiction of the Board may be eligible for this fee. Special course fees may also be charged.

(9) Senior Citizen Fee

The fee for Idaho residents who are 60 years of age or older shall be a registration fee of twenty dollars (\$20.00) plus five dollars (\$5.00) per credit hour. This fee is for courses on a space available basis only. Special course fees may also be charged.

(10) In-Service Teacher Education Fee

The fee shall be one-third of the average part-time undergraduate credit hour fee or one-third of the average graduate credit hour fee. This special fee shall be applicable only to approved teacher education courses. The following guidelines will determine if a course or individual qualifies for this special fee.

(a) The student must be an Idaho public school teacher or other professional employee of an Idaho school district.

(b) The costs of instruction are paid by an entity other than an institution.

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

(c) The course must be approved by the appropriate academic unit(s) at the institution.

(d) The credit awarded is for professional development and cannot be applied towards a degree program.

(11) Workforce Training Credit Fee

This fee is defined as a fee charged students enrolled in a qualified Workforce Training course where the student elects to receive credit. The fee is charged for processing and transcribing the credit. The cost of delivering Workforce Training courses, which typically are for noncredit, is an additional fee since Workforce Training courses are self-supporting. The fees for delivering the courses are retained by the technical colleges. The Workforce Training fee shall be \$10.00 per credit.

b. Institutional Local Fees – Approved by the Board

Institutional local fees are both full-time and part-time student fees that are approved by the State Board of Education and deposited into local institutional accounts. Local fees shall be expended for the purposes for which they were collected.

The facilities, activity and technology fees shall be displayed with the institution's tuition and fees when the Board approves tuition and fees.

(1) Facilities Fee

Facilities fee is defined as the fee charged for capital improvement and building projects and for debt service required by these projects. Revenues collected from this fee may not be expended on the operating costs of the general education facilities.

(2) Activity Fee

Activity fee is defined as the fee charged for such activities as intercollegiate athletics, student health center, student union operations, the associated student body, financial aid, intramural and recreation, and other activities which directly benefit and involve students. The activity fee shall not be charged for educational costs or major capital improvement or building projects. Each institution shall develop a detailed definition and allocation proposal for each activity for internal management purposes.

(3) Technology Fee

Technology fee is defined as the fee charged for campus technology enhancements and operations.

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

(4) Professional Fees

To designate a professional fee for a Board approved program, *all* of the following criteria must be met:

- (a) Credentialing Requirement:
 - 1) A professional fee may be assessed if graduates of the professional program obtain a specialized higher education degree that qualifies them to practice a professional service or to be eligible for credentialing or licensing to practice a professional service.
 - 2) The program leads to a degree that is at least the minimum required for entry to the practice of a profession.
- (b) Accreditation Requirement (if applicable): The program meets the requirements of national/specialized/professional accrediting agencies as defined by the State Board of Education.
- (c) Extraordinary Program Costs: The cost of the professional program significantly exceeds the cost of nonprofessional programs at the institution. Institutions will be required to provide documentation to support the reported cost of the program.

Institutions will propose professional fees for Board approval based on the costs to deliver the program.

(5) Self-Support Certificate and Program Fees

Self-support certificates and programs are a defined set of specific courses that must all be successfully completed in order to earn the certificate. Such programs must be encapsulated, separate and distinct from the regular courses of the institution. Institutions may offer self-support certificates and programs if the fees assessed cover all costs of the program and no appropriated funds are used to support the program. In addition, students pay a fee for the entire program and may not enroll for program courses on an individual course-by-course basis. Students enrolled in the self-support programs may take courses outside of the program as long as they pay the required tuition and fees for those courses. Institutions will establish such fees on an individual program basis according to anticipated expenditures. Self-support certificate and program fees are retained by the institution.

(6) Contracts and Grants

Special fee arrangements are authorized by the Board for instructional programs provided by an institution pursuant to a grant or contract approved by the Board.

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

(7) Student Health Insurance Premiums or Room and Board Rates

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

c. Institutional Local Fees and Charges Approved by Chief Executive Officer

These local fees and charges are assessed to support specific activities and are only charged to students that engage in these particular activities. Local fees and charges are deposited into local institutional accounts and shall only be expended for the purposes for which they were collected.

(1) Continuing Education

Continuing education fee is defined as the additional fee to part-time students which is charged on a per credit hour basis to support the costs of continuing education.

(2) Course Overload Fee

This fee may be charged to full-time students with excessive course loads as determined by each institution.

(3) Special Course Fees or Assessments

A special course fee is a fee required for a specific course or special activity and, therefore, not required of all students enrolled at the institution. Fees such as penalty assessments, library fines, continuing education fees, parking fines, laboratory fees, breakage fees, fees for video outreach courses, late registration fees, and fees for special courses offered for such purposes as remedial education credit that do not count toward meeting degree requirements are considered special course fees. All special course fees or penalty assessments, or changes to such fees or assessments, are established and become effective in the amount and at the time specified by the chief executive officer of the institution. The chief executive officer is responsible for reporting these fees to the Board upon request.

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

BYLAWS: SECTION L. Adoption, Amendment, and Repeal of Bylaws

L. Adoption, Amendment, and Repeal of Bylaws

Bylaws may be adopted, amended, or repealed at any regular or special meeting of the Board by a majority vote of the Board, provided notice has been presented at the preceding meeting of the Board.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

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.

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

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.

THIS PAGE INTENTIONALLY LEFT BLANK

CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
AUGUST 9-11, 2006

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 June 2006 Board meeting. Since that meeting, Board staff has received 3 permits from Boise State University, 5 permits from Idaho State University, and 5 permits from the University of Idaho.

Board staff has prepared a brief listing of the permits issued for use from June 2006 through October 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.

THIS PAGE IS LEFT INTENTIONALLY BLANK

**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
AUGUST 9-11, 2006**

**APPROVED ALCOHOL SERVICE AT
BOISE STATE UNIVERSITY**

July 2006

| EVENT | LOCATION | DATE (S) |
|----------------------------------|-------------------------------|-----------------|
| KHIT's Concert | Taco Bell Arena | 07/09/06 |
| Jake Plummer Alzheimer's Benefit | Caven-Williams Sports Complex | 07/10/06 |
| Bronco Dairy Boosters Fundraiser | Hall of Fame | 07/16/06 |

**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
AUGUST 9-11, 2006**

**APPROVED ALCOHOL SERVICE AT
IDAHO STATE UNIVERSITY**

June 2006 – September 2006

| EVENT | LOCATION | DATE (S) |
|------------------------------------|--|-----------------|
| Baney Wedding Reception | Alumni House | 06/19/06 |
| Gallagher's Farewell Reception | Thelma E Stephens Performing Arts Center | 06/24/06 |
| Kendrick/Czech Wedding & Reception | York House | 07/29/06 |
| College Convocation | Alumni House | 08/17/06 |
| Wine Tasting | Continuing Education Building Room 125 | 09/17/06 |

**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
AUGUST 9-11, 2006**

**APPROVED ALCOHOL SERVICE AT
UNIVERSITY OF IDAHO**

July - October 2006

| EVENT | LOCATION | DATE (S) |
|----------------------------|---|-----------------|
| Parks/Planagan Wedding | UI Parker Farm | 07/16/06 |
| Business After Hours | UI Bookstore | 08/31/06 |
| AVS Alumni and Friends BBQ | College of Agricultural and Life Sciences Interaction Court | 09/16/06 |
| Dad's Weekend | Student Union Ballroom | 09/16/06 |
| Alumni Reception | College of Law | 10/06/06 |

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 met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
AUGUST 9-11, 2006

SUBJECT

Second Reading of Amendment to Board Policies I.A.1., I.M.1.b., IV.A., V.A.1., V.B.1., V.B.8., and IV.H. – Idaho State Library

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections I. A. 5. Title 33, chapter 25, Idaho Code.

BACKGROUND

During the 2006 Legislative Session, HB684 was passed. This bill changed the name of the Idaho State Library to the Commission for Libraries.

DISCUSSION

The Board will need to amend all Board Policies that reference the Idaho State Library in order for Board policy to be in compliance with the new legislation that will become effective on July 1, 2006.

Some non-substantive amendments have been made between the first and second reading.

IMPACT

If the Board does not approve the second reading of the amendment to Board Policies I.A.1., I.M.1.b., IV.A., V.A.1., V.B.1., V.B.8., and IV.H., the policies will not conform with Idaho Code.

If the Board approves the second reading of the amendment to Board Policies Board Policies I.A.1., I.M.1.b., IV.A., V.A.1., V.B.1., V.B.8., and IV.H., the policies will be updated effective August 2006 and the policies will conform with Idaho Code.

ATTACHMENTS

Board Policies as noted above

page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the second reading of the amendment to Board Policies I.A.1., I.M.1.b., IV.A., V.A.1., V.B.1., V.B.8., and IV.H.

BOARD ACTION

A motion to approve the second reading of the amendment to Board Policies I.A.1., I.M.1.b., IV.A., V.A.1., V.B.1., V.B.8., and IV.H.

Moved _____ Seconded _____ Carried Yes _____ No _____

THIS PAGE IS LEFT INTENTIONALLY BLANK

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
AUGUST 9-11, 2006

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: A. Policy Making Authority

August 2006

A. Policy-Making Authority

1. Definition

The Governing Policies provide broad basic principles that generally form the foundation for Board procedures. The State Board of Education and the Board of Regents of the University of Idaho (hereinafter referred to as the Board) intends each organization under its governance to follow the policies and procedures outlined herein. As used throughout these policies and procedures, unless otherwise specified, "institutions" refers to Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho and Eastern Idaho Technical College. "Agencies" refers to the State Department of Education, Idaho Educational Public Broadcasting, the Idaho Division of Professional-Technical Education, the Idaho Division of Vocational Rehabilitation, and the Office of the State Board of Education. "School" refers to the Idaho School for the Deaf and the Blind.

North Idaho College, the College of Southern Idaho, the Idaho State Historical Society, and the Idaho Commission for Libraries operate in accordance with policies established by their respective boards of trustees, except for state appropriations requests and other matters governed by the State Board of Education. For the purposes of these governing policies and procedures, North Idaho College, College of Southern Idaho, the Idaho State Historical Society, and the Idaho Commission for Libraries are excluded from coverage unless included by reference.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: M. Annual Planning and Reporting

August 2006

M. Annual Planning and Reporting

1. Strategic Plans

- a. Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, North Idaho College, College of Southern Idaho, Eastern Idaho Technical College, Division of Professional-Technical Education, Division of Vocational Rehabilitation, Idaho Educational Public Broadcasting System, and the School for the Deaf and the Blind will develop and maintain five-year strategic plans.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
AUGUST 9-11, 2006

- (1) Institution, school and agency strategic plans shall be aligned with the Board's strategic plan, be created in accordance with Board guidelines, and be consistent with assigned role and mission statements.
 - (2) Plans shall be updated annually and submitted to the Board for approval.
 - (3) Plans shall be submitted by the Board to the appropriate state administrative entity in order to meet the state's annual planning requirements.
- b. The Idaho State Historical Society and Idaho Commission for Libraries are recognized as unique collaborators in the state education system and are encouraged to report annually to the Board in accordance with these guidelines.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: A. Coverage

August 2006

A. Coverage

The State Board of Education is responsible for the general supervision of the State Department of Education, the Idaho Educational Public Broadcasting System, the School for the Deaf and the Blind, the Division of Professional Technical Education, and the Division of Vocational Rehabilitation, all of which operate in accordance with the Governing Policies and Procedures established by the Board.

The State Historical Society and the Commission for Libraries operate in accordance with the policies established by the respective boards of trustees, except for state appropriation requests and related matters governed by the State Board of Education. For purposes of this section, the State Historical Society and the State Library Commission for Libraries are excluded from coverage unless included by specific reference.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: H. Idaho Commission for Libraries

August 2006

H. ~~Idaho State Library~~ Commission for Libraries

The Idaho Commission for Libraries ~~provides, promotes, and delivers library services to people in Idaho.~~ assists libraries to build the capacity to better serve their clientele.

1. Board of Library Commissioners.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
AUGUST 9-11, 2006

- a. The Board of Library Commissioners consists of ~~the state superintendent of public instruction (or his or her designee), as an ex-officio member, and five (5) members~~ commissioners appointed by the State Board of Education., ~~each to a term of five (5) years.~~ OSBE shall annually appoint one commissioner for a term of five (5) years.
- b. Board Appointment Procedures:
 - (1) Incumbent Reappointment
In the event that the incumbent candidate is interested in reappointment, the Board of Library Commissioners shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The State Board of Education may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).
 - (2) Open Appointment
 - (a) The Board of Library Commissioners, on behalf of the State Board of Education, will advertise the vacancy in appropriate state, regional or local publications. Such advertisements will solicit interested persons to apply for the vacant position on the Idaho Board of Library Commissioners.
 - (b) Each applicant must provide a written statement expressing his or her interest in becoming a member of the Board of Library Commissioners. Each applicant must also provide evidence of his or her qualifications, and must identify his or her primary residence.
 - (c) The Board of Library Commissioners will review all applications for the vacant position and conduct interviews as deemed necessary. The purpose of this review is to eliminate from further consideration all but the most qualified applicants.
 - (d) The Board of Library Commissioners will forward only the most highly qualified applicants, in order of preference, to the State Board of Education for consideration. The Board may provide for interviews of the applicants, or may make the appointment based on the recommendation of the Board of Library Commissioners.
 - (3) The Board of Library Commissioners, in making their recommendation, and the State Board of Education, in making the final appointment, shall consider geographical representation, interest, knowledge, experience, and willingness to advocate for the development and delivery of library and information services in Idaho.

2. Policies and Procedures.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
AUGUST 9-11, 2006

The Board of Library Commissioners elects its own officers and makes all necessary rules for the conduct of the public business entrusted to its care.

3. Budgetary and Other Matters.

The Board of Library Commissioners, through its chief executive officer, submits an annual budget request to the State Board of Education on a schedule established by the executive director or his or her designee. Other matters that might involve the Commission for Libraries are referred to in these Governing Policies and Procedures of the State Board of Education.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: A. General Authority, Responsibilities, and Definitions August 2006

A. General Authority, Responsibilities, and Definitions

1. Scope of Section

With the exception of the State Department of Education, and unless otherwise noted, each institution, agency, and school under the governance of the State Board of Education and Board of Regents of the University of Idaho (hereinafter the "Board") must conduct all of its financial and related affairs as provided in this section. The community colleges (NIC and CSI), Idaho State Historical Society, and Idaho Commission for Libraries are included only as specified. The policies and procedures outlined here are to complement and not to supplant the Office of the State Controller's user manual.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: B. Budget Policies August 2006

B. Budget Policies

1. Budget Requests

For purposes of Item 1., the community colleges (CSI and NIC), the State Historical Society, and the Commission for Libraries are included.

8. Major Capital Improvement Project -- Budget Requests

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
AUGUST 9-11, 2006

For purposes of Item 8., the community colleges (NIC and CSI), the State Historical Society, and the Commission for Libraries are included, except as noted in V.B.8.b. (2).

THIS PAGE INTENTIONALLY LEFT BLANK

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
AUGUST 9-11, 2006

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: A. Policy Making Authority

April 2002

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.

THIS PAGE HAS BEEN LEFT INTENTIONALLY BLANK

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

SUBJECT

Second Reading of Amendment to Board Bylaws

BACKGROUND

The Board's Bylaws have not been amended since October 2004. Staff has amended the Bylaws to make them more consistent with the current practices of the Board.

DISCUSSION

Since April 2004, the Board has made many changes in the operation of the standing committees under the Board. The following proposed amendments are intended to bring the Board's Bylaws into compliance with the current practices of the Board.

IMPACT

If the Board chooses not to approve the second reading of the amendment to the Board Bylaws, the Board's Bylaws will not be consistent with current Board practice. If the Board does approve the second reading of the approval of the amendment to Board policies, the Board Bylaws will be updated effective August 2006.

Only a minor, non-substantive revision has been made to the Board's Bylaws between first and second reading.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the second reading of the amendment to Board Bylaws

BOARD ACTION

A motion to approve the second reading of the amendment to Board Bylaws.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALY LEFT BLANK

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: BYLAWS

Revised August 2006

H. Committees of the Board

The Board shall organize itself into four (4) permanent standing committees: the Planning, Policy and Governmental Affairs Committee; the Instruction, Research, and Student Affairs Committee; the Business Affairs and Human Resources Committee; and the Audit Committee. The Board may constitute other non-permanent task forces or working ~~groups~~ as groups as necessary. Standing committee members, and the members of any task forces or working groups, are appointed by the Board president after informal consultation with other Board members. ~~Any Board~~ Any Board standing committee ~~standing committee~~, task force, or working group may make recommendations to the Board, but may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as an ex-officio member of any ~~standing committee~~ standing committee, task force, or working group.

For purposes of the bylaws, the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, the College of Southern Idaho and North Idaho College are included in references to the "institutions;" and Idaho Educational Public Broadcasting System, the Division of Vocational Rehabilitation, the Division of Professional-Technical Education, the State Department of Education, the State Historical Society, and the State Library are included in references to the "agencies." The School for the Deaf and the Blind is referred to as "school."* An institution, agency or school may, at its option and with concurrence of the Board president, comment on any committee report or recommendation.

1. Planning, Policy and Governmental Affairs Committee

a. Purpose

The Planning, Policy and Governmental Affairs Committee is a permanent standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy, planning, and governmental affairs. The committee, in conjunction with the chief executive officers and chief administrators of the Board governed agencies, institutions and school, will develop and recommend to the Board future planning initiatives and goals. This committee shall also advise the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

b. Composition

* Definition provided for purposes of the Bylaws only. Recognizing the Board governance relationship varies with each of these entities, the intent in including representatives of each of the agencies and institutions as much as possible in the committee structure is to ensure proper and adequate representation, but is not intended to obligate or interfere with any other local boards or governing entities.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

The Planning, Policy and Governmental Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as the chairperson and spokesperson of the committee, and the Deputy Director. The Planning, Policy and Governmental Affairs Committee may form a working unit or units, as necessary, to advise the committee. The chairperson presents all committee and working unit recommendations to the Board.

c. Responsibilities and Procedures

The Planning, Policy and Governmental Affairs Committee is responsible, through its various working unit or units, for making recommendations to the Board in the following general areas:

- (1) long range planning and coordination;
- (2) initial discussions and direction on strategic policy initiatives and goals;
- (3) legislative proposals and administrative rules for Board agencies and institutions;
- (4) coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
- (5) review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board's strategic direction;
- (6) reports and recommendations from the Presidents' Council and the Agency Heads' Council;
- (7) other matters as assigned by the Board.

At the direction of the Board President, any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.

The Board's Deputy Director, under the direction of the chairperson, prepares the agenda for the Planning, Policy and Governmental Affairs Committee work that is under consideration at each meeting of the Board

2. Instruction, Research and Student Affairs Committee

a. Purpose

The Instruction, Research and Student Affairs Committee is a permanent standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedure concerning instruction, research and student affairs.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

b. Composition

The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and the Board's Chief Academic Officer. The Instruction, Research and Student Affairs Committee may appoint a working unit or units, as necessary, to advise the committee . One such working unit shall be the Council on Academic Affairs and Programs (CAAP), which shall be composed of the Board's Chief Academic Officer and the chief academic officers of the institutions. The chairperson presents all committee and working group recommendations to the Board.

c. Responsibilities and Procedures

The Instruction, Research and Student Affairs Committee is responsible, through its various working unit or units, for making recommendations to the Board in the following general areas:

- (1) agency and institutional instruction, research and student affairs agenda items;
- (2) instruction, academic or professional-technical program approval;
- (3) instruction, academic or professional-technical program review, consolidation, modification, and discontinuance, and course offerings;
- (4) outreach, technology and distant learning impacting programs and their delivery;
- (5) long-range instruction, academic and professional-technical planning;
- (6) registration of postsecondary educational institutions offering programs or courses in Idaho;
- (7) continuing education, professional development, workforce training, programs for at-risk populations, career guidance;
- (8) student organizations' activities and issues; and
- (9) other matters as assigned by the Board.

The Board's Chief Academic Officer, under the direction of the chairperson, prepares the agenda for the Instruction, Research and Student Affairs Committee work that is under consideration at each meeting of the Board.

3. Business Affairs and Human Resources Committee

a. Purpose

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

The Business Affairs and Human Resources Committee is a permanent standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning business affairs and human resources affairs.

b. Composition

The Business Affairs and Human Resources Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and the Board's Chief Fiscal Officer. The Business Affairs and Human Resources Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Financial Vice Presidents Council, which shall be composed of the Board's Chief Fiscal Officer and the chief financial officers of the institutions. The chairperson presents all committee recommendations to the Board.

c. Responsibilities and Procedures

The Business Affairs and Human Resources Committee is responsible, through its various working unit or units, for making recommendations to the Board in the following general areas:

- (1) Agency and institutional financial agenda items;
- (2) Coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
- (3) Long-range fiscal planning;
- (4) Fiscal analysis of the following
 - (a) New and expanded financial programs;
 - (b) Establishment, discontinuance or change in designation of administrative units;
 - (c) Consolidation, relocation, or discontinuance of programs;
 - (d) New facilities and any major modifications to facilities which would result in changes in programs or program capacity; and
- (5) other matters as assigned by the Board.

The Board's Chief Fiscal Officer, under the direction of the chairperson, prepares the agenda for the Business Affairs and Human Resources Committee work that is under consideration at each meeting of the Board

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

4. Audit Committee

a. Purpose

The Audit Committee is a permanent standing advisory committee of the Board, and its members are appointed to assist the Board in fulfilling its fiscal oversight responsibilities. The Audit Committee provides oversight to the organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

b. Composition

The Audit Committee members shall be appointed by the Board and shall consist of six or more members. Three members of the Audit Committee shall be current Board members and three members shall be independent non-Board members who are permanent residents of the state of Idaho. Each Audit Committee member who is a Board member shall be independent, free from any relationship that would interfere with the exercise of her or his independent judgment. The Audit Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

All members shall have an understanding of the Audit Committee and financial affairs and the ability to exercise independent judgment, and at least one member of the Audit Committee shall have current accounting or related financial management expertise in the following areas:

- 1) an understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;
- 2) the ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;
- 3) experience in preparing or auditing financial statements and;
- 4) an understanding of internal controls.

Appointments shall be for a three-year term. Terms will be staggered such that two members exit and two new members are added each year. The Audit Committee chair shall be appointed by the Board President and shall be a Board member.

c. Responsibilities and Procedures

It is not the Audit Committee's duty to plan or conduct audits or to determine that the institution's financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management is responsible for the preparation, presentation, and integrity of the financial statements and for the appropriateness of the accounting principles and reporting policies used. The following shall be the principal duties and responsibilities of the Audit Committee:

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

- 1) Approve the appointment, establish the compensation, and evaluate and oversee the work of the independent auditors. The Audit Committee must approve any services prior to being provided by the independent auditor. The independent auditing firm shall report directly to the Audit Committee and the auditor's "engagement letter" shall be addressed to the Audit Committee and the President of each institution. The Audit Committee shall have the authority to engage the Board's legal counsel and other consultants necessary to carry out its duties.
- 2) Discuss with the independent auditors the audit scope, focusing on areas of concern or interest;
- 3) Review the financial statements, adequacy of internal controls and findings with the independent auditor. The independent auditor's "management letter" shall include management responses and be addressed to the Audit Committee and President of the institution.
- 4) Present the financial statements to the Board and provide detail and summary reports as appropriate.
- 5) Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions under its governance including establishment of confidential complaint mechanisms.
- 6) Monitor the integrity of each organization's financial accounting process and systems of internal controls regarding finance, accounting and stewardship of assets;
- 7) Monitor the independence and performance of each organization's independent auditors and internal auditing departments;
- 8) Provide general guidance for developing risk assessment models for all institutions.
- 9) Provide an avenue of communication among the independent auditors, management, the internal audit staff and the Board.
- 10) Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.
- 11) As a matter of independence, the Audit Committee will not approve policy.

The Audit Committee will meet as needed.

5. Executive Committee

a. Purpose

The Executive Committee is responsible for assisting the full Board in discharging its responsibilities with respect to the management of the business and affairs of the Board and the Board Office when it is impracticable for the full Board to meet and act, to consider matters concerning the Board that may arise from time to time, and to provide appropriate direction to the executive director on any of such matters.

b. Composition

The Executive Committee is composed of the current Board President, Vice

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

President, and Secretary, and the immediate past Board President. The Board's executive director also shall serve on the Executive Committee. The current Board President serves as chairperson of the committee. In the event the past Board President is unable to serve on the Executive Committee, then the Board President may appoint another member of the Board to serve in the place of such former officer.

c. **Responsibilities and Procedures**

The Executive Committee shall have such duties, responsibilities, and authority as may be delegated from time to time to the Executive Committee by the Board, and in the intervals between meetings of the Board, the Executive Committee shall have and shall exercise the powers of the Board in directing the management of the business and affairs of the Board. However, the Executive Committee may not undertake any action that, pursuant to any applicable law, rule, or policy of the Board, must be performed by another committee of the Board, or which must be acted upon by the whole Board in public session. The Board's executive director, under the direction of the Board President, prepares the agenda for and schedules each meeting of the Executive Committee, which may be conducted telephonically. A written record is not kept of the committee's activities, but it shall be the responsibility of the executive director to promptly communicate to all Board members who are not members of the committee regarding information related to the committee's discussions and activities.

I. Committee Presentations

1. The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing committee of the Board, as described in Subsection H above, with the exception of the Audit Committee.
2. The Board member who is the chair of the permanent standing advisory committee and spokesperson shall lead and facilitate discussion and presentations with regard to agenda items in the area of that committee's responsibility. In the event of an absence or conflict with respect to the committee chairperson, the Board President may designate a substitute Board member or Board officer to lead and facilitate discussions and presentations in a particular area.

J. Presidents' Council

1. **Purpose**

The Presidents' Council convenes prior to each Board meeting to discuss and make recommendations, as necessary, on agenda items scheduled for Board consideration. The Presidents' Council may also choose or be directed by the Board to meet with the Agency Heads' Council for exchanges of information or to discuss projects of benefit to the entire system. The Presidents' Council reports to the Board through the Planning, Policy and Governmental Affairs Committee of the Board.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

2. Composition

The Presidents' Council is composed of the presidents of the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, Eastern Idaho Technical College; and the presidents of North Idaho College and the College of Southern Idaho; each of whom has one (1) vote. One (1) of the voting members shall serve as chair of the Council, with a new chair elected each academic year, such that the chair will rotate among the respective members. The administrator of the Division of Professional-Technical Education and the Board's Executive Director shall be non-voting members of the council.

3. Duties of the Chair

The chair:

- a. presides at all Presidents' Council meetings with full power to discuss and vote on all matters before the Council;
 - b. establishes the Presidents' Council agenda in consultation with the executive director; and
 - c. maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.
4. The executive director will communicate openly and in a timely manner with the Presidents' Council for discussion and recommendation on agenda items.

CONSENT - INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

SUBJECT

Quarterly Report: Program Changes Approved by Executive Director

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.4.b.(2), Program Approval and Discontinuance

BACKGROUND

In accordance with Board policy, "Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases or instructional units with a financial impact of less than \$250,000 require executive director approval prior to implementation.

DISCUSSION

In accordance with Board policy, "All modifications approved by the executive director shall be reported quarterly to the Board." The Board office is providing a report of program changes, additions, etc. from Idaho's public colleges and universities that were approved by the executive director.

IMPACT

NA

STAFF COMMENTS AND RECOMMENDATIONS

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.

**CONSENT - INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006**

**Academic Programs
Approved by Executive Director
April 2006 – July 2006**

| Boise State University |
|---|
| Addition of Graduate Certificate in Conflict Management |
| Addition of a minor in Biomedical Engineering |
| Addition of a minor in Electrical Engineering |
| Addition of the Institute for the Study of Addiction |
| New Heavy Equipment Technology Program |

| College of Southern Idaho |
|---|
| New Associate of Science degree in Animal Science |
| New Associate of Arts in K-12 Physical Education |

| Idaho State University |
|--|
| Postsecondary Technical Certificate – changes to an existing program/option |
| Instructional Design Ph.D. degree – transform current Ed.D. degree program in Educational Leadership: Instructional Technology into a degree program for an Instruction Design Ph.D. |
| M.A., Mathematics for Secondary Teachers (currently has a Mathematics program offering A.S., B.S., M.S., and D.A. degrees) |
| Reinstate M.S. degree in Chemistry |
| Expand Master of Physician Assistant Studies to ISU Boise through video conference |
| Classification change of first and second professional year students as professional/graduate students, the same as the third and fourth professional year students in the Doctor of Pharmacy Program. |
| Addition of Native American Business Administration Emphasis |
| Terminate minor in Speech-Language Pathology |
| Terminate minor in Audiology |

| University of Idaho |
|---|
| Discontinuance of Distance program in Plant Science |
| Discontinuance of Agribusiness (BS Ag Econ) Idaho Falls |

**Professional - Technical Education Programs
Approved by Executive Director**

| Program Change | Institution |
|---|--------------------|
| New Associate of Applied Science degree in Animal Science | CSI |
| New Technical Certificate, Residential Construction Technology | CSI |
| New Associate of Applied Science, Residential Construction Technology | CSI |
| Modification of Advanced Technical Certificate, Practical Nursing | ISU |
| Delete AAS degree in Medical Office Tech Option and change Certificate to an Advanced Technical Certificate | ISU |
| Addition of Postsecondary Technical Certificate entitled Basic Business Applications | ISU |
| Addition of Postsecondary Technical Certificate entitled Administrative Information Tech-Basic | ISU |
| Name change: Instrumentation Technology to Instrumentation and Automation Technology, Advanced Technical Certificate and Associate of Applied Science | ISU |

**CONSENT - INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006**

Professional - Technical Education Programs
Approved by Executive Director
Continued

| Program Change | Institution |
|--|--------------------|
| Drop Electromechanical Design Drafting Technology | ISU |
| Drop Computerized Machining Technology | ISU |
| Addition of Computer Aided Design Drafting Technology AAS, Computer Science Design Drafting Tech, Advanced Technical Certificate | ISU |
| New program option, Computerized Machining Technology/CNC Operator, Advanced Technical Certificate | ISU |
| Addition of AAS, Food and Beverage Mgmt, Culinary Arts program | NIC |
| Addition of AAS, in Resort/Recreation Management | NIC |

CONSENT - INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

G. Program Approval and Discontinuance

October 2005

4. Program Approval Policy

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

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

CONSENT – INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

SUBJECT

Pending Rule – IDAPA 08.02.03, Rules Governing Thoroughness, Rewards

APPLICABLE STATUTE, RULE, OR POLICY

- Section 33-105. Rules – Executive Department. Idaho Code.
- Section 33-1612 (1) (c). Thorough System of Public Schools. Idaho Code

BACKGROUND

The No Child Left Behind Act requires that states give some type of recognition to schools in addition to making Adequate Yearly Progress determinations. In 2003, the State Board of Education approved the two rewards outlined in Section 113. Subsequently, greater clarification of the rewards was added to the rule to more clearly differentiate the two awards.

The Board approved the Proposed Rule for Section 113, Rewards at the October 16-17, 2005 Board meeting.

DISCUSSION

It is proposed that Section 113 in IDAPA 08.02.03 be amended to formally give the responsibility of calculating rewards to the State Department of Education.

The State Department of Education currently makes all the calculations for the Adequate Yearly Progress (AYP) and can use the same data to calculate the rewards. The State Department of Education follows the guidelines in the State Accountability Plan to calculate AYP and would continue to use the guidelines set up by the State Board of Education to calculate the rewards.

IMPACT

The State Board of Education has contracted with the State Department of Education this year to create an automated system for calculating the award categories. This automated system will require less staff time, but this is an additional assignment for the State Department of Education.

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends Board approval of the pending amendments.

BOARD ACTION

A motion to approve the pending amendment to IDAPA 08.02.03, Rules Governing Thoroughness, Rewards.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT – INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

113. REWARDS.

01. Distinguished Schools. ~~The State Board of Education~~ A school may be recognized as a “Distinguished Schools” if it is in the top five percent (5%) of schools exceeding the Idaho Adequate Yearly Progress (AYP) intermediate targets listed in Subsection 112.02, of this rule, and if it has significantly reduced the gaps between subgroups listed in Subsection 112.03.d. of this rule. (____)

02. Additional Yearly Growth (AYG) Award. A ~~S~~schools demonstrating improved proficiency levels of subpopulations or in the aggregate by greater than ten percent (10%) shall be considered to have achieved AYG. ~~The~~ Such school must have achieved Adequate Yearly Progress (AYP) to be eligible for this award. (____)

03. Determination by State Department of Education. The State Department of Education will determine the schools eligible for the Distinguished School and AYG awards each year based upon the criteria outlined in Subsections 113.01 and 02. The State Department of Education will present the schools to be recognized to the State Board of Education no later than the annual October Board Meeting. (____)

**CONSENT – INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

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

(2) Statements of the state board of education and board of regents of the university of Idaho which relate to the curriculum of public educational institutions, to students attending or applicants to such institutions, or to the use and maintenance of land, equipment and buildings controlled by the respective institutions, are not rules and are not statements of general applicability for the purposes of chapter 52, title 67, Idaho Code.

(3) Notwithstanding any other provision of chapter 52, title 67, Idaho Code, the state board of education and board of regents of the university of Idaho shall be deemed to be in full compliance with the notice requirements of section 67-5221, Idaho Code, if:

(a) Notice is given by including the intended action in the official written agenda for a regularly scheduled meeting of the board, and the agenda is available for public inspection at the central office of the board not less than five (5) days prior to the meeting; and

(b) Notice of the intended action, accompanied by the full text of the rule under consideration prepared so as to indicate words added or deleted from the presently effective text, if any, is transmitted to the director of the legislative services office at the same time that notice is given under paragraph (a) of this subsection. The director of the legislative services office shall refer the material under consideration to the germane joint subcommittee created in section 67-454, Idaho Code, to afford the subcommittee opportunity to submit data, views or arguments in writing to the board prior to the time for receiving comment as provided in paragraph (d) of this subsection; and

(c) The intended action is discussed but not acted upon during the regularly scheduled meeting for which the agenda was prepared, but instead is held for final action at the next regularly scheduled or later meeting of the board; and

(d) At least fifteen (15) days prior to the scheduled date for final action, the board shall mail to all persons who have made timely request in writing to the board and shall publish in an issue of the Idaho administrative bulletin a brief description of the intended action, or a concise summary of any statement of economic impact required pursuant to section 67-5223(2), Idaho Code, and shall note the time when, the place where, and the manner in which interested persons may present their views thereon; and

(e) Upon adoption of a rule, the board, if requested in writing to do so by an interested person either prior to adoption or within twenty-eight (28) days thereafter, shall issue a concise statement of the principal reasons for and against its adoption, incorporating therein its reasons for overruling the considerations urged against its adoption.

**CONSENT – INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

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

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

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

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

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

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

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

| TAB | DESCRIPTION | ACTION |
|------------|--|--------------------------|
| 1 | PRESIDENT'S COUNCIL REPORT | Information Item |
| 2 | EASTERN IDAHO TECHNICAL COLLEGE PROGRESS REPORT | Information Item |
| 3 | IDAHO COMMISSION FOR LIBRARIES PROGRESS REPORT | Information Item |
| 4 | APPROVAL OF EASTERN IDAHO TECHNICAL COLLEGE BOARD MEMBERS | Motion to Approve |
| 5 | APPROVAL OF TEMPORARY AND PROPOSED RULES FOR IDVR GOVERNING EMPLOYMENT SERVICES | Second Reading |
| 6 | APPROVAL OF UI ALCOHOL WAIVER FOR 2006 FOOTBALL SEASON | Motion to Approve |
| 7 | APPROVAL OF INSTITUTION AND AGENCY STRATEGIC PLANS AND AGENCY PROFILES | Motion to Approve |

THIS PAGE INTENTIONALLY LEFT BLANK

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

SUBJECT

President's Council Report.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Monthly report given by the President of the President's Council.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

N/A

BOARD ACTION

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

THIS PAGE IS LEFT INTENTIONALLY BLANK

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

SUBJECT

Eastern Idaho Technical College Progress Report

BACKGROUND

Periodically, the institutions of higher education in the State of Idaho are requested to provide a progress report to the members of the State Board of Education. It has been about one year since EITC has supplied an overview of its status and accomplishments.

DISCUSSION

Bill Robertson, President of EITC, will be in attendance at the meeting and present a summary of the accomplishments and future goals of the institution.

IMPACT

President Robertson's presentation will provide the State Board members and others with current status information about Eastern Idaho Technical College.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

No staff comments or recommendations are needed at this time.

BOARD ACTION

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

THIS PAGE IS LEFT INTENTIONALLY BLANK

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

SUBJECT

Commission for Libraries

BACKGROUND

In an effort to allow the agencies under the authority of the State Board of Education an opportunity to present to the State Board of Education on a more regular basis, one of the agencies will be making a presentation before the Board at each meeting. This report will be a progress report and an opportunity for the agency to supply an overview of its status and accomplishments.

DISCUSSION

Ann Joslin, from the Commission for Libraries, will be in attendance at the meeting and present a summary of the accomplishments and future goals of the State library.

IMPACT

Ms. Joslin's presentation will provide the State Board members and others with current status information about the Commission for Libraries.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

No staff comments or recommendations are needed at this time.

BOARD ACTION

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

THIS PAGE IS LEFT INTENTIONALLY BLANK

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

SUBJECT

Approval of appointments to the EITC Advisory Council.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-2212, Idaho Code

Idaho State Board of Education Governing Polices and Procedures IV.I.

BACKGROUND

Consistent with Section 33-2212, Idaho Code. The State Board for Professional-Technical Education may appoint an Eastern Idaho Technical College (EITC) Advisory Council consisting of not less than twelve (12) nor more than fifteen (15) persons. State Board of Education policy states that the EITC Advisory Council consists of the State Division of Professional-Technical Education Administrator and the EITC President as ex-officio members, and other members appointed by the State Board for Vocational Education, each to a term of three years. A council member is eligible for reappointment to consecutive terms.

DISCUSSION

A slate of two (2) persons is presented by the current EITC Advisory Council to the State Board of Education in order to fill vacancies created January 1, 2006. The EITC Advisory Council requests the State Board of Education appoint the two (2) recommended persons, bringing the EITC Advisory Council membership to 14. The list of nominees are:

Dr. Mary Girling
Dr. Susan Arnold

Their terms will begin immediately upon State Board of Education ratification and continue through 2008.

The vacancy was advertised in three (3) newspapers during the week of March 2, 2006. We received no applicants for the vacant position. The candidates were chosen by review and vote of the current membership.

IMPACT

This will bring the EITC Advisory Council membership to a total of 14.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of Dr. Mary Girling and Dr. Susan Arnold to the EITC Advisory council.

BOARD ACTION

Motion to approve the appointment of Dr. Mary Girling and Dr. Susan Arnold to the Eastern Idaho Technical College Advisory Council for a term beginning immediately and ending December 31, 2008.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

THIS PAGE IS LEFT INTENTIONALLY BLANK

Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 22

VOCATIONAL EDUCATION -- FEDERAL AID

33-2212. CREATION OF ADVISORY COUNCIL -- MEMBERS -- COMPENSATION.

The state board for professional-technical education may appoint an advisory council consisting of not less than twelve (12) nor more than fifteen (15) persons to offer counsel and advice in the organization, establishment and conduct of the Eastern Idaho Technical College. Members of the council will serve without salary but shall be compensated as provided by section 59-509(b), Idaho Code. Members of said council shall be appointed from as nearly as is practicable the vocational area to be served by the Eastern Idaho Technical College as determined by the state board for professional-technical education.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: IV. Organization Specific Polices and Procedures
Subsection: I. Eastern Idaho Technical College

October 2003

I. Eastern Idaho Technical College

EITC is responsible for fostering and promoting Professional-Technical Education services in Region VI in Idaho under Idaho Code.

1. EITC Advisory Council

- a. The EITC Advisory Council shall be appointed by the Board as provided for in Idaho Code §33-2212.
- b. The EITC Advisory Council consists of the State Division of Professional-Technical Education Administrator and the EITC president as ex-officio members, and other members appointed by the Board, each to a term of three (3) years. An appointment to the EITC Advisory Council cannot be made until the nomination process has concluded.

c. Advisory Council Procedures:

(1) Incumbent Reappointment.

In the event that the incumbent candidate is interested in reappointment, the Advisory Council shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The Board may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).

2. Open Appointment

- a. The EITC Advisory Council, on behalf of the Board, will advertise the vacancy in regional newspapers. Such advertisement will solicit interested persons to apply for the vacant position on the EITC Advisory Council.
- b. Each applicant must provide a written statement expressing his or her interest in becoming a member of the EITC Advisory Council. Each applicant must also provide evidence of his or her qualifications for the position and each applicant must identify his or her primary residence.
- c. The EITC Advisory Council will review all applications for the vacant

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

position and conduct interviews as deemed necessary. The purpose of the review of applications is to eliminate from further consideration all but the most qualified applicants.

- d. The EITC Advisory Council will forward only the most highly qualified applicants, in order of preference, through the EITC President to the State Board of Education for consideration. The Board may provide for interviews of the applicants, or may make the appointment based on the recommendation of the EITC Advisory Council.
 - e. The EITC Advisory Council shall solicit such nominations beginning with the acceptance of any resignation or as soon as a vacancy shall occur for any other reason, and shall appoint a replacement within ninety (90) days of the beginning of solicitation for nominations.
3. Policies and Procedures
- a. The EITC Advisory Council will operate under the Professional-Technical Administrators Handbook for Advisory Committees.
 - b. The EITC Advisory Council will submit an annual report to the Board through the EITC president. The report will include recommendations for consideration by the Board.

THIS PAGE IS LEFT INTENTIONALLY BLANK

Dr. Susan B. Arnold
Director of Human Resources and Diversity Programs
Battelle Energy Alliance, LLC.

Dr. Susan Arnold is the current Director of Human Resources and Diversity Programs at the Idaho National Laboratory. Sue's is responsible to lead a new H.R. team that will enhance performance of the INL staff through best-in-class service, innovative solutions and visionary Human Resource & Diversity leadership.

Since 1997 Sue has been a leader in the Human Resources function, specifically being a Director of Human Resources in the private sector, health care, and with government contractors. Sue has led change management efforts on development and implementing HR Systems, policies, procedures and employee relations strategies.

Sue conducts Advance Leadership Studies programs for the International Brotherhood of Electrical Workers (IBEW) at the annual National Training Institute at the University of Tennessee, conducts career planning seminars for local organizations, and has been a program presenter at local and national conferences.

A few of her Professional Certifications are, Senior Professional in Human Resource, Franklin Quest, Executive learning, Herrmann Brain Dominance, Zenger Miller Facilitation, Myers Briggs, Blanchard Situational Leadership and Arbitration and Negotiations.

She holds a Ph.D. in Human Resources Development with research focus in the areas of leadership and change from University of Tennessee, Knoxville, a MEd. Curriculum and Instruction with concentration in Instructional Design and Technology from University of Memphis, and a BS in Education from Framingham State University.

Susan B. Arnold
PhD SPHR

Susan.Arnold@inl.gov
Cell Phone: (208) 351-6894

1978 Scenic Drive
Idaho Falls, ID 83406

CAREER KNOWLEDGE AND SKILLS

- Change Management
- Staffing/Recruiting Techniques
- Training and Development/Facilitation
- Seminar/Workshop Development
- Payroll/benefits administration
- Performance Appraisal/Merit Guidelines
- Rewards and Recognition
- Communications/Public Relations
- Employment Law
- Policy and Procedures
- Strategic Planning
- Professional Development
- Pension/401(K)
- Systems Implementation/Integration
- System Consulting/Design
- Labor Relations/Negotiations
- Workers Compensation/Disability
- EEO/AA/Diversity
- Proposal Development
- Leadership/Management
- Workforce Development
- Budgeting
- DOE HR 350.1/351.1
- TQM/Continuous Improvement
- Employee Assistance
- Reengineering/Outplacement

CAREER EXPERIENCE

Idaho National Laboratory – Battelle Energy Alliance Idaho Falls, ID 11/09/04-Present

HR & Diversity Director

Provide strategic direction and oversight for all human resources functions and initiatives for the Idaho National Laboratory (INL). Lead the transformation of the human resources and diversity functions, to establish and maintain a work environment that attracts and retains world class talent. Interface and collaborate with local, state and federal representatives and leadership, DOE Headquarters, and other laboratory senior leadership to leverage partnerships that advance the strategic mission of the INL. Ensure appropriate policies and procedures are developed, implemented, and updated to meet local, state and federal employment laws and regulations. Interface with senior managers, proposal development teams, site administrators, and partnering HR staff to ensure that site and corporate personnel have the appropriate tools to staff, manage performance, and develop human potential within respective organizations. Provide HR support for workforce transition initiatives to include the transition of approximately 3,500 employees, with merger and divestiture activities.

BWXT Services, Inc., Lynchburg, VA 10/27/03-Present

HR Director

Provide strategic direction and oversight for all human resources functions and initiatives for federal contracts in multiple locations throughout the United States. Ensure appropriate policies and procedures are developed, implemented, and updated to meet local, state and federal employment laws and regulations. Interface with senior managers, proposal development teams, site administrators, and partnering HR staff to ensure that site and corporate personnel have the appropriate tools to staff, manage performance, and develop human potential within respective organizations. Led HR components for multiple contract transitions. Extensive Travel

Wackenhut Services, Inc., Oak Ridge, TN 10/01-10/03

HR Director 02/15/03 – 10/27/04

HR Manager 10/01/01 – 02/15/03

Provide oversight and direction for all human resources functions and initiatives for the Oak Ridge, TN contract. Ensure appropriate policies and procedures are developed, implemented and updated to meet local, state and federal employment laws and regulations. Interface with the Department of Energy, site administrators, and local and state agencies to meet performance objectives, plan initiatives, and resolve issues.

Life Care Centers of America, Cleveland, TN 09/30/00 – 09/30/01

Regional Director of Human Resources.

Provide HR consultation services to facilities in NC, SC, VA, TX, and East TN. Developed and implemented HR systems, policies, procedures, and employee relations strategies. Provided guidance on employment law issues, local, state, and federal and initiated strategies to avoid litigation. Worked with EEOC and DOL to resolve employment issues. Extensive Travel.

The ANESIS Group, Knoxville, TN 01/01/99 - 09/30/01

Director of Organizational Development and Human Resources Management

Provide organizational development and human resource consulting services to clients in diversified business enterprises, throughout the state of TN. Conducted human resource and organizational systems assessments, to provide data for systems enhancement and/or design and development. Assisted organizations in the strategic planning process for major organizational change initiatives; i.e., restructuring, mergers, acquisitions, and downsizing. Moderate travel.

Country Home Health and Home Health Care of East TN. 04/01/97 – 12/31/98

Director of Human Resources.

Implemented HR systems for two Home Health Agencies, with offices located throughout the state of TN. Provided administrative oversight for all HR systems and initiatives. Worked closely with the Presidents and CFO in the budgeting and strategic planning processes. Designed and developed implementation guidelines for reorganization and transition to a team based work environment. Provided guidance and assistance to managers and employees in the development of strategies to effectively deal with reorganization, downsizing, and changes in the work environment. Positioned HR to provide support and guidance during agency growth, reorganization, downsizing, and agency closure. Extensive travel.

ORAU/ ORISE, Oak Ridge, TN. 09/16/88 – 04/01/97

HR Training and Development Project Manager 03/01/92 – 03/31/97

HR Training and Development Specialist 10/ 31/89 - 03/01/92

Identified, designed, developed and delivered systems and training programs, related to and required by the Department of Energy, Occupational Safety and Health Administration, and the organization. Conducted annual training needs assessment and completed annual training plan. Responsible for integration of relevant HR policies and systems into organization-wide training programs and initiatives.

Training and Development Specialist – Training and Management Division 09/16/88 – 10/31/89

Assisted in the development of a computer based payroll training system for the United States Navy. Designed and developed science education training modules for students and teachers at the United States Army, Science Center, at Fort Gordon, Georgia. Moderate travel.

RELATED PROFESSIONAL EXPERIENCE

1995 – 2004 Conduct Advanced Leadership Studies programs for the IBEW at the annual National Training Institute at the University of Tennessee sponsored by the National Joint Apprenticeship Training Committee.

1996 - Present Conduct career planning seminars for local organizations.

1996 - Present Program presenter at local and national conferences.

EDUCATION

Ph.D. in Human Resources Development with research focus in the area of leadership and change, University of Tennessee, Knoxville, TN.

MEd. Curriculum and Instruction with concentration in Instructional Design and Technology. University of Memphis, Memphis, TN.

BS in Education, with a concentration in Science and Home Economics. Framingham State University, Framingham, MA.

PROFESSIONAL CERTIFICATIONS

- SPHR – Senior Professional in Human Resources
- Franklin Quest Time Management
- Franklin Quest Planning for Results
- Conceptual Systems, Workteam Advantage
- Executive Learning, Continuous Improvement
- Herrmann Brain Dominance Certification
- Zenger Miller Facilitation
- Myers Briggs Qualification
- Blanchard Situational Leadership
- Arbitration and Negotiation Certificate
- Microsoft Office Suite
- Active Q Clearance

PROFESSIONAL AFFILIATIONS

Governor's Workforce Development Council - Idaho
Society for Human Resources Management
Phi Epsilon Omicron/Beta Pi Chapter - Professional Fraternity

**Women's Care Center of Eastern Idaho
Mary E Girling, MD
2860 Channing Way, Suite 202
Idaho Falls, Idaho 83404
208-535-4700**

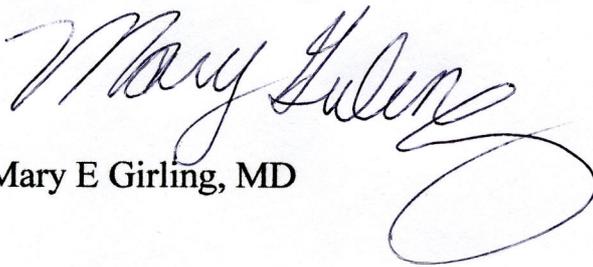
June 15, 2006

Chairman
Eastern Idaho Technical College
Advisory Council
1600 South, 25th East
Idaho Falls, Idaho 83404-5788

To Whom It May Concern:

I would like to be considered appointment to the EITC Advisory Council, please see my attached resume. I appreciate you consideration and would like the opportunity to serve on the Advisory Council.

Thank you,

A handwritten signature in blue ink, appearing to read "Mary E Girling". The signature is fluid and cursive, with a large loop at the end.

Mary E Girling, MD

Mary E. Girling, MD
2860 Channing Way, Suite 202
Idaho Falls, Idaho 83404
(208) 535-4500

Career Objective: Part Time Practice in General Obstetrics and Gynecology
Work Experience: Idaho Fall, Idaho
General Obstetrics and Gynecology
2002-present

Lynchburg, Virginia
Partner, General Obstetrics and Gynecology
1999-2002

Certification: Diplomat of the American Board of Obstetrics and Gynecology
November 9, 2001-December 31, 2007

Education: Medical College of Virginia, Richmond, VA 1995-1999
Obstetrics and Gynecology Residency
Chief Resident 1998-1999
Richmond Symphony Chorale 1996-1999
Bowman Gray School of Medicine, Winston-Salem, NC 1991-1995
Degree: Doctor of Medicine
Honors: Graduated Top Ten Percent of Class
McMillan Scholarship
PEO Woman's Regional Scholarship
Parallel Curriculum 1991-1993

Duke University, Durham, NC 1987-1991
Degree: Bachelor of Science of Engineering
Majors: Biomedical and Electrical Engineering
Honors: Tracy Leonard Scholarship
Honor's Distinction in Biomedical Engineering
Activities: Duke Engineering Planning Board
Freshman Advisory Counselor
Delta Gamma Sorority: Rush Party Chair, Music Ritual Officer
Duke University Chapel Choir
Duke University Chorale

Research: Medical College of Virginia, Chief Research and Presentation,
Steroid Use in Clinical Stabilization of HELLP Syndrome.
Duke University, Honors Thesis in Biomedical Engineering,
Computer Modeling of Tropomyosin and Coiled-Coil Proteins
Duke University, Research Assistant for assembly of cardiac implants,
Measuring Cardiac Flow Parameters via Peizoelectric Crystals

Licensure: State of Idaho, State of Virginia
NBME: Steps I, II, and III

Associations: ACOG Fellow, #0416847
Idaho Medical Association
Lynchburg Academy of Medicine
Virginia Medical Society
Ware-Dunn Honorary Society

Honors: University of Utah, James R. Scott MD Award

Personal: Married to Phillip Girling, MD for 10 years with 4 children
Enjoys cooking, pets (3 dogs and 3 cats), piano and choral music

KENHI DREWES
840- 11TH Street
Idaho Falls, ID 83404-5058
(208) 523-8787
dkenhi@ida.net

Tuesday, June 13, 2006

Chairman
Eastern Idaho Technical College Advisory Council
1600 South, 25th East
Idaho Falls, Idaho, 83404-5788

Mr. Chairman;

I would like to recommend Dr. Mary Girling, MD for consideration for appointment to the EITC Advisory Council.

She would bring an increased strength to the college advisory council in the area of medical community representation. As EITC training programs in the medical training area gains in strength, the need for increased medical community presence on the council should be considered.

Her background as an Electrical Engineer, and her transition into the medical field has provided her with significant exposure to a variety of higher education environments. It is felt that while her educational experiences are not specifically in adult basic education or vocational/technical training typical of EITC it certainly has provided her with the appreciation of the need for adult post secondary training and professional development.

As a practicing medical doctor in our community, her day to day interface with persons of all walks of life, all education levels, all economic levels, would bring valuable insight and awareness of our community's needs to the council's table. .

I feel that Doctor Girling would be an asset to the council and feel her résumé should be considered for selection.

Thank you for your attention to this matter.


Kenhi Drewes

THIS PAGE IS LEFT INTENTIONALLY BLANK

Dr. Susan B. Arnold
Director of Human Resources and Diversity Programs
Battelle Energy Alliance, LLC.

Dr. Susan Arnold is the current Director of Human Resources and Diversity Programs at the Idaho National Laboratory. Sue's is responsible to lead a new H.R. team that will enhance performance of the INL staff through best-in-class service, innovative solutions and visionary Human Resource & Diversity leadership.

Since 1997 Sue has been a leader in the Human Resources function, specifically being a Director of Human Resources in the private sector, health care, and with government contractors. Sue has led change management efforts on development and implementing HR Systems, policies, procedures and employee relations strategies.

Sue conducts Advance Leadership Studies programs for the International Brotherhood of Electrical Workers (IBEW) at the annual National Training Institute at the University of Tennessee, conducts career planning seminars for local organizations, and has been a program presenter at local and national conferences.

A few of her Professional Certifications are, Senior Professional in Human Resource, Franklin Quest, Executive learning, Herrmann Brain Dominance, Zenger Miller Facilitation, Myers Briggs, Blanchard Situational Leadership and Arbitration and Negotiations.

She holds a Ph.D. in Human Resources Development with research focus in the areas of leadership and change from University of Tennessee, Knoxville, a MEd. Curriculum and Instruction with concentration in Instructional Design and Technology from University of Memphis, and a BS in Education from Framingham State University.

Susan B. Arnold
PhD SPHR

Susan.Arnold@inl.gov
Cell Phone: (208) 351-6894

1978 Scenic Drive
Idaho Falls, ID 83406

CAREER KNOWLEDGE AND SKILLS

- Change Management
- Staffing/Recruiting Techniques
- Training and Development/Facilitation
- Seminar/Workshop Development
- Payroll/benefits administration
- Performance Appraisal/Merit Guidelines
- Rewards and Recognition
- Communications/Public Relations
- Employment Law
- Policy and Procedures
- Strategic Planning
- Professional Development
- Pension/401(K)
- Systems Implementation/Integration
- System Consulting/Design
- Labor Relations/Negotiations
- Workers Compensation/Disability
- EEO/AA/Diversity
- Proposal Development
- Leadership/Management
- Workforce Development
- Budgeting
- DOE HR 350.1/351.1
- TQM/Continuous Improvement
- Employee Assistance
- Reengineering/Outplacement

CAREER EXPERIENCE

Idaho National Laboratory – Battelle Energy Alliance Idaho Falls, ID 11/09/04-Present

HR & Diversity Director

Provide strategic direction and oversight for all human resources functions and initiatives for the Idaho National Laboratory (INL). Lead the transformation of the human resources and diversity functions, to establish and maintain a work environment that attracts and retains world class talent. Interface and collaborate with local, state and federal representatives and leadership, DOE Headquarters, and other laboratory senior leadership to leverage partnerships that advance the strategic mission of the INL. Ensure appropriate policies and procedures are developed, implemented, and updated to meet local, state and federal employment laws and regulations. Interface with senior managers, proposal development teams, site administrators, and partnering HR staff to ensure that site and corporate personnel have the appropriate tools to staff, manage performance, and develop human potential within respective organizations. Provide HR support for workforce transition initiatives to include the transition of approximately 3,500 employees, with merger and divestiture activities.

BWXT Services, Inc., Lynchburg, VA 10/27/03-Present

HR Director

Provide strategic direction and oversight for all human resources functions and initiatives for federal contracts in multiple locations throughout the United States. Ensure appropriate policies and procedures are developed, implemented, and updated to meet local, state and federal employment laws and regulations. Interface with senior managers, proposal development teams, site administrators, and partnering HR staff to ensure that site and corporate personnel have the appropriate tools to staff, manage performance, and develop human potential within respective organizations. Led HR components for multiple contract transitions. Extensive Travel

Wackenhut Services, Inc., Oak Ridge, TN 10/01-10/03

HR Director 02/15/03 – 10/27/04

HR Manager 10/01/01 – 02/15/03

Provide oversight and direction for all human resources functions and initiatives for the Oak Ridge, TN contract. Ensure appropriate policies and procedures are developed, implemented and updated to meet local, state and federal employment laws and regulations. Interface with the Department of Energy, site administrators, and local and state agencies to meet performance objectives, plan initiatives, and resolve issues.

Life Care Centers of America, Cleveland, TN 09/30/00 – 09/30/01

Regional Director of Human Resources.

Provide HR consultation services to facilities in NC, SC, VA, TX, and East TN. Developed and implemented HR systems, policies, procedures, and employee relations strategies. Provided guidance on employment law issues, local, state, and federal and initiated strategies to avoid litigation. Worked with EEOC and DOL to resolve employment issues. Extensive Travel.

The ANESIS Group, Knoxville, TN 01/01/99 - 09/30/01

Director of Organizational Development and Human Resources Management

Provide organizational development and human resource consulting services to clients in diversified business enterprises, throughout the state of TN. Conducted human resource and organizational systems assessments, to provide data for systems enhancement and/or design and development. Assisted organizations in the strategic planning process for major organizational change initiatives; i.e., restructuring, mergers, acquisitions, and downsizing. Moderate travel.

Country Home Health and Home Health Care of East TN. 04/01/97 – 12/31/98

Director of Human Resources.

Implemented HR systems for two Home Health Agencies, with offices located throughout the state of TN. Provided administrative oversight for all HR systems and initiatives. Worked closely with the Presidents and CFO in the budgeting and strategic planning processes. Designed and developed implementation guidelines for reorganization and transition to a team based work environment. Provided guidance and assistance to managers and employees in the development of strategies to effectively deal with reorganization, downsizing, and changes in the work environment. Positioned HR to provide support and guidance during agency growth, reorganization, downsizing, and agency closure. Extensive travel.

ORAU/ ORISE, Oak Ridge, TN. 09/16/88 – 04/01/97

HR Training and Development Project Manager 03/01/92 – 03/31/97

HR Training and Development Specialist 10/ 31/89 - 03/01/92

Identified, designed, developed and delivered systems and training programs, related to and required by the Department of Energy, Occupational Safety and Health Administration, and the organization. Conducted annual training needs assessment and completed annual training plan. Responsible for integration of relevant HR policies and systems into organization-wide training programs and initiatives.

Training and Development Specialist – Training and Management Division 09/16/88 – 10/31/89

Assisted in the development of a computer based payroll training system for the United States Navy. Designed and developed science education training modules for students and teachers at the United States Army, Science Center, at Fort Gordon, Georgia. Moderate travel.

RELATED PROFESSIONAL EXPERIENCE

1995 – 2004 Conduct Advanced Leadership Studies programs for the IBEW at the annual National Training Institute at the University of Tennessee sponsored by the National Joint Apprenticeship Training Committee.

1996 - Present Conduct career planning seminars for local organizations.

1996 - Present Program presenter at local and national conferences.

EDUCATION

Ph.D. in Human Resources Development with research focus in the area of leadership and change, University of Tennessee, Knoxville, TN.

MEd. Curriculum and Instruction with concentration in Instructional Design and Technology. University of Memphis, Memphis, TN.

BS in Education, with a concentration in Science and Home Economics. Framingham State University, Framingham, MA.

PROFESSIONAL CERTIFICATIONS

- SPHR – Senior Professional in Human Resources
- Franklin Quest Time Management
- Franklin Quest Planning for Results
- Conceptual Systems, Workteam Advantage
- Executive Learning, Continuous Improvement
- Herrmann Brain Dominance Certification
- Zenger Miller Facilitation
- Myers Briggs Qualification
- Blanchard Situational Leadership
- Arbitration and Negotiation Certificate
- Microsoft Office Suite
- Active Q Clearance

PROFESSIONAL AFFILIATIONS

Governor's Workforce Development Council - Idaho
Society for Human Resources Management
Phi Epsilon Omicron/Beta Pi Chapter - Professional Fraternity

**Women's Care Center of Eastern Idaho
Mary E Girling, MD
2860 Channing Way, Suite 202
Idaho Falls, Idaho 83404
208-535-4700**

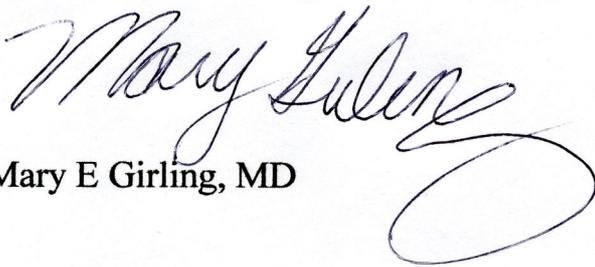
June 15, 2006

Chairman
Eastern Idaho Technical College
Advisory Council
1600 South, 25th East
Idaho Falls, Idaho 83404-5788

To Whom It May Concern:

I would like to be considered appointment to the EITC Advisory Council, please see my attached resume. I appreciate you consideration and would like the opportunity to serve on the Advisory Council.

Thank you,

A handwritten signature in blue ink that reads "Mary E Girling". The signature is fluid and cursive, with a large loop at the end of the last name.

Mary E Girling, MD

Mary E. Girling, MD
2860 Channing Way, Suite 202
Idaho Falls, Idaho 83404
(208) 535-4500

Career Objective: Part Time Practice in General Obstetrics and Gynecology
Work Experience: Idaho Fall, Idaho
General Obstetrics and Gynecology
2002-present

Lynchburg, Virginia
Partner, General Obstetrics and Gynecology
1999-2002

Certification: Diplomat of the American Board of Obstetrics and Gynecology
November 9, 2001-December 31, 2007

Education: Medical College of Virginia, Richmond, VA 1995-1999
Obstetrics and Gynecology Residency
Chief Resident 1998-1999
Richmond Symphony Chorale 1996-1999
Bowman Gray School of Medicine, Winston-Salem, NC 1991-1995
Degree: Doctor of Medicine
Honors: Graduated Top Ten Percent of Class
McMillan Scholarship
PEO Woman's Regional Scholarship
Parallel Curriculum 1991-1993

Duke University, Durham, NC 1987-1991
Degree: Bachelor of Science of Engineering
Majors: Biomedical and Electrical Engineering
Honors: Tracy Leonard Scholarship
Honor's Distinction in Biomedical Engineering
Activities: Duke Engineering Planning Board
Freshman Advisory Counselor
Delta Gamma Sorority: Rush Party Chair, Music Ritual Officer
Duke University Chapel Choir
Duke University Chorale

Research: Medical College of Virginia, Chief Research and Presentation,
Steroid Use in Clinical Stabilization of HELLP Syndrome.
Duke University, Honors Thesis in Biomedical Engineering,
Computer Modeling of Tropomyosin and Coiled-Coil Proteins
Duke University, Research Assistant for assembly of cardiac implants,
Measuring Cardiac Flow Parameters via Peizoelectric Crystals

Licensure: State of Idaho, State of Virginia
NBME: Steps I, II, and III

Associations: ACOG Fellow, #0416847
Idaho Medical Association
Lynchburg Academy of Medicine
Virginia Medical Society
Ware-Dunn Honorary Society

Honors: University of Utah, James R. Scott MD Award

Personal: Married to Phillip Girling, MD for 10 years with 4 children
Enjoys cooking, pets (3 dogs and 3 cats), piano and choral music

KENHI DREWES
840- 11TH Street
Idaho Falls, ID 83404-5058
(208) 523-8787
dkenhi@ida.net

Tuesday, June 13, 2006

Chairman
Eastern Idaho Technical College Advisory Council
1600 South, 25th East
Idaho Falls, Idaho, 83404-5788

Mr. Chairman;

I would like to recommend Dr. Mary Girling, MD for consideration for appointment to the EITC Advisory Council.

She would bring an increased strength to the college advisory council in the area of medical community representation. As EITC training programs in the medical training area gains in strength, the need for increased medical community presence on the council should be considered.

Her background as an Electrical Engineer, and her transition into the medical field has provided her with significant exposure to a variety of higher education environments. It is felt that while her educational experiences are not specifically in adult basic education or vocational/technical training typical of EITC it certainly has provided her with the appreciation of the need for adult post secondary training and professional development.

As a practicing medical doctor in our community, her day to day interface with persons of all walks of life, all education levels, all economic levels, would bring valuable insight and awareness of our community's needs to the council's table. .

I feel that Doctor Girling would be an asset to the council and feel her résumé should be considered for selection.

Thank you for your attention to this matter.


Kenhi Drewes

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

August 9-11, 2006

SUBJECT

IDAPA 47.01.02, Rules and Minimum Standards Governing Extended Employment Services.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-2211 and 33-2303, Idaho Code

BACKGROUND

The Idaho Division of Vocational Rehabilitation is an agency of the Idaho State Board of Education. In July of 2004 Governor Kempthorne transferred the administration of the long term vocational support services in Idaho from the Department of Health and Welfare to Idaho Division of Vocational Rehabilitation. Legal authority to promulgate rules for the Extended Employment Services were established under House Bill 547 and signed by the Governor on 03/13/06.

DISCUSSION

Attached are the proposed and temporary rules governing Extended Employment Services. IDAPA 47.01.02 establishes provider qualifications, defines eligible clients, and describes the services to be provided.

IMPACT

IDVR does not anticipate any fiscal impact from the approval of these rules. However, the rules will provide guidance for community rehabilitation programs in the delivery of Extended Employment Services, information that will assist others in making appropriate referrals, and the authority for IDVR to intervene should providers fail to meet the standards set forth in the rules.

ATTACHMENTS

Attachment 1 – IDAPA 47.01.02

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the temporary and proposed Rules and Minimum Standards Governing Extended Employment Services.

BOARD ACTION

A motion to approve the temporary and proposed Rules and Minimum Standards Governing Extended Employment Services.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

IDAPA 47
TITLE 01
CHAPTER 02

**47.01.02, RULES AND MINIMUM STANDARDS GOVERNING EXTENDED
EMPLOYMENT SERVICES**

000. LEGAL AUTHORITY.

The following rules and minimum standards for extended employment services are made under sections 33-2211 and 33-2303, Idaho Code. (08-10-06)T

001. TITLE AND SCOPE.

01. Title. These rules govern the Extended Employment Services Program of the Idaho Division of Vocation Rehabilitation (IDVR) and are to be cited as IDAPA 47.01.02, Idaho Division of Vocational Rehabilitation, "Rules and Minimum Standards Governing Extended Employment Services." (08-10-06)T

02. Scope. In accordance with section 33-2203, Idaho Code, the Extended Employment Services Program of IDVR provides to eligible Clients services that are intended to increase opportunities for such Clients to work in their communities. IDVR will contract with providers that have been certified by IDVR to provide such services, as provided herein. (08-10-06)T

002. WRITTEN INTERPRETATIONS.

There are no written interpretations of these rules. (08-10-06)T

003. ADMINISTRATIVE APPEALS.

Hearings and appeals shall be governed according to the provisions of IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General". (08-10-06)T

004. OFFICE INFORMATION

01. Office Hours. The IDVR administrative office is open from 8:00 am until 5:00 pm Monday through Friday. (08-10-06)T

02. Mailing address. PO Box 83720, Boise, ID 83720-0096 (08-10-06)T

03. Street Address. Len B. Jordan Building, 650 W State Street, Room 150, Boise, Idaho (08-10-06)T

04. Telephone. (208) 334-3390, Fax: (208) 334-5305 TDD: (208) 327-7040 (08-10-06)T

05. Internet Website. [HTTP://WWW.VR.IDAHO.GOV](http://www.vr.idaho.gov)

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

August 9-11, 2006

005. PUBLIC RECORDS ACT COMPLIANCE.

These rules are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. (08-10-06)T

006. -- 009. (RESERVED).

010. DEFINITIONS.

For the purpose of the rules contained in this chapter, the following terms and abbreviations are used as herein defined. (08-10-06)T

01. CARF: Means CARF...The Rehabilitation Accreditation Commission, an international accrediting body of employment services providers. The internet website for CARF can be found at <http://www.carf.org>. (08-10-06)T

02. Client: Means an individual residing in the state of Idaho who has applied for, and who is eligible to receive, Extended Employment Services from IDVR. A Client must be at least eighteen (18) years of age, unless such person is participating as part of a school work transition program, in which case such person must be at least sixteen (16) years of age. (08-10-06)T

03. Certified Extended Employment Services Provider. Means a community rehabilitation program services provider, sometimes referred to in these rules as a provider, that has been certified by IDVR to provide Extended Employment Services. (08-10-06)T

04. Extended Employment Services: Means long term maintenance services that assist Clients in maintaining employment, or in gaining employment skills in preparation for community employment, or which provide assistance to adult Clients with disabilities within an industrial/business community setting, or a community rehabilitation program intended to maintain paid employment. Such services include individual supported employment, group supported employment, and work services. (08-10-06)T

05. Individual Program Plan: Means the plan of Extended Employment Services to be provided to individual Clients. (08-10-06)T

06. IDVR: Means the Idaho Division of Vocational Rehabilitation a state agency under the Idaho State Board of Education with administrative oversight of the Extended Employment Services Program. (08-10-06)T

07. RSAS: Means Rehabilitation Services Accreditation Systems, a national accrediting body of vocational services providers. The internet website for RSAS can be found at <http://www.rsasnet.org>. (08-10-06)T

100. CERTIFICATION OF PROVIDERS.

01. Certification Required. A provider must apply for and receive certification from IDVR, as provided herein, to provide Extended Employment Services

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

August 9-11, 2006

to Clients. Such certification shall be for only the Extended Employment Services Program region in which such provider intends to provide services, and for which approval is granted by IDVR. (08-10-06)T

02. Application Process. A provider may apply for certification from IDVR for Extended Employment Services by submitting to the State Administrator for IDVR a formal written request specifying the region in which the provider intends to provide Extended Employment Services. The application must document that there is an unmet need in the particular geographic area the provider intends to serve, and must demonstrate that all of the criteria in subsection 100.04 of these rules has been met. The provider must include verification of current accreditation by CARF or RSAS.

(08-10-06)T

03. Timeline. For purposes of these rules, the Extended Employment Services Program fiscal year is June 1 of a given year through May 31 of the next succeeding year. An application for certification for a fiscal year must be submitted on or before the first business day of April preceding the fiscal year for which certification is sought. A written decision on certification status in regard to such application will be issued by IDVR on or before the first business day of May preceding such fiscal year. If approved by IDVR, certification status for a provider becomes effective on June 1, the first day of such fiscal year. An application that is denied because there has not been demonstrated need for a new or additional provider in an Extended Employment Services region, or because there is insufficient funding to support a new or additional provider in an Extended Employment Services region, may be reconsidered during the course of a fiscal year if there have been significant developments in a region that require IDVR to add a new or additional provider after June 1. In such event, IDVR will give preference to denied applications based on date of application. (08-10-06)T

04. Criteria. IDVR will determine to grant or deny certification based on the following criteria: (08-10-06)T

a. The provider must be accredited by CARF or RSAS; (08-10-06)T

b. The provider must meet and maintain all the requirements for provider qualifications, specified in subsection 300 of these rules; (08-10-06)T

c. The IDVR state administrator must determine that there is a need for a new or additional provider in the Extended Employment Services Region to be served, or that a new or additional provider is necessary in an Extended Employment Services region in order to provide meaningful options for Client informed choice. In determining whether to grant or deny certification, the IDVR state administrator may consider satisfaction of Clients with services provided by current Certified Extended Employment Services Providers in the region; and (08-10-06)T

d. There must be sufficient funding available in IDVR's Extended Employment Services program budget for a new or additional provider in the Extended Employment Services region. (08-10-06)T

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

05. Grandfather Provision for Current Providers. Upon the effective date of adoption of these rules, providers that have been paid by IDVR for Extended Employment Services that were provided to Clients during the month of May, 2006, and which comply in all respects with Section 300 of these rules, shall be grandfathered and deemed to be certified to provide Extended Employment Services in the region(s) in which they have provided services during such month. (08-10-06)T

06. Duration. Once certified, an Extended Employment Service Provider (including a provider that is grandfathered under subsection 100.04.05 of these rules) retains certified status unless or until the certification is terminated or revoked by IDVR. (08-10-06)T

200. EXTENDED EMPLOYMENT SERVICES PROVIDER AGREEMENT

01. Standard Form: Prior to providing Extended Employment Services, a Certified Extended Employment Services Provider shall enter into an annual Extended Employment Services Provider Agreement with IDVR which will specify the terms and conditions of the appointment. Such agreement shall be on a standard form approved by IDVR, after consultation with Certified Extended Employment Services Providers. Such agreement shall detail the provider requirements, services, scope of work, other special provisions, and fees. (08-10-06)T

02. Annual Agreement. This agreement must be signed prior to the beginning of the Extended Employment Services fiscal year by an authorized representative of the Certified Extended Employment Services Provider and the IDVR state administrator or a designee. (08-10-06)T

03. Subject To Revision. This agreement shall be entered into annually, and is subject to revision, as may be required by IDVR. (08-10-06)T

300. PROVIDER QUALIFICATIONS.

A Certified Extended Employment Services Provider shall meet all of the following requirements: (08-10-06)T

01. Accreditation. Receive and Maintain accreditation by CARF or RSAS. (08-10-06)T

02. Staff: Assure that all its employees and subcontractors providing Extended Employment Services: (08-10-06)T

a. Satisfactorily complete a criminal history background check, to be obtained by the provider; (08-10-06)T

b. Are not less than twenty-one (21) years of age, or if so, are not less than eighteen (18) years of age and have at least two (2) years work experience with people with disabilities; (08-10-06)T

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

August 9-11, 2006

c. Demonstrate the ability to deliver services as specified in the Individual Program Plan for each Client; and (08-10-06)T

d. Assure that within six (6) months of hire, all direct service employees and subcontractors who provide work services skill training or job coaching have had at least forty (40) hours of training directly related to vocational support for people with disabilities. Training must include all of the following topics: (08-10-06)T

i. Behavior technology, especially positive behavioral support; (08-10-06)T

ii. Instructional techniques; (08-10-06)T

iii. Strategies for dealing with aberrant or maladaptive behavior; (08-10-06)T

iv. Integration/normalization; (08-10-06)T

v. Functional impact of disabilities, particularly developmental disabilities and mental illness; and (08-10-06)T

vi. Strategies for remediation and accommodation. (08-10-06)T

400. TERMINATION OR REVOCATION OF PROVIDER STATUS

IDVR may terminate or revoke the certified status of, and discontinue authorizing or purchasing services from, Certified Extended Employment Services Providers for actions including, but not limited to the following: (08-10-06)T

01. Loss of Accreditation. Failure to maintain accreditation from either CARF or RSAS; (08-10-06)T

02. Out of Compliance. The provider is determined by IDVR to be out of compliance with these rules, the Extended Employment Services Provider Agreement, or the applicable standards of the accrediting agency (either CARF or RSAS); (08-10-06)T

03. Business Practices. The provider is determined to be engaged in business practices that are inconsistent with sound fiscal practice; or (08-10-06)T

04. Client Rights. The provider is determined to be in violation of Client rights. (08-10-06)T

500. EXTENDED EMPLOYMENT SERVICES CLIENTS -- REFERRAL AND ELIGIBILITY

01. Referral. Each applicant to be a Client for Extended Employment Services under these rules will be referred by a Vocational Rehabilitation Counselor, employed by IDVR, who will provide the applicant with information on the services available from Certified Extended Employment Services Providers. (08-10-06)T

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

02. Eligibility. Extended Employment Services specialists at IDVR will assess the eligibility of each applicant for Extended Eligibility Services. Eligible applicants must have a disability that falls into one of four categories described below, and such disability must constitute a barrier to such person maintaining paid employment without long term vocational support: (08-10-06)T

a. Developmental Disabilities - Pursuant to section 66-402, Idaho Code, a chronic disability of a person which appears before the age of twenty-two (22) years; and (08-10-06)T

i. Is attributable to impairment, such as mental retardation, cerebral palsy, epilepsy, autism, or other condition found to be closely related to or similar to one of those impairments that requires similar treatment or services, or is attributable to dyslexia resulting from such impairments; (08-10-06)T

ii. Results in substantial functional limitations in three (3) or more of the following areas of major life activity: self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, or economic self-sufficiency; and (08-10-06)T

iii. Reflects the need for a combination and sequence of special, interdisciplinary or generic care, treatment or other services which are of life-long or extended duration and individually planned and coordination. (08-10-06)T

b. Mental Illness - A person has been assessed by a qualified professional and been diagnosed under DSM-IV or later editions with schizophrenia, schizoaffective disorder, major affective disorder, delusional disorder or a borderline personality disorder and this psychiatric disorder must be of sufficient severity to cause a disturbance in role performance or coping skills in at least two of these areas on either a continuous or an intermittent (at least once per year) basis: vocational/academic, financial, social/interpersonal, family, basic living skills, housing, community, or health. (08-10-06)T

c. Specific Learning Disability - A disorder in one or more of the psychological processes involved in understanding, perceiving, or using language or concepts (spoken or written). A disorder which may manifest itself in problems related to speaking, reading, spelling, or mathematical calculations (or to a lesser extent, listening, thinking, or writing), and seriously limit two or more functional capacities (mobility, communication, self-care, self-direction, work tolerance or work skills. (08-10-06)T

d. Traumatic Brain Injury - A traumatically acquired insult to the brain that may cause physical, intellectual, emotional, social, and vocational changes. A closed head injury may be caused by a rapid acceleration/deceleration, as in a motor vehicle accident. An open head injury is visible insult and may be the result of an accident, gun shot wound, or other physical injuries. Immediate effects are loss of consciousness, loss of memory, or change in vision, strength, coordination, or sensory function. Anatomical

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

August 9-11, 2006

abnormalities may be present, such as cerebral hemorrhage or skull fracture. Long term effects may include physical, cognitive, and psycho-social-behavioral-emotional impairments. (08-10-06)T

600. COVERED SERVICES

The Extended Employment Services that may be provided to Clients by Certified Extended Employment Services Providers are described below. These services typically follow the completion of other vocational rehabilitation services, such as vocational evaluation, job site development, and initial training at the job site.(08-10-06)T

01. Individual Community Supported Employment. Self employment or paid employment which is: (08-10-06)T

a. For a Client paid not less than minimum wage and who, because of his or her disability(ies), needs ongoing support to maintain that employment; (08-10-06)T

b. Conducted in a community or industry setting where persons without known paid work supports are employed; and (08-10-06)T

c. Supported by authorized activities needed to sustain paid work by persons with disabilities, including but not limited to supervision, training, and transportation. (08-10-06)T

02. Group Supported Employment. Self employment or paid employment which is: (08-10-06)T

a. For a group of no more than eight (8) Clients who are paid not less than minimum wage and who, because of their disability(ies), need ongoing support to maintain that employment; (08-10-06)T

b. Conducted in a variety of community and industry settings where the Clients have opportunities to interact with co-workers or others without known paid work supports at least to the extent that those opportunities typically exist in that work setting; (08-10-06)T

c. Supported by training and supervision needed to maintain that employment; and (08-10-06)T

d. Not conducted in the work services area of an Extended Employment Services Provider. (08-10-06)T

03. Work Services. The work services program utilizes individual and group work to assist individuals in understanding the value and demands of work; enhancing positive work attitudes; and developing functional capacities that will enhance the ability to achieve and maintain an employment outcome. Limited non-paid work related activities and transportation may be billed only when authorized on an Individual Program Plan. Work services are typically conducted on Certified Extended Employment Services Provider premises. (08-10-06)T

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

August 9-11, 2006

700. EXCLUDED SERVICES

Any other services provided by IDVR that are not described in subsection 600 of these rules shall not constitute Extended Employment Services. Such excluded services include, but are not limited to, the following: (08-10-06)T

01. Vocational evaluation; (08-10-06)T
02. Work adjustment; (08-10-06)T
03. Job site development; or (08-10-06)T
04. Initial training at the job site. (08-10-06)T

800. SERVICE PROVISION

01. Services on Individual Program Plan. Extended Employment Services for each individual Client must be based on the Individual Program Plan developed for such Client. (08-10-06)T

02. Development of Individual Program Plan. Those involved in developing the Individual Program Plan must include, but are not limited to, the following:(08-10-06)T

a. The Client. Efforts must be made to maximize the Client's involvement in the planning process by providing him or her with information and education regarding rights, and available options; and (08-10-06)T

b. The Client's legal guardian, if one has been appointed by the court; and (08-10-06)T

c. Certified Extended Employment Services Provider program staff, responsible for the implementation of the Individual Program Plan. (08-10-06)T

03. Submission of the Individual Program Plan. The Certified Extended Employment Services Provider must submit the Individual Program Plan to an Extended Employment Services Program specialist using the standard format provided or approved by IDVR. The Extended Employment Services Program specialist will either accept the Individual Program Plan as submitted, or may require revisions to the Individual Program Plan before acceptance. (08-10-06)T

04. Timeline for Submission. The Individual Program Plan must be submitted to an Extended Employment Services Program specialist within thirty (30) days from the beginning of the provision of Extended Employment Services. No payment will be made for Extended Employment Services without receipt of the Individual Program Plan covering those Extended Employment Services. (08-10-06)T

05. Revision. The certified Extended Employment Services Provider must submit an updated Individual Program Plan for each Client to an Extended Employment Services Program specialist at least annually. (08-10-06)T

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

06. Progress Reports. The Certified Extended Employment Services Provider must submit a progress report on each Client to an Extended Employment Services Program specialist at six (6) month intervals. A standardized format provided or approved by IDVR must be used. (08-10-06)T

900. PAYMENT FOR SERVICES.

01. Fee for Service. The IDVR State Administrator shall set the fees for covered services, after discussion with Certified Extended Employment Services Providers. Such fees shall be set forth in the annual Extended Employment Services Provider Agreement. Such fees shall be reviewed annually, and may be adjusted by IDVR to take effect at the beginning of the fiscal year. (08-10-06)T

02 Pre-authorization. All Extended Employment Services must be pre-authorized by an Extended Employment Services Program specialist, and shall be set forth in the Individual Program Plan for each Client. (08-10-06)T

03. Billing Procedures. (08-10-06)T

a. Certified Extended Employment Services Providers must submit a monthly billing statement for each Client served, in a format approved by an Extended Employment Services Program specialist and within timelines set forth in the annual Employment Services Provider Agreement. (08-10-06)T

b. Bills may only be submitted for Extended Employment Services that have been identified and accepted by IDVR, as set out in an Individual Program Plan. (08-10-06)T

c. All bills submitted by Certified Extended Employment Services Providers are subject to prepayment and post payment review. Documentation sufficient to support each payment item shall be available for review, and must be maintained for five (5) years from the date of service. The Certified Extended Employment Services Providers must submit copies of the documentation regarding the provision of such services upon written request from an Extended Employment Services Program specialist. (08-10-06)T

04. Audits. IDVR may perform audits of billing records and other documentation submitted by Certified Extended Employment Services Providers in order to verify the accuracy of such records. (08-10-06)T

05. Denial/Revocation of Payment. IDVR may deny payment, or seek reimbursement or set-off for payments previously made, if the provider is not in compliance with these rules, the signed Employment Services Provider Agreement, or if the provider does not provide the services as set forth in a Client's Individual Program Plan. (08-10-06)T

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

016. RECORDS.

01. Client Files. Certified Extended Employment Services Providers shall maintain individual Client files, which must include the following: (08-10-06)T

- a. Referral information; (08-10-06)T
- b. Eligibility; (08-10-06)T
- c. Authorization for services; (08-10-06)T
- d. Contact information; (08-10-06)T
- e. Legal guardianship information; (08-10-06)T
- f. Individual Program Plan; (08-10-06)T
- g. Progress Reports; (08-10-06)T
- h. Documentation of service; (08-10-06)T
- i. Satisfaction measures; (08-10-06)T
- j. Releases of information; and (08-10-06)T
- k. Documentation that updates to Client information were provided to IDVR. (08-10-06)T

02. Storage. Files must be maintained for five (5) years from the date of discharge of the Client to whom the file pertains. (08-10-06)T

**TITLE 33
EDUCATION
CHAPTER 22
VOCATIONAL EDUCATION -- FEDERAL AID**

33-2211. POWERS OF STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION. The state board for professional-technical education shall have the power:

1. To adopt rules for its own government, the government of the Eastern Idaho Technical College and any professional-technical or vocational rehabilitation program, including programs under chapters 22 and 23, title 33, Idaho Code;
2. To employ professional and nonprofessional persons and to prescribe their qualifications;
3. To acquire and hold, and to dispose of, real and personal property, and to construct, repair, remodel and remove buildings;
4. To contract for the acquisition, purchase or repair of buildings, in the manner prescribed for trustees of school districts;
5. To dispose of real and personal property in the manner prescribed for trustees of school districts;
6. To convey and transfer real property of the college upon which no buildings used for instruction are situated, to nonprofit corporations, school districts, community college housing commissions, counties or municipalities, with or without consideration; to rent real or personal property for the use of the college, its students or faculty, for such terms as may be determined by the state board for professional-technical education; and to lease real or personal property of the college not actually in use for instructional purposes on such terms as may be determined by the state board for professional-technical education;
7. To acquire, hold, and dispose of, water rights;
8. To accept grants or gifts of money, materials, or property of any kind from any governmental agency, or from any person, firm, or association, on such terms as may be determined by the grantor;
9. To cooperate with any governmental agency, or any person, firm or association in the conduct of any educational program; to accept grants from any source for the conduct of such program, and to conduct such program on, or off, campus;
10. To employ a president of the college and, with his advice, to appoint such assistants, instructors, specialists and other employees as are required for the operation of the college; to fix salaries and prescribe duties; and to remove the president or other employees in accordance with the policies and rules of the state board of education;
11. With the advice of the president, to prescribe the courses and programs of study, the requirements for admission, the time and standards for completion of such courses and programs, and to grant certificates or associate of applied science degrees for those students entitled thereto;
12. To employ architects or engineers in planning the construction, remodeling or repair of any building or property and, whenever no other agency is designated by law so to do, to let contracts for such construction, remodeling or repair and to supervise the work thereof;

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

13. To have at all times, general supervision and control of all property, real and personal, appertaining to the college, and to insure the same.

TITLE 33
EDUCATION
CHAPTER 23
VOCATIONAL REHABILITATION --
FEDERAL AID

33-2303. POWERS OF BOARD IN CARRYING OUT PROVISIONS.

- (1) The board heretofore designated as the state board for professional-technical education is hereby designated as the state board for the purpose of providing for the vocational rehabilitation of persons with disabilities, other than those who are legally blind, and is empowered and directed to cooperate in the administration of said act of Congress; to prescribe and provide such courses of vocational services as may be necessary for the vocational rehabilitation of persons with disabilities, other than those who are legally blind, and provide for the supervision of such services; to appoint such assistants as may be necessary to administer this act and said act of Congress in this state; to fix the compensation of such assistants and to direct the disbursement and administer the use of all funds provided by the federal government and the state of Idaho for the vocational rehabilitation of such persons.
- (2) In order to provide vocational rehabilitation services the board of professional-technical education may enter into, or authorize a state vocational rehabilitation agency over which it has oversight to enter into, agreements with any person, corporation or association, approved by the board of professional-technical education to provide such services.
- (3) Any person, corporation or association may make application to the board of professional-technical education for approval and certification to provide vocational rehabilitation services. The board of professional-technical education may either grant or deny certification or revoke certification previously granted after investigation of the applicant, in accordance with standards as set forth in rules promulgated by the board of professional-technical education, and consistent with national accreditation bodies. The board of professional-technical education may authorize a state vocational rehabilitation agency over which it has oversight to provide the approvals or certifications described in this subsection.

THIS PAGE INTENTIONALLY LEFT BLANK

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

SUBJECT

The University of Idaho requests Board approval to establish secure areas for the purpose of allowing pre-game activities that include the service of alcohol for the 2006 football season.

REFERENCE

- | | |
|-----------------|---|
| August 12, 2004 | Board approved a request by UI to establish secure areas for pre-game activities that serve alcohol for 2004 football season. |
| March 10, 2005 | Board approved a request by UI to establish secure areas for pre-game activities that serve alcohol for 2005 football season. |
| March 2005 | President White reported that there had been no serious incidences regarding the pre-game service of alcohol, and further noted that the UI created a restaurant-type atmosphere within the secure areas. |
| August 2005 | Following discussion regarding the presence of supervised minors in the alcohol service areas, the Board amended policy Section I.J. to specifically allow for the persons of the lawful age to consume alcohol to be accompanied by youth for whom they are responsible in the secure alcohol service areas, provided the youth remain at all times under the supervision and control of the individual of lawful age. |
| Fall 2005 | This past season, there were no serious issues or concerns related to the service of alcohol at pre-game events. A wristband policy was implemented to better supervise minors in the alcohol service areas. |

APPLICABLE STATUTE, RULE, OR POLICY

SBOE Policy I.J – Use of Institutional Facilities and Services With Regard to the Private Sector

BACKGROUND

The current Board policy provides that Idaho institutions may not allow service of alcohol on campus in conjunction with athletic events. For the past two football seasons, the Board has granted an exception to the policy under limited circumstances for pre-game events in secure areas.

DISCUSSION

The UI seeks permission to set up secure areas prior to each home football game. In the secure areas, patrons may purchase food and beverages (non

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

August 9-11, 2006

alcoholic and alcoholic) from Sodexo, the University's official food service provider. The UI will follow all requirements of Board policy regarding alcohol service, and will conduct the pre-game activities under the conditions set out in the motion, which are the same as those set by the Board over the last two years.

In managing its pre-game functions, the UI seeks to provide a safe, fun, and exciting atmosphere that promotes attendance and enhances the game experience. All pre-game activities open four hours prior to kickoff, and all activities cease at kickoff. The secure areas where alcohol is available are fenced or cordoned off, or occur within specifically designated rooms.

- "Vandal Game Day" is focused on adult-based activities and targets active alums or Vandal supporters who come to the game to see acquaintances and meet and socialize with other Vandal fans. Individual schools or groups may reserve tents and seating in this area, located on the North Kibbie Field.
- The "Corporate Tent Area" provides an opportunity for corporate sponsors to reward employees and say "thank you" to valued customers by hosting private functions. This area is located Student Activities Field east of the Kibbie Dome.
- The "President's Circle Pre-Game Function" is provided for invited guests and allows the university leadership to mix with the guests. This area is located on the south side of the Student Activities Field, with the Vandal Athletic Center as a rain out location.

IMPACT

Feedback on the events has been very positive, and fans appreciated the opportunity to participate in pre-game events. These types of functions are beneficial to the University and are strategic friend- and fund-raising opportunities. In addition, the UI earns commission revenues (20% gross sales) from the sale of food and beverages provided by Sodexo.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the request by the University of Idaho to establish secure areas for the purpose of allowing the above specified pre-game activities (Vandal Game Day, Corporate Tent Area, and President's Circle Pre-Game Function) for the 2006 home football season, such events to be in compliance with Board policy section I.J. and the following conditions:

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

1. The service area shall be secure, surrounded by a fence to control access to and from the area
2. The pre-game events shall be limited to four hours, ending at kick-off
3. Alcohol making or distributing companies may not sponsor the activities or tents
4. UI shall use a color-coded wrist band or pass admission system to identify attendees and invited guests.
5. UI shall send companies sponsoring a corporate tent a letter outlining the Board alcohol policy and further conditions set by the Board. The letter will state that the minimum drinking age in Idaho is 21 and that at no time may they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.
6. There must be two entry points manned by security personnel for the secure area.
7. Security personnel shall be located throughout the secure service to monitor use of wristbands, patron behavior, and entrance and exit.
8. No person may exit the secure area with alcoholic beverages.
9. Tent sponsors shall insure and indemnify the State of Idaho, the State Board of Education and Board of Regents of the University of Idaho and the University of Idaho for a minimum of \$2,000,000, and shall obtain the proper permits and licenses.
10. The area is for sponsors to entertain clients/guests for the fall of 2006 home football games, including the sales and service of alcohol.
11. This exception is only for the 2006 football season; the University shall bring the matter back to the Board after the conclusion of the 2006 football season for reconsideration for 2007.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

THIS PAGE INTENTIONALLY LEFT BLANK

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
AUGUST 9-11, 2006

SUBJECT

Approval of Institution and Agency Strategic Plans and Agency Profiles.

APPLICABLE STATUTE, RULE, OR POLICY

Section I.M, Idaho State Board of Education Governing Policies and Procedures
Section 67-1903 and 67-1904, Idaho Code

BACKGROUND

Agencies and Institutions are required to annually submit their Strategic Plans to the Board Office for review.

During the 2004 legislative session, the legislature passed amendments to the law concerning strategic planning and performance measures. Those amendments require all agencies to submit updated strategic plans to the Division of Financial Management (DFM) no later than July 1 of each year. Those amendments also require agencies to submit Agency Profiles that contain performance measures and benchmarks to DFM no later than September 1 of each year.

DISCUSSION

The agencies and institutions have submitted strategic plans as required by the law and Board Policy. The plans reflect the goals and objectives currently stated in the State Board of Education Strategic Plan.

The agencies and institutions have also submitted agency profiles that include performance measures and benchmarks as required by law.

As the Board makes amendments to its own Strategic Plan, the agencies and institutions will amend their plans to further reflect the updated goals and objectives of the Board.

IMPACT

If the Board approves the strategic plans and agency profiles as submitted by the institutions and agencies, staff for the Board will submit all the plans to DFM by the required time frames and the agencies and institutions will continue to work on their goals and objectives.

If the Board chooses to make amendments to any of the strategic plans or agency profiles, those institutions or agencies will make amendments as requested by the Board and resubmit their plans/profiles to Board staff for submission to DFM by the required time frames.

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the institution and agency strategic plans and agency profiles as submitted.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
AUGUST 9-11, 2006

BOARD ACTION

A motion to approve the institution and agency strategic plans and agency profiles as submitted:

Moved by _____ Seconded by _____ Carried Yes _____ No _____

TITLE 67
STATE GOVERNMENT AND STATE AFFAIRS
CHAPTER 19
STATE PLANNING AND COORDINATION

67-1903. STRATEGIC PLANNING. (1) Each state agency shall develop and submit to the division of financial management a comprehensive strategic plan for the major divisions and core functions of that agency. The plan shall be based upon the agency's statutory authority and, at a minimum, shall contain:

(a) A comprehensive outcome-based vision or mission statement covering major divisions and core functions of the agency;

(b) Goals for the major divisions and core functions of the agency;

(c) Objectives and/or tasks that indicate how the goals are to be achieved;

(d) Performance measures, developed in accordance with section 67-1904, Idaho Code, that assess the progress of the agency in meeting its goals in the strategic plan, along with an indication of how the performance measures are related to the goals in the strategic plan;

(e) Benchmarks or performance targets for each performance measure for, at a minimum, the next fiscal year, along with an explanation of the manner in which the benchmark or target level was established; and

(f) An identification of those key factors external to the agency and beyond its control that could significantly affect the achievement of the strategic plan goals and objectives.

(2) The strategic plan shall cover a period of not less than four (4) years forward including the fiscal year in which it is submitted, and shall be updated annually.

(3) The strategic plan shall serve as the foundation for developing the annual performance information required by section 67-1904, Idaho Code.

(4) When developing a strategic plan, an agency shall consult with the appropriate members of the legislature, and shall solicit and consider the views and suggestions of those persons and entities potentially affected by the plan. Consultation with legislators may occur when meeting the requirement of section 67-1904(7), Idaho Code.

(5) Strategic plans are public records and are available to the public as provided in section 9-338, Idaho Code.

67-1904. PERFORMANCE MEASUREMENT. (1) Every fiscal year, as part of its budget request, each agency shall prepare an annual performance report. The report shall be comprised of two (2) parts:

(a) Part I shall contain basic profile information for the prior four (4) fiscal years including statutory authority, fiscal year revenue and expenditure information and any informative breakdowns such as amounts from different revenue sources, types of expenditures, and data about the number and types of cases managed and/or key services provided to meet agency goals.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
AUGUST 9-11, 2006

(b) Part II shall contain:

(i) Not more than ten (10) key quantifiable performance measures, which clearly capture the agency's progress in meeting the goals of its major divisions and core functions stated in the strategic plan required in section 67-1903, Idaho Code. The goal(s) and strategies to which each measure corresponds shall also be provided. More measures may be requested by the germane committee chairs through the process set forth in subsection (7) of this section.

(ii) Results for each measure for the prior four (4) fiscal years. In situations where past data is not available because a new measure is being used, the report shall indicate the situation.

(iii) Benchmarks or performance targets for each measure for, at a minimum, the next fiscal year, and for each year of the four (4) years of reported actual results.

(iv) Explanations, where needed, which provide context important for understanding the measures and the results, and any other qualitative information useful for understanding agency performance.

(v) Attestation from the agency director that the data reported has been internally assessed for accuracy, and, to the best of the director's knowledge, is deemed to be accurate.

(2) Each agency performance report shall be presented in a consistent format, determined by the division of financial management, which allows for easy review and understanding of the information reported.

(3) Each agency shall review the results of the performance measures compared to benchmarks or performance targets and shall use the information for internal management purposes.

(4) Each agency shall maintain reports and documentation that support the data reported through the performance measures. This information shall be maintained and kept readily available for each of the four (4) years covered in the most recent performance report.

(5) The performance report shall be submitted by the agency to the division of financial management and the budget and policy analysis office of the office of legislative services by September 1 of each year. In fiscal year 2006, agencies shall submit part I of the performance report required by subsection (1)(a) of this section no later than November 1, and are exempt from submitting part II of the performance report required by subsection (1)(b) of this section. In accordance with section 67-3507, Idaho Code, agency performance reports shall be published each year as part of the executive budget document.

(6) The office of budget and policy analysis of the office of legislative services may incorporate all or some of the information submitted under this section in its annual legislative budget book.

(7) Each agency shall orally present the information from the performance report to its corresponding senate and house of representatives germane committees each year unless a germane committee elects to have an agency present such information every other year. The presentations shall consist of a review of agency performance information and shall provide an opportunity for dialogue between the agency and the committees about the sufficiency and usefulness of the types of

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
AUGUST 9-11, 2006

information reported. Following any discussion about the information reported, the germane committees, in accordance with the requirements of this section, may request any changes to be made to the types of information reported. In fiscal year 2006, each agency shall be required only to present part I of the performance report required in subsection (1)(a) of this section and, at a minimum, a progress report on the implementation of part II of the performance report as set forth in subsection (1)(b) of this section.

(8) If an agency and its corresponding germane committees determine that it is not feasible to develop a quantifiable measure for a particular goal or strategy, the germane committees may request an alternative form of measurement.

(9) The senate and the house of representatives germane committees should attempt to meet jointly to hear and discuss an agency's performance report and achieve consensus regarding the types of measures to be reported.

THIS PAGE IS LEFT INTENTIONALLY BLANK

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
August 9-11, 2006

| TAB | DESCRIPTION | ACTION |
|------------|--|--------------------------|
| A | STATE BOARD OF EDUCATION | Motion to Approve |
| B | BOISE STATE UNIVERSITY | Motion to Approve |
| C | IDAHO STATE UNIVERSITY | Motion to Approve |
| D | UNIVERSITY OF IDAHO | Motion to Approve |
| E | LEWIS-CLARK STATE COLLEGE | Motion to Approve |
| F | EASTERN IDAHO TECHNICAL COLLEGE | Motion to Approve |
| G | NORTH IDAHO COLLEGE | Motion to Approve |
| H | COLLEGE OF SOUTHERN IDAHO | Motion to Approve |
| I | PROFESSIONAL TECHNICAL EDUCATION | Motion to Approve |
| J | VOCATION REHABILITATION | Motion to Approve |
| K | PUBLIC TELEVISION | Motion to Approve |
| L | SCHOOL FOR THE DEAF AND THE BLIND | Motion to Approve |
| M | COMMISSION FOR LIBRARIES | Motion to Approve |
| N | HISTORICAL SOCIETY | Motion to Approve |

THIS PAGE INTENTIONALLY LEFT BLANK

State Board of Education
DRAFT STRATEGIC PLAN 2007 – 2010

MISSION STATEMENT – (2 options)

1) Educate Idaho! 2) Provide a world class education to all Idahoans

VISION

Improve the knowledge, skills and opportunities of all Idahoans by delivering quality, accessible, relevant and efficient education, training, rehabilitation and information/research services.

Quality – Continuously improve the quality of Idaho’s education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement and a well-informed citizenry.

Access – Provide individuals of all ages and abilities access to services to develop their skills, knowledge and social awareness in order to be responsible citizens, globally competitive workers and lifelong learners.

Relevancy – Ensure services are relevant to the needs of Idaho’s citizens, workforce, business, industry and local, state and federal government.

Efficiency – Ensure maximum benefit from education resources through effective and efficient operation and management of the educational system.

ORGANIZATION

The framers of Idaho’s Constitution (Article IX, Section 1), knowing that “the stability of a republican form of government depending mainly on the intelligence of the people,” required the legislature to establish and maintain our public school system. The framers then vested (Article IX, Section 2) the “general supervision” of the Idaho public education system in the State Board of Education, “the membership, powers and duties of which shall be prescribed by law.”

The State Board is constitutionally vested with the general supervision of all public higher education and sits in a constitutional capacity as the Board of Regents of the University of Idaho. The State Board is identified in statute as the Trustees of Idaho State University, Lewis-Clark State College, Boise State University and the Idaho School for the Deaf and the Blind as well as the State Board for Professional-Technical Education. *The Idaho public education system*, over which the Board is responsible, consists of the following institutions and agencies:

All public primary/secondary schools
Boise State University
Idaho State University
Lewis-Clark State College
University of Idaho
College of Southern Idaho*
North Idaho College*
Eastern Idaho Technical College

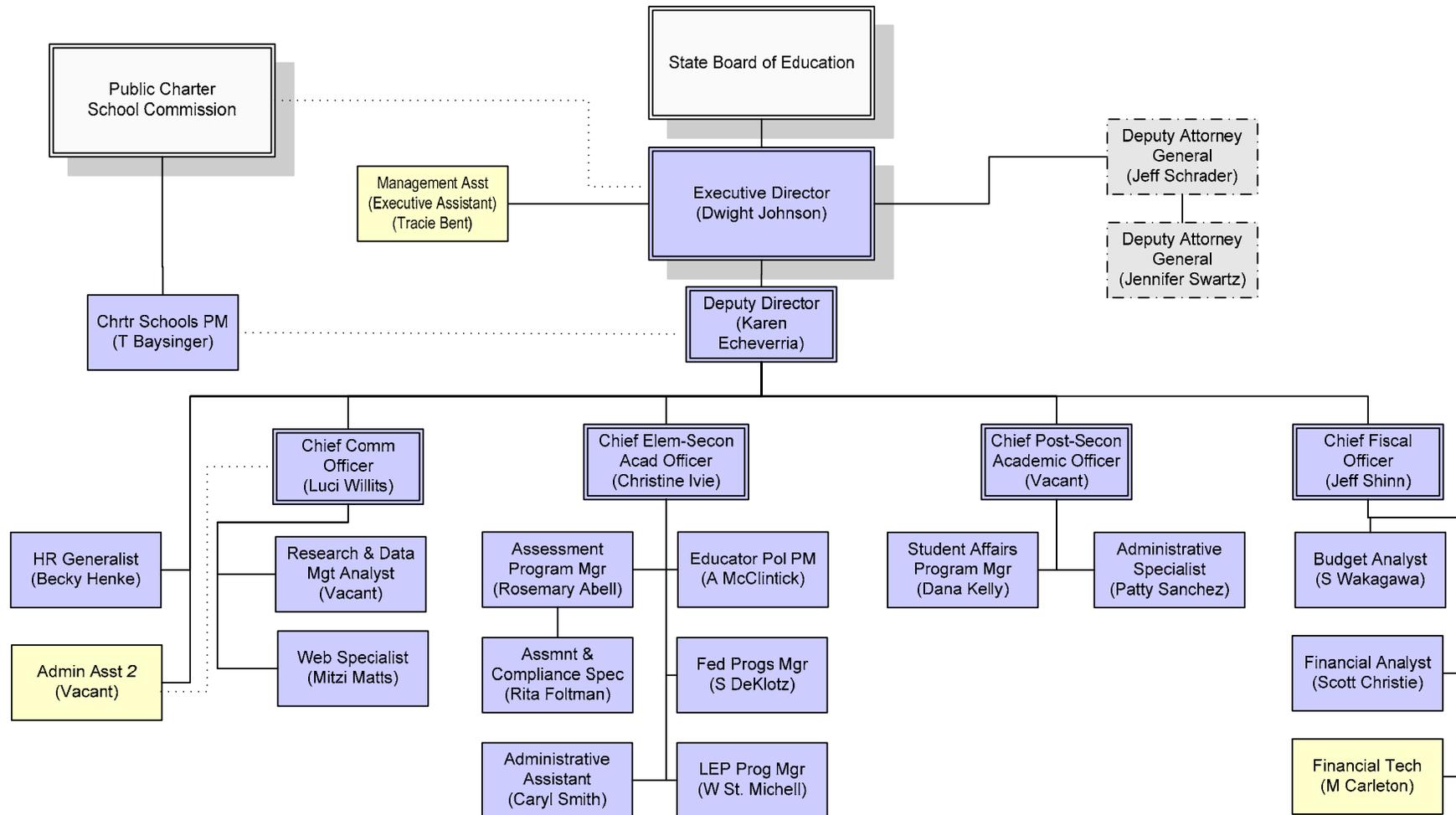
**Also have local elected boards*

State Department of Education
Office of the State Board of Education
Division of Professional-Technical Education
Division of Vocational Rehabilitation
Idaho Public Broadcasting System
Idaho Commission for Libraries**
Idaho State Historical Society**
Museum of Natural History
School for the Deaf and the Blind

***Also have separate oversight boards appointed by the State Board of Education*

Office of the State Board of Education

Monday, July 17, 2006



Blue-filled positions are non-classified; yellow-filled positions are classified positions; gray-filled positions are not OSBE FTP, but provide services to OSBE.

STATE BOARD FUNCTION AND ROLE

The function and role of the State Board is to coordinate the efforts of the institutions that report to it to assure the accomplishments of its mission, vision and goals. It accomplishes this by:

- Monitoring and tracking the performance of the education system using national reports and state-by-state statistics and comparisons;
- Observing trends and establishing system goals (targets) to improve the system;
- Seeking out best practices in other systems and disseminating them in Idaho;
- Coordinating the efforts (plans, programs, curricula) of its subordinate institutions;
- Interacting with regional accreditation bodies to ensure program quality;
- Informing policy makers on issues and needs of the educational system;
- Coordinating system-wide planning, programming, budgeting, and assessment efforts; and
- Assessing its own performance (planning, execution, quality of efforts).

CALENDAR

**Office of the State Board of Education
Schedule of Dates
For
Strategic Planning, Agency Profiles, and Budget Requests**

| Due Date | Item | Assignment |
|-----------------|---|---------------------------|
| April | Board strategic planning session with institution presidents & agency heads | Management |
| April - May | Institutions and agencies prepare strategic plans | Institutions and Agencies |
| Mid May | Strategic plans due to OSBE for inclusion in June Board Agenda | Institutions and Agencies |
| Mid June | Board approves strategic plans and budget guidelines | Board |
| July 1 | OSBE submits all strategic plans to DFM | Management |
| Early-July | Agency Profiles sent to institutions and agencies | DFM |
| Mid July | Agency Profiles due to OSBE for inclusion in August Board Agenda Agencies/Institutions submit line items to OSBE Fiscal for inclusion in August Board agenda | Institutions and Agencies |
| Mid-August | Board approves strategic plans and budget requests | Board |
| Late-August | All budget documents returned to OSBE for final submission to DFM & LSO (4 Copies) | Institutions and Agencies |
| September 1 | OSBE submits budget requests to DFM & LSO OSBE submits Agency Profiles and Performance Measures to DFM | Fiscal and Management |

POST SECONDARY SCHOOLS

Use the data from the Uniform Performance Measures (UPM) currently collected from all universities to measure the following goals and develop trend line data from the last five years to develop benchmarks for the coming five years. (Note: The current UPMs developed in 2000 will be reviewed during the coming year in developing the 2007-2011 Strategic Plan.)

Goal/Performance Measure/Benchmark:

| | <u>Quality</u> | <u>Access</u> | <u>Relevancy</u> | <u>Efficiency</u> |
|---|----------------|---------------|------------------|-------------------|
| 1. Improve retention rate of students in college <i>Performance Measure/Benchmark: UPM 4</i> | X | | | X |
| 2. Expand accelerated learning opportunities <i>Performance Measure/Benchmark:</i> 1. Increase the number of dual enrollment courses and students participating from ___ in 2006 to ___ in 2007 (information not available at this time) and 30% in 2010, and; 2. Increase the number of students participating in dual enrollment courses from ___ in 2006 to ___ in 2007 (information not available at this time) and 25% in 2010 | | X | | X |
| 3. Improve the quality, quantity and relevance of research <i>Performance Measure/Benchmark: UPM 10</i> | X | | X | |
| 4. Increase Employer Satisfaction for recent graduates <i>Performance Measure/Benchmark: UPM 7</i> | X | | X | |
| 5. Have all institutions and programs meet national accreditation and/or industry standards <i>Performance Measure/Benchmark: UPM 6</i> | X | | X | |
| 6. Increase the number of students attending college <i>Performance Measure/Benchmark: UPM 1</i> | | X | | |
| 7. Increase access to comprehensive Community College services <i>Performance Measure/Benchmark: UPM 1, 5</i> | | X | | |
| 8. Improve Teacher Education <i>Performance Measure/Benchmark: UPM 7</i> | X | | X | |
| 9. Fulfill specific education needs of Idaho students, communities and businesses to prepare students for a global economy <i>Performance Measure/Benchmark: UPM 6, 7, 9</i> | X | | X | |

Uniform Performance Measures for All Idaho Postsecondary Institutions

(Approved April 2000)

1. Student Applications, Admissions, and Enrollment – Report headcount of first-year students completing application, being admitted and enrolling at the institution. (PSR6.1)
2. Remediation Activity – Report remedial/developmental headcount and credit hours for first-year students. Report institutional total remedial/development activity. (PSR6.2)
3. Student Retention – Report the number from the cohort of new first-year students who enroll for the second year (or reach program completion in a professional technical program of one year or less). Use only first-time, full-time students. Include both the number and percentage of students retained to the second year (enrolled at 10th day of fall semester, or completed by 10th day of fall semester).
4. Graduation Rates – Use the cohort definitions and levels from the IPED-GRS Survey. Report the total graduation rate in 100% and 150% of catalog program length for the most recent complete cohort year.
5. Off-Campus Credit Hour Delivery – Report undergraduate, graduate and professional-technical credits earned at locations remote to the main campus, by delivery method (traditional, telecommunications, and correspondence). Use PSR1.7 Report summed by delivery method and level (graduate, undergraduate). Add corresponding data from professional-technical programs.
6. Exam Pass Rates – Report the pass rates for programs that have licensing or certification exams. Indicate national or state norms when available.
7. Employer Satisfaction – Provide a brief summary of employer satisfaction surveys for recent graduates and of the results of the PTE Completers/Leavers reports. Include both narrative summaries and tabulated data by program where available.
8. Student Transfer – Report institution by institution the number of students transferring to and from your campus. Show the number of transfers for all Idaho institutions and from the out-of-state institutions with the three largest numbers of students transferring to and from campus.
9. Outreach and Public Service – Provide a brief summary of institutional outreach and public service programs and an executive assessment of outcomes.
10. Externally Funded Research – Report the annual dollar amount expended on externally funded research and other external grants and contracts. Provide subtotals in each category.
11. Degrees and Certificates Awarded – Use data from IPEDS Completion Survey to Report subtotals for each certificate or degree level and the institutional total.
12. Collaboration with Other Organizations – Provide a brief summary of collaborative efforts with other organizations (public and private) in support of the institution's mission.

ELEMENTARY & SECONDARY SCHOOL

Note: These goals are the same as the Idaho Department of Educations goals.

Goal/Performance Measure/Benchmark:

| | <u>Quality</u> | <u>Access</u> | <u>Relevancy</u> | <u>Efficiency</u> |
|---|----------------|---------------|------------------|-------------------|
| Increase academic achievement in all curricular areas and civic, personal and relevant workplace skills. | X | | X | |
| <u>Performance Measure:</u> | | | | |
| 1. Increase the number of students completing a challenging curriculum | | | | |
| <u>Benchmark:</u> | | | | |
| Decrease the number of HS graduates enrolled in post secondary education taking remedial math and English courses from 40% in 2006 to 38% in 2007 and to 30% in 2010. | | | | |
| <u>Performance Measure:</u> | | | | |
| 2. Increase the number of 9 th graders graduating from high school | | | | |
| <u>Benchmark:</u> Increase the number of 9 th graders graduating from High School from 80% in 2006 to 82% in 2007 and to 85% in 2010 | | | | |
| <u>Performance Measure:</u> | | | | |
| 3. Increase the number of high school students successfully transitioning to postsecondary education. | | | | |
| <u>Benchmark:</u> Increase the number of high school graduates going to post secondary education from 32% in 2006 to 34% in 2007 and to 38% in 2010. | | | | |
| <u>Performance Measure:</u> | | | | |
| 4. Increase the number of students meeting academic standards. | | | | |
| <u>Benchmarks:</u> | | | | |
| - Increase the number of students and schools meeting ISAT proficiency levels from 75% in 2006 to 80% in 2007 and to 100% in 2010. | | | | |
| - Increase the number of students improving skills under the ISAT growth model from in 2006 45% to 50% in 2007 and to 55% in 2010. | | | | |
| Increase the number of qualified effective educators in Idaho's K-12 schools to meet the hiring needs of school districts. | | X | | |
| <u>Performance Measures:</u> | | | | |
| 5. Increase the number of teachers engaged in professional development relevant to their teaching assignment. | | | | |
| <u>Benchmark:</u> Increase the number of teachers engaged in professional development from ___ in 2006 to ___ in 2007 and to ___ in 2010 (information not available at this time) | | | | |
| <u>Performance Measure</u> | | | | |
| 6. Increase students in postsecondary teacher training programs | | | | |
| <u>Benchmark:</u> Increase the number of students in teacher training programs from ___ in 2006 to ___ in 2007 and to ___ in 2010 (information not available at this time) | | | | |

| | <u>Quality</u> | <u>Access</u> | <u>Relevancy</u> | <u>Efficiency</u> |
|--|----------------|---------------|------------------|-------------------|
| Increase the quality and accuracy of relevant data collection and reporting for informed decision making. | X | | X | |
| <i><u>Performance Measure:</u></i> | | | | |
| 7. <i>Successfully implement a quality, valid assessment system</i> | | | | |
| <i><u>Benchmark:</u> Complete by 2011</i> | | | | |
| <i><u>Performance Measure:</u></i> | | | | |
| 8. <i>Increase the employment attainment of Idaho students after secondary and postsecondary education.</i> | | | | |
| <i><u>Benchmark:</u> Develop measures to track employment attainment after high school, and after various levels of post-secondary training and education including non-credit workforce training.</i> | | | | |
| Increase the educational capacity to respond effectively and efficiently to the changing needs of public education. | X | | | X |
| <i><u>Performance Measures:</u></i> | | | | |
| 9. <i>Increase the access and variety of programs and classes to meet state content standards.</i> | | | | |
| <i><u>Benchmark:</u> To be developed</i> | | | | |
| <i><u>Performance Measures:</u></i> | | | | |
| 10. <i>Enhance specific techniques of teachers to deliver effective instruction by increasing the number of teachers engaged in reaching academies, math instruction, coaching and other professional development.</i> | | | | |
| <i><u>Benchmark:</u> To be developed</i> | | | | |

AGENCY GOALS & PERFORMANCE MEASURES

IDAHO DIVISION OF VOCATIONAL REHABILITATION

Goal/Performance Measure/Benchmark:

| | <u>Quality</u> | <u>Access</u> | <u>Relevancy</u> | <u>Efficiency</u> |
|---|----------------|---------------|------------------|-------------------|
| <p>Continually improve the quality of VR services available to eligible Idahoans with disabilities to prepare for, obtain, maintain, or regain competitive employment.</p> <p><i>Performance Measure:</i> Increase the number of individuals who successfully become employed after receiving VR services. (For FY2006 this objective will not be met as there will be some decline from the previous year, which was the best in agency history.)</p> <p><i>Benchmark:</i> The number of individuals exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance</p> | X | | X | |
| <p>Increase the earnings of individuals who successfully become employed after receiving VR services.</p> <p><i>Benchmark:</i> The average hourly earnings of individuals exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.</p> | X | | X | |
| <p>Ensure That All Eligible Individuals With Disabilities Have Equal Access To Services.</p> <p><i>Performance Measure:</i> Increase the number of individuals from minority backgrounds who successfully become employed after receiving Vocational Rehabilitation services.</p> <p><i>Benchmark:</i> The number of individuals with disabilities from minority backgrounds exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.</p> | | X | | |
| <p>Continually improve the relevance of VR services available to eligible Idahoans with disabilities to prepare for, obtain, maintain, or regain competitive employment</p> <p><i>Performance measure:</i> Increase the number of individuals with severe disabilities from special populations, i.e., School Work Transition, Corrections, Mental Health, etc., who successfully become employed after receiving Vocational Rehabilitation services.</p> <p><i>Benchmark:</i> The number of individuals with severe disabilities from special populations, i.e., School Work Transition, Corrections, Mental Health, etc., exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.</p> | | | X | |

IDAHO PUBLIC TV

Goal/Performance Measure/Benchmark:

| | <u>Quality</u> | | <u>Access</u> | | <u>Relevancy</u> | | <u>Efficiency</u> | | | | | | | | | | | | | |
|---|----------------|----|---------------|---|------------------|-----------|-------------------|--------------|----|---|---|---|----|-----------|--|--|----------|--|--|--|
| <p>Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry.</p> <p><i>Performance Measures: Number of awards for IPTV produced media and services.</i> <i>Benchmark: FY 06 - 60 national and regional awards – FY 07 – 60 national and regional awards.</i></p> | | | X | | | | | | | | | | | | | | | | | |
| <p>Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.</p> <p><i>Performance: Provide statewide access to IPTV media and services.</i> <i>Benchmarks: Transmitters/digital ready translators/satellite carriage/web visitors</i></p> <table border="0" style="margin-left: 40px;"> <tr> <td>(FY 06)</td> <td>10</td> <td>/</td> <td>5</td> <td>/</td> <td>6/</td> <td>1,623,860</td> </tr> <tr> <td>(FY 07 goal)</td> <td>10</td> <td>/</td> <td>8</td> <td>/</td> <td>7/</td> <td>1,700,000</td> </tr> </table> | (FY 06) | 10 | / | 5 | / | 6/ | 1,623,860 | (FY 07 goal) | 10 | / | 8 | / | 7/ | 1,700,000 | | | X | | | |
| (FY 06) | 10 | / | 5 | / | 6/ | 1,623,860 | | | | | | | | | | | | | | |
| (FY 07 goal) | 10 | / | 8 | / | 7/ | 1,700,000 | | | | | | | | | | | | | | |
| <p>Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.</p> <p><i>Performance Measure: Number of IPTV channel hours of Idaho specific educational and informational programming.</i> <i>Benchmarks: 2,162 channel hours (FY 06); 2,500 channel hours (FY 07 goal)</i></p> | | | | | X | | | | | | | | | | | | | | | |
| <p>Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.</p> <p><i>Performance Measure: Total personnel in content delivery/distribution & administration as compared to peers (statewide public broadcasters, CPB SABS data)</i> <i>Benchmark: 27.66 FTE personnel (FY 05 IPTV), 50.74 national average</i></p> | | | | | | X | | | | | | | | | | | | | | |

PROFESSIONAL TECHNICAL EDUCATION

Goal/Performance Measure/Benchmark:

| | <u>Quality</u> | <u>Access</u> | <u>Relevancy</u> | <u>Efficiency</u> |
|---|----------------|---------------|------------------|-------------------|
| Develop additional PTE capacity at the postsecondary level. | X | | | |
| <i>Performance Measure: Availability of professional-technical programs to prepare students for employment, and continuing education and development</i> | | | | |
| <i>Benchmark: Enrollments will increase</i> | | | | |
| Support articulation between secondary and postsecondary professional-technical education | | X | | |
| <i>Performance Measure: Ensure policies, procedures and curricula allow effective articulation between secondary and postsecondary professional-technical education to support SBOE Policy III, Subsection V., and strengthens a goal of seamless education for Idaho students.</i> | | | | |
| <i>Benchmark: Percent of Tech Prep students will increase</i> | | | | |
| Maintain high placement rates | | | X | |
| <i>Performance Measure: Number of postsecondary completers who obtain work in their related field</i> | | | | |
| <i>Benchmarks: Overall placement will be at 90 percent or better; training-related and educational placement will be 80% or better</i> | | | | |
| Improve the capacity of PTE to support high school reform | | | X | |
| <i>Performance Measure: Ability of professional-technical education to support academic achievement standards</i> | | | | |
| <i>Benchmark: Percent of professional-technical education teachers trained in academic integration will increase</i> | | | | |

IDAHO SCHOOL OF THE DEAF AND BLIND

| Goal/Performance Measure/Benchmark: | <u>Quality</u> | <u>Access</u> | <u>Relevancy</u> |
|---|-----------------------|----------------------|-------------------------|
| <u>Efficiency</u> | | | |
| Explore broader avenues for education and training | X | | |
| <i><u>Performance Measure:</u> Incorporate emerging technologies (e.g. Cochlear Implants) into Campus & Outreach programs state-wide.</i> | | | |
| <i><u>Benchmark:</u> Increase the ability for students to have access to these technologies by 15% per year.</i> | | | |
| Develop programs to assist students in living independently | X | | X |
| <i><u>Performance Measure:</u></i> | | | |
| <i>Expand Independent Living Program // Develop better life long learning habits</i> | | | |
| <i><u>Benchmark:</u> Increase to 70% the number of students living independently or at college or training facility</i> | | | |
| Study alternative models for Regional Outreach Service Delivery; most Day-Campuses, or Improved Internet Access via an "ISDB Virtual Academy" approach | | | X |
| <i><u>Performance Measure:</u> Pursue expansion of outreach programs</i> | | | |
| <i><u>Benchmark:</u> Develop legislation for the 2007 session to address service mode delivery.</i> | | | |
| Establish better ties with nation-wide Deaf & Blind teacher training programs. | | X | |
| <i><u>Performance Measure:</u> Enhance recruiting/retention of more highly qualified staff members</i> | | | |
| <i><u>Benchmarks:</u> Increase by 10% the number of highly qualified staff employed by ISDB</i> | | | |

Part 1 – Agency Profile

Agency Overview

The State Board of Education envisions an accessible, seamless public education system that provides an intelligent and well-informed citizenry capable of active participation in the processes of a democratic government, contributes to the economy and general quality of life in Idaho, opens access to cultural and intellectual resources, and enables all individuals to develop their skills, knowledge, and ability to become contributing members of society.

Core Functions/Idaho Code

1. Section 33-107, Idaho Code. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to: (excerpted sections listed below)

- (3) have general supervision, through its executive departments and offices, of all entities of public education supported in whole or in part by state funds;
- (5) through its executive departments and offices;
 - (a) enforce the school laws of the state,
 - (b) study the educational conditions and needs of the state and recommend to the legislature needed changes in existing laws or additional Legislation;
- (6) In addition to the powers conferred by chapter 24, title 33, Idaho Code:
 - (a) maintain a register of postsecondary educational institutions approved to provide programs and courses that led to a degree or which provide, offer and sell degrees in accordance with the procedures established in chapter 24, title 33, Idaho Code
 - (b) Determine whether to accept academic credit at public postsecondary educational institutions in Idaho. Academic credit shall not be transferred into any Idaho public postsecondary institution from a postsecondary educational institution or other entity that is not accredited by an organization recognized by the board,
 - (7) Prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;
 - (8) Approve new courses and programs of study to be offered at community colleges organized pursuant to chapter 21, title 33, Idaho Code, when the courses or programs of study are academic in nature and the credits derived therefrom are intended to be transferable to other state institutions of higher education for credit toward a baccalaureate degree, and when the courses or programs of study have been authorized by the board of trustees of the community college.

2. Section 33-118, Idaho Code. COURSES OF STUDY -- CURRICULAR MATERIALS. The state board shall prescribe the minimum courses to be taught in all public elementary and secondary schools ...

3. The State Board of Education is responsible for general supervision and oversight of the following agencies and institutions:

- a. Boise State University
 - a. Small Business Development Center
 - b. Idaho Council of Economic Education
 - c. Tech Help
- b. Idaho State University
 - a. Family Practice Residency
 - b. Idaho Dental Education Program
 - c. Museum of Natural History
- c. University of Idaho
 - a. WOI (WI) (originally Washington-Oregon-Idaho, but now Washington-Idaho) Veterinary Medicine Program
 - b. WAMMI - Washington, Wyoming, Alaska, Montana, and Idaho Medical Education Program
 - c. Forest Utilization Research Program
 - d. Idaho Geological Survey

- e. Agriculture Research and Extension
- d. Lewis-Clark State College
- e. Eastern Idaho Technical College
- f. College of Southern Idaho (limited oversight)
- g. North Idaho College (limited oversight)
- h. State Department of Education (oversight of some programs)
- i. Idaho Education Public Broadcast System
- j. Idaho State School for the Deaf and the Blind
- k. Division of Professional-Technical Education
- l. Division of Vocational Rehabilitation
- m. Idaho State Historical Society (limited oversight)
- n. Idaho State Library (limited oversight)
- o. Other Special Programs
 - a. Health Programs, University of Utah
 - b. Health Programs, WICHE - Western Interstate Commission for Higher Education
 - c. Special Programs, Scholarships and Grants

Revenue and Expenditures

| Revenue | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|--------------------------|--------------------|--------------------|---------------------|---------------------|
| General Fund | \$5,247,700 | \$3,574,300 | \$4,107,200 | \$4,609,400 |
| Federal Grant | \$373,000 | \$324,600 | \$5,230,800 | \$6,958,200 |
| Misc. Revenue | \$1,164,800 | \$543,100 | \$133,900 | \$176,800 |
| Total | \$6,785,500 | \$4,442,000 | \$9,471,900 | \$11,744,400 |
| Expenditure | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
| Personnel Costs | \$1,170,700 | \$1,198,900 | \$1,445,400 | \$1,589,000 |
| Operating Expenditures | \$4,067,800 | \$3,886,600 | \$7,924,100 | \$7,351,500 |
| Capital Outlay | \$0 | \$15,600 | \$54,700 | \$18,100 |
| Trustee/Benefit Payments | \$36,900 | \$521,800 | \$1,204,400 | \$1,928,700 |
| Total | \$5,275,400 | \$5,622,900 | \$10,628,600 | \$10,877,300 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|---|-----------------------------|---------|-----------|-----------|
| | Administering the ISAT test | 520,000 | 1,000,000 | 1,340,000 |
| Provide governance to agencies and institutions through regular and special meetings of the Board | 17 | 15 | 15 | |
| Charter School Oversight | | | | |
| a. schools overseen by districts | 15 | 16 | 16 | 17 |
| b. schools overseen by the Public Charter School Commission | 0 | 2 | 8 | 11 |

Performance Highlights

The Board has worked diligently to make Idaho a seamless education system. In the last two years the Board has implemented a series of programs and policies to improve education in Idaho, including:

- Collaboration with higher education to assign statewide missions and create an eight year plan for academic programming;
- Thorough partnership with the legislature, resolution of funding equity;
- Focus on fiscal responsibility by establishing an Audit Committee to ensure institutions are meeting federal and state laws;

- Clarifying institution foundation responsibilities and paying university presidents in state money only versus a combination of foundation and state funds;
- Increased awareness on the need for greater rigor in high school to prepare students for work and post secondary education;
- Promotion of greater access to post secondary education through community colleges, distance education, and dual enrollment of high school students;
- Expansion of the ISAT as a graduation requirement, adding of science, and improvement of test items;
- Expansion of scholarship access through online application and evaluation of Idaho's current scholarship programs.

Part II – Performance Measures

| Performance Measure | 2003 | 2004 | 2005 | 2006 | Benchmark | |
|---|---------------|---------------|---------------|---------------|---|-----------|
| 1. Student retention rates at postsecondary institutions **(from Baccalaureate Institutions only) | 55% | Not Available | Not Available | Not Available | 2007 65% | 2010 75% |
| 2. Graduation rates at postsecondary institutions | 32.02% | 31.98% | Not Available | Not Available | 2007 34% | 2010 40% |
| Degrees Awarded? | 9821 | 8457 | Not Available | Not Available | 2007 8700 | 2010 9500 |
| 3. Employer satisfaction | | | | | Develop a survey to forward to employers | |
| 4. Amount of externally funded research | | | | | Information not available at the time of this meeting | |
| 5. Decrease the number of recent high school graduates enrolled in remedial courses in college | Not Available | Not Available | Not Available | 40% | 2007 28% | 2010 30% |
| 6. Increase the percentage of 9 th graders graduating from high school | Not Available | Not Available | Not Available | 80% | 2007 82% | 2010 85% |
| 7. Increase the percentage of high school students attending postsecondary education | Not Available | Not Available | Not Available | 32% | 2007 34% | 2010 38% |
| 8. Increase the number of teachers engaged in professional development related to their teaching emphasis | New | New | New | New | 2007 5% | 2010 10% |

Performance Measure Explanatory Note:

Performance Measure #8: Because this is a new measure, the percentages being identified as benchmarks are the percentages we hope to increase and not the total number of teachers engaged in professional development.

For More Information Contact

Dwight Johnson
Office of the State Board of Education
650 W State Rm 307
PO Box 83720
Boise, ID 83720-0037
Phone: (208) 332-1597
E-mail: Dwight.Johnson @osbe.idaho.gov



STRATEGIC PLAN

2005-2010

THIS PAGE INTENTIONALLY LEFT BLANK

BOISE STATE UNIVERSITY STRATEGIC PLAN 2005-2010

Introduction

A present day examination of Boise State University reveals a vibrant picture of a public university with a history of teaching excellence, offering a wide range of degree programs, and serving the citizenry of the state of Idaho. This tradition to strive for excellence is reflected in our vision of becoming a metropolitan research university of distinction.

Boise State's strategic plan defines the path and means to move us from our current state to where we aspire. This journey puts first and foremost the learning environment and our scholarly/creative work to expand the boundaries of knowledge. Our most recent planning process began in early 2005, and initially included over 30 focus groups comprised of more than 600 University faculty, staff and students. Ultimately, a cross section of individuals from our campus community comprised a 40-plus member planning team that drafted the final document, a strategic matrix, providing opportunity for all of our stakeholders to provide input at some point along the way. We are currently in the process of developing performance benchmarks to measure progress toward these goals, which should be completed and in place in Fall 2006.

VISION STATEMENT

Boise State University strives to be a metropolitan research university of distinction.

- A University where **public engagement** links the University's academic mission with its community partners to address issues of mutual benefit.
- A University of **academic excellence** with high-quality, student-focused programs that integrate theory and practice, engage students in community based learning, and that are informed by meaningful assessment. .
- A University with a **vibrant culture** that embraces and fosters innovation, responsiveness, inclusiveness, accessibility, diversity, and effective stewardship.
- A University of **exceptional research** defined by progressive scholarship and creative activity, and graduate programs that have groundbreaking applications locally, regionally and globally.

MISSION STATEMENT

As provided by the State Board of Education, Boise State University will formulate its academic plan and generate programs with primary emphasis on business and economics, engineering, the social sciences, public affairs, the performing arts, and teacher preparation. Boise State University will give continuing emphasis in the areas of the health professions, the physical and biological sciences, and education, and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

| Alignment with SBOE Goals & Objectives | BOISE STATE UNIVERSITY GOALS & OBJECTIVES* | Anticipated Completion Date |
|--|---|-----------------------------------|
| | I. Develop network and outreach opportunities with the community | |
| <i>I.5, II.7, III.3, IV.10</i> | A. Reward, promote and publicize student and faculty successes in research and the integration of research with teaching. | |
| <i>II.7, III.7, IV.10</i> | B. Promote and reward research in and with the community. | |
| <i>II.3, II.4, II.6, II.7, III.3, IV.7</i> | C. Create a community college | |
| <i>II.7, III.2, III.3, III.5</i> | D. Align educational offerings with economic development needs and incorporate employers' input into curriculum design. | |
| <i>II.7, III.2, III.3</i> | E. Promote collaboration and sharing of information between campus and the community. | |
| | II. Respond to the educational needs of the region | |
| <i>II.3, II.4, II.6, II.7, III.3, IV.7</i> | A. Create a community college | |
| <i>II.7, III.2, III.3, III.5</i> | B. Align educational offerings with economic development needs and incorporate employers' input into curriculum design. | |
| <i>II.3, II.7, IV.10</i> | C. Offer flexible course delivery options | |

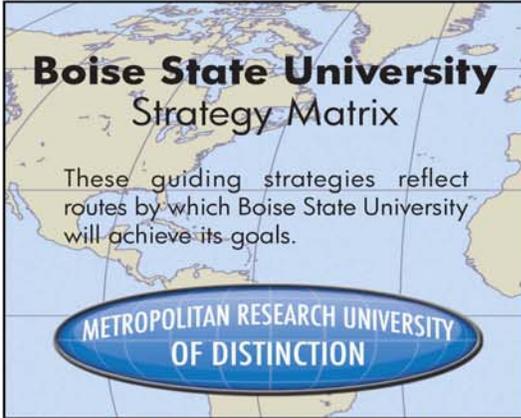
| | | |
|--|---|--|
| | III. Provide development opportunities for faculty to integrate research and teaching | |
| <i>I.5, II.7, III.3, IV.10</i> | A. Reward, promote and publicize student and faculty successes in research and the integration of research with teaching. | |
| <i>I.7, I.8, I.9</i> | B. Redesign annual evaluation and promotion and tenure criteria to include integration of research and teaching. | |
| <i>I.7, I.8, I.9</i> | C. Develop flexible workload policies for faculty. | |
| <i>II.7, III.7, IV.10</i> | D. Promote and reward research in and with the community. | |
| <i>II.7, III.2, III.3, III.5</i> | E. Align educational offerings with economic development needs and incorporate employers' input into curriculum design. | |
| <i>II.2</i> | F. Facilitate faculty collaborations across departments and colleges. | |
| <i>II.7, III.2, III.3</i> | G. Promote collaboration and sharing of information between campus and the community. | |
| <i>IV.5</i> | H. Secure funds for sponsored research activity. | |
| | IV. Build and maintain facilities to support programs and create an attractive and accessible environment | |
| <i>II.3, II.4, II.6, II.7, III.3, IV.7</i> | A. Create a community college. | |
| <i>I.7, IV.7</i> | B. Build residential communities for students, faculty and staff. | |
| <i>IV.5</i> | C. Secure funds for sponsored research activity. | |
| <i>II.6, IV.5</i> | D. Build and sustain a comprehensive advancement/fundraising program. | |
| <i>I.10, IV.8</i> | E. Implement the campus master plan. | |

| | | |
|--|---|--|
| | V. Promote diverse communities that foster faculty, staff, and student interaction | |
| <i>I.7, II.4, IV.7</i> | A. Implement Freshman Success Task Force Action Plan | |
| <i>II.4, II.7, IV.10</i> | B. Create active learning opportunities in-class and out-of-class | |
| <i>I.7, IV.7</i> | C. Build residential communities for students, faculty and staff | |
| <i>II.2</i> | D. Facilitate faculty collaborations across departments and colleges | |
| <i>II.7, III.2, III.3, III.6</i> | E. Schedule, promote, and facilitate involvement in cultural and intellectual events | |
| <i>I.5, II.7, III.2</i> | F. Develop and promote programs to internationalize campus | |
| <i>I.10, IV.8</i> | G. Implement the campus master plan | |
| | VI. Recruit and retain an academically prepared and diverse student body | |
| <i>I.5, II.7, III.3, IV.10</i> | A. Reward, promote and publicize student and faculty successes in research and the integration of research with teaching. | |
| <i>II.2, II.3, II.6</i> | B. Expand student recruitment efforts | |
| <i>II.6, IV.5</i> | C. Create additional opportunities for student financial assistance | |
| <i>I.7, II.4, IV.7</i> | D. Implement the Freshman Success Task Force Action Plan | |
| <i>II.4, II.7, IV.10</i> | E. Create active learning opportunities in-class and out-of-class | |
| <i>II.3, II.4, II.6, II.7, III.3, IV.7</i> | F. Create a community college | |
| <i>II.3, II.7, IV.10</i> | G. Offer flexible course delivery options | |
| <i>I.7, IV.7</i> | H. Build residential communities for students, faculty and staff | |
| <i>II.7, III.2, III.3, III.6</i> | I. Schedule, promote, and facilitate involvement in cultural and intellectual events | |
| <i>I.5, II.7, III.2</i> | J. Develop and promote programs to internationalize campus | |
| <i>IV.5, III.6</i> | K. Promote to the State the value of investing in higher education | |
| <i>IV.5</i> | L. Secure funds for sponsored research activity | |
| <i>I.10, IV.8</i> | M. Implement the campus master plan | |

| | | |
|----------------------------------|---|--|
| | VII. Recruit and retain faculty and staff to support the vision | |
| <i>I.5, II.7, III.3, IV.10</i> | A. Reward, promote and publicize student and faculty successes in research and the integration of research with teaching. | |
| <i>I.7, I.8, I.9</i> | B. Redesign annual evaluation and promotion and tenure criteria to include integration of research and teaching. | |
| <i>I.7, I.8, I.9</i> | C. Develop flexible workload policies for faculty. | |
| <i>II.7, III.7, IV.10</i> | D. Promote and reward research in and with the community. | |
| <i>II.2</i> | E. Facilitate faculty collaborations across departments and colleges | |
| <i>I.7, I.8, I.9</i> | F. Develop a staffing plan, compensation packages, and structures commensurate with a metropolitan research university | |
| <i>II.7, III.2, III.3, III.6</i> | G. Schedule, promote, and facilitate involvement in cultural and intellectual events | |
| <i>I.5, II.7, III.2</i> | H. Develop and promote programs to internationalize campus | |
| <i>IV.5, III.6</i> | I. Promote to the State the value of investing in higher education | |
| <i>IV.5</i> | J. Secure funds for sponsored research activity | |
| <i>II.6, IV.5</i> | K. Build and sustain a comprehensive advancement/fundraising program | |
| <i>I.10, IV.8</i> | L. Implement the campus master plan | |
| | VIII. Provide student-centered services | |
| <i>I.7, II.4, IV.7</i> | A. Implement the Freshman Success Task Force Action Plan | |
| <i>II.4, II.7, IV.10</i> | B. Create active learning opportunities in-class and out-of-class | |
| <i>II.3, II.7, IV.10</i> | C. Offer flexible course delivery options | |
| <i>I.7, IV.7</i> | D. Build residential communities for students, faculty and staff | |
| <i>II.7, III.2, III.3, III.6</i> | E. Schedule, promote, and facilitate involvement in cultural and intellectual events | |

| | | |
|--|---|--|
| | IX. Create an organization that is responsive to change | |
| <i>I.7, I.8, I.9</i> | A. Redesign annual evaluation and promotion and tenure criteria to include integration of research and teaching. | |
| <i>I.7, I.8, I.9</i> | B. Develop flexible workload policies for faculty. | |
| <i>II.3, II.4, II.6, II.7, III.3, IV.7</i> | C. Create a community college | |
| | X. Obtain fiscal resources necessary to support the vision | |
| <i>I.5, II.7, III.3, IV.10</i> | A. Reward, promote and publicize student and faculty successes in research and the integration of research with teaching. | |
| <i>II.6, IV.5</i> | B. Create additional opportunities for student financial assistance | |
| <i>II.3, II.4, II.6, II.7, III.3, IV.7</i> | C. Create a community college | |
| <i>II.7, III.2, III.3, III.5,</i> | D. Align educational offerings with economic development needs and incorporate employers' input into curriculum design. | |
| <i>I.7, I.8, I.9</i> | E. Develop a staffing plan, compensation packages, and structures commensurate with a metropolitan research university | |
| <i>IV.5</i> | F. Secure funds for sponsored research activity | |
| <i>II.6, IV.5</i> | G. Build and sustain a comprehensive advancement/fundraising program | |

*Objectives support multiple goals

|  <h2 style="text-align: center;">Boise State University Strategy Matrix</h2> <p style="text-align: center;">These guiding strategies reflect routes by which Boise State University will achieve its goals.</p> <div style="text-align: center; border: 2px solid blue; border-radius: 50%; padding: 10px; width: fit-content; margin: 0 auto;"> METROPOLITAN RESEARCH UNIVERSITY OF DISTINCTION </div> | | GOALS | | | | | | | | | | | | | | | | | | | |
|---|--|---|--|--|---|---|--|--|---------------------------------------|---|--|--|--|--|--|--|--|--|--|--|--|
| | | (1) Develop network and outreach opportunities with the community | (2) Respond to the educational needs of the region | (3) Provide development opportunities for faculty to integrate research and teaching | (4) Build and maintain facilities to support programs and create an attractive and accessible environment | (5) Promote diverse communities that foster faculty, staff, and student interaction | (6) Recruit and retain an academically-prepared and diverse student body | (7) Recruit and retain faculty and staff to support the vision | (8) Provide student-centered services | (9) Create an organization that is responsive to change | (10) Obtain fiscal resources necessary to support the vision | | | | | | | | | | |
| STRATEGIES | (a) Reward, promote, and publicize student and faculty successes in research and the integration of research with teaching | | | | | | | | | | | | | | | | | | | | |
| | (b) Redesign annual evaluation and promotion and tenure criteria to include integration of research and teaching | | | | | | | | | | | | | | | | | | | | |
| | (c) Develop flexible workload policies for faculty | | | | | | | | | | | | | | | | | | | | |
| | (d) Promote and reward research in and with the community | | | | | | | | | | | | | | | | | | | | |
| | (e) Expand student recruitment efforts | | | | | | | | | | | | | | | | | | | | |
| | (f) Create additional opportunities for student financial assistance | | | | | | | | | | | | | | | | | | | | |
| | (g) Implement Freshman Success Task Force Action Plan | | | | | | | | | | | | | | | | | | | | |
| | (h) Create active learning opportunities in-class and out-of-class | | | | | | | | | | | | | | | | | | | | |
| | (i) Create a community college | | | | | | | | | | | | | | | | | | | | |
| | (j) Align educational offerings with economic development needs and incorporate employers' input into curriculum design | | | | | | | | | | | | | | | | | | | | |
| | (k) Offer flexible course delivery options | | | | | | | | | | | | | | | | | | | | |
| | (l) Build residential communities for students, faculty, and staff | | | | | | | | | | | | | | | | | | | | |
| | (m) Facilitate faculty collaborations across departments and colleges | | | | | | | | | | | | | | | | | | | | |
| | (n) Develop a staffing plan, compensation packages, and structures commensurate with a metropolitan research university | | | | | | | | | | | | | | | | | | | | |
| | (o) Schedule, promote, and facilitate involvement in cultural and intellectual events | | | | | | | | | | | | | | | | | | | | |
| | (p) Promote collaboration and sharing of information between campus and the community | | | | | | | | | | | | | | | | | | | | |
| | (q) Develop and promote programs to internationalize the campus | | | | | | | | | | | | | | | | | | | | |
| | (r) Promote to the State the value of investing in higher education | | | | | | | | | | | | | | | | | | | | |
| | (s) Secure funds for sponsored research activity | | | | | | | | | | | | | | | | | | | | |
| | (t) Build and sustain a comprehensive advancement/fundraising program | | | | | | | | | | | | | | | | | | | | |
| (u) Implement the campus master plan | | | | | | | | | | | | | | | | | | | | | |

Strategies support multiple goals;  illustrate examples Numbers and letters do not signify priority ranking

THIS PAGE INTENTIONALLY LEFT BLANK

Part 1 – Agency Profile

Agency Overview

Boise State University is Idaho's largest institution of higher learning, serving nearly 18,600 students, and the state's only metropolitan university, located in the state's population center and capital city, and the governmental and commercial heart of the Gem State. In 2007, Boise State will celebrate its 75th anniversary.

Boise State has long been heralded as an institution devoted to classroom teaching. As the Treasure Valley economy has changed into a dynamic marketplace of ideas and products, especially with its highly sophisticated technology sector, and as the city has become a major metropolitan region, the city's university is making the transition to a metropolitan research university. While maintaining a strong focus on teaching, the university is adding focus on research to serve the growing economic needs of Idaho.

In addition to its main campus less than one mile from downtown Boise, the university operates education centers in Canyon County, Mountain Home Air Force Base, Gowen Field and Twin Falls. A new branch campus — Boise State-West in Canyon County — offers a number of courses and program options, and is currently being planned to concentrate and expand future offerings to focus on community college related services.

The university also delivers classes via the Internet, compressed video, microwave, cable, computer conferencing and radio. The university has an extensive evening program at both the undergraduate and graduate levels, and the summer session is the state's largest.

The University consists of eight colleges. We employ over 2,200 total employees, including 570 full-time faculty members, 440 part-time and adjunct faculty, and 1,250 individuals in support positions. Degrees and certificates are offered in more than 200 programs, including 55 masters and three doctoral programs. The University is fully accredited by the Northwest Commission on Colleges and Universities and is a member of the Western Athletic Conference. Through all of its programs, Boise State University is fulfilling its commitment to the citizens of Idaho by providing quality teaching, research and public service.

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

Core Functions/Idaho Code

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

Revenue and Expenditures:

| Revenue | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|---|----------------------|----------------------|----------------------|----------------------|
| General Fund - 0001 | \$65,322,601 | \$67,879,700 | \$69,561,000 | \$72,111,400 |
| Misc. Student Fees - 0650 | 12,413,404 | 15,230,494 | 18,299,228 | 61,099,864 |
| Matriculation Fees - 0660 | <u>27,223,599</u> | <u>33,404,223</u> | <u>36,581,060</u> | |
| 27 th Payroll - 0150 | | | | <u>1,228,000</u> |
| Carryforward of prior year student fees plus non-cog funds included above | | | | |
| Total | \$104,959,604 | \$116,514,417 | \$124,441,288 | \$134,439,264 |
| Expenditure | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
| Personnel Costs | \$72,752,460 | \$76,369,600 | \$82,439,084 | \$89,354,642 |
| Operating Expenditures | 14,947,200 | 15,377,800 | 19,667,959 | 19,163,258 |
| Capital Outlay | 3,405,272 | 9,094,600 | 5,732,013 | 11,955,834 |
| Trustee/Benefit Payments | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| Total | \$91,104,932 | \$100,842,000 | \$107,839,056 | \$120,473,734 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|--|--------------------------|-------------|-------------|--------------|
| | Student Headcount (Fall) | 17,688 | 18,431 | 18,418 |
| Student FTE (Fall) | 12,749 | 13,502 | 13,620 | 13,563 |
| Degrees Awarded | 2,465 | 2,668 | 2,850 | 2,863 |
| Research Expenditures | \$4,788,700 | \$8,437,700 | \$8,866,700 | \$11,655,200 |
| Undergraduate Student Tuition & Fees | \$2,984 | \$3,251 | \$3,529 | \$3,872 |

Part II – Performance Measures

| Performance Measure | 2003 | 2004 | 2005 | 2006 | Benchmark |
|--|--------------|--------------|--------------|---------|--------------|
| Extramural Funding (federal, state and private grants and contracts) | \$37,292,311 | \$37,877,284 | \$38,515,487 | ** | \$45,000,000 |
| Average GPA of incoming Freshmen | 3.14 | 3.2 | 3.33 | 3.26 | 3.5 |
| First Year Retention Rate / 6 year graduation rate | 57 / 26 | 60 / 29 | 63 / 25 | 63 / 28 | 75 / 50 |
| Budgeted faculty FTE to student FTE | 24.13 | 25.13 | 24.38 | 24.21 | 19.1 |
| Square footage of general education space by student FTE | 81 | 76.5 | 84.2 | 82.8 | 100 |

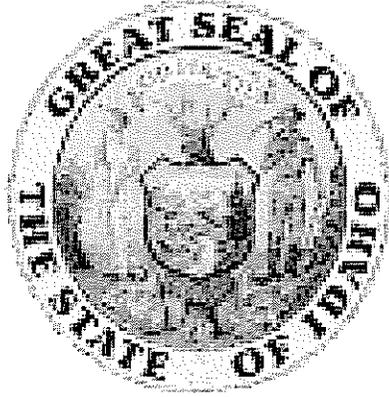
Performance Measure Explanatory Note:

Performance measure data reported by academic year, i.e., 2006 = academic year 2005/2006.

** 2006 extramural funding will be available upon completion of the year-end closing process in Mid-August. The amount will be provided at that time.

For More Information Contact

Ross Borden
 Special Assistant to the President
 Boise State University
 1910 University Dr
 Boise, ID 83725-1000
 Phone: 208.426.4081
 E-mail: rossborden@boisestate.edu



Idaho State
University
STRATEGIC
PLAN

2004-2009

Executive Summary

Idaho State University

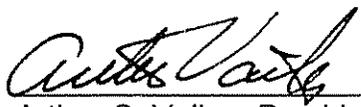
Strategic Plan Executive Summary 2004-2009

The Idaho State Board of Education's 2000-2005 Statewide Strategic Plan provides direction for postsecondary programs throughout the state. The SBOE plan consists of four goals, forty-six objectives, and eleven performance measures. Building on this, the Idaho State University (ISU) 2000-2005 Strategic Plan added six complementary, institution-specific goals with associated objectives and measures. While retaining the basic structure of the 2000-2005 plan, the full 2004 revision of ISU's plan updates report figures and institutional vision, reflecting the context of the previous two years' budget constraints. We note the increased use of new, sometimes ad hoc administrative structures by the institution to handle additional duties and work flow. Those entities often include participation by other external agencies or institutions (Institute for Nuclear Science and Engineering, Institute for Emergency Management Training, Idaho Center for Disability Evaluation and Research, etc.) and are signs of institutional responsiveness to state and national needs. Idaho State University's strategic goals and objectives are ongoing and direct the institution's course over an extended period of time. Hence this executive summary does not include completion dates.

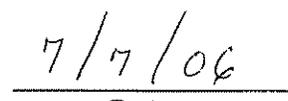
Statewide and institution-specific goals are accompanied by a suite of objectives and measures that serve to direct the institution and document its progress toward achieving those goals. Strategic planning at Idaho State University is ongoing, focused, and practical. It is done both as a tool of internal management and in response to external requests. Past ISU Strategic Plans have reflected new challenges, evolving demographics, a growing vision, and cutting edge solutions. Because planning is ongoing and dynamic, ISU's Strategic Plan represents the institution's goals and objectives at one point in time.

This 2004-2009 Strategic Plan Executive Summary is based upon ISU's full strategic plan. It highlights ISU's Mission and Vision and displays the alignment of ISU's goals and objectives with those of the State Board of Education.

ISU's full Strategic Plan may be found at: www.isu.edu/acadaff/PLANNING/stratplan.pdf. Dr. Arthur Vailas assumed his role as the new ISU President on July 1, 2006. A major focus for this coming academic year will be the revision of the ISU 2000-2005 Strategic Plan. The revised ISU Strategic Plan will reflect the revised State Board of Education's Strategic Plan once that has been completed.



Arthur C. Vailas, President



Date

VISION

Guided by its mission, Idaho State University is committed to delivering health professions programs throughout the state. ISU also provides an array of other programming in support of its mission. These programs reach from Community College to Doctoral coursework and advanced research. Specific objectives include:

- **Mission and Outreach** – Guided by its mission, the University will continue to deliver its health profession programs throughout the state of Idaho. Examples of such efforts include a major initiative in the Boise area, developments in ISU's Institute for Rural Health and Telehealth project, efforts to produce mental health workers, and a review of our current and potential medical education programs.
- **Enrollment and Quality** – Within the constraints of the current flat and austere budget, the University will continue a course of modest growth (where capacity exists) while increasing the quality of its student body. Rather than close programs, the University has chosen to offer fewer class sections.
- **Growing Sophistication** – Across its program array, the University has been increasing the sophistication of its offerings. By increasing the competitive research dollars received, and enrollment in doctoral programming, the institution will achieve Carnegie classification of Doctoral/Research Universities-Extensive. Research and scholarly activity will grow significantly concomitant with its graduate programs, meet state and national needs, and achieve regional and national stature in selected areas. As entry-level and first professional degree expectations escalate across the health professions, ISU will see more of those programs at the master's and doctoral level. Its College of Technology is the first in Idaho to build offerings at the baccalaureate and graduate levels. ISU will continue innovative links between its Colleges of Technology and Engineering to create new programming. With the change in mission of the Idaho National Lab to nuclear science, ISU will expand its programming in this area and continue its leadership.
- **Continuing Efficiency** – As the institution continues its quest for additional resources, it will operate at the high level of efficiency that has marked the past decade.
- **New Revenues** – ISU will strive to develop new sources of revenue. This includes the capital campaign, increased efforts in annual fund raising, new initiatives in federal line item appropriations, and the revitalization of summer school and continuing education.
- **Institutional Recognition** – In the new millennium, the University is building on its Centennial Celebration to ensure that it is recognized locally, statewide, and nationally for the high quality of its educational programs and value of its services and research. A recent initiative in integrative marketing will assist this effort.

MISSION STATEMENT

As a regional public Doctoral/Research-Intensive University, ISU meets the needs of a diverse population with certificate, associate, baccalaureate, master's and doctoral degree offerings, as well as family practice, dental, and pharmacy residency programs. Through programs in pharmacy and health-related professions, Idaho State University is the state's lead institution for education in the health professions and related biological and physical sciences. The preparation of teachers, administrators, and other education professionals is another primary emphasis at ISU. Programs in business and engineering respond to a variety of current and emerging demands within the state and region. ISU is committed to maintaining strong arts and sciences programs as independent, multifaceted fields of inquiry and as the basis of other academic disciplines. The University offers a substantial array of graduate programs and is a Center for the Doctor of Arts degree, designed specifically to prepare college teachers. As a part of its community college function, ISU provides students high quality professional education and technical training in response to the needs of private industry.

Idaho State University STRATEGIC PLAN 2004-2009

| Alignment with SBOE Goals & Objectives | IDAHO STATE UNIVERSITY GOALS & OBJECTIVES | Anticipated Completion Date |
|---|--|-----------------------------------|
| SBOE Goal II | Goal 1 ACCESS. Continue to provide access to opportunities that maximize student success and learning by offering relevant programs and services to meet student needs. In particular, provide programming in the health professions statewide in fulfillment of ISU's mission. | On-Going Evaluated Annually |
| SBOE Objectives II.2 II.3 II.4 II.5 II.6 II.7 | <p>Objective 1.1 Maintain and enhance the responsive processes that attract qualified undergraduate and graduate students and that help them meet their educational goals and/or persist to graduation.</p> <p>Objective 1.2 Maintain and enhance access to academic programs through distance technology.</p> <p>Objective 1.3 Maintain and enhance student support and academic services.</p> | On-Going Evaluated Annually |
| SBOE Goal I, II, III, IV | Goal 2 LEARNING. Provide an effective and efficient learning environment that serves students of varied ages, abilities, needs, and backgrounds. | On-Going Evaluated Annually |
| SBOE Objectives I.5 I.7 II.3 II.4 III.1 III.2 III.3 IV.7 IV.11 | <p>Objective 2.1 Set performance-based standards for student learning and communicate these standards to students.</p> <p>Objective 2.2 Develop learning environments that allow students of varied ages, abilities, needs, and backgrounds to succeed.</p> <p>Objective 2.3 Continue collaborative work and partnerships.</p> | On-Going Evaluated Annually |

| Alignment with SBOE Goals & Objectives | IDAHO STATE UNIVERSITY GOALS & OBJECTIVES | Anticipated Completion Date |
|---|--|-----------------------------------|
| SBOE Goal II, III, IV | Goal 3 RESEARCH. Conduct research consistent with the state, regional, and national public service missions and the University's undergraduate and graduate programs. | On-Going Evaluated Annually |
| SBOE Objective II.3 II.7 III.2 III.3 III.5 III.6 IV.5 IV.10 | <p>Objective 3.1 Continue to implement the University's comprehensive research policy, which enhances research quality and instruction and encourages innovation and the use of new technologies.</p> <p>Objective 3.2 Continue to seek research grants and contracts, particularly in the mission emphasis areas of the health professions and basic sciences/engineering.</p> <p>Objective 3.3 Increase shared use of research resources.</p> <p>Objective 3.4 Help faculty increase research productivity.</p> | On-Going Evaluated Annually |
| SBOE Goal II, III, IV | Goal 4 SERVICE. Provide quality educational services to support economic development, continuing education, and access to University-sponsored training clinics, facilities, and events. | On-Going Evaluated Annually |
| SBOE Objective II.2 II.3 II.4 II.5 II.6 II.7 III.2 III.3 III.5 III.6 IV.3 IV.4 IV.7 IV.10 IV.11 | <p>Objective 4.1 Support economic growth within the region through applied research and development activities.</p> <p>Objective 4.2 Provide professional and personal developmental opportunities for individuals outside typical educational programs.</p> <p>Objective 4.3 Continue institutional goal of responsiveness by providing citizens of the region and state access to university programs providing direct services as part of the educational process.</p> <p>Objective 4.4 Provide community access to cultural enrichment through programs sponsored by the University and the use of University facilities.</p> <p>Objective 4.5 Support regional organizations and institutions, particularly those involved in education.</p> | On-Going Evaluated Annually |

| Alignment with SBOE Goals & Objectives | IDAHO STATE UNIVERSITY GOALS & OBJECTIVES | Anticipated Completion Date |
|--|--|-----------------------------------|
| SBOE Goal I, IV | Goal 5 FACULTY. Hire and retain a faculty that sustains a high quality learning environment through effective teaching, productive scholarship, and useful public service. | On-Going Evaluated Annually |
| SBOE Objectives I.7 I.8 I.9 IV.10 | Objective 5.1 Continue to recruit a high quality faculty. Objective 5.2 Continue to improve retention of high quality faculty by supporting personal and professional growth. | On-Going Evaluated Annually |
| SBOE Goal I, III, IV | Goal 6 SUPPORT. Manage University resources to provide appropriate staff and support while maintaining a high quality learning environment. | On-Going Evaluated Annually |
| SBOE Objective I.8 III.1 IV.1 IV.5 IV.8 IV.10 IV.11 | Objective 6.1 Develop and maintain effective leaders. Objective 6.2 Develop and encourage the use of information and communication resources. Objective 6.3 Ensure that the University effectively and efficiently manages its resources in pursuit of its mission while maintaining program quality. | On-Going Evaluated Annually |

Part 1 – Agency Profile

Agency Overview

Idaho State University (ISU) is a publicly-supported, research-intensive, doctoral institution of higher education as created under the laws of the state of Idaho, Idaho Statute Title 33, chapter 30, governed by the State Board of Education.

Core Functions/Idaho Code

Idaho State University was established in 1947 as a comprehensive institution providing instruction in undergraduate, professional and graduate education. The State Board of Education has further defined ISU's mission as "...a doctoral university serving a diverse population through research, state and regional public service, undergraduate and graduate programs...with primary responsibilities in delivering programs in the health professions and continuing emphasis in business, education, engineering, technical training and basic strengths in the liberal arts and sciences.." ISU is also responsible for serving the community college and technical education needs of the citizen of southeast Idaho. Additionally, ISU continues its focus on research and graduate studies in on-going support of the educational process.

Revenue and Expenditures:

| Revenue | | FY 2003 | FY 2004 | FY 2005 | FY 2006 Budget |
|--------------|--------------------------|---------------------|---------------------|---------------------|---------------------|
| General Fund | 0001 | 56,384,600 | 59,034,400 | 61,409,300 | 63,034,400 |
| | 0481-03 | 1,085,400 | 914,600 | 383,800 | |
| | 0481-04 | 1,838,200 | 1,597,500 | 1,497,600 | 1,602,800 |
| | 0650 | 9,910,500 | 11,757,000 | 15,539,100 | 7,081,200 |
| | 0660 | 17,804,900 | 20,889,700 | 22,466,200 | 25,238,800 |
| | Total | 87,023,600 | 94,193,200 | 101,296,000 | 96,957,200 |
| Expenditure | | FY 2003 | FY 2004 | FY 2005 | FY 2006 Budget |
| | Personnel Costs | \$64,828,900 | \$66,822,100 | \$71,680,400 | \$77,845,363 |
| | Operating Expenditures | \$14,255,500 | \$15,125,300 | \$16,712,100 | \$16,108,823 |
| | Capital Outlay | \$2,707,000 | \$3,908,800 | \$3,789,900 | \$3,003,014 |
| | Trustee/Benefit Payments | \$0 | \$0 | \$0 | \$0 |
| | Total | \$81,791,400 | \$85,856,200 | \$92,182,400 | \$96,957,200 |

(Graphs Revenue and Expenditures)

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2003 | FY 2004 | FY 2005 | FY 2006 est |
|---|---------|---------|---------|---------------|
| Weighted Credit Hours Produced | 586,229 | 596,018 | 580,308 | Not available |
| Total Degrees Awarded | 2,225 | 2,235 | 2,217 | 2,036 |
| Total Student Enrollment at end of Spring Semesters | 14,067 | 13,591 | 13,436 | 12,596 |

Performance Highlights:

Idaho State University's regional accreditation by the Northwest Commission on Colleges and Universities (NWCCU) was recently reaffirmed January 2005 for an additional ten years. In addition, ISU holds specialized accreditation in thirty academic programs and nineteen College of Technology programs.

In support of ISU's defined mission, programs added since 2002 include Associate degrees in Paramedic Science, Radiographic Science, Respiratory Therapy, Health Physics and Nursing; Bachelor degrees in Health Science, Geomatics, Earth and Environmental Systems and Nuclear Engineering, as well as expanded programs in Geosciences, Exercise Science, Outdoor Education and Elementary Education emphasis areas. Graduate degrees have been added in Counseling, Engineering, Education, Historical Resources Management, Dental State of Idaho

Hygiene, Audiology, and Applied Physics. These programs and degrees continue to support ISU's primary mission in the health professions and continuing emphasis in business, education, engineering, technical training and basic strengths in the liberal arts and sciences.

While the number of Idaho college-bound students has remained stable, Idaho State University has managed to increase enrollment by focusing increased efforts on graduate students and international students. Graduate student enrollment increased from 1,938 students in Fall 2003 to 2,078 students in Fall 2005, while enrollment of international students reached a record-high level Fall 2005 of 367 students, from 71 countries. This is up from 298 students, from 57 countries, in Fall 2003.

The development of the ISU Biomedical Research Institute in 2005 will increase the collaboration, efficiency and focus of the University's biomedical research activities, as well as provide additional resources for faculty to improve research capabilities. The Biomedical Research Institute embraces the latest advances in biomedical engineering, biotechnology, nanotechnology, neuroscience and bioinformatics and bio-signaling research in medicine, biology, and healthcare. The Institute aims to further enhance the fulfillment of the mission and goal of Idaho State University as the lead among Idaho universities in the health professions.

ISU continues its focus on research and graduate studies in on-going support of the educational process. Research awards for FY2005 were \$30,472,000 and estimated awards for FY2006 exceed \$31 million. Recent awards include a NIH grant of \$1.2 million to Dr. Leslie Devaud, College of Pharmacy for her project "Molecular Basis for Sex-Selective Effects of Ethanol." And a NSF grant of \$650,000 to Dr. Scot Kelchner provides coordination, data analysis and bioinformatics resources for an international team that will resolve the evolutionary relationships and classification of the world's bamboos. Kelchner and a colleague are leading a group of nearly 20 researchers from 10 different countries. Idaho State University researchers are also studying how single-celled bacteria living in Pacific Northwest geothermal areas may eventually be used to assist in the cleanup of metal contamination, nuclear waste and other hazardous materials.

Part II – Performance Measures

| Performance Measure | 2003 | 2004 | 2005 | 2006 | Benchmark |
|---|--------|--------|--------|-------------------|--|
| 1. Total Enrollment – end of fall term | 13,690 | 13,725 | 14,361 | Not yet available | Target: to maintain current enrollment, & increase by 2%/year where capacity and resources exist |
| 2. Retention Rate – full-time freshmen (degree seeking) | 58% | 52% | 57% | Not yet available | Target: to improve retention by 1-2% annually and by 10% total within next 5 years |
| 3. Off-Campus Credit Hours – end of fall term | 4,011 | 4,142 | 7,147 | Not yet available | Target: to increase off-campus credit hours by 1-2%/yr |

| | | | | | |
|---|----------|----------|----------|---------------------|---|
| 4. External Research Funding | \$19.63M | \$28.11M | \$28.53M | \$31M (estimate) | Target: to increase external research funding by 5%/year |
| 5. Total Degrees & Certificates Awarded | 2,225 | 2,235 | 2,217 | 2,036 | Target: to increase degrees and certificates awarded by 1-2%/year |

Performance Measure Explanatory Note:

For More Information Contact

Arthur Vailas, President
 Idaho State University, Stop 8310
 Pocatello, ID 83209-8310
 Phone: (208) 282-2566
 E-mail: vailarth@isu.edu

THIS PAGE INTENTIONALLY LEFT BLANK



University of Idaho
STRATEGIC PLAN

2005-2010

THIS PAGE INTENTIONALLY LEFT BLANK

The University of Idaho

STRATEGIC PLAN 2004-2009

The University of Idaho is an internationally recognized land-grant institution combining research, graduate, and professional education with a strong undergraduate base in the liberal arts.

VISION STATEMENT¹

Our teaching and learning activities seek to engage every student in a transformative journey of discovery and understanding. Our scholarly and creative activity aspires to generate knowledge that strengthens the scientific, economic, cultural, social, and legal foundations of an open, diverse, and democratic society. Our outreach and engagement facilitates lifelong learning and energizes the development of prosperous and environmentally sound communities, while enhancing the relevance and excellence of our academic enterprise. Programs in the arts and athletics aspire to high levels of accomplishment and visibility.

Our work is shaped by a passion for knowledge, innovation and creativity, by the rigor of high academic and ethical standards, by the attainment of each individual's full human potential, by the enrichment generated through diversity, and by the dissolution of cultural and organizational barriers. We are committed to improving our community, the communities we serve, and the facilities necessary for us to fulfill our vision and mission.

We emphasize quality and access, focusing our efforts on sustaining strong programs and investing resources in strategic directions that advance the interests of Idaho in an increasingly interdependent and competitive world. Through collaboration across strong academic disciplines, and through the creation of public, private, and community partnerships, we will undertake bold initiatives to promote science, technology, and their applications; to invigorate the liberal arts and sciences; to catalyze entrepreneurial innovation; to steward the natural environment; and to develop the design, lifestyles and civic infrastructures of sustainable communities.

MISSION STATEMENT²

1 This Vision Statement was developed by key university leaders under the direction of President Tim White and Provost Doug Baker in the spring of 2006. (For more details see Appendix 1).

2 This mission statement was last updated and accepted by the State Board in early 1998. In the interim, there have been program changes and restructuring, and further change is anticipated through planning initiated by President Tim White, to focus the vision of the university and the allocation of resources. See Appendix 2 in this document more information regarding proposed changes in the U Idaho Mission statement.

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

The University of Idaho will formulate its academic plan and generate programs with *primary emphasis* on agriculture, forestry, mining and metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs related to the foregoing. The University of Idaho will *give continuing emphasis* in the areas of business and education and will *maintain basic strengths* in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

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

Dr. Timothy White, President

| Alignment with SBOE Goals & Objectives (listed below) | University of Idaho GOALS & OBJECTIVES | Anticipated Completion Date |
|---|---|--|
| | <p>Goal 1: Teaching and Learning</p> <p><i>Engage students in a transformational experience of discovery, understanding, and global citizenship.</i></p> <p>Context: <i>Our graduates will live, work, compete, and prosper in a global and multicultural environment. Consequently, graduates must learn the substance of their studies and understand the values, perspectives, skills, and experiences that advance humankind.</i></p> | Annual reports will be generated for each of these objectives, tracking multiple key performance indicators. |
| <p>I.1, I.4, I.7</p> <p>III.4</p> <p>I.5, I.8</p> <p>II.3, II.6, IV.2</p> <p>II.7, III.3</p> <p>II.2, II.3, II.6, III.2,</p> <p>I.8</p> | <p>Objective A: Build and sustain competitive advantages through innovative curricula of distinction.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Develop learning outcomes at the University as well as at program levels for graduate and undergraduates. 2. Use learning outcomes assessment pro-actively as a means to keep teaching and learning vital, contemporary, and grounded. 3. Utilize distinctive Core curricula to engage students in participatory learning and to prepare them for the challenges of higher education. 4. Expand partnerships with industry, government, schools, and foundations that emphasize active learning opportunities such as internships, practica, athletics, and the arts. 5. Invest in field work and outreach as a means of contributing to learning and the land-grant responsibilities of the University. 6. Develop flexible course schedules and year-round programs to meet student needs throughout the University. 7. Establish curricular content that utilizes interdisciplinary student teams to solve complex learning tasks. | |

| Alignment with SBOE Goals & Objectives (listed below) | University of Idaho GOALS & OBJECTIVES | Anticipated Completion Date |
|---|---|--|
| | <p>Goal 1: Teaching and Learning (cont.)</p> <p><i>Engage students in a transformational experience of discovery, understanding, and global citizenship.</i></p> <p>Context: <i>Our graduates will live, work, compete, and prosper in a global and multicultural environment. Consequently, graduates must learn the substance of their studies and understand the values, perspectives, skills, and experiences that advance humankind.</i></p> | Annual reports will be generated for each of these objectives, tracking multiple key performance indicators. |
| <p>I.9, I.7</p> <p>I.5, III.5, IV.10</p> <p>I.5, II.7</p> <p>III.4</p> <p>I.4, II.8</p> <p>I.8</p> <p>I.5, IV.3</p> | <p>Objective B: Develop effective integrative learning activities to engage and expand student minds.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Enhance innovation, development, and recognition of high quality teaching and student learning. 2. Expand opportunities for students to experience self discovery through hands-on activities such as graduate-level and undergraduate research, creative activity and service learning, national student exchanges, internships, education abroad, disciplinary competitions, and engagement in professional societies. 3. Provide graduate and professional students with integrated experiences in teaching, research, creative activity, and outreach. 4. Integrate educational experiences with the living and learning environments. 5. Engage alumni and stakeholders as partners in student recruitment, retention, mentoring, learning, and post-graduation transitions. 6. Engage students in personal mentoring and academic advising to facilitate their learning. 7. Engage students, staff, and faculty in curricular and co-curricular activities that enhance our understanding of our place in a diverse local and global community. | |

| Alignment with SBOE Goals & Objectives (listed below) | University of Idaho GOALS & OBJECTIVES | Anticipated Completion Date |
|--|--|--|
| | <p>Goal 2: Scholarly and Creative Activity</p> <p><i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.</i></p> <p>Context: <i>Most scientific, social, economic, environmental, legal, and political problems are partly embedded in a complex system of interlinking causes and effects. The University is strategically positioned to effectively address these complex societal issues through interdisciplinary collaboration.</i></p> | Annual reports will be generated for each of these objectives, tracking multiple key performance indicators. |
| <p>I.3, I.7</p> <p>I.9, IV.10</p> <p>I.3, IV.10</p> <p>II.6</p> <p>III.2</p> <p>IV.11</p> <p>III.1</p> | <p>Objective A: Promote an environment that increases faculty engagement in interdisciplinary scholarship.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Establish administrative structures, policies, procedures, and incentives for faculty, departments, centers/institutes, and colleges to participate in interdisciplinary programs. 2. Ensure that individual levels of effort in interdisciplinary programs and grants are adequately recognized by their department and college. 3. Improve and strengthen faculty appointments, position descriptions, advancement, and recognitions to ensure interdisciplinary collaboration is attractive and effective. 4. Increase hiring to strengthen interdisciplinary scholarship that advances the University's strategic themes and land-grant mission. 5. Strengthen programs that encompass cultural, economic, legal, scientific, policy, environmental, and/or international dimensions. 6. Establish, renew, remodel, and reallocate facilities that encourage collaborative interdisciplinary inquiry and provide access to information resources and innovative technologies. 7. Increase grants that support interdisciplinary activities. | |

| Alignment with SBOE Goals & Objectives (listed below) | University of Idaho GOALS & OBJECTIVES | Anticipated Completion Date |
|--|---|--|
| | <p>Goal 2: Scholarly and Creative Activity (cont.)</p> <p><i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.</i></p> <p>Context: <i>Most scientific, social, economic, environmental, legal, and political problems are partly embedded in a complex system of interlinking causes and effects. The University is strategically positioned to effectively address these complex societal issues through interdisciplinary collaboration.</i></p> | Annual reports will be generated for each of these objectives, tracking multiple key performance indicators. |
| <p>I.8</p> <p>I.7</p> <p>IV.5</p> <p>III.1, I.10</p> <p>IV.11</p> <p>IV.1, IV.5</p> <p>III.3, III.5</p> <p>I.4, III.2, III.3</p> | <p>Objective B: Emphasize scholarly and creative activities that support the University's strategic themes, the research-extensive and land-grant missions, and strategically important graduate and professional programs.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Increase the number of competitive graduate assistantships. 2. Improve and expand start-up packages and compensation that attract and retain a diverse, competitive faculty in the scholarly modes of discovery, application, integration, and teaching. 3. Increase the number of endowed faculty positions and fellowships. 4. Allocate physical and financial resources for operation, maintenance, safety, and security of technical infrastructure facilities. 5. Strengthen library capacity, collections and technological innovation to improve access to information sources. 6. Partner with faculty and staff from all disciplines and professions to provide grant processing management support, and proposal preparation assistance on proposals submitted to government agencies, private organizations and foundations, and industries. 7. Enhance scholarly modes of discovery, application and integration that address issues of importance to the citizens, government, economy, and environment in the state of Idaho. 8. Build strategic educational, research, and/or technological transfer activities regionally, nationally, and abroad. | |

| Alignment with SBOE Goals & Objectives (listed below) | University of Idaho GOALS & OBJECTIVES | Anticipated Completion Date |
|--|--|--|
| | <p>Goal 3: Outreach and Engagement</p> <p><i>Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.</i></p> <p>Context: <i>The University has a long and strong history of extending agriculturally related teaching and research findings throughout the state. We seek to broaden that outreach and engagement to better link all academic areas of the University with the needs of constituents and stakeholders throughout Idaho.</i></p> | Annual reports will be generated for each of these objectives, tracking multiple key performance indicators. |
| <p>III.1, IV.1</p> <p>I.3, I.9</p> <p>III.6</p> <p>III.2</p> <p>I.4, II.7</p> <p>III.2</p> <p>III.3</p> <p>IV.6</p> <p>III.6</p> | <p>Objective A: Build upon, strengthen, and connect the University of Idaho Extension with other parts of the University to engage in mutually beneficial partnerships with stakeholders.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Develop a coordinated university-wide funding strategy for University engagement that complements resources received from county, state, and federal sources. 2. Build an organizational system that empowers, encourages, and recognizes scholarly engagement relevant to the issues and needs of Idaho and our region. 3. Grow the capacity of the University to engage with communities by involving all faculty who have programs relevant to local, regional, national and international issues. 4. Engage with communities and organizations through flexible partnerships that share resources and respond to needs and expectations. 5. Partner with other educational institutions, industry, not-for-profits, and public agencies to enhance outreach delivery and quality. 6. Foster key industry/business relationships that benefit entrepreneurship and social and economic development through innovation and technology transfer. 7. Conduct periodic assessments of the needs of the state and work to address those needs. 8. Integrate sustainability into all facets of community engagement and outreach. 9. Broadly and intensively communicate the activity and impact of the University's engagement with society. | |

| Alignment with SBOE Goals & Objectives (listed below) | University of Idaho GOALS & OBJECTIVES | Anticipated Completion Date |
|--|--|--|
| | <p>Goal 3: Outreach and Engagement (cont.)</p> <p><i>Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.</i></p> <p>Context: <i>The University has a long and strong history of extending agriculturally related teaching and research findings throughout the state. We seek to broaden that outreach and engagement to better link all academic areas of the University with the needs of constituents and stakeholders throughout Idaho.</i></p> | Annual reports will be generated for each of these objectives, tracking multiple key performance indicators. |
| <p>II.4, II.5</p> <p>II.6, III.3</p> <p>II.3, II.4</p> <p>II.3</p> <p>II.4, II.5</p> <p>II.6, II.7</p> | <p>Objective B: Deliver undergraduate, graduate, continuing professional education, and Extension programs and opportunities for life long learning.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Design and implement an institutional system that promotes access to program/course delivery statewide and facilitates faculty in course/program design and development. 2. Develop an array of academic and outreach programs based on community needs and University expertise. 3. Determine effective program delivery modes as a function of site, available technology, partnerships, and learner characteristics. 4. Implement a fee structure that provides adequate budgetary support based on a realistic costs matrix. 5. Have programs and stakeholders reflect the faces and places of Idaho, including those who have been underserved or underrepresented. 6. Grow and support community internships and service learning activity as opportunities for students and communities to engage for mutual benefit. | |

| Alignment with SBOE Goals & Objectives (listed below) | University of Idaho GOALS & OBJECTIVES | Anticipated Completion Date |
|--|--|--|
| | <p>Goal 4: Organization, Culture, and Climate</p> <p><i>Create and sustain an energized community that is adaptable, dynamic, and vital to enable the University to advance strategically and function efficiently.</i></p> <p>Context: <i>To implement the first three goals of the strategic plan requires an organization adaptive to change and opportunity, and a community characterized by openness and trust. The University needs to create formal and informal organizational structures, policies, and processes that enable us to be effective while also fostering a climate of participatory decision making and mutual respect. The success of the change processes will be enhanced if they are conducted in an open, welcoming climate that enhances our ability to work through difficult issues in a respectful manner.</i></p> | Annual reports will be generated for each of these objectives, tracking multiple key performance indicators. |
| <p>I.7, I.9</p> <p>I.10</p> <p>II.3, II.5</p> <p>I.8, I.9</p> <p>I.8, IV.9</p> <p>I.8, IV.9</p> <p>I.8, IV.9</p> | <p>Objective A: Sustain and enhance a positive work climate to enhance the quality of University life.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Develop a socially healthy and welcoming environment characterized by trust and respect that allows for open communications about difficult issues and differences. 2. Ensure that the University is a safe work and educational environment for its employees and students through proper training and monitoring. 3. Recruit and retain a diverse body of students, staff, and faculty to enrich the quality of the University's activities. 4. Align employees' position descriptions and reward structures with institutional priorities. 5. Create formal and informal opportunities for students, staff, and faculty to learn from each other and build meaningful collaborations. 6. Provide all new students and employees the opportunity for diversity and cultural competence training as a component of their initial orientation and offer ongoing training for all students, staff, and faculty. 7. Provide ongoing opportunities for self discovery and personal and professional growth through cultural, social, recreational, diversity, wellness, and continuing professional development programming. | |

| Alignment with SBOE Goals & Objectives (listed below) | University of Idaho GOALS & OBJECTIVES | Anticipated Completion Date |
|--|--|--|
| | <p>Goal 4: Organization, Culture, and Climate (cont.)</p> <p><i>Create and sustain an energized community that is adaptable, dynamic, and vital to enable the University to advance strategically and function efficiently.</i></p> <p>Context: <i>To implement the first three goals of the strategic plan requires an organization adaptive to change and opportunity, and a community characterized by openness and trust. The University needs to create formal and informal organizational structures, policies, and processes that enable us to be effective while also fostering a climate of participatory decision making and mutual respect. The success of the change processes will be enhanced if they are conducted in an open, welcoming climate that enhances our ability to work through difficult issues in a respectful manner.</i></p> | Annual reports will be generated for each of these objectives, tracking multiple key performance indicators. |
| <p>III.1</p> <p>I.7, I.8</p> <p>IV.1, IV.3</p> <p>I.4, IV.6</p> <p>IV.5</p> <p>III.6</p> | <p>Objective B: Sustain and enhance an organizational structure, policies, and procedures that enable the University to attain its other goals.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Advance an attitude of making choices, taking actions, and developing mechanisms for making investments in people, programs, places, and processes. 2. Reduce academic, structural, and administrative barriers and enhance rewards for collaboration across the University in all of its locations. 3. Employ best practices and distribute authority-responsibility-accountability to efficiently and effectively manage the people, programs, and places of the University. 4. Enhance accountability measures and employ them to assess our progress on strategic issues. 5. Build strong support from the public sector and private donors to accelerate the attainment of our University goals. 6. Utilize the athletic and art programs to enhance the visibility and image of the University through competitive and integrity-based programs that unite students, faculty, staff, alumni, and their communities. | |

| Alignment with SBOE Goals & Objectives (listed below) | University of Idaho GOALS & OBJECTIVES | Anticipated Completion Date |
|--|---|--|
| | <p>Goal 4: Organization, Culture, and Climate (cont.)</p> <p><i>Create and sustain an energized community that is adaptable, dynamic, and vital to enable the University to advance strategically and function efficiently.</i></p> <p>Context: <i>To implement the first three goals of the strategic plan requires an organization adaptive to change and opportunity, and a community characterized by openness and trust. The University needs to create formal and informal organizational structures, policies, and processes that enable us to be effective while also fostering a climate of participatory decision making and mutual respect. The success of the change processes will be enhanced if they are conducted in an open, welcoming climate that enhances our ability to work through difficult issues in a respectful manner.</i></p> | Annual reports will be generated for each of these objectives, tracking multiple key performance indicators. |
| <p>IV.1, IV.5</p> <p>II.7, I.8</p> <p>IV.1</p> <p>IV.8</p> <p>IV.5, IV.6</p> | <p>Objective B: Sustain and enhance an organizational structure, policies, and procedures that enable the University to attain its other goals.</p> <p>Strategies: (cont.)</p> <p>7. Develop a fund raising effort across the University and its constituents to generate and sustain the resources necessary to implement the strategic plan.</p> <p>8. Enhance the efforts of our valued alumni, friends, advisory board members, and volunteer organizations in attracting and retaining students and generating gifts to support the advancement of the University goals.</p> <p>9. Strengthen financial and administrative operations so that they meet the needs of faculty, staff, and students, and those of our constituents and stakeholders.</p> <p>10. Establish facilities that encourage collaborative interdisciplinary inquiry using informational resources and innovative technologies.</p> <p>11. Foster a university that is academically, culturally, fiscally, and environmentally sustainable.</p> | |

Appendix 1: Development of the 2005-2010 Strategic Plan

In early 2004, a Vision and Resources Task Force was appointed by President White to examine the future of the institution. The Task Force undertook a broad examination of the university's mission and in September 2004 presented the report detailing the extensive study of the committee's work <http://www.vrt.uidaho.edu/home/>. The report presents ideas and recommendations for a long term design for the University that is based upon a shared vision, a commitment to excellence, and that is attendant with the necessary budget cuts, reallocations, and possibilities of revenue generation. On February 11, 2005, President White, building on the Task Force's work, presented a new vision and mission statement to the University community outlining the University of Idaho's distinctive future values and aspirations:

The University of Idaho will be an internationally respected, land-grant research, undergraduate, graduate and professional education institution with a strong foundation in the liberal arts and sciences. We will emphasize strategically selected programs to serve and benefit the people of Idaho, the United States, and the world. We will demonstrate excellence by: being student-focused; sharing, passion for knowledge and discovery; expecting innovation and creativity; establishing a barrier-free community; making a difference to the people of Idaho, the nation, and the world; and being self actualizing. We seek to serve and inspire the people of Idaho and the world as one of America's distinctive land-grant universities.

As Idaho's flagship research and land-grant University, we aspire to continue to be internationally recognized as a student-centered university with distinctive undergraduate, graduate, and professional programs in instruction, research and creative activity, and engagement through outreach. On a foundation of liberal arts and sciences, the University of Idaho delivers programs of study in: Law, Business, Engineering, Education, Agriculture, Life, Physical and Social Sciences, Architecture, and Natural Resources. The University of Idaho supports the creative and performing arts, intercollegiate athletics, recreational sports, and an enriched and engaged student campus life experience. The University of Idaho provides knowledge for the good of Idaho and beyond in its capacity as the intellectual capital central to Idaho's prosperity, preparing graduates to lead the global economy with a foundation of liberal arts and sciences. Our students will have the capacity to think broadly and critically, adapt to diverse environments, and have integrity and analytical skills for prospering in an increasingly complex world. The University of Idaho aspires to excellence through a diversity of ideas, faculty, staff, and students. We will hold true to our principles of ethical behavior of integrity, accountability, responsibility, openness, transparency, and truth.

Formal adoption of mission changes occurs every two years as part of the State Board of Education's eight-year plan revision process. Formal revisions to the University of Idaho mission statement will be made in the summer of 2006.

Provost and Executive Vice President Baker continued this work and led a strategic planning effort beginning in August of 2005. The planning process built on 11 previous studies and reports.

The first draft of the strategic plan was developed by the Provost's Council which is composed of deans, vice provosts, and the Vice President for Research. In October 2005, the plan was presented for discussion to the university and a number of stakeholders. It was formally reviewed by the Faculty Council, Staff Affairs Committee, Associated Students of the University of Idaho, Graduate and Professional Student Association, Student Bar Association, faculty and staff at the university's centers in Boise, Coeur d' Alene, and Idaho Falls and selected advisory board members. In addition, a request for comments and revisions was e-mailed to university faculty and staff members. The resulting feedback influenced revisions to the draft plan that was vetted through meetings of the Provost's Council and President's Cabinet in December 2005 and January 2006.

The final draft was accepted by the President in February of 2006. Implementation began in February with a call to faculty, staff and students to serve on university-wide implementation teams for each of the four goals in the strategic plan. In addition, budget hearings were held in the first week of March in which vice presidents, deans, and directors gave presentations on how they were going to link their budgets to the strategic plan in the early stages of the implementation process. Annual reviews for the deans and vice provosts will also be linked to progress toward attaining goals in the strategic plan. Much work is yet to be done, but the strategic plan offers good compass points to guide the direction of the university.

In consort with the strategic planning activities there has been a reinvestment process in key multidisciplinary areas of the university. In President White's February 11, 2005 Plan for Renewal, five areas of focus were identified: promoting science and technology, advancing liberal arts and sciences, catalyzing entrepreneurial innovation, stewarding the environment, and understanding sustainable design and life style. In the fall of 2005, a request for proposals for multidisciplinary research projects in these five areas was sent to the university community. Following a number of workshops and on-line discussions in the fall, 43 pre-proposals were submitted to a Blue Ribbon Committee for review. Those 43 were reduced to eight finalists who were invited to submit full proposals. Late this spring semester, three proposals will be chosen for funding. The projects will split \$1 million per year for five years. This process has led to a great deal of collaboration and cross-talk in multidisciplinary areas across the institution and its many locations. We hope to raise money to do more of these projects in coming years.

Appendix 2: IDAHO STATE BOARD OF EDUCATION Strategic Goals and Objectives Summary Chart

VISION STATEMENT

The State Board of Education envisions an accessible, seamless public education system that provides intelligent and well-informed citizenry capable of active participation in the processes of a democratic government, contributes to the economic and general quality of life in Idaho, opens access to cultural and intellectual resources, and enables all individuals to develop their skills, knowledge, and ability to become contributing members of society.

EDUCATION MISSION STATEMENT

The Idaho education system, consisting of the unique agencies and institutions governed by the Board, delivers public primary/secondary/postsecondary education, training, rehabilitation and information/research services in the state and, on a limited basis, to other states or countries. These agencies and institutions collaborate to provide a diverse population with educational programs and services that are *high quality, accessible, relevant* and *efficient*. To that end, the Board has adopted the following goals and objectives for the educational system:

| I. QUALITY | II. ACCESS | III. RELEVANT | IV. EFFICIENT |
|--|--|---|---|
| I.1 - Develop & Implement State-Wide Standards | II.1 - Sound Legislative Relationships, - Local Control | III.1 - Realistic Approach & Equitable Funding Distribution | IV.1 - Evaluate Financial Base Maximize Benefits, Develop Accountability and Incentives |
| I.2 - Fully Implement Teacher Quality Initiative (Idaho's MOST) | II.2 - "Seamless" Mobility of Credits, Program & Services | III.2 - Monitor Programs/Services, Relevant Content & Delivery | IV.2 - Ensure Graduates are Prepared to Succeed |
| I.3 - Evaluate Policy, Teacher Continuing Contracts | II.3 - State-wide Infrastructure, Opportunity for All/Everywhere | III.3 - Monitor State-Wide Needs Appropriate Roles & Mission to Meet Emerging Needs | IV.3 - Refine Institution/Agency Roles & Missions, Eliminate Duplication, Provide Focus |
| I.4 - Increase Public Confidence, Continuous Improvement, Performance Based Assessment | II.4 - Equal Access for those with Special Needs | III.4 - Evaluate/Refine Learning & Achievement standards/Assessments | IV.4 - Foster Partnership, Cooperative Ventures among Institutions and Agencies |

IDAHO STATE BOARD OF EDUCATION Strategic Goals and Objectives Summary Chart (continued)

| I. QUALITY | II. ACCESS | III. RELEVANT | IV. EFFICIENT |
|---|--|---|--|
| I.5 - Graduates w/Democratic Society, Global Economy Skills | II.5 - Encourage/Facilitate Minority Inclusion | III.5 - Ensure State-Funded Research/Partnerships Properly Structured/Organized | IV.5 - Seek Increased Levels of State/Local/Private Support - Ensure Accountability |
| I.6 - Maintain Institutional and Special Accreditation Levels | II.6 - Increase Postsecondary Attendance Opportunities | III.6 - Formulate/Implement Public Policy that Keeps Citizenry Well Informed | IV.6 - Provide Accountability to Legislature and Public through Measured Performance |
| I.7 - Excellent & Innovative Instruction - Qualified Teachers - Competent Administrators | II.7 - Expand Outreach, Research/Demo Programs | | IV.7 - Reduce Drop-Out Rate, Increase Retention in High School and College |
| I.8-Develop Career Opportunities -Reward Knowledge/Productivity -Promote Recruiting/Retention | | | IV.8 - Improve Instructional Facilities, Increase Operational Efficiency/Use of Technology |
| I.9 - Support Efforts-Hire/Retain High Qualify Faculty & Staff | | | IV.9 - Ensure Time for In-Depth Learning/Teacher Prof Development/Use of Facilities |
| I.10 - Eliminate Dangers, Promote Safe & Productive Learning Environments | | | IV.10 - Encourage/Reward Innovative Approaches |
| I.11 - Support State Aid to all Types of Public Broadcasting and Libraries | | | IV.11 - Support Libraries as Leader in Applying Technology to Info Access |

THIS PAGE INTENTIONALLY LEFT BLANK

Agency Overview

The University of Idaho is a comprehensive land-grant institution, which has the principal responsibility for research and the granting of the Ph.D. degree. The university provides both general education and professional education. Its areas of primary statewide responsibility are agriculture, architecture, engineering, forestry and wildlife, law, as well as designated areas in the arts and sciences, business, and education. The university is also responsible for the regional medical and veterinary medical education programs in which the State of Idaho participates.

UI offers a wide range of baccalaureate degrees. Degree programs through the doctoral level are available in many disciplines consistent with the university's areas of emphasis and its designated role as the state's principal graduate-education and research university.

UI serves the entire state and, in many of its programs, a much broader national and international clientele. The university also has specific state responsibilities in research and extension programs related to its land-grant functions.

UI's instructional emphasis is at the baccalaureate and graduate levels; it does not offer associate degrees.

The UI has a responsibility to deliver its principal educational and research programs throughout the State. The university operates or will establish resident instructional centers where there is a high demand. Continuing-education offerings are, where appropriate, conducted in cooperation with state and local educational institutions capable of providing both instructional and facilities support.

Core Functions/Idaho Code

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

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

Revenue and Expenditures:

| Revenue | FY 2002 | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| General Fund | 82,376,100 | 75,139,200 | 79,973,500 | 83,177,100 | 87,786,900 |
| Land Grant | 10,511,100 | 8,874,100 | 7,855,000 | 6,714,200 | 6,314,000 |
| Endowments | | | | | |
| Student Fees: Misc. Receipts | 10,292,700 | 11,792,400 | 13,698,300 | 14,762,100 | 16,183,800 |
| Student Matriculation Fees | <u>12,002,6000</u> | <u>15,468,900</u> | <u>18,631,300</u> | <u>21,003,100</u> | <u>22,777,000</u> |
| Total | 115,182,500 | 111,274,900 | 120,158,100 | 125,656,500 | 133,061,700 |
| Expenditure | FY 2002 | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
| Personnel Costs | \$87,325,200 | \$83,676,700 | \$85,149,000 | \$87,350,800 | 91,911,700 |
| Operating Expenditures | \$22,889,700 | \$18,650,400 | \$31,380,100 | \$28,432,000 | 36,260,200 |
| Capital Outlay | \$5,058,700 | \$4,000,300 | \$4,669,200 | \$4,486,000 | 5,466,300 |
| Trustee/Benefit Payments | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$115,273,600 | \$106,327,400 | \$121,198,300 | \$120,268,800 | \$133,638,200 |

Profile of Cases Managed and/or Key Services Provided

| Students Enrolled Annual Unduplicated Headcount | FY 2002 | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Non-Degree Undergraduate | 5,437 | 5,980 | 5,209 | 4,331 | 4,268 |
| Graduate | 9,257 | 9,603 | 9,743 | 9,724 | 9,614 |
| Law | 3,260 | 3,576 | 3,673 | 3,628 | 3,305 |
| WWAMI | 302 | 318 | 309 | 300 | 301 |
| Total | <u>19</u> | <u>18</u> | <u>19</u> | <u>18</u> | <u>18</u> |
| | 18,275 | 19,495 | 18,953 | 18,001 | 17,506 |

| Degrees Awarded | FY 2002 | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|-----------------|-----------|-----------|-----------|-----------|------------|
| Bachelors | 1629 | 1807 | 1840 | 1925 | 1926 |
| Masters | 488 | 568 | 587 | 655 | 658 |
| Specialist | 38 | 37 | 33 | 46 | 61 |
| Law | 82 | 97 | 104 | 99 | 88 |
| Doctoral | <u>58</u> | <u>90</u> | <u>82</u> | <u>99</u> | <u>104</u> |
| Total | 2295 | 2599 | 2646 | 2814 | 2837 |

| Credit Hours Taught | FY 2002 | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|------------------------------|-------------|--------------|---------------|---------------|--------------|
| Lower Division Undergraduate | 158,345 | 160,893 | 162,079 | 158,786 | 155,615 |
| Upper Division Undergraduate | 113,603 | 121,460 | 126,828 | 130,416 | 126,870 |
| First Professional | 10,372 | 10,699 | 10,515 | 10,323 | 10,318 |
| Masters | 33,842 | 37,853 | 38,798 | 35,777 | 32,472 |
| Doctoral | <u>8469</u> | <u>9,403</u> | <u>10,663</u> | <u>10,923</u> | <u>9,972</u> |
| Total | 324,631 | 340,308 | 348,883 | 346,225 | 335,247 |

| Grant and Contract Expenditures | FY 2002 | FY 2003 | FY 2004 | FY 2005 | Preliminary FY 2006 |
|---------------------------------|-------------------|-------------------|-------------------|-------------------|---------------------|
| Federal | 34,187,163 | 44,871,317 | 48,530,023 | 49,494,229 | 47,751,600 |
| State | 8,845,415 | 7,141,571 | 9,908,776 | 10,321,884 | 10,445,700 |
| Other | <u>13,225,696</u> | <u>14,048,854</u> | <u>14,661,524</u> | <u>13,794,070</u> | <u>16,414,600</u> |
| Total | 56,258,274 | 66,061,742 | 73,100,323 | 73,610,183 | 74,611,800 |

Part II – Performance Measures

| Performance Measure | | 2002 | 2003 | 2004 | 2005 | 2006 | Benchmark |
|--|-------------|---------|---------|---------|---------|----------------------|-----------|
| 1. One-year Retention New Frosh (from CSRDE) | UI Rate | 80.0% | 78.4% | 82.3% | 80.4% | 77.6% | Above |
| | Peer Median | 80.0% | 80.1% | 80.7% | 80.7% | 80.7% | Median |
| | UI Rank | 10 / 19 | 13 / 19 | 8 / 19 | 12 / 19 | 14 / 19 | 9 / 19 |
| 2. Six-year Graduation New Frosh (from CSRDE) | UI Rate | 54.4% | 51.4% | 54.8% | 55.8% | 59.7% | Above |
| | Peer Median | 53.4% | 54.4% | 56.6% | 57.6% | 58.9% | Median |
| | UI Rank | 6 / 16 | 12 / 16 | 6 / 16 | 13 / 19 | 9 / 19 | 9 / 19 |
| 3. Instructional Dollars per Student FTE (from IPEDS) | UI Amount | 8,182 | 6,412 | 6,234 | 6,689 | Not yet available | Above |
| | Peer Median | 6,627 | 6,567 | 6,740 | 6,6990 | | Median |
| | UI Rank | 5 / 19 | 12 / 19 | 14 / 19 | 12 / 19 | | 9 / 19 |
| 4. Scholarship Dollars per Student FTE (from IPEDS) | UI Amount | 985 | 926 | 876 | 1,324 | Not yet available | Above |
| | Peer Median | 778 | 830 | 834 | 955 | | Median |
| | UI Rank | 7 / 19 | 8 / 19 | 9 / 19 | 6 / 19 | | 9 / 19 |
| 5. Grant & Contract Dollars per Faculty FTE (form IPEDS) | UI Amount | 83,368 | 105,097 | 111,009 | 116,163 | Not yet available | Above |
| | Peer Median | 84,866 | 89,973 | 102,653 | 109,170 | | Median |
| | UI Rank | 11 / 19 | 6 / 19 | 7 / 19 | 8 / 19 | | 9 / 19 |

Performance Measure Explanatory Note:

These performance measures have been brought forward from the old (1998) U Idaho Strategic Plan. Performance measures and benchmarks are currently being defined for the newly revised Strategic Plan for 2005-2010.

Performance Highlights:

In the spring of 2005, President Tim White initiated a “Plan for Renewal of People, Programs, and Place.” This pathway to a distinctive future is grounded in the articulation of aspirations, vision, and values, and a plan that eliminates our recurring and accumulated deficits, expresses a multi-year renewal commitment to focus on academic and institutional priorities, and reinvests in people, programs and place. The plan contains five Strategic Academic Themes:

1. Promoting Science and Technology – advancing Idaho’s core competencies in science, technology, and engineering areas of imaging, power and energy, biosciences, and nanoscience and materials.
2. Advancing Liberal Arts and Sciences – strengthening the arts and sciences to improve scientific discovery, social and cultural enhancement, and progress in the applied professions.
3. Catalyzing Entrepreneurial Innovation – using ideas, creativity, innovation and engagement to inspire enterprise and technological change.
4. Stewarding the Environment – sustaining Idaho’s natural resources that contribute to our quality of life and natural resources-based industries.
5. Understanding Sustainable Design and Life Style – the integration of architecture, creative arts, and law in urban, rural, and frontier environments.

For More Information Contact

Dr. Tim White
University of Idaho
375 S Line
Moscow, ID 83844-4244
Phone: (208) 885-6365
E-mail: timwhite@uidaho.edu



Lewis-Clark State College

STRATEGIC PLAN FY2005-2009

[Note: This outline, submitted on **11 July 2006** to the Office of the State Board of Education (in the format specified by the OSBE staff in the fall of 2004), provides excerpts of several elements from LCSC's rolling, 5-year strategic plan. The unabridged version of LCSC's Strategic Plan (available upon request) documents the comprehensive, College-wide process that has been put into place to integrate planning, programming, budgeting, and assessment activities at LCSC. The LCSC plan is linked to the most recent SBOE strategic plan (2000-2005). Questions on LCSC's plans and planning process should be directed to LCSC's Office of Institutional Planning, Research, and Assessment (IPRA) at (208) 792-2065 or instres@lcsc.edu.]

THIS PAGE INTENTIONALLY LEFT BLANK

Lewis-Clark State College

Strategic Plan FY2005-2009

"A good plan today is better than a perfect plan tomorrow."

"If everyone is thinking alike then somebody isn't thinking."

--George S. Patton

Preamble LCSC is unique among Idaho's four-year public colleges and universities. It is a teaching-centered institution that provides a small-school learning environment at a public institution price. Its integrated, three-part mission—academic, professional-technical, and community programs—and its operational approach make it one of the most accessible portals into higher education and career success for all segments of Idaho's population.

In 2001, LCSC adopted a new strategic planning process that now engages all elements of the college in planning, assessment, and execution of our programs. Our strategic planning process enables us to provide high quality, accessible, relevant, and efficient services to Idaho taxpayers. As of the time of this snapshot to the Office of the State Board (11 July 2006), LCSC is beginning the fifth annual iteration of our integrated planning-programming-budgeting process. We were pleased to have been commended during our latest accreditation visit by the Northwest Commission on Colleges and Universities for our strategic planning process.

The following pages contain selected excerpts from the LCSC Five-Year Strategic Plan (FY05-09) in the format specified by the State Board Staff. The full plan outlines LCSC's strategic environment, analyzes institutional strengths and weaknesses, projects future trends, and provides detailed planning guidance under multiple budget scenarios to LCSC units for the execution year (current fiscal year), budget preparation year (next fiscal year), and out-years of the current strategic planning window. Please refer to the basic plan for the list of SBOE, DPTE, and LCSC goals/objectives; analyses of institutional issues and key external factors; the description of the LCSC strategic planning process; organizational structure; performance measure; President's Program Guidance (PG) initiatives; Unit Action Plans; and the LCSC family of plans index.



Dene K. Thomas
President

VISION STATEMENT

[From Page 5, basic plan]

Unique among Idaho's institutions of higher education, LCSC will fulfill the SBOE vision of a seamless public education system by integrating traditional baccalaureate programs, professional-technical training programs, and community college and community support programs within a single institution, serving diverse needs within a single student body, and providing outstanding teaching and support by a single faculty and administrative team. LCSC's one-mission, one-team approach will prepare citizens from all walks of life to make the most of their individual potential and contribute to the common good by fostering respect and close teamwork among all Idahoans. Sustaining a tradition that dates back to its founding as a teacher training college in 1893, LCSC will continue to place paramount emphasis on quality of instruction—focusing on the quality of the teaching and learning environment for traditional and non-traditional academic classes, professional-technical education, and community instructional programs. Lewis-Clark students' personalized instruction will be complemented by personal application of knowledge and skills in the real world, as embodied in the College's motto: "*Connecting Learning to Life.*" LCSC will be an active partner with the K-12 school system, community service agencies, and private enterprises and will support regional economic and cultural development. LCSC will strive to sustain its tradition as the most accessible four-year higher-education institution in Idaho by rigorously managing program costs; student fees; housing, textbook, and lab costs; and financial assistance to ensure affordability. LCSC will vigorously manage the academic accessibility of its programs through accurate placement, use of student-centered course curricula, and constant oversight of faculty teaching effectiveness. LCSC will nurture the development of strong personal values and will emphasize teamwork to equip its students to become productive and effective citizens who will work together to make a positive difference in the state, the nation, and the world.

MISSION STATEMENT

[From Pages 3-4, basic plan.]

Lewis-Clark State College was established by the Idaho State Legislature in 1893 as "Lewiston State Normal School," reflecting the College's initial—and continuing—mission as a teacher training institution. The College's reputation for excellence in teacher training and its focus on teaching and learning in all of its educational and training programs have continued as LCSC has grown to meet the expanding needs of Idaho's citizens. Today, LCSC provides an array of programs in the liberal arts and sciences, with primary emphasis in business, criminal justice, nursing, professional-technical education, social work, and teacher education.

LCSC's Carnegie classification is *Baccalaureate College—Diverse* with the "diverse" designation referring to the College's broad mix of undergraduate programs in the professions, arts, and sciences. The Carnegie classification of LCSC's size and setting is "small four-year, primarily non-residential."

LCSC's academic, professional, and community programs—coupled with its small school atmosphere and an emphasis on student engagement and applied learning—serve constituencies throughout the state. LCSC's integrated, three-part mission and its operating philosophy have contributed to its recent dramatic growth in enrollment. In the time period since July 2001 when LCSC's chief executive officer, President Dene K. Thomas, assumed her duties as the College's 14th president, LCSC has been the fastest-growing four-year public college/university in Idaho, with a 3.8% growth in student headcount between FY2005 and FY2006 and a 28% growth in enrollment since FY2001.

LCSC's official role and mission statement (approved by the SBOE in 1998) is provided below:

“1. Type of Institution

Lewis-Clark State College is a regional state college offering undergraduate instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the state and local economy and other educational programs designed to meet the needs of Idahoans.

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

2. Programs and Services (listed in order of emphasis)

- ***Baccalaureate Education:*** Offers a wide range of baccalaureate degrees and some qualified professional programs.
- ***Associate Education:*** Offers a wide range of associate degrees and some qualified professional programs.
- ***Certificates/Diplomas:*** Offers a wide range of certificates and diplomas.
- ***Distance Learning:*** Uses a variety of delivery methods to meet the needs of diverse constituencies.
- ***Technical and Workforce Training:*** Offers a wide range of professional, technical and outreach programs.
- ***Continuing Education:*** Provides a variety of life-long learning opportunities.
- ***Research:*** Conducts select coordinated and externally funded research studies.
- ***Graduate:*** None.

3. Constituencies Served: *The institution serves students, business and industry, the professions, and public sector groups primarily within the region and throughout the state, as well as diverse and special constituencies. Lewis-Clark State College works in collaboration with other state and regional postsecondary institutions in serving these constituencies.”*

Lewis-Clark State College STRATEGIC PLAN

| Alignment with SBOE Goals & Objectives | GOALS & OBJECTIVES [SBOE, DPTE, and LCSC Goals/Objectives are listed on pp. 7-13 of the basic plan. This table lists a representative sample of specific Presidential Program Guidance (PG) initiatives which implement those goals. The complete list of LCSC PGs is contained in Annex D of the basic plan.] | Anticipated Completion Date |
|--|--|---|
| | I. QUALITY: Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry. | |
| I (also II) | <u>PG-09: Faculty/Staff Compensation</u> [Compensation Review Committee in full operation in FY06. Developed courses of action for mid-year employee raises. Drafting salary tracking system and salary guidelines.] | 1 Apr 07 (salary guidelines) |
| I (also II, IV) | <u>PG-13: Information Technology (IT) Long-Term Plan update</u> [Information Technology Planning Group completed year-long analysis, submitted recommendations in Spring 2006] | 1 May 07 (implement findings) |
| I (also II, IV) | <u>PG-30: Update of Campus Facilities Master Plan (CFMP)</u> [CFMP drafted in FY2006] | 1 Apr 07 (finalize plan) |
| | II. ACCESS: Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners. | |
| II (also I, IV) | <u>PG-08: LCSC Strategic Enrollment Plan</u> [Plan finalized in FY2006. Realignment of Student Services completed in Spring 2006.] | 1 Aug 06 (process fully operational) |
| II (also I) | <u>PG-20: Dual-Credit programs (policies, program coordination)</u> [Policy clarifications and process improvements carried out in FY06 for High School dual-credit programs.] | 1 Jan 07 (progress rpt) |
| II (also I, IV) | <u>PG-25: Developmental (remedial courses)</u> [Planning, funding, and coordination of developmental courses addressed in FY06—highlighted during Legislative hearings in Jan06.] | 1 Jan 07 (progress rpt) |
| II (also I, IV) | <u>PG-50: Student Housing—additional residential space</u> [Two new residence halls (externally-funded) approved by SBOE; construction underway—occupancy in Fall 2006.] | 30 Aug 07 (both halls operational) |

| | | |
|-----------------------------|---|--|
| | III. RELEVANCE: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels. | |
| III (also I, II, IV) | <u>PG-16: Review of Baccalaureate degrees (BA/BS/BAS/BAT/BASAT)</u> [Task force findings completed in AY2004-5. Referred to faculty in AY2005-6 for detailed staffing] | 1 Jan 07 (progress report) |
| III (also I) | <u>PG-48: Fundamental review of General Education Core curriculum</u> [Gen Ed Task Force fundamental review in FY05. Streamlined Gen Ed Committee entered operation in FY06. Work continues on objectives, structure, assessment, and curriculum.] | 1 May 07 (completion of plan) |
| | IV. EFFICIENCY: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide. | |
| IV (also I, II) | <u>PG-02: LCSC Strategic Financial Plan</u> [Groundwork in FY2006 by Planning, Budget, and Controller's offices. Detailed drafting to begin in Fall 2006.] | 1 Apr 07 (completion of plan) |
| IV (also I, II) | <u>PG-11: Review of Faculty/Staff Workload</u> [Process put in place in FY2006 to address LCSC internal mgt needs as well as to address 2005 Legislation mandating faculty workload tracking and reporting.] | 1 Oct 06 (annual reports) |
| IV | <u>PG-35: LCSC Business Practices/Cost-Saving Measures</u> [Last of multiple-part PG elements (organizational purchase cards) ready for implementation.] | 1 Aug 06 (fully operational) |
| IV (also II) | <u>PG-51: Consolidated Testing Center</u> [Task force developed recommendations. Implementation of consolidated testing operations began in FY06.] | 1 Jan 07 (new process reaches full operation) |

[All institutions were asked to complete the following section in the strategic plan template mandated by the Board staff in 2004. Below is LCSC's original submission to the Board in Oct 2004—these suggestions are being addressed in the new (HO300-compliant) Strategic Planning approach directed by the State Board at their June 2006 meeting.]

| | LCSC recommends Amendments, Additions, Deletions to the State Board Strategic Plan as Follows: |
|-----|--|
| | [Note: the “2000-2005 Idaho State Board of Education Statewide Strategic Plan” represents only the starting point of an actionable strategic plan; with the suggested additions below, it could be better suited to carry out the strategic planning functions prescribed for state agencies in the Idaho Code. The four overarching philosophical goals in the plan (quality, access, relevance, and efficiency) are appropriate as elements of a revised vision statement. Whether the Board pursues a comprehensive strategic plan—or separate strategic plans to guide actions related to single important issues—consideration should be given to including the following components.] |
| ADD | <i>A concise description of the strategic planning role and responsibilities of the SBOE, vis-à-vis the institutions under its authority. The respective roles of the Board and institutions are omitted or intermingled in the current brochure. Define the relationship of institutional strategic plans to the Board plan. Describe the process whereby institutions participate in annual updates to the SBOE plan and how SBOE planning guidance flows into the planning-budgeting processes at the institutions.</i> |
| ADD | <i>A concise assessment of the strategic environment. Where does Higher Ed in Idaho stand in relation to other states? What issues related to cooperation, collaboration, and competition need to be considered? Describe trends. Identify strengths, weaknesses, and opportunities.</i> |
| ADD | <i>Concrete, measurable goals/objectives. Where does the SBOE want Idaho’s system to be in 1, 5, or 10 years? Real plans should have measurable goals, designated agencies or individuals responsible for carrying out actions, timelines, and discussion of resources available to execute the plan. [What needs to be done? Who will do it? When? With what resources/support? Who is responsible for developing the action plan to achieve the objective? How will progress on action plans be monitored through completion?]</i> |
| ADD | <i>A forecast (even if only a “guesstimate”) of the resources (funding levels) over the course of the five-year strategic planning window that will be available to achieve objectives. What are the desired funding formulas (cost shares) to support programs and facilities at the colleges/universities? Provide guidance on the combined game plan for the SBOE and institutions (and the role to be played by each) in achieving that model.</i> |
| ADD | <i>A clear definition (flow chart) of the SBOE-level <u>process</u> that links strategic planning, programming, assessment, and resource allocation. How does the strategic planning-budgeting cycle at the institutional level link with the planning cycle at the SBOE level?</i> |
| ADD | <i>Usable performance measures. After exporting philosophical material to the prefatory section of the plan, identify a small number (3 to 5?) key issues for concentration during the next five-year cycle; establish concrete objectives and courses of action to address these specific issues, and develop a set of state-wide and institution-level performance measures to assess progress. These parameters will be complemented by the routine data collection that already takes place nation-wide. Once established, a rational performance measure system for higher ed could be part of a management information system to support informed decision-making at the institutional and state levels.</i> |

Part 1 – Agency Profile

Agency Overview

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

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

LCSC's main campus is located in Lewiston, ID. The College also delivers instructional programs at the LCSC Coeur d'Alene Center (in collaboration with its Northern Idaho Center for Higher Education [NICHE] partners: North Idaho College, the University of Idaho, and Idaho State University) and operates outreach centers in the Clearwater Valley, Grangeville, and Orofino. LCSC's chief executive officer, President Dene K. Thomas, assumed her duties as the College's 14th president in July 2001. Since that time, LCSC has been the fastest-growing four-year public college/university in Idaho, with a 3.8% growth in student headcount between FY2005 and FY2006 and a 28% growth in enrollment since FY2001. LCSC is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Core Functions/Idaho Code

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

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

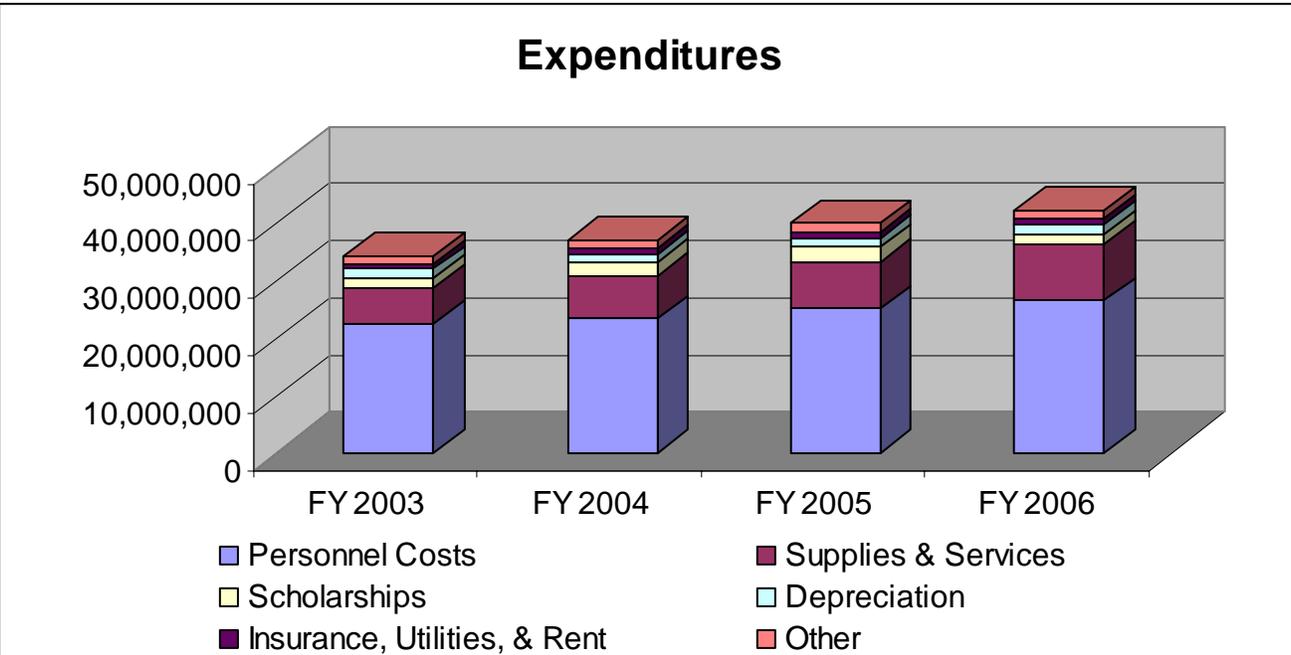
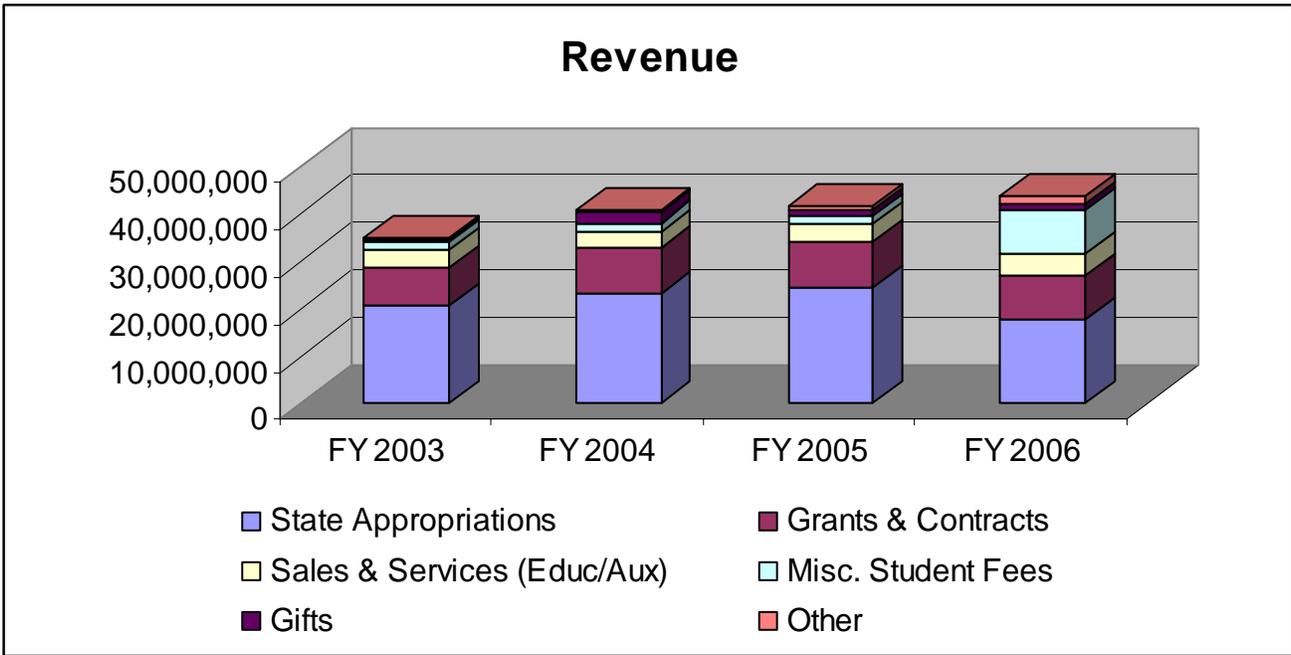
LCSC's revenue comes from state appropriations; student tuition and fees; federal, state, and private grants and contracts; sales and services from educational and auxiliary services; and endowments and gifts. These revenues are allocated to instructional programs and support functions.

Revenue and Expenditures¹

| Revenue | FY 2003 | FY 2004 | FY 2005 | FY 2006 ¹ |
|-----------------------------|-------------------|-------------------|-------------------|----------------------|
| State Appropriations | 20,627,512 | 22,957,175 | 24,216,881 | 17,625,100 |
| Grants & Contracts | 8,129,117 | 9,713,820 | 9,896,582 | 9,165,100 |
| Sales & Services (Educ/Aux) | 3,374,780 | 3,534,068 | 3,568,285 | 4,648,100 |
| Misc. Student Fees | 1,813,558 | 1,775,395 | 1,832,553 | 9,147,200 |
| Gifts | 440,288 | 2,336,869 | 1,284,890 | 1,233,600 |
| Other | <u>529,710</u> | <u>505,387</u> | <u>710,856</u> | <u>1,658,200</u> |
| Total | 34,914,965 | 40,822,714 | 41,510,047 | 43,477,300 |

| Expenditure | FY 2003 | FY 2004 | FY 2005 | FY 2006¹ |
|------------------------------|-------------------|-------------------|-------------------|----------------------------|
| Personnel Costs | 22,455,910 | 23,405,954 | 25,186,063 | 26,614,800 |
| Supplies & Services | 6,429,307 | 7,401,560 | 8,173,853 | 9,834,800 |
| Scholarships | 1,644,667 | 2,424,299 | 2,611,062 | 1,848,900 |
| Depreciation | 1,574,210 | 1,483,259 | 1,570,586 | 1,600,000 |
| Insurance, Utilities, & Rent | 869,722 | 971,841 | 971,830 | 975,000 |
| Other | 1,349,057 | 1,571,029 | 1,557,509 | 1,441,800 |
| Total | 34,322,873 | 37,257,942 | 40,070,903 | 42,315,300 |

Note 1: Revenues and Expenditures for FY2006 are estimates that have not yet been confirmed by outside auditors, as of the submission date of this Agency Profile to the State Board of Education (11Jul06)



Profile of Cases Managed and/or Key Services Provided

| Cases Managed or Key Services Provided | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|--|---------|---------|---------|------------------|
| Enrollment—Headcount (Fall 10 th Day) | 3,108 | 3,471 | 3,325 | 3,451 |
| Academic | 2,363 | 2,637 | 2,555 | 2,653 |
| Professional-Technical | 745 | 834 | 770 | 798 |
| Faculty ¹ | 180 | 192 | 195 | 221 |
| Student/Faculty Ratio (Fall term) | - | - | - | - |
| Academic | 17.0 | 17.1 | 17.0 | 14.9 |
| Professional-Technical | 11.6 | 12.1 | 12.2 | 11.3 |
| Student Credit Hours Delivered ² | 58,512 | 63,605 | 66,621 | 65,349 |
| Degrees Conferred | 473 | 501 | 551 | 504 ³ |

Note 1: Faculty numbers include adjunct faculty as well as regular faculty

Note 2: Credit hours shown are for Academic courses only (for Professional Technical Credit Hours, see "Performance Measures" below)

Note 3: Degrees conferred for FY2006 is based on 19Jun06 snapshot (total awarded will increase as Registrar's Office continues to process transcripts through the summer of 2006).

Performance Highlights

Among the events that took place in FY2006 during the execution of LCSC's Strategic Plan were the following:

- The opening of the final phase of LCSC's activity center project ("Activity Center West" which added classrooms, athletic facilities, and faculty office spaces), funded through a state bonding initiative, student fees, and private donations
- Recognition in the annual U.S. News & World Report survey as the top comprehensive, public 4-year college in the West.
- Growth in enrollment and programs offered at LCSC Coeur d'Alene Center and increased collaboration with North Idaho College. Expansion into additional classroom facilities in CdA (Harbor Plaza complex) to accommodate enrollment growth.
- Ground-breaking for two new residence hall facilities, and expansion of parking spaces on the Lewiston campus.
- Recognition of an LCSC Education Division faculty member as the Carnegie Foundation's "2005 Professor of the Year" for Idaho
- LCSC Baseball team winning the NAIA 2005-2006 World Series (the 14th National Championship for the LCSC Warriors)
- Hosting of the Idaho portion of the national bicentennial celebration of the Lewis and Clark expedition, combined with the "Summer of Peace" signature event sponsored by the Nez Perce Tribe.

Part II – Performance Measures

| Performance Measure | 2003 | 2004 | 2005 | 2006 | Benchmark |
|---|----------|----------|---|----------------------|---|
| 1. Enrollment-Headcount (Fall 10 th day, credit courses only, IPEDS) | 3,108 | 3,471 | 3,325 | 3,451 | 3,537 ¹ |
| 2. Enrollment-Full Time Equivalent (Fall 10 th day, credit courses only) | 2,385 | 2,576 | 2,635 | 2,614 | 2,679 ¹ |
| 3. Annual student credit hour production (academic only)—PSR 1.5 | 58,512 | 63,605 | 66,621 | 65,349 | 66,656 ² |
| 4. Prof-Technical credit hours (PTE annual program enrollment summary) | 14,299 | 13,932 | 13,304 | 12,288 | 12,534 ² |
| 5. Remediation activity (remedial credit hours—PSR 6.2) ³ | 1,053 | 1,419 | 1,734 | 1,362 | 1,400 ³ |
| 6. Non-credit contact hours—Workforce Training and Community programs | 104,600 | 103,734 | 132,003 | 101,826 ⁴ | 105,000 ⁴ |
| 7. Student Retention rate (First-year, full-time degree seeking students, from fall to fall) ⁵ | 58.8% | 52.2% | 59.9% | 57.1% | 60% |
| 8. Graduation Rate (IPEDS GRS) ⁶ | 29.0% | 27.5% | 32.5% | 27.4% | 30% |
| 9. Degrees and Certificates Awarded (IPEDS Completion Survey) | 473 | 501 | 551 | 504 ⁷ | 519 |
| 10. First-time licensing/certification Exam Pass Rates (PSR 6.3) | RN 91.3% | RN 93.8% | RN 86.2% PN 100% R-T 100% PRAXIS 90.6% | Awaiting results | RN 95% PN 95% R-T 95% PRAXIS 95% |

Performance Measure Explanatory Notes:

1. HC and FTE benchmarks for FY2007 assume a 2.5% annual growth rate (below recent trend of 3-5% annual increase, due to possible impact of increased job opportunities in regional economy).
2. Student Credit Hour benchmarks are based on conservative assumption of 2% growth, based on anticipated increase in Academic and Professional-Technical FTE in FY2007.
3. Remediation activity levels reflect only Fall semester (Fall 10th day info from PSR 6.2 report)—annual remedial/developmental course hours are approximately twice the Fall semester figure. FY2007 benchmark reflects 3% increase anticipated as LCSC increases access to “community college” services.
4. Non-credit contact hours include both Workforce Training and Community Programs through FY2005. Reporting format changed starting in 2006—only Workforce Training contact hours depicted from FY2006 and beyond. Benchmark for 2007 assumes 3% growth in Workforce Training program delivery.
5. Retention rates (from IPEDS) are for first-time, full-time students (Fall freshman year to Fall sophomore year)
6. Graduation rate (IPEDS) does not take into account students who transfer into LCSC and successfully complete a degree, or students who transfer out of LCSC and earn degrees. [Transfer students make up a significant portion of the LCSC population.]
7. Degrees and Certificates awarded for FY06 is based on mid-June 2006 snapshot. Figure will be updated at the beginning of the Fall 2006 semester (as transcripts continue to be evaluated). Estimate 3% increase in FY07.
8. Certification and licensing exam pass rates reflect first-time test takers only. All graduates must eventually pass the exams before practicing in the specified professional field. “RN” = Registered Nurse NCLEX exam. Licensed Practical Nurse (PN), Radiological Technician (R-T) and Teacher PRAXIS exams went into effect for LCSC in FY2006. 95% benchmark reflects long-term target (no more than one out of 20 examinees failing on first attempt)—95% is well above historical national pass rate averages.

For More Information Contact

Chet Herbst
Chief Planning Officer
Office of Institutional Planning, Research, and Assessment
Lewis-Clark State College
500 8th Ave.
Lewiston ID 83501
Phone: (208) 792-2065
E-mail: cgherbst@lsc.edu

THIS PAGE INTENTIONALLY LEFT BLANK



Eastern Idaho
Technical College
STRATEGIC PLAN

2006-2010

THIS PAGE INTENTIONALLY LEFT BLANK

Eastern Idaho Technical College STRATEGIC PLAN 2006-2010

The Eastern Idaho Technical College (EITC) Strategic Plan (The Plan) has been developed in response to the statutory requirements in Idaho Code (see Title 67) and further described in the State Board of Education (SBOE) Governing Policies and Procedures document (see Section I dated April 2002). The Plan is an integral part of the SBOE overall planning process and aides in the delivery of quality Professional-Technical education in the nine county EITC service area. The Plan aligns and incorporates the Strategic direction of the SBOE and the Division of Professional-Technical Education (PTE).

The EITC Strategic Plan serves to maintain the focus of the college on providing quality education to our students and providing well trained and qualified individuals to employers. The Plan is considered a living document and is an integral part of annual and long-term planning efforts. Instructional and business decisions, including personnel and budgetary considerations, are made based on The Plan. The Plan also serves as the basis for annual execution plans and institutional planning and effectiveness.

Eastern Idaho Technical College's Strategic Plan 2006-2010 is intended to answer the question of "What does the agency need to accomplish?" ... and "Where is our Primary Direction for the coming five-to-eight (5-8) year period." The details of "How" we intend to accomplish these goals and objectives will be spelled out in the more detailed Eastern Idaho Technical College Institutional Effectiveness Plan under separate cover (not included with this submission).

A handwritten signature in black ink, appearing to read "William A. Robertson". The signature is fluid and cursive, with a large initial "W" and "R".

William A. Robertson - President

MISSION STATEMENT

Eastern Idaho Technical College provides superior educational services in a positive learning environment that supports student success and regional workforce needs.

VISION STATEMENT

Our vision is to be a superior quality professional-technical college. We value a dynamic environment as a foundation for building our College into a nationally recognized technical education role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to any college and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

Eastern Idaho Technical College **STRATEGIC PLAN 2006-2010**

| Alignment with PTE Goals & Objectives | Alignment with SBOE Goals & Objectives | <i>Eastern Idaho Technical College GOALS & OBJECTIVES</i> | Anticipated Completion Date |
|---------------------------------------|--|---|-----------------------------|
| | | 1. QUALITY: Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry. | |
| 1-4 | 1-4 | Provide and continually plan for a quality campus environment that encourages student growth, fosters respect for people, advocates positive human interaction and serves the diverse student and community populations within the dimensions of college resources. | |
| 1-1, 3-1 | 1-4 | Fulfill our role as a superior technical college. | |
| 1-4, 1-5 | 1-7, 1-8, 1-9 | Analyze existing staffing patterns at the college in support of improved efficiency and replacement staffing needs. | |
| | | 2. ACCESS: Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners. | |
| 1-3, 2-4,2-5 | 2-4, 2-5, 2-7 | Develop a comprehensive marketing campaign to promote college services and improve public perception of the college. | |
| 1-1,1-6,2-2, 2-3 | 2-3 | Provide postsecondary professional technical education for students who plan to enter full-time employment after completing a one or two-year curriculum. | |
| 1-7, 2-9,3-4 | 2-4, 2-5 | Participate in the economic development of the service area through collaborative planning, training and education. | |
| 2-3, 2-9 | 2-4, 2-5 | Offer developmental programs in adult literacy, General Educational Development, Adult Basic Education and English as a Second Language. | |

| | | | |
|--------------------------|------------------|--|--|
| 1-1,2-2,2-3, 2-7, 2-8 | 2-2, 2-3 | Extend professional-technical education to students currently enrolled in area secondary schools. | |
| 2-9 | 2-2, 2-7 | Provide support services that enhance the educational experience of students, including advising, counseling, career planning, placement and other activities. | |
| 1-3,1-7,2-5, 2-6, 2-7 | 2-2, 2-3 | Maintain and enhance partnerships with regional high schools, colleges, universities, businesses, industry, government and health care institutions. | |
| | | 3. RELEVANT: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels. | |
| 1-3, 2-4,2-5 | 3-3 | Develop a comprehensive marketing campaign to promote college services and improve public perception of the college. | |
| 1-3,1-7,2-5, 2-6, 2-7 | 3-3 | Maintain and enhance partnerships with regional high schools, colleges, universities, businesses, industry, government and health care institutions. | |
| | | 4. EFFICIENT: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide. | |
| 4-1 | | Establish mechanisms for enhanced internal communication. | |
| 1-3,1-7,2-5, 2-6, 2-7 | 4-2, 4-4, 4-8 | Maintain and enhance partnerships with regional high schools, colleges, universities, businesses, industry, government and health care institutions. | |
| 2-2, 2-3 | 4-8, 4-10 | Provide an alternative instructional delivery system to enhance learning for all students. | |

Part 1 – Agency Profile

Agency Overview

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

Core Functions/Idaho Code

Eastern Idaho Technical College created to provide professional-technical post-secondary educational opportunities. Title 33, Chapter 22

Revenue and Expenditures:

| Revenue | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|-----------------------------------|--------------------|--------------------|--------------------|---------------------|
| General Fund and Misc Receipts | \$4,668,597 | \$5,008,723 | \$5,219,712 | \$5,540,429 |
| Grants and Contracts | \$2,244,205 | \$2,484,285 | \$2,589,820 | \$2,469,555 |
| Student Fees | \$670,668 | \$691,803 | \$782,715 | \$913,744 |
| Capital Grants and Appropriations | \$178,955 | \$199,380 | \$785,057 | \$574,385 |
| Sales and Services | \$413,054 | \$432,677 | \$433,901 | \$473,299 |
| Other | \$154,829 | \$137,123 | \$148,901 | \$247,634 |
| Total | \$8,330,308 | \$8,953,991 | \$9,960,106 | \$10,219,046 |
| Expenditure | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
| Personnel Costs | \$4,978,676 | \$5,108,836 | \$5,710,354 | \$6,076,044 |
| Operating Expenses | 2,650,941 | \$3,006,805 | \$3,104,886 | \$2,874,351 |
| Capital Outlay | 271,424 | \$150,618 | \$967,842 | \$723,551 |
| Total | \$7,901,041 | \$8,266,259 | \$9,783,082 | \$9,673,946 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|--|---------|---------|---------|---------|
| Student Numbers by Service Group: | | | | |
| - EITC Unduplicated Headcount | 1,405 | 1,580 | 1,447 | 1,391 |
| - Work Force Training Headcount | 4,176 | 7,095 | 7,106 | 8,836 |
| - Adult Basic Education Headcount | 804 | 707 | 774 | 750 |
| - Center for New directions Headcount | 428 | 401 | 402 | 335 |

Performance Highlights:

- Eastern Idaho Technical College is completing work on an accreditation self-study in preparation for an accreditation visit in April of 2007. Self-studies are completed every ten years and then verified by NWCCU (Northwest Commission on Colleges and Universities).
- Eastern Idaho Technical College has recently received tentative approval of a 2-year Registered Nursing program, pending curriculum development and approval.
- On May 19, 2006, a ground-breaking ceremony was held for the new Health Occupations building. The building should be completed and available for use by the Fall of 2007.

Part II – Performance Measures

See Attachment

Performance Measure Explanatory Note: *Student counts and financial information contained in this report are estimates based on current information. Audited financial information and official student counts are not ready until October of each year.*

| |
|---|
| <p>For More Information Contact</p> <p>Douglas D. DePriest Eastern Idaho Technical College 1600 S. 25th E. Idaho Falls, ID 83404 Phone: (208) 524-3000 x3380 E-mail: ddepries@eitc.edu</p> |
|---|

Uniform Performance Measures

1. Student Applications, Admissions, and Enrollment

Report the headcount of first-year students completing application, being admitted and enrolling at the institution. **Use numbers and definitions from the state PSR6.1 Report.**

| | 2003 | 2004 | 2005 | 2006 | Benchmark |
|-------------------|------|------|------|------|-----------|
| Applicants | 502 | 537 | 631 | | |
| Admitted | - | - | 262 | | |
| Enrolled | 144 | 130 | 141 | | |

2. Remediation Activity

Report remedial/developmental headcount and credit hours for first-year students. Report institutional total remedial/developmental activity. **Use numbers from the state PSR6.2 report.**

| | 2003 | 2004 | 2005 | 2006 | Benchmark |
|---------------------|------|------|------|------|-----------|
| Headcount | | | | | |
| Letters | 5 | 21 | 18 | | |
| Math | 3 | 38 | 10 | | |
| Credit Hours | | | | | |
| Letters | 15 | 63 | 54 | | |
| Math | 9 | 114 | 30 | | |

3. Student Retention

Report the number from the cohort of new first-year students (using the definitions from measure #1) who enroll for the second year (or reach program completion in a professional-technical program of one year or less). Use only first-time, full-time students. Include both the number and percentage of students retained to the second year (enrolled at 10th day of fall semester, or completed by 10th day of fall semester).

Current year not available

4. Graduation Rates

Use the cohort definitions and levels from the IPEDS-GRS Survey. Report the total graduation rate in 100% and 150% of catalog program length for the most recent complete cohort year.

| 2003 | 2004 | 2005 | 2006 | Benchmark |
|------|------|------|------|-----------|
| | | | | |

Current year not available (2002 data is most recent available)

Uniform Performance Measures

5. Off-Campus Credit Hour Delivery

Report undergraduate, graduate, and vocational-technical credits earned at locations remote to the main campus, by delivery method (traditional, telecommunications, and correspondence). Use totals from the state PSR1.7 report, summed by delivery method and level (graduate, undergraduate). Add corresponding data from vocational-technical programs.

| | 2003 | 2004 | 2005 | 2006 | Benchmark |
|--------------------|------|------|------|------|-----------|
| Traditional | 218 | - | 264 | 624 | |
| Telecommunications | 677 | 770 | 200 | - | |
| Total | 895 | 770 | 464 | 624 | |

6. Exam Pass Rates

Report the pass rates for programs that have licensing or certification exams. Indicate national or state norms when available. Use numbers from the state PSR6.3 report

| | 2003 | 2004 | 2005 | 2006 | Benchmark |
|---|---------|---------|------|------|-----------|
| Practical Nursing | 87.04 % | 96.97 % | - | | |
| <i>Nat'l Pass Rate</i> | 92.12 % | 89.59 % | - | | |
| Medical Assisting | 100% | 80% | 87% | | |
| <i>Nat'l Pass Rate</i> | - | 67.80 % | 68% | | |
| Surgical Technology | 100% | 100% | 83% | | |
| <i>Nat'l Pass Rate</i> | - | 71% | 68% | | |
| Welding Technology | 100% | 100% | 100% | | |
| <i>Nat'l Pass Rate</i> | - | - | - | | |
| Computer Networking Technologies | 100% | 90% | 100% | | |
| <i>Nat'l Pass Rate</i> | - | - | - | | |

7. Employer Satisfaction

Provide a brief (one or two pages) summary of employer satisfaction surveys for recent graduates and of the results of the Professional/Technical Completers/Leavers reports. Include both narrative summaries and tabulated data by program where available.

Annually, Eastern Idaho Technical College conducts a survey of graduates, collecting data related to employment status. This data is summarized by program and reports current employment status of program completers. In January of 2006, the follow-up survey of graduates from the 2004-2005 school year was completed.

This past school year, in addition to the completer follow up survey, the College initiated an employer survey designed to collect data reflecting the employers evaluation of the

Uniform Performance Measures

preparedness of our graduates. The Employer Follow-up Survey consisted of four general areas and an opportunity for comments. The four general areas measured were:

- 1. Training Evaluation: (reported by Likert Scale 5-very good, 4-good, 3-average, 2-poor, and 1-very poor)*
 - a. Technical Knowledge*
 - b. Work Attitude*
 - c. Work Quality*
- 2. An overall rating of performance as it relates to job requirements. (Reported using same scale as number 1)*
- 3. A relative comparison of our students' preparedness to other employees. Reported nominally as: no basis for comparison; individual is better prepared; both are about the same; or individual is less prepared)*
- 4. Basic skills observed (reported using same scale as number 1)*
 - a. Reading*
 - b. Writing*
 - c. Math*

One hundred seventy two of the program graduates from school year 2004-2005 reported they were employed in jobs directly related to their training. Of those, 130 provided the name and address of their employer. An Employee Follow-up Survey was mailed to all 130 employers. 57 Employer Follow-up Surveys were completed and returned.

The results of the survey indicated an overall positive satisfaction of the employers. Ratings ranged from 4.12 to 4.6. Approximately forty-nine percent of the employers expressed that the graduates were better prepared than their peers, seventeen percent reported the graduates were about the same; zero percent reported that the graduates were less prepared; and thirty-four percent reported that they had no basis to respond.

8. Student Transfer

Use institutional transfer numbers from the state student-tracking system. Report institution by institution the number of students transferring to and from your campus. Show the number of transfers for all Idaho institutions and from the out-of-state institutions with the three largest numbers of students transferring to and from campus.

Not available

9. Outreach and Public Service

Provide a brief (one or two pages) summary of institutional outreach and public service programs and an executive assessment of outcomes.

Current support services offered are as follows:

- Vocational Rehabilitation Counseling - Through a cooperative agreement with the Idaho Division of Vocational Rehabilitation a Counselor and office assistant is housed on the EITC campus to provide assistance to high school age clients in their transition to work and/or college.*

Uniform Performance Measures

- *Workforce Investment Act - Through a cooperative agreement with the Department of Commerce/Labor a WIA Caseworker is housed on the EITC campus to provide support services to students who are funded through WIA. This person works closely with EITC faculty and staff to facilitate the success of their clients.*
- *Counseling - Admission, academic, and vocational counseling services are provided to assist students in their educational endeavors. In addition, substance abuse prevention counseling, crisis intervention, and short-term personal and group services are available.*
- *Jordon Library – The 8,680 square foot library facility has holdings of over 22,000 volumes, 35 computers for student use, a growing professional development section for instructors, and access to research databases (EBSCO) for both students and faculty.*
- *Tech Prep - Through a cooperative agreement with the area school districts, a Tech Prep Office is housed on the EITC campus. The office is staffed by the Tech Prep Coordinator and office assistant. The Coordinator works closely with area high school faculty and EITC faculty in the creation and maintenance of tech prep articulation agreements. Tech Prep program participants are assisted by the office staff in the transition from high school to college.*
- *GED Preparation, Basic Skills Assistance, and Testing – The ABE division served 1,621 students in FY05. Through the Tests of Adult Basic Education (TABE), student skills are evaluated for placement in appropriate remedial classes.*
- *Writing and Math Center (WMC) – The WMC includes individual and small group tutoring in math and writing. In 2005, the WMC began tutoring services to students in required program courses such as anatomy and physiology, accounting, and computer networking.*
- *English as a Second Language (ESL) – ESL students are served through the ABE division. Students are placed according to their English proficiency in appropriate classes held on campus and throughout the region.*
- *Job Education & Training (JET) – This program is funded through Health & Welfare and administered by the ABE division. JET provides educational and workplace skills for low-income parents of dependent children.*
- *Greater Opportunities to Achieve Life Skills (GOALS) - This project is designed to assist disabled youth in receiving specialized pre-vocational, vocational, and independent living skills.*
- *Center for New Directions – Assists the community and students with career planning, individualized career search, personal growth and career exploration, walk-in counseling, and assistance in application for educational programs and financial aid.*
- *Job Placement - Assistance is given to current and former students in identifying and acquiring employment in occupations related to the training received at EITC. The Placement Director assists students in career development by conducting workshops in interviewing skills, resume writing, and job seeking skills. In addition, the director arranges for on campus interviews by companies in need of employees.*

Uniform Performance Measures

Over the last three decades, the College has utilized community, state, and federal resources in combination with a variety of grants to meet the educational and job training needs of employers and residents alike in eastern Idaho. This is evidenced by the creation of the EITC Foundation in 1992, which has already generated funds approaching \$3 million. The development of rural community outreach centers that are completely self-supporting in the communities of Driggs, Arco, St. Anthony, Rexburg, and Salmon speak to the College's ability to operate a sustainable organization.

With college participation by Idaho high school graduates near the lowest in the nation, and with the increasing demand for highly trained workers to maintain Idaho's competitive edge in a global economy, post-secondary training is increasingly important. For over three decades, EITC has provided students with the opportunity to select from 30 Technical Certificates and 15 Associate of Applied Science degree programs. In addition, the College offers comprehensive educational programs and activities through its Regional Adult Learning Center, Workforce Training and Community Education, and its regional outreach centers. These existing educational and job training programs annually provide approximately 10,000 east-central Idaho residents with access to high-quality, high-paying job training, employment upgrade training, basic skills remediation, English as a Second Language, and citizenship courses. Since 1970, employers and residents alike, faced with a changing workplace and technology have come to rely on the College for stability and the opportunity to advance their opportunities for success.

10. Externally Funded Research

Report the annual dollar amount expended on externally funded research and other external grants and contracts. Provide subtotals for each category.

Not applicable

11. Degrees and Certificates Awarded

Use data from IPEDS Completion Survey. Report subtotals for each certificate or degree level and the institutional total.

| Level | 2003 | 2004 | 2005 | 2006 * | Benchmark |
|--------|------|------|------|--------|-----------|
| 01 | 31 | 27 | 24 | 13 * | |
| 02 | 70 | 43 | 106 | 67 * | |
| 03 | 72 | 73 | 86 | 41 * | |
| Totals | 173 | 143 | 216 | 121 * | |

* 2006 numbers do not include summer

Level 01 – Awards of less than 1 academic year

Level 02 – Awards at least 1 but less than 2 academic years

Level 03 – Associate degrees

12. Collaboration with Other Organizations

Provide a brief (one or two pages) summary of collaborative efforts with other organizations (public/private) in support of the agency/institution mission.

The College currently has partnership agreements with Teton Valley High School, the Idaho Transportation Department, The Development Company, and the Salmon Innovation Center. These

Uniform Performance Measures

partnerships provide state-of-the-art distance learning classrooms in Driggs and St. Anthony.

To ensure the availability of appropriately trained technical professionals EITC has formed collaborative partnerships with east-central Idaho public school districts, state, federal, local agencies and municipalities, economic development organizations, and colleges and universities. These collaborative partnerships include the Idaho Department of Commerce/Labor Job Service offices located in Idaho Falls, Rexburg and Salmon, the Eastern Idaho Superintendents Association (which includes 19 public school districts), Migrant Council, Idaho National Laboratory, and economic development agencies such as Grow Idaho Falls, The Development Company, and the Regional Development Alliance.

Through collaborative partnerships, EITC is taking a proactive stance in promoting economic progress in east-central Idaho by meeting employer needs for trained workers and in providing the necessary skills to residents of this region who seek to gain high-wage employment. These partnerships have served as an important mechanism in surveying employer need for specific job-training programs. By working with local and regional business, industry, and economic development agencies, the College has been able to maintain and successfully update existing training programs in order to keep pace with rapidly changing technology and the economy.

By working with the Eastern Idaho Superintendent's Association, which includes 19 school districts, EITC has been able to ensure that students will smoothly transition from high school to postsecondary education. Our ties with local public school districts in east-central Idaho have been key to the College's ability to establish a successful Tech Prep Program. This long standing relationship has also enabled EITC to operate rural Community Education and Workforce Training outreach sites in the communities of Driggs, Arco, Salmon, Rexburg, and St. Anthony.

Finally, each of the College's fulltime occupational training programs maintain advisory committees consisting of business and industry representatives that provide assistance with curriculum development and curriculum update, supervised work experience locations for students, and employment entry for program graduates.

The College has also developed agreements with the Idaho Migrant Council (IMC). It is intended that the College will continue to work in collaboration with the IMC in the development of new and expanded educational offerings tailored to the Council's needs.



NORTH IDAHO COLLEGE

North Idaho College

STRATEGIC PLAN

2004-2007

THIS PAGE INTENTIONALLY LEFT BLANK

North Idaho College

STRATEGIC PLAN 2004-2007

North Idaho College's Strategic Plan 2004-2007 is a three-year plan designed to provide the direction and major goals for the institution based on the college's mission. Each of the major goals and associated objectives are more fully described in the North Idaho College Strategic Plan 2004-2007 found under separate cover.

(North Idaho College President, Michael Burke, PhD)

VISION STATEMENT

North Idaho College will be . . .

- A comprehensive community college, a regional leader in an integrated education system, and a catalyst for positive change.
- A student-centered institution that embraces innovation and flexibility in response to community needs.
- The first choice of students seeking an accessible and affordable quality education.
- A caring, supportive learning community where the principles of equality are modeled and promoted.
- An institution dedicated to scholarship, personal growth, and lifelong learning.

MISSION STATEMENT

North Idaho College is committed to student success, teaching excellence, and lifelong learning. As a comprehensive community college, North Idaho College provides quality educational opportunities that expand human potential and enhance the quality of life for the students and the communities it serves.

| | | |
|-------------|--|----------------------|
| NIC Goal 1 | <p>1.0 Ensure that support systems are in place to improve student success and goal attainment</p> <p><u>Performance Measure:</u> Increase retention and graduation rates of students completing a certificate or associate degree program. (This is a new performance measure)</p> <p><u>Benchmark #1:</u> Increase fall-to-fall retention rate from 48.5% to 52% for first-time full-time, degree-seeking students entering fall 2005.</p> <p><u>Benchmark #2:</u> Increase the three-year graduation rate of students entering fall 2005 to 27% up from 24.4% for fall 2002 student cohort.</p> | December 2006 - 2007 |
| NIC Goal 3 | <p>3.0 Meet the community's educational and training needs within NIC's role and mission and be recognized as the leader in educational initiatives in the five northern counties</p> <p><u>Performance Measure:</u> Increase the assessment of educational and training needs of the region. (This is a new performance measure)</p> <p><u>Benchmark:</u> Increase by 5% annually the number of educational and training opportunities identified by NIC beginning fall 2005. Document the increase of needs assessment surveys given; document the number of partnerships created with 1) business/industry, 2) other educational institutions, and 3) community agencies.</p> | December 2006 - 2007 |
| SBOE Goal 3 | <p>3. RELEVANT: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.</p> | |
| NIC Goal 4 | <p>4.0 Ensure that institutional growth mirrors community needs and regional growth, and that human, technological and physical resources exist to support that growth</p> <p><u>Performance Measure:</u> Increase enrollment by 2% in certificate programs, associate degree programs, short-term/contract training, or dual enrollment classes. (This is a new performance measure)</p> <p><u>Benchmark:</u> Increase enrollment by 2% in all programs from fall 2005 to fall 2006. The 2% may be a combination of enrollments in certificate programs, associate degree programs, short-term/contract training or dual enrollment classes.</p> | December 2006 - 2007 |
| SBOE Goal 4 | <p>4. EFFICIENT: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.</p> | |
| NIC Goal 2 | <p>2.0 Ensure North Idaho College efficiently and effectively responds to the educational and training needs of the region</p> <p>(Same Performance Measure as shown above for Goal 2)</p> | December 2006 - 2007 |

KEY EXTERNAL FACTORS

The success of North Idaho College's Strategic Plan, 2004-2007, is related to the following three key external factors:

1. **Enrollment** – A recent decline in enrollment in some NIC programs is a key external factor not fully within the college's control.
2. **Employment Rate** - Nation-wide there is a correlation between high employment rates and lower community college enrollment. When jobs are readily available, students often choose work over school. A continued rate of high employment is a key external factor not within the college's control.
3. **Funding** – The addition of new programs is related to available funding. A key external factor not always in the college's control is funding.

Agency Overview

Founded in 1933, North Idaho College is a comprehensive community college that provides a wide array of academic, professional technical, and workforce training programs. NIC enrolls from 4,300 to 4,500 students in its credit courses and programs and has over 12,975 course enrollments (a headcount of 6,926) in various non-credit offerings. NIC offers associate of arts and associate of science degrees in over 40 college transfer programs, and associate of applied science degrees and technical certificates in over 30 professional-technical programs.

North Idaho College is accredited by the Northwest Association of Schools and Colleges. The Nursing Program is accredited by the National League for Nursing Accrediting Commission.

NIC's 45-acre campus is located on the shores of beautiful Lake Coeur d'Alene. In addition to the main campus, the college delivers courses at the NIC Workforce Training Center in Post Falls and through outreach centers located in Sandpoint and in the Silver Valley. Additional courses are offered at various sites throughout the five-county service area through an extensive network of interactive video classrooms, and through the Internet. Classes are also offered at area high schools through NIC's dual enrollment program.

Of the 4,369 students taking credit classes or programs during the fall 2005 semester, 91% of them were from Idaho and approximately 9% were from other states. By gender, 63% of NIC students are female and 37% are male. In the fall 2005 semester, 58% of NIC's students were full-time and 42% were attending part-time. The four top majors for NIC students include General Studies, Business Administration and Management, Education, and Nursing/ Pre-Nursing.

The college is governed by a locally elected board of trustees who hires the president of the institution. The organizational structure of the college includes senior level administration, professional staff, instructional staff and classified staff. There are over 800 people employed by North Idaho College, 447 are full-time and 372 are part-time. The faculty includes 153 full-time instructors and 140 part-time instructors. The administrative/professional staff total 147, and the classified staff totals 379.

Revenue for the operation of the college and its programs comes from a combination of sources including state appropriation, local property taxes and student tuition.

Core Functions

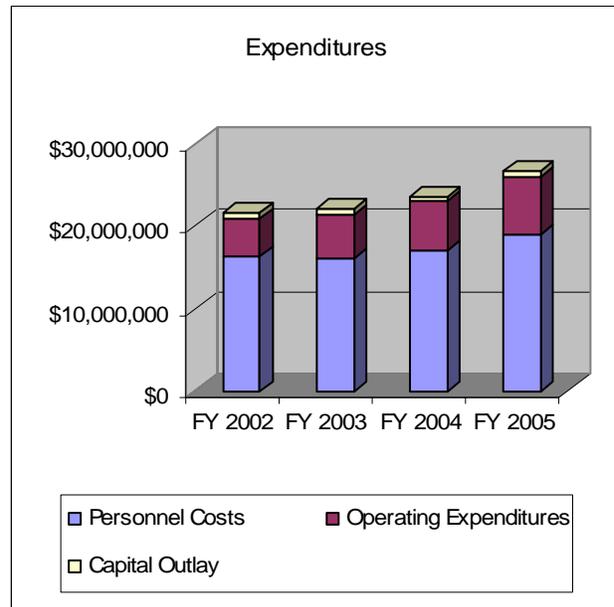
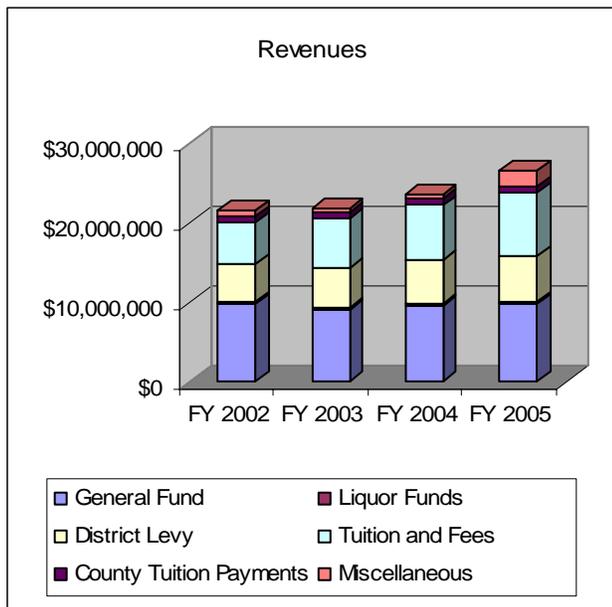
North Idaho College is a two-year community college as defined by Idaho Code 33, Chapter 21 and 22. The core functions of North Idaho College are to provide instruction in academic courses and programs and in professional technical courses and programs. As a part of professional technical education,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

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

Revenue and Expenditures:

| Revenue | FY 2002 | FY 2003 | FY 2004 | FY 2005 |
|-------------------------|---------------------|---------------------|---------------------|---------------------|
| General Fund | \$9,930,500 | \$9,128,500 | \$9,612,000 | \$9,942,800 |
| Liquor Funds | \$150,000 | \$150,000 | \$150,000 | \$151,000 |
| District Levy | \$4,879,400 | \$5,198,100 | \$5,526,200 | \$5,847,700 |
| Tuition and Fees | \$5,275,800 | \$6,090,600 | \$6,982,200 | \$7,938,300 |
| County Tuition Payments | \$673,000 | \$773,000 | \$773,000 | \$876,000 |
| Miscellaneous | \$641,500 | \$655,800 | \$572,800 | \$1,822,400 |
| Total | \$21,550,200 | \$21,996,000 | \$23,616,200 | \$26,578,200 |

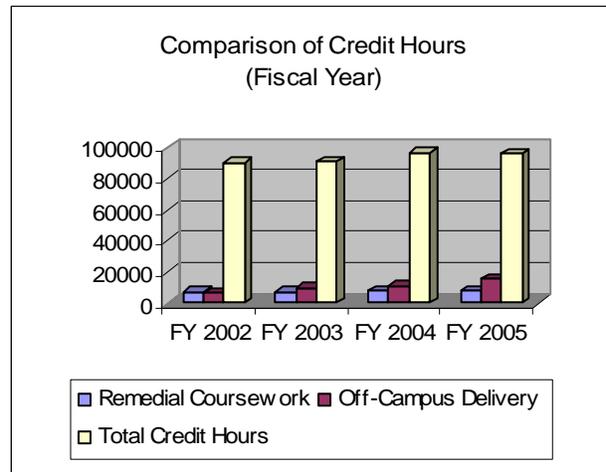
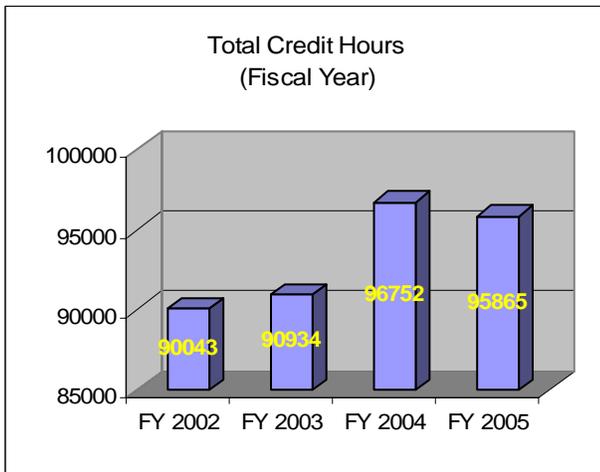
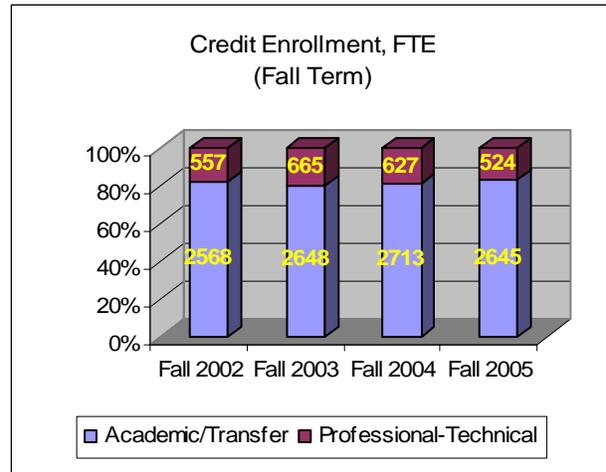
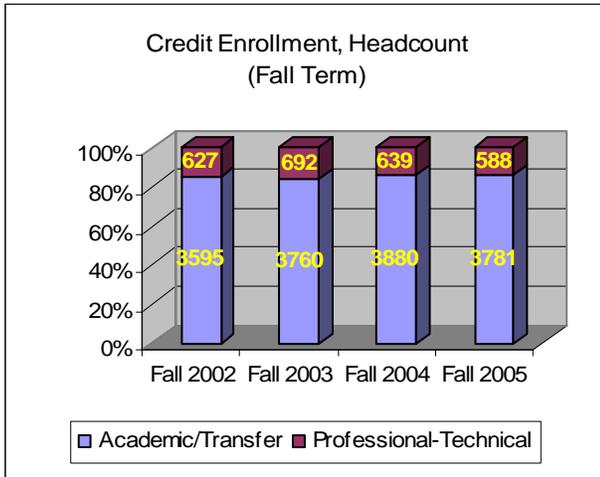
| Expenditure | FY 2002 | FY 2003 | FY 2004 | FY 2005 |
|--------------------------|---------------------|---------------------|---------------------|---------------------|
| Personnel Costs | \$16,240,900 | \$16,157,600 | \$17,055,600 | \$19,051,900 |
| Operating Expenditures | \$4,670,900 | \$5,164,600 | \$5,931,000 | \$6,862,800 |
| Capital Outlay | \$638,400 | \$673,800 | \$629,600 | \$663,500 |
| Trustee/Benefit Payments | \$0 | \$0 | \$0 | \$0 |
| Total | \$21,550,200 | \$21,996,000 | \$23,616,200 | \$26,578,200 |



Profile of Key Services Provided

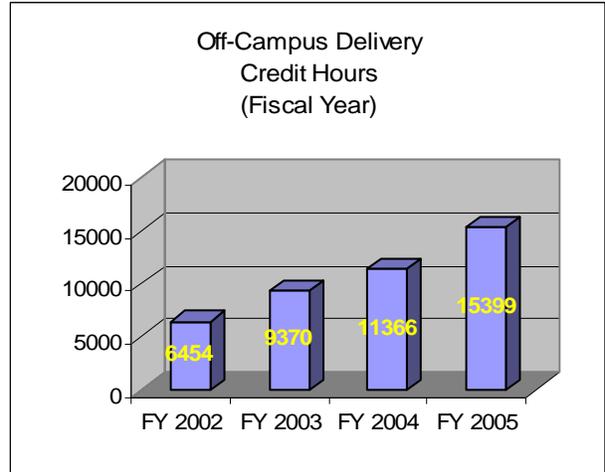
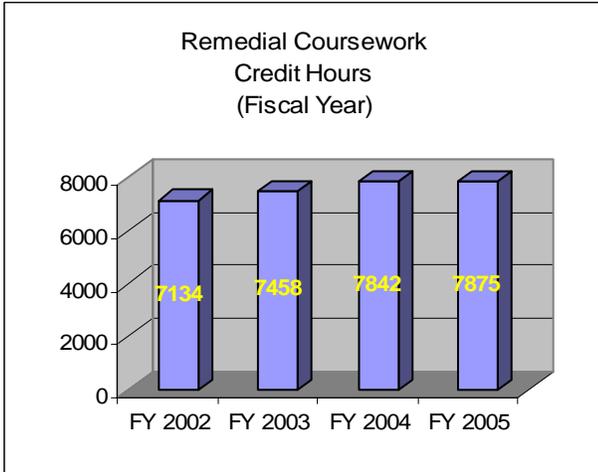
| Key Services Provided | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 |
|---|------------|------------|------------|------------|
| Enrollment in Courses and Programs | | | | |
| <u>Credit Enrollment, Headcount</u> | | | | |
| Academic/Transfer Headcount | 3595 | 3760 | 3880 | 3781 |
| Professional-Technical Headcount | <u>627</u> | <u>692</u> | <u>639</u> | <u>588</u> |
| Total Headcount (Fall Term) | 4222 | 4452 | 4519 | 4369 |
| <u>Credit Enrollment, FTE</u> | | | | |
| Academic/Transfer FTE | 2568 | 2648 | 2713 | 2645 |
| Professional-Technical FTE | <u>557</u> | <u>665</u> | <u>627</u> | <u>524</u> |
| Student FTE Total (Fall Term) | 3125 | 3313 | 3340 | 3169 |

| Key Services Provided | FY 2002 | FY 2003 | FY 2004 | FY 2005 |
|---|---------|---------|---------|---------|
| Total Credit Hours by Year | | | | |
| <u>Credit Coursework</u> Total Credit Hours (Fiscal Year) | 90043 | 90934 | 96752 | 95865 |



| Key Services Provided | FY 2002 | FY 2003 | FY 2004 | FY 2005 |
|---|---------|---------|---------|---------|
| Remedial Credit Hours | | | | |
| <u>Remedial Coursework</u> Total Credit Hours (Fiscal Year) | 7134 | 7458 | 7842 | 7875 |

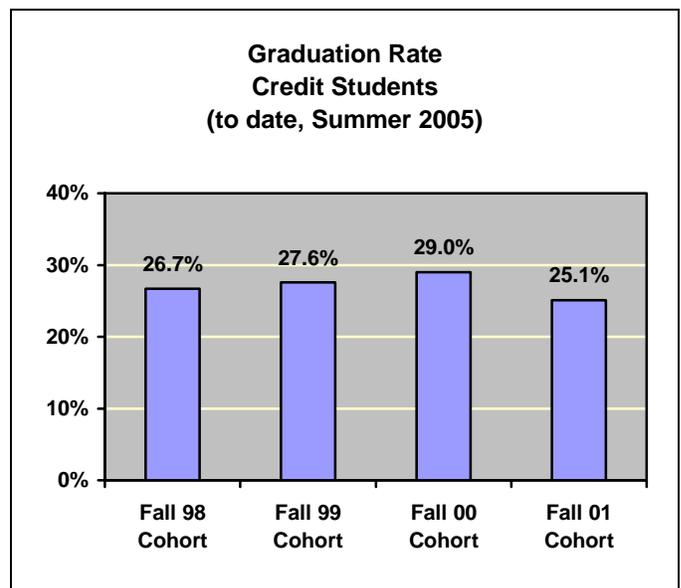
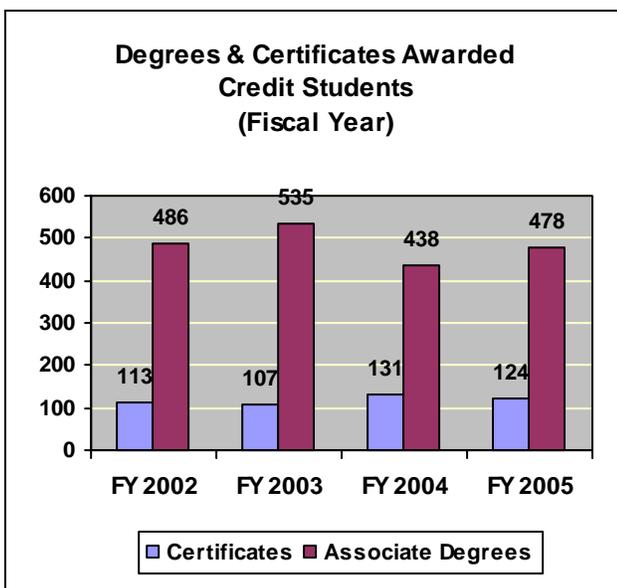
| Key Services Provided | FY 2002 | FY 2003 | FY 2004 | FY 2005 |
|---|---------|---------|---------|---------|
| Off-Campus Credit Hours | | | | |
| <u>Off-Campus Delivery</u> Total Credit Hours (Fiscal Year) | 6454 | 9370 | 11366 | 15399 |



| Key Services Provided | FY 2002 | FY 2003 | FY 2004 | FY 2005 |
|---|---------|---------|---------|---------|
| Degree and Certificates Awarded | | | | |
| <u>Degree & Certificates Awarded, Credit Students</u> | | | | |
| Certificates | 113 | 107 | 131 | 124 |
| Associate degrees (Fiscal Year) | 486 | 535 | 438 | 478 |

| Key Services Provided | FY 2002 | FY 2003 | FY 2004 | FY 2005 |
|--|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Graduation Rate | | | | |
| <u>Graduation Rate, Credit Students*</u> | | | | |
| Obtain a degree from NIC (to date) | 26.7% (Fall 98 cohort, N=776) | 27.6% (Fall 99 cohort, N=856) | 29.0% (Fall 00 cohort, N=946) | 25.1% (Fall 01 cohort, N=826) |

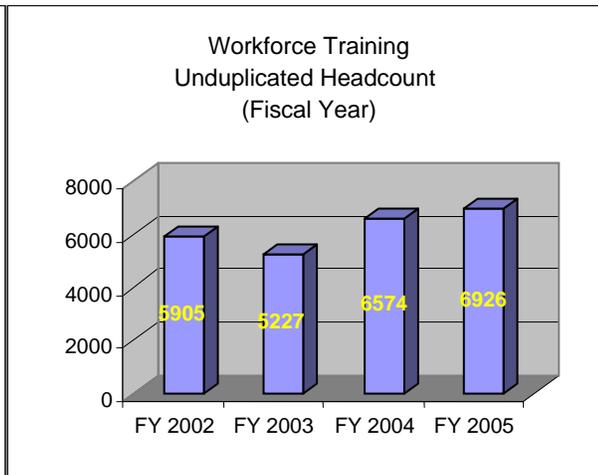
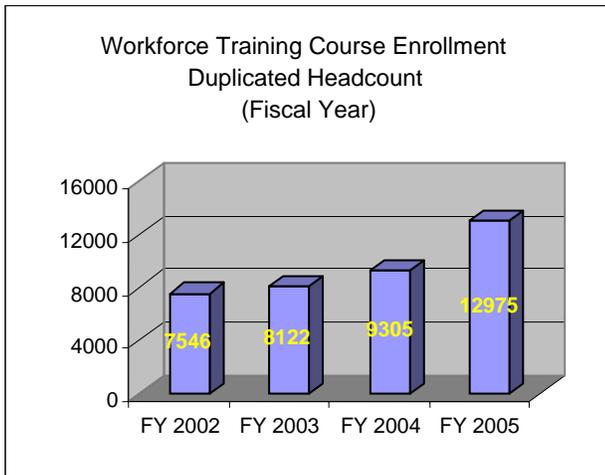
Note: Only one degree is listed for a student. Summer 2005 is the latest degree listing used



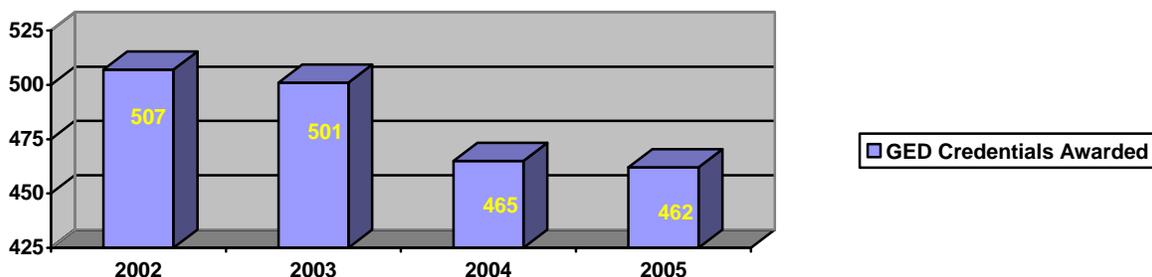
* First-Time, Full Time Degree Seeking Students

| Key Services Provided | FY 2002 | FY 2003 | FY 2004 | FY 2005 |
|--|---------|---------|---------|---------|
| Professional-Technical Positive Placements | | | | |
| Professional-Technical Positive Placements (Fiscal Year) | 97% | 92% | 92% | 91% |

| Key Services Provided | FY 2002 | FY 2003 | FY 2004 | FY 2005 |
|---|---------|---------|---------|---------|
| Non-Credit Enrollment - Headcount | | | | |
| <u>Non-Credit Course Enrollment, Duplicated Headcount</u> | | | | |
| Workforce Training Center Headcount (Fiscal Year) | 7546 | 8122 | 9305 | 12975 |
| <u>Non-Credit Enrollment, Unduplicated Headcount</u> | | | | |
| Workforce Training Center Headcount (Fiscal Year) | 5905 | 5227 | 6574 | 6926 |



| Key Services Provided | 2002 | 2003 | 2004 | 2005 |
|---|------|------|------|------|
| GED Credentials Awarded | | | | |
| <u>GED, Non-Credit Students</u> | | | | |
| GED Credentials Awarded (Calendar Year) | 507 | 501 | 465 | 462 |



Performance Highlights

Meyer Health and Sciences Building Opens

The \$11.9 million building opened in the fall of 2005. The 57,000-square-foot building includes classrooms, two auditoriums, and labs, and houses the sciences and health professions divisions.

New Programs Added

Three new professional-technical programs were added – Outdoor Power/Recreational Vehicle Technology, Landscape Technology, and Human Resources Assistant. The college also reinstated the Welding program.

Dual Credit Program Expands

NIC's dual credit program which allows high school students to enroll in NIC classes for both high school and college credit expanded with new classes offered at various high schools in North Idaho.

Workforce Training

NIC's Workforce Training Center posted a 37 percent increase in enrollment for fiscal year 2005.

Student Newspaper

The Sentinel won several national awards including competitions against four-year colleges and universities. The paper has won The Best of Show Award from the Collegiate Press for four consecutive years.

Athletic Honors

The women's basketball team and the softball team both received national honors for their academic achievements.

Auditorium Equipment

Boswell Hall Schuler Auditorium received \$92,000 of new sound and lighting equipment through a generous donation.

Molstead Library

The largest academic library in Idaho's five northern counties, Molstead Library houses more than 68,000 volumes. The library offers access to regional collections and is open to the public.

For More Information Contact

Kathy Christie
North Idaho College
1000 West Garden Ave
Coeur d'Alene, ID 83814
Phone: 208.769.3403
E-mail: kathy_christie@nic.edu



College of Southern Idaho
STRATEGIC PLAN

2005-2010

THIS PAGE INTENTIONALLY LEFT BLANK

College of Southern Idaho

STRATEGIC PLAN 2005-2010

Preamble:

This iteration of the College of Southern Idaho strategic plan shows a very close alignment between the unique mission-oriented goals of the college and the systemic goals and objectives of the State Board of Education.

This side by side comparison of the goals of the two entities demonstrates the College's commitment to discharge its institutional responsibilities while collaborating with sister institutions and agencies in the delivery of community and student opportunities.

Gerald R. Meyerhoeffer, President

MISSION STATEMENT

The College of Southern Idaho, a comprehensive community college, provides educational, social and cultural opportunities for a diverse population of South Central Idaho. In this rapidly changing world, CSI encourages our students to lead enriched, productive and responsible lives.

College of Southern Idaho STRATEGIC PLAN 2005-2010

*Indicates % of tracking alignment; ie, Tracks 80% to SBOE Goals & Objectives

| Alignment with SBOE Goals & Objectives | College of Southern Idaho GOALS & OBJECTIVES | Anticipated Completion Date |
|--|---|-----------------------------|
| *Quality tracks 85% | 1. QUALITY: Direct efforts to continuously improve the quality of Idaho's education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement, and a well-informed citizenry. | |
| Competitiveness CSI Goal II | CSI Quality Goals and Objectives 1.1 Discharge duties inventively and creatively... The goal of "innovation" is to establish and to maintain the inventive spirit of the College. (CSI Goal II, "Innovation", statement of strategy.) Objectives | On-going |
| II-A,1; II-A,2 II-B,1; II-B,2 | 1.1.a Continuously scan pertinent educational and business environments to ensure that programs meet forward-looking student, academic, and business needs and respond appropriately. (II-A,1) | Annually |
| | 1.1.b Ensure that objective standards, processes, and procedures are in place to determine effectiveness of program mission and function; student preparation and instructional methods; student performance and outcomes. Take corrective action where indicated. (II-A,2) | Annually |
| | 1.1.c Continuously enhance student access, improved learning, and internal and external services with up-to-date proven technology. (II-B,1) | On-going |
| | 1.1.d Provide faculty, staff, and administration experience with emerging technologies. (II-B,2) | On-going |
| Achievement CSI Goal IV | 1.2 Enhance potential successes and high-level achievement through the development and management of human, physical, and financial resources. (CSI Goal IV, "Fully Develop Resources", statement of strategy) | On-going |

| | | |
|--|--|---|
| <p>IV-A,1; IV-A,3; IV-A,4; IV-B,2; IV-B,7</p> <p>Well informed Citizenry CSI Goal I</p> | <p>Objectives</p> <p>1.2.a Institute and refine system-wide professional development and renewal. (IV-A,1)</p> <p>1.2.b Cooperatively review personnel classification system; job descriptions; and evaluation process. (IV-A,3)</p> <p>1.2.c Reaffirm salary competitiveness goals. (IV-A,4)</p> <p>1.2.d Develop grounds and facilities that are safe. (IV-B,2)</p> <p>1.2.e 2004 Initiative on Safety and Security. (IV-B,7)</p> <p>1.3 Promote habitual characteristics of respectful and courteous interactions with the widening diversity of the internal community as well as the community at large; enable access to educational and training opportunities; and, demand the highest possible quality of performance. (CSI Goal I, "Service", Statement of Strategy)</p> | <p>Complete</p> <p>Complete</p> <p>Annually</p> <p>Complete</p> <p>On-going</p> <p>On-going</p> |
| <p>I-C,3; I-D,1; I-D,2; I-D,3; I-D,4</p> | <p>Objectives</p> <p>1.3.a Establish a systematic survey process to obtain input about the quality of service exhibited by the College, internally, with former students, and with the community at large. (I-C,3)</p> <p>1.3.b Develop process for balancing student growth with quality instruction on an ongoing basis. (I-D,1)</p> <p>1.3.c Set expectations for quality programs and services by assuring that standards of performance and measurements of compliance are in place. (I-D,2)</p> <p>1.3.d Assure quality of instruction in all programs in cooperation with faculty, department heads, division directors, and deans. (I-D,3)</p> <p>1.3.e 2004 Initiative on Quality Instruction and Student Growth. (I-D,4)</p> | <p>Annually</p> <p>Complete</p> <p>Annually</p> <p>On-going</p> <p>Annually</p> |

| | | |
|--|--|---|
| <p>*Access tracks 90%</p> | <p>2. ACCESS: Provide individuals of all ages and abilities access to education, training, rehabilitation and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and lifelong learners.</p> | |
| <p>Skills, Knowledge, Social awareness CSI Goal I</p> <p>I-A,1; II-A,3; I-B,2; I-B,3</p> <p>Workers, Citizens, learners CSI Goal III</p> <p>III-C,1, III-C 2; III-D,1; III-D,3; I-A, 3; II-B, 1 III-D, 5</p> | <p>CSI Access Goals and Objectives</p> <p>2.1 Promote habitual characteristics of respectful and courteous interactions with the widening diversity of the internal community as well as the community at large; enable access to educational and training opportunities; and, demand the highest possible quality of performance. (CSI Goal I, “Service”, statement of strategy)</p> <p>Objectives</p> <p>2.1.a Assure a student’s continuing access to educational and training opportunities. (I-A,1)</p> <p>2.1.b Assure that the needs of special populations and persons with disabilities are anticipated. (II-A,3)</p> <p>2.1.c Expand recruitment of multicultural, highly able, and international students; and recharge programs that promote understanding of diversity internally and externally. (I-B,2,3)</p> <p>2.2 In the development and delivery of programs and services internally, cooperate and collaborate effectively and efficiently across administrative boundaries and, externally with the other educational institutions, businesses and community organizations. (Goal III, “Partnerships”, statement of strategy)</p> <p>Objectives</p> <p>2.2.a Broker four-year degree and advanced degree offerings in the service area; cooperatively construct a higher education center for the easy access of service area students to four-year and advanced degree offerings. (III-C,1,2)</p> <p>2.2.b Maintain and clarify the process for responsiveness to training requests from business. (III-D,1)</p> <p>2.2.c Create just-in-time training opportunities. (III-D,3)</p> | <p>On-going</p> <p>Annually</p> <p>On-going</p> <p>Annually</p> <p>On-going</p> <p>Annually</p> <p>Annually</p> <p>Complete</p> |

| | | |
|--|---|---|
| | <p>2.2.d Reinvigorate programs to increase recruitment, retention, and placement of students. (I-A,3)</p> <p>2.2.e Continuously enhance student access, improved learning, and internal and external services with up-to-date proven technology. (II-B,1)</p> <p>2.2.f Maintain and invigorate partnerships with community organizations to further cultural and artistic programs and events. (III-D,5)</p> | <p>On-going</p> <p>On-going</p> <p>Annually</p> |
| *Relevant tracks 90% | 3. RELEVANT: Ensure education, training, rehabilitation and information/research services are relevant to the needs of Idaho’s citizens, workforce, business, industry, and local, state, and federal government. | |
| Relevant | CSI Relevant Goals and Objectives | |
| | <p>3.1 Discharge duties inventively and creatively. This entrepreneurial environment is fostered by administrators and all other employees who undertake thoughtful, insightful, and forward-looking decisions and reasonable risk may be a part of the College enterprise. (CSI Goal II, “Innovation”, statement of strategy.)</p> <p>3.2 Continuously scan pertinent educational and business environments to ensure that programs meet forward-looking student, academic, and business needs and respond appropriately. (II-A,1)</p> <p>Objectives</p> <p>3.2.a Ensure that objective standards, processes, and procedures are in place to determine effectiveness of program mission and function... (II-A,2)</p> <p>3.2.b Continuously analyze, regularly report upon and make recommendations related to improvement opportunities in distance learning, internet, and the evolving data, video and voice technologies. (II-A,3)</p> <p>3.2.c Provide organizational leadership in regional economic development. (III-D,4)</p> | <p>On-going</p> <p>Annually</p> <p>Annually</p> <p>On-going</p> <p>Annually</p> |
| Citizens, Workforce, Business/ Industry | | |
| II-A, 1; II-A,2; II-A,3; III-D, 4; II-C,1; IV-C,1 | | |
| Governments | <p>3.3 Maintain and establish cordial working relationships with supervisory agencies and elected officials. (II-C,1)</p> <p>3.4 Manage and invest money resources prudently on behalf of the public in the service area. (IV-C,1)</p> | <p>On-going</p> <p>Annually</p> |

Agency Overview

The College of Southern Idaho's mission, as a comprehensive community college, is to provide educational, social and cultural opportunities to the diverse population of South Central Idaho. Its service area is defined in the Idaho Code as the eight counties of the Magic and Wood River Valleys and a portion of Elmore County.

CSI offers its programs and classes at sites in Gooding (The Northside Center), Burley (The Mini-Cassia Center) and Hailey (The Blaine County Center) as well as the nearly 350 acre main campus in the center of Twin Falls. CSI's extensive proprietary microwave system delivers classes and programs to college students as well as high school students in dual enrollment. It is the fastest growing institution of higher education in the state.

As embodied in the Idaho Code, the College of Southern Idaho is governed by a five member Board of Trustees who manage the College through a total of 392 faculty, administrators and staff. Trustees are elected from within the College District comprised of Jerome and Twin Falls Counties. The 16 year average tenure of the Trustees has given continuity and stability to the College. In July of 2005, Dr. Jerry Beck succeeded Jerry Meyerhoeffer as only the third President in the College's forty year existence.

In the July 2005 letter of continuing accreditation for the College, the Northwest Commission on Colleges and Universities commended CSI's performance in several areas. Perhaps most notable are recognition of faculty, staff and administration "...for creating an environment of collegiality and learning"; and recognition "for creating a place where students are valued and respected." The College was recognized by the Twin Falls Chamber of Commerce as a community asset that is "the heart and soul" of the community.

The College of Southern Idaho provides support and leadership to economic development efforts in all of South Central Idaho. It was instrumental in recruiting and retaining firms that contribute to a 2.5% unemployment rate in the area. This last year, CSI actively led recruitment of: Hilex-Poly (Plastics); Jayco (RV trailers); Kiefer-Built (Trailers); Gossner Cheese; Mulholland Positioning Systems; Les Schwab (Tire manufacturer); and, Dutchmen Manufacturing (RV trailers).

CSI partners with industry, school districts and others including sister institutions of higher education. Probably more than any other industry, CSI has developed a relationship with health care providers in Magic Valley and the State of Idaho. The critical shortage of nurses and other health care professionals has prompted the College to expand its programs. Although the numbers of graduates in RN and PN classes have nearly doubled, there is still a waiting list for these programs. Other health science programs would be expanded with additional facility availability. In order to fully realize the potential of CSI's health science programs, it is necessary to add a Health Science Center to the campus in Twin Falls. The center will be housed in a new building for which the College seeks support from the Permanent Building Council and the Legislature. Creating such a center and moving programs from the present location will not only promote health science but allow the College and sister institutions to utilize the vacated space for the higher education programs that have been the substance of prior years' requests for a higher education building. This proposal would be tantamount yielding two square feet of space for one square foot of construction cost.

Core Functions/Idaho Code

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

Instructional:

The primary function of the College of Southern Idaho stated in the Idaho Code is "instruction in academic subjects, and in such nonacademic subjects as shall be authorized by its board of trustees". (33-2102 I.C.) Academic programs are submitted to the Idaho State Board of Education for approval. The State Board of Education acts under the authority granted in Article IX, Section 2 of the Idaho Constitution and Title 33, Chapter 1, I. C.) The College offers 71 academic programs and 82 professional technical programs.

Student Support:

Support for CSI students is delivered through departments (Advising, Records, Financial Aid, New Student Services, Multicultural Student Services, Student Disability Services) that assist students in seeking access to college offerings, developing while a student, and assisting in the transition to work or additional education. All personnel and programs are approved by the Board of Trustees under their authority in Chapter 21 of Title 33, Idaho Code.

Financial Support:

Also under the authority of the Trustees, financial management of the College's funds is carefully overseen by the Business office. This office manages the various sources of funds directed to the College: state, federal and grant funding. Sources of funding include grants from both public and private funders as well as the CSI Foundation, a twenty-one year old 501(c)(3) entity with 21 million dollars in assets.

Administrative Support and Community Relations:

Personnel who act as administrators are hired by the Board of Trustees. The President of the College, Jerry Beck, Ed.D; Executive Vice President, Clauden Buettner, Ed.D; Financial Vice President, Mike Mason, CPA; Vice President and Executive Director of the Foundation, Curtis Eaton, JD are the senior administrators.

Also included in administrative support, within the Office of the President, is Plant, Facility and Security. College buildings, maintenance, and functionality for student success was a point of commendation in the recent accreditation report from the Northwest Commission.

Community relations are a critical element in the operation and management of the College. CSI is actively engaged in economic development most notably as a charter member of the Southern Idaho Economic Development Organization. The College invites use of its resources as well. As shown in the "Profile section below, the College offers numerous community education opportunities from elementary school children to senior adults. Also see "Agency Overview" for recent economic development activities.

Revenue and Expenditures

| Revenue | FY 2003 | FY 2004 | FY 2005 | Est FY 2006 |
|--------------------------|---------------------|---------------------|----------------------|---------------------|
| State General Fund | \$9,410,800 | \$9,612,000 | \$9,942,700 | \$10,495,300 |
| Dedicated Liquor Fund | \$150,000 | \$150,000 | \$150,000 | \$150,000 |
| Inventory Phaseout Tax | \$514,000 | \$537,300 | \$568,700 | \$560,000 |
| Property Taxes | \$3,025,300 | \$3,301,600 | \$3,340,000 | \$3,564,500 |
| Tuition and Fees | \$4,984,300 | \$5,772,300 | \$6,464,900 | \$6,709,000 |
| County Tuition | \$1,732,400 | \$1,640,600 | \$1,715,000 | \$1,700,000 |
| Misc Other Revenue | \$1,000,600 | \$1,153,900 | \$1,304,400 | \$1,339,200 |
| Total | \$20,817,400 | \$22,167,700 | \$23,485,700* | \$24,518,000 |
| Expenditure | FY 2003 | FY 2004 | FY 2005 | Est FY 2006 |
| Personnel Costs | \$14,380,300 | \$15,450,600 | \$17,382,100 | \$18,479,400 |
| Operating Expenditures | \$2,380,800 | \$1,828,300 | \$1,913,300 | \$1,913,200 |
| Capital Outlay | \$3,774,000 | \$4,888,200 | \$4,125,300 | \$4,125,400 |
| Trustee/Benefit Payments | \$0 | \$0 | \$0 | \$0 |
| Total | \$20,535,100 | \$22,167,100 | \$23,420,700* | \$24,518,000 |

*Difference is unbudgeted 1% salary @ \$65,000

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|---|--|--------------------|----------------------------|--------------------|
| <u>CSI Performance Measures</u> | | | | |
| Headcount - Total Freshmen Admitted | 3,929 | 4,627 | 5,728 | 4,592 |
| Headcount – Total Freshmen Enrolled Full Time | 920 | 1,022 | 1,946 | 1,820 |
| Remediation – Total Number of Students | 3,373 | 3,625 | 3,749 | 3,819 |
| Remediation Total Number Credit Hours | 14,558 | 15,622 | 16,450 | 17,525 |
| Retention – Completers or Continuing Students | 53.4% | 51.9% | 51.4% | 50.1% |
| Graduation Rates – Total Degree Earners | 25.07% | 26.15% | 24.35% | 22.34% |
| Remote Credits - Academic | 22,980 | 24,029 | 24,180 | 28,793 |
| Remote Credits – Technical | 3,111 | 4,157 | 4,004 | 4,959 |
| Pass Rate/Licensure/Certification Employer Satisfaction (very satisfied =10) | 8.0 | 8.66 | 8.64 | n/a |
| Transfers in to CSI | 565 | 595 | 639 | 686 |
| Outreach Public Service | | | See Performance Highlights | |
| External Grant Contracts | \$10,737,999 | \$11,022,727 | \$9,974,906 | \$9,947,280 |
| Degree & Certificates Earned | 762 | 783 | 803 | 875 |
| Collaboration Partnership Activities | See Agency Overview and Core Functions | | | |
| Eight County Participation Rate | 11.8% | 11.5% | 11.2% | 11.0% |
| Average section size full time/part time | 19.4/14.2 | 19.27/14.72 | 19.71/15.10 | 20.26/14.74 |
| Sections using Blackboard - number of courses/number of students | 248/3,683 | 291/3,380 | 341/4,153 | 419/4,576 |
| Number of faculty integrating Blackboard | 121 | 203 | 257 | 282 |
| Promise Scholars - College match/CSI Foundation match | \$188,000/\$63,250 | \$167,000/\$12,000 | \$232,360/\$74,375 | \$285,690/\$92,190 |
| Maintain or increase state general funding levels | 4.97% | 3.84% | 3.44% | Est 5.56% |
| Departmental pursuit of minimum of one external discretionary grant annually | 55% (18 of 33) | 51.72% (28 of 58) | 58% (11 of 19)* | 75% (12 of 16)** |
| Contracted employees by gender female/male | 51.4%/48.6% | 50.38%/49.62% | 49.36%/50.64% | 49.23%/50.77% |
| Contracted employee diversity (nonwhite) | 5.2% | 4.6% | 5.9% | 5.6% |
| Rate of employee turnover (less retirements) | 5.2% | 4.2% | 3.3% | 3.7% |
| CSI salary levels (percentage of Mt States Ave/percentage of North Idaho College) | 96.7%/96.3% | 91.7%/96.7% | 94.6%/97.6% | 93.6%/na |
| Staff salary meets minimum range for similar state of ID employees | 100% | 100% | 100% | 100% |

*2005 based on number of Departments (previously based on number of Programs)

**2006 based on Instructional Departments

| Cases Managed and/or Key Services Provided | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|--|---------|-------------|-------------|---------|
| Percentage of students rating CSI education good or excellent compared to national peer group (CSI/peer group) | 86%/86% | 89.1%/86.5% | 92.3%/86.4% | n/a |
| Percentage of students rating CSI support to succeed at CSI compared to national peer group (CSI/peer group) | 71%/70% | 72.4%/68.6% | 72.9%/69.1% | n/a |
| Percentage of students rating good relationships with CSI faculty compared to national peer group (CSI/peer group) | 59%/64% | 57.6%/60.1% | 67.9%/60.7% | n/a |
| Percentage of students rating good relationships with CSI administration and offices (CSI/national peer group) | 42%/42% | 44%/38.4% | 47.4%/39.8% | n/a |

Performance Highlights

Pass Rate/Licensure/Certification

Pass rates for CSI students are consistently above the national norms.

Outreach Public Service

The College of Southern Idaho is committed to outreach and public service. Classes are provided by the College’s five off-campus centers located in Jerome (Workforce Development Center), the Mini-Cassia Center in Burley, the North Side Center in Gooding and the Blaine County Center in Hailey. The fifth off-campus center is at the micron plant in Boise.

During FY 2006 the College worked in partnership with 21 high schools and school districts.

Part II – Performance Measures

| Performance Measure | 2003 | 2004 | 2005 | 2006 | Benchmark |
|--|----------|------------|--------------|--------------|-----------|
| 1. Average number of instructional sections – full time/part time | 12.4/3.8 | 11.84/3.65 | 11.55/3.39 | 10.92/3.43 | 12/4 |
| 2. Average number of enrollments - full time/part time | 240/53.6 | 228/53.78 | 227.71/51.17 | 221.30/50.51 | 240/54 |
| 3. Computer literacy pass rate | 60.29% | 78.6% | 90.4% | 93.0% | 100% |
| 4. Percentage of grants development supporting Strategic Plan | 95% | 84.85% | 100% | 100% | 90% |
| 5. CSI Foundation fund raising strategies support the Strategic Plan | 100% | 100% | 100% | 100% | 100% |

Performance Measure Explanatory Note:

Prior CSI Unique indicators that may have statewide applicability.

For More Information Contact

Curtis Eaton
College of Southern Idaho
315 S. Falls Ave.
PO Box 1238
Twin Falls, ID 83303
Phone: (208) 732-6242
E-mail: ceaton@csi.edu

THIS PAGE INTENTIONALLY LEFT BLANK



*Idaho Division of
Professional -
Technical Education*
STRATEGIC PLAN
2007-2011

THIS PAGE INTENTIONALLY LEFT BLANK

Division of Professional-Technical Education Strategic Plan 2007-2011

The Division of Professional-Technical Education is an integral part of the State Board of Education's overall plan and process for the delivery of quality education throughout Idaho. Professional-technical education provides Idaho's youth and adults with technical skills, knowledge, and attitudes necessary for performance in a highly effective workplace. The type of education required for people preparing for careers has changed radically. The percentage of all occupations requiring technical training, but less than a four-year degree has grown from less than 20 percent in the 1950's to 65 percent today. Jobs, especially those requiring less than a baccalaureate degree, are becoming increasingly sophisticated requiring quality technical education as well as a solid academic foundation. Professional-technical education is the delivery system for addressing this need. In step with the changing economy, professional-technical education has made significant changes in curriculum, scope and delivery of courses, services and programs.

This plan is a map for both the professional-technical education system that can help to inform, organize and affect continued efforts to deliver these programs and services to people in the State of Idaho. It is a component of the broader strategic plan developed by the State Board of Education (SBOE) and contributes to a seamless system of educational services. To illustrate the connection between our plan and the SBOE, supported SBOE strategic plan goals and objectives are listed after each of the Division's objectives.

The strategic planning cycle is dynamic, decentralized and enhances our continuous improvement philosophy. The development of this plan is only the beginning. Its ultimate impact will depend on the efforts of dedicated teachers, administrators and business people. We, in the Division, appreciate the opportunity to help facilitate those efforts and encourage suggestions for improvements and new goals, objectives and strategies.

Mike Rush, State Administrator

VISION STATEMENT

A qualified, skilled workforce is essential to the competitiveness of Idaho's businesses and industries, the effectiveness of the public sector, and the well-being and safety of Idaho's citizens. Economic vitality as well as quality of life is dependent on effective people equipped with the necessary skills, knowledge and attitudes necessary to compete effectively, work efficiently and safely while balancing responsibilities to the family and community.

Professional-Technical Education is Idaho's public workforce education and training delivery system and is devoted to preparing students for occupations requiring other than a four-year college degree as well as training workers already in the workplace.

Professional-Technical Education spans educational levels, contributing to a thorough education for youth by providing them with career knowledge, technical skills and attitudes necessary to succeed in the workplace. Programs for youth are provided through the secondary schools operating in concert with the technical college system to provide a continuum of education and training opportunities.

Professional-Technical Education also focuses on providing adults with the skills necessary to perform effectively in the workplace, including skills needed for entry, reentry or advancement. Programs for adults are delivered through the technical college system as well as special arrangements with the private sector. Workforce education and training is delivered in close collaboration and cooperation with other state entities involved in workforce development.

Quality, accessibility, responsiveness and commitment to continuous improvement are hallmarks of Idaho's Professional-Technical Education system.

MISSION STATEMENT

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

KEY EXTERNAL FACTORS

- Rapid technological changes in the workplace and the diversification of Idaho's growing job market.
- Capacity of the technical college system to accommodate individuals seeking postsecondary-technical education.
- Identifying and certifying an adequate supply of highly qualified professional-technical instructors.
- Lack of a statewide student data system.
- Increasing support requirements and decreasing staffing resources.
- State and federal legislation that impacts the professional-technical education system.
- Revenues necessary to operate the professional-technical education system are intricately connected to the economy of the nation and state.
- Low employment rates shift postsecondary enrollments from credit programs to short-term training courses.

Professional-Technical Education **STRATEGIC PLAN 2007-2011**

| Alignment with SBOE Goals & Objectives | <i>Professional-Technical Education</i> GOALS & OBJECTIVES | Anticipated Completion Date |
|--|--|-----------------------------------|
| | 1. QUALITY: Provide leadership and technical assistance that will continuously improve the quality of Idaho's professional-technical education system. | |
| SBOE 4-10 | Objective 1: Promote initiatives that improve the quality of professional-technical education in Agriculture Science and Technology, Business and Office Technology, Career Guidance, Emergency Services Training, Family and Consumer Sciences, Health Professions, Marketing Education, Tech Prep, Technology Education, Trade and Industry, and Workforce and Technical Training. | Ongoing |
| SBOE 4-3 | Objective 2: Promote the delivery of community college services through the technical college system. | Ongoing |
| SBOE 2-7, 4-4 | Objective 3: Promote business and industry participation in professional-technical education using advisory councils in all programs. | Ongoing |
| SBOE 1-7, 1-9 | Objective 4: Increase the number and diversity of qualified professional-technical educators by supporting teacher educator programs and professional development opportunities. | Ongoing |
| SBOE 1-7 | Objective 5: Promote professional development opportunities through Summer Conference, education and training courses, seminars, workshops and conferences. | Ongoing |
| SBOE 2-3 | Objective 6: Provide workforce development systems with information and resources needed to make informed decisions about education and training. | Ongoing |
| SBOE 2-3 | Objective 7: Collaborate with agencies and contractors that develop and provide public sector training courses. | Ongoing |

| | | |
|--------------------|---|---------|
| | 2. ACCESS: Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners. | |
| SBOE 1-5 | Objective 1: Expand high demand training programs identified by advisory councils. | Ongoing |
| SBOE 2-3 | Objective 2: Provide distance learning opportunities to expand workforce development training | Ongoing |
| SBOE 2-3 | Objective 3: Support underserved regions develop quality programs and services. | Ongoing |
| SBOE 2-7 | Objective 4: Promote short-term, non-credit and credit courses available through the technical college system. | Ongoing |
| SBOE 2-6, 2-7 | Objective 5: Inform Idahoans about professional-technical education, occupations, educational programs, schools, and scholarships. | Ongoing |
| SBOE 2-3 | Objective 6: Strengthen relationships with industries, agencies, and economic development entities. | Ongoing |
| SBOE 2-2 | Objective 7: Implement policies, procedures and curricula that support articulation between secondary and postsecondary professional-technical education and professional-technical degrees into academic programs. | Ongoing |
| SBOE 2-7 | Objective 8: Assist middle schools / junior high schools in defining and implementing exploratory professional-technical education, family and consumer sciences, and career guidance. | Ongoing |
| SBOE 1-5, 2-4, 2-5 | Objective 9: Expand opportunities that help targeted individuals participate in professional-technical programs and services. (SBOE 1-5, 2-4, 2-5) | Ongoing |

| | | |
|--------------------|---|---------|
| | 3. RELEVANT: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels. | |
| SBOE 3-3 | Objective 1: Assess and prioritize professional-technical workforce needs. | Ongoing |
| SBOE 1-3, 3-2 | Objective 2: Use continuous improvement processes to assess program quality and effectiveness. | Ongoing |
| SBOE 1-1-,3-4 | Objective 3: Ensure curriculum meets current standards. | Ongoing |
| SBOE 1-6, 3-2, 4-2 | Objective 4: Develop professional-technical education programs using industry standards, licensure and certification requirements, and employer expectations. | Ongoing |
| SBOE 3-4 | Objective 5: Ensure professional-technical education programs have access to the equipment and technology that meet industry standards. | Ongoing |
| SBOE 1-5 | Objective 6: Maintain a system that tracks placement and completion rates for professional-technical education students. | Ongoing |
| SBOE 4-6, 4-7 | Objective 7: Use career clusters to improve the organization and delivery of professional-technical education. | Ongoing |
| SBOE 4-2, 4-6 | Objective 8: Meet the goal of 90 percent or better in overall placement rates and 80 percent or better in training-related and educational placement. | Ongoing |
| | 4. EFFICIENT: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide. | |
| SBOE 4-1, 4-5 | Objective 1: Review, revise and implement policies to make efficient use of professional-technical education system resources. | Ongoing |
| SBOE 3-1, 4-5 | Objective 2: Ensure funds designated for the professional-technical education system are efficiently managed to support the role and mission. | Ongoing |
| SBOE 4-5, 4-8 | Objective 3: Maintain efficient financial and accounting systems for the Division and the professional-technical education system. | Ongoing |

Part 1 – Agency Profile

Agency Overview

Idaho's Professional-Technical Education System is the state's primary educational delivery system for preparing Idaho's workforce. Professional-technical education programs are integrated into a larger, educational structure through public school districts, colleges, and universities.

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

Idaho's professional-technical system consists of three interconnected delivery mechanisms which operate as a single System: the System office is the State Division of Professional-Technical Education (SDPTE); six postsecondary technical colleges; 771 secondary technical programs and related services throughout the state. The education provided by the System includes high school programs, postsecondary programs, workforce upgrading and retraining, customized training for new expanded industry, and fire service, hazardous materials, and emergency services training.

The Division of Professional-Technical Education is the administrative agency of the State Board for Professional-Technical Education that provides leadership, advocacy and technical assistance for professional-technical education in Idaho, from secondary through adult. It is responsible for state, federal, and dedicated funds management. The Division provides the focus for professional-technical education within existing schools and institutions by targeting resources, organizing and applying industry input, providing technical assistance to program areas, managing programs, and providing leadership for student organizations. The Division also acts as the administrative agency for the State Occupational Information Coordinating Committee (SOICC) which governs the Career Information System (CIS).

Funding and technical assistance provided by the State Division for the System changes with the specific delivery and training involved. These include:

1. Junior High (7-8) – Funding is limited to special grants targeted at career awareness and pre-vocational exploration. The Division provides considerable technical assistance at the junior high level, particularly related to career guidance and exploration.
2. High school (9-12) – Secondary programs are offered as part of comprehensive high schools or in professional-technical schools. State funding is provided for approved professional-technical programs to offset the "added costs" associated with operating those programs. Funding for the "regular" costs is distributed through the public school funding formula. The professional-technical schools receive special added-cost funding of approximately 1/3 more than the regular public school funds. High schools are also major recipients of federal funds. The Division is the primary source of technical assistance for the secondary programs including curriculum development, program development, program improvement, statewide student organization supervision, and supplemental services to special populations.
3. Postsecondary – The Division, through the state general account, is the primary source of funding for the postsecondary technical college system. The general account pays for the faculty salaries, operating expenses, capital outlay, and local administration. The postsecondary system also receives federal vocational money distributed through the Division. The Division is responsible for providing staff support to the State Board for Professional-Technical Education on programmatic and fiscal issues that relate to the technical college system. Technical assistance is provided to the colleges particularly in maintaining program standards and curriculum development. The technical colleges have primary responsibility for program operation, development, and evaluation.

The agency has 43 FTP employees. Nine (9) of these, however, work for the CIS which is administratively housed within the Division. Of the remaining 34 employees, 7 are federally funded and 27 are funded through the state general account. The Division also includes 491 postsecondary FTP's in its budget.

The Division was established to oversee all professional-technical education and training in the state. It began when the State Board of Education was designated as the State Board for Vocational Education in 1918 and given the charge to hire an administrator. In 1966, the legislature created a system of area vocational schools (postsecondary) which were funded by and responsible to the Division. In the 1980's, these schools were

converted into technical colleges and the two-year Associate of Applied Science degree was added. The Displaced Homemaker Act was also passed in the early 1980's to provide transitional services for displaced homemakers. A dedicated account (divorce fee) was created and responsibility assigned to the agency. In the early 1990's, additional responsibility for Emergency Services Training was given to the agency through the appropriation process. In 1998, the Professional-Technical School was created, providing for high-end technical education at regional centers. In 1999, the name of the Board and the Division was changed from vocational education to professional-technical education.

The CIS provides information to the residents of the state of Idaho that helps them to become aware of the world of work, to understand the link between education and work, and to make successful career decisions. Established in 1980 as Idaho's official career information system, CIS represents the only comprehensive source of career information about Idaho and the nation.

Core Functions/Idaho Code

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

The role of the Division of Professional-Technical Education (IDAPA 55) is to administer professional-technical education in Idaho. Specifically, the Division:

- Provides statewide leadership and coordination for professional-technical education;
- Assists local educational agencies in program planning, development, and evaluation;
- Promotes the availability and accessibility of professional-technical education;
- Prepares annual and long-range state plans;
- Prepares an annual budget to present to the State Board and the Legislature;
- Provides a state finance and accountability system for professional-technical education;
- Evaluates professional-technical education programs;
- Initiates research, curriculum development and professional development activities;
- Collects, analyzes, evaluates, and disseminates data and program information;
- Administers programs in accordance with state and federal legislation;
- Coordinates professional-technical education related activities with other agencies, officials, and organizations.

The Division is the administrative agency for the State Occupational Information Coordinating Committee (SOICC). SOICC serves as the Board of Directors for CIS and includes the chief executive officer or their designee from the Office of the State Board of Education, the Division of Professional-Technical Education, the Idaho Department of Commerce and Labor, the Division of Vocational Rehabilitation, and the Workforce Development Council.

Revenue and Expenditures

| Revenue | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|--------------------------------|---------------------|---------------------|---------------------|---------------------|
| General Fund | \$43,292,200 | \$44,233,200 | \$46,055,100 | \$47,279,900 |
| Economic Recovery Fund Reserve | | | | \$1,070,200 |
| Displaced Homemaker | \$170,000 | \$170,000 | \$170,000 | \$170,000 |
| Haz Mat/Waste Trans | \$66,800 | \$67,800 | \$68,800 | \$68,800 |
| Federal Grant | \$7,239,100 | \$7,849,100 | \$7,587,300 | \$7,735,800 |
| Miscellaneous Revenue Fund | | | | \$366,500 |
| Unrestricted Current | \$281,700 | \$339,700 | \$371,900 | \$434,100 |
| Total | \$51,049,800 | \$52,659,800 | \$54,253,100 | \$57,125,300 |
| Expenditure | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
| Personnel Costs | \$2,018,500 | \$2,056,200 | \$2,229,400 | \$2,790,800 |
| Operating Expenditures | \$285,300 | \$316,800 | \$589,300 | \$507,000 |
| Capital Outlay | \$0 | \$108,200 | \$21,600 | \$34,400 |

| | | | | |
|--------------------------|---------------------|---------------------|---------------------|---------------------|
| Trustee/Benefit Payments | \$17,225,800 | \$17,398,700 | \$17,764,100 | \$17,779,100 |
| Lump Sum | \$30,636,400 | \$32,381,600 | \$33,715,200 | \$34,927,900 |
| Total | \$50,166,000 | \$52,261,500 | \$54,119,600 | \$56,039,200 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|---|---------|---------|---------|---------|
| Administration & Supervision (Pgm 01) | | | | |
| Provide local education agencies with technical assistance in planning, developing, maintaining, and improving professional-technical education -- number of secondary and postsecondary programs | 886 | 910 | 905 | 928 |
| Plan and conduct activities to promote quality improvement of professional-technical education -- number of program reviews | 431 | 481 | 546 | 638 |
| Provide student organization leadership development through FFA, PAS, FCCLA, DECA, Delta Epsilon Chi, Skills USA, BPA, ITSA, and HOSA -- number of secondary and postsecondary members | 12,472 | 9,981 | 10,186 | 10,133 |
| General Programs (Pgm 02) | | | | |
| Provide quality high school professional-technical programs that are realistic in terms of employment opportunities and consistent with student interests, aptitudes, and abilities -- number enrolled | 76,758 | 77,996 | 79,098 | 81,373 |
| Provide Professional-Technical Schools with high-quality programs that are too expensive to offer in the normal comprehensive high school -- number enrolled | 3,835 | 4,282 | 4,635 | 4,278 |
| Prepare secondary graduates who are prepared to enter the workforce or continue their education -- percent who obtained employment, were in the military, or pursued additional education | 92.17% | 92.67% | 92.68% | 93.62% |
| Prepare secondary graduates who are prepared to enter the workforce or continue their education -- percent who obtained training-related job, were in the military, or pursued additional education | 77.75% | 79.45% | 77.60% | 80.40% |
| Provide professional-technical short-term classes in upgrading and retraining for individuals employed or seeking a new occupation, customized training for business/industry, and related instruction for apprentices -- number enrolled | 29,430 | 29,357 | 33,632 | 33,417 |
| Plan, administer, and deliver uniform, comprehensive statewide fire and emergency services training programs -- students served (*Student count was computed differently in FY2006.) | 4,391 | 4,769 | 4,834 | 7,668* |
| Postsecondary (Pgm 03) | | | | |
| Provide professional-technical education opportunities at the postsecondary level -- End-of-Year Full Time Equivalent (FTE) | 4,471 | 4,639 | 4,347 | 3,879 |

| Cases Managed and/or Key Services Provided | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|---|---------|---------|---------|---------|
| Provide opportunities and improve the articulation of secondary and postsecondary professional-technical education -- number of Tech Prep students enrolled in postsecondary education | 375 | 416 | 414 | 545 |
| Prepare postsecondary graduates who are prepared to enter the workforce or continue their education -- percent who obtained employment, were in the military, or pursued additional education | 94.50% | 94.10% | 94.20% | 93.90% |
| Prepare postsecondary graduates who are prepared to enter the workforce or continue their education -- percent who obtained training-related job, were in the military, or pursued additional education | 85.90% | 85.50% | 85.60% | 87.86% |
| Unprepared Adults (Pgm 04) | | | | |
| Help displaced homemakers and single parents to become personally and economically self-sufficient -- number people served | 1,831 | 1,429 | 1,314 | 1,089 |
| CIS | | | | |
| Number of individual users | 115,688 | 110,774 | 113,980 | 112,000 |

Performance Highlights

- The quality of professional-technical education in Idaho has been demonstrated by the success of Idaho students in national professional-technical competitive events. Idaho was recognized by the National Association of Career Technical Education as having the top secondary and top postsecondary students in the nation this past year.
- Professional-technical education has implemented several strategies to support high school reform. These have included developing a specialized integration class to teach teachers how to integrate and enhance academic instruction in a technical setting.
- Although AAS/Certificate enrollment went down this past year due to the low unemployment rates, short-term training enrollment increased by 13.8% since FY2004.
- Health professions enrollment has increased dramatically. At the high school level it increased by 11% this past year and 65% over the past five. At the college level, enrollments increased by 86% over the past five years.
- Demand for professional-technical training has continued to increase. Employers are reporting critical shortages of technically trained people, especially in health and manufacturing.

Part II – Performance Measures

| Performance Measure | 2003 | 2004 | 2005 | 2006 | Benchmark |
|--|--------|--------|--------|--------|----------------------|
| 1. Number of Tech Prep articulation agreements | 375 | 416 | 414 | 545 | 5% increase per year |
| 2. Number of postsecondary offerings | 332 | 343 | 343 | 338* | 1% increase per year |
| 3(a). Secondary Placement | 92.17% | 92.67% | 92.68% | 93.62% | Above 90% per year |

| | | | | | |
|---|--------|--------|--------|--------|----------------------------|
| 3(b). Postsecondary Placement | 94.50% | 94.10% | 94.20% | 93.90% | Above 90 % per year |
| 4. Number of high school PTE sections of applied academic content | 579 | 576 | 577 | 568 | 1% increase per year |

Performance Measure Explanatory Note:

#1 above: Tech Prep articulation agreements are an indicator of how well we are supporting articulation between secondary and postsecondary professional-technical education.

#2 above: This number represents the postsecondary programs and options available through the six regional technical colleges. In FY2006, several options were either combined or converted to stand-alone programs; thus, the drop in the number of offerings.

#3a & b above: Report the percent of completers who attain employment, join the military, or continue their education.

#4 above: Benchmark shows the Division's desire to increase the number of sections of applied academic content being provided through PTE classes as an effort to support high school reform.

For More Information Contact

Mike Rush
 Administrator
 Professional-Technical Education
 650 W State Rm 324
 PO Box 83720
 Boise, ID 83720-0095
 Phone: (208) 334-3216
 E-mail: mrush@pte.idaho.gov

THIS PAGE INTENTIONALLY LEFT BLANK



Idaho Division of
Vocational Rehabilitation

2007 - 2011

THIS PAGE INTENTIONALLY LEFT BLANK

Table Of Contents



| | Page |
|-----------------------------------|------|
| Introduction | 1 |
| Vocational Rehabilitation Program | 3 |
| State Renal Disease Program | 7 |
| Services to People with Epilepsy | 9 |
| Goal Achievement and Evaluation | 11 |
| External Issues Impacting IDVR | 15 |

Appendix

Glossary of Terms Specific to the Vocational Rehabilitation Industry

THIS PAGE INTENTIONALLY LEFT BLANK

Introduction

The Role of Strategic Planning Within The Idaho Division Of Vocational Rehabilitation

The Idaho Division of Vocational Rehabilitation (IDVR) has utilized a Strategic Plan to direct its operations for many years. Establishing goals and objectives has allowed the Division to focus on the future and anticipate changes so that it can best serve the changing needs of its clientele. Planning has also enabled the Division to utilize its resources most effectively, which is essential given the fixed resources available and the dynamics of legislation.

Content and Format

Since Federal and State governments operate according to different fiscal years, IDVR has utilized a calendar year in its Strategic Plan to provide some consistency. This Plan covers calendar years 2007 through 2011. A glossary is attached to provide clarification of terms used by the Vocational Rehabilitation profession.

The Plan is divided into three sections. The first section focuses on the Vocational Rehabilitation Program and presents specific goals, objectives and strategies for achieving these goals. While the majority of these goals relate directly to client services, some goals address behind-the-scenes issues that impact delivery of those services. The Division believes that effective and efficient methods of operation enable the Division to provide a high level of service to its clients.

The following two sections relate to IDVR programs: State Renal Disease and Epilepsy Services while Sections IV and V discuss the role of Strategic Planning within the Division, how the Division will achieve and monitor the accomplishment of goals, and external issues that could significantly impact the Division's ability to achieve its goals.

Timing and Process

IDVR is required to submit a completed Strategic Plan to the Idaho Division of Financial Management no later than July 1, 2006.

As part of the process to develop a final version of the Strategic Plan, Vocational Rehabilitation and the State Rehabilitation Council (SRC) solicit public input from around the State of Idaho through Town Meetings. These meetings are intended to address concerns and considerations of any member of the public regarding issues relating to the Vocational Rehabilitation of individuals with disabilities. Typically, the State Plan is revised annually and the Plan is then submitted to the Rehabilitation Services Administration (RSA), which is located in Washington, D.C. Whenever any significant changes are made to the Plan, the Division must notify RSA. A State Plan was submitted to RSA in June 2006 for consideration.

The Idaho Division of Vocational Rehabilitation takes pride in providing the most effective, efficient services available to individuals with disabilities seeking employment. Our Strategic Plan is intended to promote the goals and activities necessary to assist Idahoans with disabilities in their efforts to return to employment.

Vocational Rehabilitation Program Vision Statement

Your success at work means our work is a success.

Vocational Rehabilitation Program Mission Statement

Preparing individuals with disabilities for employment and community enrichment.



Vocational Rehabilitation Program Goals

2007 - 2011

- Continually Improve the Quality of Vocational Rehabilitation Services Available for Eligible Idahoans with Disabilities to Prepare For, Obtain, Maintain, or Regain Competitive Employment
- Ensure That All Eligible Individuals Have Equal Access to Services.

Goal #1 – Continually Improve the Quality of Vocational Rehabilitation Services Available to Eligible Idahoans with Disabilities to Prepare For, Obtain, Maintain, or Regain Competitive Employment

| OBJECTIVE 1 | MEASUREMENT CRITERIA | TIMELINE |
|--|---|-----------------|
| Cultivate and retain a well trained, experienced workforce | Establish a focus group to assess and make recommendations for compensation based on performance. | 2007 – 2008 |

| OBJECTIVE 2 | MEASUREMENT CRITERIA | TIMELINE |
|---|---|-----------------|
| Utilize Information Technology to its maximum capacity. | Identify the technologies, business practices, and barriers that must be addressed to support the full usage of Information Technology within IDVR. Prepare and implement an action plan that addresses these issues. | 2007 – 2008 |
| | Utilize technology to increase the efficiency and capacity of office automation, i.e., document imaging, video conferencing, cell phone access to email, and learning management systems. | 2007 – 2011 |
| | Enhance Information Technology/Skill Development of all personnel by providing appropriate education and training. | 2007 - 2011 |

Goal 1 - continued

| OBJECTIVE 3 | MEASUREMENT CRITERIA | TIMELINE |
|--|---|-----------------|
| Establish statewide consistency for orientation and training to insure continuity among all levels of staff. | Create a Manual of Operations that will outline policies, procedures and examples of best practices. | 2007 – 2008 |
| | Develop a comprehensive Training Manual for VR Counselors, VR Assistants, Regional Managers, and Assistant Regional Managers. | 2007 - 2009 |

| OBJECTIVE 4 | MEASUREMENT CRITERIA | TIMELINE |
|--|---|-----------------|
| Ensure an effective Division Marketing Plan. | Develop a statewide plan for employer marketing, especially in regards to the formation of an Employer Network within the State of Idaho. | 2007 – 2008 |
| | Assess the effectiveness of increasing employer contacts as well as increased employment opportunities for clients through a pilot project of a Vocational Rehabilitation Assistant performing part time duties as a Job Developer. | 2007 – 2008 |
| | Assess the effectiveness of the Job Developer Pilot Project in linking Regional Offices to the employment community. | 2007 - 2011 |

Goal #2 – Ensure that All Eligible Individuals Have Equal Access to Services.

| OBJECTIVE 1 | MEASUREMENT CRITERIA | TIMELINE |
|---|---|-----------------|
| Adequately meet the needs of the increasing Adult Corrections population statewide. | Develop strategies to educate VR staff and IDOC personnel on appropriate referrals and services. | 2007 – 2009 |
| | Develop funding opportunities for a residential facility/VR Transition House to provide community integration supports. | 2007 - 2011 |

| OBJECTIVE 2 | MEASUREMENT CRITERIA | TIMELINE |
|--|---|-----------------|
| Enhance revenue opportunities for all VR programs. | Identify, pursue and secure revenue sources. Seek enhancement to the budget, pursue grant opportunities and collaborate with other agencies to develop shared projects. | 2007 - 2011 |

| OBJECTIVE 3 | MEASUREMENT CRITERIA | TIMELINE |
|--|---|-----------------|
| Strengthen partnerships with community partners. | Regularly attend meetings for the Consortium for Idahoans with Disabilities (CID) to support its efforts. | 2007 – 2011 |
| | Establish a closer working relationship with the Idaho Commission on Aging. | 2007 - 2011 |

State Renal Disease Program



Mission

To provide financial assistance for lifesaving medical care and treatment to Idaho residents who are experiencing end-stage renal disease; and who do not have the financial resources to meet all their end-stage renal disease medical needs; and for whom work is not an option; or are employed, but unable to afford lifesaving kidney related expenses on a continuing basis.

Vision

No Idaho resident experiencing end-stage renal disease should be at risk of death solely due to the inability to financially secure timely and appropriate medical intervention.

Goal #1 – Provide Idahoans experiencing end-stage renal disease with a program for financial assistance for needs relating to life saving medical services.

| OBJECTIVE 1 | MEASUREMENT CRITERIA | TIMELINE |
|---|---|-----------|
| Achieve a minimum of 90% overall satisfaction rate by Idaho residents served in this program. | Utilize satisfaction survey results from study completed in calendar year 2005 as a baseline against which to compare the level of client satisfaction. The client satisfaction survey will be administered every other year due to the size of the caseload served by the Division through this program. | 2007-2011 |

| OBJECTIVE 2 | MEASUREMENT CRITERIA | TIMELINE |
|--|--|----------|
| To ensure adequate funding is directed to the operation of this program. | Continue to monitor the fiscal needs of the program and request legislative support, as necessary. | Ongoing |

Methodologies

The Division strives to ensure that all Idahoans experiencing end-stage renal disease have access to financial assistance through this program by requiring that individuals demonstrate financial need to qualify for services. All potential clients are assessed to determine if they have the potential to be eligible for Vocational Rehabilitation Services and are referred to this program, if appropriate. This determination is based upon their ability to work. For those clients found eligible for the kidney

program, only expenses directly relating to renal disease medical services or related goods are covered. To provide a high level of services, the Division works with the treating medical professionals to ensure that the most medically effective and least costly treatment modalities are the treatment of choice.

Program Status

IDVR completed a survey of the Division's Kidney Program in May 2005, mailing questionnaires to 176 current renal program clients. The survey contained seven questions asking clients about their level of satisfaction with the program, IDVR staff, and choice of providers. The survey response rate was 61%.

The results of the Idaho Division of Vocational Rehabilitation's 2005 Kidney Survey verifies overwhelming client satisfaction with services received through the program. Most of the clients responding indicated satisfaction with the program (97%) and believed that the overall quality of their life had been improved because of their interaction with IDVR (96%). In terms of client choice, clients who responded indicated satisfaction with their involvement in decisions relating to the choice of medical services (93%) and service providers (97%). Clients also indicated satisfaction with their treatment by IDVR staff (98%) and the timeliness of services (95%).

Mission and Purpose

The Epilepsy Foundation of Idaho (EFI) is committed to educating people with epilepsy and their families to assist with the problems associated with the disorder. In so doing, persons with epilepsy achieve a better and higher quality of life and the people of Idaho are served through economic savings and increased revenue. EFI works to achieve these goals through unduplicated, comprehensive programs of information and education, advocacy, prevention and the delivery of needed services. EFI serves people affected by the disorder, regardless of age or other criteria. Service response is provided according to individual needs and delivered in an integrated fashion, i.e. individual or family consultation/counseling (either face-to-face or telephone according to transportation limitations), groups, peer support, etc. and by utilizing all resources and appropriate materials, either written or visual. Needed and appropriate referrals are routinely utilized as part of services.

Role of IDVR

This is a flow-through appropriation with no direct programmatic implication for IDVR. A Strategic Plan is submitted to IDVR by EFI and is included with IDVR’s Strategic Plan when submitted to the Division of Financial Management. The following is a summary of EFI’s Strategic Plan. Please refer to the plan itself for greater detail.

Goal #1 – Serve Idaho families, children and youth affected by epilepsy.

| OBJECTIVES | MEASUREMENT CRITERIA | TIMELINE |
|---|---|------------------|
| <p>Provide epilepsy consultation and outreach services to enable individuals and/or families to understand the disorder and be active members of their treatment team.</p> <p>Advocate for individual rights.</p> <p>Ensure pharmaceutical compliance in financial emergencies.</p> <p>Facilitate the social and psychological support that other people with similar experiences can provide.</p> <p>Schools are encouraged to develop understanding and acceptance of children with epilepsy. Seizure recognition and first aid training is provided.</p> | <p>Serve 2,500 per State Fiscal Year.</p> | <p>2007-2011</p> |

Goal #2 – Provide health education/training to public groups and to schools.

| OBJECTIVES | MEASUREMENT CRITERIA | TIMELINE |
|---|--|-----------------|
| Educate people about the causes of epilepsy to prevent seizure disorders. Teach the public about safety and first aid as it pertains to seizures to reduce seizure-related injuries and avoid unnecessary ambulance calls and hospital visits. Foster and encourage public understanding and acceptance of people with seizure disorders. | Provide outreach to 250 individuals per State Fiscal Year. | 2007-2011 |

Goal Achievement and Evaluation

Goal Achievement

The Division operates according to the normal standards of State Government, subject to legislative oversight. Since the Idaho Division of Vocational Rehabilitation operates within the realm of public service, its strategies involve a wide range of participants, all of whom play an important role in carrying out IDVR's mission.

Human Resources

The practice of IDVR is to recruit qualified rehabilitation personnel, as defined by the Rehabilitation Services Administration, with the skills, knowledge and experience that allow them to perform with the high standards necessary in a public/private competitive field. Professionalism is encouraged at all times with a commitment to the Division's mission and a shared vision among staff. Training is available so staff may stay current with standards and practices in the field. Management strategies that motivate and stimulate personnel performance are encouraged. Staff participation in developing the Strategic Plan is solicited so that the Plan is an all Division participation plan.

Cooperative Efforts

IDVR works closely with many public and private entities in fulfilling the need to prepare individuals with disabilities for employment. Formal cooperative agreements exist between IDVR and other state/municipal agencies that provide services complimentary to the goals of IDVR. The Division intends to expand its efforts to establish cooperative working relationships with other service providers and further pursue comparable benefit opportunities.

IDVR staff work closely with special interest groups targeted to serve specific disability populations or promote opportunities for individuals with disabilities. Division employees participate on many committees and councils. As active or ex-officio members, participation is encouraged for staff with specialized skills. The Division may participate in establishing task force groups that complement the mission and purpose of the Division. VR Staff participate in such groups as the Work Force Development Council, the Developmental Disabilities Council and many more. Participation at both State and Regional levels is encouraged to aid in the professional development of staff members and to provide IDVR information for decision-making purposes as well as to educate others about IDVR.

Advisory Boards

As established by Federal mandate, the State Rehabilitation Council (SRC) serves in the capacity to advise IDVR in establishing practices and standards that best serve the needs of individuals with disabilities. IDVR works closely with the SRC to determine client satisfaction, identify counselor needs and review methods, so the Division can improve or enhance services.

In the cooperative efforts between IDVR and other entities, staff participates on other State/community advisory boards targeting specific disability issues. The State Mental Health Advisory Board, the School-Work Transition Projects, Developmental Disabilities Council, Assistive Technology Board, University of Idaho Counseling Board, State Independent Living Council, Council on Exceptional Children, Idaho Association of Community Rehabilitation Programs, and Public Transportation Interagency Working Group are examples of the continued efforts of IDVR to work cooperatively with other entities in achieving its goals.

Customers and Vendors

The intent of IDVR is to work closely with its customers and vendors in establishing quality performance throughout the State. The Division works closely with vendors to ensure quality services and reasonable prices, and strives to work with Federal programs (Social Security Administration, Medicaid, Medicare, etc.) to provide comparable benefits or cost recovery, whenever possible. Certification of many vendors is required to promote continuity and quality. IDVR works continuously to find new and innovative ways to provide necessary quality services to clients with a minimal impact to taxpayers.

IDVR also utilizes a number of tools to accomplish its goals including:

Analysis and Surveys

Every effort is made by the Division to keep abreast of issues concerning services to people with disabilities who are seeking employment. The Division continues to survey special topics and to analyze the findings in an attempt to adjust to the needs of the clients served. The Strategic Plan identifies several areas where the Division hopes to complete studies or ongoing monitoring of services to clients.

IDVR will work with advisory councils, special interest groups, as well as review in-house data to complete the studies. Data is collected on case services, personnel, employment, client satisfaction, etc. and used in annual reviews, administrative reports and special topic analyses determined necessary for evaluation. Reviews determine those areas that are productive and areas for potential improvement. IDVR may also commission a specific study or establish a task force to review results and make recommendations, when appropriate

Plans of Operations

The Division's State and Strategic Plans serve as blueprints for establishing goals and maintaining compliance to standards set forth by Federal and State regulations. Managers are responsible for developing specific activities and action plans for achieving the objectives pertaining to their specific areas of responsibility. These plans are distributed throughout all field offices and are supplied as a guide to the mission and direction the Division intends to pursue. The Division believes in decentralizing appropriate tasks to those areas closest to the decision-making. Public comment is solicited on all plans so that the Division is provided input regarding public interest in Vocational Rehabilitation Services. These plans are monitored frequently for compliance and status of completion.

Division Staff use a variety of tools to achieve and monitor performance. Operations manuals,

Other Resources

special training, survey instruments, performance planning, flow charts, regularly scheduled staff meetings and statewide management meetings are just a few of the tools used to promote the progress of activities. The Division is also in the process of upgrading its Information Technology Infrastructure in an effort to enhance staff performance.

Evaluation Strategies

IDVR utilizes a variety of evaluation strategies in the management of the Strategic Plan as well as the management of the general operation of the Division to ensure goals and objectives are monitored for successful completion. The Division attempts to incorporate current management

Monitoring

strategies and methodologies, whenever appropriate. The primary approaches utilized to evaluate the completion of assignments are:

Division Management

The Planning and Evaluation Manager is assigned to monitor the Division's progress toward meeting the goals of the Strategic Plan. Quarterly, the Central Office Managers, Field Services Bureau Chief and the Administrator meet regarding the progress of their assigned goals and objectives of the Plan. The Plan is reviewed for compliance, applicability, resources, status and necessity for revision. Due to the dynamics in Federal and State legislation, some revision may be necessary due to budgetary or legislative changes. The Planning and Evaluation Manager

monitors the Plan to decide which (if any) elements may be likely to facilitate or impede progress toward completing the Plan. Any problems in completing the Plan are discussed with Central Office Management to determine recommended solutions. The Planning and Evaluation Manager reports the status of Plan completion to the Division's Administrator.

IDVR has recently begun to reorganize the Divisional Management structure to more effectively utilize resources. The Administrator has direct authority over the Field Services Bureau, Fiscal Operations, Information Technology, Human Resources, and Planning and Evaluation. Each functional area has been designated particular objectives in the Strategic Plan. The Managers of these areas are responsible for ensuring the objectives are completed in the time frames specified. The Bureau Chief and Managers may exercise different management practices in achieving their particular goals including the development of activity plans for certain projects. The nature of the activity may warrant the type of management used. Data is maintained electronically for use in quality assurance reviews, client surveys and special program reviews.

Regional Management

Under the direction of the Field Services Bureau Chief, three Zone Leaders, and nine Regional Managers monitor the progress of activities at a regional level. Performance goals are established annually with the Field Services Bureau Chief, Zone Leaders and Regional Managers are responsible for working closely with their staff to achieve these goals. Regional Managers continually evaluate staff performance. The Planning and Evaluation Manager coordinates field office audits. To review overall operations and case service provision, each regional office is reviewed every other year. Special reviews are available, when necessary, due to personnel changes or special administrative requests.

Evaluation strategies and methodologies used by the Division intend to determine the successful completion of the goals specified in the Strategic Plan. Compliance with Federal and State planning assignments and measurement of Federal and State Performance Standards are performed annually. The approach to evaluation by the Division is to determine the impact of services and overall performance.

Establishing and Revising Goals

In the review and monitoring of the Strategic Plan, management will consider the applicability of the activity to the continued execution of the Plan. Management will also consider any changes in the internal and external environments that create a need for goal changes. Changes in the Strategic Plan require the approval of the Administrator who then notifies the Department of Financial Management.

Unanticipated events may dictate changes to the Plan such as the changes made to the Federal Rehabilitation Act in 1998. Changes in Federal guidelines may require adjustment of services, costs and regulations.

External Issues Impacting IDVR



The field of Vocational Rehabilitation is dynamic due to the nature and demographics of the clientele served and the variety of disabilities addressed. Challenges facing the Division include:

Technological Advances in Both Assistive Rehabilitation Products and Information Technology

IDVR is dedicated to keeping current in the latest trends and in training Vocational Rehabilitation Counselors and staff. In addition, IDVR employs an Information Technology staff to develop innovative ways to utilize technology in carrying out its mission.

Changes in the Medical Industry

Continuing advancements in the medical industry as well as changes relating to insurance and financial benefits pose complex questions for the Vocational Rehabilitation Counselor. This is especially true in determining eligibility and services. Many IDVR Counselors and Managers are involved with health and disability-related organizations to keep abreast of these changes.

Idaho's Economy

Idaho has seen tremendous growth in its population in the past ten years. This could impact the availability of services to Idahoans. Idaho has also seen a dramatic change in its job market; away from agricultural toward more service, hi-tech and professionally oriented jobs. The environment has always been competitive for IDVR clients. The growth in population has increased the competition for jobs. IDVR recognizes this and strives to develop relationships within the private sector and other public entities in an effort to increase employment opportunities for its clients.

Political Climate

The political elements are by far the most difficult for IDVR to overcome since they are essentially out of the control of the Division. At the State level, the Division is subject to legislative action regarding annual budget requests including service dollars and personnel expansion. Any legislation pertaining to service provision either by public or private sectors will have a definite impact on Division services and service providers.

IDVR is also affected by decisions made at the Federal level. The direction Congress chooses regarding reauthorization of the Rehabilitation Act will impact the future of Vocational Rehabilitation in Idaho. Federal funding decisions (e.g., training grants, block grants, reductions,

etc.), program deletions, changes in health care and employment standards and practices are areas that would impact the Division's planning process.

All staff of the Idaho Division of Vocational Rehabilitation take pride in providing the most effective, efficient services available to individuals with disabilities seeking employment. Key people must be focused on precise issues and the internal and external environments must be linked advantageously. Management is committed to continued service to the people of Idaho. IDVR's Strategic Plan promotes goals and objectives, which will serve Idahoans with disabilities in the best manner possible.

APPENDIX

Glossary of Terms Specific to the Vocational Rehabilitation Industry

Administrative Costs: Expenditures incurred in the performance of administrative functions including expenses related to program planning and development; financial management and budgeting; information systems and data processing; public information; technical assistance to other State agencies; State Rehabilitation Council expenses; administration of personnel and training; administrative salaries; costs incurred in conducting reviews; and legal expenses.

Client: An individual who applies or is eligible for Vocational Rehabilitation services.

Community Rehabilitation Program: A program that directly provides or facilitates the provision of services to individuals with disabilities to enable those individuals to maximize their opportunities for employment.

Community Supported Employment (CSE): Competitive work in integrated work settings for individuals with the most significant disabilities for whom competitive employment has not traditionally occurred; or for whom competitive employment has been interrupted or was intermittent as a result of a significant disability; and who, because of the nature and significance of their disability, need intensive supported employment services for work, and extended services after the transition to long-term support in order to perform such work.

Comparable Benefits: Benefits that are provided or paid for, in whole or in part, by other Federal, State or local public agencies, by health insurance, by employee benefits available to the individual at the time needed and are commensurate to the services that the individual would otherwise receive from IDVR.

Competitive Employment: Work in the competitive labor market that is performed on a full-time or part-time basis, in an integrated setting and for which the individual is compensated at or above the minimum wage, but not less than customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

Customer: Includes both clients and employers.

Decentralization: A management concept, which encourages decision making to be accomplished where the authority, responsibility, and accountability reside.

Disability: A physical and/or mental impairment that results in a substantial impediment to employment.

Eligible Individual: An individual is eligible for assistance if the individual has a physical or mental impairment which constitutes or results in a substantial impediment to employment and requires Vocational Rehabilitation services to prepare for, secure, retain or regain employment; and who can benefit in terms of an employment outcome unless the counselor can demonstrate by clear and convincing evidence that such individual is incapable of benefiting from Vocational Rehabilitation services in terms of an employment outcome or SSI or SSDI recipients who intend to achieve an employment outcome.

Employment Outcome: Entering or retaining full-time or, if appropriate, part-time competitive employment in the integrated labor market, supported employment, or any other type of employment including self-employment that is consistent with an eligible individual's abilities, capabilities, and interests and informed choice.

Extended Services: Services needed to support and maintain an individual with the most significant disability in supported employment, provided at a minimum, twice monthly on or off the work site, that are needed to maintain employment stability. Said services are provided by a party other than the State/Federal VR Program. Also called ongoing support services or supported employment services.

General Program: Refers to Title I of the Rehabilitation Act of 1973 and its Amendments.

Integrated Setting: A setting typically found in the community in which clients interact with non-disabled individuals, other than non-disabled individuals who are providing services to those applicants or eligible individuals, to the same extent that non-disabled individuals in comparable positions interact with other persons.

Integrated Work Setting: A setting in which the majority of people, excluding service providers, with whom clients interact, are individuals without disabilities.

ITRMC: The Governor's Information Technology Resource Management Council.

Most Significant Disability (MSD): An individual with the most significant disability (ies) is one with a physical or mental impairment, which results in a substantial impediment to employment and for whom the impairment seriously limits two or more functional capacities; and whose vocational rehabilitation can be expected to require multiple core Vocational Rehabilitation services (services that reduce the impact of functional limitations to achieve an employment outcome) over an extended period of time.

One-Stop Career Center System: A coordinated information and service delivery system for individuals seeking first, new or better jobs and for employers seeking to build a world-class workforce. The idea is that individuals will be able to go to one, easy to locate facility in order to find employment-related information.

Physical or Mental Impairment: Medically or psychologically diagnosable physical or mental condition.

Rehabilitation Success Rate: The percentage of successful closures compared to all closures after having received services from IDVR.

School-Work Transition: Services provided to students with disabilities who are eligible for Vocational Rehabilitation in cooperative programs with Special Education Personnel in each school district. The transition effort between the Idaho Division of Vocational Rehabilitation and Special Education focuses on transition from the secondary school system to adult/life services. Transition refers to that period encompassing high school, graduation, and post-secondary preparation leading to employment.

SGA Level: Substantial Gainful Activity. A term used by the Social Security Administration. It is the performance of significant work for pay or profit with average countable monthly earnings at a level determined by the Social Security Administration allowing for cessation of Social Security Disability Insurance (SSDI) or reduction of Supplemental Security Income (SSI) benefits.

Significant Disability (SD): An individual with a significant disability(ies) means one with a physical or mental impairment which results in a substantial impediment to employment and for whom the impairment(s) seriously limit one or more functional capacities in terms of employment outcome; and whose Vocational Rehabilitation can be expected to require multiple Vocational Rehabilitation services over an extended period of time.

Supported Employment Services: Services consist of the provision of skilled job coaches at the work site, job development and placement, social skills training, observation or supervision, follow-up services to reinforce and stabilize the job placement, facilitation of natural supports at the work site, and any other service needed to assist the individual in entering or maintaining integrated, competitive employment. Also called ongoing support services or extended services.

Part 1 – Agency Profile

Agency Overview

The Idaho Division of Vocational Rehabilitation (IDVR) is one of six agencies under the oversight of the Office of the State Board of Education. Dr. Michael Graham is the Administrator of the Division. IDVR is charged with several major responsibilities: Management of the State/Federal Vocational Rehabilitation Program, State Renal Disease Program, and Extended Employment Services while also and serving as a flow through agency for funding related to the State Epilepsy Program.

The Public Vocational Rehabilitation program is one of the oldest and most successful federal/state programs in American history. Vocational Rehabilitation serves individuals with severe disabilities, which create significant barriers to gaining employment. The average time needed for a person to complete a rehabilitation plan and become employed is thirty-two (32) months, which last year resulted in a 356% increase in client weekly earnings and significant decreases in the need for public support.

The structure of IDVR includes a Field Services Bureau as well as managers who deal with Human Resources, Program Development, Planning and Evaluation, Fiscal Operations, and Information Technology. There are also eight Regional Managers who supervise Field staff in the following regions: Coeur d'Alene, Lewiston, Boise East, Twin Falls, Pocatello, Idaho Falls, Caldwell, and Boise West.

IDVR has 158 employees/150 FTPs serving in thirty-eight (38) offices throughout the state. Offices are located in Boise, Mountain Home, Coeur d'Alene, Sandpoint, Lewiston, Orofino, Moscow, Twin Falls, Burley, Pocatello, Blackfoot, Preston, Idaho Falls, Salmon, Rexburg, Caldwell, Nampa, Payette, & Eagle. There is one (1) Central Office, eight (8) Regional Offices; eleven (11) Sub-Offices; six (6) Mental Health Offices; eleven (11) School – Work Offices; and one (1) Corrections Office.

Core Functions/Idaho Code

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

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

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

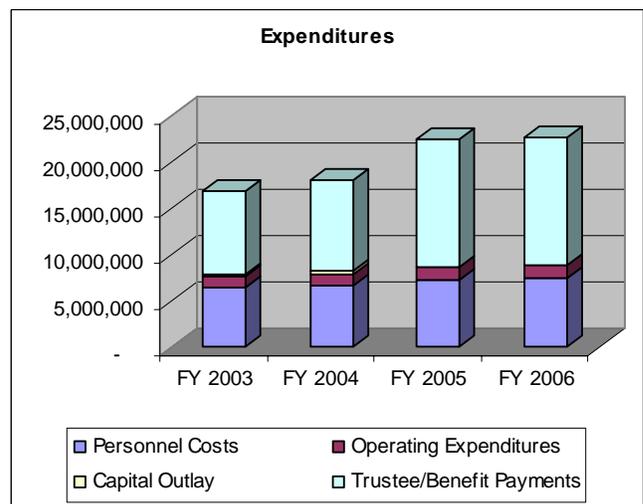
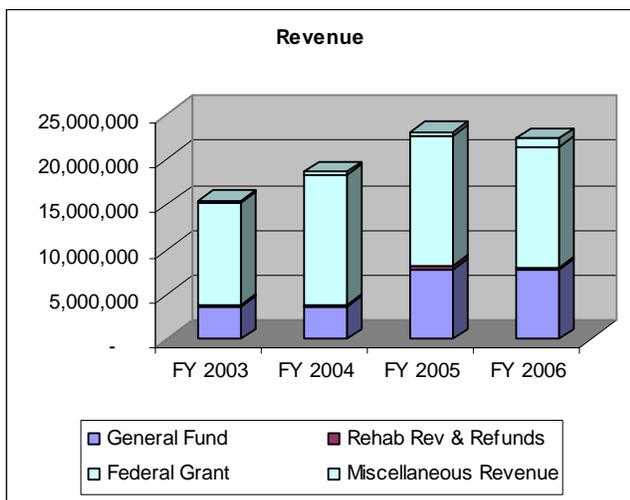
The Extended Employment Services program offers funding for individuals with severe disabilities to receive employment services through Community Rehabilitation programs to develop work skills necessary to be employed. The program includes Community Supported Employment that provides long-term funding for those who require these services to remain employed in community-based employment as well as Work Services.

The Epilepsy Foundation of Idaho is a statewide not-for-profit organization, directed by volunteers and dedicated to helping all individuals in Idaho affected by epilepsy/seizure disorders overcome the associated problems through direct services, increased public and professional understanding, prevention of epilepsy, and the control of epilepsy and its consequences. The Joint Financial Appropriations Committee has designated IDVR as the flow through agency for funding this entity.

Revenue and Expenditures

| Revenue | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|-----------------------|---------------------|---------------------|---------------------|---------------------|
| General Fund | \$3,635,400 | \$3,673,000 | \$7,676,800 | \$7,737,900 |
| Rehab Rev & Refunds | \$266,800 | \$217,600 | \$401,000 | \$238,300 |
| Federal Grant | \$11,277,700 | \$14,381,900 | \$14,471,200 | \$13,467,000 |
| Miscellaneous Revenue | \$293,500 | \$326,900 | \$564,000 | \$870,200 |
| Total | \$15,473,400 | \$18,599,400 | \$23,113,000 | \$22,313,400 |

| Expenditure | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|--------------------------|---------------------|---------------------|---------------------|---------------------|
| Personnel Costs | \$6,434,200 | \$6,581,900 | \$7,249,700 | \$7,383,500 |
| Operating Expenditures | \$1,214,200 | \$1,380,400 | \$1,379,600 | \$1,418,500 |
| Capital Outlay | \$170,600 | \$228,900 | \$67,800 | \$95,400 |
| Trustee/Benefit Payments | \$9,087,500 | \$9,910,200 | \$13,931,800 | \$13,921,600 |
| Total | \$16,906,500 | \$18,101,400 | \$22,628,900 | \$22,819,000 |



Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|---|---------|---------|---------|---------|
| The number of individuals served by Vocational Rehabilitation | 12,090 | 12,959 | 13,438 | 13,191 |
| The number of individuals who went to work after receiving VR services | 1,711 | 1,799 | 1,777 | 1,907 |
| The percent of all individuals who went to work after receiving VR services | 60.5 | 60.5 | 58.58 | 54.49 |
| The average hourly earnings of all individuals who completed the VR program and went to work | \$7.45 | \$7.73 | \$8.77 | \$8.69 |
| The percentage of individuals who have maintained their employment twelve months after exiting the VR program | .75 | .78 | .80 | .79 |

**IDVR is primarily a federally funded program that assesses performance on a Federal Fiscal Year basis for consistency. For this reason, chart data represents figures that are six months behind the State Fiscal data reported.*

Performance Highlights

Services to Corrections Clients

The Corrections population continues to be a major source of challenge in regard to rehabilitation needs and successful outcomes. In 2004, IDVR had 341 successful corrections case closures, while in 2005; 316 successful case closures were noted. Since Idaho continues to rank near the top of national statistics in regard to people incarcerated per population, further effort is necessary to effectively address this issue. IDVR has established a specific region in the Treasure Valley designed to target this population. The intended goal is to serve this population more effectively and to create closer ties with the Idaho Department of Correction in an effort to utilize the resources of both programs efficiently. IDVR created a region that deals only with the Corrections caseloads. By combining these caseloads and having a Regional Manager who has a long history of successfully serving this population, an improvement in services is expected. The Division continues to provide ongoing education to the Idaho Department of Correction (IDOC) about the mission and purpose of Vocational Rehabilitation services to ensure more appropriate referrals of IDOC clients. IDVR has also organized a joint training sponsored by US Region 10 RCEP/Western Washington University that will utilize VR staff to provide training on Corrections and Rehabilitation to other Rehabilitation Specialists in the Northwest.

Migrant Service Coordinator Project

Steady progress has been experienced in this the third year of the Migrant Seasonal Farm Worker Grant (MSFW). Great strides have been made in developing a self-supporting service network targeting the specific employment needs of MSFWs with disabilities and their families, increased career track employment opportunities, improved economic status and greater integration into the prevailing culture. The bi-lingual, bi-cultural Migrant Service Coordinator (MSC) has done well in meeting the objectives established for the marketing phase of the project in moving services to the Bannock/Oneida/Power County areas of the state, while also continuing to maintain service provision in the Twin Falls/Burley area. Closer working relationships and linkages are being established with Adult Basic Education, One-Stop Career Centers, Idaho Department of Labor, and the Idaho Migrant Council as well as other relevant partners. Numerous contacts have been made with area employers, which have played a primary role in the placement of at least three (3) MSFWs with disabilities this year. The highly individualized service coordination that the MSC provides has been instrumental in family members of MSFWs with disabilities having access to services they need to further support the rehabilitation process. The project is doing well in terms of the number of MSFWs with disabilities served (191), the number of family members of MSFWs with disabilities receiving services (58), and the number of MSFWs with disabilities who returned to work (22). We anticipate that the project will experience additional growth with the movement to the Canyon and Elmore county areas in the fourth year of the grant.

PASS Plan and Benefit Specialist Project

The Idaho Division of Vocational Rehabilitation, in partnership with Idaho Medicaid, was able to develop a pilot project to assess the effectiveness of dedicated PASS Plan writers for IDVR clients. The purpose of implementing the PASS Plan (Plan for Achieving Self Support) and Benefit Specialists Project was to provide resources to VR staff/clients for utilizing SSA Work Incentives, i.e., PASS Plans to assist in funding expenses related to their rehabilitation needs and to assess the usage of this service. Using PASS Plans for costs associated with the client's rehabilitation plan has enormous financial advantages to IDVR by conserving resources. This would allow IDVR to continue to serve the increasing numbers of clients who are eligible for services despite limited financial resources. There were a total of eighty-eight (88) referrals made to the project, nineteen (19) PASS Plans written of which nine (9) PASS Plans were approved. A total of \$108,285.00 was realized during the time frame of the project based on documentation verifying PASS Plan approval, with \$244,570.97 as possibly being covered through PASS Plans already written during the project. It is obvious that PASS Plans can offer an additional avenue as a comparable benefit to IDVR.

Statewide Employer Symposiums

During 2005, the Idaho Division of Vocational Rehabilitation was able to partner with Idaho Division of Medicaid to hold seven (7) statewide employer symposiums. IDVR contracted with RBCI, Inc., to assist with this effort. In reviewing the overall impact of the employer symposiums, it was found that there were more than 159 symposium attendees (those who actually signed in), 2200 letters mailed to employers with basic information about how VR might assist them, and more than 192 direct phone calls made to employers. Announcements about the symposiums also appeared in the Coeur d'Alene Press, Lewiston Tribune, Idaho Statesman, Idaho State Journal,

and Post Register, whose reader base numbers in the hundreds of thousands. These various contacts reached many employers who previously had no idea what VR did or how VR might assist them in their businesses.

Part II – Performance Measures

| Performance Measure | 2003 | 2004 | 2005 | 2006 | Benchmark |
|--|--------|--------|--------|--------|--|
| The number of individuals exiting the VR program who achieved an employment outcome during the current year shall be equal to or exceed the previous year performance. | 1711 | 1799 | 1777 | 1907 | Increase the number of eligible individuals that are served. |
| Of all individuals who exit the VR program after receiving services, the percentage who are determined to have achieved an employment outcome shall be at least 55.8%. | 60.5 | 60.5 | 58.58 | 54.49 | Increase the number of individuals who successfully become employed after receiving Vocational Rehabilitation Services. |
| The average hourly earnings of individuals exiting the VR program who achieved an employment outcome during the current year shall be equal to or exceed the previous year’s performance. | \$7.45 | \$7.73 | \$8.77 | \$8.69 | Increase the earnings of individuals who after receiving VR services, become successfully employed. |
| The percentage of individuals who have maintained their employment and earnings twelve months after exiting the VR program will be equal to or greater than the previous year’s performance. | 75% | 78% | 80% | 79% | Increase client employment retention twelve months after successful case closure. |
| The service rate of all individuals with disabilities from minority backgrounds as compared to all non-minority individuals with disabilities shall be at least .80 (ratio). | .94 | .94 | .938 | .984 | Increase the number of individuals from minority backgrounds that are served. |
| The number of individuals involved with the correctional system exiting the VR program who achieved an employment outcome during the current year shall be equal to or exceed the previous year performance. | 246 | 288 | 341 | 316 | Increase the number of individuals involved with the Correctional system who successfully become employed after receiving VR Services. |

Performance Measure Explanatory Note: The performance measures established are those utilized by the Rehabilitation Services Administration which provides Federal oversight of the effectiveness and quality of all Vocational Rehabilitation Agencies across the United States.

For More Information Contact

Dr. Michael Graham
Vocational Rehabilitation
650 W State Rm 150, PO Box 83720
Boise, ID 83720-0096
Phone: (208) 287-6477
E-mail: mgraham@vr.idaho.gov

THIS PAGE INTENTIONALLY LEFT BLANK

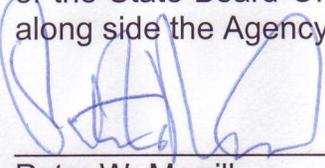


*Idaho Public
Television*
STRATEGIC PLAN
2007-2011

Idaho Public Television STRATEGIC PLAN 2007-2011

Idaho Public Television is an integral part of the State Board of Education's overall plan and process for the delivery of quality education throughout Idaho. This Plan describes the primary vision, needs, concerns, goals, and objectives of the staff and administration toward achieving those goals. The mission and vision of our agency reflect an ongoing commitment to meeting the needs and reflect the interests of our varied audiences.

Idaho Public Television's services are in alignment with the guiding goals & objectives of the State Board Of Education (SBOE). This plan displays SBOE goals & objectives along side the Agency's Strategic Planning Issues.



7/11/06

Peter W. Morrill
General Manager
Idaho Public Television

VISION STATEMENT

Inspire, enrich, and educate the people we serve, enabling them to make a better world.

MISSION STATEMENT

The mission of Idaho Public Television is to meet the needs and reflect the interests of its varied audiences by:

- Establishing and maintaining statewide industry-standard delivery systems to provide television and other media to Idaho homes and schools;
- Providing quality educational, informational, and cultural television and related resources;
- Creating Idaho based educational, informational, and cultural programs and resources;

- Providing learning opportunities and fostering participation and collaboration in educational and civic activities; and
- Attracting, developing, and retaining talented and motivated employees who are committed to accomplishing the shared vision of Idaho Public Television.

| | | |
|---|--|-------------------------------|
| | <p>specifically serve the needs of underserved audiences, which include children, ethnic minorities, and learners and teachers (displayed in matrix form):</p> <ul style="list-style-type: none"> • Children (as measured by channel hours of programming designed specifically for children). • Ethnic minorities (as measured by channel hours of programming that addresses diversity, citizenship issues, English as a second language, or includes a Spanish-language audio channel). • Learners and teachers (as measured by channel hours of programs appropriate for use in K-20 classroom, telecourses, teacher professional development resources, adult basic education resources, and technological literacy). <p>5. Provide additional access to citizens anywhere in the state to IdahoPTV and PBS resources, which support citizen participation and educational goals, via the WWW, as measured by the number of visitors to our web sites.</p> <p>6. Progress towards DTV implementation, as “a statewide infrastructure in cooperation with public and private entities capable of converging voice, video and data technologies,” as measured by:</p> <ul style="list-style-type: none"> • DTV channel-hours of transmission. • Number of transmitters broadcasting a DTV signal/ number of DTV-ready translators/number of cable companies carrying our DTV channel/number of Direct Broadcast Satellite (DBS) providers carrying our channel. • Percentage of Idaho population within our DTV signal coverage area. | <p>Ongoing</p> <p>Ongoing</p> |
| | <p>3. RELEVANT: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.</p> | |
| <p>III-1, III-2, III-3, III-4, III-5, III-6</p> | <p>7. Contribute to a well-informed citizenry, as measured by the number of channel-hours of public affairs programming.</p> <p>8. Provide relevant Idaho-specific information, as measured by:</p> <ul style="list-style-type: none"> • Number of channel-hours of Idaho-specific programming. • Number of IdahoPTV Idaho-specific productions produced during the year. | <p>Ongoing</p> <p>Ongoing</p> |

| | | |
|---|--|---------|
| | <p>9. Be a relevant educational and informational resource to all citizens, as measured by Nielsen Station Audience reports on:</p> <ul style="list-style-type: none"> • Children, less than 12 years old, viewing IdahoPTV. • Adults, of 50+ years, viewing IdahoPTV. • Total audience viewing IdahoPTV. | Ongoing |
| | <p>4. EFFICIENT: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.</p> | |
| <p>IV-3, IV-4, IV-5, IV-6, IV-7, IV-8, IV-10, IV-11</p> | <p>10. Seek increased levels of state, federal, and private sector support, as measured by the absolute dollar value of the IdahoPTV operating budget NOT covered by direct Idaho JFAC-approved state contribution.</p> | Ongoing |
| | <p>Idaho Public Television Recommends Amendments, Additions, Deletions to the State Board Strategic Plan as follows:</p> | |
| <p><i>DELETE</i></p> | <p><i>None</i></p> | |
| <p><i>ADD</i></p> | <p><i>None</i></p> | |

Part 1 – Agency Profile

Agency Overview

Idaho Public Television (IdahoPTV) is an agency of the Idaho State Board of Education/State of Idaho and holds in the public trust television and related broadcast telecommunication licenses issued and governed by the Federal Communications Commission (FCC). IdahoPTV is a statewide, non-commercial broadcast telecommunication system based in the capital city of Boise with additional staffed facilities in Moscow and Pocatello.

IdahoPTV's service to the region began in September of 1965 with KUID-TV, Moscow. Over the next 40 years, IdahoPTV has expanded its reach to include over the air broadcast television service to more than 97 percent of Idaho's population and portions of six adjoining states and Canada through an efficient system of 10 analog and digital transmitters and 37 analog repeaters (translators). In addition, IdahoPTV's signals are rebroadcast under federal guidelines by cable and satellite systems in the region, as well as a rapidly expanding Internet-based distribution system. Idaho Public Television's services and equipment have been made possible through diverse funding partnerships from individual contributions, grants from foundations and companies, and state and federal sources.

IdahoPTV is a member in good standing of the Public Broadcasting Service (PBS) and is the only locally owned and operated network television station in Idaho.

IdahoPTV has benefited from the financial support of four affiliated not-for-profit support organizations, operated under federal and FCC guidelines, including the Friends of Idaho Public Television: KAID/KIPT, Inc.; Friends of Idaho Public Television: KISU, Inc.; Friends of Idaho Public Television: KUID/KCDT, Inc.; and the Idaho Public Television Foundation. As directed by FCC guidelines, our constituents are the people of Idaho, as well as those in portions of six surrounding states and Canada. Private donations provide more than 61% of our yearly operating budget, or \$3.8 million from nearly 24,000 individuals, foundations and companies in our rural service areas. State of Idaho support provides approximately 25% of our operating budget and is directed specifically toward the maintenance and administration of the statewide delivery system. The remaining 14% of our operating budget comes in the form of a yearly grant from the Corporation for Public Broadcasting, a private corporation funded by Congress. IdahoPTV's comprehensive audit is conducted yearly by the Legislative Auditor, Legislative Services.

As of July 1, 2006, Idaho Public Television is staffed with 54 full-time employees primarily in the network operations center in Boise, with branch facilities in Moscow and Pocatello.

IdahoPTV has developed a reputation for producing award-winning quality television and other electronic media. IdahoPTV provides significant local public service to our viewers and users (see Performance Highlights).

Between the summer of 2005 and the late spring of 2006, IdahoPTV distributed two locally produced programs nationally. *Remembered Earth* and *West of the Basque* were distributed through the Public Broadcasting Service (PBS) and American Public Television (APT) respectfully. In addition, IdahoPTV distributes *FocusWest*, a four hour per day, packaged public affairs program service via Internet2 to public television stations serving Utah, Wyoming and northern Nevada. *FocusWest* aggregates public affairs content produced by IdahoPTV, the before-mentioned stations, and Oregon Public Broadcasting and packages it in an efficient "ready to air" form for broadcast via digital and analog television.

IdahoPTV produces a number of on-going series including *Outdoor Idaho*, *Idaho Reports* (coverage of the Idaho Legislature), *Dialogue* (weekly, live public affairs program), *Dialogue for Kids* (educational science program for grade school students), *Idaho Debates* (primary and statewide election coverage), *Governor's State of the State Address*, *Governor's State of the Budget Address*, *INL Scholastic Tournament*, *Read To Me with the First Lady*, *Ron's Picks* and *The Buzz on IdahoPTV*. Also produced are other one-time programs including *Idaho: An Aerial Tapestry*, *Idaho Edens*, *West of the Basque*, *Lewis & Clark: Crossing the Centuries*, *Hymns of Thanksgiving* and *Picturing Idaho*.

Our community outreach ranges from locally produced events and workshops to children's events such as science and technology workshops, science camps, literacy content and educator workshops.

The staff is led by Peter W. Morrill, General Manager; Ron Pisaneschi, Director of Broadcasting; Phillip Kottraba, Director of Finance; Kim Philipps, Director of Marketing/Development; Rich Van Genderen, Director of Technology; and Sandy Streiff, Director of Communications.

Core Functions/Idaho Code

Idaho Public Television is not referenced in Idaho Code. IdahoPTV was created by Legislative Intent within the budget process in 1982 and exists under the regulations of the Federal Communications Commission and the governance of the State Board of Education, State of Idaho.

The mission of Idaho Public Television is to meet the needs and reflect the interests of our various audiences. We do this by:

- Establishing and maintaining statewide industry-standard delivery systems to provide television and other media to Idaho homes and schools;
- Providing quality educational, informational, and cultural television and related resources;
- Creating Idaho based educational, informational, and cultural programs and resources;
- Providing learning opportunities and fostering participation and collaboration in educational and civic activities; and
- Attracting, developing, and retaining talented and motivated employees who are committed to accomplishing the shared vision of Idaho Public Television.

Revenue and Expenditures

| Revenue | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|--------------------------|--------------------|--------------------|--------------------|--------------------|
| General Fund | \$5,362,200 | \$1,528,200 | \$1,595,000 | \$1,586,800 |
| Dedicated Fund | \$804,600 | \$820,200 | \$861,800 | \$531,400 |
| Miscellaneous Fund | \$0 | \$0 | \$0 | \$867,200 |
| Total | \$6,166,800 | \$2,348,400 | \$2,456,800 | \$2,985,400 |
| Expenditure | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
| Personnel Costs | \$1,683,500 | \$1,665,200 | \$1,750,400 | \$1,757,700 |
| Operating Exp. | \$581,100 | \$683,200 | \$706,400 | \$706,300 |
| Capital Outlay | \$3,821,800 | \$0 | \$0 | \$521,400 |
| Trustee/Benefit Payments | \$0 | \$0 | \$0 | \$0 |
| Total | \$6,086,400 | \$2,348,400 | \$2,456,800 | \$2,985,400 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|--|---------|-----------|-----------|-----------|
| Number of national awards for IdahoPTV | 30 | 54 | 58 | 60 |
| Private in-state/out-of-state partnerships | 75/18 | 79/32 | 97/23 | 135/35 |
| Public in-state/out-of-state partnerships | 66/18 | 128/48 | 132/26 | 71/16 |
| % of closed captioned shows for hearing impaired & visual learners | 94.5% | 96% | 97.1% | 98.6% |
| Descriptive video service hours for those with impaired vision | 1,465 | 3,187 | 11,116 | 12,869 |
| Channel hours for children | 9,984 | 7,684 | 12,192 | 13,020 |
| Channel hours for ethnic minorities | 3,810 | 4,012 | 3,782 | 5,320 |
| Channel hours for learners | 7,384 | 10,580 | 10,580 | 11,094 |
| Visitors to idahoptv.org | 557,997 | 1,326,233 | 1,546,488 | 1,623,860 |
| DTV channel hours | 65,442 | 135,710 | 137,240 | 137,240 |
| # of DTV transmitters | 5 | 5 | 5 | 5 |
| # of DTV-ready translators of 37 | 0/37 | 3/37 | 3/37 | 5/37 |
| # of local cable carriage of hi-def | 0 | 10 | 10 | 10 |
| # of satellite systems, analog service | 0 | 3 | 5 | 7 |
| % pop. IdahoPTV digital TV coverage | 49% | 71.3% | 71.3% | 71.3% |
| Channel hours, public affairs | 3,434 | 4,413 | 10,197 | 12,740 |
| Channel hours, Idaho specific | 399 | 655 | 675 | 2,162 |
| # of IdahoPTV produced programs | 102 | 96 | 193 | 138 |
| Viewers per week, children under 12 | 69,850 | 88,150 | 85,126 | 93,589 |
| Viewers per week, adults 50+ | 115,470 | 128,610 | 199,470 | 205,716 |
| Viewers per week, total | 285,000 | 298,000 | 423,150 | 449,500 |

Performance Highlights

FY 2006 Highlights (Un-audited):

- ❖ Federal legislation enacted that calls for the cessation of analog broadcast television via transmitters on February 17, 2009.
 - This will have significant impact on at least 1/3 of Idaho homes that still receive analog television via over-the-air transmitter broadcasts.
 - IdahoPTV has 37 rural translators that need to be upgraded to digital television ready status.
 - As of July 1, 2006, 21 translator sites have funding in place for conversion or have been upgraded, 16 sites are still in need of funding/upgrades.
- ❖ FY 2005 Audit conducted by Legislative Auditor, No Findings of Fiscal Fact.
- ❖ FY 2006 Audit begins in September 2006.
- ❖ IdahoPTV "In-State Public Partnerships" dropped in FY 06 from FY 05 levels due to cuts by the U.S. Department of Education to local funding for Ready-To-Learn (RTL) educational services. RTL enabled (and funded) IdahoPTV's educational outreach to low-income families, through public schools and agencies, teaching parents to incorporate reading into family life.

- ❖ IdahoPTV received state funding for FY 2007 totaling \$1.59 million in replacement capital including studio equipment for Pocatello/KISU (Phase 2 of 3 studio replacement), 12 rural translator site upgrades to digital ready status and field engineering vehicles.
- ❖ IdahoPTV begins the second of a three year upgrade of 7 translator sites in the KUID/Moscow viewing area to digital TV ready funded by the US Department of Agriculture.
- ❖ IdahoPTV was awarded 60 national and regional awards of excellence for local programming and media creation including a regional Emmy award for DIALOGUE: NEZ PERCE WATER AGREEMENT and an Edward R. Murrow Award for Excellence for OUTDOOR IDAHO: SILVER VALLEY RISING.
- ❖ www.idahoptv.org had 16,109,372 hits in FY 06 (11,351,135 hits, FY 05).

Part II – Performance Measures

| Performance Measure | 2003 | 2004 | 2005 | 2006 | Benchmark |
|---|---------|-----------|-----------|-----------|-----------|
| 1. Number of national awards for IdahoPTV | 30 | 54 | 58 | 60 | 54 |
| 2. Partnerships: | | | | | |
| Private in-state/out-of-state | 75/18 | 79/32 | 97/23 | 135/35 | 130/30 |
| Public in-state/out-of-state | 66/18 | 128/48 | 132/26 | 71/16 | 80/30 |
| 3. Descriptive video service hours for those with impaired vision | 1,465 | 3,187 | 11,116 | 12,869 | 13,000 |
| 4. Channel hours for children | 9,984 | 7,684 | 12,192 | 13,020 | 12,500 |
| 5. Channel hours for learners | 7,384 | 10,580 | 10,580 | 11,094 | 10,580 |
| 6. Visitors to idahoptv.org | 557,997 | 1,326,233 | 1,546,488 | 1,623,860 | 1,600,000 |
| 7. # of DTV-ready translators of 37 | 0/37 | 3/37 | 3/37 | 5/37 | 5/37 |
| 8. % pop. IdahoPTV digital TV coverage | 49% | 71.3% | 71.3% | 71.3% | 71.3% |
| 9. Channel hours, Idaho specific | 399 | 655 | 675 | 2,162 | 2500 |
| 10. Viewers per week, total | 285,000 | 298,000 | 423,150 | 449,500 | 400,000 |

Performance Measure Explanatory Note:

In Part 1, IdahoPTV has historically utilized 21 performance measures quantifying services that we provide to the citizens of Idaho. As a result of new state guidelines, IdahoPTV will begin reporting 10 of those original indicators.

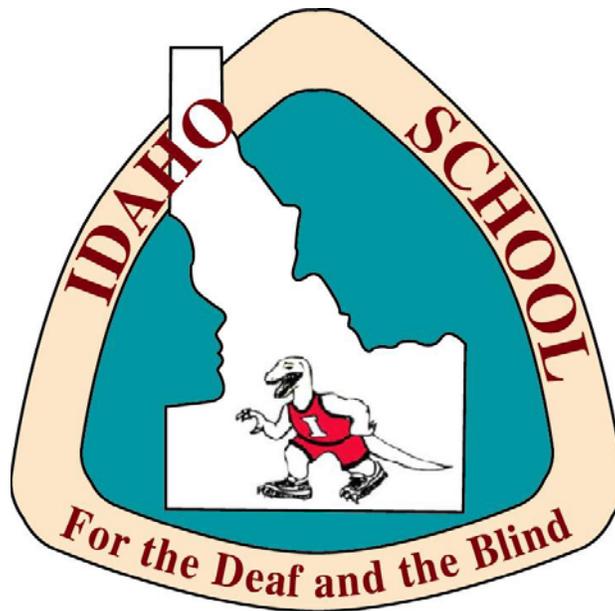
IdahoPTV anticipates no new general fund programmatic revenue for FY 07 and thusly projects a maintenance of current operation (MCO) for service delivery and is reflected in our benchmarking metrics.

For More Information Contact

Peter W. Morrill
General Manager
Idaho Public Television
1455 North Orchard Street
Boise, Idaho 83706
Phone: (208) 373-7220
E-mail: peter.morrill@idahoptv.org



STRATEGIC PLAN



2006-2010 (version 6a)

[A Key Element in ISDB's on-going efforts in Strategic Planning and Program Development]

THIS PAGE INTENTIONALLY LEFT BLANK

ISDB STRATEGIC PLAN 2006-2010

The Idaho School for the Deaf and the Blind (ISDB is officially a state agency) is an integral part of the State Board of Education's overall plan and process for the delivery of quality education throughout Idaho. This Plan describes the primary vision, needs, concerns, goals, and objectives of the faculty, staff, administration, and student body toward achieving those goals. Our mission and vision reflects an ongoing commitment to meeting the challenge of educating the sensory impaired child.

It is extremely important that delivery of our agency's services is in alignment with the guiding goals & objectives of the State Board Of Education (SBOE). To that end, this plan displays SBOE goals & objectives along side the Agency's Strategic Planning Issues. We believe this model can and should be used by all Institutions and Agencies under SBOE governance.

ISDB's Strategic Plan 2006-2010 is intended to answer the questions of 'What does the agency need to accomplish?' ... and 'Where is our Primary Direction for the coming five (5) years.' The details of 'How' we intend to accomplish these goals and objectives is spelled out in the more detailed ISDB Organizational Plan under separate cover (not included with this submission).

During a corporate OSBE meeting in September 2004, in which all Institutions and Agencies under SBOE governance participated, it was agreed that they would all adopt the Board's four main Strategic Planning Goals and revise individual strategic plans to re-align agency Objectives under one of those four Goals. An area for "Agency Unique" Objectives was established, as well as a "feedback" section where each Institution or Agency might suggest SBOE Goals and Objectives that needed to be added or were no longer relevant. (see Section 6, below). This approach has since been modified to incorporate guidance from HB-300-2005. This agency has received no revised guidance to use any other format or approach than as described above.

Harvey W. Lyter III
Interim Superintendent

VISION STATEMENT

ACCESS, INDEPENDENCE and MEANINGFUL INTEGRATION FOR EVERYONE

MISSION STATEMENT

- ISDB's purpose is to provide effective supplemental services, information, and resources to lead agencies and families throughout Idaho.
- ISDB provides a continuum of educational opportunities designed to meet the needs of children, families, and service delivery partners.
- ISDB's education philosophy of rigor and excellence results in student access to the world at large.

ISDB STRATEGIC PLAN 2006-2010 (Version 6a)

(Maintains 95% alignment to SBOE Goals & Objectives)

| Alignment with <u>SBOE</u> Goals & Objectives | ISDB GOALS & OBJECTIVES |
|---|---|
| | <p>1. QUALITY: Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry.</p> |
| <p>I-1, I-3, I-4 IV-3, IV-4</p> <p>I-4, IV-4, IV-8</p> <p>III-2, IV-3</p> <p>III-3, IV-3</p> <p>I-1, IV-3</p> <p>IV-8</p> <p>II-3, IV-8</p> <p>I-4, IV-6</p> | <p>[re OPE 2.2] Revise Inter-Agency Agreements to foster improved quality of service delivery, better assessment processes, and partnership opportunities that eliminate wasting resources</p> <p>[re OPE 5.1.a] Explore broader avenues for educational and training that incorporate emerging technologies (e.g. Cochlear Implants) into Campus & Outreach programs, state-wide</p> <p>- Revise Inter-Agency Agreement with SDE</p> <p>- Review/Update/Revise all Agency Policies and Department Manuals</p> <p>- Implement State Records Management Program throughout ISDB system</p> <p>- Review/Revise Vehicle/Fleet Management procedures</p> <p>- Review/Revise plan for Campus, Outreach offices facility utilization & renovation</p> <p>- Improve contacts with Gooding Chamber Of Commerce, Rotary Club, etc</p> |
| | <p>2. ACCESS: Provide people of all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.</p> |
| <p>II-1, II-3, II-4 IV-3, IV-4</p> <p>I-1, III-4</p> <p>I-7, III-2, IV-3, IV-9 II-3 IV-1</p> <p>I-7, III-2, III-4, IV-2, IV-10</p> <p>I-5, II-2</p> <p>I-10, II-4, IV-8</p> | <p>[re OPE 2.3] Encourage the State Board and State Department of Education to strengthen reporting criteria so that every D/HH & B/VI child can be identified and better served</p> <p>- Align Curriculum and Assessments to Idaho State Standards</p> <p>- Research and Recommend an Optimal Agency Calendar with local school district(s) -- Investigate "year-round" operations- administration, facilities, academics -- Study Fiscal, Personnel, Support Service contract impacts of this approach</p> <p>- Implement effective instruction strategies designed to meet the educational needs of all students (Consider Skill Level Grouped Instructional Programs)</p> <p>- Expand Independent Living Program // Develop better life long learning habits</p> <p>- Continue to develop Student & Staff Communications Skills</p> |

| | |
|--|--|
| II-3, II-4, IV-4, IV-8 | - Investigate feasibility of Magic Valley Low Vision Clinic (like ICBVI clinic in Boise) |
| II-4, IV-8 | - Communications upgrades throughout the facility to enhance communications capabilities |
| II-4, IV-8 | - IT Committee; continue search for better communications system to improve 2-way connectivity for Deaf Staff members |
| II-3, II-7, III-5 | - Study Legislative intent (HB-821 model) for potential future service delivery concepts -- Most effective & efficient interaction with community services, supplemental resources, and state government functions (i.e., personnel, budgeting, etc). -- Investigate opportunities for facility & transportation sharing with LEAs -- Continue dialog with SBOE Working Group and research activities |
| I-5, II-3, III-2, IV-7 | - Adopt teaching strategies making best use of available facilities & emerging technologies -- Explore Distance Learning opportunities connecting Main Campus to Outreach locations and local schools -- Enhance Independent Living Program for Seniors; academic modules for all students |
| II-3, III-5 | - Develop administrative strategies to manage emerging technologies better -- Partner with Idaho Cochlear Implant Team -- Explore adding an administrative position focused on technological developments |
| II-3, II-7, III-3, IV-4, IV-7, IV-8, IV-10 | - Study alternative models for Regional Outreach Service Delivery; most Day-Campuses, or Improved Internet Access via an "ISDB Virtual Academy" approach |
| II-3, II-7, III-3 | - Pursue increase and expansion of Outreach Program Staff to reduce significant caseload burden |
| | 3. RELEVANT: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels. |
| III-1, III-2, III-3 III-6 | [re OPE 2.2] (e.g.) Continue engagement State Board efforts to redefined mission, service delivery models, and state-wide responsibilities of the Agency and LEAs |
| I-4, III-3, III-6 | [re OPE 3.1] Develop procedures for tracking and analyzing key Campus activities and data trends and routinely report this information to decision makers |
| III-2, III-3, III-6 | [re OPE 4.1] Strengthen & Expand staff knowledge and professional development about all available educational methodologies and improve relevant client communications |
| III-1, III-2, III-3 III-6, IV-10 | [re OPE 5.1.b] Explore broader avenues for educational and training that incorporate emerging technologies (e.g. Cochlear Implants) into Campus & Outreach programs, state-wide |
| I-9, III-3 | - Identify an overall Program Staffing Needs Process -- Establish & Maintain pool of qualified candidates for rapid staff replacement(s) |
| III-5 | - Establish better ties with nation-wide Deaf & Blind teacher training programs -- Enhance recruiting/retention of highly qualified agency staff members -- Revise agency "marketing strategy" to better fit long-term recruiting needs -- Develop recruiting strategies & process that will assist LEAs with Day Campuses |

| | |
|----------------------------------|--|
| I-8, IV-9 | - Expand Professional Development |
| III-5, III-6 | - Build better ties with the Commission for the Blind (ICBVI), Council for Deaf/HH (CDHH), and Idaho Registry of Interpreters for the Deaf (IRID), Idaho Division of Vocational Rehabilitation (IDVR) |
| | 4. EFFICIENT: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide. |
| IV-1, IV-4, IV-5 IV-9 | [re OPE 3.2] (e.g.) Implement & Refine long-term plans to address cost saving opportunities in all aspects of Campus operations, including encouraging appropriate tenant use of some facilities |
| II-1, II-7 IV-1, IV-4, IV-6 | [re OPE 4.2] Develop formal agreements and procedures for service delivery models involving LEAs as either Host or Primary service provider. Strive to standardize state-wide approach |
| III-1, III-2 IV-1, IV-5, IV-6 | [re OPE 4.3] Develop & Implement a formula for calculation of Caseload vs Workload data. Employ this information for appropriate staffing adjustments and routinely provide this analysis to decision makers |
| I-10 | - Projects to remodel existing facilities, Improve existing building utilization. -- Build up-to-date Student Health Center or Remodel/Upgrade existing space |
| III-3 | - Develop Education Facilities |
| I-10 | - Pursue Safety & Security Upgrades throughout all Campus Facilities |
| II-6, IV-4, IV-5 | - Explore Development of a Post-Secondary Living Facility -- Pursue Grant for facility on CSI Campus (Partner with CSI Foundation) |
| IV-5 | Pursue a closer, smoother Foundation-to-Agency working relationship |
| I-1, II-3, IV-8 | - Standardize computer systems - Upgrade architectures for interoperability with other state agencies and LEAs |
| | 5. AGENCY UNIQUE ISSUES: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide. |
| I-8, I-9, III-1 | - Draft new statute for SBOE-WG to resolve ISDB Certified Teacher Pay Equity -- support use of state Reimbursement Matrix as budgeting model for agency staff |
| I-10, IV-7 | - Develop enhanced academic modules for all grades & full semester Senior year Independent Living Program; Adequately staff program for safety and quality instruction |
| | 6. RECOMMENDED Additions or Deletions to SBOE Plan: -- No ISDB inputs |

Part 1 – Agency Profile

Agency Overview

The Idaho School for the Deaf and the Blind was established to provide quality education to children from birth to 21 years of age who are hearing impaired or visually impaired to the extent that they cannot receive proper education in the public school system. The Agency offers educational and social opportunities for a specialized student population by providing a residential academic program complemented by a residential cottage life program. In addition, the Agency offers its programs and enhances services statewide through regional programs for the visually-impaired and hearing-impaired students via its seven outreach offices located throughout Idaho. The outreach offices are located in Coeur d' Alene, Lewiston, Idaho Falls, Pocatello, Gooding, Meridian and Middleton.

The school is funded with General Fund appropriations, miscellaneous State funds, endowment earnings and federal grants.

Core Functions/Idaho Code

The State Constitution, Article X, Section 1, provides for the establishment and support of State institutions for the deaf and the blind. Idaho Code, Title 33, Chapter 34, established the Idaho School for the Deaf and the Blind in Gooding, Idaho. Additionally, this chapter lists the general duties of the governing Board of Trustees and defines eligibility for students to attend the campus program located in Gooding. Idaho Code, Title 33, Chapter 1, created the State Board of Education and gave the Board general supervision, governance, and control over the Idaho School for the Deaf and the Blind.

The Agency is organized into four major program areas: Education Services, Financial Services, Student Services, and Outreach Services. The Agency's Administrative Leadership Team (ALT) is comprised of the following individuals: Harvey W. Lyter III, Interim Superintendent; Jeff Woods, CPA, Director of Financial Services; Janet Stout, K-12 Principal; Gretchen Spooner, Director of Curriculum and Special Services; Rod Howells, Director of Student Services; Mary Dunne, Director of Deaf and Hard-of-Hearing Outreach Services; Carol Baron, Director of Blind and Visually Impaired Outreach Services; Tom Oblinsky, Director of Human Resources; Randy Bow, Director of IT; and Dick Grover, Director of Maintenance.

Revenue and Expenditures:

| Revenue | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|---------------------------|--------------------|--------------------|--------------------|--------------------|
| General Fund | \$7,051,500 | \$7,183,600 | \$7,533,300 | \$7,791,600 |
| Federal Grant | \$323,800 | \$401,700 | \$260,800 | \$117,100 |
| Miscellaneous Revenue | \$213,700 | \$258,100 | \$94,600 | \$94,600 |
| Budget Stabilization Fund | \$0 | \$0 | \$0 | \$200,200 |
| ISDB Contingency Fund | \$0 | \$0 | \$133,800 | \$23,600 |
| ID School Deaf & Blind | \$325,500 | \$417,400 | \$147,000 | \$0 |
| Total | \$7,914,500 | \$8,260,800 | \$8,169,500 | \$8,227,100 |
| Expenditure | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
| Personnel Costs | \$5,799,600 | \$5,949,600 | \$6,418,500 | \$6,942,900 |
| Operating Expenditures | \$1,208,300 | \$1,276,500 | \$1,396,500 | \$1,226,500 |
| Capital Outlay | \$100,900 | \$383,700 | \$244,700 | \$51,400 |
| Trustee/Benefit Payments | \$0 | \$0 | \$0 | \$0 |
| Total | \$7,108,800 | \$7,609,800 | \$8,059,700 | \$8,220,800 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|---|-------------|-------------|-------------|-------------|
| Provide programming for hearing impaired students (on campus) | 66 students | 55 students | 53 students | 45 students |
| Provide programming for visually | 18 students | 14 students | 17 students | 16 students |

| | | | | |
|--|--------------|--------------|--------------|--------------|
| impaired students (on campus) | 13 students | 12 students | 10 students | 12 students |
| Provide programming for multi-handicapped students (on campus) | 319 students | 347 students | 399 students | 530 students |
| Provide regional services for hearing impaired students | 269 students | 283 students | 268 students | 347 students |
| Provide regional services for visually impaired students | 685 students | 711 students | 747 students | 950 students |
| Number of students served statewide | 52 students | 43 students | 44 students | 38 students |
| Provide student housing in cottages (on campus) | 6 students | 7 students | 10 students | 8 students |
| High School graduates from Gooding campus program | 0 students | 0 students | 3 students | 2 students |
| Graduates qualifying for developmental disability waiver | | | | |

Performance Highlights:

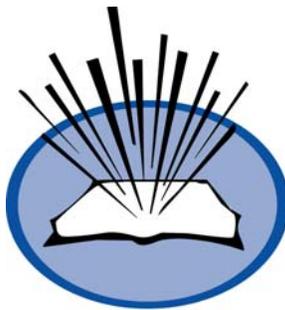
Part II – Performance Measures

| Performance Measure | 2003 | 2004 | 2005 | 2006 | Benchmark |
|---|-------------------|------------------|------------------|------------------|------------------|
| 1. Number of campus students who achieve HS graduation with their primary year group. | 6 students (100%) | 5 students (71%) | 8 students (80%) | 4 students (50%) | 75% |
| 2. Number of students who go on to post-secondary education; either college or professional-technical training. | 4 students (67%) | 4 students (57%) | 6 students (60%) | 4 students (50%) | 65% |
| 3. Number of students living independently or at college or training facility | 5 students (83%) | 5 students (71%) | 5 students (50%) | 6 students (75%) | 70% |
| 4. Number of students gainfully employed (full-time). | 3 students (50%) | 2 students (29%) | 1 student (10%) | 1 student (13%) | 25% |

Performance Measure Explanatory Note:

For More Information Contact

Jeff Woods
 Director of Financial Services
 Idaho School for the Deaf and the Blind
 1450 Main Street
 Gooding, ID 83330
 Phone: (208) 934-4457 (V/TTY)
 E-mail: jeff.woods@isdb.idaho.gov



IDAHO COMMISSION FOR LIBRARIES

325 West State Street Boise, Idaho 83702 | ph. 208.334.2150 | 800.458.3271 | Fax: 208.334.4016

Strategic Plan 2007 – 2010

Vision:

Idaho libraries are the nexus of global information, innovative services and community that sustains our history, empowers our present and creates our future.

Mission:

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

Values:

Library Ideals: We believe libraries exist for the public good. They are essential to literacy and informed citizens in a democratic society. We affirm intellectual freedom, life-long learning, customer privacy, and public access to information.

Customer Service: We deliver high quality customer service to internal and external customers.

Relationships: We achieve organizational effectiveness through mutual support, trust, value, and respect.

Collaboration: We accomplish goals using shared leadership, teamwork and consensus.

Learning Organization: We continuously improve services by creating, gathering, and transferring information and modifying behaviors to reflect new knowledge and insights.

Strategies:

Advocacy

Collaboration

Communication

Consulting

Continuing Education

Grants

Marketing

Research, Planning &

Development

Strategic Issues

- I. How do Idaho libraries strategically position themselves to actively create and embrace the future?

External Factors

Major changes have occurred over the last 20 years in all areas of information services. The initial technology explosion is in the past. Rapid change is now a constant and even more dramatic change is predicted. The profiles of our users and potential users have changed drastically. Preschoolers are computer literate and seniors love communicating via e-mail. These were predictions of the future not that long ago; now they are the facts of everyday life.

If librarians are interested in providing library services to these rapidly changing generations in the future, we must take action now. Library staff and governing bodies must work on learning foresight: a skill that enables us to anticipate many of the risks and most importantly the opportunities. We need to understand current trends and their possible consequences while considering the variety of options we have for achieving our goals. We cannot wait for proof of what lies ahead or how things are going to develop. The tools are out there to help us better serve all of our clientele if we have the skill to listen to what the future has to tell us.

Goals:

- A. Libraries incorporate the 2020 Vision in their strategic planning.
 1. Objective: Develop events to keep the Idaho library community engaged with the future.
 2. Objective: Identify and make available strategic planning training opportunities.
- B. Library leaders dedicate time to shape the future.
 1. Objective: Identify and make available leadership training opportunities.
 2. Objective: Generate and share innovative ideas.
- C. Awareness and understanding of the disparate ways information is accessed and processed creates valued services.
 1. Objective: Develop events to keep the Idaho library community engaged with the emerging trends in information access.
 2. Objective: Develop, coordinate, provide and support programs and services to meet the needs of different populations.

II. How do Idaho libraries develop and sustain services valued by digital natives?

External Factors

Digital natives are those who have grown up with digital technology beginning in the last decades of the 20th century. Computers, video games and cams, the Internet as well as the wide variety of cell phones have been common everyday toys and tools in their lives since infancy. These natives of the digital age are low users of current library services. To make library services useful to this and succeeding generations, we must study their information needs and discover ways to meet them. Failure to reach and serve digital natives and the generations that follow them may well make libraries obsolete.

Goals:

A. Libraries embrace and enhance digital natives' approach to information.

1. Objective: Create events targeted to the needs of digital natives.
2. Objective: Advance the development and expansion of libraries' web presence.
3. Objective: Identify and promote information technologies.

III. How do Idaho libraries create and promote a vital identity?

External Factors

Stereotypes of libraries and librarians hamper our ability to deliver good library services. We have years of misconceptions to overcome. We want libraries to be recognized as an essential part of education. Increased communication and interaction among all types of libraries is needed to best meet citizens' diverse needs. To most citizens a library is a library is a library. We do not want cookie-cutter libraries. We know communities are different and need different services.

The preferred future vision says that "Idaho libraries in 2020 are strongly branded, so that when people in Idaho think of libraries they think of dynamic places of passion and opportunity." Without a vital identity, libraries may face disappearance in the future.

Goals:

A. Libraries flourish as a central place in a learning society.

1. Objective: Develop, coordinate, provide and support reading and literacy programs and services.

2. Objective: Provide and support access to information.
3. Objective: Provide professional development opportunities and training in multiple formats.

B. The citizens of Idaho identify their libraries as vital.

1. Objective: Raise awareness about libraries.
2. Objective: Survey and evaluate library programs and services.

IV. How do Idaho libraries sustain an infrastructure that provides for services in an atmosphere of innovation and change?

External Factors

Quality library services are the basis for a good reputation and the foundation for building the services of the future. Library staff and governing boards must deal with the demands of the present so we can position ourselves for the future. To do this successfully, the underlying base of the library organization needs to be strong and healthy. At the 2020 Vision Think Tank, Gregory Raymond said, “It is important to keep in mind that we need to look at both continuity and change. When people examine the future we tend to look around the corner and emphasize what will be different. But in fact not everything changes.” The challenge is in making sure the continuity provides us something strong upon which to build the future. There needs to be more than a tolerance for change. Failure to anticipate and embrace change will weaken current services and doom those of the future.

Goals:

A. Libraries thrive in an environment that encourages innovation, risk and change.

1. Objective: Utilize members of the library community to develop statewide programs and services.
2. Objective: Encourage libraries to develop and deliver innovative programs or services.

B. Libraries’ infrastructures empower service development and delivery.

1. Objective: Maintain, revise, and develop opportunities for basic services.
2. Objective: Provide training for statewide programs and services.
3. Objective: Promote and encourage resource sharing.

4. Objective: Promote and encourage access to information and library services.
5. Objective: Coordinate and support initiatives that improve library services.
6. Objective: Hone and vitalize library organizational structure.

C. Leaders inspire passionate commitment to libraries.

1. Objective: Promote and support outreach projects that require partnership.
2. Objective: Encourage staff to serve on library association and community boards and committees.
3. Objective: Identify and make available leadership training opportunities.
4. Objective: Raise awareness of libraries with opinion leaders.
5. Objective: Promote and present library programs and services.

Measuring Success and Effectiveness:

ICFL will judge success and progress towards the goals by tracking the following:

- LiLI Databases Sessions/Logins
- LiLI Databases Full Text Views
- Talking Book Service Patrons
- Talking Book Service Circulations
- Attendance at Public Libraries
- Continuing Library Education
 - Events Sponsored/Participants
- E-Course Completions

Performance Measures with Benchmarks:

1. % of Idaho citizens who identify libraries as important

Benchmark: 90%

Explanation: The *17th Annual Idaho Public Policy Survey, 2006* conducted by Boise State University finds 97.5% of Idaho citizens identifying libraries as important. <http://ppa.boisestate.edu/ssrc/>

Long Overdue: A Fresh Look at Public and Leadership Attitudes About LIBRARIES in the 21st Century indicates nearly half the sampling graded

libraries with an “A,” the highest for any of the community institutions covered in the survey. <http://www.lff.org/documents/LongOverdue.pdf>

2. % increase in interlibrary loans through LiLI Unlimited

Benchmark: 2% annual increase

Explanation: Expectations are based upon the increase in Idaho libraries' interlibrary loan statistics.

Baseline: July 2005-June 2006 (FY06), the first complete fiscal year of the program; figures available August 2006.

3. % increase in LiLI Unlimited participating libraries

Benchmark: 5% annual increase

Explanation: Now that the phased implementation of the program has ended, we will be encouraging membership of those libraries who, for a variety of reasons, chose not to join during the start-up period.

Baseline: June 30, 2005 (FY05); 57 libraries.

4. % increase in registrations at summer reading programs

Benchmark: 10% annual increase

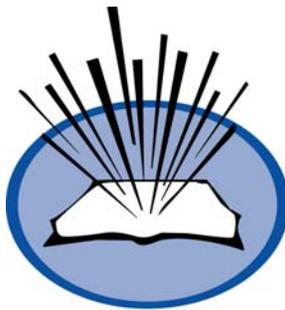
Explanation: Reasonable expectations are based upon Idaho statistics and the staffing capabilities at the local public libraries.

Baseline: Summer of 2004; 27,632 registrations.

5. Value of the LiLI Database licenses if purchased individually by all libraries compared to actual cost

Benchmark: $V > A$

Explanation: To remain a viable service, the value (V) of the database licenses if purchased individually by all libraries needs to be greater than the actual cost (A). LiLI-D contract runs January-December.



IDAHO COMMISSION FOR LIBRARIES

325 West State Street Boise, Idaho 83702 | ph. 208.334.2150 | 800.458.3271 | Fax: 208.334.4016

Strategic Plan 2007 – 2010

Vision:

Idaho libraries are the nexus of global information, innovative services and community that sustains our history, empowers our present and creates our future.

Mission:

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

Values:

Library Ideals: We believe libraries exist for the public good. They are essential to literacy and informed citizens in a democratic society. We affirm intellectual freedom, life-long learning, customer privacy, and public access to information.

Customer Service: We deliver high quality customer service to internal and external customers.

Relationships: We achieve organizational effectiveness through mutual support, trust, value, and respect.

Collaboration: We accomplish goals using shared leadership, teamwork and consensus.

Learning Organization: We continuously improve services by creating, gathering, and transferring information and modifying behaviors to reflect new knowledge and insights.

Strategies:

Advocacy

Collaboration

Communication

Consulting

Continuing Education

Grants

Marketing

Research, Planning &

Development

Strategic Issues

- I. How do Idaho libraries strategically position themselves to actively create and embrace the future?

External Factors

Major changes have occurred over the last 20 years in all areas of information services. The initial technology explosion is in the past. Rapid change is now a constant and even more dramatic change is predicted. The profiles of our users and potential users have changed drastically. Preschoolers are computer literate and seniors love communicating via e-mail. These were predictions of the future not that long ago; now they are the facts of everyday life.

If librarians are interested in providing library services to these rapidly changing generations in the future, we must take action now. Library staff and governing bodies must work on learning foresight: a skill that enables us to anticipate many of the risks and most importantly the opportunities. We need to understand current trends and their possible consequences while considering the variety of options we have for achieving our goals. We cannot wait for proof of what lies ahead or how things are going to develop. The tools are out there to help us better serve all of our clientele if we have the skill to listen to what the future has to tell us.

Goals:

- A. Libraries incorporate the 2020 Vision in their strategic planning.
 1. Objective: Develop events to keep the Idaho library community engaged with the future.
 2. Objective: Identify and make available strategic planning training opportunities.
- B. Library leaders dedicate time to shape the future.
 1. Objective: Identify and make available leadership training opportunities.
 2. Objective: Generate and share innovative ideas.
- C. Awareness and understanding of the disparate ways information is accessed and processed creates valued services.
 1. Objective: Develop events to keep the Idaho library community engaged with the emerging trends in information access.
 2. Objective: Develop, coordinate, provide and support programs and services to meet the needs of different populations.

II. How do Idaho libraries develop and sustain services valued by digital natives?

External Factors

Digital natives are those who have grown up with digital technology beginning in the last decades of the 20th century. Computers, video games and cams, the Internet as well as the wide variety of cell phones have been common everyday toys and tools in their lives since infancy. These natives of the digital age are low users of current library services. To make library services useful to this and succeeding generations, we must study their information needs and discover ways to meet them. Failure to reach and serve digital natives and the generations that follow them may well make libraries obsolete.

Goals:

A. Libraries embrace and enhance digital natives' approach to information.

1. Objective: Create events targeted to the needs of digital natives.
2. Objective: Advance the development and expansion of libraries' web presence.
3. Objective: Identify and promote information technologies.

III. How do Idaho libraries create and promote a vital identity?

External Factors

Stereotypes of libraries and librarians hamper our ability to deliver good library services. We have years of misconceptions to overcome. We want libraries to be recognized as an essential part of education. Increased communication and interaction among all types of libraries is needed to best meet citizens' diverse needs. To most citizens a library is a library is a library. We do not want cookie-cutter libraries. We know communities are different and need different services.

The preferred future vision says that "Idaho libraries in 2020 are strongly branded, so that when people in Idaho think of libraries they think of dynamic places of passion and opportunity." Without a vital identity, libraries may face disappearance in the future.

Goals:

A. Libraries flourish as a central place in a learning society.

1. Objective: Develop, coordinate, provide and support reading and literacy programs and services.

2. Objective: Provide and support access to information.
3. Objective: Provide professional development opportunities and training in multiple formats.

B. The citizens of Idaho identify their libraries as vital.

1. Objective: Raise awareness about libraries.
2. Objective: Survey and evaluate library programs and services.

IV. How do Idaho libraries sustain an infrastructure that provides for services in an atmosphere of innovation and change?

External Factors

Quality library services are the basis for a good reputation and the foundation for building the services of the future. Library staff and governing boards must deal with the demands of the present so we can position ourselves for the future. To do this successfully, the underlying base of the library organization needs to be strong and healthy. At the 2020 Vision Think Tank, Gregory Raymond said, “It is important to keep in mind that we need to look at both continuity and change. When people examine the future we tend to look around the corner and emphasize what will be different. But in fact not everything changes.” The challenge is in making sure the continuity provides us something strong upon which to build the future. There needs to be more than a tolerance for change. Failure to anticipate and embrace change will weaken current services and doom those of the future.

Goals:

A. Libraries thrive in an environment that encourages innovation, risk and change.

1. Objective: Utilize members of the library community to develop statewide programs and services.
2. Objective: Encourage libraries to develop and deliver innovative programs or services.

B. Libraries’ infrastructures empower service development and delivery.

1. Objective: Maintain, revise, and develop opportunities for basic services.
2. Objective: Provide training for statewide programs and services.
3. Objective: Promote and encourage resource sharing.

4. Objective: Promote and encourage access to information and library services.
5. Objective: Coordinate and support initiatives that improve library services.
6. Objective: Hone and vitalize library organizational structure.

C. Leaders inspire passionate commitment to libraries.

1. Objective: Promote and support outreach projects that require partnership.
2. Objective: Encourage staff to serve on library association and community boards and committees.
3. Objective: Identify and make available leadership training opportunities.
4. Objective: Raise awareness of libraries with opinion leaders.
5. Objective: Promote and present library programs and services.

Measuring Success and Effectiveness:

ICFL will judge success and progress towards the goals by tracking the following:

- LiLI Databases Sessions/Logins
- LiLI Databases Full Text Views
- Talking Book Service Patrons
- Talking Book Service Circulations
- Attendance at Public Libraries
- Continuing Library Education
 - Events Sponsored/Participants
- E-Course Completions

Performance Measures with Benchmarks:

1. % of Idaho citizens who identify libraries as important

Benchmark: 90%

Explanation: The *17th Annual Idaho Public Policy Survey, 2006* conducted by Boise State University finds 97.5% of Idaho citizens identifying libraries as important. <http://ppa.boisestate.edu/ssrc/>

Long Overdue: A Fresh Look at Public and Leadership Attitudes About LIBRARIES in the 21st Century indicates nearly half the sampling graded

libraries with an “A,” the highest for any of the community institutions covered in the survey. <http://www.lff.org/documents/LongOverdue.pdf>

2. % increase in interlibrary loans through LiLI Unlimited

Benchmark: 2% annual increase

Explanation: Expectations are based upon the increase in Idaho libraries' interlibrary loan statistics.

Baseline: July 2005-June 2006 (FY06), the first complete fiscal year of the program; figures available August 2006.

3. % increase in LiLI Unlimited participating libraries

Benchmark: 5% annual increase

Explanation: Now that the phased implementation of the program has ended, we will be encouraging membership of those libraries who, for a variety of reasons, chose not to join during the start-up period.

Baseline: June 30, 2005 (FY05); 57 libraries.

4. % increase in registrations at summer reading programs

Benchmark: 10% annual increase

Explanation: Reasonable expectations are based upon Idaho statistics and the staffing capabilities at the local public libraries.

Baseline: Summer of 2004; 27,632 registrations.

5. Value of the LiLI Database licenses if purchased individually by all libraries compared to actual cost

Benchmark: $V > A$

Explanation: To remain a viable service, the value (V) of the database licenses if purchased individually by all libraries needs to be greater than the actual cost (A). LiLI-D contract runs January-December.

Part 1 – Agency Profile

Agency Overview

The Idaho Commission for Libraries (ICFL) is located in the Executive Branch of state government and is governed by the Board of Library Commissioners, which is appointed by the State Board of Education. With legislation passed by the 2006 Legislature, the name of the agency changed from the Idaho State Library to the Idaho Commission for Libraries effective July 1, 2006.

The State Librarian, appointed by the Board of Library Commissioners (I.C. 33-2504), serves as the agency's chief executive officer and is charged with implementing the Board's policies and rules and with managing the operations of the agency. Current State Librarian Ann Joslin works with 3 staff as a Management Team: two Associate State Librarians and one Office Services Supervisor 2. In our relatively flat organization, all employees work to support the agency mission to assist libraries to build the capacity to better serve their clientele.

The agency has 41 FTE positions and 3 office locations. The central office is in Boise at 325 W. State Street. Field offices are located in Moscow and Idaho Falls.

ICFL has its origins in the Columbian Club of Boise, which established the Traveling Library System in 1899. In 1901, the Idaho Free Library Commission was organized as a state institution and received its first appropriation. In addition to providing reading materials to Idaho citizens via the traveling library, the agency was to assist in the establishment and improvement of free public and school libraries throughout the state, and to deliver, foster, and promote library services in Idaho.

Beginning in 1957, ICFL was designated as the Idaho recipient of federal funds under the Library Services Act (LSA), and it was appropriated a significant increase in its general fund budget to provide the match necessary to receive the LSA funds. The federal program has evolved over the years, first to the Library Services and Construction Act (LSCA), and most recently to the Library Services and Technology Act (LSTA). LSTA funds are used for pilot projects, to implement collaborative projects among Idaho libraries, and for statewide programs for the Idaho library community.

In 1972, ICFL was charged with distributing Idaho state public documents through a library depository system. In the same year, the State Legislature directed the agency to establish a library for the blind and physically handicapped of Idaho. In 1984, library development services were expanded as a response to major changes occurring in the public library community. In 2002, after a 20% budget cut over two years, the Board of Library Commissioners discontinued several direct services and revised the agency mission to focus on statewide library development.

Our customers, Idaho's libraries, tell us that the demand for their services is growing. Idahoans (kids, adults, students, parents, businesses) want both traditional library services and 24/7 electronic information services. Planning for and maintaining the necessary trained staff, collections, and technology to provide both types of services is their challenge. Our challenge is to help Idaho libraries sustain their services and thrive in a constantly changing environment.

Core Functions/Idaho Code

The core function of ICFL is statewide library development. We provide continuing library education and consultant services to the Idaho library community, coordinate statewide library programs, administer grant programs for library development purposes, advocate for library services, and facilitate planning for library development at the local, cooperative, and state levels. Other functions include the management of the depository system for Idaho state public documents and the Idaho talking book service, both since 1972.

Following are the relevant citations in the Idaho Code and the US Code:

- IC 33-2501. Commission for Libraries Established.
- IC 33-2503. Board of Library Commissioners - Powers and Duties.
- IC 33-2505. State Librarian - Depository for Public Documents – Distribution.
- IC 33-2506. Library Services Improvement Fund - Established.
- 20 US Code Subchapter II, Library Services and Technology. As certified by the Idaho Attorney General, the Idaho Commission for Libraries is the official state agency in Idaho with the authority to develop, submit, and administer the State Plan under the Library Services and Technology Act.

Revenue and Expenditures

| Revenue | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|-----------------------------------|--------------------|--------------------|--------------------|--------------------|
| General Fund | \$2,308,300 | \$2,418,600 | \$2,552,200 | \$2,687,400 |
| Library Services Improvement Fund | \$316,700 | \$306,400 | \$524,200 | \$635,300 |
| Federal Grant | \$789,300 | \$971,800 | \$1,110,600 | \$1,020,200 |
| Miscellaneous Revenue | \$65,200 | \$17,800 | \$11,500 | \$20,800 |
| Total | \$3,479,500 | \$3,714,600 | \$4,198,500 | \$4,363,700 |
| Expenditure | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
| Personnel Costs | \$1,787,300 | \$1,858,100 | \$1,961,900 | \$2,067,100 |
| Operating Expenditures | \$1,411,900 | \$1,419,700 | \$1,532,200 | \$1,779,500 |
| Capital Outlay | \$28,000 | \$92,700 | \$157,400 | \$156,200 |
| Trustee/Benefit Payments | \$252,000 | \$369,500 | \$447,100 | \$237,200 |
| Total | \$3,479,200 | \$3,740,000 | \$4,098,600 | \$4,240,000 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|--|----------------|----------------|----------------|----------------|
| LiLI Databases Sessions/Logins | 581,539 | 732,153 | 874,068 | 819,414 |
| LiLI Databases Full Text Views | 1,219,698 | 1,511,045 | 1,481,687 | 1,681,022 |
| Talking Book Service Patrons | 3,098 | 3,277 | 3,392 | 4,185 |
| Talking Book Service Circulations ¹ | 168,809 | 163,190 | 183,399 | 180,515 |
| Attendance at Public Libraries ² | 6,007,887 | 6,339,728 | 6,989,638 | N/A |
| Continuing Library Education Events Sponsored / Participants | 94 / 1,855 | 78 / 1,717 | 63 / 1,109 | 49 / 1,142 |
| E-Course Completions | 163 | 309 | 385 | 486 |

¹ Decrease in FY2004 due to problematic installation of a new automated circulation system.

² Statistics for public libraries are available 6 months after the end of their fiscal year, September 30.

Part II – Performance Measures

| Performance Measure | 2003 | 2004 | 2005 | 2006 | Benchmark |
|--|------|------|------|--------------------------------------|-----------------------|
| 1. % of Idaho citizens who identify libraries as important | NA | NA | NA | 97.5% | Maintain at least 90% |
| 2. % increase in interlibrary loans through LiLI Unlimited (to/from) ³ | NA | NA | NA | N/A | 2% annual increase |
| 3. % increase in LiLI Unlimited participating libraries | NA | NA | NA | 102% | 5% annual increase |
| 4. % increase in registrations at summer reading programs ⁴ | NA | NA | 32% | N/A | 10% annual increase |
| 5. Value of LiLI Database licenses (V) if purchased individually by all libraries compared to actual cost (A) ⁵ | NA | NA | NA | V= \$10,385,613 > A= \$494,393 | V > A |

³ 2006 figure will be available August 2006.

⁴ 2006 figure will be available after October 1, 2006.

⁵ Figures do not include NovelList.

Performance Measure Explanatory Note:

All five of the above performance measures are new. They reflect our efforts to measure how effectively the Idaho Commission for Libraries is assisting libraries to build the capacity to better serve their clientele. See the Performance Measures section of the Strategic Plan, 2007 – 2010 for further explanation.

For More Information Contact

Ann Joslin
 Libraries, Idaho Commission for
 325 W State St
 Boise, ID 83702
 Phone: (208) 334-2150
 E-mail: ann.joslin@libraries.idaho.gov

THIS PAGE INTENTIONALLY LEFT BLANK



IDAHO STATE
HISTORICAL
SOCIETY
STRATEGIC PLAN

2006-2010

**IDAHO STATE HISTORICAL SOCIETY
STRATEGIC PLAN 2006-2010**

THIS PAGE INTENTIONALLY LEFT BLANK

The Idaho State Historical Society's Strategic Plan 2006-2010 is intended to answer the question of "What does the agency need to accomplish?" ... and "Where is our Primary Direction for the coming five-to-eight (5-8) year period." The details of "How" we intend to accomplish these goals and objectives are spelled out in the more detailed Idaho State Historical Society's Organizational Plan under separate cover (not included with this submission).

Steve Guerber, Executive Director
(Agency/Institution Head - Name & Title)

Mission Statement

To educate and instill a sense of value and sensitivity for Idaho's cultural heritage through the identification, preservation, and interpretation of historic resources.

Vision Statement of Purpose

The Idaho State Historical Society (ISHS) acts on behalf of the citizens of the state to facilitate and assure the protection of Idaho's cultural heritage. The ISHS maintains access to documents, artifacts, and sites that can be used by the public for their benefit and appreciation. The ISHS maintains historic and prehistoric resources. Access to these resources is provided through public outreach, publications, technical assistance, exhibits, and the encouragement of local, state and regional efforts to preserve history. The ISHS undertakes and promotes these activities through its goals and policies in accordance with the powers and duties assigned to it.

Director's Biographical Information

When Steve Guerber joined the Idaho State Historical Society in 1996 to become its Executive Director, he brought a varied background in business, government and the non-profit sector to an administrative position overseeing a state agency with a mission of supporting education through the identification, preservation and interpretation of Idaho's cultural heritage.

Prior to joining the Society, he was President and Executive Director of the Idaho Community Foundation, a non-profit organization that makes grants to charitable groups throughout the state. Before that, Steve spent 15 years at U S WEST Communications, where his responsibilities initially included public relations positions in Colorado and Idaho, and later administrative duties with the U S WEST Foundation handling communications, education, and economic development programs in a 14-state region.

He is a 1969 graduate of Idaho State University with a degree in mass communications and a minor in history. Although much of his early career was as a newspaper reporter and editor, he was alumni director at ISU for the four years prior to joining U S WEST in 1978.

His community involvement has included two terms as a Councilman and eight years as Mayor of the City of Eagle, a community where he is now continuing his service with a third term on the City Council. He has also served on the boards of such diverse organizations as the Silver Sage Council of the Girl Scouts, Ballet Idaho, the Eagle Volunteer Fire Department and the Association of Idaho Cities.

Steve and his wife of 38 years, Donna, have three married children and eight grandchildren.

IDAHO STATE HISTORICAL SOCIETY STRATEGIC PLAN 2004-2009

(Suggestion: Indicate % of tracking alignment; ie, Tracks 80% to SBOE Goals & Objectives)

| Alignment with SBOE Goals & Objectives | IDAHO STATE HISTORICAL SOCIETY GOALS & OBJECTIVES | Anticipated Completion Date |
|--|--|-----------------------------|
| | 1. QUALITY: Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry. | |
| I.4 | 1.1 Improve interpretation, appreciation of and access to Idaho History | On-going |
| I.4 | 1.2 Enhance public outreach and historical interpretation programs | On-going |
| I.4 | 1.3 Enhance Idaho State Historical Society publications program with the continuation of the <i>Idaho Yesterdays</i> academic journal and <i>The Mountain Light</i> quarterly newsletter | On-going |
| | 2. ACCESS: Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners. | |
| II.7 | 2.1 Improve access to cultural resources holdings and information at the Idaho State Historical Society | On-going |
| II.7 | 2.2 Maximize use of technological advances to increase user access to information | On-going |
| II.7 | 2.3 Seek funding support for construction of Phase II of the Idaho Historical Museum | 2006-2010 |
| II.7 | 2.4 Seek funding for Phase III of the Idaho History Center (expansion of the Wells Archives Building) | 2006-2010 |
| | 3. RELEVANT: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels. | |

| | | |
|-------|--|--------------|
| | | |
| III.2 | 3.1 Enhance public education programs at the Museum, Old Penitentiary, Public Archives and Research Library and historic sites | On-going |
| III.2 | 3.2 Fulfill responsibility as lead state agency in preparation for the bicentennial commemoration of the David Thompson Bicentennial | Through 2011 |
| III.2 | 3.3 Identify, protect, record and acquire significant prehistoric and historic resources of the state | On-going |
| III.2 | 3.4 Conduct historic and prehistoric preservation programs | On-going |
| | 4. EFFICIENT: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide. | |
| IV.5 | 4.1. Secure adequate resources and support for the needs and activities of the Agency | On-going |
| IV.6 | 4.2. Create and maintain needed system of controls, practices and methods of operation within the Agency | On-going |
| | (Agency/Institution) Recommends Amendments, Additions, Deletions to the State Board Strategic Plan as follows: | |
| | | |

THIS PAGE INTENTIONALLY LEFT BLANK

Part 1 – Agency Profile

Agency Overview

Eighteen years after Idaho Territory was established in 1863, a group of its early settlers created the Historical Society of Idaho Pioneers. Determined to preserve and celebrate their own heritage, many of those individuals later encouraged the establishment of the Idaho State Historical Society as an agency of the State of Idaho in 1907.

The Society operates as an agency of the Idaho State Board of Education with additional oversight from its own seven-member Board of Trustees appointed by the State Board. Each Trustee represents a different region of the state based on a geographic configuration similar to the seven judicial districts of Idaho.

The collections of the Society were first housed in a basement room in the Idaho State Capitol Building. The agency now provides services to the citizens of Idaho from facilities in five Boise locations, three historic sites located elsewhere in the state, and the Lewis and Clark Education Center in Lewiston.

Programs of the agency directly reach more than a quarter of a million people annually. The staff offers technical assistance and historical expertise to the general public, educational institutions, county and local historical societies, and other entities concerned with the prehistory, history, and historic preservation throughout the state and elsewhere as appropriate.

Mission Statement

To educate and instill a sense of value and sensitivity for Idaho’s cultural heritage through appropriate identification, preservation, and interpretation of historic resources.

Vision Statement of Purpose

The Idaho State Historical Society (ISHS) acts on behalf of the citizens of the state to facilitate and assure the protection of Idaho’s cultural heritage. The ISHS maintains access to documents, artifacts, and sites that can be used by the public for their benefit and appreciation. The ISHS maintains historic and prehistoric resources. Access to these resources is provided through public outreach, publications, technical assistance, exhibits, and the encouragement of local, state and regional efforts to preserve history. The ISHS undertakes and promotes these activities through its goals and policies in accordance with the powers and duties assigned to it.

Core Functions/Idaho Code

Idaho has a rich history and prehistory whose chronicles deserve to be preserved and made available to its citizens. The Idaho State Historical Society is charged with responsibility for that preservation. This is done primarily in accordance with Chapters 41 and 46 of Title 67 of the Idaho Code, and through other statutory capacity assigned under Titles 14, 31, 33, 58, and 63.

Revenue and Expenditures:

| Revenue | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|--------------------------|--------------------|--------------------|--------------------|--------------------|
| General Fund | \$1,840,400 | \$1,923,700 | \$1,973,800 | \$2,200,000 |
| Federal Grant | \$1,048,900 | \$1,063,700 | \$1,015,000 | \$1,047,400 |
| Miscellaneous Revenue | \$614,900 | \$793,900 | \$780,500 | \$1,175,000 |
| Total | \$3,504,200 | \$3,781,300 | \$3,769,300 | |
| Expenditure | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
| Personnel Costs | \$2,009,700 | \$2,049,700 | \$2,134,900 | \$2,303,206 |
| Operating Expenditures | \$690,100 | \$705,300 | \$707,600 | \$956,995 |
| Capital Outlay | \$11,900 | \$17,400 | \$121,300 | \$233,269 |
| Trustee/Benefit Payments | \$125,500 | \$157,700 | \$161,800 | \$258,012 |
| Total | \$2,837,200 | \$2,930,100 | \$3,125,600 | \$3,751,482 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|---|---------|---------|---------|---------|
| *Public Archives/Research Library patrons served | 9,510 | 10,697 | 11,428 | 10,828 |
| *Materials added to Public Archives (cubic feet) | 2,876 | 3,777 | 4,649 | 6,020 |
| *Research Library items cataloged | 6,508 | 9,303 | 5,731 | 5,759 |
| *Oral History interviews and related materials created | 551 | 424 | 257 | 187 |
| *Number of paid visitors to the Historical Museum per annum (fees implemented October 1, 2003) | 0 | 22,308 | 21,845 | 32,600 |
| *Historical artifacts and objects processed at the Historical Museum | 3,000 | 3,000 | 1,100 | 750 |
| *Number of students (K-12) receiving educational material from the Historical Museum | 5,200 | 5,200 | 5,200 | 14,758 |
| *Number of students participating in Idaho History Day contest | 659 | 711 | 992 | 1,213 |
| *State Historic Preservation Office review of environmental impact clearances (required by federal law) | 982 | 1,100 | 1,185 | 1,152 |
| *Historical and Archaeological sites added to the Archaeological Survey of Idaho | 2,502 | 1,500 | 1,068 | 1,112 |
| *Historic sites added to Idaho Historic Sites inventory | 352 | 1,771 | 613 | 725 |
| *Estimated dollar benefit to Idaho business through federal Tax Act projects (000s) | 1,600 | 1,700 | 6,300 | 200 |
| *General Tour visitation to ISHS Historic sites statewide | 35,290 | 37,500 | 37,000 | 21,043 |
| *Number of guided interpretive tours provided at the Old Penitentiary | 556 | 500 | 520 | 500 |
| *Man hours spent to maintain, restore and repair Old Pen buildings | 8,500 | 7,500 | 6,000 | 6,000 |

Performance Highlights:

Work was completed on the 35,000 square foot addition (Phase II) addition to the Idaho History Center to provide additional research facilities and increased access to historical library and archives holdings (opened to the public November 30, 2005).

An initial \$450,000 was appropriated for planning and design of a new wing for the Idaho State Historical Museum. Efforts will continue to raise the necessary funds (\$10 million) from outside sources for construction.

Idahohistory.net Web site usage has grown from zero to an average of 1,973 user sessions per day in six years, with the average user session length of 10 minutes 7 seconds.

Part II – Performance Measures

| Performance Measure | 2003 | 2004 | 2005 | 2006 | Benchmark |
|--|--------|--------|--------|--------|--|
| 1. Number of daily user sessions on agency internet web site | 779 | 963 | 1,197 | 1,973 | 5% increase/yr |
| 2. Number of paid visitors to Historical Museum and Old Penitentiary | 23,790 | 43,403 | 41,396 | 53,643 | 5% increase/yr |
| 3. Cubic feet of material catalogued in Public Archives holdings | New | New | New | New | 2,000/yr |
| 4. Number of students participating in Idaho History Day competition | 659 | 711 | 992 | 1,212 | 5% increase/yr |
| 5. Number of federal projects reviewed for compliance with Section 106 of National Historic Preservation Act and commented on within the 30 day deadline | 982 | 1,100 | 1,185 | 1,152 | 100% |
| 6. Take lead in seeking creation of a legislative task force to study updating state records management and preservation. | New | New | New | New | Passage of legislative resolution creating task force in 2007 |
| 7. Position Idaho Historical Museum for successful reaccreditation in fall of 2007 | New | New | New | New | Obtain adequate resources to fulfill personnel and operational funding shortfalls necessary to meet reaccreditation guidelines |

Performance Measure Explanatory Note:

#2 above: Prior to October 1, 2004, no admission fees were charged to visitors to the Historical Museum.

#5 above: Benchmark is to review the applications and provide comments within the required 30-day deadline in all cases (numbers above reflect successful obtainment of this goal).

For More Information Contact

Steve Guerber
 Historical Society, Idaho State
 1109 Main St Ste 250
 Boise, ID 83702-5642
 Phone: (208) 334-2682
 E-mail: sguerber@ishs.idaho.gov

THIS PAGE INTENTIONALLY LEFT BLANK

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 10-11, 2006**

| TAB | DESCRIPTION | ACTION |
|------------|---|-------------------|
| 1 | DREAM ACT PRESENTATION | Information Item |
| 2 | APPROVAL OF EIGHT-YEAR INSTITUTIONAL REGIONAL PLANS | Motion to Approve |
| 3 | INSTRUCTIONAL UNIT: CENTER FOR MATERIALS CHARACTERIZATION – BOISE STATE UNIVERSITY | Motion to Approve |
| 4 | UNIVERSITY OF WASHINGTON SCHOOL OF MEDICINE COMMITTEE ON ADMISSIONS FOR THE WWAMI (WASHINGTON, WYOMING, ALASKA, MONTANA, AND IDAHO) PROGRAM | Motion to Approve |
| 5 | THIS ITEM HAS BEEN PULLED FROM AGENDA | |
| 6 | APPROVAL OF TEMPORARY AND PROPOSED RULES GOVERNING REGISTRATION | Motion to Approve |
| 7 | EXPERIMENTAL PROGRAM TO STIMULATE COMPETITIVE RESEARCH (EPSCOR) APPOINTMENTS | Motion to Approve |
| 8 | APPROVAL OF RULES GOVERNING PUBLIC CHARTER SCHOOLS | Motion to Approve |
| 9 | APPROVAL OF PROPOSED RULES – GOVERNING THOROUGHNESS – HIGH SCHOOL GRADUATION REQUIREMENTS | Motion to Approve |

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 10-11, 2006**

| TAB | DESCRIPTION | ACTION |
|------------|--|-------------------|
| 10 | ISAT ACADEMIC ACHIEVEMENT STANDARD SETTING – MATCHING PERFORMANCE LEVEL DESCRIPTORS TO ISAT SCORES | Motion to Approve |
| 11 | ADOPTION OF CUT SCORES FOR THE IDAHO ENGLISH LANGUAGE ASSESSMENT (IELA) | Motion to Approve |
| 12 | ADOPTION OF ACCOUNTABILITY PLAN FOR STATE LIMITED ENGLISH PROFICIENCY (LEP) PROGRAM | Motion to Approve |
| 13 | ADOPTION OF REVISED ENGLISH LANGUAGE DEVELOPMENT (ELD) STANDARDS AND ENGLISH LANGUAGE PROFICIENCY LEVEL DESCRIPTORS | Motion to Approve |
| 14 | LIMITED ENGLISH PROFICIENCY (LEP) PROGRAM UPDATE | Information Item |

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 10-11, 2006

SUBJECT

DREAM Act Presentation

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

This is part of an effort to address concerns about the inability of immigrant youth who graduate from high school in the United States to pursue post-secondary education because they are undocumented.

Ten states have enacted legislation to allow long-term unauthorized immigrant students to become eligible for in-state tuition if they meet certain requirements. These states are California, Illinois, Kansas, Nebraska, New Mexico, New York, Oklahoma, Texas, Utah and Washington.

DISCUSSION

"The Development, Relief and Education for Alien Minors Act," would provide qualified undocumented high school students who wish to attend college or serve in the armed forces an opportunity to adjust to a lawful status and pursue these goals.

The legislation, known as "The DREAM Act" was sponsored by Senators Orrin Hatch (R-UT) and Richard Durbin (D-IL) in 2003.

IMPACT

Undocumented youth are barred from receiving federal financial aid and as a result, their ability to attend post secondary programs may be limited.

Educating youth is essential for the economic development of Idaho. Post secondary education has a direct impact on an individual's future earning potential.

ATTACHMENTS

| | |
|--|--------|
| Attachment 1 – DREAM Act Basic Information | Page 3 |
| Attachment 2 – DREAM Act 06 Summary | Page 5 |
| Attachment 3 – In-state Tuition Facts | Page 7 |

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments and recommendations.

BOARD ACTION

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

THIS PAGE INTENTIONALLY LEFT BLANK

DREAM Act: Basic Information

April 2006

■ What is the DREAM Act?

The DREAM Act is bipartisan legislation pending in the U.S. Congress that addresses the situation faced by young people who were brought to the U.S. years ago as undocumented immigrant children but who have since grown up here, stayed in school, and kept out of trouble.

In the Senate the DREAM Act is also known as the Development, Relief, and Education for Alien Minors Act (S 2075). It was introduced in late 2005 by Richard Durbin (D-IL), Chuck Hagel (R-NE), and Richard Lugar (R-IN). In the House it is called the American Dream Act (HR 5131), and it was introduced earlier this year by Lincoln Diaz-Balart (R-FL), Howard Berman (D-CA), and Lucille Roybal-Allard (D-CA).

■ What are the requirements?

To qualify for immigration relief under the DREAM Act, a student must have been brought to the U.S. more than 5 years ago when he or she was 15 years old or younger and must be able to demonstrate good moral character. Under the DREAM Act, once such a student graduates from high school, he or she would be permitted to apply for conditional status, which would authorize up to 6 years of legal residence. During the 6-year period, the student would be required to graduate from a 2-year college, complete at least 2 years toward a 4-year degree, or serve in the U.S. military for at least 2 years. Permanent residence would be granted at the end of the 6-year period if the student has met these requirements and has continued to maintain good moral character. The DREAM Act would also eliminate a federal provision that discourages states from providing in-state tuition to their undocumented immigrant student residents, thus restoring full authority to the states to determine state college and university fees.

■ Why is the DREAM Act needed?

Each year about 65,000 U.S.-raised students who would qualify for the DREAM Act's benefits graduate from high school. These include honor roll students, star athletes, talented artists, homecoming queens, and aspiring teachers, doctors, and U.S. soldiers. They are young people who have lived in the U.S. for most of their lives and desire only to call this country their home. Even though they were brought to the U.S. years ago as children, they face unique barriers to higher education, are unable to work legally in the U.S., and often live in constant fear of detection by

immigration authorities.

Our immigration law currently has no mechanism to consider the special equities and circumstances of such students. The DREAM Act would eliminate this flaw. It is un-American to indefinitely and irremediably punish them for decisions made by adults many years ago. By enacting the DREAM Act, Congress would legally recognize what is de facto true: these young people belong here.

Congress and the president are now engaged in a contentious and complex struggle to bring our immigration laws up to date. It is not clear what the outcome of these battles will be or how long they will last. What is clear is that the young people at issue should not be asked to wait until the conclusion of the immigration wars. Rather, they should be taken off of the field of battle.

DREAM Act students should be allowed to get on with their lives. The DREAM Act was first proposed in 2001. The potential beneficiaries who were 17 or 18 years old then are now 22 or 23. Further delay is intolerable. If Congress fails to act this year, another entire class of outstanding, law-abiding high school students will graduate without being able to plan for the future, and some will be removed from their homes to countries they barely know. This tragedy will cause America to lose a vital asset: an educated class of promising immigrant students who have demonstrated a commitment to hard work and a strong desire to be contributing members of our society.

■ Status of the DREAM Act

Support for the DREAM Act has grown each year since it was first introduced in 2001 during the 107th Congress. By the end of 2002, it had attracted 18 cosponsors. In the 2003-04 108th Congress, the DREAM Act passed the Judiciary Committee by a 16-3 vote, garnered 48 cosponsors, and was the only major immigration reform proposal reported to the Senate floor. The House version of the DREAM Act was initially introduced with only 3 cosponsors in 2001. It had 63 Republican cosponsors by the end of 2002, and 152 Republicans and Democrats had signed on by the adjournment of the 108th Congress — more than one-third of all members. This year, the DREAM Act passed the Senate Judiciary Committee by a voice vote as an amendment to comprehensive immigration reform, and by all indications it would pass either chamber if brought up for a vote, but thus far the congressional leadership has not seen fit to bring it up for a vote. The question is how much longer DREAM Act students must wait before Congress and the president decide to act.



LOS ANGELES (Headquarters)

3435 Wilshire Boulevard
Suite 2850
Los Angeles, CA 90010
213 639-3900
213 639-3911 fax

WASHINGTON, DC

1101 14th Street, NW
Suite 410
Washington, DC 20005
202 216-0261
202 216-0266 fax

OAKLAND, CA

405 14th Street
Suite 1400
Oakland, CA 94612
510 663-8282
510 663-2028 fax

THIS PAGE LEFT INTENTIONALLY BLANK

DREAM Act Summary

The DREAM Act is bipartisan legislation that addresses the tragedy of young people who grew up in the U.S. and have graduated from our high schools, but whose future is circumscribed by our current immigration laws. Under current law, these young people generally derive their immigration status solely from their parents, and if their parents are undocumented or in immigration limbo, most have no mechanism to obtain legal residency even if they have lived most of their lives here. The DREAM Act provides such a mechanism for those who are able to meet certain conditions.

In the Senate the DREAM Act is also known as the Development, Relief, and Education for Alien Minors Act (S. 2075). It was introduced in late 2005 by Richard Durbin (D-IL), Chuck Hagel (R-NE), and Richard Lugar (R-IN). In the House it is called the American Dream Act (H.R. 5131), and it was introduced earlier this year by Lincoln Diaz-Balart (R-FL), Howard Berman (D-CA) and Lucille Roybal-Allard (D-CA).

The DREAM Act would enact two major changes in current law:

- Permit certain immigrant students who have grown up in the U.S. to apply for temporary legal status and eventually obtain permanent status and become eligible for citizenship if they go to college or serve in the U.S. military; and
- Eliminate a federal provision that penalizes states that provide in-state tuition without regard to immigration status.

The DREAM Act enjoys broad support in Congress. It has twice passed the Senate Judiciary Committee: first in 2003 when it was approved by a 16-3 margin including 7 of the Committee Republicans and all Democrats; then again in March of this year when it was added as an amendment to a broader comprehensive immigration reform bill by a voice vote. In the last Congress, 48 Senators of both parties signed onto the DREAM Act as sponsor or cosponsors, as did more than 1/3 of the House. In the past, a minority of each house who oppose the DREAM Act has succeeded in preventing it from coming to the floor for a vote.

If enacted, the DREAM Act would have a life-changing impact on the students who qualify, dramatically increasing their average future earnings—and consequently the amount of taxes they would pay—while significantly reducing criminal justice and social services costs to taxpayers.

The following are some of the key features of the DREAM Act of 2006:

Path to legal residency: Who would qualify?

Under the DREAM Act, most students with good moral character who came to the U.S. at age 15 or younger at least 5 years before the date of the bill's enactment would qualify for conditional permanent resident status upon acceptance to college, graduation from a U.S. high school, or being awarded a GED in the U.S. Students would not qualify for this relief if they have committed crimes, are a security risk, or are inadmissible or removable on certain other grounds.



NATIONAL IMMIGRATION LAW CENTER

Los Angeles Headquarters
3435 Wilshire Blvd
Suite 2850
Los Angeles, CA 90010
213 639-3900
213 639-3911 fax

Washington, DC
1101 14th Street, NW
Suite 410
Washington, DC 20005
202 216-0261
202 216-0266 fax

Oakland, CA
405 14th Street, NW
Suite 1400
Oakland, CA 94612
510 663-8282
510 663-2028

Conditional permanent resident status

Conditional permanent resident status would be similar to lawful permanent resident status, except that it would be awarded for a limited duration—6 years under normal circumstances—instead of indefinitely.

Students with conditional permanent resident status would be able to work, drive, go to school, and otherwise participate normally in day-to-day activities on the same terms as other Americans, except that they generally would not be able to travel abroad for lengthy periods and they would not be eligible for Pell Grants or certain other federal financial aid grants. They would, however, be eligible for federal work study and student loans, and states would not be restricted from providing their own financial aid to these students. Time spent by young people in conditional permanent resident status would count towards the residency requirements for naturalization.

Requirements to lift the condition and obtain regular lawful permanent resident status

At the end of the conditional period, unrestricted lawful permanent resident status would be granted if, during the conditional period, the immigrant has maintained good moral character, avoided lengthy trips abroad, and met at least one of the following criteria:

1. Graduated from a 2-year college or certain vocational colleges or studied for at least 2 years towards a B.A. or higher degree, or
2. Served in the U.S. armed forces for at least 2 years.

The 6-year time period for meeting these requirements would be extendable upon a showing of good cause, and the Dept. of Homeland Security would be empowered to waive the requirements altogether if compelling reasons such as disability prevent their completion and if removal of the student would result in exceptional and extremely unusual hardship to the student, or to the student's spouse, parent or child.

In-state tuition: Restore state option

The DREAM Act would also repeal section 505 of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 (IIRIRA), which currently discourages states from providing in-state tuition or other higher education benefits without regard to immigration status. Under section 505, states that provide a higher education benefit based on residency to undocumented immigrants must provide the same benefit to U.S. citizens in the same circumstances, regardless of their state of residence.

Since section 505 became law, ten states have enacted laws permitting anyone including undocumented immigrants who attended and graduated from high school in the state to pay the in-state rate at public colleges and universities. The ten states are Texas, California, Utah, Washington, New York, Oklahoma, Illinois, Kansas, New Mexico, and Nebraska. These states all pay the section 505 penalty by providing the same in-state discount rate to current residents of other states who previously went to high school and graduated in the state. The DREAM Act would repeal this penalty. This would not require states to provide in-state tuition to undocumented immigrants, but rather would restore this decision to the states without encumbrance.

| April 2006 |

FOR MORE INFORMATION, CONTACT

**Josh Bernstein, director of federal policy, National Immigration Law Center
202.216.0261**

Basic Facts about In-State Tuition for Undocumented Immigrant Students

April 2006

■ Background

Since 2001, ten states have passed laws permitting certain undocumented students who have attended and graduated from their primary and secondary schools to pay the same tuition as their classmates at public institutions of higher education. The states are Texas, California, Utah, Washington, New York, Oklahoma, Illinois, Kansas, New Mexico, and Nebraska.

A majority of America's undocumented immigrants live in these states, and several other states are considering a similar change. In many of the states that have already done so, support has been strongly bipartisan and the vote lopsided in favor of the bill. For example, in the Illinois General Assembly, the vote in the House was 112 to 4 and, in the Senate, 55 to 1.

■ Requirements of These Laws

To qualify, all 10 states that already have such laws require the students to have:

1. attended a school in the state for a certain number of years;
2. graduated from high school in the state; and
3. signed an affidavit stating that they have either applied to legalize their status or will do so as soon as eligible.

These laws also provide that U.S. citizens or permanent residents who meet these requirements but no longer live in the state are able to qualify for the same tuition rate.

■ Intent and Impact of These Laws

These bills are primarily intended to help children of immigrants who were brought to the U.S. by their parents and work hard in school with the hope of going to college but then discover that they face insurmountable obstacles. Currently, public colleges and universities are inconsistent in their treatment of such students. A few schools deny them admission. If they are admitted, students in most states are charged out-of-state tuition, which is several times the in-state tuition rate. They are not eligible for federal financial aid, and the average income of parents of such children is low. Even those who are eligible for in-state tuition almost always have to work at full-time jobs throughout their college careers.

In the current context, very few of these students attend college. Experience in the states that have passed in-state tuition bills suggests that such legislation does not deprive the states of the revenue from large numbers of students who would otherwise pay out-of-state tuition. Rather, it raises the percentage of high school graduates who pursue a college degree.



National
Immigration
Law Center
www.nilc.org

NATIONAL IMMIGRATION LAW CENTER

Los Angeles (Headquarters)
3435 Wilshire Blvd
Suite 2850
Los Angeles, CA 90010
213 639-3900
213 639-3911 fax

Washington, DC
1101 14th Street, NW
Suite 410
Washington, DC 20005
202 216-0261
202 216-0266 fax

Oakland, CA
405 14th Street
Suite 1400
Oakland, CA 94612
510 663-8282
510 663-2028

■ Fairness to the Young People Involved

As has been true of immigrants in the past, these students tend to be hard-working and goal-oriented, with high academic standing. Many of them do not realize until they are in the process of applying to college that they will not be able to attend. High school counselors have testified about the terrible task of breaking the news to the students that the dreams for which they have worked so hard cannot come true. Many parents are concerned that if their hard-working, earnest sons and daughters are unable to go forward, their discouragement might lead to problems.

■ Benefits to the State

According to experts in the states that have already passed this legislation, the cost of implementation has been negligible. In-state tuition is not the same as free tuition. It is a discount, but in fact the money paid by these students actually tends to increase school revenues because it represents income that would not otherwise be there.

The bottom line is that our economic future depends on educating these young people.

These young immigrants are key to our ability to counteract the serious demographic challenges we face. As baby boomers age, the number of retirees in the U.S. will swell. We are all aware that we can no longer compete with the rest of the world for low-wage jobs. We must raise the caliber of our workforce through higher education to have a chance to maintain a strong economy. Each person who attends college and obtains a professional job means one less drain on the social service (and possibly criminal justice) budgets of the state and an asset in terms of payment of taxes and the attraction to the state of high-wage employers seeking well-educated workers.

Currently, only about 5 to 10 percent of undocumented young people who graduate from high school go on to college, compared with about 75 percent of their classmates.

■ Why These Students Are Undocumented

Some people have asked why the students involved do not apply for a “green card” to legalize their status. The answer is that most of them would love to apply but that in the overwhelming majority of cases they cannot. The legal grounds for such petitions have narrowed to the point where it is almost impossible. The most likely outcome for a student who tries to apply is deportation of his entire family — sometimes to a “home” nation the student cannot remember.

■ Fully Complies with Federal Law

Contrary to the claims of immigration restrictionists, federal law does *not* prohibit states from providing in-state tuition to undocumented immigrants. Such a prohibition would have been simple to write, but Congress declined to do so.

Rather, section 505 of the Illegal Immigrant Reform and Immigrant Reconciliation Act of 1996 (IIRIRA) prohibits states from providing any higher education benefit based on residency to undocumented immigrants unless they provide the same benefit to U.S. citizens in the same circumstances, regardless of their residence.

As discussed above, the 10 states that have provided in-state tuition to most of their undocumented immigrant residents have fully complied with this provision.

■ **Not a Loophole**

It is often stated that these states are “getting around” the federal law, or that they are taking advantage of a “loophole” in the federal law. This is slanted language. The law is very specific. It does not preclude states from providing in-state tuition to undocumented residents of the state so long as nonresidents in similar circumstances also qualify. The states that have passed in-state tuition laws are complying with this law, not getting around it.

Despite many threats and claims, immigration restrictionists have managed to file only two lawsuits challenging any of these laws. The first was in Kansas in late 2004, and the lawyer who filed the lawsuit did so in the context of his unsuccessful campaign for Congress. In that case, the federal district court upheld Kansas’s law on every claim and the plaintiffs filed an appeal. The second case was filed in California—by the same attorney who lost the Kansas lawsuit—and it has not yet gone to trial. In California, as in Kansas, one of the main protagonists happens to be running for Congress. This time the candidate is a parent of one of the plaintiffs.

■ **What about U.S. Citizens Who Want to Go to College?**

Where state proposals have been defeated, anti-immigrant forces have scored rhetorical points by highlighting the competition between immigrants and other applicants for scarce higher education dollars. It should be remembered that the numerical impact of in-state tuition is minimal: Less than 2 percent of this year’s graduating class are undocumented immigrants, and only a fraction of these will attend college even if they are able to pay the in-state rate. In most states, we are talking about only a few dozen or a few hundred particularly talented students.

The shortage of education dollars is real, but it is patently unfair to burden motivated and high-achieving immigrant youth with this responsibility. Education quickly pays for itself. It is a benefit to society, not just to those who go to school. And it strongly behooves us to fund education sufficiently so that all who are qualified may complete their education.

Holding back immigrant students is the wrong way to boost the ambitions of others.

■ **Won’t the Federal DREAM Act Solve This Problem?**

Broadly supported legislation known as the DREAM Act (S. 2075, H.R. 5131) is currently pending in the U.S. Congress and stands a reasonable chance of passage in the next year or so. The DREAM Act would provide a path to legal status for individuals who are undocumented, even though they were brought to the U.S. years ago as children and have lived most of their lives here. It would also repeal the provision of law discussed above that penalizes states that provide in-state tuition to undocumented immigrant residents by requiring them to provide the same benefits to students who do not reside in the state.

But although the DREAM Act eliminates the federal penalty, it does not require states to provide in-state tuition to any undocumented immigrants. Therefore, even after the DREAM Act passes, each state will have to determine for itself whether to do so.

FOR MORE INFORMATION, CONTACT

Josh Bernstein, NILC director of federal policy | bernstein@nilc-dc.org | 202.216.0261

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

SUBJECT

Approval of the Updated Eight-Year Institutional Regional Plans and Unique Statewide Missions

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy Section III.Z. Delivery of Postsecondary Education—Coordination and Planning of Academic Programs

BACKGROUND

At its August 14-15, 2003 meeting, the Board approved Board Policy Section III.Z. Delivery of Postsecondary Education—Coordination and Planning of Academic Programs. The policy includes a requirement for the creation of an 8-year plan for the development of academic programs at the state's post-secondary institutions. The first plan was developed for academic years 2004-05 to 2011-2012. The Policy stipulates that the plan will be updated every two years. Only those sections of the plan that require amendment such as the Program Inventory List and the Regional Plans need to be updated. The revised 8-year plan covers academic years 2006-07 to 2013-14. All parts that are unchanged in the plan will remain in effect until amended by Board action. Plans for the north, southeast and southwest regions have been updated and two new sections have been added; one for the south central region and a statewide section. Please refer to Attachment 1.

DISCUSSION

The Council of Academic Affairs and Programs (CAAP) committee has been given responsibility for updating the plan. The process began in February 2006 by having each institution review their section of the plan with input from faculty, staff and administrators. The following changes were identified: new programs were added; programs on the original plan may have been removed because of changing academic needs or moved to another year for implementation and the names of a few programs were changed. Regional meetings were held during March and April to review and discuss proposed changes from each institution with programs in a given region. The revised plans were submitted to the State Board Office on May 18th. All of the changes were incorporated into a single document that was reviewed at the June CAAP meeting. The changes were reviewed again at the July CAAP meeting. CAAP discussed each of the proposed changes. It was agreed that inclusion of a program on the plan does not constitute agreement on the part of all institutions that the program should be offered, but rather, the programs on the plan are an indication by our colleges and universities of the programs they have identified for potential development. CAAP recognized that further discussion is needed when the Notice of Intent (NOI) document is filed with the Board office. At that time, a more thorough analysis will be done by each institution to determine how the program under consideration impacts existing offerings in a given region and to identify any issues related to implementing the proposed program identified in the NOI.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

IMPACT

This plan provides a clear picture of institutional plans to develop academic programs over the next 8 years. The Board may use this outline as a guide in the development of strategic issues such as budgets and capital plans.

The assignment of unique/statewide missions will also provide focus points for each institution as they continue to establish their unique presence in the state.

ATTACHMENTS

Attachment 1 – 8-year plan

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board approve changes to the 8-year plan as outlined in Attachment 1.

BOARD ACTION

A motion to approve the updated 8-year plan for academic years 2006-07 to 2013-14.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State of Idaho
Board of Education

8-Year Plan for Delivery of Academic Programs

Prepared by
The Office of the State Board of Education

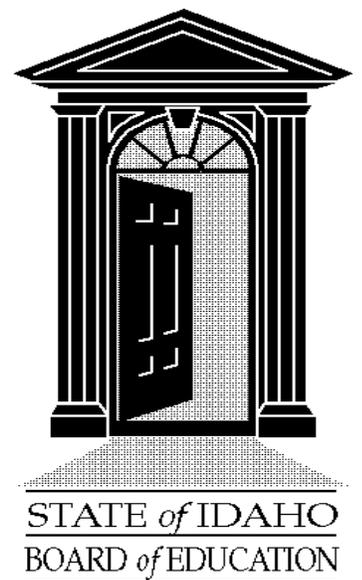


Table of Contents

| | |
|--|----------------------|
| Introduction | Page 5 |
| I. Board of Education Authority and Scope | Page 6 |
| II. Vision and Mission..... | Page 7 |
| Vision of the State Board of Education | Page 7 |
| Education Mission of the State Board of Education..... | Page 7 |
| Assigned Statewide Missions and Roles for Idaho's Institutions | Page 8 |
| III. Postsecondary Performance Measures..... | Page 10 |
| IV. Program Inventory | Page 12 |
| BSU | BSU Page 1-5 |
| CSI | CSI Page 1-3 |
| EITC | EITC Page 1 |
| ISU | ISU Page 1-7 |
| LCSC | LCSC Page 1-3 |
| NIC | NIC Page 1-2 |
| UI | UI Page 1-11 |
| V. Eight-Year Plan of Proposed Programs by Region, Year, and Institution..... | Page 15 |
| Southwest Region | SW Region Page 1-6 |
| Southeast Region | SE Region Page 7-14 |
| Northern Region | N Region Page 15-20 |
| South Central Region | SC Region Page 21-22 |
| Statewide..... | Stwide Page 23 |

Introduction

The Idaho State Board of Education is charged with general oversight of Idaho's postsecondary educational institutions. As the Board of Regents of the University of Idaho and the governing body of Idaho State University, Boise State University, and Lewis-Clark State College, the Board is responsible for developing and implementing a higher education delivery mechanism that is both effective and efficient.

The effectiveness of the system relates to the provision of courses and programs that respond to the identified needs of Idaho education stakeholders such as students and businesses. System efficiency relates to delivery of education minimizes costs by avoiding unnecessary duplication of programs and courses.

Idaho Code §33-113 charges the Board to define the limits of all public instruction to assure that educational needs are met and in a manner that prevents duplication of services.

In response to these directives, the Board has adopted, through policy, a comprehensive planning process for the coordination and delivery of postsecondary education. The state plan consists of three regional plans: north, southwest, and southeast. These plans are structured to address an eight-year period of time with updates every two years. Academic programs identified in the plans are divided into two types: regional and statewide/unique. Definitions and examples of each type of program are outlined in subsequent sections of the plan.

This planning document presents the following relevant planning information:

- (1) Board of Education authority and scope of responsibility
- (2) Board of Education vision and mission
- (3) Strategic Performance measures
- (4) Existing academic programs
- (5) Proposed or planned academic program additions or changes, and
- (6) Developing collaborations between state institutions.

This document provide a picture of the current delivery of academic offerings at the state's postsecondary institutions, as well as plans to add to those academic offering. As such, it may provide guidance to the Board of Education in the creation of funding and capital budget proposals.

I. Board of Education Authority and Scope

The authority of the State Board of Education is to oversee higher education academic delivery as well established in law.

- **Article IX, Section 2** of the Idaho Constitution provides that the general supervision of the state educational institutions and public school system of the state of Idaho, shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law. The state superintendent of public instruction shall be ex officio member of said board.
- **Idaho Code 33-101** states that the State Board of Education is charged to provide “the general governance of all state education institutions.
- **Idaho Code 33-113** states that the state board, in the interests of efficiency, shall define the limits of all instruction in the educational institutions supported in whole or in part by the state, and, as far as practicable, prevent wasteful duplication of effort in said institutions.
- **Idaho Code 33-116** states that all public schools are under the supervision of the State Board of Education.
- **The Idaho Supreme Court** in *Evans v. Andrus* [124 Idaho 6, 10, 855 P.2d 467, 471 (1993)] stated: “Idaho Const. art. [sic] 9, § 2 clearly vests *in the Board of Education* governance over all state educational institutions and the public school system of Idaho.”
- **The Attorney Generals office**, on multiple occasions, has supported the authority of the State Board over all public educational institutions in Idaho: February 10, 1998 concluded that “the constitution vests in the board of education the authority to determine policy and generally supervise the public schools consistent with state law,” and “vests in the superintendent of public instruction the power and duty to execute the laws of the state and the policies of the board of education with respect to public schools and noted that “[g]eneral authority is the broadest authority because it is not limited or special authority.”

Idaho State Board of Education Governing Policies and Procedures

At its August 14-15, 2003 meeting, the Board approved *Board Policy Section III.Z. Delivery of Postsecondary Education – Planning and Coordination of Academic Programs and Courses*. The stated purpose of this policy is “to ensure that Idaho postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, collaboration and coordination. It is the intent of the State Board of Education (the "Board") to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with an appropriate alignment of strengths and sharing of

resources. This policy anticipates the use of academic plans to advise and inform the Board in its work to plan and coordinate educational programs in a manner that enhances access to quality programs and courses, while concurrently increasing efficiency, avoiding duplication and maximizing the cost-effective use of educational resources. As part of this process, the Board intends to more clearly identify, reinforce and strengthen the respective statewide missions of the institutions governed by the Board. The provisions set forth herein are intended to serve as fundamental principles underlying the delivery of postsecondary education pursuant to collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.”

Passage and implementation of this policy requires the creation of this strategic planning process. Implementation of a strategic planning process is usually initiated with a discussion of organizational vision and mission statements.

II. Vision and Mission

The state Board of Education has approved statements of both vision and mission for Idaho education. These statements are as follows:

Vision of the State Board of Education

The application and impact of this policy may best be viewed within the context of the Board’s stated vision and mission statements. The State Board of Education envisions an accessible, seamless public education system that provides an intelligent and well-informed citizenry capable of active participation in the processes of a democratic government, contributes to the economy and general quality of life in Idaho, opens access to cultural and intellectual resources, and enables all individuals to develop their skills, knowledge, and ability to become contributing members of society.

Education Mission of the State Board of Education

The Idaho education system, consisting of the unique agencies and institutions governed by the Board, delivers public primary/secondary/postsecondary education, training, rehabilitation and information/research services in the state and, on a limited basis, to other states or countries. These agencies and institutions collaborate to provide a diverse population with educational programs and services that are high quality, accessible, relevant and efficient. To that end, the Board has adopted the following goals and objectives for the education system:

- Direct efforts to continuously improve the quality of Idaho’s education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement, and a well-informed citizenry.
- Provide individuals of all ages and abilities access to education, training, rehabilitation and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and lifelong learners.

- Ensure education, training, rehabilitation and information/research services are relevant to the needs of Idaho’s citizens, workforce, business, industry, and local, state, and federal government.
- Ensure maximum benefit from education resources through efficient operation and management of the education system and investments in student learning centered software.

Assigned Statewide Missions and Roles for Idaho’s Institutions

A primary differentiating factor in academic program delivery, outlined in Board Policy Section III.Z., is the assessment of unique statewide missions.

A statewide mission denotes that the institution is assigned by the Board to offer and deliver a program in order to meet a particular educational and workforce need in all regions of the state. As stated in Board Policy III Z – “A statewide mission describes an institution's responsibility for instructional programs that are unique with regard to academic focus. A unique program or course is defined as an academic or vocational program or course, which is offered by and available at only one of the institutions under the governance of the Board. Statewide missions are assigned to institutions by the Board through the role and mission statements.”

In response to the passage of Policy III-Z, the Council on Academic Affairs and Programs (CAAP) held discussions to identify statewide missions that would be assigned to each institution. The result of those discussions was the creation of the following list of programs that are proposed to be assigned to each institution.

BSU

Statewide Mission Programs: Primarily responsible for Public Policy and Urban Regional Planning

| Program Name | Degrees |
|---|----------------|
| Public Policy | M.S., Ph.D. |
| Public Administration | Ph.D. |
| Urban Studies | M.S., Ph.D. |
| Urban Regional Planning | M.S., Ph.D. |
| Social Work (Southeast Region—shared emphasis with ISU) | M.S.W. |
| Social Work | Ph.D. |

ISU

Statewide Mission Programs: Primarily Responsible for Health Professions

| Program Name | Degrees |
|---|--|
| Audiology | M.S., Ph.D. |
| Physical Therapy | M.S., Ph.D. |
| Occupational Therapy | M.S., M.O.T. |
| Pharmaceutical Science | M.S., Ph.D. |
| Pharmacy Practice | Pharm.D. |
| Nursing (Southwest shared emphasis with BSU) | M.S. |
| Nursing | Ph.D. |
| Physician Assistant | M.P.A.S. |
| Speech Pathology | M.S. |
| Deaf Education | M.S. |
| Educational Interpreting | B.S. |
| Master of Health Education | M.H.E. |
| Master of Public Health | M.P.H. |
| Geomatics (Surveying) | M.S. |
| Health Physics | B.S., M.S. |
| Dental Hygiene | B.S., M.S. (currently delivered in Boise) |
| Clinical Lab Science | B.S., M.S. |

UI

Statewide Mission Programs: Primarily Responsible for Agriculture, Architecture, Law and Natural Resources

| Program Name | Degrees |
|--|--|
| Law | J.D. |
| Architecture | M.S., B.Arch |
| Landscape Architecture | M.S., B.S. |
| Interior Design | M.S. |
| Agriculture <ul style="list-style-type: none"> • Animal Science • Plant Science • Agricultural Economics • Food Science • Veterinary Science | B.S., M.S. M.S., Ph.D. B.S., M.S. B.S., M.S., Ph.D. M.S., DVM |
| Natural Resources <ul style="list-style-type: none"> • Forestry & Forest Products • Wildlife • Fisheries (Resources) • Conservation Science • Range Science | B.S., M.S. (Distance Ed) B.M. B.S., M.S. B.S., M.S. B.S., M.S. |

Note: The list of programs included in Section V - Proposed Programs by Region, Year and Institution, is based on and consistent with this proposed list of unique missions.

III. Postsecondary Performance Measures

In support of its mission for higher education, the Board has adopted key postsecondary performance measures. These measures provide a foundation for program development and delivery. They also establish a set of primary expectations set by the Board of Education for the creation of accountability in Higher Education.

1. **Student Applications, Admissions, and Enrollment**

Report the headcount of first-year students completing application, being admitted and enrolling at the institution. Use numbers and definitions from the state PSR6.1 Report.

2. **Remediation Activity**

Report remedial/developmental headcount and credit hours for first-year students. Report institutional total remedial/developmental activity. Use numbers from the state PSR6.2 report.

3. **Student Retention**

Report the number from the cohort of new first-year students (using the definitions from measure #1) who enroll for the second year (or reach program completion in a professional-technical program of one year or less). Use only first-time, full-time students. Include both the number and percentage of students retained to the second year (enrolled at 10th day of fall semester, or completed by 10th day of fall semester).

4. **Graduation Rates**

Use the cohort definitions and levels from the IPEDS-GRS Survey. Report the total graduation rate in 100% and 150% of catalog program length for the most recent complete cohort year.

5. **Off-Campus Credit Hour Delivery**

Report undergraduate, graduate, and vocational-technical credits earned at locations remote to the main campus, by delivery method (traditional, telecommunications, and correspondence). Use totals from the state PSR1.7 report, summed by delivery method and level (graduate, undergraduate). Add corresponding data from vocational-technical programs.

6. **Exam Pass Rates**

Report the pass rates for programs that have licensing or certification exams. Indicate national or state norms when available.

7. **Employer Satisfaction**

Provide a brief (one or two pages) summary of employer satisfaction surveys for recent graduates and of the results of the Professional/Technical Completers/Leavers reports. Include both narrative summaries and tabulated data by program where available.

8. Student Transfer

Use institutional transfer numbers from the state student-tracking system. Report institution by institution the number of students transferring to and from your campus. Show the number of transfers for all Idaho institutions and from the out-of-state institutions with the three largest numbers of students transferring to and from campus.

9. Outreach and Public Service

Provide a brief (one or two pages) summary of institutional outreach and public service programs and as executive assessment of outcomes.

10. Externally Funded Research

Report the annual dollar amount expended on externally funded research and other external grants and contracts. Provide subtotals for each category.

11. Degrees and Certificates Awarded

Use data from IPEDS Completion Survey. Report subtotals for each certificate or degree level and the institutional total.

12. Collaboration with Other Organizations

Provide a brief (one or two pages) summary of collaborative efforts with other organizations (public/private) in support of the agency/institution mission.

(Note: These performance measures may be found in the Board of Education document "Strategic Plan – 2000 to 2005.)

IV. Program Inventory

The State Board of Education has established in policy a process for proposing and maintaining higher education academic programs. (Board Policy Section III.G. Instructional Program Approval and Discontinuance). Through this process, an inventory of varied academic programs has been created. This program consists of programs of two primary types: regional and unique/statewide.

Unique/Statewide Mission

A unique/statewide mission denotes that the institution is assigned by the Board to offer and deliver a program in order to meet a particular educational and workforce need in all regions of the state. A statewide mission describes an institution's responsibility for instructional programs that are unique with regard to academic focus. A unique/statewide program or course is defined as an academic or vocational program or course, which is offered by and available at only one of the institutions under the governance of the Board. Unique/statewide missions are assigned to institutions by the Board through the role and mission statements.

Regional Mission

A regional mission describes an institution's responsibility for instructional programs pertaining to identified educational and workforce needs of primary service regions (identified in Section III, Subsection L. of the Idaho State Board of Education Governing Policies and Procedures). Because similar educational and workforce needs may exist in multiple service regions, programs that are part of an institution's regional mission may be duplicated by other institutions within other service regions.

The following list displays programs that have been approved by the State Board of Education and are currently offered at Idaho's postsecondary institution. The list is divided by region (North, Southwest, and Southeast). Programs are listed alphabetically by institution. The lists include department and college offering each program and the degrees (AA, BA, BS, MA, MS, EdD, PhD, etc.)

Note: A basic assumption in the inclusion of this section in the plan is that existing programs are in place because they are responding to an existing educational need. For this reason needs assessments for existing programs were not required.

Program Inventory by Institution

THIS PAGE INTENTIONALLY LEFT BLANK

Program Inventory List - Boise State University

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|------------------|-----------------|---|-------------------|--------------------------|---|
| BSU | 3 | BSU-Nampa Campus | Caldwell, Nampa | Idaho Professional Truck Driving Training | PTC | Canyon County Center | ID Ctr for Pro Truckers |
| BSU | 3 | BSU-Nampa Campus | Caldwell, Nampa | Industrial Maintenance Technology | TC | Canyon County Center | Manufacturing Technologies |
| BSU | 3 | BSU-Nampa Campus | Caldwell, Nampa | Office Occupations | PTC | Canyon County Center | Bus & Mgmt Tech |
| BSU | 3 | BSU-Nampa Campus | Caldwell, Nampa | Refrigeration, Heating & Air Conditioning | AAS, ATC, TC | Canyon County Center | Refrigeration, HVAC |
| BSU | 3 | BSU Campus | Boise | Accountancy | MS | Business & Economics | Accountancy |
| BSU | 3 | BSU Campus | Boise | Accountancy Taxation | MS | Business & Economics | Accountancy |
| BSU | 3 | BSU Campus | Boise | Accounting Technology | AAS, ATC | College of Applied Tech | Bus & Mgmt Tech |
| BSU | 3 | BSU Campus | Boise | Administrative Office Tech | AAS, ATC | College of Applied Tech | Bus & Mgmt Tech |
| BSU | 3 | BSU Campus | Boise | Anthropology | BA | Soc Sci & Public Affairs | Anthropology |
| BSU | 3 | BSU Campus | Boise | Anthropology, Social Studies, Sec Ed | BA | Soc Sci & Public Affairs | Anthropology |
| BSU | 3 | BSU Campus | Boise | Applied Mathematics | BS | Arts & Sciences | Mathematics |
| BSU | 3 | BSU Campus | Boise | Applied Historical Research | Master's | Soc Sci & Public Affairs | History |
| BSU | 3 | BSU Campus | Boise | Apprenticeship | AAS | College of Applied Tech | Workforce Training |
| BSU | 3 | BSU Campus | Boise | Art | MA | Arts & Sciences | Art |
| BSU | 3 | BSU Campus | Boise | Art, Education | BFA, BA, MA | Arts & Sciences | Art |
| BSU | 3 | BSU Campus | Boise | Associate of Arts, General | AA | Arts & Sciences | Administration |
| BSU | 3 | BSU Campus | Boise | Associate of Science, General | AS | Arts & Sciences | Administration |
| BSU | 3 | BSU Campus | Boise | Athletic Administration (Joint/ISU) | MPE | Education | Kinesiology |
| BSU | 3 | BSU Campus | Boise | Athletic Training | BS | Education | Kinesiology |
| BSU | 3 | BSU Campus | Boise | Auto Body | AAS, ATC, TC | College of Applied Tech | Auto Body Tech |
| BSU | 3 | BSU Campus | Boise | Automated Industrial Technician | AAS, ATC | College of Applied Tech | Automotive Tech |
| BSU | 3 | BSU Campus | Boise | Automotive Technology | AAS, ATC, TC | College of Applied Tech | Automotive Tech |
| BSU | 3 | BSU Campus | Boise | B.A.S., Applied Technology | BAS | College of Applied Tech | Administration |
| BSU | 3 | BSU Campus | Boise | Bachelor of Applied Science | BAS | College of Applied Tech | Administration |
| BSU | 3 | BSU Campus | Boise | Bilingual/ESL | BA | Education | Curriculum, Instruction, & Foundational Studies |
| BSU | 3 | BSU Campus | Boise | Bilingual Education | M.Ed. | Education | Curriculum, Instruction, & Foundational Studies |
| BSU | 3 | BSU Campus | Boise | Biology | MS | Arts & Sciences | Biology |
| BSU | 3 | BSU Campus | Boise | Biology | MA | Arts & Sciences | Biology |
| BSU | 3 | BSU Campus | Boise | Biology | BS | Arts & Sciences | Biology |
| BSU | 3 | BSU Campus | Boise | Biology, Secondary Education | BS | Arts & Sciences | Biology |
| BSU | 3 | BSU Campus | Boise | Broadcast Technology | AAS, ATC | College of Applied Tech | Broadcast Tech |
| BSU | 3 | BSU Campus | Boise | Business Administration | MBA | Business & Economics | Administration |
| BSU | 3 | BSU Campus | Boise | Business Administration (Executive) | EMBA | Business & Economics | Graduate Business Programs |
| BSU | 3 | BSU Campus | Boise | Business Economics | BBA | Business & Economics | Economics |
| BSU | 3 | BSU Campus | Boise | Business Technology | TC | College of Applied Tech | Bus & Mgmt Tech |
| BSU | 3 | BSU Campus | Boise | Chemistry | BS | Arts & Sciences | Chemistry & Biochemistry |
| BSU | 3 | BSU Campus | Boise | Chemistry, Secondary Education | BS | Arts & Sciences | Chemistry & Biochemistry |
| BSU | 3 | BSU Campus | Boise | Child Care & Development | AAS, ATC, TC | College of Applied Tech | Child Care Dev |
| BSU | 3 | BSU Campus | Boise | Civil Engineering | BSCE, ME, MS | Engineering | Civil Engineering |
| BSU | 3 | BSU Campus | Boise | Communication | BA | Soc Sci & Public Affairs | Communication |
| BSU | 3 | BSU Campus | Boise | Communication | MA | Soc Sci & Public Affairs | Communication |
| BSU | 3 | BSU Campus | Boise | Communication, Secondary Education | BA | Soc Sci & Public Affairs | Communication |
| BSU | 3 | BSU Campus | Boise | Communication/English | BA | Soc Sci & Public Affairs | Communication |
| BSU | 3 | BSU Campus | Boise | Computer Engineering | ME, MS | Engineering | Electrical Engineering |
| BSU | 3 | BSU Campus | Boise | Computer Information Systems | BBA | Business & Economics | Computer Info Sys |
| BSU | 3 | BSU Campus | Boise | Computer Information Systems | BS | Business & Economics | Computer Info Sys |
| BSU | 3 | BSU Campus | Boise | Computer Information Systems | BA | Business & Economics | Computer Info Sys |
| BSU | 3 | BSU Campus | Boise | Computer Network Technician | AAS, ATC | College of Applied Tech | Computer Srv Tech |

Program Inventory List - Boise State University

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|------------|----------------|---------------------------------------|-------------------|--------------------------|---|
| BSU | 3 | BSU Campus | Boise | Computer Peripheral Service | TC | College of Applied Tech | Computer Srv Tech |
| BSU | 3 | BSU Campus | Boise | Computer Science | BS | Engineering | Computer Science |
| BSU | 3 | BSU Campus | Boise | Computer Science | MS | Engineering | Computer Science |
| BSU | 3 | BSU Campus | Boise | Computer Service Technology | AAS, ATC | College of Applied Tech | Computer Srv Tech |
| BSU | 3 | BSU Campus | Boise | Construction Management | BSCM | Engineering | Construction Mgmt |
| BSU | 3 | BSU Campus | Boise | Counseling | MA | Education | Counseling |
| BSU | 3 | BSU Campus | Boise | Creative Writing | MFA | Arts & Sciences | English |
| BSU | 3 | BSU Campus | Boise | Criminal Justice Administration | MA | Soc Sci & Public Affairs | Criminal Justice Admin |
| BSU | 3 | BSU Campus | Boise | Criminal Justice Administration | AS | Soc Sci & Public Affairs | Criminal Justice Admin |
| BSU | 3 | BSU Campus | Boise | Culinary Arts | AAS, PTC, ATC,TC | College of Applied Tech | Culinary Arts |
| BSU | 3 | BSU Campus | Boise | Curriculum & Instruction | EdD, MA | Education | Curriculum, Instruction, and Foundational Studies |
| BSU | 3 | BSU Campus | Boise | Dental Assisting | AAS, TC | College of Applied Tech | Health & Human Svcs |
| BSU | 3 | BSU Campus | Boise | Dispute Resolution | Cert | Soc Sci & Public Affairs | Dispute Resolution |
| BSU | 3 | BSU Campus | Boise | Drafting Tech | AAS, ATC, TC | College of Applied Tech | Drafting Tech |
| BSU | 3 | BSU Campus | Boise | Early Childhood | MA | Education | Early Childhood |
| BSU | 3 | BSU Campus | Boise | Early Childhood Studies | BA,AA, M.Ed. | Education | Early Childhood |
| BSU | 3 | BSU Campus | Boise | Earth Science Education | BS, MS | Arts & Sciences | Geosciences |
| BSU | 3 | BSU Campus | Boise | Economics | BA | Business & Economics | Economics |
| BSU | 3 | BSU Campus | Boise | Economics, Social Studies, Sec Ed | BA | Business & Economics | Economics |
| BSU | 3 | BSU Campus | Boise | Education Leadership | M.Ed. | Education | Curriculum, Instruction and Foundational Studies |
| BSU | 3 | BSU Campus | Boise | Education Technology | MS | Education | Elementary Education |
| BSU | 3 | BSU Campus | Boise | Electrical & Computer Engineering | Ph.D. | Engineering | Electrical & Computer Engineering |
| BSU | 3 | BSU Campus | Boise | Electrical Engineering | BSEE, ME, MS | Engineering | Electrical Engineering |
| BSU | 3 | BSU Campus | Boise | Electrical Lineworker | TC | College of Applied Tech | Electrical Line Work |
| BSU | 3 | BSU Campus | Boise | Electronics Technology | AAS, ATC | College of Applied Tech | Electronics Tech |
| BSU | 3 | BSU Campus | Boise | Elementary Education | BA | Education | Curriculum, Instruction, and Foundational Studies |
| BSU | 3 | BSU Campus | Boise | Elementary Education | Cert | Education | Curriculum, Instruction, and Foundational Studies |
| BSU | 3 | BSU Campus | Boise | English | MA, BA | Arts & Sciences | English |
| BSU | 3 | BSU Campus | Boise | English, Teaching | BA, MA | Arts & Sciences | English |
| BSU | 3 | BSU Campus | Boise | English, Technical Communication | MA, Cert | Arts & Sciences | English |
| BSU | 3 | BSU Campus | Boise | English, Rhetoric and Composition | MA | Arts & Sciences | English |
| BSU | 3 | BSU Campus | Boise | Environmental Control Technician | AAS, ATC | College of Applied Tech | Manufacturing Technologies |
| BSU | 3 | BSU Campus | Boise | Environmental and Occupational Health | BS | Health Sciences | Health Studies |
| BSU | 3 | BSU Campus | Boise | Environmental Studies | BA | Arts & Sciences | Administration |
| BSU | 3 | BSU Campus | Boise | ESL | M.Ed. | Education | Curriculum, Instruction, and Foundational Studies |
| BSU | 3 | BSU Campus | Boise | Exercise Science | BS | Education | Kinesiology |
| BSU | 3 | BSU Campus | Boise | Exercise/Sports Studies | MS | Education | Kinesiology |
| BSU | 3 | BSU Campus | Boise | Farm Business Management | PTC | College of Applied Tech | Farm Bus Mgmt |
| BSU | 3 | BSU Campus | Boise | Finance | BA | Business & Economics | Marketing & Finance |
| BSU | 3 | BSU Campus | Boise | Finance | BS | Business & Economics | Marketing & Finance |
| BSU | 3 | BSU Campus | Boise | Finance | BBA | Business & Economics | Marketing & Finance |
| BSU | 3 | BSU Campus | Boise | Fire Service Tech | AAS | College of Applied Tech | Bus & Mgmt Tech |
| BSU | 3 | BSU Campus | Boise | French | BA | Arts & Sciences | Modern Lang & Lit |
| BSU | 3 | BSU Campus | Boise | French, Secondary Education | BA | Arts & Sciences | Modern Lang & Lit |
| BSU | 3 | BSU Campus | Boise | Geology | BS | Arts & Sciences | Geosciences |
| BSU | 3 | BSU Campus | Boise | Geology Joint/ISU | MS | Arts & Sciences | Geosciences |
| BSU | 3 | BSU Campus | Boise | Geophysics | BS | Arts & Sciences | Geosciences |
| BSU | 3 | BSU Campus | Boise | Geophysics | MS, PhD | Arts & Sciences | Geosciences |
| BSU | 3 | BSU Campus | Boise | Geosciences | Ph.D. | Arts & Sciences | Geosciences |

Program Inventory List - Boise State University

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|------------|----------------|---|----------------------|--------------------------|--|
| BSU | 3 | BSU Campus | Boise | German | BA | Arts & Sciences | Modern Lang & Lit |
| BSU | 3 | BSU Campus | Boise | German, Secondary Education | BA | Arts & Sciences | Modern Lang & Lit |
| BSU | 3 | BSU Campus | Boise | Gerontological Studies | Graduate Certificate | Health Sciences | Health Sci, Counselor Ed, Kinesiology, SocWork |
| BSU | 3 | BSU Campus | Boise | Graphic Arts | BFA | Arts & Sciences | Art |
| BSU | 3 | BSU Campus | Boise | Health Informatics and Information Management | BS | Health Sciences | Health Studies |
| BSU | 3 | BSU Campus | Boise | Health Information Technology | AS | Health Sciences | Health Studies |
| BSU | 3 | BSU Campus | Boise | Health Promotion | BS | Education | Kinesiology |
| BSU | 3 | BSU Campus | Boise | Health Science | MHS, Grad Cert | Education | Health Policy |
| BSU | 3 | BSU Campus | Boise | Health Science Studies | BS | Health Sciences | Health Studies |
| BSU | 3 | BSU Campus | Boise | Heavy Duty Mechanics Diesel | AAS, ATC, TC | College of Applied Tech | Heavy Duty Mech-Diesel |
| BSU | 3 | BSU Campus | Boise | Heavy Equipment Technology | AAS, ATC, TC | College of Applied Tech | Center for Transportation Technology |
| BSU | 3 | BSU Campus | Boise | History | BA | Soc Sci & Public Affairs | History |
| BSU | 3 | BSU Campus | Boise | History | MA | Soc Sci & Public Affairs | History |
| BSU | 3 | BSU Campus | Boise | History of Art & Visual Culture | BA | Arts & Sciences | Art |
| BSU | 3 | BSU Campus | Boise | History, Secondary Education | BA | Soc Sci & Public Affairs | History |
| BSu | 3 | BSU Campus | Boise | History, Social Studies, Secondary Education | BA | Soc Sci & Public Affairs | History |
| BSU | 3 | BSU Campus | Boise | Horticulture Service Technology | AAS, ATC, TC | College of Applied Tech | Horticulture |
| BSu | 3 | BSU Campus | Boise | Hydrologic Sciences | M.S. | Arts & Sciences | Geosciences |
| BSU | 3 | BSU Campus | Boise | Industrial Electronics Technology | AAS,ATC | College of Applied Tech | Manufacturing Technologies |
| BSU | 3 | BSU Campus | Boise | Illustration | BFA | Arts & Sciences | Art |
| BSU | 3 | BSU Campus | Boise | Inclusive Practices | Tech Cert | Education | Special Education |
| BSU | 3 | BSU Campus | Boise | Industrial Maintenance Technology | TC | College of Applied Tech | Industrial Main Tech |
| BSU | 3 | BSU Campus | Boise | Instructional & Performance Technology | MS | Engineering | Instructional & Perf Tech |
| BSU | 3 | BSU Campus | Boise | Interdisciplinary Studies | MS | Arts & Sciences | Administration |
| BSU | 3 | BSU Campus | Boise | Interdisciplinary Studies | MA | Arts & Sciences | Administration |
| BSU | 3 | BSU Campus | Boise | Interdisciplinary Studies | BS | Arts & Sciences | Administration |
| BSU | 3 | BSU Campus | Boise | Interdisciplinary Studies | BA | Arts & Sciences | Administration |
| BSU | 3 | BSU Campus | Boise | International Business | BA, BBA, BS | Business & Economics | International Business |
| BSU | 3 | BSU Campus | Boise | K-12 Physical Education | BS | Education | Kinesiology |
| BSU | 3 | BSU Campus | Boise | Legal Assistant | Cert | College of Applied Tech | Bus & Mgmt Tech |
| BSU | 3 | BSU Campus | Boise | Legal Office Technology | AAS, ATC | College of Applied Tech | Bus & Mgmt Tech |
| BSU | 3 | BSU Campus | Boise | Machine Tool Technology | AAS, ATC, TC | College of Applied Tech | Machine Tool Tech |
| BSU | 3 | BSU Campus | Boise | Management | BS, BA | Business & Economics | Management |
| BSU | 3 | BSU Campus | Boise | Management | BBA | Business & Economics | Management |
| BSU | 3 | BSU Campus | Boise | Management Information Systems | MS, Master's | Business & Economics | Networking, Oper & IS |
| BSU | 3 | BSU Campus | Boise | Manufacturing Technology | AAS, ATC | College of Applied Tech | Mfg & Engineering Tech |
| BSU | 3 | BSU Campus | Boise | Marketing | BS | Business & Economics | Marketing & Finance |
| BSU | 3 | BSU Campus | Boise | Marketing | BBA | Business & Economics | Marketing & Finance |
| BSU | 3 | BSU Campus | Boise | Marketing | BA | Business & Economics | Marketing & Finance |
| BSU | 3 | BSU Campus | Boise | Marketing Management Technology | AAS, ATC, TC | College of Applied Tech | Marketing/Mgmt |
| BSU | 3 | BSU Campus | Boise | Mass Communication/Journalism | BA | Soc Sci & Public Affairs | Communication |
| BSU | 3 | BSU Campus | Boise | Materials Science & Engineering | BSMSE, ME, MS | Engineering | Administration |
| BSU | 3 | BSU Campus | Boise | Mathematics | BA | Arts & Sciences | Mathematics |
| BSU | 3 | BSU Campus | Boise | Mathematics | BS, MS | Arts & Sciences | Mathematics |
| BSU | 3 | BSU Campus | Boise | Mathematics, Secondary Education | BA, BS, MS | Arts & Sciences | Mathematics |
| BSU | 3 | BSU Campus | Boise | Mechanical Engineering | BSME, ME, MS | Engineering | Mechanical Engineering |
| BSU | 3 | BSU Campus | Boise | Mechanical Welding Technology | AAS, ATC | College of Applied Tech | Welding & Metals Fab |
| BSU | 3 | BSU Campus | Boise | Multi-Ethnic Studies | BA | Soc Sci & Public Affairs | Sociology |
| BSU | 3 | BSU Campus | Boise | Music | BA | Arts & Sciences | Music |

Program Inventory List - Boise State University

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|------------|----------------|--|----------------------------------|--------------------------|--------------------------|
| BSU | 3 | BSU Campus | Boise | Music Education | BM, MM | Arts & Sciences | Music |
| BSU | 3 | BSU Campus | Boise | Music, Business | BA | Arts & Sciences | Music |
| BSU | 3 | BSU Campus | Boise | Music, Composition | BM | Arts & Sciences | Music |
| BSU | 3 | BSU Campus | Boise | Music, Pedagogy | M Music | Arts & Sciences | Music |
| BSU | 3 | BSU Campus | Boise | Music, Performance | M Music, BM | Arts & Sciences | Music |
| BSU | 3 | BSU Campus | Boise | Network Technician | TC | College of Applied Tech | Computer Network Tech |
| BSU | 3 | BSU Campus | Boise | Networking & Telecommunications | BA, BBA, BS | Business & Economics | Networking, Oper & IS |
| BSU | 3 | BSU Campus | Boise | Nursing | AS | Health Sciences | Nursing |
| BSU | 3 | BSU Campus | Boise | Nursing | BS | Health Sciences | Nursing |
| BSU | 3 | BSU Campus | Boise | Operations Management | BBA, BA, BS | Business & Economics | Networking, Oper & IS |
| BSU | 3 | BSU Campus | Boise | PC/LAN Specialist | TC | College of Applied Tech | Computer Network Tech |
| BSU | 3 | BSU Campus | Boise | Philosophy | BA | Arts & Sciences | Philosophy |
| BSU | 3 | BSU Campus | Boise | Physics | BS | Arts & Sciences | Physics |
| BSU | 3 | BSU Campus | Boise | Physics, Secondary Education | BS | Arts & Sciences | Physics |
| BSU | 3 | BSU Campus | Boise | Political Science | BS | Soc Sci & Public Affairs | Political Science |
| BSU | 3 | BSU Campus | Boise | Political Science | BA | Soc Sci & Public Affairs | Political Science |
| BSU | 3 | BSU Campus | Boise | Political Science, Social Science, Sec.Ed. | BA, BS | Soc Sci & Public Affairs | Political Science |
| BSU | 3 | BSU Campus | Boise | Practical Nursing | CPN | Health Sciences | Nursing |
| BSU | 3 | BSU Campus | Boise | Practical Nursing | ATC | College of Applied Tech | Health & Human Svcs |
| BSU | 3 | BSU Campus | Boise | Pre-Dental | BS | Health Sciences | Pre-Professional Studies |
| BSU | 3 | BSU Campus | Boise | Pre-Medical | BS | Health Sciences | Pre-Professional Studies |
| BSU | 3 | BSU Campus | Boise | Pre-Veterinary | BS | Health Sciences | Pre-Professional Studies |
| BSU | 3 | BSU Campus | Boise | Psychology | BA | Soc Sci & Public Affairs | Psychology |
| BSU | 3 | BSU Campus | Boise | Psychology | BS | Soc Sci & Public Affairs | Psychology |
| BSU | 3 | BSU Campus | Boise | Public Administration | MPA | Soc Sci & Public Affairs | Public Administration |
| BSU | 3 | BSU Campus | Boise | Radiologic Science | AS | Health Sciences | Radiologic Sciences |
| BSU | 3 | BSU Campus | Boise | Radiologic Science | BS | Health Sciences | Radiologic Sciences |
| BSU | 3 | BSU Campus | Boise | Raptor Biology | MS | Arts & Sciences | Biology |
| BSU | 3 | BSU Campus | Boise | Reading | MA | Education | Literacy |
| BSU | 3 | BSU Campus | Boise | Recreational & Small Engine Repair | AAS, ATC, TC | College of Applied Tech | Recreation & Small Eng |
| BSU | 3 | BSU Campus | Boise | Respiratory Care | AS | Health Sciences | Respiratory Care |
| BSU | 3 | BSU Campus | Boise | Respiratory Care | BS | Health Sciences | Respiratory Care |
| BSU | 3 | BSU Campus | Boise | Semiconductor Technology | AAS, ATC, TC | College of Applied Tech | Mfg & Engineering Tech |
| BSU | 3 | BSU Campus | Boise | Social Science | BA | Soc Sci & Public Affairs | Sociology |
| BSU | 3 | BSU Campus | Boise | Social Science | BS | Soc Sci & Public Affairs | Sociology |
| BSU | 3 | BSU Campus | Boise | Social Science | AA | Soc Sci & Public Affairs | Sociology |
| BSU | 3 | BSU Campus | Boise | Social Work | BA | Soc Sci & Public Affairs | School of Social Work |
| BSU | 3 | BSU Campus | Boise | Social Work | MSW | Soc Sci & Public Affairs | School of Social Work |
| BSU | 3 | BSU Campus | Boise | Sociology | BS | Soc Sci & Public Affairs | Sociology |
| BSU | 3 | BSU Campus | Boise | Sociology | BA | Soc Sci & Public Affairs | Sociology |
| BSU | 3 | BSU Campus | Boise | Sociology, Social Science, Sec Ed | BA | Soc Sci & Public Affairs | Sociology |
| BSU | 3 | BSU Campus | Boise | Spanish | BA | Arts & Sciences | Modern Lang & Lit |
| BSU | 3 | BSU Campus | Boise | Spanish, Secondary Education | BA | Arts & Sciences | Modern Lang & Lit |
| BSU | 3 | BSU Campus | Boise | Special Education | AA, BA, MA, M.Ed., Post-Bac Cert | Education | Special Education |
| BSU | 3 | BSU Campus | Boise | Surgical Technology | TC | College of Applied Tech | Health & Human Svcs |
| BSU | 3 | BSU Campus | Boise | Theatre Arts | BA | Arts & Sciences | Theatre Arts |
| BSU | 3 | BSU Campus | Boise | Theatre Arts, Sec. Ed. | BA | Arts & Sciences | Theatre Arts |
| BSU | 3 | BSU Campus | Boise | Visual Arts | BA, BFA, MFA | Arts & Sciences | Art |

Program Inventory List - Boise State University

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|------------|----------------|---|-------------------|--------------------------|------------------------|
| BSU | 3 | BSU Campus | Boise | Welding & Metals Fabrication | TC | College of Applied Tech | Welding & Metals Fab |
| BSU | 3 | BSU Campus | Boise | Wildland Fire Management | AAS | College of Applied Tech | Bus & Mgmt Tech |
| BSU | 3 | BSU Campus | Boise | Elementary Education Bilingual/ESL | BA | Education | Elementary Education |
| BSU | 3 | BSU Campus | Twin Falls | Elementary Education Bilingual/ESL Option avail | BA | Education | Elementary Education |
| BSU | 3 | BSU Campus | Boise | Accountancy | BBA | Business & Economics | Accountancy |
| BSU | 4 | BSU Campus | Twin Falls | Accountancy | BBA | Business & Economics | Accountancy |
| BSU | 3 | BSU Campus | Boise | Accountancy | BS | Business & Economics | Accountancy |
| BSU | 4 | BSU Campus | Twin Falls | Accountancy | BS | Business & Economics | Accountancy |
| BSU | 3 | BSU Campus | Boise | Accountancy | BA | Business & Economics | Accountancy |
| BSU | 4 | BSU Campus | Twin Falls | Accountancy | BA | Business & Economics | Accountancy |
| BSU | 3 | BSU Campus | Boise | Accountancy & Finance | BBA, BA, BS | Business & Economics | Accountancy |
| BSU | 4 | BSU Campus | Twin Falls | Accountancy & Finance | BBA, BA, BS | Business & Economics | Accountancy |
| BSU | 3 | BSU Campus | Boise | Criminal Justice Administration | BS | Soc Sci & Public Affairs | Criminal Justice Admin |
| BSU | 4 | BSU Campus | Twin Falls | Criminal Justice Administration | BS | Soc Sci & Public Affairs | Criminal Justice Admin |
| BSU | 3 | BSU Campus | Boise | Criminal Justice Administration | BA | Soc Sci & Public Affairs | Criminal Justice Admin |
| BSU | 4 | BSU Campus | Twin Falls | Criminal Justice Administration | BA | Soc Sci & Public Affairs | Criminal Justice Admin |
| BSU | 3 | BSU Campus | Boise | General Business Management | BS | Business & Economics | Management |
| BSU | 4 | BSU Campus | Twin Falls | General Business Management | BS | Business & Economics | Management |
| BSU | 3 | BSU Campus | Boise | General Business Management | BBA | Business & Economics | Management |
| BSU | 4 | BSU Campus | Twin Falls | General Business Management | BBA | Business & Economics | Management |
| BSU | 3 | BSU Campus | Boise | General Business Management | BA | Business & Economics | Management |
| BSU | 4 | BSU Campus | Twin Falls | General Business Management | BA | Business & Economics | Management |

THIS PAGE LEFT INTENTIONALLY BLANK

Program Inventory List - College of Southern Idaho

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|------------|----------------|--|---------------------|---------|-------------------------|
| CSI | 4 | CSI Campus | Twin Falls | Accounting/Bookkeeping | AAS | | Business |
| CSI | 4 | CSI Campus | Twin Falls | Addiction Studies | AAS, TC | | |
| CSI | 4 | CSI Campus | Twin Falls | Agribusiness | AAS, TC, CC | | Business |
| CSI | 4 | CSI Campus | Twin Falls | Ag, Consumer and Environmental Science | AAS, TC | | Agriculture |
| CSI | 4 | CSI Campus | Twin Falls | Agriculture | AS, AA | | Agriculture |
| CSI | 4 | CSI Campus | Twin Falls | Air Cond, Refrig, & Heat | AAS, PC, CC | | Trade & Industry |
| CSI | 4 | CSI Campus | Twin Falls | Allied Health Multiskilled Assist | TC | | Health Sci & Human Serv |
| CSI | 4 | CSI Campus | Twin Falls | Animal Science | AS, AAS | | Agriculture |
| CSI | 4 | CSI Campus | Twin Falls | Anthropology | AA | | |
| CSI | 4 | CSI Campus | Twin Falls | Aquaculture | AAS, TC, CC | | Agriculture |
| CSI | 4 | CSI Campus | Twin Falls | Art, Commercial | AA | | Fine Arts |
| CSI | 4 | CSI Campus | Twin Falls | Art, General | AA | | Fine Arts |
| CSI | 4 | CSI Campus | Twin Falls | Auto Body Technology | AAS, TC, CC | | Industry Trng & Prtshps |
| CSI | 4 | CSI Campus | Twin Falls | Automotive Technology | AAS | | Industry Trng & Prtshps |
| CSI | 4 | CSI Campus | Twin Falls | Biology | AS | | Science-Life Science |
| CSI | 4 | CSI Campus | Twin Falls | Business Management/Entrepren | AAS | | Business |
| CSI | 4 | CSI Campus | Twin Falls | Business, General | AA | | Business |
| CSI | 4 | CSI Campus | Twin Falls | Cabinetmaking/Woodworking | AAS, TC, PC, CC | | Trade & Industry |
| CSI | 4 | CSI Campus | Twin Falls | Chemistry | AS | | Science-Physical |
| CSI | 4 | CSI Campus | Twin Falls | Chiropractic | AS | | |
| CSI | 4 | CSI Campus | Twin Falls | Communication | AA | | Fine Arts |
| CSI | 4 | CSI Campus | Twin Falls | Computer Graphics Design | AAS, TC, CC | | Information Tech |
| CSI | 4 | CSI Campus | Twin Falls | Computer Science | AS | | Information Tech |
| CSI | 4 | CSI Campus | Twin Falls | Computer Support Technician | TC, CC | | Information Tech |
| CSI | 4 | CSI Campus | Twin Falls | Correction Specialist | AAS | | |
| CSI | 4 | CSI Campus | Twin Falls | Criminal Justice Administration | AA | | Soc Sci & Education |
| CSI | 4 | CSI Campus | Twin Falls | Culinary Arts | AAS, TC, CC | | Business |
| CSI | 4 | CSI Campus | Twin Falls | Dentistry (Pre) | AS | | Health Sci & Human Srv |
| CSI | 4 | CSI Campus | Twin Falls | Dental Assistant | TC, CC | | Health Sci & Human Srv |
| CSI | 4 | CSI Campus | Twin Falls | Dental Hygiene (Pre) | AS | | |
| CSI | 4 | CSI Campus | Twin Falls | Diesel Technology | AAS, TC, CC | | Industry Trng & Prtshps |
| CSI | 4 | CSI Campus | Twin Falls | Dietetics (Pre) | AS | | Science-Life Science |
| CSI | 4 | CSI Campus | Twin Falls | Drafting Technology | AAS, TC, CC | | Trade & Industry |
| CSI | 4 | CSI Campus | Twin Falls | Early Childhood Ed | AAS, AA, TC, PC, CC | | Soc Sci & Education |
| CSI | 4 | CSI Campus | Twin Falls | Economics | AA | | Business |
| CSI | 4 | CSI Campus | Twin Falls | Ed Assistant, Bilingual Educ | AAS, PC | | Soc Sci & Education |
| CSI | 4 | CSI Campus | Twin Falls | Ed Assistant, Early Child Ed | AAS, PC | | Soc Sci & Education |
| CSI | 4 | CSI Campus | Twin Falls | Ed Assistant, Generalist | AAS, PC | | |
| CSI | 4 | CSI Campus | Twin Falls | Ed Assistant, Math | AAS, PC | | Soc Sci & Education |
| CSI | 4 | CSI Campus | Twin Falls | Ed Assistant, Math/Sci/Tech | AAS, PC | | Soc Sci & Education |
| CSI | 4 | CSI Campus | Twin Falls | Ed Assistant, Reading | AAS, PC | | Soc Sci & Education |
| CSI | 4 | CSI Campus | Twin Falls | Ed Assistant, Special Needs | AAS, PC | | Soc Sci & Education |
| CSI | 4 | CSI Campus | Twin Falls | Ed Assistant, Technology | AAS, PC | | Soc Sci & Education |
| CSI | 4 | CSI Campus | Twin Falls | Education, Elem-Bilingual | AA | | Soc Sci & Education |
| CSI | 4 | CSI Campus | Twin Falls | Education, Elementary | AA | | Soc Sci & Education |
| CSI | 4 | CSI Campus | Twin Falls | Education, Secondary | AA | | Soc Sci & Education |
| CSI | 4 | CSI Campus | Twin Falls | Electronics Technology | TC, CC | | Information Tech |
| CSI | 4 | CSI Campus | Twin Falls | Emergency Medical Technician | TC, PC, CC | | Health Sci & Human Srv |
| CSI | 4 | CSI Campus | Twin Falls | Engineering, Agriculture | AE | | Math & Engineering |

Program Inventory List - College of Southern Idaho

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|------------|----------------|---------------------------------|---------------------|---------|------------------------|
| CSI | 4 | CSI Campus | Twin Falls | Engineering, Chemical | AE | | Math & Engineering |
| CSI | 4 | CSI Campus | Twin Falls | Engineering, Civil | AE | | Math & Engineering |
| CSI | 4 | CSI Campus | Twin Falls | Engineering, Computer | AE | | Math & Engineering |
| CSI | 4 | CSI Campus | Twin Falls | Engineering, Electrical | AE | | Math & Engineering |
| CSI | 4 | CSI Campus | Twin Falls | Engineering, Mechanical | AE | | Math & Engineering |
| CSI | 4 | CSI Campus | Twin Falls | English | AA | | English & Foreign Lang |
| CSI | 4 | CSI Campus | Twin Falls | Environmental Science | AS | | Science-Life Science |
| CSI | 4 | CSI Campus | Twin Falls | Equine Business Management | AS | | Agriculture |
| CSI | 4 | CSI Campus | Twin Falls | Equine Studies | AA | | Agriculture |
| CSI | 4 | CSI Campus | Twin Falls | Fire Service Technology | AAS | | Workforce Training |
| CSI | 4 | CSI Campus | Twin Falls | Fish & Wildlife Resources | AS | | Science-Life Science |
| CSI | 4 | CSI Campus | Twin Falls | Forestry | AS | | Science-Life Science |
| CSI | 4 | CSI Campus | Twin Falls | Geography | AA | | Science-Phys Science |
| CSI | 4 | CSI Campus | Twin Falls | Geology | AS | | Science-Phys Science |
| CSI | 4 | CSI Campus | Twin Falls | Health Promotion | AA | | Health & Phys Educ |
| CSI | 4 | CSI Campus | Twin Falls | History | AA | | Soc Sci & Education |
| CSI | 4 | CSI Campus | Twin Falls | Horse Management | AAS, TC, CC | | Agriculture |
| CSI | 4 | CSI Campus | Twin Falls | Horticulture | AAS, AA, AS, TC, CC | | Agriculture |
| CSI | 4 | CSI Campus | Twin Falls | Hospitality Management | AAS | | Business |
| CSI | 4 | CSI Campus | Twin Falls | Human Services | AAS, TC, CC | | Health Sci & Human Srv |
| CSI | 4 | CSI Campus | Twin Falls | K-12 Physical Education | AA | | Education |
| CSI | 4 | CSI Campus | Twin Falls | Laboratory Assistant/Technician | PC | | Health Sci & Human Srv |
| CSI | 4 | CSI Campus | Twin Falls | Language, Foreign | AA | | English & Foreign Lang |
| CSI | 4 | CSI Campus | Twin Falls | Language, Sign | AA | | English & Foreign Lang |
| CSI | 4 | CSI Campus | Twin Falls | Law (Pre) | AA | | Soc Sci & Education |
| CSI | 4 | CSI Campus | Twin Falls | Law Enforcement | AAS, TC, CC | | Soc Sci & Education |
| CSI | 4 | CSI Campus | Twin Falls | Liberal Arts | AA | | Soc Sci & Education |
| CSI | 4 | CSI Campus | Twin Falls | Library Science | AA | | Library Science |
| CSI | 4 | CSI Campus | Twin Falls | Livestock Technician | TC | | |
| CSI | 4 | CSI Campus | Twin Falls | Mathematics | AS | | Math & Engineering |
| CSI | 4 | CSI Campus | Twin Falls | Medical | AS | | Science-Life Science |
| CSI | 4 | CSI Campus | Twin Falls | Medical Technology | AS | | Science-Life Science |
| CSI | 4 | CSI Campus | Twin Falls | Medical Assistant | TC, CC | | Health Sci & Human Srv |
| CSI | 4 | CSI Campus | Twin Falls | Microbiology | AS | | Science-Life Science |
| CSI | 4 | CSI Campus | Twin Falls | Music | AA | | Fine Arts |
| CSI | 4 | CSI Campus | Twin Falls | Natural Science | AS | | Science-Life Science |
| CSI | 4 | CSI Campus | Twin Falls | Network Support Tech | AAS | | Information Tech |
| CSI | 4 | CSI Campus | Twin Falls | Nursing, Practical | TC | | Health Sci & Human Srv |
| CSI | 4 | CSI Campus | Twin Falls | Nursing, Registered | AS | | Health Sci & Human Srv |
| CSI | 4 | CSI Campus | Twin Falls | Occupational Therapy | AS | | Science-Life Science |
| CSI | 4 | CSI Campus | Twin Falls | Office Technology | AAS, TC | | |
| CSI | 4 | CSI Campus | Twin Falls | Optometry | AS | | Science-Life Science |
| CSI | 4 | CSI Campus | Twin Falls | Paramedics | AAS, CC, TC | | Health Sci & Human Srv |
| CSI | 4 | CSI Campus | Twin Falls | Pharmacy | AS | | Science-Phys Science |
| CSI | 4 | CSI Campus | Twin Falls | Photography | AA | | Fine Arts |
| CSI | 4 | CSI Campus | Twin Falls | Physical Education | AA | | Health & Phys Educ |
| CSI | 4 | CSI Campus | Twin Falls | Physical Therapy | AS | | Science-Life Science |
| CSI | 4 | CSI Campus | Twin Falls | Physician Assistant | AS | | Science-Life Science |
| CSI | 4 | CSI Campus | Twin Falls | Physics | AS | | Science-Phys Science |

Program Inventory List - College of Southern Idaho

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|------------|----------------|-------------------------------|-------------------|---------|------------------------|
| CSI | 4 | CSI Campus | Twin Falls | Political Science | AA | | Soc Sci & Education |
| CSI | 4 | CSI Campus | Twin Falls | Psychology | AA | | Soc Sci & Education |
| CSI | 4 | CSI Campus | Twin Falls | Radiologic Technology | AAS | | Health Sci & Human Srv |
| CSI | 4 | CSI Campus | Twin Falls | Range Science | AS | | Science-Life Science |
| CSI | 4 | CSI Campus | Twin Falls | Real Estate | AA | | Professional Studies |
| CSI | 4 | CSI Campus | Twin Falls | Resource Recreation & Tourism | AS | | Science-Life Science |
| CSI | 4 | CSI Campus | Twin Falls | Residential Construction | AAS, TC | | Trade & Industry |
| CSI | 4 | CSI Campus | Twin Falls | Respiratory Therapy | AS | | Science-Life Science |
| CSI | 4 | CSI Campus | Twin Falls | Sociology | AA | | Soc Sci & Education |
| CSI | 4 | CSI Campus | Twin Falls | Social Work | AA | | |
| CSI | 4 | CSI Campus | Twin Falls | Special Education | AA | | Education |
| CSI | 4 | CSI Campus | Twin Falls | Speech/Audiology | AS | | Science-Life Science |
| CSI | 4 | CSI Campus | Twin Falls | Surgical Technology | TC | | Health Sci & Human Srv |
| CSI | 4 | CSI Campus | Twin Falls | Theatre | AA | | Fine Arts |
| CSI | 4 | CSI Campus | Twin Falls | Undeclared - Academic | AA | | |
| CSI | 4 | CSI Campus | Twin Falls | Undeclared - Technical | TC | | |
| CSI | 4 | CSI Campus | Twin Falls | Veterinary Medicine (Pre) | AS | | Science-Life Science |
| CSI | 4 | CSI Campus | Twin Falls | Veterinary Technology | AAS | | Science-Life Science |
| CSI | 4 | CSI Campus | Twin Falls | Water Resource Mgmt | AAS, TC, CC | | Agriculture |
| CSI | 4 | CSI Campus | Twin Falls | Web/Database Appl Development | AAS, TC | | |
| CSI | 4 | CSI Campus | Twin Falls | Welding Technology | AAS, TC, CC | | Trade & Industry |
| CSI | 4 | CSI Campus | Twin Falls | Zoology | AS | | Science-Life Science |

THIS PAGE LEFT INTENTIONALLY BLANK

Program Inventory List - Eastern Idaho Technical College

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|-------------|----------------|--------------------------------------|-------------------|---------|-------------------------------------|
| EITC | 6 | EITC Campus | St. Anthony | Practical Nursing | ATC | | Health Care Technology |
| EITC | 6 | EITC Campus | Driggs | Practical Nursing | ATC | | Health Care Technology |
| EITC | 6 | EITC Campus | Idaho Falls | Practical Nursing | ATC | | Health Care Technology |
| EITC | 6 | EITC Campus | Salmon | Practical Nursing | ATC | | Health Care Technology |
| EITC | 6 | EITC Campus | Idaho Falls | Accounting Technologies | AAS, TC | | Bus, Office & Technology |
| EITC | 6 | EITC Campus | Idaho Falls | Agribusiness | AAS, ATC | | Bus, Office & Technology |
| EITC | 6 | EITC Campus | Idaho Falls | Apprenticeship | | | Bus, Office & Technology |
| EITC | 6 | EITC Campus | Idaho Falls | Business Technologies | TC | | Bus, Office & Technology |
| EITC | 6 | EITC Campus | Idaho Falls | Computer Networking | AAS, PTC | | Bus, Office & Technology |
| EITC | 6 | EITC Campus | Idaho Falls | Dental Assisting | TC | | Health Care Technology |
| EITC | 6 | EITC Campus | Idaho Falls | Electronic Serv Technolgies | AAS, ATC, TC | | Bus, Office & Technology |
| EITC | 6 | EITC Campus | Idaho Falls | Legal Technologies | AAS, TC | | Bus, Office & Technology |
| EITC | 6 | EITC Campus | Idaho Falls | Marketing & Management | AAS | | |
| EITC | 6 | EITC Campus | Idaho Falls | Mechanic Trades: Auto & Diesel | AAS, ATC, PTC, TC | | Trades & Industry |
| EITC | 6 | EITC Campus | Idaho Falls | Medical Assistant | AAS | | Health Care Technology |
| EITC | 6 | EITC Campus | Idaho Falls | Medical Office Specialist | TC | | |
| EITC | 6 | EITC Campus | Idaho Falls | Nursing, Registered | ATC | | Health Professions Division-Nursing |
| EITC | 6 | EITC Campus | Idaho Falls | Office Professional | AAS | | |
| EITC | 6 | EITC Campus | Idaho Falls | Office Specialist | TC | | |
| EITC | 6 | EITC Campus | Idaho Falls | Surgical Technology | AAS | | Health Care Technology |
| EITC | 6 | EITC Campus | Idaho Falls | Web Development Specialist | AAS | | |
| EITC | 6 | EITC Campus | Idaho Falls | Welding Technologies | AAS, ATC, TC | | Trades & Industry |
| EITC | 6 | EITC Campus | Various | Wildland Fire Mgmt | AAS | | Continuing Education |
| EITC | 6 | EITC Campus | Various | Fire Service Technology - Structural | AAS | | |

THIS PAGE LEFT INTENTIONALLY BLANK

Program Inventory List - Idaho State University

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|------------------|----------------|--|--------------------|--------------------|---------------------------|
| ISU | 3 | ISU-Boise Ctr | Boise | Audiology | AuD | Health Professions | Speech Path & Audiology |
| ISU | 3 | ISU-Boise Ctr | Boise | Clinical Laboratory Science | BS, MS | Arts & Sciences | Biological Sciences |
| ISU | 3 | ISU-Boise Ctr | Boise | Counseling | Ed S | Health Professions | Counseling |
| ISU | 3 | ISU-Boise Ctr | Boise | Dentistry, Advanced General | Cert of Completion | Health Professions | Dental Sciences |
| ISU | 3 | ISU-Boise Ctr | Boise | Dietetics | PB Cert. | Health Professions | Health & Nutrition Sci |
| ISU | 3 | ISU-Boise Ctr | Boise | Educational Interpreting | BS | Health Professions | Speech Path & Audiology |
| ISU | 3 | ISU-Boise Ctr | Boise | Geophysics/Hydrology | MS | Arts & Sciences | Geosciences |
| ISU | 3 | ISU-Boise Ctr | Boise | Health Education | MHE | Health Professions | Health & Nutrition Sci |
| ISU | 3 | ISU-Boise Ctr | Boise | Marriage and Family Counseling | M Couns | Health Professions | Counseling |
| ISU | 3 | ISU-Boise Ctr | Boise | Mental Health Counseling | M Couns | Health Professions | Counseling |
| ISU | 3 | ISU-Boise Ctr | Boise | Nursing | BS | Health Professions | Nursing |
| ISU | 3 | ISU-Boise Ctr | Boise | Nursing | MS, PM Cert | Health Professions | Nursing |
| ISU | 3 | ISU-Boise Ctr | Boise | Nursing: Education Option | MS Option | Health Professions | Nursing |
| ISU | 3 | ISU-Boise Ctr | Boise | Nursing: Nurse Practitioner Option | MS Option | Health Professions | Nursing |
| ISU | 3 | ISU-Boise Ctr | Boise | Paramedic | ATC, AS | Technology | Health Professions |
| ISU | 3 | ISU-Boise Ctr | Boise | Physical Education/Athletic Administration | MPE | Education | Sport Sources, PE & Dance |
| ISU | 3 | ISU-Boise Ctr | Boise | Physician Assistant Studies | MPAS | Health Professions | Physician Asst Studies |
| ISU | 3 | ISU-Boise Ctr | Boise | Public Health | MPH | Health Professions | Health Education |
| ISU | 3 | ISU-Boise Ctr | Boise | School Counseling | M Coun | Health Professions | Counseling |
| ISU | 3 | ISU-Boise Ctr | Boise | Speech Pathology and Audiology | BS | Health Professions | Speech Path & Audiology |
| ISU | 3 | ISU-Boise Ctr | Boise | Speech-Language Pathology | MS | Health Professions | Speech Path & Audiology |
| ISU | 3 | ISU-Boise Ctr | Boise | Student Affairs and College Counseling | M Coun | Health Professions | Counseling |
| ISU | 1 | NICHE | Coeur d'Alene | Nursing: Education Option | MS Option | Health Professions | Nursing |
| ISU | 1 | NICHE | Coeur d'Alene | Nursing: Nurse Practitioner Option | MS Option | Health Professions | Nursing |
| ISU | | | Correspondence | Pharmacy: Non-Traditional Pharm.D. | PharmD | Pharmacy | Pharmacy Prac & Admin. |
| ISU | 6 | University Place | Idaho Falls | Bachelor of Applied Technology | BAT | Technology | Applied Technology |
| ISU | 6 | University Place | Idaho Falls | Bachelor of University Studies | BUS | Arts & Sciences | IEP |
| ISU | 6 | University Place | Idaho Falls | Biology | AS | Arts & Sciences | Biological Sciences |
| ISU | 6 | University Place | Idaho Falls | Business | AS | Business | |
| ISU | 6 | University Place | Idaho Falls | Business Administration | MBA | Business | MBA |
| ISU | 6 | University Place | Idaho Falls | Chemistry | AS | Arts & Sciences | Chemistry |
| ISU | 6 | University Place | Idaho Falls | Computer Information Systems | BBA | Business | Computer Info Sys |
| ISU | 6 | University Place | Idaho Falls | Education, General (Curriculum Leadership) | M Ed Emp. | Education | Masters of Education |
| ISU | 6 | University Place | Idaho Falls | Education, General (Ed. Administration) | M Ed Emp. | Education | Educational Leadership |
| ISU | 6 | University Place | Idaho Falls | Education, General (Elementary Ed.) | M Ed Emp. | Education | Masters of Education |
| ISU | 6 | University Place | Idaho Falls | Education, General (Secondary Education) | M Ed Emp. | Education | Masters of Education |
| ISU | 6 | University Place | Idaho Falls | Elementary Education | BA, BS | Education | Teacher Education |
| ISU | 6 | University Place | Idaho Falls | Engineering and Applied Science | PhD | Engineering | Graduate Programs |
| ISU | 6 | University Place | Idaho Falls | English | AA | Arts & Sciences | English & Philosophy |
| ISU | 6 | University Place | Idaho Falls | Environmental Engineering | MS | Engineering | Graduate Programs |
| ISU | 6 | University Place | Idaho Falls | General Business | BBA | Business | Business |
| ISU | 6 | University Place | Idaho Falls | General Interdisciplinary | MS | Graduate School | |
| ISU | 6 | University Place | Idaho Falls | General Studies | AA, BA | Arts & Sciences | |
| ISU | 6 | University Place | Idaho Falls | Geology | AS | Arts & Sciences | Geosciences |
| ISU | 6 | University Place | Idaho Falls | Geotechnology | PB Cert., Minor | Arts & Sciences | Geosciences |
| ISU | 6 | University Place | Idaho Falls | History | AA | Arts & Sciences | History |
| ISU | 6 | University Place | Idaho Falls | Human Resource Training & Development | BS, MTD | Technology | Human Res Training & Dev |
| ISU | 6 | University Place | Idaho Falls | Mathematics | AS | Arts & Sciences | Mathematics |

Program Inventory List - Idaho State University

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|------------------|----------------|--|------------------------------|-----------------------|-------------------------|
| ISU | 6 | University Place | Idaho Falls | Measurement and Control Engineering | MS | Engineering | Engineering |
| ISU | 6 | University Place | Idaho Falls | Nuclear Science and Engineering | MS, PhD, PB Cert | Engineering | Nuclear Engineering |
| ISU | 6 | University Place | Idaho Falls | Nursing | BS | Health Professions | Nursing |
| ISU | 6 | University Place | Idaho Falls | Nursing: Education Option | MS Option | Health Professions | Nursing |
| ISU | 6 | University Place | Idaho Falls | Physics | AS | Arts & Sciences | Physics |
| ISU | 6 | University Place | Idaho Falls | Physics: Health Physics Emphasis | MS Emph. | Arts & Sciences | Physics |
| ISU | 6 | University Place | Idaho Falls | Political Science | AS | Arts & Sciences | Political Science |
| ISU | 6 | University Place | Idaho Falls | Respiratory Therapy | AS | Health Occupations | College of Technology |
| ISU | 6 | University Place | Idaho Falls | Secondary Education | BA, BS | Education | Teacher Education |
| ISU | 6 | University Place | Idaho Falls | Waste Mgmt and Environ Studies | MS | Graduate School | |
| ISU | 2 | LCSC Campus | Lewiston | Nursing: Education Option | MS Option | Health Professions | Nursing |
| ISU | 2 | LCSC Campus | Lewiston | Nursing: Nurse Practitioner Option | MS Option | Health Professions | Nursing |
| ISU | 5 | ISU Campus | Pocatello | Accounting | BBA | Business | Accounting |
| ISU | 5 | ISU Campus | Pocatello | Aircraft Maintenance Technology | TC, ATC, AAS | Technology | Trades & Industry |
| ISU | 5 | ISU Campus | Pocatello | American Studies | BA | Arts & Sciences | English & Philosophy |
| ISU | 5 | ISU Campus | Pocatello | Anthropology | BA, MA, MS | Arts & Sciences | Anthropology |
| ISU | 5 | ISU Campus | Pocatello | Apprenticeship | AAS | Technology | Applied Technology |
| ISU | 5 | ISU Campus | Pocatello | Art | BA, BFA, MFA, AA | Arts & Sciences | Art & Pre-Architecture |
| ISU | 5 | ISU Campus | Pocatello | Audiology | MS, AuD | Health Professions | Speech Path & Audiology |
| ISU | 5 | ISU Campus | Pocatello | Auto Collision Repair and Refinishing | TC, ATC, AAS | Technology | Trades & Industry |
| ISU | 5 | ISU Campus | Pocatello | Automotive Technology | AAS, ATC | Technology | Trades & Industry |
| ISU | 5 | ISU Campus | Pocatello | Bachelor of Applied Technology | BAT | Technology | Applied Technology |
| ISU | 5 | ISU Campus | Pocatello | Bachelor of University Studies | BUS | Arts & Sciences | IEP |
| ISU | 5 | ISU Campus | Pocatello | Biochemistry | BS | Arts & Sciences | Biological Sciences |
| ISU | 5 | ISU Campus | Pocatello | Biology | AS, BA, BS, MS, MNS, PhD, DA | Arts & Sciences | Biological Sciences |
| ISU | 5 | ISU Campus | Pocatello | Botany | BS | Arts & Sciences | Biological Sciences |
| ISU | 5 | ISU Campus | Pocatello | Building Construction Technology | ATC, PTC, AAS | Technology | Trades & Industry |
| ISU | 5 | ISU Campus | Pocatello | Business | AS | Business | |
| ISU | 5 | ISU Campus | Pocatello | Business Administration | PB Cert., MBA | Business | MBA |
| ISU | 5 | ISU Campus | Pocatello | Business Admin. (Accounting Emph.) | MBA Emph. | Business | MBA |
| ISU | 5 | ISU Campus | Pocatello | Business Admin. (CIS Emph.) | MBA Emph. | Business | MBA |
| ISU | 5 | ISU Campus | Pocatello | Business Admin. (Finance Emph.) | MBA Emph. | Business | MBA |
| ISU | 5 | ISU Campus | Pocatello | Business Admin. (Management Emph.) | MBA Emph. | Business | MBA |
| ISU | 5 | ISU Campus | Pocatello | Business Admin. (HCA Emphasis) | MBA Emph. | Business | MBA |
| ISU | 5 | ISU Campus | Pocatello | MBA/PharmD | MBA/PharmD | Business and Pharmacy | MBA-Pharmacy |
| ISU | 5 | ISU Campus | Pocatello | Business Admin. (Marketing Emph.) | MBA Emph. | Business | MBA |
| ISU | 5 | ISU Campus | Pocatello | Bus. Admin. (Health Care Admin. Emph.) | MBA Emph. | Business | MBA |
| ISU | 5 | ISU Campus | Pocatello | Business Information | TC, AAS | Technology | Business & Service |
| ISU | 5 | ISU Campus | Pocatello | Chemistry | BA, BS, MS, MNS, AS | Arts & Sciences | Chemistry |
| ISU | 5 | ISU Campus | Pocatello | Child Development | TC, AAS | Technology | Health Occupations |
| ISU | 5 | ISU Campus | Pocatello | Civil Engineering | BS, MS | Engineering | Civil Engineering |
| ISU | 5 | ISU Campus | Pocatello | Civil Engineering Technology | AAS, ATC | Technology | Technical |
| ISU | 5 | ISU Campus | Pocatello | Clinical Laboratory Science (*1) | BS, MS | Arts & Sciences | Biological Sciences |
| ISU | 5 | ISU Campus | Pocatello | Clinical Psychology | Ph D | Arts & Sciences | Psychology |
| ISU | 5 | ISU Campus | Pocatello | Computer Information Systems | BBA, PB Cert, MS | Business | Computer Info Sys |
| ISU | 5 | ISU Campus | Pocatello | Computer Science | BS | Engineering | Computer Science |
| ISU | 5 | ISU Campus | Pocatello | Computer Software Engineering Tech. | TC, ATC, AAS | Technology | Technical |
| ISU | 5 | ISU Campus | Pocatello | Computer/Business Equipment Tech. (*2) | TC, ATC, AAS | Technology | Technical |

Program Inventory List - Idaho State University

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|------------|----------------|--|-------------------------|--------------------|--|
| ISU | 5 | ISU Campus | Pocatello | Cosmetology | TC, PTC | Technology | Business & Service |
| ISU | 5 | ISU Campus | Pocatello | Counseling | Ed S | Health Professions | Counseling |
| ISU | 5 | ISU Campus | Pocatello | Counselor Education and Counseling | PhD | Health Professions | Counseling |
| ISU | 5 | ISU Campus | Pocatello | Criminal Justice | AA | Arts & Sciences | Sociology/Social Work/Criminal Justice |
| ISU | 5 | ISU Campus | Pocatello | Culinary Arts Technology | TC, AAS | Technology | Business & Service |
| ISU | 5 | ISU Campus | Pocatello | Deaf Education | MS | Health Professions | Speech Path & Audiology |
| ISU | 5 | ISU Campus | Pocatello | Dental Hygiene | BS, MS | Health Professions | Dental Hygiene |
| ISU | 5 | ISU Campus | Pocatello | Dental Laboratory Technology | AAS | Technology | Health Occupations |
| ISU | 5 | ISU Campus | Pocatello | Design Drafting Technology | ATC, AAS | Technology | Trades & Industry |
| ISU | 5 | ISU Campus | Pocatello | Diesel/Diesel Electric Technology | ATC, AAS | Technology | Trades & Industry |
| ISU | 5 | ISU Campus | Pocatello | Dietetics | BS, PB Cert | Health Professions | Health & Nutrition Sci |
| ISU | 5 | ISU Campus | Pocatello | Early Childhood Education | BA | Education | Teacher Education |
| ISU | 5 | ISU Campus | Pocatello | Earth and Environmental Systems | BS/BA | Arts & Sciences | Geosciences |
| ISU | 5 | ISU Campus | Pocatello | Ecology | BS | Arts & Sciences | Biological Sciences |
| ISU | 5 | ISU Campus | Pocatello | Economics | BA, BS | Arts & Sciences | Economics |
| ISU | 5 | ISU Campus | Pocatello | Education, General | M Ed, PB Cert | Education | Teacher Education |
| ISU | 5 | ISU Campus | Pocatello | Education, General (Child & Family Studies) | M Ed Emp. | Education | Masters of Education |
| ISU | 5 | ISU Campus | Pocatello | Education, General (Curriculum Leadership) | M Ed Emp. | Education | Masters of Education |
| ISU | 5 | ISU Campus | Pocatello | Education, General (Ed. Administration) | M Ed Emp. | Education | Masters of Education |
| ISU | 5 | ISU Campus | Pocatello | Education, General (Elementary Ed.) | M Ed Emp. | Education | Masters of Education |
| ISU | 5 | ISU Campus | Pocatello | Education, General (K-12 Education) | M Ed Emp. | Education | Masters of Education |
| ISU | 5 | ISU Campus | Pocatello | Education, General (Literacy) | M Ed Emp. | Education | Masters of Education |
| ISU | 5 | ISU Campus | Pocatello | Education, General (Secondary Education) | M Ed Emp. | Education | Masters of Education |
| ISU | 5 | ISU Campus | Pocatello | Educational Administration | Ed S | Education | Masters of Education |
| ISU | 5 | ISU Campus | Pocatello | Educational Interpreting | BS | Health Professions | Speech Path & Audiology |
| ISU | 5 | ISU Campus | Pocatello | Educational Leadership | Ed D | Education | Doctor of Education |
| ISU | 5 | ISU Campus | Pocatello | Educational Leadership (Ed. Admin.) | Ed D Emp. | Education | Doctor of Education |
| ISU | 5 | ISU Campus | Pocatello | Educational Leadership (Ed. Training & Dev.) | Ed D Emp. | Education | Doctor of Education |
| ISU | 5 | ISU Campus | Pocatello | Educational Leadership (Higher Ed. Admin.) | Ed D Emp. | Education | Doctor of Education |
| ISU | 5 | ISU Campus | Pocatello | Electrical Engineering | BS | Engineering | Electrical Engineering |
| ISU | 5 | ISU Campus | Pocatello | Electrical Technician | TC | Technology | Technical |
| ISU | 5 | ISU Campus | Pocatello | Electromechanical Design Drafting | PTC, ATC, AAS | Technology | Technical |
| ISU | 5 | ISU Campus | Pocatello | Electromechanical Technology | AAS, ATC | Technology | Technical |
| ISU | 5 | ISU Campus | Pocatello | Electronic Systems Technology | TC, ATC, AAS | Technology | Technical |
| ISU | 5 | ISU Campus | Pocatello | Electronic Wireless/Telecom. Tech. | AAS, ATC | Technology | Technical |
| ISU | 5 | ISU Campus | Pocatello | Elementary Education | BA, BS | Education | Teacher Education |
| ISU | 5 | ISU Campus | Pocatello | Emergency Medical Technician - Basic | Postsecondary Tech Cert | Health Occupations | College of Technology |
| ISU | 5 | ISU Campus | Pocatello | Engineering and Applied Science | PhD | Engineering | Graduate Programs |
| ISU | 5 | ISU Campus | Pocatello | English | BA, MA, DA, AA | Arts & Sciences | English & Philosophy |
| ISU | 5 | ISU Campus | Pocatello | Environmental Engineering | MS | Engineering | Graduate Programs |
| ISU | 5 | ISU Campus | Pocatello | Family and Consumer Sciences | BA, BS | Education | Secondary Education |
| ISU | 5 | ISU Campus | Pocatello | Family Centered Practice | PB Cert. | Health Professions | Family Medicine |
| ISU | 5 | ISU Campus | Pocatello | Family Practice Residency | PM Cert. | Health Professions | Family Medicine |
| ISU | 5 | ISU Campus | Pocatello | Farm Business Management | PTC, TC, AAS | Technology | Business & Service |
| ISU | 5 | ISU Campus | Pocatello | Finance | BBA | Business | Finance |
| ISU | 5 | ISU Campus | Pocatello | Fire Service Technology | AAS | Technology | |
| ISU | 5 | ISU Campus | Pocatello | French | BA, AA | Arts & Sciences | Foreign Languages |
| ISU | 5 | ISU Campus | Pocatello | General Business | BBA | Business | Business |

Program Inventory List - Idaho State University

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|------------|----------------|--|---------------------|--------------------|--------------------------------------|
| ISU | 5 | ISU Campus | Pocatello | General Interdisciplinary | MS, MA, M Ed, MNS | Graduate School | |
| ISU | 5 | ISU Campus | Pocatello | General Studies | BA, AA | Arts & Sciences | |
| ISU | 5 | ISU Campus | Pocatello | Geographic Information Systems (GIS) | MS | Arts & Sciences | Geosciences |
| ISU | 5 | ISU Campus | Pocatello | Geological Sciences | MS | Arts & Sciences | Geosciences |
| ISU | 5 | ISU Campus | Pocatello | Geology | BA, BS, MS, MNS, AS | Arts & Sciences | Geosciences |
| ISU | 5 | ISU Campus | Pocatello | Geomatics Technology | BS | Technology | Technology |
| ISU | 5 | ISU Campus | Pocatello | Geophysics/Hydrology | MS | Arts & Sciences | Geosciences |
| ISU | 5 | ISU Campus | Pocatello | Geotechnology | PB Cert., Minor | Arts & Sciences | Geosciences |
| ISU | 5 | ISU Campus | Pocatello | German | BA, AA- | Arts & Sciences | Foreign Languages |
| ISU | 5 | ISU Campus | Pocatello | Graphic Arts/Printing Technology | ATC, AAS | Technology | Trades & Industry |
| ISU | 5 | ISU Campus | Pocatello | Health Care Administration | BS | Health Professions | Health Care Administration |
| ISU | 5 | ISU Campus | Pocatello | Health Education | BA, BS, MHE | Education | Secondary Education |
| ISU | 5 | ISU Campus | Pocatello | Health Information Technology | PTC, AAS | Technology | Health Care Professions |
| ISU | 5 | ISU Campus | Pocatello | Health Science | BS | Technology | Health Care Professions |
| ISU | 5 | ISU Campus | Pocatello | Historical Resources Management | MA | Arts & Sciences | History |
| ISU | 5 | ISU Campus | Pocatello | History | AA, BA | Arts & Sciences | History |
| ISU | 5 | ISU Campus | Pocatello | Human Exceptionality | BA, BS, M Ed | Education | Special Education |
| ISU | 5 | ISU Campus | Pocatello | Human Resource Training & Development | BS, MTD | Technology | Human Res Training & Dev |
| ISU | 5 | ISU Campus | Pocatello | Idaho Advanced General Dentistry Prog. | PDoc Cert. | Health Professions | Dentistry |
| ISU | 5 | ISU Campus | Pocatello | Idaho Dental Education Program | Coop. Trans. | Health Professions | Dentistry |
| ISU | 5 | ISU Campus | Pocatello | Instructional Design | Ph.D. | Education | Instructional Methods and Technology |
| ISU | 5 | ISU Campus | Pocatello | Instructional Technology | M Ed | Education | Graduate Programs |
| ISU | 5 | ISU Campus | Pocatello | Instrumentation Technology | ATC, AAS | Technology | Electronics |
| ISU | 5 | ISU Campus | Pocatello | Instrumentation Tech.: Industrial Controls | ATC, AAS | Technology | Electronics |
| ISU | 5 | ISU Campus | Pocatello | International Studies | BA | Arts & Sciences | Political Science |
| ISU | 5 | ISU Campus | Pocatello | Japanese | AA | Arts & Sciences | Foreign Languages |
| ISU | 5 | ISU Campus | Pocatello | Laser/Electro-Optics Technology | ATC, AAS | Technology | Electronics |
| ISU | 5 | ISU Campus | Pocatello | Latin | AA | Arts & Sciences | Foreign Languages |
| ISU | 5 | ISU Campus | Pocatello | Law Enforcement | TC, AAS | Technology | Business & Service |
| ISU | 5 | ISU Campus | Pocatello | Machining Technology | TC, AAS, ATC | Technology | Technical |
| ISU | 5 | ISU Campus | Pocatello | Management | BBA | Business | Management |
| ISU | 5 | ISU Campus | Pocatello | Marketing | BBA | Business | Marketing |
| ISU | 5 | ISU Campus | Pocatello | Marketing and Management Occupations | TC, AAS | Technology | Business & Service |
| ISU | 5 | ISU Campus | Pocatello | Marriage and Family Counseling | M Couns | Health Professions | Counseling |
| ISU | 5 | ISU Campus | Pocatello | Mass Communication | BA | Arts & Sciences | Mass Communication |
| ISU | 5 | ISU Campus | Pocatello | Massage Therapy | TC | | |
| ISU | 5 | ISU Campus | Pocatello | Mathematics | AS, BS, MS, DA | Arts & Sciences | Mathematics |
| ISU | 5 | ISU Campus | Pocatello | Mathematics for Secondary Teachers | MA | Graduate Studies | Mathematics |
| ISU | 5 | ISU Campus | Pocatello | Measurement and Control Engineering | MS | Engineering | Engineering |
| ISU | 5 | ISU Campus | Pocatello | Mechanical Engineering | BS, MS | Engineering | Mechanical Engineering |
| ISU | 5 | ISU Campus | Pocatello | Medical Assisting | AAS | Technology | Health Occupations |
| ISU | 5 | ISU Campus | Pocatello | Mental Health Counseling | M Couns | Health Professions | Counseling |
| ISU | 5 | ISU Campus | Pocatello | Microbiology | BS, MS | Arts & Sciences | Biological Sciences |
| ISU | 5 | ISU Campus | Pocatello | Music Education | BME | Arts & Sciences | Music |
| ISU | 5 | ISU Campus | Pocatello | Music, General | BA, BS | Arts & Sciences | Music |
| ISU | 5 | ISU Campus | Pocatello | Music, Performance | BM | Arts & Sciences | Music |
| ISU | 5 | ISU Campus | Pocatello | Nuclear Science and Engineering(/Co-op) | MS, PhD | Engineering | Nuclear Engineering |
| ISU | 5 | ISU Campus | Pocatello | Nuclear Engineering | BS | Engineering | Nuclear Engineering |

Program Inventory List - Idaho State University

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|------------|----------------|--|---------------------------------|-----------------------|------------------------------------|
| ISU | 5 | ISU Campus | Pocatello | Nursing | BS, AS | Health Professions | Nursing |
| ISU | 5 | ISU Campus | Pocatello | Nursing | MS, PM Cert, Associate's degree | Health Professions | Nursing |
| ISU | 5 | ISU Campus | Pocatello | Occupational Therapy | MOT | Health Professions | Phys & Occ Therapy |
| ISU | 5 | ISU Campus | Pocatello | Office Technology: Paralegal Studies | AAS | Technology | Business & Service |
| ISU | 5 | ISU Campus | Pocatello | Paramedic | ATC, AS | Technology | Health Care Professions |
| ISU | 5 | ISU Campus | Pocatello | Pharmaceutical Sciences (PPRA) | PhD, MS | Pharmacy | Pharmaceutical Sciences |
| ISU | 5 | ISU Campus | Pocatello | Pharmaceutical Sciences (PSCI) | PhD, MS | Pharmacy | Pharmaceutical Sciences |
| ISU | 5 | ISU Campus | Pocatello | Pharmacy | PharmD | Pharmacy | Pharmacy Prac & Admin. |
| ISU | 5 | ISU Campus | Pocatello | Philosophy | BA | Arts & Sciences | English & Philosophy |
| ISU | 5 | ISU Campus | Pocatello | Physical Education | BA, BS | Education | Sports Sci, PE & Dance |
| ISU | 5 | ISU Campus | Pocatello | Physical Education/Athletic Administration | MPE | Education | Sports Sci, PE & Dance |
| ISU | 5 | ISU Campus | Pocatello | Physical Therapist Assistant | AAS | Technology | Health Care Professions |
| ISU | 5 | ISU Campus | Pocatello | Physical Therapy | DPT | Health Professions | Phys & Occ Therapy |
| ISU | 5 | ISU Campus | Pocatello | Physician(s) Assistant | MPAS | Health Professions | Physician Asst Studies |
| ISU | 5 | ISU Campus | Pocatello | Physics | BA, BS, MS, MNS, AS | Arts & Sciences | Physics |
| ISU | 5 | ISU Campus | Pocatello | Physics, Applied | Ph.D. | Arts & Sciences | Physics |
| ISU | 5 | ISU Campus | Pocatello | Political Science | AS, BA, BS, MA, DA | Arts & Sciences | Political Science |
| ISU | 5 | ISU Campus | Pocatello | Practical Nursing | ATC | Technology | Health Care Professions |
| ISU | 5 | ISU Campus | Pocatello | Psychology | BA, BS, MS | Arts & Sciences | Psychology |
| ISU | 5 | ISU Campus | Pocatello | Public Administration | MPA | Arts & Sciences | Political Science |
| ISU | 5 | ISU Campus | Pocatello | (Master of) Public Health | MPH | Health Professions | Health Care Administration |
| ISU | 5 | ISU Campus | Pocatello | Radiological Science | AS, BS | Health Professions | Radiographic Science |
| ISU | 5 | ISU Campus | Pocatello | Respiratory Therapy | AS | Health Occupations | College of Technology |
| ISU | 5 | ISU Campus | Pocatello | Russian | AA | Arts & Sciences | Foreign Languages |
| ISU | 5 | ISU Campus | Pocatello | School Counseling | M Coun | Health Professions | Counseling |
| ISU | 5 | ISU Campus | Pocatello | School Psychology | Ed S | Arts & Sciences | Psychology |
| ISU | 5 | ISU Campus | Pocatello | Secondary Education | BA, BS | Education | Secondary Education |
| ISU | 5 | ISU Campus | Pocatello | Shoshoni | AA | Arts & Sciences | Foreign Languages |
| ISU | 5 | ISU Campus | Pocatello | Sign Language Studies | AS | Arts & Sciences | CSED |
| ISU | 5 | ISU Campus | Pocatello | Social Work | BA | Arts & Sciences | Sociology |
| ISU | 5 | ISU Campus | Pocatello | Sociology | BA, MA | Arts & Sciences | Sociology |
| ISU | 5 | ISU Campus | Pocatello | Spanish | BA, AA | Arts & Sciences | Foreign Languages |
| ISU | 5 | ISU Campus | Pocatello | Special Education | Ed S | Education | Special Education |
| ISU | 5 | ISU Campus | Pocatello | Communication and Rhetorical Studies | BA, BS, MA, AA | Arts & Sciences | Communication & Rhetorical Studies |
| ISU | 5 | ISU Campus | Pocatello | Speech Pathology and Audiology | BS | Health Professions | Speech Path & Audiology |
| ISU | 5 | ISU Campus | Pocatello | Speech-Language Pathology | MS | Health Professions | Speech Path & Audiology |
| ISU | 5 | ISU Campus | Pocatello | Student Affairs and College Counseling | M Coun | Health Professions | Counseling |
| ISU | 5 | ISU Campus | Pocatello | Theatre | BFA, BA, BS, MA | Arts & Sciences | Theatre and Dance |
| ISU | 5 | ISU Campus | Pocatello | Waste Mgmt and Environ Studies | MS | Graduate School | |
| ISU | 5 | ISU Campus | Pocatello | Website Design and Management | AAS, TC | Business and Services | College of Technology |
| ISU | 5 | ISU Campus | Pocatello | Welding | TC, AAS, ATC | Technology | Trades & Industry |
| ISU | 5 | ISU Campus | Pocatello | Zoology | BS | Arts & Sciences | Biological Sciences |
| ISU | 5 | ? | Soda Springs | Education, General (Ed. Administration) | M Ed Emp. | Education | Masters of Education |
| ISU | 4 | CSI Campus | Twin Falls | Bachelor of University Studies | BUS | | IEP |
| ISU | 4 | CSI Campus | Twin Falls | Education, General (Curriculum Leadership) | M Ed Emp. | Education | Masters of Education |
| ISU | 4 | CSI Campus | Twin Falls | Education, General (Ed. Administration) | M Ed Emp. | Education | Masters of Education |
| ISU | 4 | CSI Campus | Twin Falls | Education, General (Elementary Ed.) | M Ed Emp. | Education | Masters of Education |
| ISU | 4 | CSI Campus | Twin Falls | Education, General (Secondary Education) | M Ed Emp. | Education | Masters of Education |

Program Inventory List - Idaho State University

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|------------|----------------|--|-------------------|--------------------|--------------------------|
| ISU | 4 | CSI Campus | Twin Falls | Elementary Education | BA, BS | Education | Teacher Education |
| ISU | 4 | CSI Campus | Twin Falls | General Studies | BA | Arts & Sciences | |
| ISU | 4 | CSI Campus | Twin Falls | Health Education | MHE | Health Professions | Health & Nutrition Sci |
| ISU | 4 | CSI Campus | Twin Falls | Human Resource Training & Development | BS, MTD | Technology | Human Res Training & Dev |
| ISU | 4 | CSI Campus | Twin Falls | Nursing | BS | Health Professions | Nursing |
| ISU | 4 | CSI Campus | Twin Falls | Nursing | MS | Health Professions | Nursing |
| ISU | 4 | CSI Campus | Twin Falls | Nursing: Administration Option | MS Option | Health Professions | Nursing |
| ISU | 4 | CSI Campus | Twin Falls | Nursing: Education Option | MS Option | Health Professions | Nursing |
| ISU | 4 | CSI Campus | Twin Falls | Physical Education/Athletic Administration | MPE | Education | Sports Sci, PE & Dance |
| ISU | 4 | CSI Campus | Twin Falls | Respiratory Therapy | AS | Health Occupations | College of Technology |
| ISU | 4 | CSI Campus | Twin Falls | Secondary Education | BA, BS | Education | Teacher Education |

Program Inventory List - Lewis-Clark State College

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|-------------|----------------|---|-------------------|---------------------------------|--|
| LCSC | 2 | LCSC Campus | Lewiston | Administrative Assistant | BAS, AAS, ATC | Professional Technical | Business Technology & Service |
| LCSC | 2 | LCSC Campus | Lewiston | Office Technology | TC | Professional Technical | Business Technology & Service |
| LCSC | 2 | LCSC Campus | Lewiston | Applied Technology | BASAT | Professional Technical | Business Technology & Service/Technical & Industrial |
| LCSC | 1 | LCSC Campus | Coeur d'Alene | Applied Technology | BASAT | Professional Technical | Business Technology & Service/Technical & Industrial |
| LCSC | 2 | LCSC Campus | Lewiston | APPRENTICESHIP | | Professional Technical | none assigned |
| LCSC | 2 | LCSC Campus | Lewiston | Apprenticeship-Electrical | BAS, AAS | Professional Technical | none assigned |
| LCSC | 2 | LCSC Campus | Lewiston | Apprenticeship-Plumbing | BAS, AAS | Professional Technical | none assigned |
| LCSC | 2 | LCSC Campus | Lewiston | AUTO MECHANICS TECHNOLOGY | BAS, AAS, ATC | Professional Technical | Technical & Industrial |
| LCSC | 2 | LCSC Campus | Lewiston | Auto Mechanics Tech-A | TC | Professional Technical | Technical & Industrial |
| LCSC | 2 | LCSC Campus | Lewiston | Auto Mechanics Tech-B | TC | Professional Technical | Technical & Industrial |
| LCSC | 2 | LCSC Campus | Lewiston | Automated Mfg Technology | BAS, AAS, ATC, TC | Professional Technical | Technical & Industrial |
| LCSC | 2 | LCSC Campus | Lewiston | Behavioral Sciences | AA | Academic Programs | Social Sciences |
| LCSC | 2 | LCSC Campus | Lewiston | Biology | BA/BS | Academic Programs | Natural Sciences & Mathematics |
| LCSC | 2 | LCSC Campus | Lewiston | Bookkeeping | BAS, AAS, ATC | Professional Technical | Business Technology & Service |
| LCSC | 2 | LCSC Campus | Lewiston | Business Administration | BA/BS | Academic Programs | Business |
| LCSC | 1 | LCSC Campus | Coeur d'Alene | Business Administration | BA/BS | Academic Programs | Business |
| LCSC | 2 | LCSC Campus | Lewiston | BUSINESS MANAGEMENT | BAS, AAS, ATC | Professional Technical | Business Technology & Service |
| LCSC | 2 | LCSC Campus | Lewiston | Retailing | TC | Professional Technical | Business Technology & Service |
| LCSC | 2 | LCSC Campus | Lewiston | Supervision | TC | Professional Technical | Business Technology & Service |
| LCSC | 2 | LCSC Campus | Lewiston | Chemistry | BA/BS | Academic Programs | Natural Sciences & Mathematics |
| LCSC | 2 | LCSC Campus | Lewiston | Collision Repair | BAS, AAS, ATC, TC | Professional Technical | Technical & Industrial |
| LCSC | 2 | LCSC Campus | Lewiston | Communication Arts | BA/BS | Academic Programs | Humanities |
| LCSC | 1 | LCSC Campus | Coeur d'Alene | Communication Arts | BA/BS | Academic Programs | Humanities |
| LCSC | 2 | LCSC Campus | Lewiston | Computer Science | BA/BS | Academic Programs | Natural Sciences & Mathematics |
| LCSC | 2 | LCSC Campus | Lewiston | Consumer Product Servicing | AAS, ATC, TC | Technical & Industrial Division | Electronics - Consumer Product Servicing |
| LCSC | 2 | LCSC Campus | Lewiston | Diesel Technology | BAS, AAS, ATC, TC | Professional Technical | Technical & Industrial |
| LCSC | 2 | LCSC Campus | Lewiston | Early Childhood Development | BAS, AAS, ATC, TC | Professional Technical | Business Technology & Service |
| LCSC | 2 | LCSC Campus | Web | Early Childhood Development | BAS, AAS, ATC, TC | Professional Technical | Business Technology & Service |
| LCSC | | LCSC Campus | Lewiston | Earth Information Systems | BS/BA | Academic Programs | Natural Sciences & Mathematics |
| LCSC | 2 | LCSC Campus | Lewiston | Elementary Education | BA/BS | Academic Programs | Education |
| LCSC | 2 | LCSC Campus | Lewiston | Engineering | AS | Academic Programs | Natural Sciences & Mathematics |
| LCSC | 2 | LCSC Campus | Lewiston | Engineering Tech | TC | Professional Technical | Technical & Industrial |
| LCSC | 2 | LCSC Campus | Lewiston | Engineering Tech (civil) | BAT, BAS, AAS | Professional Technical | Technical & Industrial |
| LCSC | 2 | LCSC Campus | Lewiston | Engineering Tech (mechanical) | BAT, BAS, AAS | Professional Technical | Technical & Industrial |
| LCSC | 2 | LCSC Campus | Lewiston | Engineering Tech (traditional) | BAT, BAS, AAS | Professional Technical | Technical & Industrial |
| LCSC | 2 | LCSC Campus | Lewiston | Engineering Tech (Geographic Info Sys) | AAS | Professional Technical | Engineering Technology |
| LCSC | 2 | LCSC Campus | Lewiston | English | BA | Academic Programs | Humanities |
| LCSC | 2 | LCSC Campus | Lewiston | English: Creative Writing | BA | Academic Programs | Humanities |
| LCSC | 2 | LCSC Campus | Lewiston | English: Secondary Education | BA | Academic Programs | Humanities |
| LCSC | 2 | LCSC Campus | Lewiston | Fire Service Technology | BAS, AAS | Professional Technical | none assigned |
| LCSC | 2 | LCSC Campus | Lewiston | GRAPHIC ARTS/PRINTING TECHNOLOGY | BAS, AAS | Professional Technical | Business Technology & Service |
| LCSC | 2 | LCSC Campus | Lewiston | Digital Imaging | TC | Professional Technical | Business Technology & Service |
| LCSC | 2 | LCSC Campus | Lewiston | Offset Press | TC | Professional Technical | Business Technology & Service |
| LCSC | 2 | LCSC Campus | Lewiston | HEATING, AIR CONDITIONING & APPLIANCE TECH | BAS, AAS, ATC | Professional Technical | Technical & Industrial |

Program Inventory List - Lewis-Clark State College

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|-------------|----------------|--|----------------------|--|--|
| LCSC | 2 | LCSC Campus | Lewiston | Heating, Air Conditioning & Appliance Tech-A | TC | Professional Technical | Technical & Industrial |
| LCSC | 2 | LCSC Campus | Lewiston | Heating, Air Conditioning & Appliance Tech-B | TC | Professional Technical | Technical & Industrial |
| LCSC | 2 | LCSC Campus | Lewiston | HOTEL/RESTAURANT MANAGEMENT | BAS, AAS, ATC, BS/BA | Professional Technical/Academic Programs | Business Technology & Service/Business |
| LCSC | 2 | LCSC Campus | Lewiston | Food/Bev Mgmt | TC | Professional Technical | Business Technology & Service |
| LCSC | 2 | LCSC Campus | Lewiston | Rooms Mgmt | TC | Professional Technical | Business Technology & Service |
| LCSC | 2 | LCSC Campus | Lewiston | Information Systems Analysis | AAS | Professional Technical | Technical & Industrial |
| LCSC | 2 | LCSC Campus | Lewiston | Industrial Electronics | BAS, AAS, ATC, TC | Professional Technical | Technical & Industrial |
| LCSC | 2 | LCSC Campus | Lewiston | Interdisciplinary Studies | BA/BS | Academic Programs | all Academic Division |
| LCSC | 1 | LCSC Campus | Coeur d'Alene | Interdisciplinary Studies | BA/BS | Academic Programs | all Academic Division |
| LCSC | 2 | LCSC Campus | Lewiston | Justice Studies:Criminal Justice | BA/BS | Academic Programs | Social Sciences |
| LCSC | 1 | LCSC Campus | Coeur d'Alene | Justice Studies:Criminal Justice | BA/BS | Academic Programs | Social Sciences |
| LCSC | 2 | LCSC Campus | Lewiston | Justice Studies:Human Services | BA/BS | Academic Programs | Social Sciences |
| LCSC | 2 | LCSC Campus | Lewiston | Kinesiology | BS/BS | Academic Programs | Education |
| LCSC | 2 | LCSC Campus | Lewiston | Kinesiology (K-12) | BA/BS | Academic Programs | Education |
| LCSC | 2 | LCSC Campus | Lewiston | LEGAL ASSISTANT | BAS, AAS, ATC | Professional Technical | Business Technology & Service |
| LCSC | 2 | LCSC Campus | Lewiston | Legal Office Technology | TC | Professional Technical | Business Technology & Service |
| LCSC | 2 | LCSC Campus | Lewiston/Web | Liberal Arts | AA | Academic Programs | Humanities |
| LCSC | 2 | LCSC Campus | Lewiston | Liberal Arts:Humanities | AA | Academic Programs | Humanities |
| LCSC | 2 | LCSC Campus | Lewiston | Liberal Arts:Natural Sciences | AA | Academic Programs | Natural Sciences & Mathematics |
| LCSC | 2 | LCSC Campus | Lewiston | Liberal Arts:Social Sciences | AA | Academic Programs | Social Sciences |
| LCSC | 2 | LCSC Campus | Lewiston | Management | BA/BS | Academic Programs | Business |
| LCSC | 1 | LCSC Campus | Coeur d'Alene | Management | BA/BS | Academic Programs | Business |
| LCSC | 2 | LCSC Campus | Web | Management | BA/BS | Academic Programs | Business |
| LCSC | 2 | LCSC Campus | Lewiston | Mathematics | BA/BS | Academic Programs | Natural Sciences & Mathematics |
| LCSC | 2 | LCSC Campus | Lewiston | Mathematics: Secondary Education | BA/BS | Academic Programs | Natural Sciences & Mathematics |
| LCSC | 2 | LCSC Campus | Lewiston | Medical Assistant | BAS, AAS | Professional Technical | Business Technology & Service |
| LCSC | 2 | LCSC Campus | Lewiston | MEDICAL OFFICE | BAS, AAS, ATC | Professional Technical | Business Technology & Service |
| LCSC | 2 | LCSC Campus | Lewiston | Medical Biller/Coder | TC | Professional Technical | Business Technology & Service |
| LCSC | 2 | LCSC Campus | Lewiston | Medical Receptionist | TC | Professional Technical | Business Technology & Service |
| LCSC | 2 | LCSC Campus | Lewiston | Medical Transcription | TC | Professional Technical | Business Technology & Service |
| LCSC | 2 | LCSC Campus | Lewiston | Natural Sciences: Composite | BA/BS | Academic Programs | Natural Sciences & Mathematics |
| LCSC | 2 | LCSC Campus | Lewiston | Natural Sciences: Secondary Education | BA/BS | Academic Programs | Natural Sciences & Mathematics |
| LCSC | 2 | LCSC Campus | Lewiston | Nursing | BSN | Academic Programs | Nursing & Health Sciences |
| LCSC | 1 | LCSC Campus | Coeur d'Alene | Nursing | BSN | Academic Programs | Nursing & Health Sciences |
| LCSC | 2 | LCSC Campus | Lewiston | Paralegal | BAS, AAS, TC | Professional Technical | Business Technology & Service |
| LCSC | 2 | LCSC Campus | Lewiston | Paraprofessional Education | AA | Academic Programs | Education |
| LCSC | 2 | LCSC Campus | Lewiston | Practical Nursing | AAS | Academic Programs | Nursing & Health Sciences |
| LCSC | 2 | LCSC Campus | Lewiston | Psychology | BA/BS | Academic Programs | Education |
| LCSC | 2 | LCSC Campus | Lewiston | Radiographic Science | AS | Academic Programs | Nursing & Health Sciences |
| LCSC | 2 | LCSC Campus | Lewiston | Social Sciences | BA/BS | Academic Programs | Social Sciences |
| LCSC | 2 | LCSC Campus | Lewiston | Social Sciences: Secondary Education | BA/BS | Academic Programs | Social Sciences |
| LCSC | 2 | LCSC Campus | Lewiston | Social Work | BSW | Academic Programs | Social Sciences |
| LCSC | 1 | LCSC Campus | Coeur d'Alene | Social Work | BSW | Academic Programs | Social Sciences |
| LCSC | 2 | LCSC Campus | Lewiston | WEB DEVELOPMENT | BAS, AAS, ATC | Professional Technical | Business Technology & Service |
| LCSC | 2 | LCSC Campus | Lewiston | Web Authoring | TC | Professional Technical | Business Technology & Service |

| Program Inventory List - Lewis-Clark State College | | | | | | | |
|--|--------|-------------|----------------|--------------------|-------------------|------------------------|------------------------|
| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
| LCSC | 2 | LCSC Campus | Lewiston | Welding Technology | BAS, AAS, ATC, TC | Professional Technical | Technical & Industrial |

THIS PAGE LEFT INTENTIONALLY BLANK

| Program Inventory List - North Idaho College | | | | | | | |
|--|--------|------------|----------------|---|-------------------|---------|----------------------------------|
| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
| NIC | 1 | NIC Campus | Coeur d'Alene | Accounting Assistant | AAS, ATC, TC | | Business & Professional Programs |
| NIC | 1 | NIC Campus | Coeur d'Alene | Administration of Justice | AAS | | Business & Professional Programs |
| NIC | 1 | NIC Campus | Coeur d'Alene | Administrative Assistant | AAS | | Business & Professional Programs |
| NIC | 1 | NIC Campus | Coeur d'Alene | American Indian Studies | AA, AS | | Social & Behavioral Sciences |
| NIC | 1 | NIC Campus | Coeur d'Alene | Anthropology | AA | | Social & Behavioral Sciences |
| NIC | 1 | NIC Campus | Coeur d'Alene | Art | AA, AS | | Fine Arts |
| NIC | 1 | NIC Campus | Coeur d'Alene | Astronomy | AS | | Natural Science |
| NIC | 1 | NIC Campus | Coeur d'Alene | Automotive Technology | AAS, ATC | | Trades & Industry |
| NIC | 1 | NIC Campus | Coeur d'Alene | Bacteriology | AS | | Natural Science |
| NIC | 1 | NIC Campus | Coeur d'Alene | Biology | AS | | Natural Science |
| NIC | 1 | NIC Campus | Coeur d'Alene | Botany | AS | | Natural Science |
| NIC | 1 | NIC Campus | Coeur d'Alene | Business Administration | AA, AS | | Business & Professional Programs |
| NIC | 1 | NIC Campus | Coeur d'Alene | Business Education | AS | | Business & Professional Programs |
| NIC | 1 | NIC Campus | Coeur d'Alene | Carpentry | TC | | Trades & Industry |
| NIC | 1 | NIC Campus | Coeur d'Alene | Carpentry Management Technology | AAS | | Trades & Industry |
| NIC | 1 | NIC Campus | Coeur d'Alene | Chemistry | AS | | Natural Science |
| NIC | 1 | NIC Campus | Coeur d'Alene | Child Development | AA, AS, TC | | Social & Behavioral Sciences |
| NIC | 1 | NIC Campus | Coeur d'Alene | Collision Repair Technology | TC | | Trades & Industry |
| NIC | 1 | NIC Campus | Coeur d'Alene | Communications | AA, AS | | Communications |
| NIC | 1 | NIC Campus | Coeur d'Alene | Computer Information Technology | AAS, ATC, TC | | Business & Professional Programs |
| NIC | 1 | NIC Campus | Coeur d'Alene | Computer Science | AS | | Natural Science |
| NIC | 1 | NIC Campus | Coeur d'Alene | Criminal Justice | AS | | Business & Professional Programs |
| NIC | 1 | NIC Campus | Coeur d'Alene | Culinary Arts Technology | TC | | Business & Professional Programs |
| NIC | 1 | NIC Campus | Coeur d'Alene | Culinary Arts Technology - Food&Beverage Mgmt | AAS | | Business & Professional Programs |
| NIC | 1 | NIC Campus | Coeur d'Alene | Diesel Technology | AAS, TC, ATC | | Trades & Industry |
| NIC | 1 | NIC Campus | Coeur d'Alene | Drafting Design and Technology | AAS, TC | | Trades & Industry |
| NIC | 1 | NIC Campus | Coeur d'Alene | Education | AA, AS | | Social & Behavioral Sciences |
| NIC | 1 | NIC Campus | Coeur d'Alene | Engineering | AS | | Natural Science |
| NIC | 1 | NIC Campus | Coeur d'Alene | English | AA | | English & Modern Languages |
| NIC | 1 | NIC Campus | Coeur d'Alene | Environmental Health | AS | | Natural Science |
| NIC | 1 | NIC Campus | Coeur d'Alene | Environmental Science | AS | | Natural Science |
| NIC | 1 | NIC Campus | Coeur d'Alene | Forestry/Wildlife/Range/Wildland Rec. Management | AS | | Natural Science |
| NIC | 1 | NIC Campus | Coeur d'Alene | General Studies | AA, AS | | Social & Behavioral Sciences |
| NIC | 1 | NIC Campus | Coeur d'Alene | Geology | AS | | Natural Science |
| NIC | 1 | NIC Campus | Coeur d'Alene | Graphic Design | AAS | | Fine Arts |
| NIC | 1 | NIC Campus | Coeur d'Alene | Heating, Ventilation, Air Conditioning, Refrigeration | TC | | Trades & Industry |
| NIC | 1 | NIC Campus | Coeur d'Alene | History | AA, AS | | Social & Behavioral Sciences |
| NIC | 1 | NIC Campus | Coeur d'Alene | Human Resources Assistant | AAS | | Business & Professional Programs |
| NIC | 1 | NIC Campus | Coeur d'Alene | Human Services | AAS, TC | | Nursing & Health Professions |
| NIC | 1 | NIC Campus | Coeur d'Alene | Journalism | AA, AS | | Communication |
| NIC | 1 | NIC Campus | Coeur d'Alene | Landscape Technology Program | TC | | Trades & Industry |
| NIC | 1 | NIC Campus | Coeur d'Alene | Law Enforcement | AAS, TC | | Business & Professional Programs |
| NIC | 1 | NIC Campus | Coeur d'Alene | Legal Administrative Assistant | AAS, ATC | | Business & Professional Programs |
| NIC | 1 | NIC Campus | Coeur d'Alene | Machine Technology | AAS, TC, ATC | | Trades & Industry |
| NIC | 1 | NIC Campus | Coeur d'Alene | Maintenance Mechanic/Millwright | TC | | Trades & Industry |
| NIC | 1 | NIC Campus | Coeur d'Alene | Mathematics | AS | | Mathematics |
| NIC | 1 | NIC Campus | Coeur d'Alene | Medical Administrative Assistant | AAS | | Business & Professional Programs |
| NIC | 1 | NIC Campus | Coeur d'Alene | Medical Billing Specialist | AAS | | Business & Professional Programs |
| NIC | 1 | NIC Campus | Coeur d'Alene | Medical Receptionist | TC | | Business & Professional Programs |

| Program Inventory List - North Idaho College | | | | | | | |
|--|--------|------------|----------------|--|-------------------|---------|----------------------------------|
| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
| NIC | 1 | NIC Campus | Coeur d'Alene | Medical Transcriptionist | AAS | | Business & Professional Programs |
| NIC | 1 | NIC Campus | Coeur d'Alene | Medical Office Transcriptions/Pre-Health Info Tech | TC | | Business & Professional Programs |
| NIC | 1 | NIC Campus | Coeur d'Alene | Medical Transcriptionist | AAS | | Business & Professional Programs |
| NIC | 1 | NIC Campus | Coeur d'Alene | Modern Languages | AA | | English & Modern Languages |
| NIC | 1 | NIC Campus | Coeur d'Alene | Music | AA, AS | | Fine Arts |
| NIC | 1 | NIC Campus | Coeur d'Alene | Nursing (RN) | AS | | Nursing & Health Education |
| NIC | 1 | NIC Campus | Coeur d'Alene | Office Receptionist | TC | | Business & Professional Programs |
| NIC | 1 | NIC Campus | Coeur d'Alene | Office Technology | TC | | Business & Professional Programs |
| NIC | 1 | NIC Campus | Coeur d'Alene | Outdoor Power/Recreational Vehicle Technology | TC | | Trades & Industry |
| NIC | 1 | NIC Campus | Coeur d'Alene | Paralegal | AAS | | Business & Professional Programs |
| NIC | 1 | NIC Campus | Coeur d'Alene | Pharmacy Technology | TC | | Nursing & Health Education |
| NIC | 1 | NIC Campus | Coeur d'Alene | Philosophy | AA | | Social & Behavioral Sciences |
| NIC | 1 | NIC Campus | Coeur d'Alene | Photography | AA, AS | | Communication |
| NIC | 1 | NIC Campus | Coeur d'Alene | Physical Education | AS | | Physical Education |
| NIC | 1 | NIC Campus | Coeur d'Alene | Physics | AS | | Natural Science |
| NIC | 1 | NIC Campus | Coeur d'Alene | Political Science/Pre-Law | AA, AS | | Social & Behavioral Sciences |
| NIC | 1 | NIC Campus | Coeur d'Alene | Practical Nursing | TC | | Nursing & Health Education |
| NIC | 1 | NIC Campus | Coeur d'Alene | Pre-Agriculture | AS | | Natural Science |
| NIC | 1 | NIC Campus | Coeur d'Alene | Pre-Medical Related Fields | AS | | Nursing & Health Education |
| NIC | 1 | NIC Campus | Coeur d'Alene | Pre-Physical Therapy | AS | | Nursing & Health Education |
| NIC | 1 | NIC Campus | Coeur d'Alene | Pre-Veterinary Medicine | AS | | Natural Science |
| NIC | 1 | NIC Campus | Coeur d'Alene | Psychology | AA | | Social & Behavioral Sciences |
| NIC | 1 | NIC Campus | Coeur d'Alene | Radiography Technology | AAS | | Nursing & Health Education |
| NIC | 1 | NIC Campus | Coeur d'Alene | Receptionist/Office Specialist | TC | | Business & Professional Programs |
| NIC | 1 | NIC Campus | Coeur d'Alene | Resort/Recreation Mgmt | AAS | | Business & Professional Programs |
| NIC | 1 | NIC Campus | Coeur d'Alene | Social Work | AA, AS | | Social & Behavioral Sciences |
| NIC | 1 | NIC Campus | Coeur d'Alene | Sociology | AA | | Social & Behavioral Sciences |
| NIC | 1 | NIC Campus | Coeur d'Alene | Theatre | AA, AS | | Fine Arts |
| NIC | 1 | NIC Campus | Coeur d'Alene | Welding Technology | TC | | Trades & Industry |
| NIC | 1 | NIC Campus | Coeur d'Alene | Zoology | AS | | Natural Science |

Program Inventory List - University of Idaho

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|-----------------|----------------|---|-----------------------|-------------------------|-------------------------------------|
| UI | 3 | UI-Boise Center | Boise | C&HS-Rehabilitation Counseling | M Ed | Education | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | C&HS-Rehabilitation Counseling | MS | Education | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Professional-Technical Technology Education | BS Ed | Education | Div of Adult, Couns & Tech Educ |
| UI | 3 | UI-Boise Center | Boise | Professional-Technical Technology Education | Ed Sp PTT Ed | Education | Div of Adult, Couns & Tech Educ |
| UI | 3 | UI-Boise Center | Boise | Professional-Technical Technology Education | M Ed | Education | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Professional-Technical Technology Education | MS | Education | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Adult and Organizational Learning | Ed S Ad Ed | Education | Div of Adult, Couns & Tech Educ |
| UI | 3 | UI-Boise Center | Boise | Adult and Organizational Learning | M Ed | Education | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Adult and Organizational Learning | MS | Education | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Agricultural Education | MS | Agricultural & Life Sci | Agricultural & Extension Educ |
| UI | 3 | UI-Boise Center | Boise | Architecture | BS Arch | Letters, Arts & Soc Sci | Architecture |
| UI | 3 | UI-Boise Center | Boise | Architecture | M Arch | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Architecture | MS | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Biological and Agricultural Engineering | M Engr | Engineering | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Biological and Agricultural Engineering | MS | Engineering | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Biological and Agricultural Engineering | PhD | Engineering | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Civil Engineering | M Engr | Engineering | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Civil Engineering | MS | Engineering | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Civil Engineering | PhD | Engineering | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Computer Engineering | M Engr | Engineering | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Computer Engineering | MS | Engineering | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Computer Science | MS | Engineering | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Computer Science | PhD | Engineering | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Education | Ed D | Education | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Education | Ed Sp Ed | Education | Div of Tchng, Learning & Leadership |
| UI | 3 | UI-Boise Center | Boise | Education | PhD | Education | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Educational Leadership | Ed Spec Ed Ldrshp | Education | Div of Tchng, Learning & Leadership |
| UI | 3 | UI-Boise Center | Boise | Educational Leadership | M Ed | Education | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Educational Leadership | MS | Education | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Educational Technology | M Ed | Education | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Electrical Engineering | M Engr | Engineering | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Electrical Engineering | MS | Engineering | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Electrical Engineering | PhD | Engineering | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Engineering Management | M Engr | Engineering | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Environmental Science | MS | Agricultural & Life Sci | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Family and Consumer Sciences | MS | Agricultural & Life Sci | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Landscape Architecture | B L Arch | Letters, Arts & Soc Sci | Architecture |
| UI | 3 | UI-Boise Center | Boise | Landscape Architecture | MS | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Law | JD (Program elements) | Law | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Mechanical Engineering | M Engr | Engineering | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Mechanical Engineering | MS | Engineering | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | Mechanical Engineering | PhD | Engineering | Graduate Programs |
| UI | 3 | UI-Boise Center | Boise | School Psychology | ED S Sch Psych | Education | Div of Adult, Couns & Tech Educ |
| UI | 3 | UI-Boise Center | Boise | Veterinary Science | MS | Agricultural & Life Sci | Graduate Programs |
| UI | 1 | NICHE | Coeur d'Alene | Professional-Technical Technology Education | BS Ed | Education | |
| UI | 1 | NICHE | Coeur d'Alene | Professional-Technical Technology Education | Ed Sp PTT Ed | Education | |
| UI | 1 | NICHE | Coeur d'Alene | Professional-Technical Technology Education | M Ed | Education | |
| UI | 1 | NICHE | Coeur d'Alene | Professional-Technical Technology Education | MS | Education | |
| UI | 1 | NICHE | Coeur d'Alene | Educational Leadership | Ed Spec Ed Ldrshp | Education | |

Program Inventory List - University of Idaho

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|------------------|----------------|---|-------------------|-------------------------|---------------------------|
| UI | 1 | NICHE | Coeur d'Alene | Educational Leadership | MS | Education | |
| UI | 1 | NICHE | Coeur d'Alene | Special Education | BS Ed | Education | |
| UI | 1 | NICHE | Coeur d'Alene | Special Education | Ed S Sp Ed | Education | |
| UI | 1 | NICHE | Coeur d'Alene | Special Education | M Ed | Education | |
| UI | 1 | NICHE | Coeur d'Alene | Special Education | MS | Education | |
| UI | 1 | NICHE | Coeur d'Alene | Adult and Organizational Learning | Ed S Ad Ed | Education | |
| UI | 1 | NICHE | Coeur d'Alene | Adult and Organizational Learning | M Ed | Education | |
| UI | 1 | NICHE | Coeur d'Alene | Adult and Organizational Learning | MS | Education | |
| UI | 1 | NICHE | Coeur d'Alene | Computer Engineering | BS CompE | Engineering | |
| UI | 1 | NICHE | Coeur d'Alene | Counseling and Human Services | M Ed | Education | |
| UI | 1 | NICHE | Coeur d'Alene | Counseling and Human Services | MS | Education | |
| UI | 1 | NICHE | Coeur d'Alene | Curriculum and Instruction | M Ed | Education | |
| UI | 1 | NICHE | Coeur d'Alene | Curriculum and Instruction | MS | Education | |
| UI | 1 | NICHE | Coeur d'Alene | Education | Ed Sp Ed | Education | |
| UI | 1 | NICHE | Coeur d'Alene | Educational Leadership | M Ed | Education | |
| UI | 1 | NICHE | Coeur d'Alene | Elementary Education | BS Ed | Education | |
| UI | 1 | NICHE | Coeur d'Alene | Environmental Science | MS | Graduate | Interdisciplinary Studies |
| UI | 1 | NICHE | Coeur d'Alene | Family and Consumer Sciences | MS | Agricultural & Life Sci | |
| UI | 1 | NICHE | Coeur d'Alene | Food Science and Technology | Certificate | Agricultural & Life Sci | |
| UI | 1 | NICHE | Coeur d'Alene | Geographic Information Systems (GIS) | Certificate | Science | |
| UI | 1 | NICHE | Coeur d'Alene | Psychology | BS | Letters, Arts & Soc Sci | |
| UI | 6 | University Place | Idaho Falls | Psychology | MS | Letters, Arts & Soc Sci | |
| UI | 6 | University Place | Idaho Falls | Biological and Agricultural Engineering | M Engr | Engineering | |
| UI | 6 | University Place | Idaho Falls | Biological and Agricultural Engineering | MS | Engineering | |
| UI | 6 | University Place | Idaho Falls | Biological and Agricultural Engineering | PhD | Engineering | |
| UI | 6 | University Place | Idaho Falls | Education | Ed D | Education | |
| UI | 6 | University Place | Idaho Falls | Education | Ed Sp Ed | Education | |
| UI | 6 | University Place | Idaho Falls | Education | PhD | Education | |
| UI | 6 | University Place | Idaho Falls | Family and Consumer Sciences | MS | Agricultural & Life Sci | |
| UI | 6 | University Place | Idaho Falls | Food Science and Technology | Certificate | Agricultural & Life Sci | |
| UI | 6 | University Place | Idaho Falls | Horticulture and Crop Science | BS Pl Sc | Agricultural & Life Sci | |
| UI | 6 | University Place | Idaho Falls | Hydrology | MS | Science | |
| UI | 6 | University Place | Idaho Falls | Chemical Engineering | M Engr | Engineering | |
| UI | 6 | University Place | Idaho Falls | Chemical Engineering | MS | Engineering | |
| UI | 6 | University Place | Idaho Falls | Chemical Engineering | PhD | Engineering | |
| UI | 6 | University Place | Idaho Falls | Chemical Engineering-Waste Mgt | M Engr | Engineering | |
| UI | 6 | University Place | Idaho Falls | Chemical Engineering-Waste Mgt | MS | Engineering | |
| UI | 6 | University Place | Idaho Falls | Chemistry | MS | Science | |
| UI | 6 | University Place | Idaho Falls | Chemistry | PhD | Science | |
| UI | 6 | University Place | Idaho Falls | Civil Engineering | M Engr | Engineering | |
| UI | 6 | University Place | Idaho Falls | Civil Engineering | MS | Engineering | |
| UI | 6 | University Place | Idaho Falls | Civil Engineering | PhD | Engineering | |
| UI | 6 | University Place | Idaho Falls | Civil Engineering-Waste Mgt | M Engr | Engineering | |
| UI | 6 | University Place | Idaho Falls | Civil Engineering-Waste Mgt | MS | Engineering | |
| UI | 6 | University Place | Idaho Falls | Computer Engineering | BS CompE | Engineering | |
| UI | 6 | University Place | Idaho Falls | Computer Engineering | M Engr | Engineering | |
| UI | 6 | University Place | Idaho Falls | Computer Engineering | MS | Engineering | |
| UI | 6 | University Place | Idaho Falls | Computer Science | BS CS | Engineering | |
| UI | 6 | University Place | Idaho Falls | Computer Science | MS | Engineering | |

Program Inventory List - University of Idaho

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|------------------|----------------|---|-------------------|-------------------------|---------------------------------|
| UI | 6 | University Place | Idaho Falls | Computer Science | PhD | Engineering | |
| UI | 6 | University Place | Idaho Falls | Electrical Engineering | M Engr | Engineering | |
| UI | 6 | University Place | Idaho Falls | Electrical Engineering | MS | Engineering | |
| UI | 6 | University Place | Idaho Falls | Electrical Engineering | PhD | Engineering | |
| UI | 6 | University Place | Idaho Falls | Environmental Science | MS | Engineering | |
| UI | 6 | University Place | Idaho Falls | Environmental Science | PhD | Engineering | |
| UI | 6 | University Place | Idaho Falls | Environmental Science-Physical Science | BS Env S | Engineering | |
| UI | 6 | University Place | Idaho Falls | General Studies | BGS | Letters, Arts & Soc Sci | |
| UI | 6 | University Place | Idaho Falls | Geological Engineering | MS | Engineering | |
| UI | 6 | University Place | Idaho Falls | Geology | PhD | Science | |
| UI | 6 | University Place | Idaho Falls | Industrial Technology | BS Tech | Education | |
| UI | 6 | University Place | Idaho Falls | Industrial Technology Education | MS | Education | |
| UI | 6 | University Place | Idaho Falls | Interdisciplinary Studies | MS | Letters, Arts & Soc Sci | |
| UI | 6 | University Place | Idaho Falls | Interdisciplinary Studies-Waste Mgt | MS | Graduate | |
| UI | 6 | University Place | Idaho Falls | Materials Science and Engineering | MS | Engineering | |
| UI | 6 | University Place | Idaho Falls | Materials Science and Engineering | PhD | Engineering | |
| UI | 6 | University Place | Idaho Falls | Mechanical Engineering | M Engr | Engineering | |
| UI | 6 | University Place | Idaho Falls | Mechanical Engineering | MS | Engineering | |
| UI | 6 | University Place | Idaho Falls | Mechanical Engineering | PhD | Engineering | |
| UI | 6 | University Place | Idaho Falls | Mechanical Engineering-Waste Mgt | M Engr | Engineering | |
| UI | 6 | University Place | Idaho Falls | Mechanical Engineering-Waste Mgt | MS | Engineering | |
| UI | 6 | University Place | Idaho Falls | Metallurgical Engineering | MS | Engineering | |
| UI | 6 | University Place | Idaho Falls | Metallurgical Engineering-Waste Mgt | M Engr | Engineering | |
| UI | 6 | University Place | Idaho Falls | Metallurgical Engineering-Waste Mgt | MS | Engineering | |
| UI | 6 | University Place | Idaho Falls | Nuclear Engineering | M Engr | Engineering | |
| UI | 6 | University Place | Idaho Falls | Nuclear Engineering | MS | Engineering | |
| UI | 6 | University Place | Idaho Falls | Nuclear Engineering | PhD | Engineering | |
| UI | 6 | University Place | Idaho Falls | Systems Engineering | M Engr | Engineering | |
| UI | 2 | UI Campus | Moscow | Mining/Metallurgical Engineering | PhD | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Professional-Technical Technology Education | BS Ed | Education | Div of Adult, Couns & Tech Educ |
| UI | 2 | UI Campus | Moscow | Professional-Technical Technology Education | Ed Sp PTT Ed | Education | Div of Adult, Couns & Tech Educ |
| UI | 2 | UI Campus | Moscow | Professional-Technical Technology Education | M Ed | Education | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Professional-Technical Technology Education | MS | Education | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Mathematics | MAT | Science | Mathematics |
| UI | 2 | UI Campus | Moscow | Accountancy | M Acct | Business & Economics | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Accounting | BS Bus | Business & Economics | Accounting |
| UI | 2 | UI Campus | Moscow | Adult and Organizational Learning | Ed S Ad Ed | Education | Div of Adult, Couns & Tech Educ |
| UI | 2 | UI Campus | Moscow | Adult and Organizational Learning | M Ed | Education | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Adult and Organizational Learning | MS | Education | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Advanced Materials Design | Certificate | | |
| UI | 2 | UI Campus | Moscow | Advanced Materials Technology | Certificate | | |
| UI | 2 | UI Campus | Moscow | Advertising | BA | Letters, Arts & Soc Sci | Journalism & Mass Media |
| UI | 2 | UI Campus | Moscow | Advertising | BS | Letters, Arts & Soc Sci | Journalism & Mass Media |
| UI | 2 | UI Campus | Moscow | Air Force Officer Education | at WSU | | |
| UI | 2 | UI Campus | Moscow | Agricultural Science and Technology | BS Ag Sc Tech | Agricultural & Life Sci | Agricultural & Extension Educ |
| UI | 2 | UI Campus | Moscow | Agribusiness | BS Ag Econ | Agricultural & Life Sci | Animal & Veterinary Sciences |
| UI | 2 | UI Campus | Moscow | Agricultural Economics | BS Ag Econ | Agricultural & Life Sci | Agri Economics & Rural Soc |
| UI | 2 | UI Campus | Moscow | Agricultural Economics | MS | Agricultural & Life Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Agricultural Education | BS Ag Ed | Agricultural & Life Sci | Agricultural & Extension Educ |

Program Inventory List - University of Idaho

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|-----------|----------------|--|-------------------|----------------------------|--|
| UI | 2 | UI Campus | Moscow | Agricultural Education | MS | Agricultural & Life Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Agricultural Engineering | BS Ag Engr | Engineering | Biological & Agricultural Engineering |
| UI | 2 | UI Campus | Moscow | Agricultural Systems Management | BS ASM | Engineering | Biological & Agricultural Engineering |
| UI | 2 | UI Campus | Moscow | American Studies | BA | Letters, Arts & Soc Sci | Interdisciplinary Studies |
| UI | 2 | UI Campus | Moscow | Animal Physiology | PhD | Agricultural & Life Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Animal Science | MS | Agricultural & Life Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Animal Science-Business | BS An Sc | Agricultural & Life Sci | Animal & Veterinary Sciences |
| UI | 2 | UI Campus | Moscow | Animal Science-Dairy Science | BS An Sc | Agricultural & Life Sci | Animal & Veterinary Sciences |
| UI | 2 | UI Campus | Moscow | Animal Science-Production | BS An Sc | Agricultural & Life Sci | Animal & Veterinary Sciences |
| UI | 2 | UI Campus | Moscow | Animal Science-Sci/Pre Vet | BS An Sc | Agricultural & Life Sci | Animal & Veterinary Sciences |
| UI | 2 | UI Campus | Moscow | Science/Preveterinary | BS Vet Sc | Agricultural & Life Sci | Animal & Veterinary Sciences |
| UI | 2 | UI Campus | Moscow | Anthropology | BA | Letters, Arts & Soc Sci | Sociology/Anthro/Justice Studies |
| UI | 2 | UI Campus | Moscow | Anthropology | BS | Letters, Arts & Soc Sci | Sociology/Anthro/Justice Studies |
| UI | 2 | UI Campus | Moscow | Anthropology | MA | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Applied Geotechnics | Certificate | | |
| UI | 2 | UI Campus | Moscow | Architecture | BS Arch | Letters, Arts & Soc Sci | Architecture |
| UI | 2 | UI Campus | Moscow | Architecture | M Arch | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Architecture | MS | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Army Officer Education | No Degree | | |
| UI | 2 | UI Campus | Moscow | Art | BA | Letters, Arts & Soc Sci | Art & Design |
| UI | 2 | UI Campus | Moscow | Art | MAT | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Art | MFA | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Art Education | BS Art Ed | Letters, Arts & Soc Sci | Art & Design |
| UI | 2 | UI Campus | Moscow | Athletic Training | BS PE | Education | Div of Health, PE, Recreation & Dance |
| UI | 2 | UI Campus | Moscow | Bioinformatics and Computational Biology | MS | Interdisciplinary Programs | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Bioinformatics and Computational Biology | PhD | Interdisciplinary Programs | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Bio & Ag Engineering-Ag Engineering Opt | BS BAE | Engineering | Biological & Agricultural Engineering |
| UI | 2 | UI Campus | Moscow | Bio & Ag Engineering-BioSys Engineering Opt | BS BAE | Engineering | Biological & Agricultural Engineering |
| UI | 2 | UI Campus | Moscow | Bio & Ag Engineering-Env Engineering Opt | BS BAE | Engineering | Biological & Agricultural Engineering |
| UI | 2 | UI Campus | Moscow | Bio & Ag Engineering-Food & Bioprocess Engrg Opt | BS BAE | Engineering | Biological & Agricultural Engineering |
| UI | 2 | UI Campus | Moscow | Bio & Ag Engineering-Soil & Water Engrg Opt | BS BAE | Engineering | Biological & Agricultural Engineering |
| UI | 2 | UI Campus | Moscow | Biological and Agricultural Engineering | M Engr | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Biological and Agricultural Engineering | MS | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Biological and Agricultural Engineering | PhD | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Biological Sciences | M Nat Sc | Science | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Biological Systems Engineering | BS B Sy E | Engineering | Biological & Agricultural Engineering |
| UI | 2 | UI Campus | Moscow | Biology | BA | Science | Biology |
| UI | 2 | UI Campus | Moscow | Biology | BS | Science | Biology |
| UI | 2 | UI Campus | Moscow | Biology | MS | Science | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Biology | PhD | Science | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Business Econ-Financial Econ | BS Bus | Business & Economics | Economics, Finance and Information Systems |
| UI | 2 | UI Campus | Moscow | Business Econ-General | BS Bus | Business & Economics | Economics, Finance and Information Systems |
| UI | 2 | UI Campus | Moscow | Cert Only-Advanced | No Degree | | |
| UI | 2 | UI Campus | Moscow | Cert Only-Elementary | No Degree | | |
| UI | 2 | UI Campus | Moscow | Cert Only-Secondary | No Degree | | |
| UI | 2 | UI Campus | Moscow | CFCS: Child Dev Family Rel | BS FCS | Agricultural & Life Sci | Family & Consumer Sciences |
| UI | 2 | UI Campus | Moscow | CFCS: Family Life | BS FCS | Agricultural & Life Sci | Family & Consumer Sciences |
| UI | 2 | UI Campus | Moscow | CFCS: Family/Consumer Sci Ed | BS FCS | Agricultural & Life Sci | Family & Consumer Sciences |
| UI | 2 | UI Campus | Moscow | Character Education | Certificate | | |

Program Inventory List - University of Idaho

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|-----------|----------------|---|-----------------------|-------------------------|--|
| UI | 2 | UI Campus | Moscow | Chemical Engineering | BS ChE | Engineering | Chemical Engineering |
| UI | 2 | UI Campus | Moscow | Chemical Engineering | M Engr | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Chemical Engineering | MS | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Chemical Engineering | PhD | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Chemistry | MAT | Science | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Chemistry | MS | Science | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Chemistry | PhD | Science | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Chemistry-General Opt | BS | Science | Chemistry |
| UI | 2 | UI Campus | Moscow | Chemistry-Pre-Medical Opt | BS | Science | Chemistry |
| UI | 2 | UI Campus | Moscow | Chemistry-Professional Opt | BS | Science | Chemistry |
| UI | 2 | UI Campus | Moscow | Civil Engineering | BS CE | Engineering | Civil Engineering |
| UI | 2 | UI Campus | Moscow | Civil Engineering | Certificate | | |
| UI | 2 | UI Campus | Moscow | Civil Engineering | M Engr | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Civil Engineering | MS | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Civil Engineering | PhD | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Clothing, Textiles and Design | BS FCS | Agricultural & Life Sci | Family & Consumer Sciences |
| UI | 2 | UI Campus | Moscow | Communication Studies | BA | Letters, Arts & Soc Sci | Psychology & Communication Studies |
| UI | 2 | UI Campus | Moscow | Communication Studies | BS | Letters, Arts & Soc Sci | Psychology & Communication Studies |
| UI | 2 | UI Campus | Moscow | Communication Systems | Certificate | | |
| UI | 2 | UI Campus | Moscow | Computer Engineering | BS CompE | Engineering | Electrical & Computer Engineering |
| UI | 2 | UI Campus | Moscow | Computer Engineering | M Engr | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Computer Engineering | MS | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Computer Science | BS CS, BA | Engineering | Computer Science |
| UI | 2 | UI Campus | Moscow | Computer Science | MS | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Computer Science | PhD | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Counseling and Human Services | Ed S Couns-Hum Serv | Education | Div of Adult, Couns & Tech Educ |
| UI | 2 | UI Campus | Moscow | Counseling and Human Services | M Ed | Education | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Counseling and Human Services | MS | Education | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Creative Writing | MFA | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Crime and Justice Studies | BA | Letters, Arts & Soc Sci | Sociology/Anthro/Justice Studies |
| UI | 2 | UI Campus | Moscow | Crime and Justice Studies | BS | Letters, Arts & Soc Sci | Sociology/Anthro/Justice Studies |
| UI | 2 | UI Campus | Moscow | Curriculum and Instruction | M Ed | Education | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Curriculum and Instruction | MS | Education | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Dance | BS Dan | Education | Div of Health, PE, Recreation & Dance |
| UI | 2 | UI Campus | Moscow | Diversity and Stratification | Certificate | | |
| UI | 2 | UI Campus | Moscow | Early Childhood Development and Education | BS Erly Chldhd Dev Ed | Agricultural & Life Sci | Family & Consumer Sciences |
| UI | 2 | UI Campus | Moscow | Earth Science | MAT | Science | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Ecology and Conservation Biology | BS | Natural Resources | Natural Resources |
| UI | 2 | UI Campus | Moscow | Economics | BA | Letters, Arts & Soc Sci | Economics, Finance and Information Systems |
| UI | 2 | UI Campus | Moscow | Economics | BS | Letters, Arts & Soc Sci | Economics, Finance and Information Systems |
| UI | 2 | UI Campus | Moscow | Economics | MS | Business & Economics | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Education | Ed D | Education | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Education | Ed Sp Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Education | PhD | Education | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Educational Leadership | Ed Spec Ed Ldrshp | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Educational Leadership | M Ed | Education | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Educational Leadership | MS | Education | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Electrical Engineering | BS EE | Engineering | Electrical & Computer Engineering |
| UI | 2 | UI Campus | Moscow | Electrical Engineering | M Engr | Engineering | Graduate Programs |

Program Inventory List - University of Idaho

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|-----------|----------------|--|-------------------|----------------------------|--|
| UI | 2 | UI Campus | Moscow | Electrical Engineering | MS | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Electrical Engineering | PhD | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Elementary Education | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Engineering Management | M Engr | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | English | BA | Letters, Arts & Soc Sci | English |
| UI | 2 | UI Campus | Moscow | English | MA | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | English | MAT | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | English | MFA | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Entomology | BS Ent | Agricultural & Life Sci | Plant, Soil & Entomological Sciences |
| UI | 2 | UI Campus | Moscow | Entomology | MS | Agricultural & Life Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Entomology | PhD | Agricultural & Life Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Environmental Engineering | M Engr | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Environmental Engineering | MS | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Environmental Science | BS Env S | Interdisciplinary Programs | Environmental Science |
| UI | 2 | UI Campus | Moscow | Environmental Science | MS | Interdisciplinary Programs | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Environmental Science | PhD | Interdisciplinary Programs | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Environmental Science-Biological Science | BS Env S | Interdisciplinary Programs | Environmental Science |
| UI | 2 | UI Campus | Moscow | Environmental Science-Physical Science | BS Env S | Interdisciplinary Programs | Environmental Science |
| UI | 2 | UI Campus | Moscow | Environmental Science-Social Science | BS Env S | Interdisciplinary Programs | Environmental Science |
| UI | 2 | UI Campus | Moscow | Environmental Water Science | Certificate | | |
| UI | 2 | UI Campus | Moscow | Family and Consumer Sciences | MS | Agricultural & Life Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Finance | BS Bus | Business & Economics | Economics, Finance and Information Systems |
| UI | 2 | UI Campus | Moscow | Finance-Financial Planning | BS Bus | Business & Economics | Economics, Finance and Information Systems |
| UI | 2 | UI Campus | Moscow | Fishery Resources | MS | Natural Resources | Fish & Wildlife |
| UI | 2 | UI Campus | Moscow | Food Science | BS FS, PhD | Agricultural & Life Sci | Family & Consumer Sciences |
| UI | 2 | UI Campus | Moscow | Food Science & Toxicology | PhD | Agricultural & Life Sci | Food Science & Toxicology |
| UI | 2 | UI Campus | Moscow | Food/Nutr-Dietetics Opt | BS FCS | Agricultural & Life Sci | Family & Consumer Sciences |
| UI | 2 | UI Campus | Moscow | Food/Nutr-Nutrition Opt | BS FCS | Agricultural & Life Sci | Family & Consumer Sciences |
| UI | 2 | UI Campus | Moscow | Foreign Languages | BA | Letters, Arts & Soc Sci | Foreign Language & Literature |
| UI | 2 | UI Campus | Moscow | Foreign Languages-Computer Science Opt. | BA | Letters, Arts & Soc Sci | Foreign Language & Literature |
| UI | 2 | UI Campus | Moscow | Foreign Languages-Business Opt. | BA | Letters, Arts & Soc Sci | Foreign Language & Literature |
| UI | 2 | UI Campus | Moscow | Foreign Languages-French Opt. | BA | Letters, Arts & Soc Sci | Foreign Language & Literature |
| UI | 2 | UI Campus | Moscow | Foreign Languages-German Opt. | BA | Letters, Arts & Soc Sci | Foreign Language & Literature |
| UI | 2 | UI Campus | Moscow | Foreign Languages-Latin Opt. | BA | Letters, Arts & Soc Sci | Foreign Language & Literature |
| UI | 2 | UI Campus | Moscow | Foreign Languages-Spanish Opt. | BA | Letters, Arts & Soc Sci | Foreign Language & Literature |
| UI | 2 | UI Campus | Moscow | Foreign Languages-Classical Studies Opt. | BA | Letters, Arts & Soc Sci | Foreign Language & Literature |
| UI | 2 | UI Campus | Moscow | Forest Products | MS | Natural Resources | Forestry |
| UI | 2 | UI Campus | Moscow | Forest Products-Business Mgmt | BS For Prod | Natural Resources | Forestry |
| UI | 2 | UI Campus | Moscow | Forest Products-Forest Operations | BS For Prod | Natural Resources | Forestry |
| UI | 2 | UI Campus | Moscow | Forest Products-Wood Con Design | BS For Prod | Natural Resources | Forestry |
| UI | 2 | UI Campus | Moscow | Forest Resources | MS | Natural Resources | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Forest Resources-Business Minor Opt | BS For Res | Natural Resources | Forestry |
| UI | 2 | UI Campus | Moscow | Forest Resources-Forest Ecosystem Mgmt Opt | BS For Res | Natural Resources | Forestry |
| UI | 2 | UI Campus | Moscow | Forest Resources-Science Opt | BS For Res | Natural Resources | Forestry |
| UI | 2 | UI Campus | Moscow | French | MAT | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | General Studies | BGS | Letters, Arts & Soc Sci | General Studies |
| UI | 2 | UI Campus | Moscow | Geog-Applied Econ Geog Opt. | BS | Science | Geography |
| UI | 2 | UI Campus | Moscow | Geog-General Opt. | BS | Science | Geography |
| UI | 2 | UI Campus | Moscow | Geog-Mineral Prop/Land Mgt Opt. | BS | Science | Geography |

Program Inventory List - University of Idaho

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|-----------|----------------|--|-------------------|-------------------------|--------------------------------------|
| UI | 2 | UI Campus | Moscow | Geog-Physical Environment Opt. | BS | Science | Geography |
| UI | 2 | UI Campus | Moscow | Geography | MAT | Science | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Geography | MS | Science | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Geography | PhD | Science | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Geography-Cartography Opt. | BS | Science | Geography |
| UI | 2 | UI Campus | Moscow | Geography-Geog Info Sys Opt. | BS | Science | Geography |
| UI | 2 | UI Campus | Moscow | Geography-Phys Sci & Enviro Opt. | BS | Science | Geography |
| UI | 2 | UI Campus | Moscow | Geography-Reg Analys & Dev Opt. | BS | Science | Geography |
| UI | 2 | UI Campus | Moscow | Geol-Environmental Geology Opt. | BS | Science | Geological Sciences |
| UI | 2 | UI Campus | Moscow | Geol-General Geology Opt. | BS | Science | Geological Sciences |
| UI | 2 | UI Campus | Moscow | Geol-Geological Education Opt. | BS | Science | Geological Sciences |
| UI | 2 | UI Campus | Moscow | Geol-Hydrogeology Opt. | BS | Science | Geological Sciences |
| UI | 2 | UI Campus | Moscow | Geological Engineering | MS | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Geology | MS | Science | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Geology | PhD | Science | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Geol-Structural Geology & Tectonics Opt. | BS | Science | Geological Sciences |
| UI | 2 | UI Campus | Moscow | Geol-Resource Exploration Opt. | BS | Science | Geological Sciences |
| UI | 2 | UI Campus | Moscow | German | MAT | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Geographic Information Systems (GIS) | Certificate | | |
| UI | 2 | UI Campus | Moscow | Heating, Ventilation, and Air Conditioning Systems | Certificate | | |
| UI | 2 | UI Campus | Moscow | History | BA | Letters, Arts & Soc Sci | History |
| UI | 2 | UI Campus | Moscow | History | BS | Letters, Arts & Soc Sci | History |
| UI | 2 | UI Campus | Moscow | History | MA | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | History | MAT | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | History | PhD | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Hort & Crop Sc-Crop Mgmt | BS PI Sc | Agricultural & Life Sci | Horticulture |
| UI | 2 | UI Campus | Moscow | Hort & Crop Sc-Hrt Plt Prd | BS PI Sc | Agricultural & Life Sci | Horticulture |
| UI | 2 | UI Campus | Moscow | Hort & Crop Sc-Plant Protection | BS PI Sc | Agricultural & Life Sci | Horticulture |
| UI | 2 | UI Campus | Moscow | Hort & Crop Sc-UrLnd & TrfMg | BS PI Sc | Agricultural & Life Sci | Horticulture |
| UI | 2 | UI Campus | Moscow | Hydrology | MS | Science | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Industrial Technology | BS Tech | Education | Div of Adult, Couns & Tech Educ |
| UI | 2 | UI Campus | Moscow | Industrial Technology Education | M Ed | Education | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Industrial Technology Education | MS | Education | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Information Systems | BS Bus | Business & Economics | Management, Marketing and Operations |
| UI | 2 | UI Campus | Moscow | Interdisciplinary Studies | BA | | |
| UI | 2 | UI Campus | Moscow | Interdisciplinary Studies | BS | | |
| UI | 2 | UI Campus | Moscow | Interdisciplinary Studies | BS IS | | |
| UI | 2 | UI Campus | Moscow | Interdisciplinary Studies | MA | | |
| UI | 2 | UI Campus | Moscow | Interdisciplinary Studies | MS | | |
| UI | 2 | UI Campus | Moscow | Interior Design | BFA | Letters, Arts & Soc Sci | Architecture |
| UI | 2 | UI Campus | Moscow | International Studies | BA | Letters, Arts & Soc Sci | Martin Schoolf International Affairs |
| UI | 2 | UI Campus | Moscow | Journalism | BA | Letters, Arts & Soc Sci | Journalism & Mass Media |
| UI | 2 | UI Campus | Moscow | Journalism | BS | Letters, Arts & Soc Sci | Journalism & Mass Media |
| UI | 2 | UI Campus | Moscow | Journalism-Advertising | BA | Letters, Arts & Soc Sci | Journalism & Mass Media |
| UI | 2 | UI Campus | Moscow | Journalism-Broadcast News | BA | Letters, Arts & Soc Sci | Journalism & Mass Media |
| UI | 2 | UI Campus | Moscow | Journalism-News-Editorial | BA | Letters, Arts & Soc Sci | Journalism & Mass Media |
| UI | 2 | UI Campus | Moscow | Journalism-No option | BA | Letters, Arts & Soc Sci | Journalism & Mass Media |
| UI | 2 | UI Campus | Moscow | Journalism-Mass Comm | BA | Letters, Arts & Soc Sci | Journalism & Mass Media |
| UI | 2 | UI Campus | Moscow | Journalism-Mass Comm | BS | Letters, Arts & Soc Sci | Journalism & Mass Media |

Program Inventory List - University of Idaho

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|-----------|----------------|--|---------------------------|-------------------------|--------------------------------------|
| UI | 2 | UI Campus | Moscow | Landscape Architecture | B L Arch | Letters, Arts & Soc Sci | Architecture |
| UI | 2 | UI Campus | Moscow | Landscape Architecture | MS | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Latin-American Studies | BA | Letters, Arts & Soc Sci | Interdisciplinary Studies |
| UI | 2 | UI Campus | Moscow | Management and Human Resources | BS Bus | Business & Economics | Management, Marketing and Operations |
| UI | 2 | UI Campus | Moscow | Marketing | BS Bus | Business & Economics | Management, Marketing and Operations |
| UI | 2 | UI Campus | Moscow | Marketing-Pro Golf Mgmt | BS Bus | Business & Economics | Management, Marketing and Operations |
| UI | 2 | UI Campus | Moscow | Materials Science and Engineering | BS MSE | Engineering | Materials Science & Engineering |
| UI | 2 | UI Campus | Moscow | Materials Science and Engineering | MS | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Materials Science and Engineering | PhD | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Mathematics | MAT | Science | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Mathematics | MS | Science | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Mathematics | PhD | Science | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Mathematics - Actuarial Opt | BS | Science | Mathematics |
| UI | 2 | UI Campus | Moscow | Mathematics - Computation Opt | BS | Science | Mathematics |
| UI | 2 | UI Campus | Moscow | Mathematics - General Opt | BS | Science | Mathematics |
| UI | 2 | UI Campus | Moscow | Mathematics - Modeling Opt | BS | Science | Mathematics |
| UI | 2 | UI Campus | Moscow | Mathematics - Operations Research Opt | BS | Science | Mathematics |
| UI | 2 | UI Campus | Moscow | Mathematics - Statistics Opt | BS | Science | Mathematics |
| UI | 2 | UI Campus | Moscow | Mechanical Engineering | BS ME | Engineering | Mechanical Engineering |
| UI | 2 | UI Campus | Moscow | Mechanical Engineering | M Engr | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Mechanical Engineering | MS | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Mechanical Engineering | PhD | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Mechanical Engineering-Waste Mgt | M Engr | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Mechanical Engineering-Waste Mgt | MS | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Medical Technology | BS | Agricultural & Life Sci | Microbiology, Molecular Biology |
| UI | 2 | UI Campus | Moscow | Metallurgical Engineering | BS Met E | Engineering | Materials Science & Engineering |
| UI | 2 | UI Campus | Moscow | Metallurgical Engineering | MS | Engineering | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Microbiology | BS Microbiol | Agricultural & Life Sci | Microbiology, Molecular Biology |
| UI | 2 | UI Campus | Moscow | Microbiology, Molecular Biology and Biochemistry | MS | Agricultural & Life Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Microbiology, Molecular Biology and Biochemistry | PhD | Agricultural & Life Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Molecular Biology and Biochemistry | BS MBB | Agricultural & Life Sci | Microbiology, Molecular Biology |
| UI | 2 | UI Campus | Moscow | Music | M Music | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Music | MA | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Music Education: Instrumental | B Mus | Letters, Arts & Soc Sci | Music |
| UI | 2 | UI Campus | Moscow | Music Education: Vocal | B Mus | Letters, Arts & Soc Sci | Music |
| UI | 2 | UI Campus | Moscow | Music Education: Vocal-Instrumental | B Mus | Letters, Arts & Soc Sci | Music |
| UI | 2 | UI Campus | Moscow | Music: Applied | BA | Letters, Arts & Soc Sci | Music |
| UI | 2 | UI Campus | Moscow | Music: Applied | BS | Letters, Arts & Soc Sci | Music |
| UI | 2 | UI Campus | Moscow | Music: Theatre | BFA | Letters, Arts & Soc Sci | Music: Theatre & Film |
| UI | 2 | UI Campus | Moscow | Music: Business | B Mus | Letters, Arts & Soc Sci | Music |
| UI | 2 | UI Campus | Moscow | Music: Composition | B Mus | Letters, Arts & Soc Sci | Music |
| UI | 2 | UI Campus | Moscow | Music: History and Literature | BA | Letters, Arts & Soc Sci | Music |
| UI | 2 | UI Campus | Moscow | Music: History and Literature | BS | Letters, Arts & Soc Sci | Music |
| UI | 2 | UI Campus | Moscow | Music: Instrumental Performance | B Mus | Letters, Arts & Soc Sci | Music |
| UI | 2 | UI Campus | Moscow | Music: Theory | BA | Letters, Arts & Soc Sci | Music |
| UI | 2 | UI Campus | Moscow | Music: Theory | BS | Letters, Arts & Soc Sci | Music |
| UI | 2 | UI Campus | Moscow | Music: Vocal Performance | B Mus | Letters, Arts & Soc Sci | Music |
| UI | 2 | UI Campus | Moscow | Musical Theatre | BFA | Letters, Arts & Soc Sci | Theatre & Film; Music |
| UI | 2 | UI Campus | Moscow | NRECB-Conservation Biology Opt | BS Nat Res Ecol-Cons Biol | Natural Resources | Ecology & Conservation Biology |

Program Inventory List - University of Idaho

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|-----------|----------------|---------------------------------------|---------------------------|----------------------------|---------------------------------------|
| UI | 2 | UI Campus | Moscow | NRECB-Natural Resources Ecology Opt | BS Nat Res Ecol-Cons Biol | Natural Resources | Ecology & Conservation Biology |
| UI | 2 | UI Campus | Moscow | Natural Resources | MNR | Natural Resources | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Natural Resources | PhD | Natural Resources | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Naval Science | BNS | | |
| UI | 2 | UI Campus | Moscow | Neuroscience | MS | Interdisciplinary Programs | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Neuroscience | PhD | Interdisciplinary Programs | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Philosophy | BA | Letters, Arts & Soc Sci | Philosophy |
| UI | 2 | UI Campus | Moscow | Philosophy | BS | Letters, Arts & Soc Sci | Philosophy |
| UI | 2 | UI Campus | Moscow | Philosophy | MA | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Physical Education | BS Ed | Education | Div of Health, PE, Recreation & Dance |
| UI | 2 | UI Campus | Moscow | Physical Education | M Ed | Education | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Physical Education | MS | Education | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Physics | BA | Science | Physics |
| UI | 2 | UI Campus | Moscow | Physics | BS | Science | Physics |
| UI | 2 | UI Campus | Moscow | Physics | MAT | Science | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Physics | MS | Science | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Physics | PhD | Science | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Plant Science | MS | Agricultural & Life Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Plant Science | PhD | Agricultural & Life Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Political Science | BA | Letters, Arts & Soc Sci | Political Science |
| UI | 2 | UI Campus | Moscow | Political Science | BS | Letters, Arts & Soc Sci | Political Science |
| UI | 2 | UI Campus | Moscow | Political Science | MA | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Political Science | PhD | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Power System Protection and Relaying | Certificate | | |
| UI | 2 | UI Campus | Moscow | Production/Operations Management | BS Bus | Business & Economics | Management, Marketing and Operations |
| UI | 2 | UI Campus | Moscow | Psychology | BA | Letters, Arts & Soc Sci | Psychology & Communication Studies |
| UI | 2 | UI Campus | Moscow | Psychology | BS | Letters, Arts & Soc Sci | Psychology & Communication Studies |
| UI | 2 | UI Campus | Moscow | Psychology | MS | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Public Administration | MPA | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Public Communication | BA | Letters, Arts & Soc Sci | Psychology & Communication Studies |
| UI | 2 | UI Campus | Moscow | Public Communication | BS | Letters, Arts & Soc Sci | Psychology & Communication Studies |
| UI | 2 | UI Campus | Moscow | Public Relations | BA | Letters, Arts & Soc Sci | Journalism & Mass Media |
| UI | 2 | UI Campus | Moscow | Public Relations | BS | Letters, Arts & Soc Sci | Journalism & Mass Media |
| UI | 2 | UI Campus | Moscow | Radio/TV/Digital Media Production | BA | Letters, Arts & Soc Sci | Journalism & Mass Media |
| UI | 2 | UI Campus | Moscow | Radio/TV/Digital Media Production | BS | Letters, Arts & Soc Sci | Journalism & Mass Media |
| UI | 2 | UI Campus | Moscow | Range Livestock Management | BS RLM | Agricultural & Life Sci | Animal & Veterinary Sciences |
| UI | 2 | UI Campus | Moscow | Rangeland Ecology and Management | BS Rangeland Ecol-Mgt | Natural Resources | Rangeland Ecology |
| UI | 2 | UI Campus | Moscow | Rangeland Ecology and Management | MS | Natural Resources | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Recreation | BS Rec | Education | Div of Health, PE, Recreation & Dance |
| UI | 2 | UI Campus | Moscow | Recreation | MS | Education | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Resource Recreation and Tourism | BS Res Rec | Natural Resources | Resource Recreation & Tourism |
| UI | 2 | UI Campus | Moscow | Resource Recreation and Tourism | MS | Natural Resources | Graduate Programs |
| UI | 2 | UI Campus | Moscow | School and Community Health Education | BS Ed | Education | Div of Health, PE, Recreation & Dance |
| UI | 2 | UI Campus | Moscow | School Psychology | ED S Sch Psych | Education | Div of Adult, Couns & Tech Educ |
| UI | 2 | UI Campus | Moscow | Sec-Art | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Sec-Biological Sciences | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Sec-Chemistry | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Sec-Earth Science | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Sec-English | BS Ed | Education | Div of Tchng, Learning & Leadershp |

Program Inventory List - University of Idaho

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|-----------|----------------|---------------------------------------|-------------------|-------------------------|---------------------------------------|
| UI | 2 | UI Campus | Moscow | Sec-French | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Sec-Geography | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Sec-German | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Sec-History | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Sec-Journalism | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Sec-Latin | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Sec-Mathematics | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Sec-Physcial Sciences | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Sec-Physical.Sci-Life Science | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Sec-Physics | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Sec-Political Science | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Sec-Psychology | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Sec-Social Science | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Sec-Spanish | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Sec-Speech | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Sec-Theatre Arts | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Sec-Theatre Arts-Speech | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Secondary Education | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Sociology | BA | Letters, Arts & Soc Sci | Sociology/Anthro/Justice Studies |
| UI | 2 | UI Campus | Moscow | Sociology | BS | Letters, Arts & Soc Sci | Sociology/Anthro/Justice Studies |
| UI | 2 | UI Campus | Moscow | Soil and Land Resources | BS Soil Sc | Agricultural & Life Sci | Plant, Soil & Entomological Sciences |
| UI | 2 | UI Campus | Moscow | Soil and Land Resources | MS | Agricultural & Life Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Soil and Land Resources | PhD | Agricultural & Life Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Soil Science | BS Soil Sc | Agricultural & Life Sci | Plant, Soil & Entomological Sciences |
| UI | 2 | UI Campus | Moscow | Spanish | BA | Letters, Arts & Soc Sci | Foreign Language & Literature |
| UI | 2 | UI Campus | Moscow | Spanish | MAT | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Special Education | BS Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Special Education | Ed S Sp Ed | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Special Education | M Ed | Education | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Special Education | MS | Education | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Special Education | Major only option | Education | Div of Tchng, Learning & Leadershp |
| UI | 2 | UI Campus | Moscow | Sports Science | BS PE | Education | Div of Health, PE, Recreation & Dance |
| UI | 2 | UI Campus | Moscow | Statistics | MS | Science | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Structural Engineering | Certificate | | |
| UI | 2 | UI Campus | Moscow | Studio Art | BFA | Letters, Arts & Soc Sci | Art & Design |
| UI | 2 | UI Campus | Moscow | Teaching English as a Second Language | MA | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Technology Education | BS Ed | Education | Div of Adult, Couns & Tech Educ |
| UI | 2 | UI Campus | Moscow | Theatre Arts | BA | Letters, Arts & Soc Sci | Theatre & Film |
| UI | 2 | UI Campus | Moscow | Theatre Arts | BFA | Letters, Arts & Soc Sci | Theatre & Film |
| UI | 2 | UI Campus | Moscow | Theatre Arts | BS | Letters, Arts & Soc Sci | Theatre & Film |
| UI | 2 | UI Campus | Moscow | Theatre Arts | MFA | Letters, Arts & Soc Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Theatre Arts-Performance | BA | Letters, Arts & Soc Sci | Theatre & Film |
| UI | 2 | UI Campus | Moscow | Theatre Arts-Production | BA | Letters, Arts & Soc Sci | Theatre & Film |
| UI | 2 | UI Campus | Moscow | U of Idaho Leadership Certificate | Certificate | | |
| UI | 2 | UI Campus | Moscow | Veterinary Science | MS | Agricultural & Life Sci | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Virtual Technology and Design | BS | Letters, Arts & Soc Sci | Interdisciplinary Studies |
| UI | 2 | UI Campus | Moscow | Visual Communcation | BS | Letters, Arts & Soc Sci | Psychology & Communication Studies |
| UI | 2 | UI Campus | Moscow | Visual Communcation | BA | Letters, Arts & Soc Sci | Psychology & Communication Studies |
| UI | 2 | UI Campus | Moscow | Water Resources Engineering | Certificate | | |

Program Inventory List - University of Idaho

| Institution | Region | Location | City/Community | Program | Degree(s) Offered | College | Dept. |
|-------------|--------|------------|----------------|--|-------------------|-------------------|--------------------|
| UI | 2 | UI Campus | Moscow | Wildlife Resources | BS Wildlife Res | Natural Resources | Wildlife Resources |
| UI | 2 | UI Campus | Moscow | Wildlife Resources | MS | Natural Resources | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Medical Education | MD (WWAMI) | WWAMI | Graduate Programs |
| UI | 2 | UI Campus | Moscow | Environmental Contamination Assessment | Certificate | | |
| UI | 2 | UI Campus | Moscow | Extension Nutrition Program | Certificate | | |
| UI | 2 | UI Campus | Moscow | Law and Accountancy | JD/M Acct | Law | Law |
| UI | 2 | UI Campus | Moscow | Law | JD | Law | Law |
| UI | 2 | UI Campus | Moscow | Law and Business Administration | JD/MBA (with WSU) | Law | Law |
| UI | 2 | UI Campus | Moscow | Law and Environmental Science | JD/MS | Law | Law |
| UI | 2 | UI Campus | Moscow | Restoration Ecology | Certificate | | |
| UI | 4 | CSI Campus | Twin Falls | Agricultural Science and Technology | BS Ag Sc Tech | | |
| UI | 4 | CSI Campus | Twin Falls | Family and Consumer Sciences | MS | | |
| UI | 4 | CSI Campus | Twin Falls | Veterinary Science | MS | | |

THIS PAGE LEFT INTENTIONALLY BLANK

V. Eight-Year Plan of Proposed Programs by Region, Year and Institution

A primary objective of this process is the creation of a listing of academic programs that the postsecondary institutions plan to present for approval over the ensuing eight years.

In order to create the plan, three regional planning meetings were held, led by the home institution each region. Additionally, two statewide planning meetings were held, one for education and one for engineering.

At each meeting, programs were presented and reviewed for each year. Discussions regarding potential conflicts, partnerships, and collaborations between institutions were conducted.

The following list outlines the programs that institutions have identified they will be pursuing for the following eight years. As these are developed, institutions must follow procedures outlined in the Board's Policy Section III.G. Instructional Program Approval and Discontinuance to acquire Board approval prior to implementation.

If the program is to be delivered outside the institution's immediate region, a Memorandum of Understanding (MOU) must be developed and agreed upon in cooperation with the Board's Chief Academic Officer prior to implementation. The MOU template to be utilized will be designed by Board staff.

Note: Needs assessments to support the approval of each of these programs will be required, as part of the approval process included in Board Policy Section III.G.

THIS PAGE INTENTIONALLY LEFT BLANK

**Eight-Year Plan of Proposed Programs
by Region, Year, and Institution**

THIS PAGE INTENTIONALLY LEFT BLANK

Southwest Region

Eight-Year Plan for Educational Program Development
Potential New or Expanded Programs by Year
Academic Years 2006-07 through 2013-14

(Plans reflect the year the program would be proposed for implementation)

| Academic Year | College | Degree Level | Program | Location |
|----------------|---|---------------------|--|----------------------------|
| 2006-07 | | | | |
| BSU | Applied Technology | T.C. | Heavy Equipment Maintenance Technician (Moved from 05 – 06) | Treasure Valley |
| BSU | Applied Technology | A.T.C., A.A.S. | Process and Control Technician (Moved from 05 – 06) | Treasure Valley |
| BSU | Applied Technology | A.T.C., A.A.S. | Telecommunication Technician (Moved from 03 – 04) | Treasure Valley |
| BSU | Arts & Sciences | Ph.D. | Geoscience Geology | Treasure Valley |
| BSU | Arts & Sciences | M.S. | Hydrologic Science Hydrology | Treasure Valley |
| BSU | Arts & Sciences | B.S. | Biology with Bioinformatics Emphasis | Treasure Valley |
| BSU | Business & Economics | Masters | Executive MBA | Treasure Valley |
| BSU | Education | A.A. | Special Education (Moved from 04 – 05) | Treasure Valley |
| BSU | Education | Master's | Educational Leadership <i>[complementary/collaborative w/UI]</i> | Treasure Valley |
| BSU | Engineering | M.S. | Biomedical Engineering (Moved from 09 – 10) | Treasure Valley |
| BSU | Health Sciences | M.S. | Nursing (Public Health Nursing) <i>[complementary/collaborative w/ISU]</i> | Treasure Valley |
| BSU | Social Sciences & Public Affairs | M.A. | Anthropology and Applied Anthropology (Moved to 07-08) | Treasure Valley |
| BSU | Applied Technology | A.T.C., A.A.S. | Gunsmith Technology | Treasure Valley |
| BSU | Arts & Sciences/Social Sciences and Public Affairs | Master's | Environmental Studies (Moved to 09-10) | Treasure Valley |
| BSU | Education | Ph.D. | Educational Leadership <i>[complementary/collaborative w/UI]</i> (Moved to 08-09) | Treasure Valley |
| BSU | Social Sciences & Public Affairs | M.A. | Political Science (Moved to 07-08) | Treasure Valley |
| BSU | Social Sciences & Public Affairs | M.A. | Public Relations | Treasure Valley |
| ISU | Health Professions | AS | Sign Language Studies (Moved to 2008-09) | Boise |
| ISU | Health Professions | BS | Educational Interpreting (Moved to 2008-09) | Boise |
| ISU | Technology | Certificate | EMT-Basic | Boise |

| Academic Year | College | Degree Level | Program | Location |
|----------------|------------------------------|--------------|--|------------------|
| 2006-07 | | | | |
| ISU | Technology | BS | Survey/Geomatics | Boise |
| ISU | Technology | AS | Biomedical Engineering Technology | Pocatello, Boise |
| ISU | Technology | BS | Electronic Engineering Technology | Boise |
| UI | Agricultural & Life Sciences | M.Sc. | Agricultural Sciences-(moved to 07-08) | Boise |

| | | | | |
|----------------|--|----------------------|--|-----------------|
| 2007-08 | | | | |
| BSU | Applied Technology | T.C., A.T.C., A.A.S. | Floriculture | Treasure Valley |
| BSU | Applied Technology | A.T.C., A.A.S. | Home Integration Specialist | Treasure Valley |
| BSU | Applied Technology | Advanced A.A.S. | Internetworking Specialist | Treasure Valley |
| BSU | Applied Technology | A.T.C., A.A.S. | Medical Equipment Technician | Treasure Valley |
| BSU | Applied Technology | A.T.C., A.A.S. | Network Communications Technician, CNT Option | Treasure Valley |
| BSU | Applied Technology | A.A.S. | Water & Wastewater Treatment | Treasure Valley |
| BSU | Applied Technology | A.T.C., A.A.S. | Avionics Technician (Moved from 04 – 05) | Treasure Valley |
| BSU | Arts & Sciences – Engineering | Ph.D. | Biomolecular Science | Treasure Valley |
| BSU | Education | Ph.D. | Counseling & Ed. Psychology | Treasure Valley |
| BSU | Education | M.S. | Applied Sport and Exercise Psychology | Treasure Valley |
| BSU | Engineering | Ph.D. | Instructional & Performance Technology | Online |
| BSU | Engineering | Ph.D. | Materials Science and Engineering | Treasure Valley |
| BSU | Engineering | M.S. | Biomedical Engineering (Moved from 09-10) | |
| BSU | Health Sciences/Social Sciences & Public Affairs | Masters | Gerontology | Treasure Valley |
| BSU | Social Sciences & Public Affairs | M.A. | Anthropology and Applied Anthropology (Moved from 06-07) | Treasure Valley |
| BSU | Social Science & Public Affairs | M.A. | Political Science (Moved from 06 – 07) | Treasure Valley |
| BSU | Social Science & Public Affairs – Business & Economics | B.S. | Advertising | Treasure Valley |
| BSU | Arts & Sciences | M.S. | Chemistry (Moved to 08-09) | Treasure Valley |

| Academic Year | College | Degree Level | Program | Location |
|----------------|---------------------------------|---------------------------|--|----------------------------|
| 2007-08 | | | | |
| BSU | Arts & Sciences | Ph.D. | Rhetoric and Composition ————— Moved to 09-010 | Treasure Valley |
| BSU | Engineering | Ph.D. | Civil Engineering, Emphasis in Environmental Engineering [complementary w/UI] — (Moved to 09-010) | Treasure Valley |
| BSU | Applied Technology | A.T.C., A.A.S. | Turf Management 010-011 moved | Treasure Valley |
| ISU | Health Professions | MPAS | Physician Assistant (Moved from 2008-09) | Boise |
| ISU | Health Professions | MSDH | Dental Hygiene – program expansion to Boise | Boise |
| ISU | Health Professions | Pre-Prof to MS | Online Speech Language Pathology: Pre-Professional Year | Pocatello, Boise |
| ISU | Health Professions | RN to MSN | Nursing (program expansion) | Statewide |
| ISU | Health Professions | NP | Psychiatric/Mental Health NP | Statewide |
| ISU | Technology | Certificate/AS | Medical Informatics | Pocatello, Boise |
| ISU | Technology | AS | Pharmacy Technician | Pocatello, Boise |
| ISU | Technology | AAS | Physical Therapist Assistant | Boise |
| ISU | Technology | AS | Emergency Management | Boise |
| UI | Agricultural & Life Sciences | M.Sc. | Agricultural Sciences (Moved from 06-07) | Boise |
| UI | Letters, Arts & Social Sciences | M.Sc. | Bioregional Planning and Design [complementary/collaborative w/BSU] | Boise |
| 2008-09 | | | | |
| BSU | Applied Technology | P.T.C. | Auto Maintenance & Light Repair w/other manufacturers Moved from 05 - 06 | Treasure Valley |
| BSU | Applied Technology | A.T.C., A.A.S. | Medical Administrative Assistant Option (Moved from 04 – 05) | Treasure Valley |
| BSU | Applied Technology | T.C. | Medical Assistant | Treasure Valley |
| BSU | Applied Technology | A.T.C., A.A.S. | Network Security Technician, CNT Option (Moved from 05 – 06) | Treasure Valley |
| BSU | Arts & Sciences | Ph.D. | Biology (Biomolecular Studies) (Moved from 10 – 11) | Treasure Valley |
| BSU | Arts & Sciences | M.S. | Bioinformatics (Moved from 10 – 11) | Treasure Valley |
| BSU | Arts & Sciences | M.A. | Spanish (Moved from 10 – 11) | Treasure Valley |
| BSU | Arts & Sciences | M.S. | Chemistry (Moved from 07 – 08) | Treasure Valley |

| Academic Year | College | Degree Level | Program | Location |
|----------------|----------------------------------|---------------------|--|-----------------------------|
| 2008-09 | | | | |
| BSU | Business and Economics | M.B.A. | Emphasis in Health Care, Econometrics/Public Policy, Entrepreneurship, International Business/Engineering Management | Treasure Valley |
| BSU | Education | Ph.D. | Educational Leadership (Moved from 06 – 07) | Treasure Valley |
| BSU | Engineering | Ph.D. | Mechanical Engineering | Treasure Valley |
| BSU | Social Sciences & Public Affairs | Ph.D. | Public Policy and Public Affairs (Moved from 09 – 10) | Treasure Valley/Statewide |
| BSU | Social Sciences & Public Affairs | Masters | Family Studies | Treasure Valley |
| BSU | Social Sciences & Public Affairs | Masters | Community Regional Planning | Treasure Valley & Statewide |
| BSU | Education | Ph.D. | Educational Technology | On-line |
| BSU | Engineering | M.S. | Construction Management | Treasure Valley |
| BSU | Social Sciences & Public Affairs | Master's | Urban Studies | Treasure Valley/Statewide |
| ISU | Health Professions | Ph.D. | Counselor Education and Counseling | Boise |
| ISU | Health Professions | B.S. (completion) | Dental Hygiene | Boise |
| ISU | Health Professions | M.P.A.S. | Physician Assistant (Moved to 2007-08) | Boise |
| ISU | Health Professions | AS | Sign Language Studies (Moved from 2006-07) | Boise |
| ISU | Health Professions | BS | Educational Interpreting (Moved from 2006-07) | Boise |
| ISU | Health Professions | DNP | Doctorate of Nursing Practice | Statewide |
| ISU | Technology | B.S. | Emergency Management | Boise |
| ISU | Technology | A.S. | Fire Services Administration | Boise |
| UI | Graduate Studies | Certificate | Bioregional Planning and Community Design | Boise |
| UI | Law | Post J.D.L.L.M. | Law | Boise |
| 2009-10 | | | | |
| BSU | Applied Technology | A.T.C., A.A.S. | Aboriculture | Treasure Valley |
| BSU | Applied Technology | A.T.C., A.A.S. | Database Technology | Treasure Valley |
| BSU | Applied Technology | A.A.S. | Web Design (Moved from 05- 06) | Treasure Valley |
| BSU | Applied Technology | T.C. | Certified Landscape Technician (Moved from 05-06) | Treasure Valley |
| BSU | Applied Technology | A.T.C., A.A.S. | Medical Coding | Treasure Valley |

| Academic Year | College | Degree Level | Program | Location |
|----------------|--|----------------------------------|--|---------------------------|
| 2009-10 | | | | |
| BSU | Arts & Sciences | Masters | Physics | Treasure Valley |
| BSU | Arts & Sciences – Social Sciences & Public Affairs | M.S. | Environmental Studies (Moved from 06-07) | Treasure Valley |
| BSU | Arts & Sciences | Ph.D. | Rhetoric and Composition (Moved from 07-08) | Treasure Valley |
| BSU | Health Science & Applied Technology | A.T.C., A.A.S. | Health Information Technology | Treasure Valley |
| BSU | Health Sciences | M.S. | Nursing – Informatics & Administration | Treasure Valley |
| BSU | Engineering | M.S. | Biomedical Engineering (Moved to 07-08) | Treasure Valley |
| BSU | Engineering | Ph.D. | Civil Engineering Emphasis in Environmental Engineering [complementary w/UH] (Moved from 07-08) | Treasure Valley |
| BSU | Interdisciplinary | B.A. | General Studies | Treasure Valley |
| BSU | Arts & Sciences | M.F.A. | Theatre Arts (Dramatic Writing) | Treasure Valley |
| BSU | Business and Economics | M.B.A. | Emphasis in Health Care, Econometrics/Public Policy, Entrepreneurship, International Business/Eng Management | Treasure Valley |
| BSU | Social Sciences and Public Affairs | Ph.D. | Public Policy and Public Affairs (Moved to 08-09) | Treasure Valley/Statewide |
| ISU | Health Professions | BSDH | Dental Hygiene – BS Satellite Program | Expand to Boise |
| ISU | Health Professions | O.D. | Optometry | Boise |
| ISU | Health Professions | M.S. | Deaf Education | Boise |
| ISU | Technology | Master's or Graduate Certificate | Emergency Management | Boise |
| ISU | Technology | B.S. | Fire Services Administration | Boise |
| UI | Graduate Studies | M.S. | Bioregional Planning and Community Design | Boise |
| 2010-11 | | | | |
| BSU | Applied Technology | A.T.C., A.A.S. | Turf Management (Moved from 07 - 08) | Treasure Valley |
| BSU | Arts & Sciences | Ph.D. | Biology (Biomolecular Studies) (Moved to 08-09) | Treasure Valley |
| BSU | Arts & Sciences | M.A. | Spanish (Moved to 08-09) | Treasure Valley |
| BSU | Arts & Sciences | M.S. | Bioinformatics (Moved to 08-09) | Treasure Valley |
| BSU | Engineering | Ph.D. | Computer Science [complementary w/UH] | Treasure Valley |

| Academic Year | College | Degree Level | Program | Location |
|----------------|---|--------------|--|----------------------------|
| 2010-11 | | | | |
| BSU | Social Sciences & Public Affairs – Applied Technology | A.A.S. | Law Enforcement | Treasure Valley |
| BSU | Social Sciences/Public Affairs | Ph.D. | Psychology | Treasure Valley |
| ISU | Health Professions | MS | Speech Language Pathology: Hybrid (part online, part onsite) | Pocatello, Boise |
| ISU | Health Professions | MOT | Occupational Therapy – Hybrid program | Boise |
| ISU | Health Professions | Ph.D. | Nursing | Statewide |
| ISU | Medicine | MD | Medical Education | Statewide |
| ISU | Pharmacy | PharmD | Pharmacy – expand to full program in Boise | Boise |
| 2011-12 | | | | |
| BSU | Education | Ph.D. | Early Childhood | Treasure Valley |
| BSU | Education | Ph.D. | ESL/Literacy | Treasure Valley |
| BSU | Health Sciences | Masters | Health Informatics Management | Treasure Valley |
| 2012-13 | | | | |
| BSU | Business & Economics | Ph.D. | Economics | Treasure Valley |
| BSU | Business & Economics | Ph.D. | Business | Treasure Valley |
| 2013-14 | | | | |
| ISU | Health Professions | Ph.D. | Dental Hygiene | Boise |

Southeast Region

Eight-Year Plan for Educational Program Development

Potential New or Expanded Programs by Year

Academic Years 2006-07 through 2013-14

(Plans reflect the year the program would be proposed for implementation)

| Academic Year | College | Degree Level | Program | Location |
|----------------|---------------------|---------------------------------|--|----------------------|
| 2006-07 | | | | |
| EITC | Business | AAS | Hospitality Management (Moved from 05-06) | Idaho Falls |
| EITC | Business | AAS | Law Enforcement (Moved from 05-06) | Idaho Falls |
| EITC | Business | AAS | Computer Game Programming (Moved to 07-08) | Idaho Falls |
| EITC | Business | AAS | Veterinary Tech (Moved to 07-08) | Idaho Falls |
| EITC | Business | AAS | Telecommunications Tech (Moved to 07-08) | Idaho Falls |
| EITC | Health Professions | AAS | Respiratory Therapy (Moved to 08-09) | Idaho Falls |
| EITC | Health Professions | AAS | Registered Nurse (Moved from 05-06) | Idaho Falls |
| EITC | Industrial | Certificate | RV Service and Repair (Moved to 07-08) | Idaho Falls |
| EITC | Industrial | Certificate | Small Engine Repair (Moved to 07-08) | Idaho Falls |
| EITC | Industrial | AAS | Construction Management (Moved from 05-06) | Idaho Falls |
| EITC | Workforce Education | AAS/Certificate | Hazardous Materials Technology (Moved to 07-08) | Idaho Falls |
| EITC | Workforce Education | Certificate | Quality Assurance (Moved to 07-08) | Idaho Falls |
| EITC | Workforce Education | AAS/Certificate | Radiation Safety Tech | Idaho Falls |
| ISU | Arts & Sciences | MA | Foreign Language (Moved to 2008-09) | Pocatello |
| ISU | Arts & Sciences | Certificate | Child Welfare (Sociology) (Moved to 2008-09) | Pocatello |
| ISU | Arts & Sciences | MS | Chemistry (reinstate stand alone MS from BS/MS in Chemistry Program) | Pocatello |
| ISU | Arts & Sciences | Minor | Folk Lore (Interdisciplinary) | Pocatello |
| ISU | Arts & Sciences | MA | History | Pocatello |
| ISU | Arts & Sciences | BA-emphasis in Visual Communic. | Mass Communication | Pocatello |
| ISU | Arts & Sciences | BA, BS | Psychology (Move IF to 07-08 and TF to 08-09) | Id Falls, Twin Falls |
| ISU | Arts & Sciences | MSW | Social Work (Moved to 2010-11) | Pocatello |
| ISU | Arts & Sciences | Certificate | Teaching English as a Second Language (English) | Pocatello |
| ISU | Business | MS | Computer Information Systems (Moved to 2009-10) | Pocatello |
| ISU | Business | BBA | Native American Business Administration | Pocatello |

| Academic Year | College | Degree Level | Program | Location |
|----------------|---|--------------------------|---|-----------------------------------|
| 2006-07 | | | | |
| ISU | Education | BA, BS –Cert | Special Education Teaching Certificate | Pocatello |
| ISU | Education | PhD | Instructional Design – stand alone PhD program (currently a major area within the EdD Education Leadership program) | Pocatello, Idaho Falls |
| ISU | Engineering | BS | Manufacturing Engineering Technology (Moved to 2008-09) | Pocatello (joint/Tech) |
| ISU | Engineering | MS – Emphasis | Nuclear Applications for Medicine (Nuclear Science and Engineering and Measurement & Control) (Moved from 2004-05) | Pocatello, Idaho Falls |
| ISU | Health Professions | Minor | Nutrition (Health and Nutrition Sciences) | Pocatello |
| ISU | Interdisciplinary | MS | Materials Science | Pocatello, ID Falls |
| ISU | Technology | BS | Travel, Tourism, & Hospitality Management (Moved to 2007-08) | Pocatello |
| ISU | Technology | PSTC | Administrative Information Technology – Basic | Pocatello |
| ISU | Technology | PSTC | Basic Business Applications | Pocatello |
| ISU | Technology | AS | Biomedical Engineering Technology | Pocatello, Boise |
| ISU | Technology | AAS | Cosmetology | Pocatello |
| ISU | Technology | BS | Electronic Engineering Technology | Pocatello |
| ISU | Technology | Certificate | EMT-Basic | Pocatello |
| ISU | Technology | Certificate | Instrumentation & Automation Assistant | Pocatello |
| ISU | Technology | AAS | Massage Therapy | Pocatello |
| ISU | Technology | AAS | Medical Transcription | Pocatello |
| ISU | Technology | Certificate/AAS | Web Site Design & Management | Pocatello |
| ISU | Arts & Sciences | MPA | Public Administration (accred.) | Pocatello |
| ISU | Arts & Sciences | BA, BFA | Art (accred) | Pocatello |
| ISU | Technology | AAS, AS | Computer Security | Pocatello |
| UI | Agricultural & Life Sciences | Masters, M.S. | Agricultural Sciences | Idaho Falls |
| UI | Graduate Studies | MSc, PhD | Bioinformatics & Computational Biology | Idaho Falls |

| Academic Year | College | Degree Level | Program | Location |
|-----------------|--------------------------------|---|---|----------------------------------|
| 2007-08 | | | | |
| EITC | Business | AAS | Computer Game Programming (Moved from 06-07) | Idaho Falls |
| EITC | Business | AAS | Medical Equipment Repair (Moved to 08-09) | Idaho Falls |
| EITC | Business | AAS | Telecommunications Tech (Moved from 06-07) | Idaho Falls |
| EITC | Business | AAS | Veterinary Tech (Moved from 06-07) | Idaho Falls |
| EITC | Industrial | AAS | Heating Ventilation & Air Cond. (Moved to 08-09) | Idaho Falls |
| EITC | Industrial | Certificate | RV Service and Repair (Moved from 06-07) | Idaho Falls |
| EITC | Industrial | Certificate | Small Engine Repair (Moved from 06-07) | Idaho Falls |
| EITC | Health Professions | Certificate | Pharmacy Technician | Idaho Falls |
| EITC | Health Professions | Certificate | Personal Trainer | Idaho Falls |
| EITC | Workforce Education | AAS/Certificate | Hazardous Materials Technology (Moved from 06-07) | Idaho Falls |
| EITC | Workforce Education | Certificate | Quality Assurance (Moved from 06-07) | Idaho Falls |
| EITC | Workforce Education | AAS/Certificate | Process Technology (Moved to 08-09) | Idaho Falls |
| EITC | Workforce Education | AAS/Certificate | Radiation/Respirator Security Training (Moved to 08-09) | Idaho Falls |
| ISU | Arts & Sciences | BS, Certificate | Actuarial Science | Pocatello |
| ISU | Arts & Sciences | PhD | Applied Physics (Physics) | Pocatello |
| ISU | Arts & Sciences | Certificate | Applied Ethics (Philosophy) (Moved to 2008-09) | Pocatello |
| ISU | Arts & Sciences | BA | Dance | Pocatello |
| ISU | Arts & Sciences | Post-Bacc Cert | Engineering Geology (joint btwn Engineering & Geosciences) (Moved from 2005-06) | Pocatello, Idaho Falls |
| ISU | Arts & Sciences | Ph.D. (rename current DA degree) | English and Pedagogy | Pocatello |
| ISU | Arts & Sciences | MS | Forensic Studies (Interdisciplinary) | Pocatello, Idaho Falls |
| ISU | Arts & Sciences | Ph.D | Geology (Moved to 2008-09) | Pocatello (joint/BSU) |
| ISU | Arts & Sciences | MA | Mass Communications | Pocatello |
| ISU | Arts & Sciences | MA | Mathematics for Secondary Teachers | Pocatello |
| ISU | Arts & Sciences | BM | Music—Composition (Moved to 2009-10) | Pocatello |
| ISU | Arts & Sciences | MM | Music—Performance, Conducting (Moved to 2009-10) | Pocatello |
| ISU | Arts & Sciences | BA, BS | Psychology (Moved from 06-07) | Expand to Idaho Falls |
| ISU | Arts & Sciences | DA | Sociology (Moved to 2009-10) | Pocatello |
| ISU | Arts & Sciences | BS | Statistics (Mathematics) | Pocatello |
| ISU | Arts & Sciences | MS | Watershed Science (Interdisciplinary) | Pocatello |

| Academic Year | College | Degree Level | Program | Location |
|----------------|------------------------------|----------------|---|---------------------------------|
| 2007-08 | | | | |
| ISU | Education | Ed D Emphasis | Adult Education | Pocatello, ID Falls, Twin Falls |
| ISU | Education | Ed D Emphasis | Curriculum and Instruction | Pocatello, ID Falls, Twin Falls |
| ISU | Education | Ed D Emphasis | Literacy | Pocatello, ID Falls, Twin Falls |
| ISU | Education | M Ed Emphasis | Seminary Instruction | Pocatello |
| ISU | Education | Ph.D. | Special Education | Pocatello |
| ISU | Engineering | MS | Bio Engineering and/or Medical Physics | Pocatello |
| ISU | Engineering | BS, MS | Computer Engineering | Pocatello |
| ISU | Engineering | MS | Computer Science | Pocatello |
| ISU | Health Professions | RN to MSN | Nursing | Statewide |
| ISU | Health Professions | Pre-Prof to MS | Online Speech Language Pathology: Pre-Professional Year | Pocatello |
| ISU | Health Professions | NP | Psychiatric/Mental Health NP | Statewide |
| ISU | Interdisciplinary | MA | Conflict Resolution | Pocatello, ID Falls |
| | Technology | PhD | Adult Learning and Development (HRTD) | Pocatello, ID Falls, Twin Falls |
| ISU | Technology | AAS | Energy Systems Technology | Pocatello |
| ISU | Technology | Certificate/AS | Medical Informatics | Pocatello, Boise |
| ISU | Technology | BS | Paralegal | Pocatello |
| ISU | Technology | AS | Pharmacy Technician | Pocatello, Boise |
| ISU | Technology | BS | Travel, Tourism, & Hospitality Management (Moved from 2006-07) | Pocatello |
| ISU | Arts & Sciences | BA | Mass Communications (accred) | Pocatello |
| ISU | Business | DA | Business Administration | Pocatello |
| UI | Agricultural & Life Sciences | Masters, M.S. | Agricultural Sciences | Idaho Falls |

| Academic Year | College | Degree Level | Program | Location |
|----------------|----------------------------------|----------------------|---|----------------------------|
| 2008-09 | | | | |
| BSU | Social Sciences & Public Affairs | Ph.D. | Public Policy and Public Affairs (Moved from 09-10) | Treasure Valley, Statewide |
| BSU | Social Sciences & Public Affairs | Masters | Community Regional Planning | Treasure Valley, Statewide |
| EITC | Industrial | AAS | Auto Collision Repair (Moved to 09-10) | Idaho Falls |
| EITC | Health Professions | AAS | Mental Health Technician (Moved to 09-10) | Idaho Falls |
| EITC | Business | AAS | Medical Equipment Repair (Moved from 07-08) | Idaho Falls |
| EITC | Health Professions | AAS | Respiratory Therapy (Moved from 06-07) | Idaho Falls |
| EITC | Industrial | AAS | Heating Ventilation & Air Cond. (Moved from 07-08) | Idaho Falls |
| EITC | Workforce Education | AAS/Certificate | Process Technology (Moved from 07-08) | Idaho Falls |
| EITC | Workforce Education | AAS/Certificate | Radiation/Respirator Security Training (Moved from 07-08) | Idaho Falls |
| ISU | Arts & Sciences | MS, MA | Applied Economics (Economics) | Pocatello |
| ISU | Arts & Sciences | Certificate | Applied Ethics (Philosophy) (Moved from 2007-08) | Pocatello |
| ISU | Arts & Sciences | BS | Applied Mathematics | Pocatello |
| ISU | Arts & Sciences | Certificate | Child Welfare (Sociology) (Moved from 2006-07) | Pocatello |
| ISU | Arts & Sciences | BA, BS | Criminal Justice (Sociology) | Pocatello |
| ISU | Arts & Sciences | AA | Foreign Languages: Arabic, Japanese, Chinese | Pocatello |
| ISU | Arts & Sciences | MA | Foreign Language - Spanish (Moved from 2006-07) | Pocatello |
| ISU | Arts & Sciences | Ph.D. | Geology (Moved from 2007-08) | Pocatello |
| ISU | Arts & Sciences | BA | Mathematics | Pocatello |
| ISU | Arts & Sciences | Certificate, MA, MS | Medical/Bioethics | Pocatello, ID Falls |
| ISU | Arts & Sciences | Graduate Certificate | Medical Anthropology | Pocatello |
| ISU | Arts & Sciences | PhD | Microbiology | Pocatello |
| ISU | Arts & Sciences | MA | Philosophy | Pocatello |
| ISU | Arts & Sciences | BA, BS | Psychology (Moved from 06-07) | Expand to Twin Falls |
| ISU | Arts & Sciences | PhD | Psychology-Experimental (Moved from 2009-10) | Pocatello |

| Academic Year | College | Degree Level | Program | Location |
|----------------|----------------------------------|---------------------------|--|------------------------|
| 2008-09 | | | | |
| ISU | Engineering | BS | Manufacturing Engineering Technology (Moved from 2006-07) | Pocatello (Joint/Tech) |
| ISU | Health Professions | PhD | Nursing (Moved to 2010-11) | Pocatello |
| ISU | Health Professions | OTD | Occupational Therapy (Moved to 2009-10) | Pocatello |
| ISU | Health Professions | Minor; Certificate | Geriatrics (Interdisciplinary) (Moved from 2005-06) | Pocatello |
| ISU | Health Professions and Education | MS or MAT | Athletic Training (Interdisciplinary) | Pocatello |
| ISU | Health Professions | DNP | Doctorate of Nursing Practice | Statewide |
| ISU | Health Professions | Post-Graduate Certificate | Physical Therapy: Orthopedic Residency | Pocatello |
| ISU | Health Professions | MPH emphasis | Concentration in Nutrition and Health Administration (Dept. of Health and Nutrition Sciences) | Pocatello |
| 2009-10 | | | | |
| EITC | Potential: Business | AAS | Outdoor Recreation Mgmt. ————— (Moved to 10-11) | Idaho Falls |
| EITC | Health Professions | AAS | Mental Health Technician (Moved from 08-09) | Idaho Falls |
| EITC | Industrial | AAS | Auto Collision Repair (Moved from 08-09) | Idaho Falls |
| ISU | Arts & Sciences | PhD | Mathematics | Pocatello |
| ISU | Arts & Sciences | BM | Music—Composition (Moved from 2007-08) | Pocatello |
| ISU | Arts & Sciences | MM | Music—Performance (Moved from 2007-08) | Pocatello |
| ISU | Arts & Sciences | PhD | Psychology ————— (Moved to 2008-09) | Pocatello |
| ISU | Arts & Sciences | DA | Sociology (Moved from 2007-08) | Pocatello |
| ISU | Business | MS | Computer Information Systems (Moved from 2006-07) | Pocatello |
| ISU | Engineering | MS—Emphasis | Nano-technology (Mechanical Engineering, Computer Engineering, Measurement and Control) | Pocatello |
| ISU | Health Professions | OD | Optometry | Pocatello |
| ISU | Health Professions | OTD | Occupational Therapy (Moved from 2008-09) | Pocatello |

| Academic Year | College | Degree Level | Program | Location |
|----------------|--------------------|--------------------------------------|---|---------------------|
| 2009-10 | | | | |
| ISU | Health Professions | MHA | Health Care Administration:5-year MHA program | Pocatello |
| ISU | Health Professions | M.Coun. (option) | Substance Abuse Counseling | Pocatello |
| ISU | Health Professions | Professional Degree-Level Fellowship | Added Certificate in Hospitalist Medicine (Medical Residency) | Pocatello |
| ISU | Interdisciplinary | MS | Environmental Health (Interdisciplinary) | Pocatello, ID Falls |

| | | | | |
|-----------------|--------------------------------|----------------|--|----------------------------------|
| 2010-11 | | | | |
| EITC | Potential: Business | AAS | Broadcast Production Mgmt (Moved to 11-12) | Idaho Falls |
| EITC | Potential: Business | AAS | Outdoor Recreation Mgmt. (Moved from 09-10) | Idaho Falls |
| ISU | Arts & Sciences | BA/BS emphasis | Corporate Communication | Pocatello |
| ISU | Arts & Sciences | Grad Emphasis | Health Psychology | Pocatello |
| ISU | Arts & Sciences | MS | Neuroscience (Interdisciplinary) | Pocatello, ID Falls |
| ISU | Arts & Sciences | Ph.D. | Social Dynamics & Biocomplexity (Interdisciplinary) | Pocatello |
| ISU | Arts & Sciences | MSW | Social Work (Moved from 2006-07) | Pocatello |
| ISU | Engineering | BS | Manufacturing Engineering Tech (Moved to 2008-09) | ID Falls (joint/Tech) |
| ISU | Health Professions | Certificate | Hearing Instrument Specialist (Audiology) | Pocatello |
| ISU | Health Professions | PhD | Nursing (Moved from 2007-08) | Statewide |
| ISU | Health Professions | AA | Speech Language Pathology Assistant | Pocatello |
| ISU | Health Professions | MS | Speech Language Pathology: Hybrid (part online, part onsite) | Pocatello, Boise |
| ISU | Medicine | MD | Medical Education | Statewide |

| | | | | |
|----------------|--------------------|-----------|--|-------------|
| 2011-12 | | | | |
| EITC | Business | AAS | Broadcast Production Mgmt (Moved from 10-11) | Idaho Falls |
| ISU | Arts & Sciences | MA | Dance | Pocatello |
| ISU | Health Professions | Residency | Physician Assistant—Geriatrics/Long Term Care (Moved from 2005-06) | Pocatello |
| ISU | Health Professions | Residency | Physician Assistant—Psychiatry (Moved from 2005-06) | Pocatello |

| Academic Year | College | Degree Level | Program | Location |
|----------------|--------------------|--------------|-------------------|-----------|
| 2012-13 | | | | |
| ISU | Arts & Sciences | MFA | Theatre and Dance | Pocatello |
| 2013-14 | | | | |
| ISU | Health Professions | PhD | Dental Hygiene | Pocatello |

Northern Region

Eight-Year Plan for Educational Program Development

Potential New or Expanded Programs by Year

Academic Years 2006-07 through 2013-14

(Plans reflect the year the program would be proposed for implementation)

| Academic Year | College | Degree Level | Program | Location |
|-----------------|--|--|---|--------------------------|
| 2006-07 | | | | |
| UI | Agricultural & Life Sciences | M.Sci., Masters | Agricultural Sciences | Coeur d'Alene |
| UI | Agriculture & Life Sciences | B.Sc. | Medical Technology (Moved to 07-08) | Coeur d'Alene |
| UI | Agriculture & Life Sciences | B.Sc. | Early Childhood Development & Education (Moved to 07-08) | Coeur d'Alene |
| UI | Education | B.S. | Secondary | Coeur d'Alene |
| UI | Letters, Arts & Social Sciences | B.A. | Media Literacy | Moscow |
| UI | Letters, Arts & Social Sciences | B.A. | Art History and Visual Culture | Moscow |
| UI | Letters, Arts & Social Sciences | M.A. | Arts Administration | Moscow |
| UI | Letters, Arts & Social Sciences | M.M. | Jazz Studies History Option | Moscow |
| UI | Letters, Arts and Social Sciences | Certificate | Organizational Leadership (Moved from 04-05) | Moscow |
| LCSC | Academic | BS | Radiography (Moved from 05-06) | Coeur d'Alene |
| LCSC | Potential: Prof-Tech | AAS | Automobile Hybrid Technology (Moved to 07-08) | Lewiston |
| LCSC | Academic | BA/BS | Biology w/secondary certification | Lewiston |
| LCSC | Academic | AS | Business Administration | Lewiston |
| LCSC | Academic | BA/BS | Chemistry w/secondary certification | Lewiston |
| LCSC | Academic | Alternative Teacher Certification - BS | Education (Moved from 04-05) | Coeur d'Alene |
| LCSC | Academic | AS | Entrepreneurship | Lewiston |
| LCSC | Academic | Minor | Marketing | Lewiston |
| LCSC | Academic | BA/BS | Management w/Radiographic Emphasis | Lewiston |
| LCSC | Academic | BS | Medical Technology | Lewiston, Coeur d'Alene |
| LCSC | Academic | BA/BS | Public Administration | Lewiston |
| LCSC | Academic | BS | Public Administration (Moved from 04-05) | Lewiston, Coeur d'Alene |
| LCSC | Academic | BS | Radiography (Moved to 08-09) | Lewiston |
| LCSC | Academic | 20 credit minor | Special Ed w/o certification | Lewiston |
| LCSC | Professional-Technical | AAS | Dental Hygiene (Moved from 05-06) | Lewiston |
| LCSC | Professional-Technical | TC | Motor Safety | Lewiston |

| Academic Year | College | Degree Level | Program | Location |
|----------------|------------------------|--------------|--|---------------|
| 2006-07 | | | | |
| NIC | Professional-Technical | Certificate | Graphic Arts | Coeur d'Alene |
| NIC | Professional-Technical | AAS | Radiographic Technology (Moved from 2004-05) | Coeur d'Alene |
| NIC | Professional-Technical | TC,AAS | Resort/Recreation Management | Coeur d'Alene |
| NIC | Professional-Technical | TC, AAS | Medical Equipment Repair | Coeur d'Alene |
| NIC | Professional-Technical | TC, AAS | Turf Management | Coeur d'Alene |
| NIC | Professional-Technical | AAS | Veterinary Assistant | Coeur d'Alene |

| | | | | |
|----------------|--|--------------------------|---|-----------------------|
| 2007-08 | | | | |
| UI | Agricultural & Life Sciences | M.Sc., Ph.D. | Biological & Agricultural Engineering | Post Falls |
| UI | Agriculture & Life Sciences | B.Sc. | Early Childhood Development & Education (Moved from 06-07) | Coeur d'Alene |
| UI | Agriculture & Life Sciences | B.Sc. | Medical Technology (Moved from 06-07) | Coeur d'Alene |
| UI | Education | Ph.D. | Education | Coeur d'Alene |
| UI | Engineering | M.Sc., Ph.D. | Computer Science | Coeur d'Alene |
| UI | Graduate Studies | M.S., Certificate | Bioregional Planning & Community Design | Moscow |
| UI | Graduate Studies | Ph.D. | Environmental Sciences | Post Falls |
| UI | Graduate Studies | M.S./J.D., Ph.D./J.D. | Water Resources | Moscow |
| UI | Graduate Studies | M.S., Ph.D. | Water Resources (3 options) | Moscow |
| UI | Letters, Arts & Social Sciences | M.M. | Conducting | Moscow |
| UI | Letters, Arts & Social Sciences | M.M. | Jazz Studies-Performance Option | Moscow |
| UI | Letters, Arts & Social Sciences | MFA | Dramatic Writing | Moscow |
| UI | Letters, Arts & Social Sciences | Ph.D. | Experimental Psychology | Moscow |
| UI | Science | M.Sc. | Hydrology | Post Falls |
| UI | Science | M.Sc., Ph.D. | Geology | Post Falls |
| UI | WWAMI Medical Education | n/a | 1 st year Medical Education | Moscow |

| Academic Year | College | Degree Level | Program | Location |
|----------------|------------------------|--------------|---|-------------------------|
| 2007-08 | | | | |
| ISU | Health Professions | NP | Psychiatric/Mental Health NP | Statewide |
| LCSC | Academic | BA/BS | Applied Psychology | Coeur d'Alene |
| LCSC | Academic | BA/BS | Biochemistry, Cellular & Molecular Biology | Lewiston |
| LCSC | Academic | BA/BS | Biology w/secondary certification | Lewiston |
| LCSC | Academic | BA/BS | Chemistry w/secondary certification | Lewiston |
| LCSC | Academic | BA/BS | Environmental Science | Lewiston |
| LCSC | Academic | Minor | Human Resource Management | Lewiston |
| LCSC | Academic | Minor | Marketing | Lewiston |
| LCSC | Academic | BS | Medical Diagnostic Imaging | Lewiston |
| LCSC | Academic | BS | Medical Technology (Moved from 06-07) | Lewiston, Coeur d'Alene |
| LCSC | Academic | BA | Publishing Arts | Lewiston |
| LCSC | Academic | BS | Radiography (Moved from 06-07) | Coeur d'Alene |
| LCSC | Academic | BA/BS | Public Administration | Lewiston |
| LCSC | Academic | MAT | Secondary Education | Lewiston |
| LCSC | Academic | BA/BS | Special Education – DLT degree | Lewiston |
| LCSC | Academic | BA/BS | Sports & Rec Management | Lewiston |
| LCSC | Professional-Technical | AAS | Automobile Hybrid Technology (Moved from 06-07) | Lewiston |
| LCSC | Professional-Technical | BAS | Business Management | Coeur d'Alene |
| LCSC | Professional-Technical | AAS | Communication & Media | Lewiston |
| LCSC | Professional-Technical | AAS | Human Resource Management | Lewiston |
| NIC | Professional Technical | TC | Dental Assistant | Coeur d'Alene |
| NIC | Professional Technical | AAS | Dental Hygiene (Moved from 2005-06) | Coeur d'Alene |
| NIC | Professional Technical | TC, ATC, AAS | Industrial Controls Technology | Coeur d'Alene |

| Academic Year | College | Degree Level | Program | Location |
|----------------|---------------------------------|------------------------------|---|---------------|
| 2008-09 | | | | |
| UI | Graduate Studies | Grad. degree/ certificate | Bionanoscience | Moscow |
| UI | Graduate Studies | Certificate | Bioregional Planning | Coeur d'Alene |
| UI | Letters, Arts & Social Sciences | B.A. | Art History and Visual Culture | Moscow |
| UI | Letters, Arts & Social Sciences | M.S. | Organizational Leadership | Coeur d'Alene |
| UI | Letters, Arts & Social Sciences | B.S. | Professional Writing | Moscow |
| UI | Letters, Arts & Social Sciences | M.A., M.S. | Specialized Reporting | Moscow |
| ISU | Health Professions | DNP | Doctorate of Nursing Practice | Statewide |
| LCSC | Academic | Certificates/minors | American Indian Education | Lewiston |
| LCSC | Academic | Certificates/minors | E-Learning & distance learning tech | Lewiston |
| LCSC | Academic | Certificates/minors | Health/aging/fitness | Lewiston |
| LCSC | Academic | Certificates/minors | Home based schooling | Lewiston |
| LCSC | Academic | BA/BS | Marketing | Lewiston |
| LCSC | Academic | BS | Medical Diagnostic Imaging | Coeur d'Alene |
| LCSC | Academic | Certificates/minors | Prison Education | Lewiston |
| LCSC | Academic | AS | Respiratory Therapy | Lewiston |
| NIC | Professional-Technical | TC | Gerontology Care Specialist | Coeur d'Alene |
| NIC | Professional-Technical | TC, ATC, AAS | Instrumentation Technology | Coeur d'Alene |
| NIC | Professional-Technical | TC, ATC, AAS | Medical Equipment Repair (Moved from 06-07) | Coeur d'Alene |
| NIC | Professional-Technical | AAS | Respiratory Therapy (Moved from 2005-06) | Coeur d'Alene |
| NIC | Professional-Technical | AAS | Veterinary Assistant (Moved from 2006-07) | Coeur d'Alene |
| 2009-10 | | | | |
| UI | Engineering | M.Sc., Ph.D. | Mechanical Engineering | Post Falls |
| UI | Graduate Studies | M.Sc., Ph.D. | Bioinformatics & Computational Biology | Coeur d'Alene |

| Academic Year | College | Degree Level | Program | Location |
|----------------|---------------------------------|--------------|--|-----------------------|
| 2009-10 | | | | |
| UI | WWAMI Medical Education | n/a | 1 st year Medical Education | Moscow |
| ISU | Health Professions | BSDH | Dental Hygiene (to add satellite BS Program) | North Idaho and Boise |
| LCSC | Academic | Minor | Middle Level Education | Lewiston |
| NIC | Professional Technical | TC, ATC, AAS | Industrial Electricity Technology | Coeur d'Alene |
| NIC | Professional Technical | AAS | Massage Therapy | Coeur d'Alene |
| NIC | Professional Technical | AAS | Surgical Technician | Coeur d'Alene |
| 2010-11 | | | | |
| UI | Letters, Arts & Social Sciences | M.A. | Media Management, Journalism & Mass Media | Moscow/Coeur d'Alene |
| ISU | Health Professions | Ph.D. | Nursing | Statewide |
| LCSC | Academic | BA/BS | Early Childhood Education | Lewiston |
| NIC | Professional Technical | TC | Esthetician | Coeur d'Alene |
| NIC | Professional Technical | TC | Nail Technician | Coeur d'Alene |
| NIC | Professional Technical | AAS | Ultrasound Technician | Coeur d'Alene |
| 2011-12 | | | | |
| UI | Agricultural & Life Sciences | M.Sc., Ph.D. | Microbiology, Molecular Biology & Biochem | Coeur d'Alene |
| UI | Science | M.Sc., Ph.D. | Biological Sciences | Coeur d'Alene |
| UI | | M.Sc., Ph.D. | Chemistry | Post Falls |
| UI | | M.Sc., Ph.D. | Physics | Post Falls |
| UI | Engineering | M.Sc., Ph.D. | Material Sciences & Engineering | Post Falls |
| NIC | Professional Technical | AAS | Cosmetology | Coeur d'Alene |
| NIC | Professional Technical | TC | Emergency Medical Technician | Coeur d'Alene |
| NIC | Professional Technical | AAS | Medical Assistant | Coeur d'Alene |
| 2012-13 | | | | |
| NIC | Professional Technical | AAS | Nuclear Medicine Technician | Coeur d'Alene |

THIS PAGE INTENTIONALLY LEFT BLANK

South Central Idaho

Eight-Year Plan for Educational Program Development

Potential New or Expanded Programs by Year

Academic Years 2006-07 through 2013-14

(Plans reflect the year the program would be proposed for implementation)

| Academic Year | College | Degree Level | Program | Location |
|----------------|-----------------|----------------|--|------------|
| 2006-07 | | | | |
| CSI | | A.A./A.A.S. | Agriculture—Animal Science | Twin Falls |
| CSI | | A.A.S. | Greenhouse Management | Twin Falls |
| CSI | | A.A.S. | Convergent and Telecommunications Technology | Twin Falls |
| CSI | | A.A. | Special Education (approved) | Twin Falls |
| CSI | | A.A.S. | Residential Construction | Twin Falls |
| CSI | | B.A./B.S. | Psychology in cooperation with 4 yr school (ISU) | Twin Falls |
| CSI | | B.A. | Social Work in cooperation with 4 yr school (ISU or BSU) | Twin Falls |
| 2007-08 | | | | |
| CSI | | A.A.S. | Music Performance | Twin Falls |
| CSI | | A.A.S. | Turf Management | Twin Falls |
| CSI | | A.A.S. | Nursery Management | Twin Falls |
| CSI | | TC | Grooming | Twin Falls |
| CSI | | A.A./A.A.S. | Computer Information Systems | Twin Falls |
| ISU | Education | Ed.D. Emphasis | Seminary Instruction | Twin Falls |
| ISU | Education | Ed.D. Emphasis | Curriculum and Instruction | Twin Falls |
| ISU | Education | Ed.D. Emphasis | Adult Education | Twin Falls |
| ISU | Technology | Ph.D. | Adult Learning and Development HRTD | Twin Falls |
| 2008-09 | | | | |
| CSI | | A.A.S. | Cyber Security (articulation w/ISU, UI, BSU) | Twin Falls |
| CSI | | A.S. | Bioinformatics (articulation w/ISU, UI, BSU) | Twin Falls |
| CSI | | A.A. | Dance | Twin Falls |
| CSI | | A.A.S. | Forensic Specialist | Twin Falls |
| CSI | | A.A.S. | Criminal Justice Administration | Twin Falls |
| ISU | Arts & Sciences | BA, BS | Psychology | Twin Falls |

| Academic Year | College | Degree Level | Program | Location |
|----------------|---------|--------------|-----------------------------------|------------|
| 2009-10 | | | | |
| CSI | | A.S. | Chemistry Lab Technician | Twin Falls |
| CSI | | A.A. | K-12 Physical Education | Twin Falls |
| CSI | | A.A. | Sport Management | Twin Falls |
| 2010-11 | | | | |
| | | | To be determined as need surfaces | |
| 2011-12 | | | | |
| | | | To be determined as need surfaces | |
| 2012-13 | | | | |
| | | | To be determined as need surfaces | |
| 2013-14 | | | | |
| | | | To be determined as need surfaces | |

Statewide

Eight-Year Plan for Educational Program Development
Potential New or Expanded Programs by Year
Academic Years 2006-07 through 2013-14

(Plans reflect the year the program would be proposed for implementation)

| Academic Year | College | Degree Level | Program | Location |
|----------------|----------------------------------|--------------|----------------------------------|-----------|
| 2007-08 | | | | |
| ISU | Health Professions | RN to MSN | Nursing | Statewide |
| ISU | Health Professions | NP | Psychiatric/Mental Health NP | Statewide |
| 2008-09 | | | | |
| BSU | Social Sciences & Public Affairs | Ph.D. | Public Policy and Public Affairs | Statewide |
| BSU | Social Sciences & Public Affairs | Masters | Community Regional Planning | Statewide |
| BSU | Social Sciences & Public Affairs | Masters | Urban Studies | Statewide |
| ISU | Health Professions | DNP | Doctorate of Nursing Practice | Statewide |
| 2010-11 | | | | |
| ISU | Health Professions | Ph.D. | Nursing | Statewide |
| ISU | Health Professions | M.D. | Medical Education | Statewide |

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
Subsection Z. Delivery of Postsecondary Education

April 2005

4. Academic Planning Process

a. General Provisions

(1) Each institution will create and maintain an eight (8) year rolling, academic plan that describes the programs, courses and services to be offered by the institution and by other public, postsecondary institutions governed by the Board to respond to the educational and workforce needs of the state, or a service region, as appropriate (with respect to each institution, the "Plan"). Plans should be developed pursuant to a process of collaboration and communication with and among the other institutions within the state.

(2) Plans will be submitted to the Office of the Idaho State Board of Education ("OSBE") for review and approval by the Idaho State Board of Education (the "Board") in accordance with a schedule to be developed by the Chief Academic Officer of the Board (the "CAO"). Plans will be submitted first to the Council for Academic Affairs and Programs ("CAAP") at least sixty (60) days prior to submission to OSBE for review, discussion and coordination among CAAP members. Upon submission of the Plans to OSBE, the CAO will review the Plans for the purpose of optimizing through collaboration and coordination among the institutions the cost-effective delivery of quality programs and courses, access to such programs and courses, the avoidance of duplication of programs and courses and the efficient use of resources. The CAO will provide recommendations to the Board for enhancements, if any, to the Plans, no later than thirty (30) days prior to approval by the Board. The Plans will be used to advise and inform the Board in its work to plan and coordinate educational programs throughout the state. Each institution will be responsible for updating its Plan as follows:

(a) Plans pertaining to the delivery of programs and courses for baccalaureate degrees and postgraduate degrees will be updated and submitted to CAAP and OSBE every two (2) years in accordance with a schedule to be developed by the CAO and in accordance with the timelines set forth above.

(b) Plans pertaining to the delivery of programs and courses for associate level degrees or professional-technical degrees or certificates may be updated and submitted to CAAP and OSBE on an as needed basis in accordance with a schedule to be developed by the CAO. Plans for these programs and courses will be approved by the CAO.

The CAO will develop an academic plan form to be used by institutions as a guide for providing the information requested herein.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

b. Statewide Mission Planning Process

(1) Statewide Mission Plan

Each institution assigned a statewide mission will create and maintain a Plan that describes the programs and services to be offered to respond to the workforce and educational needs of the state relating to the institution's statewide mission. Each plan will include at least the following:

(a) A needs assessment that identifies the ongoing and future workforce and educational needs of the state relating to the institution's statewide mission.

(b) A description of the statewide mission programs and courses to be delivered throughout the state by the mission owning institution and the resources to be employed.

(c) A description of the statewide mission programs and courses offered, or to be offered, by institutions not assigned the statewide mission.

(d) A summary of the terms of memorandums of understanding ("MOU"s), if any, entered into between the statewide mission owning institution and partnering institutions pursuant to Section 4 below. If it is anticipated that the program or course will be offered within three (3) years of approval of the Plan, the description will include a summary of the anticipated costs of delivery and the resources and support required for delivery of the programs and courses, including facility needs and costs.

(2) Statewide Mission Program or Course in a Service Region

If a statewide mission owning institution identifies a need for the delivery of a statewide mission program or course within a service region, and that program or course is not identified, or anticipated to be identified, by the designated institution in its Plan, the statewide mission owning institution will communicate with the designated institution (in accordance with a schedule to be determined by the CAO) for the purpose of including the same in the designated institution's Plan. It is intended that statewide mission programs or courses be included in the designated institution's Plan, as updated, and that the statewide mission owning institution and the designated institution collaborate and coordinate during the planning process. To facilitate this process, the statewide mission owning institution will deliver to the Chief Academic Officer of the designated institution and OSBE a description of the program or course intended to be delivered, including a plan for the delivery of the program or course, a timeline for delivery of the program or course, the anticipated costs of delivery and the resources and support required for delivery, including facilities needs and costs.

(3) MOU with Designated Institution

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

If an institution having a statewide mission program or course has submitted the information set forth in Subsection 2 above to a designated institution and OSBE in a timely manner (in accordance with a schedule determined by the CAO) for inclusion in the designated institution's Plan, then the designated institution will identify the program or course in its Plan and enter into an MOU with the statewide mission owning institution for the delivery of such program or course in accordance with this policy. If, prior to the submission of an updated Plan by the designated institution, it is determined by the Board that an emergency need has arisen for such program or course in the service region, then upon Board approval the statewide mission owning institution and the designated institution will enter into an MOU for the delivery of such program or course in accordance with the provisions of this policy.

c. Regional Planning Process

(1) Designated Institution Plan

The designated institution in a primary service region (identified in Section III, Subsection L. of the Idaho State Board of Education Governing Policies and Procedures) will create and maintain a Plan that describes the programs and courses to be offered to respond to the educational and workforce needs of its primary service region. It is intended that designated institutions communicate and collaborate with other institutions located outside of the service region in developing its Plan. If, in the course of developing or updating its Plan, the designated institution identifies a need for the delivery of a program or course within its service region, and the designated institution is unable to provide the program or course, the designated institution will coordinate with an institution located outside of the service region (a "partnering institution") to deliver the program or course in the service region. This will be done pursuant to an MOU to be entered into between the designated institution and the partnering institution in accordance with Section 4 below. Each Plan developed by a designated institution will include at least the following:

- (a) A needs assessment that identifies the ongoing and future workforce and educational needs of the region.
- (b) A description of the academic programs and courses to be delivered in the service region, or outside of the service region, by the designated institution and the resources to be employed.
- (c) A description of regional mission programs and courses offered, or to be offered, in the service region by partnering institutions, including any anticipated transition of programs or courses to the designated institution.
- (d) A description of statewide mission programs and courses to be offered in the service region by the statewide mission owning institution or by the designated institution.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

(e) A summary of the terms of MOUs, if any, entered into between the designated institution and partnering institutions pursuant to Section 4 below. If it is anticipated that the program or course will be offered within three (3) years of approval of the Plan, the description will include a summary of the anticipated costs of delivery and the resources and support required for delivery of the programs and courses, including facility needs and costs.

(2) Program and Course Offerings by Partnering Institutions

If a partnering institution identifies a regional mission program or course not identified, or anticipated to be identified, in the designated institution's Plan, and the partnering institution wishes to offer such program or course in the service region, the partnering institution may communicate with the designated institution for the purpose of including the program or course in the designated institution's Plan. In order to include the program or course in the designated institution's Plan, the partnering institution must demonstrate the need within the service region for delivery of the program or course, as determined by the Board (or by the CAO in the case of associate level or professional-technical level programs or courses). In order to demonstrate the need for the delivery of a program or course in a service region, the partnering institution will complete and submit to the Chief Academic Officer of the designated institution, to CAAP and to OSBE, in accordance with a schedule to be developed by the CAO, the following:

(a) A study of business and work force trends in the service region indicating anticipated, ongoing demand for the educational program or course to be provided.

(b) A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long-term costs of delivery of such program or course.

(c) A complete description of the program or course requested to be delivered, including a plan for the delivery of the program or course, a timeline for delivery of the program or course, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program or course syllabuses

(3) Designated Institution's Opportunity to First Offer a Program or Course

If,

(a) (i) the partnering institution has submitted the information set forth in Subsection 2 above to the Chief Academic Officer of the designated institution in a timely manner (in accordance with a schedule to be determined by the CAO) for inclusion in the designated institution's Plan, (ii) a need is demonstrated by the partnering institution for such program or course in the service region, as determined by the Board (or by the CAO in the case of associate level or professional-technical level programs or courses); or

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

(b) Prior to the submission of an updated Plan by the designated institution, it is determined by the Board that an emergency need has arisen for such program or course in the service region, then, the designated institution must within six (6) months (three (3) months in the case of associate level or professional-technical level programs or courses) determine whether it will deliver such program on substantially the same terms (qualitatively and quantitatively) described by the partnering institution. In the event the designated institution determines not to offer the program or course, the partnering institution may offer the program or course according to the terms stated, pursuant to an MOU to be entered into with the designated institution. If the partnering institution materially changes the terms and manner in which the program or course is to be delivered, the partnering institution will provide notice to the Chief Academic Officer of the designated institution and to the CAO of such changes and the designated institution will be afforded the opportunity again to review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.

d. Program Transitions

In order to appropriately balance (i) the ability of institutions to grow and develop programs and courses in accordance with their statewide mission or according to their service region mission, (ii) the desire that programs and courses be delivered to meet workforce and educational needs, and (iii) the reduction of costs and alignment of educational resources, it is the intent of the Board that, to the extent possible, designated institutions, partnering institutions and statewide mission owning institutions plan and coordinate the delivery of programs and courses anticipated to be offered by such institutions, but not currently identified in the designated institution's, partnering institution's or statewide mission owning institution's Plans. This should be achieved first in the process of developing an institution's Plan.

In the event (i) a statewide mission owning institution intends to develop the capacity to offer a statewide mission program or course within a service region currently being offered by the designated institution or a partnering institution, or (ii) a designated institution intends to develop the capacity to offer a program or course that is being offered within its service region by a partnering institution (other than a program or course offered by a statewide mission owning institution), the statewide mission owning institution or designated institution, respectively, will identify its intent to develop the program or course in the next update of its eight (8) year Plan.

(a) In order for the statewide mission owning institution, or the designated institution, to offer a program or course that is currently offered by another institution (the "withdrawing institution"), the statewide mission owning

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

institution, or the designated institution, must demonstrate its ability to offer the program or course.

(b) Except as otherwise agreed between the institutions pursuant to an MOU, the statewide mission owning institution, or the designated institution, will allow the withdrawing institution a minimum three (3) year transition period (thus creating three (3) to five (5) years' notice pursuant to a two (2) year update process) to allow the withdrawing institution to withdraw its program or course. If, upon notice from the statewide mission owning institution, or the designated institution, the withdrawing institution wishes to withdraw its program or course region prior to the end of the three (3) year transition period, the withdrawing institution will seek to enter into a transition MOU with the statewide mission owning institution, or the designated institution, as appropriate, to begin delivery by the statewide mission owning institution or designated institution at a date prior to the end of the three (3) year transition period, but in no event earlier than two (2) years from the date of notice (unless otherwise agreed by the statewide mission owning institution or designated institution). Included within the transition MOU will be an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

e. Discontinuance of Offerings

Unless otherwise agreed between a statewide mission owning institution and the designated institution pursuant to an MOU, if, for any reason, a designated institution offering programs or courses in its service region that supports a statewide mission program of another institution, wishes to discontinue the offering(s), the designated institution will use its best efforts to provide the statewide mission owning institution at least one (1) year's written notice of withdrawal. In such case, the statewide mission owning institution will carefully evaluate the workforce need associated with such program or course and determine whether it is appropriate pursuant to its regional mission to provide such program or course. In no event will the statewide mission owning institution be required to provide such offering(s).

Unless otherwise agreed between the partnering institution (whether statewide mission owning, or otherwise) and the designated institution pursuant to an MOU, if, for any reason, a partnering institution offering programs or courses in a service region wishes to discontinue the offering(s), the partnering institution will use its best efforts to provide the designated institution at least one (1) year's written notice of withdrawal. In such case, the designated institution will carefully evaluate the workforce need associated with such program or course and determine whether it is appropriate pursuant to its regional mission to provide such program or course. In no event will the designated institution be required to provide such offering(s).

f. Existing Programs

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

Programs and courses being offered by a partnering institution (whether statewide mission owning, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the designated institution and the partnering institution, subject to the transition and notice periods and requirements set forth above.

g. Applicability of Section III. G. - Instructional Program Approval and Discontinuance

The requirements of this Subsection 4. Academic Planning Process relating to the approval and discontinuance of programs and courses are intended to apply in addition to the requirements of Section III. G. - Instructional Program Approval and Discontinuance. To the extent the provisions of Section III. G. - Instructional Program Approval and Discontinuance are not inconsistent with the provisions of this Subsection 4. Academic Planning Process, such provisions will remain in full force and effect. In the event of conflict, the provisions set forth herein will apply.

THIS PAGE INTENTIONALLY LEFT BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 10-11, 2006

SUBJECT

New Instructional Unit – Center for Materials Characterization – Boise State University

APPLICABLE STATUTE, RULE, OR POLICY

- Idaho State Board of Education Governing Policies and Procedures, Section III.G. 5, Program Approval and Discontinuance
- Sections 33-107 (7), 33-4001. Idaho Code.

BACKGROUND

In accordance with Board policy III.G.4.(a) (1), Board approval is required prior to implementation of any new academic program, instructional unit, minor, option, or emphasis with a financial impact of \$250,000 or more per year.

DISCUSSION

Boise State University (BSU) proposes the establishment of a new research center entitled the Center for Materials Characterization (CMC). The Center will be housed in the College of Engineering.

BSU is acquiring a transmission electron microscope (TEM) as part of a recently awarded National Science Foundation grant. The acquisition of this instrument, including remodel and installation, will cost more than one million dollars. The TEM is a critical instrument for materials research which is occurring in the College of Engineering and in the College of Arts and Sciences. The proposed Center for Materials Characterization will create the organization and structure to set up this instrument as a user facility. The microscope will be open, with appropriate supervision, to qualified users on the Boise State campus (currently 12 faculty with TEM experience), and to outside researchers (11 external users, 8 regional companies, and 3 campuses have expressed interest in using a TEM at BSU). Appropriate fees will be charged for access to the resources of the Center. The CMC will accommodate further instruments. Current efforts are ongoing to acquire an X-ray diffraction system and a dual-beam scanning electron microscope/focused ion beam microscope. Space for these instruments is reserved in the remodel of the room for the TEM.

There are four major reasons that drive the need for establishing the proposed Center:

1. Technical Support and Training
The transmission electron microscope is a complicated tool that requires extensive training. By locating this resource in a center, consistent support and training can be provided for a wide variety of users.
2. Access to the Facility and Efficient Use of Resources.
The Center will facilitate the use of the instrument by researchers throughout the campus and external industrial users. With multiple users it is also highly likely that new collaborative projects will result.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 10-11, 2006

3. Communication and Marketing

4. Visibility

The Center will provide public visibility to Boise State University and the State of Idaho educational system. Part of the Center will be a website listing researchers in the area, papers published, visiting faculty, and symposiums sponsored. All of the above will also enhance the university's ability to attract future funding and quality faculty.

The routine operation of the Center will be managed by a Director who is appointed by (and reports to) the Dean of Engineering. The Director will work with a core management team (CMT) that consists of the principal investigator and three co-principal investigators of the NSF grant that substantially funded the TEM purchase. One additional representative from each of the Colleges of Arts and Sciences, and Engineering, will also be appointed to the CMT. The CMT will be responsible for overseeing the Center budget, setting user fees, ensuring that proposals have correctly budgeted instrument costs, promoting use of the facility, and the advancement of teaching and training on the instruments. The CMT will meet quarterly and decide policy and provide overall guidance for the Center.

The Director will be responsible for compiling an annual report, detailing the year's progress. In addition, there will be numerous papers written by Center users, which by nature of the peer review process will improve the quality of the Center.

This Center would be unique to the Idaho system of higher education. This Center will also enhance the delivery of programs and services in education and research in engineering and the sciences. These activities are aligned with the Role and Mission Statement of BSU.

IMPACT

The Center staff will consist of a faculty member who will be appointed Director (1.0-month commitment distributed across a state fiscal year and paid by reallocation of appropriated funds), and an assistant research professor/microscopist (partially paid by the university with one-time funds during the first three years). After the first three years, the assistant research professor and microscopist will be fully supported on grants and contracts.

The funds for purchase of the TEM are from a National Science Foundation Major Research Instrumentation Grant awarded to Boise State University (Award No. DMR-0521315). Funds for renovation of an existing space to accommodate the new TEM are one-time university funds. Grants and contracts from a variety of federal, state, and private sources will pay user fees to offset the operation and maintenance costs for the Center instruments, except that a donation from Micron Corporation will pay the initial TEM maintenance contract (first four years).

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 10-11, 2006

The budget given below does not reflect costs associated with growth of the Center should new characterization instrumentation be added, but these costs would primarily be reflected in increased maintenance contract costs that would be offset by user fees which in turn are paid from grants and contracts. No new state funds are requested for the Center.

Fiscal Impact

| Estimated Fiscal Impact | FY <u>07</u> | FY <u>08</u> | FY <u>09</u> | Total |
|--|--------------------|-----------------|-----------------|--------------------|
| A. Expenditures | | | | |
| 1. Personnel | \$90,868 | \$93,594 | \$96,402 | \$280,864 |
| 2. Operating | 126,000 | 1,000 | 1,000 | 128,000 |
| 3. Capital Outlay | 684,535 | 0 | 0 | 684,535 |
| 4. Facilities | 350,000 | 0 | 0 | 350,000 |
| 5. Indirect Costs | | | | |
| TOTAL: | \$1,251,403 | \$94,594 | \$97,402 | \$1,443,399 |
| B. Source of Funds | | | | |
| 1. Appropriated Reallocation | \$11,068 | \$11,400 | \$11,742 | \$34,210 |
| 2. Appropriated – New | | | | |
| 3. Federal – National Science Foundation MRI Grant | \$691,910 | | | \$691,910 |
| 4. Other – Micron Corporation donation | 125,000 | | | 125,000 |
| University one-time funds | 410,000 | 60,000 | 60,000 | 530,000 |
| Misc grant and contract sources | 13,425 | 23,194 | 25,660 | 62,279 |
| 5. Fees | | | | |
| TOTAL: | \$1,251,403 | \$94,594 | \$97,402 | \$1,443,399 |
| C. Nature of Funds | | | | |
| 1. Recurring * | 11,068 | 11,400 | 11,742 | 34,210 |
| 2. Non-recurring ** | 1,240,335 | 83,194 | 85,660 | 1,409,189 |
| 3. Federal | | | | |
| TOTAL: | \$1,251,403 | \$94,594 | \$97,402 | \$1,443,399 |

- * Recurring is defined as ongoing operating budget for the program which will become part of the base.
- ** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

ATTACHMENTS
N/A

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 10-11, 2006

STAFF COMMENTS AND RECOMMENDATIONS

Board staff and CAAP recommend approval as presented.

BOARD ACTION

A motion to approve Boise State University's request to establish a new Center for Materials Characterization as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 10-11, 2006

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

G. Program Approval and Discontinuance

April 2005

4. Program Approval Policy

Program approval will take into consideration statewide and institutional objectives.

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

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

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

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

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

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

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

- c. Routine Changes

Non-substantive name or title changes, credits, descriptions of individual courses, or other routine catalog changes do not require notification or approval.

5. Approval Procedures

- a. Board Approval Procedures

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

(2) The Chief Academic Officer shall forward the request to the CAAP for its review and recommendation. Professional-technical requests will be forwarded to the Idaho Division of Professional-Technical Education for review and recommendation prior to

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 10-11, 2006

CAAP review and action. If the CAAP recommends approval, the proposal shall be forwarded to the Board for action. Requests that require new state appropriations will be included in the annual budget request of the institution and the State Board of Education.

- (3) CAAP may, at its discretion, request a full proposal for any request requiring a notice of intent. A request for a new graduate program requires a full proposal. Full proposals should be forwarded to CAAP members at least two (2) weeks prior to the CAAP meeting.
 - (4) As a part of the full proposal process, all doctoral program request(s) will require an external peer review. The external peer-review panel will consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Chief Academic Officer. The review will consist of a paper and on-site review followed by the issuance of a report and recommendations by the peer-review panel. Considerable weight on the approval process will be placed upon the peer reviewer's report and recommendations.
- b. Office of the State Board of Education Approval Procedures
- (1) All requests requiring approval by the Executive Director will be submitted by the institution as a notice of intent in a manner prescribed by the Chief Academic Officer of the Board. At his discretion, the Chief Academic Officer shall forward the request to the CAAP for review and recommendation. Professional-technical requests will be forwarded to the Division of Professional-Technical Education for review and recommendation prior to CAAP review and action.
 - (2) If the CAAP recommends approval of the request(s), the notice of intent will be submitted to the Executive Director for consideration and action. The Executive Director shall act on any request within thirty (30) days of receipt of the CAAP recommendation.
 - (3) If the Executive Director denies the request he or she shall provide specific reasons in writing. The institution has thirty (30) days in which to address the issue(s) for denial of the request. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director decides to deny the request after re-consideration, the institution may send its request and the documents related to the denial to the president of the Board for final reconsideration.
 - (4) Distance Learning Delivery and Residence Centers
All academic programs delivered to sites outside of the service area defined by the institution's role and mission statement shall be submitted to the Executive Director using a notice of intent.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 10-11, 2006**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

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

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

(7) prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;

**TITLE 33
EDUCATION
CHAPTER 40
BOISE STATE UNIVERSITY**

33-4001. BOISE STATE UNIVERSITY ESTABLISHED -- STANDARDS -- PROFESSIONAL-TECHNICAL PROGRAMS. The college now known as Boise state college and previously operated and conducted by Boise community college district in Ada County, Idaho, known as Boise college, shall be established in the city of Boise, Idaho, as an institution of higher education of the state of Idaho, for the purpose of giving instruction in college courses in sciences, arts and literature, professional, technical and other courses of higher education, such courses being those that are usually included in colleges and universities leading to the granting of appropriate collegiate degrees, said college to be known as Boise State University. The standards of the courses and departments maintained in said university shall be at least equal to, or on a parity with those maintained in other similar colleges and universities in Idaho and other states. All programs in the professional-technical departments, including terminal programs now established and maintained, may be continued and such additional professional-technical and terminal programs may be added as the needs of the students attending such university taking professional-technical and terminal programs shall warrant, and the appropriate certificate for completion thereof shall be granted. The courses offered and degrees granted at said university shall be determined by the board of trustees.

THIS PAGE INTENTIONALLY LEFT BLANK

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

SUBJECT

University of Washington School of Medicine Committee on Admissions for the WWAMI (Washington, Wyoming, Alaska, Montana, and Idaho) Program.

REFERENCE

- September 3, 2001 At the Board's September 2001 meeting, the Board directed future appointments to the Idaho WWAMI Admissions Committee be managed in a manner to provide opportunities to Idaho physicians who have not previously served.
- December 2-3, 2003 A schedule of rotating terms of membership was created to allow the medical community greater opportunities to be involved in this activity. The Board approved the three-year rotating terms for the WWAMI Admissions Committee and approved the appointment of Dr. James Scheel as an Idaho member of the Committee due to a vacancy by Dr. James Dardis.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Three Idaho physicians serve on the University Of Washington School Of Medicine Committee on Admissions for the WWAMI program. Idaho physicians serving on the most recent admissions committee are Dr. Roger Boe of Pocatello, Dr. Richard McLandress of Coeur d'Alene, and Dr. James Scheel of Twin Falls.

DISCUSSION

The Idaho WWAMI Admissions Committee consists of three physicians from the state of Idaho who interview Idaho students interested in attending the University of Washington School of medicine. The members of the Idaho WWAMI Admissions Committee serve 3-year terms which are renewable once for an additional 3 years. The terms of the members are staggered so there are always senior members on the Committee.

This year has been a unique year in that all three of the previous members on the Committee will not be returning next year. One member has finished his term and the other two members have decided for family reasons it is best for them to not return. This means that all three members of the Committee will be replaced this year. Dr. Roger Boe was asked to return as the senior member of the Committee and has accepted the position for a one year term, pending Board approval. Dr. Boe has served in this capacity previously when he was on the Committee and will help the new members of the Committee.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

Announcements were made for the other two open positions through the Idaho Medical Associations mailings and web page and the Idaho Academy of Family Physicians mailings and web page. There were 12 physicians initially interested in these two positions. The Nominating Committee for the Idaho WWAMI Admissions Committee consisted of the first-year Idaho WWAMI Director, Idaho Clinical Coordinator, Idaho State board of Education's Student Affairs Program manager, and a member of the Idaho Medical Association Committee on Medical Education Affairs. The Nominating Committee reviewed the applications and conducted interviews. The Nominating Committee identified the following Idaho physicians to serve on the Idaho Admission Committee for the University of Washington School of Medicine for Entering Year 2007:

- Roger Boe, M.D. Term July 2006 – June 2007
- David Anderson, M.D. Term July 2006-June 2008
- Peter Kozisek, M.D. Term July 2006 – June 2009

A brief description of the process for Filling Vacancies to the University Of Washington School Of Medicine Committee on Admissions for the WWAMI Program has also been provided.

Dr. Roger Boe currently resides in Pocatello, Idaho. He earned his B.S. degree in Chemistry at The University of New Mexico and his M.D. at the University Of Colorado School Of Medicine in 1961. His pediatric training was completed at the University of Colorado and the University of Washington. He practiced pediatric medicine in Pocatello from 1965 – 1999. He was the founder of the Pocatello Clinical Unit in Pediatrics for the WWAMI program. He is a clinical Professor Emeritus at the University of Washington School of Medicine, WWAMI. He serves as an Adjunct Faculty at the Idaho State University Family Practice Residency. He currently is a medical consultant for the United Methodist Fellowship of Health Care volunteers, a national Mission Organization, and a medical consultant for Developmental Options, a facility for persons with disabilities, and for the Regional Child Development Center. He has served on the University Of Washington School Of Medicine Admissions Committee for more than six years.

Dr. David R. Anderson resides in Idaho Falls and is currently the Medical Director for the Eye Clinic of Idaho Falls. He earned his B.S. degree in Zoology at Washington State University, and his M.D. at the Oregon Health Sciences University. He did his internship and residency at Ochsner Foundation Hospital in New Orleans, Louisiana. His specialty is in Ophthalmology. He is currently on the medical staff of the Eastern Idaho Regional Medical Center in Idaho Falls. He has served as an officer/member of the Idaho Society of Ophthalmology, the Idaho Falls Medical Society, the Idaho Medical Association, and the Idaho State Board of Medicine, and was a Councilor for Idaho for the American Academy of

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

Ophthalmology. Dr. Anderson has served on several professional committees and is an active member of the Idaho Falls community.

Dr. Peter Kozisek resides in Boise and is currently the Associate Director of the Family Medicine Residency of Idaho. He earned his B.A. degree in Chemistry from the University of Northern Colorado and his M.D. from Creighton University School of Medicine. His residency was completed at the University of Wyoming Family Practice Residency at Cheyenne, Wyoming. He has practiced medicine in Montana, Wyoming, and Idaho and he served as an Assistant Professor at the University of Wyoming Family Practice Residency Program.

IMPACT

A total of 72 Idaho Students receive medical education through the WWAMI program each year.

ATTACHMENTS

Attachment 1 – UWSM Idaho Admissions Committee Nomination Letter Page 4

STAFF COMMENTS AND RECOMMENDATIONS

Drs. Boe, Anderson and Kozisek were the only remaining applicants at the time of the nominating committee meeting and therefore, were the only applicants considered. Physicians serving on the Committee must commit to two full weeks to conduct interviews and participate in the selection of medical school students. This significant time and financial commitment is a factor which was identified as a reason for applicants removing themselves from consideration in serving on the Committee. Staff recommends the approval of the revised rotating schedule of three-year terms for the University Of Washington School Of Medicine Committee on Admissions to include Dr. Roger Boe, Dr. David Anderson, and Dr. Peter Kozisek.

BOARD ACTION

A motion to approve the three-year rotating terms for the University Of Washington School Of Medicine Committee on Admissions and the appointments of Dr. Roger Boe, Dr. David Anderson, and Dr. Peter Kozisek. as Idaho members of the Committee.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

UW Medicine
SCHOOL OF MEDICINE

WWAMI (IDAHO) OFFICE FOR CLINICAL MEDICAL
EDUCATION

August 2, 2006

Dwight Johnson
Idaho State Board of Education
650 W. State St., P.O. Box 83720
Boise, ID 83720-0037
Via E-mail: dwight.johnson@osbe.idaho.gov

Dear Mr. Johnson,

The Idaho Admissions Nominating Committee, consisting of the first-year Idaho WWAMI Director, Idaho Clinical Coordinator, Idaho State Board of Education's Student Affairs Program Manager, and a member of the Idaho Medical Association Committee on Medical Education Affairs, have identified the following Idaho Physicians to serve on the Idaho Admissions Committee for the University of Washington School of Medicine for Entering Year 2007.

| NAME | TERM | 2 nd TERM |
|----------------------|-----------------------|-----------------------|
| Roger Boe, M.D. | July 2006 – June 2007 | n/a |
| David Anderson, M.D. | July 2006 – June 2008 | July 2008 - June 2011 |
| Peter Kozisek, M.D. | July 2006 – June 2009 | July 2009 - June 2012 |

Please see attached C.V.'s. Thank you.

Yours sincerely,

Suzanne Allen, M.D., M.P.H.
Assistant Dean, Regional Affairs and Rural Health
WWAMI Clinical Coordinator – Idaho
Clinical Associate Professor, Department of Family Medicine

Attachment

Suzanne Allen, MD, MPH, Assistant Dean for Regional Affairs and Rural Health & WWAMI Clinical Coordinator-Idaho
Dana L. Ellis, Administrator/Program Operations
UNIVERSITY OF WASHINGTON SCHOOL OF MEDICINE
WWAMI (Idaho) Office for Clinical Medical Education
777 North Raymond Street Boise, Idaho 83704 (208)327-0641 Fax (208)327-0684
suzaalle@u.washington.edu danae@u.washington.edu

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

**Process for Filling Vacancies to the University of Washington School of Medicine
Committee on Admissions for the WWAMI Program**

The process to fill a known vacancy on the Idaho Admissions Committee generally begins about one year before the vacancy is to occur.

| Date | |
|--|--|
| May – July (Academic year prior to appointment) | Advertise vacancies with professional organizations: <ul style="list-style-type: none"> • Idaho Academy of Family Physicians’ Annual Board meetings • Idaho Medical Association Committee on Medical Education Affairs Meetings • Idaho Medical Association House of Delegates Annual Meeting Advertisements could be placed in the Idaho Academy of Family Physicians newsletter or Idaho Medical Association newsletter if necessary. |
| June (Academic year prior to appointment) | Applications for consideration are due. |
| March through June (academic year prior to appointment) | In early spring, interested candidates are interviewed by individuals of the Idaho WWAMI Admissions Committee consisting of: <ul style="list-style-type: none"> • The three Idaho physician interviewing members, • First-year Idaho WWAMI Director, • Idaho Clinical Coordinator |
| July | Interviews are complete. Idaho WWAMI Advisory Committee holds a meeting to determine a ranking order of applicants. <ul style="list-style-type: none"> • First-year Idaho WWAMI Director, • Idaho Clinical Coordinator, • Idaho State Board of Education’s Chief Academic Officer • Idaho WWAMI Admissions Chairperson • Idaho Medical Association Committee on Medical Education Affairs member |
| August | A ranked list is compiled and sent to the SBOE for the August Board meeting. |
| October | Orientation of the new member. |
| December | University of Washington School of Medicine Committee on Admissions for WWAMI Program meets. |
| January - March | Interviews of students are conducted. |
| March | Students are notified of selection. |

Academic Year: July 1 through June 30

THIS PAGE INTENTIONALLY LEFT BLANK

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

This item has been pulled from the agenda.

THIS PAGE INTENTIONALLY LEFT BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 10-11, 2006

SUBJECT

Approval of Temporary and Proposed Rules Governing Registration

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-107, 33-2402, and 33-2403, Idaho Code.
IDAPA 08.01.11

BACKGROUND

House Bill 712 was signed into law effective July 1, 2006. The bill amended the existing law for the registration of postsecondary educational institutions and proprietary schools. Sections of the existing law were repealed or amended to clarify the powers of the Idaho State Board of Education and to more clearly define what institutions are required to register. Chapter 24 was also modified to differentiate the registration process for postsecondary institutions and proprietary schools. The Office of the State Board is seeking approval for a temporary administrative rule—a revision of IDAPA 08.01.11—to allow the Office to proceed with registering affected institutions and schools and for renewing existing Certificates of Registration.

DISCUSSION

IDAPA 08.01.11 has been completely revised in response to the modified law. Highlights of these revisions include:

- More clearly defining what entities are required to register and those that are exempt from registering. Several institutions currently operating in Idaho have not registered because the previous rules lacked clarity. This is perhaps the most significant change. Idaho has become known as a state with less rigorous requirements.
- Separating the registration processes and requirements for postsecondary institutions and proprietary schools. Provisions in Chapter 24, Idaho Code prior to the changes did not separate the two and it was very difficult to determine which sections of the rule applied to a postsecondary institution or proprietary school. The new rules also more clearly identify that the Board's designee for approving proprietary schools is the Idaho Department of Education.
- Establishing standards for approval that must be met prior to the issuance of a Certificate of Registration.
- Defining what accreditation associations the Board recognizes and what associations will be recognized for transfer of credit.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 10-11, 2006

IMPACT

The temporary rules will allow the Office of the State Board to implement new registration procedures for postsecondary institutions and proprietary schools under the revised Idaho Code. Lack of approval will be an impediment for registering new institutions or schools or for renewing existing Certificates of Registration. The new rules will substantially affect institutions/schools who have not previously registered due to the nebulous wording in the previous law and administrative rules.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approving the temporary rule.

MOTION

A motion to approve the temporary and proposed rule for the registration of postsecondary institutions and proprietary schools.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 10-11, 2006**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

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

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

- (1) Perform all duties prescribed for it by the school laws of the state;
- (2) Acquire, hold and dispose of title, rights and interests in real and personal property;
- (3) Have general supervision, through its executive departments and offices, of all entities of public education supported in whole or in part by state funds;
- (4) Delegate to its executive secretary, to its executive officer, or to such other administrators as the board may appoint, such powers as said officers require to carry out the policies, orders and directives of the board;
- (5) Through its executive departments and offices:
 - (a) Enforce the school laws of the state,
 - (b) Study the educational conditions and needs of the state and recommend to the legislature needed changes in existing laws or additional legislation;
- (6) In addition to the powers conferred by chapter 24, title 33, Idaho Code:
 - (a) Maintain a register of postsecondary educational institutions approved to provide programs and courses that lead to a degree or which provide, offer and sell degrees in accordance with the procedures established in chapter 24, title 33, Idaho Code,
 - (b) Determine whether to accept academic credit at public postsecondary educational institutions in Idaho. Academic credit shall not be transferred into any Idaho public postsecondary institution from a postsecondary educational institution or other entity that is not accredited by an organization recognized by the board,
 - (c) Maintain a register of proprietary schools approved to conduct, provide, offer or sell a course or courses of study in accordance with the procedures established in chapter 24, title 33, Idaho Code;
- (7) Prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;
- (8) Approve new courses and programs of study to be offered at community colleges organized pursuant to chapter 21, title 33, Idaho Code, when the courses or programs of study are academic in nature and the credits derived therefrom are intended to be transferable to other state institutions of higher education for credit toward a baccalaureate degree, and when the courses or programs of study have been authorized by the board of trustees of the community college.

**TITLE 33
EDUCATION
CHAPTER 24
PROPRIETARY SCHOOLS**

33-2402. REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS.

- (1) Unless exempted as provided herein, each postsecondary educational institution which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually with and hold a valid certificate of registration issued by the board. A public postsecondary educational institution or agency supported primarily by taxation from either the state of Idaho or a local source in Idaho shall not be required to register under this section. The board may exempt a nonprofit postsecondary educational institution from the registration requirement in accordance with standards and criteria established in rule by the board. The board may permit a postsecondary educational institution required to register under this section to instead register as a proprietary school under section 33-2403, Idaho Code, in accordance with standards and criteria established in rule by the board.
- (2) The board shall prescribe by rule the procedure for registration, which shall include, but is not limited to, a description of each degree, course or program, for academic credit or otherwise, that a postsecondary educational institution intends to conduct, provide, offer or sell. Such rule shall also

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 10-11, 2006

prescribe the standards and criteria to be utilized by the board for recognition of accreditation organizations.

(3) The board may deny the registration of a postsecondary educational institution that does not meet accreditation requirements or other standards and criteria established in rule by the board. The administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to any denial of registration under this section.

(4) The board shall assess an annual registration fee on each postsecondary educational institution required to be registered under this section based on the respective degrees, courses or programs that each such postsecondary educational institution intends to conduct, provide, offer or sell, not to exceed one hundred dollars (\$100) for each degree, course or program. Such annual registration fee shall be collected by the board and shall be dedicated for use by the board in connection with its responsibilities under this chapter.

TITLE 33
EDUCATION
CHAPTER 24
PROPRIETARY SCHOOLS

33-2403. REGISTRATION OF PROPRIETARY SCHOOLS. (1) Unless exempted as provided in subsection (4) of this section, each proprietary school which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually with and hold a valid certificate of registration issued by the board or its designee.

(2) The board shall prescribe by rule the procedure for registration, which shall include, but is not limited to, a description of each course or program, for academic credit or otherwise, that a proprietary school intends to conduct, provide, offer or sell.

(3) The board may deny the registration of a proprietary school that does not meet the standards or criteria established in rule by the board. The administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to any denial of registration under this section.

(4) The following individuals or entities are specifically exempt from the registration provisions required by this section:

(a) An individual or entity that offers instruction or training solely avocational or recreational in nature, as determined by the board.

(b) An individual or entity that offers courses recognized by the board which comply in whole or in part with the compulsory education law.

(c) An individual or entity that offers a course or courses of study sponsored by an employer for the training and preparation of its own employees, and for which no tuition fee is charged to the student.

(d) An individual or entity which is otherwise regulated, licensed or registered with another state agency pursuant to title 54, Idaho Code.

(e) Aviation school or instructors approved by and under the supervision of the federal aviation administration.

(f) An individual or entity that offers intensive review courses designed to prepare students for certified public accountancy tests, public accountancy tests, law school aptitude tests, bar examinations or medical college admissions tests, or similar instruction for test preparation.

(g) An individual or entity offering only workshops or seminars lasting no longer than three (3) calendar days.

(h) A parochial or denominational institution providing instruction or training relating solely to religion and for which degrees are not granted.

(i) An individual or entity that offers postsecondary credit through a consortium of public and private colleges and universities under the auspices of the western governors.

(5) The board shall assess an annual registration fee on each proprietary school required to be registered under this section. Such annual registration fee shall be composed of a fixed portion in an amount not to exceed one hundred dollars (\$100) for each proprietary school, and a variable portion based on the respective course or courses of study that each such proprietary school intends to conduct, provide, offer or sell, not to exceed one hundred dollars (\$100) for each course or courses of study. Such annual registration fee shall be collected by the board and shall be dedicated for use by the board in connection with its responsibilities under this chapter.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

IDAPA 08
TITLE 01
CHAPTER 11

REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS AND PROPRIETARY SCHOOLS.

000. LEGAL AUTHORITY. The following rules are made under authority of sections 33-105, 33-107, 33-2402, and 33-2403, Idaho Code. ()

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.01.11, "Registration of Postsecondary Educational Institutions and Proprietary Schools." ()

02. Scope. These rules set forth the registration requirements for postsecondary educational institutions that are required to register with the Idaho State Board of Education ("Board") under section 33-2402, Idaho Code, and for proprietary schools required to register with the Board under section 33-2403, Idaho Code. In addition, these rules describe the standards and criteria for Board recognition of accreditation organizations, for registration purposes and for acceptance of academic credit. Finally, these rules describe the process the Board will use to evaluate courses or courses of study for acceptance for academic credit at Idaho's public postsecondary institutions. ()

002. WRITTEN INTERPRETATIONS. There are no written interpretations of these rules. ()

003. ADMINISTRATIVE APPEALS. The administrative procedure act, chapter 52, title 67, Idaho Code, applies to any denial of registration of any postsecondary educational institution or proprietary school. Hearings and appeals shall be governed according to the provisions of IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." ()

004. OFFICE INFORMATION. ()

01. Office Hours. The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. ()

02. Mailing address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. ()

03. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. ()

04. Telephone. The telephone number of the Board is (208) 334-2270. ()

05. Facsimile. The facsimile number of the Board is (208) 334-2632. ()

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

06. Electronic Address. The electronic address of the Board is board@osbe.idaho.gov. ()

005. PUBLIC RECORDS ACT COMPLIANCE. These rules are subject to the provisions of the public records act, title 9, chapter 3, Idaho Code. ()

006. DEFINITIONS. ()

01. Accredited is defined in section 33-2401(1), Idaho Code, and means that a postsecondary educational institution has been recognized or approved as meeting the standards established by an accrediting agency recognized by the Board. ()

02. Course is defined in section 33-2401(5), Idaho Code, and means instruction imparted in a series of lessons or class meetings to meet an educational objective. ()

03. Course or course of study is defined in section 33-2401(6), Idaho Code, and means either a single course or a set of related courses for which a student enrolls, either for academic credit or otherwise. A course of study is sometimes also referred to in these rules as a program. ()

04. Degree is defined in section 33-2401(7), Idaho Code, and means any academic, vocational, professional-technical or honorary title or designation, mark, appellation, series of letters, numbers, or words such as, but not limited to, “bachelor’s,” “master’s,” “doctorate,” or “fellow,” which signifies, purports, or is generally taken to signify satisfactory completion of the requirements of an academic, vocational, professional-technical, educational or professional program of study beyond the secondary school level or for a recognized title conferred for meritorious recognition and an associate of arts or associate of science degree awarded to a community college or other public or private postsecondary educational institution or other entity which may be used for any purpose whatsoever. ()

05. Postsecondary educational institution, sometimes referred to in these rules simply as an institution, is defined in section 33-2401(8), Idaho Code, and means an individual, or educational, business or other entity, whether legally constituted or otherwise, which maintains a presence within or which operates or purports to operate, from a location within the state of Idaho, and which provides courses or programs that lead to a degree, or which provides, offers or sells degrees. ()

06. Proprietary school, sometimes referred to in these rules simply as a school, is defined in section 33-2401(9), Idaho Code, and means an individual, or educational, business or other entity, whether legally constituted or otherwise, which maintains a presence within the state of Idaho and which conducts, provides, offers or sells a course or course of study, but which does not provide, offer or sell degrees. ()

007. – 099. (RESERVED). ()

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

100. RECOGNITION OF ACCREDITATION ORGANIZATIONS. ()

01. Registration of Postsecondary Educational Institutions. For purposes of registration of postsecondary educational institutions, the Board recognizes only regional accreditation organizations which are also recognized by the United States Department of Education, and which accredit entire colleges or universities, and which do not accredit only courses or courses of study (such as specialized accreditation organizations). Accordingly, for purposes of registration of postsecondary educational institutions under these rules, the Board recognizes the following accreditation organizations. ()

a. Middle States Association of Schools and Colleges (MSA), Commission on Higher Education - Accredits institutions of higher education in Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands. ()

b. New England Association of Schools and Colleges, Commission on Institutions of Higher Education (NEASC-CIHE) - Accredits institutions of higher education in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. ()

c. North Central Association of Colleges and Schools, The Higher Learning Commission (NCA-HLC) - Accredits degree-granting institutions of higher education in Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming, including schools of the Navaho Nation. ()

d. Northwest Commission on Colleges and Universities (NWCCU) - Accredits postsecondary educational institutions in Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. ()

e. Southern Association of Colleges and Schools (SACS), Commission on Colleges - Accredits degree-granting institutions of higher education in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. ()

f. Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities (WASC-ACSCU) Accredits senior colleges and universities in California, Hawaii, the United States territories of Guam and American Samoa, the Republic of Palau, the Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands, and the Republic of the Marshall Islands. ()

No other accreditation organization, other than the agencies listed in subsection 100.01.a-f of these rules, shall be recognized by the Board for purposes of registration of postsecondary educational institutions. ()

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

02. Acceptance of Academic Credit. ()

a. For purposes of acceptance of academic credit at Idaho public postsecondary educational institutions, the Board recognizes the regional accreditation associations described in subsection 100.01.a-f of these rules. ()

b. The Board will determine whether to accept specialized or other accreditation organizations, which accredit courses or courses of study, for purposes of acceptance of academic credit on a case-by-case basis. A request for recognition of other accreditation organizations for purposes of acceptance of academic credit should be made to the Board's chief higher education academic officer, who will review and evaluate the request with the input and advice of the Board's Committee on Academic Affairs and Programs (CAAP). The Board will make a final determination based on such evaluation and review. ()

200. REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS. ()

01. Registration Requirement. ()

a. Unless exempted by statute or these rules, as provided herein, a postsecondary educational institution which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register and hold a valid certificate of registration issued by the Board. An institution shall not conduct, provide, offer, or sell a course, course of study, or degree unless registered. An institution shall not solicit students for on behalf of such institution, or advertise in this state, unless registered. ()

b. Initial registration shall be for the period beginning on the date of issue of a certificate of registration and continue through June 30 of the next succeeding year. A registered postsecondary educational institution must renew its certificate of registration annually. Renewal of registration shall be for the period beginning on July 1 of any year, and continue through June 30 of the next succeeding year. ()

02. Idaho Presence. An institution shall be deemed to have a presence in Idaho, or to be operating or purporting to be operating from a location within the state of Idaho, if it owns, rents, leases, or uses any office or other type of physical location in Idaho, including a mailing or shipping center, or if it represents in any way, such as on an electronic or internet website, to have an Idaho street or mailing addressing, including a post office box in Idaho. ()

03. Institutions Exempt from Registration. ()

a. Idaho public postsecondary educational institutions - Section 33-2402(1), Idaho Code, provides that a public institution supported primarily by taxation from either the state of Idaho or a local source in Idaho shall not be required to register. ()

b. Certain Idaho private, non-profit, postsecondary educational institutions - A private, non-profit, postsecondary educational institution that is already established and operational as of the effective date of these rules and located within the state of Idaho, and that is

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

accredited by an accreditation association recognized by the Board, as set forth in subsection 100.01.a-f of these rules, shall not be required to register. A private, non-profit, institution is located within the state of Idaho only if it has been organized under the Idaho nonprofit corporation act, chapter 3, title 30, Idaho Code, and its principal place of business is located within the state of Idaho. To qualify for this exemption, a private, non-profit, postsecondary educational institution must be recognized by the Internal Revenue Service as a charitable or private foundation under applicable provisions of the Internal Revenue Code. ()

04. Institutions that Must Register. ()

a. Out-of-state public postsecondary education institutions - A public institution that is supported primarily by taxation from another state, or from a local source not within the state of Idaho, must register as provided herein. ()

b. Out-of-state private, non-profit, post secondary educational institutions - An out-of-state private, non-profit, postsecondary educational institution must register as provided herein. ()

c. Certain Idaho private, non-profit, post secondary educational institutions – A private, non-profit, post secondary educational institution that is located within the state of Idaho, but that is not exempt under subsection 200.03.b of these rules, must register as provided herein.

d. For-profit postsecondary educational institutions - A postsecondary educational institution that operates for profit, or which is an operating subsidiary of a publicly or privately held corporation that operates for profit, must register as provided herein. ()

05. Exception to Registration Requirement for Certain Institutions. ()

a. An institution that demonstrates to the satisfaction of the Board that its primary mission and objectives are to offer courses or courses of study that do not lead to the awarding of degrees, may instead register as a proprietary school, in accordance with subsection 400 of these rules. ()

b. A request to register as a proprietary school must be submitted in writing to the Board by the first business day of December preceding a registration year. A decision on such request will be issued by the Board within thirty (30) days after it is received. A request to register as a proprietary school must be made on an annual basis. ()

06. Application. A postsecondary educational institution that is required to register under these rules must submit to the Board office an application for registration (either an application for initial registration, or renewal of registration, as applicable), on a form approved by the Board. The application must include a list of each course, course of study, and degree the applicant institution intends to conduct, provide, offer, or sell in Idaho during the registration year. ()

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

07. Registration Fees. The Board shall assess an annual registration fee for initial registration, or renewal of registration, of a postsecondary educational institution. The registration fee must accompany the application for registration, and shall be in the amount of one hundred dollars (\$100) for each course that the institution intends to conduct, provide, offer or sell during the registration year, as set forth in the registration application, not to exceed five thousand dollars (\$5,000). Registration fees are not refundable. ()

08. Deadline for Registration. An initial application for registration may be submitted to the Board at anytime. An institution should expect the Board's review process for an initial registration to take approximately three (3) to five (5) months. An application for renewal of registration must be submitted to the Board on or before the first business day of May that precedes a registration year. ()

09. Information Required. Such application must include the information requested on the application form, as well as the following information: ()

a. If an institution that is required to register under these rules is accredited by an accreditation organization recognized by the Board in subsection 100.01.a-f of these rules, such institution must submit documentation demonstrating that it has received accreditation status, and that it will maintain its accreditation from such agency during the entire registration year. An institution that qualifies for this streamlined registration process under this subsection is not required to submit information and/or documentation that documents compliance with all of the standards, I through VI, set forth in subsection 200.10.a-f of these rules, but may be required to provide the Board with additional information, on request, that documents compliance with some of the standards, or on any other matter related to registration. ()

b. All other institutions applying for registration must submit information and/or documentation with its application for registration that documents compliance with all of the standards, I through VI, set forth in subsection 200.10.a-f of these rules. ()

c. The Board may, in connection with a renewal of registration, request that an institution only submit information that documents changes from the previous year, provided that the institution certifies that all information and/or documentation submitted in a previous registration year remains current. The annual registration fee, described in subsection 200.07 of these rules, shall remain applicable. ()

10. Approval Standards for Postsecondary Educational Institutions. An institution applying for registration must meet, or demonstrate that it will meet, all of the following standards: ()

a. Standard I - Legal Status and Administrative Structure - The institution must be in compliance with all local, state, and federal laws; administrative rules; and other regulations applicable to postsecondary educational institutions. ()

i. The institution must have a clearly stated mission and objectives that are consistent with educational offerings under consideration for approval by the Board. The institution must demonstrate how its stated mission and objectives are being accomplished. ()

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

ii. The governing board or the board of directors must be comprised of at least five (5) members who are selected to represent students, faculty, and other constituents of the institution. Board members must be given the responsibility for assuring that the mission and objectives are achieved, for establishing policies and overseeing their implementation, and for providing oversight for the entire institution, including the financial stability of the institution. Board members should generally not be affiliated with the institution from an employment, contractual, familial, or financial standpoint. Any affiliation or financial interest in the institution must be fully disclosed, and provisions must be made to address any conflicts of interest. ()

iii. There must be sufficient distinction between roles and responsibilities of the institution's governing board and the administration, faculty, and staff to ensure appropriate separation and independence. ()

iv. Each of the administrative officers must be appropriately qualified with educational credentials to ensure programs are of high quality and that the rights of students are protected. In particular, the chief academic officer of the institution must be academically prepared at least at the Master's degree level, and have a minimum of five (5) years of postsecondary educational experience at an accredited institution. ()

v. Administrators must be paid a fixed salary. Commissions may not be used for any portion of the compensation or to supplement an administrative salary. ()

vi. Policies must have been established to govern admissions, hiring procedures, and working conditions; evaluation/assessment of all employees and instructional offerings; awarding of credit and grades that are comparable to other institutions; academic freedom; student and faculty rights and responsibilities; grievance procedures; approval of the curriculum and other academic procedures, etc.; to ensure the quality of educational offerings. ()

vii. The administration must establish procedures for evaluating the effectiveness of the entire institution and for assessing the quality of instruction through established and recognized methods of instructional assessment. Evaluation and assessment results must be used to improve institutional programs and services. Evaluative/assessment processes must involve internal constituents from the institution and appropriate external representatives. ()

b. Standard II - Educational program and curriculum - Instruction must be the primary focus of the institution, and all instructional activities must be clearly related to the achievement of the institution's mission and objectives. ()

i. The requirements for all instructional programs must be defined clearly, including applicable completion requirements for courses, credits, clinicals, etc. Faculty must be given the responsibility for developing the curriculum for all courses or courses of study or degrees, designing effective learning strategies for students, identifying and organizing all instructional materials and specialized facilities, identifying instructional assessment methods, and evaluating the effectiveness of the course offerings. ()

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

ii. The institution must identify the number of credits required to earn a degree based on the following guidelines. Forty-five (45) clock-hours of student involvement are required for each semester credit, which includes a minimum of fifteen (15) student contact hours for each semester credit. ()

ASSOCIATE OF APPLIED SCIENCE DEGREE: A credential awarded for completion of requirements entailing at least two (2) years, but less than four (4) years, of full-time professional-technical study with a minimum of sixty (60) semester credits (includes a minimum of sixteen (16) general education credits) and includes mastery of specific competencies drawn from requirements of business/industry. ()

ASSOCIATE DEGREE: A credential awarded for completion of requirements entailing at least two (2) years, but normally less than four (4) years, of full-time academic work. ()

BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing at least four (4) years of full-time academic work. ()

MASTER'S DEGREE: A credential awarded for completion of requirements entailing at least one (1) year, but normally not more than two (2) years, of full-time academic work beyond the baccalaureate degree, including any required research. ()

DOCTORAL DEGREE: A credential awarded for completion of requirements entailing at least three (3) years of full-time academic work beyond the baccalaureate degree, including any required research. ()

iii. Written course descriptions must be developed for all courses and for all courses within a program or degree and include the following: course overview, learning objectives and outcomes, course content, assessment, and grading criteria. A written inventory must be maintained for all course descriptions, and course descriptions must be provided to the faculty. Faculty must be expected to follow course descriptions. Syllabi must be developed for each course and distributed to students at the beginning of the course. ()

iv. For each course or course of study leading to a degree, the institution shall assure that such courses will be offered with sufficient frequency to enable students to complete the course of study and degree within the minimum time for completion. ()

c. Standard III - Student support services - The institution must have clearly defined written policies that are distributed to students through a variety of print and electronic means.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

Polices must address students rights and responsibilities, grievance procedures, and must define what services are available to support students and instructional programs. ()

i. The institution must develop a written admissions policy. The admission of students must be determined through an orderly process using published criteria which must be uniformly applied. Admissions must take into account the capacity of the student to undertake a course of study and the capacity of the institution to provide instructional and other support services the student needs to complete the program. ()

ii. There should be a clearly defined policy for the readmission of students dismissed from the institution for academic reasons. The readmission of students dismissed under this policy should be consistent with the recognized academic standards of admission to the institution. ()

iii. The institution must establish and adhere to a clear and fair policy regarding due process in disciplinary matters, and publish this policy in a handbook, which must include other rights and responsibilities of the students and the grievance procedure. This handbook must be supplied to each student upon enrollment in the institution. The institution must provide the name and contact information for the individual who is responsible for dealing with student grievances and other complaints and for handling due process procedures. ()

iv. The institution must provide an effective program of academic advising for all students enrolled. The program must include orientation to the academic program, academic and personal counseling, career information and planning, placement assistance, and testing services. ()

v. The institution must provide students, prospective students prior to enrollment, and other interested persons with a catalog containing, at a minimum, the following information: the institution's mission; admissions policies; information describing the purpose, length, and objectives for the courses or courses of study or degrees offered by the institution; credit requirements for all courses or courses of study or degrees offered by the institution; procedures for awarding credit for work completed outside the collegiate setting; policies for acceptance of transfer credit; the schedule of tuition, fees, and all other charges and expenses necessary for completion of the courses or courses of study or degrees; cancellation and refund policies; a definition of the unit of credit as it applies at the institution; an explanation of satisfactory progress, including an explanation of the grading/assessment system; the institution's calendar, including the beginning and ending dates for each instructional term, holidays, and registration dates; a complete listing of each regularly employed faculty member showing name, area of assignment, rank, and each earned degree held, including degree level, degree designation, and institution that awarded the degree; a complete listing of each administrator showing name, title, area of assignment, and each earned degree held, including degree level, degree designation, and institution that awarded the degree; a statement of legal control with the names of the trustees, directors, and officers of the institution or corporation or other entity; a complete listing of all scholarships offered, if any; a statement describing the nature and extent of available student services; complete and clearly stated information about the transferability of credit to other postsecondary educational institutions, including two-year and four-year colleges and

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

universities; and any such other material facts concerning the institution and the courses or courses of study as are reasonably likely to affect the decision of the student to enroll at the institution. ()

vi. Accurate and secure records must be kept for all aspects of the student academic record including, at a minimum, admissions information, transcripts, and financial transactions. Standards established by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) must be used as a basis for establishing, maintaining, securing, and retaining student records. ()

vii. The institution must provide to each prospective student, newly-enrolled student, and returning student, complete and clearly presented information indicating the institution's current graduation rate by courses of study, and job placement rate by course of study. ()

d. Standard IV - Faculty qualifications, duties, and compensation - Faculty qualifications must be clearly defined for each discipline and the assigned location for each faculty member must be identified. ()

i. Faculty must be qualified through academic preparation appropriate to their assigned classes and degree level; i.e., for bachelor degree programs, faculty must have a Master's degree from an accredited institution; at the graduate level, a doctorate degree from an accredited institution. Relevant teaching experience or evidence to indicate they will be successful in the classroom must also be considered. Relevant work experience must also be considered. Transcripts for all faculty must be obtained, reviewed, and retained at the institution. Faculty must be recruited from a variety of institutions and backgrounds to enhance diversity and to avoid hiring a disproportionate number of individuals who are graduates of institutional programs. ()

ii. There shall be a sufficient number of full-time faculty members to maintain the continuity and stability of academic programs and policies. At least one full time faculty must be located in Idaho for each course or course of study or degree, unless the institution can demonstrate specifically why this is not feasible, and identify what provisions have been, or will be, made to serve students effectively. ()

iii. A group of faculty must be organized and given responsibility in conjunction with the institution's chief academic officer for reviewing and approving all courses and courses of study and degrees offered by the institution. This group must also be responsible for overseeing instructional assessment activities and setting standards for program review/evaluation. The group must be of sufficient size to effectively represent a variety of instructional disciplines and faculty perspectives. ()

iv. The ratio of faculty to students in each course must be sufficient to assure effective instruction. ()

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

v. Faculty must be paid a fixed salary. Commissions may not be used for any portion of the compensation, to supplement faculty salaries, or be connected to recruitment or retention of students. ()

vi. Procedures for evaluating faculty must be established, including provisions for promoting faculty and recognizing scholarly contributions to their academic discipline. ()

vii. A faculty development program must be established to encourage professional advancement and to enhance one's knowledge and instructional expertise. ()

e. Standard V – Resources, financial resources, and facilities – The institution must have adequate financial resources to accomplish its educational mission and objective. ()

i. A financial officer in a managerial position must be designated for the institution and given responsibility for overseeing all of the financial aspects of the institution. ()

ii. Adequate financial resources must be provided to accomplish the institutional mission and to effectively support the instructional programs, including teaching facilities (i.e., classrooms, labs), instructional materials, supplies and equipment, faculty, staff, library, and the physical and instructional technology infrastructure. ()

iii. The institution must have sufficient reserves so that, together with tuition and fees, it is able to complete its educational obligations to currently enrolled students, even if it were unable to admit any new students. ()

iv. Financial records and reports of the institution must be kept and made separate and distinct from those of any affiliated or sponsoring person or entity. Financial records and reports at a public or non-profit institution must be kept in accordance with the most current guidelines from the National Association of College and University Business Officers. Financial records and reports of a for-profit institution must be kept in accordance with generally accepted accounting principles. A for-profit institution must organize its reports and records under categories or cost centers comparable to accounting funds identified in the most current guidelines from the National Association of College and University Business Officers. ()

v. An annual independent audit of all fiscal accounts of the educational institution must be authorized by the governing board, and must be performed by a properly authorized certified public accountant. ()

f. Standard VI - Library and instructional resources - The institution must obtain and properly catalog library and other learning resources and make these resources readily available to its students and faculty. These holdings must be of sufficient quality and depth to support its mission and achievement of student and faculty learning objectives. ()

i. The institution must have adequate library facilities for the library holdings, space for study, and workspace for the librarian and library staff. ()

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

ii. Library services and resources must be available for student and faculty use with sufficient regularity, and at appropriate hours, to support the mission of the institution and its instructional offerings. ()

iii. If the institution relies on other institutions or entities to provide library resources, or this is done through electronic means, the institution must demonstrate how these arrangements effectively meet the needs of students and faculty. These arrangements must be documented through written agreements. Student and faculty use must be documented and frequently evaluated to ensure quality services are being provided. ()

iv. The library must be administered by professionally trained staff supported by sufficient personnel. ()

11. Additional Information. If the Board is unable to determine the nature and activities of an institution on the basis of the information provided by the institution under these rules, then the Board may notify the institution of additional information that it will be required to provide in connection with the application for registration. ()

12. Verification of Information. The Board may verify the accuracy of submitted information by inspection, visitation, or any other means it considers necessary. The applicant institution shall be responsible for any costs the Board incurs, including travel, associated with this review. ()

13. Criteria for Approval or Denial of Registration. To be approved for registration, the institution must demonstrate that it is in compliance with chapter 24, title 33, Idaho Code and these rules, including all of the standards described in subsection 200.07.a-f of these rules. An institution must remain in compliance for the registration year. ()

14. Public Information. All information submitted to the Board in connection with the application is public information, and is subject to disclosure as set forth in the public records act, title 9, chapter 3, Idaho Code. ()

15. Certificate of Registration. ()

a. A certificate of registration will be issued to a postsecondary educational institution that has paid its registration fee and has been approved under these rules. A certificate evidencing initial registration will be effective the date it is issued, and continue through June 30 of the next succeeding year. A renewal certificate will be for the period July 1 through June 30 of the next succeeding year. No institution that is registered with the Board shall advertise or represent in any manner that it is accredited by the Board. An institution may only represent that it is: "Registered with the Idaho State Board of Education." Registration is not an endorsement of the institution. ()

b. If an institution wishes to offer additional courses, courses of study, or degrees during the course of a registration year that were not included in its application to the Board prior to issuance of the certificate of registration, then the institution may submit a supplemental

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

application to the Board, on a form approved by the Board, and pay any additional registration fees that are applicable. If approved, the Board will issue a revised certificate of registration evidencing such approval. ()

16. Disapproval and Appeal.

If a postsecondary educational institution's request for initial registration, or renewal of registration, is disapproved by the Board, then the institution may appeal such decision in accordance with chapter 52, title 67, Idaho Code. The request must be in writing and made to the office within thirty (30) days of the date the institution is notified of the disapproval. ()

17. Withdrawal of Approval. ()

a. The Board may refuse to renew, or may revoke or suspend approval of, an institution's request for registration by giving written notice and the reasons therefor to the institution. The institution may request a hearing relating to such decision under IDAPA 04.11.01. ()

b. Withdrawal of approval may be for one or more of the following reasons: ()

i. Violation of chapter 24, title 33, Idaho Code or these rules; ()

ii. Providing false, misleading, deceptive, or incomplete information to the Board; ()

iii. Presenting to prospective or current students information about the institution which is false, fraudulent, misleading, deceptive, or inaccurate in a material respect; or ()

iv. Refusing to allow reasonable inspection or to supply reasonable information after a written request by the Board has been received. ()

c. If any information contained in the application submitted by the institution becomes incorrect or incomplete, then the registered institution shall notify the Board of such change within thirty (30) days. An institution that ceases operation during the course of a registration year shall immediately inform the Board of this event. ()

300. ACCEPTANCE OF ACADEMIC CREDIT AT IDAHO PUBLIC POSTSECONDARY EDUCATIONAL INSTITUTIONS. ()

01. Authority. Section 33-107(6)(b), Idaho Code, provides that the Board has the power to determine whether a course or course of study for academic credit is transferable to, and will be accepted by, a public postsecondary educational institution in Idaho. ()

02. Criteria. Academic credit shall not be transferred into any Idaho public postsecondary institution from a postsecondary educational institution that is not accredited by an organization recognized by the Board, as set forth in subsection 100.02.a-b of these rules. A course or course of study for academic credit shall be evaluated and reviewed to determine

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

whether such course is comparable to a course offered by an Idaho public postsecondary educational institution. ()

03. Procedure. ()

a. A determination of whether a course or course of study will be accepted for academic credit at an Idaho public higher education institution will be made after evaluation and review. An institution seeking such evaluation and review will be required to submit to the Board's chief higher education academic officer the documentation and/or information related to such course or course of study, who will review and evaluate the request with the input and advice of CAAP. ()

b. Should a course or course of study be evaluated as acceptable or comparable to a course or course of study offered by an Idaho public institution, then it will be accepted for academic credit by the Board and thus accepted by the public postsecondary institutions in Idaho. ()

c. A course or course of study that is evaluated and determined not to be acceptable or comparable to a course or course of study offered by an Idaho public institution shall not be accepted for academic credit at an Idaho public postsecondary institution. ()

400. REGISTRATION OF PROPRIETARY SCHOOLS. ()

01. Delegation. Section 33-2403, Idaho Code, provides that a proprietary school must hold a valid certificate of registration issued by the Board or its designee. The Board delegates authority to the Idaho State Department of Education to register proprietary schools, in accordance with these rules. ()

02. Registration Requirement. ()

a. Unless exempted by statute or these rules, as provided herein, a proprietary school which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually and hold a valid certificate of registration issued by the Department. A school shall not conduct, provide, offer, or sell a course or course of study unless registered. A school shall not solicit students for or on behalf of such school, or advertise in this state, unless registered. ()

b. Initial registration shall be for the period beginning on the date of issue of a certificate of registration and continue through June 30 of the next succeeding year. A proprietary school must renew its certificate of registration annually. Renewal of registration shall be for the period beginning on July 1 of any year, and continue through June 30 of the next succeeding year. ()

03. Exemptions from Registration. The following individuals or entities are specifically exempt from the registration requirements of these rules: ()

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

a. An individual or entity that offers instruction or training solely avocational or recreational in nature, as determined by the Board. ()

b. An individual or entity that offers courses recognized by the Board which comply in whole or in part with the compulsory education law. ()

c. An individual or entity that offers a course or course of study sponsored by an employer for the training and preparation of its own employees, and for which no tuition fee is charged to the student. ()

d. An individual or entity which is otherwise regulated, licensed, or registered with another state agency pursuant to title 54, Idaho Code. ()

e. Aviation school or instructors approved by and under the supervision of the federal aviation administration. ()

f. An individual or entity that offers intensive review courses designed to prepare students for certified public accountancy tests, public accountancy tests, law school aptitude tests, bar examinations or medical college admissions tests, or similar instruction for test preparation. ()

g. An individual or entity offering only workshops or seminars lasting no longer than three (3) calendar days. ()

h. A parochial or denominational institution providing instruction or training relating solely to religion and for which degrees are not granted. ()

i. An individual or entity that offers postsecondary credit through a consortium of public and private colleges and universities under the auspices of the western governors. ()

04. Application. A proprietary school that is required to register under these rules must submit to the Department an application for registration (either an application for initial registration, or renewal of registration, as applicable), on a form approved by the Department. The application must include a list of each course or course of study the applicant school intends to conduct, provide, offer or sell in Idaho during the registration year. ()

05. Registration Fees and Costs. A registration fee shall accompany each application for initial registration or renewal of registration. The fixed portion of such annual registration fee shall be in the amount of one hundred dollars (\$100) for each school. The variable portion of such annual registration fee shall be in the amount of one hundred dollars (\$100) for each course to be offered by the school during the registration year. Fees are not refundable. ()

06. Deadline for Registration. An initial application for registration may be submitted to the Department at anytime. A school should expect the Department's review process for an initial registration to take approximately three (3) to five (5) months. An

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

application for renewal of registration must be submitted to the Department on or before the first business day of May that precedes a registration year. ()

07. Information Required.

a. Such application must include the information requested on the application form. In addition, a school applying for registration must submit information and/or documentation with its application for registration that documents compliance with all of the standards, I through VI, set forth in subsection 400.08. a-e of these rules. ()

b. The Department may, in connection with a renewal of registration, request that a school only submit information that documents changes from the previous year, provided that the school certifies that all information and/or documentation submitted in a previous registration year remains current. The annual registration fee, described in subsection 400.05 of these rules, shall remain applicable. ()

08. Approval Standards for Registration of Proprietary Schools. The Board and its designee accepts the responsibility for setting and maintaining approval standards for proprietary schools that plan to offer courses or a set of related courses in or from Idaho in order to protect consumers and to ensure quality educational programs are provided throughout the state. A school must meet all of the standards prior to issuance of a certificate of registration and the school must provide required evidence to document compliance with the standards as identified in the application form. A certificate of registration may be denied if all of the standards are not met. ()

a. Standard I - Legal Status and Administrative Structure – The school must be in compliance with all local, state and federal laws, administrative rules and other regulations applicable to proprietary schools. ()

i. The school must have a clearly stated educational purpose that is consistent with the courses or a set of related courses under consideration for approval by the Department. ()

ii. The ownership of the school, its agents, and all school officials must be identified by name and title. ()

iii. Each employee must be appropriately qualified to ensure courses are of high quality and the rights of students are protected. ()

iv. Policies must have been established to govern admissions, hiring procedures, and working conditions; evaluation/assessment of all employees and instructional offerings; student and instructor rights and responsibilities; grievance procedures; approval of the curriculum and other academic procedures, etc.; to ensure the quality of educational offerings. ()

v. Procedures for assessing/evaluating the effectiveness of instruction must be established. Evaluation and assessment results must be used to improve courses or courses of study. ()

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

b. Standard II – Courses or Courses of Study – Instruction must be the primary focus of the school, and all instructional activities must be clearly related to the achievement of the stated instructional objectives. All courses or courses of study must prepare students to enter employment upon completion of the program or prepare them for self-employment. ()

i. The requirements for each course or course of study must be defined clearly including applicable completion requirements or other requirements such as practicums, clinicals, etc. Instructors must be given the responsibility for developing the curriculum for all courses or courses of study, designing effective learning strategies for students, identifying and organizing all instructional materials and specialized facilities, identifying instructional assessment methods, and evaluating the effectiveness of the course offerings. ()

ii. Written course descriptions must be developed for all courses or courses of study including: course overview, learning objectives and outcomes, course content, assessment, and grading criteria. A written inventory must be maintained for all course descriptions and course descriptions must be provided to instructors. Instructors must be expected to follow course descriptions. Syllabi must be developed for each course and distributed to students at the beginning of the course. ()

iii. The school must assure that courses or courses of study will be offered with sufficient frequency to enable students to complete courses or courses of study within the minimum time for completion. ()

iv. The school must clearly state the cost of each course or courses of study and identify the payment schedule. This information must be provided in written form to students, and the refund policy must also be given to students in writing. ()

v. All advertising, pamphlets, and other literature used to solicit students and all contract forms must accurately represent the purpose of the school, its courses or courses of study, job opportunities, and other relevant information to assist students in making an informed decision to enroll. The school must provide to each prospective student, newly-enrolled student, and returning student, complete and clearly presented information indicating the school's current completion and job placement rate. ()

vi. All agents must have a valid permit and all agents must be in compliance with Section 33-2404, Idaho Code. ()

c. Standard III - Student Support Services - The school must have clearly defined written policies that are distributed to students through a variety of print and electronic means. Policies must address students rights and responsibilities, grievance procedures, and define what services are available to support students. ()

i. The school must develop a written admissions policy. The admission of students must be determined through an orderly process using published criteria which must be uniformly applied. Admissions must take into account the capacity of the student to undertake a course of

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

study and the capacity of the school to provide instructional and other support services the student needs to complete the program. ()

ii. There must be a clearly defined policy for the readmission of students dismissed from the school. The readmission of students dismissed under this policy must be consistent with the recognized standards of admission to the school. ()

iii. The school must establish and adhere to a clear and fair policy regarding due process in disciplinary matters, and publish this policy in a handbook, which must include other rights and responsibilities of the students and the grievance procedure. This handbook must be supplied to each student upon enrollment in the school. The school must provide the name and contact information for the individual who is responsible for dealing with student grievances and other complaints and for handling due process procedures. ()

iv. The school must provide written information to prospective students prior to enrollment to include the following: information describing the purpose, length, and objectives of the courses or courses of study; completion requirements for the courses or courses of study; the schedule of tuition, fees, and all other charges and all expenses necessary for completion of the courses or courses of study; cancellation and refund policies; an explanation of satisfactory progress, including an explanation of the grading/assessment system; the calendar of study including registration dates, beginning and ending dates for all courses, and holidays; a complete list of instructors and their qualifications; a listing of available student services; and other information about the courses or courses of study that are likely to affect the decision of the student to enroll in the school. ()

v. Accurate and secure records must be kept for all aspects of the student record including, at minimum, admissions information, and the courses each student completed. ()

d. Standard IV - Faculty Qualifications and Compensation. ()

i. Instructor qualifications (training and experience) must be described and the assigned location for each instructor must be identified. ()

ii. There must be a sufficient number of full-time instructors to maintain the continuity and stability of courses. ()

iii. The ratio of instructors to students in each course must be sufficient to assure effective instruction. ()

iv. Instructors must be paid a fixed salary. Commissions may not be used for any portion of the compensation, to supplement faculty salaries, or be connected to recruitment or retention of students. ()

v. Procedures for evaluating instructors must be established, including provisions for student evaluation. ()

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

- e. Standard V – Resources, Finance, Facilities, and Instructional Resources. ()
- i. Adequate financial resources must be provided to accomplish instructional objectives and to effectively support the instructional program, including teaching facilities (i.e., classrooms, labs), instructional materials, supplies and equipment, instructors, staff, library, and the physical and instructional technology infrastructure. ()
- ii. Schools must obtain a surety bond and comply with the provisions in Section 33-2406, Idaho Code. ()
- iii. Schools must comply with the provisions in Section 33-2407, Idaho Code, relating to a student tuition recovery account. ()
- iv. The school must have sufficient reserves so that, together with tuition and fees, it is able to complete its educational obligations to currently enrolled students, even if it were unable to admit any new students. If the school is unable to fulfill its obligations to students, the school must make arrangements with another proprietary school to have students complete a comparable course or course of study(a teach-out provision). ()
- v. Financial records and reports of the school must be kept and made separate and distinct from those of any affiliated or sponsoring person or entity. Financial records and reports at a school shall be kept in accordance recognized financial accounting methods. ()
- vi. The school must have adequate library or instructional resource materials available to students, either on site or through electronic means. These materials must be housed in a designated area and be available for students and instructors with sufficient regularity and at appropriate hours to support achievement of course objectives or to promote effective teaching. ()
- vii. If the school relies on other schools or entities to provide library resources or instructional resources, the school must demonstrate how these arrangements effectively meet the needs of students and faculty. These arrangements must be documented through written agreements. Student and faculty use must be documented and frequently evaluated to ensure quality services are being provided. ()
- 09. Additional Information.** If the Department is unable to determine the nature and activities of a school on the basis of the information provided by the school under these rules, then the Department may notify the school of additional information that it will be required to provide in connection with the application for registration. ()
- 10. Verification of Information.** The Department may verify the accuracy of submitted information by inspection, visitation, or any other means it considers necessary. The applicant school shall be responsible for any costs the Department incurs including travel, associated with this review. ()

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

11. Criteria for Approval or Denial of Registration. To be approved for registration, the school must demonstrate that it is in compliance with chapter 24, title 33, Idaho Code and these rules, including all of the standards described in subsection 400.08. a-e of these rules. A school must remain in compliance for the registration year. ()

12. Public Information. All information submitted to the Department is public information, and is subject to disclosure as set forth in the public records act, title 9, chapter 3, Idaho Code. ()

13. Certificate of Registration.

a. A certificate of registration will be issued to a proprietary school that has paid its registration fee and been approved under these rules. A certificate evidencing initial registration will be effective the date it is issued, and continue through June 30 of the next succeeding year. A renewal certificate will be for the period July 1 through June 30 of the next succeeding year. No school that is registered with the Department shall advertise or represent in any manner that it is accredited by the Department. An institution may only represent that it is: "Registered with the Idaho State Department of Education." Registration is not an endorsement of the school. ()

b. If a school wishes to offer additional courses or courses of study during the course of a registration year that were not included in its application to the Department prior to issuance of the certificate of registration, then the school may submit a supplemental application to the Department, on a form approved by the Department, and pay any additional registration fees that are applicable. If approved, the Department will issue a revised certificate of registration evidencing such approval. ()

14. Disapproval and Appeal. If a proprietary school's request for initial registration or a renewal of registration is disapproved by the Department, then the school may appeal such decision in accordance with chapter 52, title 67, Idaho Code. The request must be in writing and made to the Department within thirty (30) days of the date the school is notified of the disapproval. ()

15. Withdrawal of Approval. ()

a. The Department may refuse to renew, or may revoke or suspend approval of a school's request for registration by giving written notice and the reasons therefor to the school. The school may request a hearing under IDAPA 04.11.01. ()

b. Withdrawal of approval may be for one or more of the following reasons: ()

i. Violation of chapter 24, title 33, Idaho Code or these rules. ()

ii. Providing false, misleading, deceptive, or incomplete information to the Department. ()

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

iii. Presenting to prospective students information about the school which is false, fraudulent, misleading, deceptive, or inaccurate in a material respect; or ()

iv. Refusing to allow reasonable inspection or to supply reasonable information after a written request by the Department has been received. ()

c. If any information contained in the application submitted by the school becomes incorrect or incomplete, then the registered school shall notify the Department of such change within thirty (30) days. A school that ceases operation during the course of a registration year shall immediately notify the Department of this event.

THIS PAGE INTENTIONALLY LEFT BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 10-11, 2006

SUBJECT

Experimental Program to Stimulate Competitive Research (EPSCoR) Committee Appointments

REFERENCE

April 2006

A presentation was made to the Board on the history and current activities of the EPSCoR Committee at the request of the Board.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Experimental Program to Stimulate Competitive Research (EPSCoR) in Idaho represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. Through EPSCoR, participating states are building a high-quality, academic research base that is serving as a backbone of a scientific and technological enterprise.

Idaho EPSCoR is led by a state committee composed of 16 members with diverse professional backgrounds from both the public and private sectors and from all regions of the state. The state committee reports to the State Board of Education via the Higher Education Research Council (HERC). The Idaho EPSCoR office and the State of Idaho EPSCoR Project Director are located at the University of Idaho, and partner institutions are Boise State University and Idaho State University. (This information was obtained from EPSCoR website supported by the NSF-Idaho EPSCoR Program and by the National Science Foundation under award number EPS-0132626).

DISCUSSION

In addition to the nominations provided by the EPSCoR Committee in November 2005, the Board solicited nominations from Idaho State University, Boise State University, Idaho National Laboratory, and other Board members.

At this time Board staff is recommending the appointment of five members to the EPSCoR Committee. Those members along with their biographies are listed below. Board staff has also asked the institutions to supply further nominations to fill two positions on the committee. Those recommendations will be brought back to the Board at the October or December meeting.

Furthermore, Board staff will request that the EPSCoR Committee forward suggestions on recommendations for inclusion into Board Policy. Those recommendations should address terms of service for committee members, voting authority for committee members, where the project director's position should be located, committee meeting schedule, and how and who selects the

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 10-11, 2006

reviewers for the grant applications. Those recommendations should be forwarded to Board staff prior to the December Board meeting.

Recommended Appointments

The following individuals are being recommended for appointment to the EPSCoR committee:

- Jim Schmidt, Qwest Idaho Operations
- Mark Bowen, CH2M Hill, Boise
- Andy Klein, Idaho National Laboratory
- Laird Stone, State Board Member
- Karen McGee, State Board Member

Jim Schmidt – President, Qwest Idaho Operations. Mr. Schmit is a highly respected business leader in Idaho. He has taken an active part in various business associations. He is a man of vision and has led the Idaho operations of Qwest into a highly productive position.

Mark Bowen - Mr. Bowen is the Vice President and Area Manager for CH2M Hill in Boise. He has been extensively involved with multiple municipal projects throughout the region and is a community leader promoting sustainable development and conservation principles. Mr. Bowen is also on the Executive Committee of the Boise Metro Chamber of Commerce. He has a Bachelor of Science degree in Civil and Environmental Engineering from Utah State University and a Master's in Structural Engineering from Stanford. He has been at CH2M Hill for 21 years and serves on the advisory boards for the colleges of engineering at Utah State University and Boise State University. Previously, he was employed by Reaveley Engineering in Salt Lake City.

Andy Klein – Dr. Klein received his BS in Nuclear Engineering from Pennsylvania State University and his MS and PhD degrees in Nuclear Engineering from University of Wisconsin. He is currently a visiting professor at Massachusetts Institute of Technology, a professor at Oregon State University and he also serves as Director for Education, Training and Research Partnerships Idaho National Laboratory. Dr. Klein has published various books, technical journals, and reports and has received funding from the US Department of Energy, National Aeronautics and Space Administration, Battelle Pacific Northwest Laboratories and various others from the private sector. He has served on various committees, commissions, and boards. Most recently: Chair, Prometheus Advisory Council, Jet Propulsion Laboratory; Nuclear Systems Strategic Roadmap Committee, National Aeronautic and Space Administration; Engineering Accreditation Commission, ABET; Chair, Subcommittee on Nuclear Laboratory Requirements, Nuclear Energy Research Advisory Committee, US Department of Energy; and Operations and Power Division Executive Committee, American Nuclear Society.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 10-11, 2006

Laird Stone – Mr. Stone was appointed to the Board in December 2001. He is a partner in the law firm Stephan, Kvanvig, Stone and Trainor in Twin Falls. Stone is a Gooding native who graduated from Gooding High School and earned his undergraduate and law degrees from the University of Idaho. He continued his education at the Advocacy College of the Hasting College of Law in San Francisco and the National Association of Criminal Defense Trial College in Houston.

Karen McGee – Ms. McGee, first appointed to the Board in March 1999, is an audiologist by profession. She holds a bachelor's degree in Speech Pathology/Audiology and a master's in Speech Pathology from Idaho State University. She currently chairs the Governor's Workforce Development Council and formerly chaired the Governor's Welfare Reform Committee. McGee was a member of the Pocatello City Council for 14 years.

Vice Presidents for Research – The Vice Presidents for Research at Boise State University, Idaho State University and the University of Idaho are automatically appointed to the EPSCoR committee. Therefore, it is recommended that Dr. Charles Hatch be reappointed as a committee member. Currently, BSU and ISU have interims in this position. It is recommended that Dr. John Pelton, BSU and Dr. Lawrence Ford, ISU, be officially recognized as committee members by the State Board of Education until those positions are permanently filled.

IMPACT

N/A

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends appointing the individuals identified above.

MOTION

A motion to approve the recommended EPSCoR appointments as identified in the section above, and to direct the EPSCoR committee to forward to Board staff suggestions on recommendations for inclusion in Board policy.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

SUBJECT

Approval of Rules Governing Public Charter Schools.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105, 33-5203, and 33-5213. Idaho Code.

BACKGROUND

Current Board rule does not require virtual public charter schools to obtain proof of residency for their students. Individuals and members of the Idaho legislature have expressed concern that this may allow non-Idaho residents to take advantage of Idaho's charter schools through virtual instruction.

DISCUSSION

The proposed rule requires virtual public charter schools to obtain, on an annual basis, proof of residency for each student enrolled in the school. This proof of residency may consist of a current utility bill; lease or rental agreement; driver's license or ID card; or tax document for the student's parent or guardian.

IMPACT

Approval of the proposed rule would result in its presentation to the Idaho legislature during the 2007 legislative session.

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the proposed rule.

BOARD ACTION

A motion to approve an amendment to IDAPA 08.02.04.300, Rules Governing Public Charter Schools.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

300. PUBLIC CHARTER SCHOOL RESPONSIBILITIES.

01. General. The governing board of a public charter school shall be responsible for ensuring that the public charter school is adequately staffed, and that such staff provides sufficient oversight over all public charter school operational and educational activities. In addition, the governing board of a public charter school shall be responsible for ensuring compliance with Title 33, Chapter 52, Idaho Code. (4-11-06)

02. Compliance with Terms of Charter. The governing board of a public charter school shall be responsible for ensuring that the school is in compliance with all of the terms and conditions of the charter approved by the authorized chartering entity of the school, as reflected in the final approved petition filed with the Board. In addition, the governing board of the public charter school shall be responsible for ensuring that the school complies with all applicable federal and state education standards, as well as all applicable state and federal laws, rules and regulations, and policies. (4-11-06)

03. Annual Reports. The governing board of a public charter school must submit an annual report to the authorized chartering entity of the school, as required by Section 33-5206(7), Idaho Code. The report shall contain the audit of the fiscal and programmatic operations as required in Section 33-5205(3)(j), Idaho Code, a report on student progress based on the public charter school's student educational standards identified in Section 33-5205(3)(b), Idaho Code, and a copy of the public charter school's accreditation report. An authorized chartering entity may reasonably request that a public charter school provide additional information to ensure that the public charter school is meeting the terms of its charter. (4-11-06)

04. Operational Issues. The governing board of the public charter school shall be responsible for promptly notifying its authorized chartering entity if it becomes aware that the public charter school is not operating in compliance with the terms and conditions of its charter. Thereafter, the governing board of the public charter school shall also be responsible for advising its authorized chartering entity with follow-up information as to when, and how, such operational issues are finally resolved and corrected. (4-11-06)

05. Proof of Idaho Residency Requirement for Public Virtual Schools.
Public virtual schools must obtain proof of Idaho residency annually for all students enrolled in the public virtual school. Proof of Idaho residency shall be obtained at the time of enrollment for new students and annually for all returning students, to be received no later than September 30. Proof of residency documents shall be considered education records and maintained in students' files. Proof of Idaho residency shall consist of a copy of one (1) of the following:

- a. A current utility bill; ()
- b. Lease or rental agreement; ()

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

c. Driver's license or ID card; or ()

d. Tax document for the student's parent or guardian. ()

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

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

(2) Statements of the state board of education and board of regents of the university of Idaho which relate to the curriculum of public educational institutions, to students attending or applicants to such institutions, or to the use and maintenance of land, equipment and buildings controlled by the respective institutions, are not rules and are not statements of general applicability for the purposes of chapter 52, title 67, Idaho Code.

(3) Notwithstanding any other provision of chapter 52, title 67, Idaho Code, the state board of education and board of regents of the university of Idaho shall be deemed to be in full compliance with the notice requirements of section 67-5221, Idaho Code, if:

(a) Notice is given by including the intended action in the official written agenda for a regularly scheduled meeting of the board, and the agenda is available for public inspection at the central office of the board not less than five (5) days prior to the meeting; and

(b) Notice of the intended action, accompanied by the full text of the rule under consideration prepared so as to indicate words added or deleted from the presently effective text, if any, is transmitted to the director of the legislative services office at the same time that notice is given under paragraph (a) of this subsection. The director of the legislative services office shall refer the material under consideration to the germane joint subcommittee created in section 67-454, Idaho Code, to afford the subcommittee opportunity to submit data, views or arguments in writing to the board prior to the time for receiving comment as provided in paragraph (d) of this subsection; and

(c) The intended action is discussed but not acted upon during the regularly scheduled meeting for which the agenda was prepared, but instead is held for final action at the next regularly scheduled or later meeting of the board; and

(d) At least fifteen (15) days prior to the scheduled date for final action, the board shall mail to all persons who have made timely request in writing to the board and shall publish in an issue of the Idaho administrative bulletin a brief description of the intended action, or a concise summary of any statement of economic impact required pursuant to section 67-5223(2), Idaho Code, and shall note the time when, the place where, and the manner in which interested persons may present their views thereon; and

(e) Upon adoption of a rule, the board, if requested in writing to do so by an interested person either prior to adoption or within twenty-eight (28) days thereafter, shall issue a concise statement of the principal reasons for and against its adoption, incorporating therein its reasons for overruling the considerations urged against its adoption.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 52
PUBLIC CHARTER SCHOOLS

33-5203. AUTHORIZATION -- LIMITATIONS. (1) The creation of public charter schools is hereby authorized. Public charter schools shall be part of the state's program of public education.

(2) The number of new public charter schools which may begin educational instruction in any one (1) school year shall be limited in number in accordance with the following:

(a) Not more than six (6) new public charter schools may begin educational instruction in any one (1) school year, and

(b) Not more than one (1) new public charter school may begin educational instruction that is physically located within any one (1) school district in any one (1) school year, and

(c) No whole school district may be converted to a charter district or any configuration which includes all schools as public charter schools, and

(d) Public virtual charter schools approved by the public charter school commission are not included in paragraph (b) of this subsection, and

(e) The transfer of a charter for a school already authorized pursuant to section 33-5205A, Idaho Code, is not included in the limit on the annual number of public charter schools approved to begin educational instruction in any given school year as set forth in paragraph (a) of this subsection, and

(f) A petition must be received by the initial authorized chartering entity no later than September 1 to be eligible to begin instruction the first complete school year following receipt of the petition, and

(g) To begin operations, a newly-chartered public school must be authorized by no later than January 1 of the previous school year.

(3) A public charter school may be formed either by creating a new public charter school, which charter may be approved by any authorized chartering entity, or by converting an existing traditional public school to a public charter school, which charter may only be approved by the board of trustees of the school district in which the existing public school is located.

(4) No charter shall be approved under this chapter:

(a) Which provides for the conversion of any existing private or parochial school to a public charter school.

(b) To a for-profit entity or any school which is operated by a for-profit entity, provided however, nothing herein shall prevent the board of directors of a public charter school from legally contracting with for-profit entities for the provision of products or services that aid in the operation of the school.

(c) By the board of trustees of a school district if the public charter school's physical location is outside the boundaries of the authorizing school district. The limitation provided in this subsection (4)(c) does not apply to a home-based public virtual school.

(5) A public virtual school charter may be approved by the public charter school commission. In addition, a charter may also be approved by the state board of education pursuant to section 33-5207(5)(b), Idaho Code.

(6) The state board of education shall adopt rules, subject to law, to establish a consistent application and review process for the approval and maintenance of all public charter schools.

(7) The state board of education shall be responsible to designate those public charter schools that will be identified as a local education agency (LEA) as such term is defined in 34 CFR 300.18; however, only public charter schools chartered by the board of trustees of a school district may be included in that district's LEA.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 52
PUBLIC CHARTER SCHOOLS

33-5213. PUBLIC CHARTER SCHOOL COMMISSION. (1) There is hereby created an independent public charter school commission, referred to hereinafter as the commission, to be located in the office of the state board of education, pursuant to section 33-105, Idaho Code. It shall be the responsibility and duty of the executive director of the state board of education acting at the direction of the commission to administer and enforce the provisions of this chapter, and the director or his designee, shall serve as secretary to the commission.

(2) The public charter school commission shall adopt rules, subject to law, regarding the governance and administration of the commission.

(3) The commission shall be composed of seven (7) members:

(a) Three (3) members shall be current or former members of boards of directors of Idaho public charter schools, and shall be appointed by the governor, subject to the advice and consent of the senate; provided however, that no current board member of a public charter school authorized by the commission shall be eligible for appointment;

(b) Three (3) members shall be current or former trustees of an Idaho school district, and shall be appointed by the governor, subject to the advice and consent of the senate; and

(c) One (1) member shall be a member of the public at large not directly associated with the Idaho public education system, and shall be appointed by the governor, subject to the advice and consent of the senate.

For the purpose of establishing staggered terms of office, the initial term of office for three (3) commission members shall be four (4) years and thereafter shall be four (4) years; the initial term of office for two (2) members shall be three (3) years and thereafter shall be four (4) years; and the initial term of office for two (2) members shall be two (2) years and thereafter shall be four (4) years. In making such appointments, the governor shall consider regional balance. Members of the commission shall hold office until the expiration of the term to which the member was appointed and until a successor has been duly appointed, unless sooner removed for cause by the appointing authority. Whenever a vacancy occurs, the appointing authority shall appoint a qualified person to fill the vacancy for the unexpired portion of the term.

(4) All members of the commission shall be citizens of the United States and residents of the state of Idaho for not less than two (2) years.

(5) The members of the commission shall, at their first regular meeting following the effective date of this act, and every two (2) years thereafter, elect, by a majority vote of the members of the commission, a chairman and a vice-chairman. The chairman shall preside at meetings of the commission, and the vice-chairman shall preside at such meetings in the absence of the chairman. A majority of the members of the commission shall constitute a quorum. The commission shall meet at such times and places as determined to be necessary and convenient, or at the call of the chair.

(6) Each member of the commission not otherwise compensated by public moneys shall be compensated as provided in section 59-509(h), Idaho Code.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

SUBJECT

Approval of Proposed Rule IDAPA 08.02.03, Rules Governing Thoroughness – High School Graduation Requirements

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-105 (1), 33-1612, Idaho Code. Rules – Executive Department.

BACKGROUND

In January 2005, the Board organized the Accelerated Learning and Preparation for Postsecondary Education Task Force for the purpose of developing recommendations regarding high school requirements that would provide all students in Idaho with the preparation needed to be able to succeed in work and/or in post-secondary education programs upon graduating from an Idaho high school. The Board established a task force with representatives from a variety of stakeholder groups to examine rules and policies associated with Idaho's K-20 for the purpose of increasing the number of students who are prepared for success upon graduation. The task force proposed new graduation requirements that were adopted during the 2006 legislative session. The Idaho legislature chose not to fund implementation activities identified as essential in allowing school districts to meet the proposed requirements. As a result, the SBOE adopted a temporary rule at the June 2006 Board meeting that removed the additional requirements.

DISCUSSION

During 2006, the Board received valuable feedback regarding the proposed rule. Board staff has developed several versions of a proposed rule that reflect the feedback received. In addition, Board staff has developed the framework for a statewide implementation plan that, once funded, will allow all Idaho school districts to meet the proposed requirements by the proposed implementation date. The implementation plan addresses concerns identified last year and provides a framework to ensure that Idaho schools will have adequate time and resources to increase rigor in order to prepare students for future success in employment and/or postsecondary programs.

The proposed requirements are listed in the chart below.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

Accelerated Learning Proposed Graduation Rules
High School – Grades 9 –12

| Content Area | Current Credit Requirement | Proposal A | Proposal B | Proposal C | Proposal D |
|---|--|--|--|---|---|
| Language Arts (English and Speech) | 9 | 9 | 9 | 9 | 9 |
| Mathematics | 4 No course titles | 8 credits No course titles | 6 Credits Including Algebra 1, Geometry and Algebra 2 with no opt out | 6 credits Including Algebra 1 and Geometry 2 credits must be taken in senior year *Incentives for school districts to adopt 4 years, Algebra 2 | 8 credits Including Alg 1, Geometry and Alg 2 or advanced math Opt out available for Algebra 2 |
| Science | 4 | 6 (4 lab) | 6 (4 lab) | 6 (4 lab) | 6 (4 lab) |
| Social Studies US History, Economics and American Government | 5 | 5 | 5 | 5 | 5 |
| Humanities Interdisciplinary Humanities, Fine Arts or Foreign Language | 2 | 2 | 2 | 2 | 2 |
| Health | 1 | 1 | 1 | 1 | 1 |
| Postsecondary Readiness Plan | 4 Year Learning Plan at end of 8 th grade | No change | No change | No change | No change |
| Electives (Minimum number to graduate) | 17 | 15 | 17 | 17 | 15 |
| Senior Project | None | Required including oral presentation, project and written report Districts design | Required including oral presentation, project and written report Districts design | Required including oral presentation, project and written report Districts design | Required including oral presentation, project and written report Districts design |
| College Entrance Exam | None | ACT, SAT or Compass by the end of 11 th grade Districts choose options | ACT, SAT or Compass by the end of 11 th grade Districts choose options | ACT, SAT or Compass by the end of 11 th grade Districts choose options | ACT, SAT or Compass by the end of 11 th grade Districts choose options |
| TOTAL CREDITS | 42 | 46 | 46 | 46 | 46 |

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

IMPACT

Many of the national studies on high school reform/redesign recommend increasing high school graduation requirements to better prepare students for the workplace or for entrance into postsecondary education. Raising Idaho's graduation requirements will provide minimum expectations for all districts that are consistent with entry level employment and post-secondary enrollment expectations. Adopting a proposed rule will also provide districts with an opportunity to implement best practices to achieve these expectations and will provide the Idaho legislature with an opportunity to fund an implementation plan that provides better education programs for Idaho students.

ATTACHMENT

| | |
|---|---------|
| Attachment 1 –Proposed Rules Governing Thoroughness – High School Graduation Standards | |
| Proposal 1 | Page 3 |
| Proposal 2 | Page 7 |
| Proposal 3 | Page 11 |
| Proposal 4 | Page 15 |
| Implementation Plan | Page 16 |

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board approve a proposed rule for high school graduation requirements.

BOARD ACTION

A motion to approve the Proposed Rules Governing Thoroughness – High School Graduation Requirements, proposal _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

105. GRADUATION FROM HIGH SCHOOL.

A student must meet all of the following requirements before the student will be eligible to graduate from an Idaho high school: (4-11-06)

01. Credit Requirements. (~~4-11-06~~)

a. (Effective for all students that graduate prior to January 1, 2012.) Each student shall demonstrate achievement in the CORE and other required subjects to include forty-two (42) semester credits, one (1) semester equaling one-half (1/2) year. ~~(6-15-06)~~()

b. (Effective for all students that enter the ninth grade in the fall of 2008 or later.) Each student shall complete the requirements found in Section 107 and other subjects to include forty-six (46) semester credits. ~~(4-11-06)~~()

02. Achievement Standards. Each student shall meet locally established subject area achievement standards (using state standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (4-11-06)

03. Proficiency (Effective January 1, 2006). Each student shall achieve a proficient or advanced score on the High School Idaho Standards Achievement Test (ISAT) in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and, at the discretion of the school district or LEA, may be given an opportunity to demonstrate proficiency of the achievement standards through some other locally established mechanism. All locally established mechanisms used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. (4-11-06)

a. Before appealing to the school district or LEA for an alternate measure, the student must be: (4-11-06)

i. Enrolled in a special education program and have an Individual Education Plan (IEP), or (3-20-04)

ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less, or (3-20-04)

iii. Enrolled in the fall semester of the senior year. (3-20-04)

b. The measure must be aligned at a minimum to tenth grade state content standards; (3-20-04)

c. The measure must be aligned to the state content standards for the subject matter in question; (3-20-04)

d. The measure must be valid and reliable; and (3-20-04)

e. Ninety percent (90%) of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance. (3-20-04)

04. Foreign Exchange Students. Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

05. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

106. ~~(RESERVED)~~ ADVANCED OPPORTUNITIES (EFFECTIVE JULY 1, 2007).

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

All high schools in Idaho shall be required to provide Advanced Opportunities, as defined in Subsection 007.01, or provide opportunities for students to take courses at the postsecondary campus. ()

107. HIGH SCHOOL GRADUATION REQUIREMENTS.

01. Requirements. (Effective for all students that graduate prior to January 1, 2012.) The State minimum graduation requirement for all Idaho public high schools is forty-two (42) semester credits and a proficient or advanced score on the ISAT (effective January 1, 2006). The core of instruction required by the State Board of Education is twenty-five (25) semester credits. Local school districts may establish graduation requirements beyond the state minimum. The local school district has the responsibility to provide education opportunities that meet the needs of students in both academic and professional-technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. ~~(6-15-06)I~~()

02. Requirements. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) The State minimum graduation requirement for all Idaho public high schools requires that a student take a minimum of forty-six (46) semester credits and achieve a proficient or advanced score on the ISAT. Twenty-nine (29) semester credits are required as listed in Subsections 107.01 through 107.07, plus a minimum of seventeen (17) elective credits. All credit-bearing classes must be aligned with state high school standards in the content areas for which standards exist. Local school districts or LEAs may establish graduation requirements beyond the state minimum. The local school district or LEA has the responsibility to provide educational opportunities that meet the needs of students in both academic and professional technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. ()

023. Secondary Language Arts and Communication. (Nine (9) credits required with instruction in communications including oral communication and technological applications). Includes four (4) years of instruction in English, each year will consist of language study, composition, and literature. A course in speech or a course in debate will fulfill one (1) credit of the nine (9) credit requirement. (7-1-00)

034. Mathematics *and* Science. ~~(6-15-06)I~~()

a. Mathematics and Science. (Effective for all students that graduate prior to January 1, 2012.) Eight (8) credits required, a minimum of four (4) credits in math and four (4) credits in science, two (2) of which will be laboratory based. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. Secondary sciences will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. ~~(6-15-06)I~~()

b. Mathematics. (Effective for all students that enter the ninth grade in the fall of 2009 or later but prior to the fall of 2009.) Six (6) credits required beginning with a minimum of algebra I. Secondary mathematics must include two (2) semesters of algebra I; two (2) semesters of geometry; two (2) semesters of algebra II or advanced math beyond Geometry according to standards and courses approved by the State Department of Education (unless an algebra II or advanced math beyond Geometry waiver is granted allowing the student to substitute another course for the two (2) credits of algebra II or advanced math beyond Geometry. If a student completes any of these courses with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However the student must take six (6) credits of high school math in addition to the courses completed in middle school. In order to apply for an algebra II or advanced math beyond Geometry waiver, a parent or guardian must apply on behalf of the child no earlier than fourth quarter of the tenth grade. The parent or guardian must meet with designated school personnel and complete the requirements of the local district or LEA for petitioning the governing school board to grant the waiver. Local school districts or LEAs must establish waiver criteria for algebra II or advanced math beyond Geometry. The criteria must include a meeting with school personnel, parents, and student. In order to meet state graduation requirements, students who are granted algebra II

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

or advanced math beyond Geometry waivers must complete six (6) credits of math, including two (2) credits of algebra I and two (2) credits of geometry. ()

c. Mathematics. (Effective for all students that enter the ninth grade in the fall of 2010 or later.) Eight (8) credits required beginning with a minimum of algebra I. Secondary mathematics must include two (2) semesters of algebra I; two (2) semesters of geometry; two (2) semesters of algebra II or advanced math beyond Geometry according to standards and courses approved by the State Department of Education (unless an algebra II or advanced math beyond Geometry waiver is granted allowing the student to substitute another course for the two (2) credits of algebra II or advanced math beyond Geometry); and two (2) other math credits. If a student completes any of these courses with a grade of C or higher before entering grade nine (9), the student has met the high school content area requirement. However the student must take eight (8) credits of high school math in addition to the courses completed in middle school. In order to apply for an algebra II or advanced math beyond Geometry waiver, a parent or guardian must apply on behalf of the child no earlier than fourth quarter of the tenth grade. The parent or guardian must meet with designated school personnel and complete the requirements of the local district or LEA for petitioning the governing school board to grant the waiver. Local school districts or LEAs must establish waiver criteria for algebra II or advanced math beyond Geometry. The criteria must include a meeting with school personnel, parents, and student. In order to meet state graduation requirements, students who are granted algebra II or advanced math beyond Geometry waivers must complete eight (8) credits of math, including two (2) credits of algebra I and two (2) credits of geometry. ()

05. Science. (Effective for all students that enter the ninth grade in the fall of 2008 or later.) Six (6) credits required. Secondary sciences shall include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment or approved applied science. Four (4) credits of these courses must be laboratory based. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However, the student must complete six (6) credits of high school science in addition to the courses completed in middle school. ()

046. Social Studies. (Five (5) credits required), including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs, and world history may be offered as electives, not to be counted as a social studies requirement. (4-11-06)

057. Humanities. (Two (2) credits required). A course in interdisciplinary humanities, visual and performing arts, or world language. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course syllabus is approved by the State Department of Education as being aligned with the Humanities Standards. (4-11-06)

068. Health/Wellness. (One (1) credit required). A course focusing on positive health habits. (7-1-00)

09. College Entrance Examination. (Effective for all students that enter the ninth grade in the fall of 2008 or later.) A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACT or SAT. Scores must be included in the Learning Plan. ()

10. Senior Project. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) A student shall complete a senior project that shall include a research paper and oral presentation by the end of grade twelve (12). ()

0711. Assessment. A student must achieve a proficient or advanced score on the ISAT. A student is not required to achieve a proficient or advanced score on the ISAT if: (4-11-06)

a. A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam shall be approved by the State Board of Education, and must measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; (4-11-06)

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

- b.** A student appeals for another measure approved by a school district or LEA as outlined in Subsection 105.03; or (4-11-06)
- c.** A student has an IEP that outlines alternate requirements for graduation. (4-11-06)
- d.** The requirement will be phased in providing the following exemptions for the calendar year of 2006 and 2007. (4-11-06)
- i.** Calendar year of 2006. A student is not required to achieve a proficient or advanced score on the ISAT if: (4-11-06)
- (1) A student took the ISAT and was within six (6) Rasch Units (RIT points) of proficiency; (4-11-06)
- (2) A student has a score of seventeen (17) on the ACT or two hundred (200) on the SAT in English and a score of nineteen (19) on the ACT or four hundred sixty (460) on the SAT in Math; (4-11-06)
- (3) A student has an IEP that outlines alternate requirements for graduation; (4-11-06)
- (4) A student is considered an LEP student through a score determined on the state language proficiency test and has been in an LEP program for three (3) academic years or less; (4-11-06)
- (5) A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (4-11-06)
- (6) A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. (4-11-06)
- ii.** Calendar year of 2007 and subsequent classes. A student is not required to achieve a proficient or advanced score on the ISAT if: (4-11-06)
- (1) A student took the ISAT and was within three (3) RIT points of proficiency; (4-11-06)
- (2) A student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (4-11-06)
- (3) A student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (4-11-06)
- (4) A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (4-11-06)
- (5) A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. (4-11-06)

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

105. GRADUATION FROM HIGH SCHOOL.

A student must meet all of the following requirements before the student will be eligible to graduate from an Idaho high school: (4-11-06)

01. Credit Requirements. (~~4-11-06~~)()

a. (Effective for all students that graduate prior to January 1, 2013.) Each student shall demonstrate achievement in the CORE and other required subjects to include forty-two (42) semester credits, one (1) semester equaling one-half (1/2) year. (~~6-15-06~~)()

b. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Each student shall complete the requirements found in Section 107 and other subjects to include forty-six (46) semester credits. ()

02. Achievement Standards. Each student shall meet locally established subject area achievement standards (using state standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (4-11-06)

03. Proficiency (Effective January 1, 2006). Each student shall achieve a proficient or advanced score on the High School Idaho Standards Achievement Test (ISAT) in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and, at the discretion of the school district or LEA, may be given an opportunity to demonstrate proficiency of the achievement standards through some other locally established mechanism. All locally established mechanisms used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. (4-11-06)

a. Before appealing to the school district or LEA for an alternate measure, the student must be: (4-11-06)

i. Enrolled in a special education program and have an Individual Education Plan (IEP), or (3-20-04)

ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less, or (3-20-04)

iii. Enrolled in the fall semester of the senior year. (3-20-04)

b. The measure must be aligned at a minimum to tenth grade state content standards; (3-20-04)

c. The measure must be aligned to the state content standards for the subject matter in question; (3-20-04)

d. The measure must be valid and reliable; and (3-20-04)

e. Ninety percent (90%) of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance. (3-20-04)

04. Foreign Exchange Students. Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

05. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

106. ~~RESERVED~~ ADVANCED OPPORTUNITIES (EFFECTIVE JULY 1, 2008).

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

All high schools in Idaho shall be required to provide Advanced Opportunities, as defined in Subsection 007.01, or provide opportunities for students to take courses at the postsecondary campus. ()

107. HIGH SCHOOL GRADUATION REQUIREMENTS.

01. Requirements. (Effective for all students that graduate prior to January 1, 2012.) The State minimum graduation requirement for all Idaho public high schools is forty-two (42) semester credits and a proficient or advanced score on the ISAT (effective January 1, 2006). The core of instruction required by the State Board of Education is twenty-five (25) semester credits. Local school districts may establish graduation requirements beyond the state minimum. The local school district has the responsibility to provide education opportunities that meet the needs of students in both academic and professional-technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. ~~(6-15-06)F~~()

02. Requirements. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) The State minimum graduation requirement for all Idaho public high schools requires that a student take a minimum of forty-six (46) semester credits and achieve a proficient or advanced score on the ISAT. ()

a. Thirty-one (31) semester credits are required as listed in Subsections 107.01 through 107.08; and ()

b. A minimum of fifteen (15) elective credits. ()

c. All credit-bearing classes must be aligned with state high school standards in the content areas for which standards exist. ()

d. Local school districts or LEAs may establish graduation requirements beyond the state minimum. The local school district or LEA has the responsibility to provide educational opportunities that meet the needs of students in both academic and professional technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. ()

023. Secondary Language Arts and Communication. (Nine (9) credits required with instruction in communications including oral communication and technological applications). Includes four (4) years of instruction in English, each year will consist of language study, composition, and literature. A course in speech or a course in debate will fulfill one (1) credit of the nine (9) credit requirement. (7-1-00)

034. Mathematics and Science. ~~(6-15-06)F~~()

a. Mathematics and Science. (Effective for all students that graduate prior to January 1, 2012.) Eight (8) credits required, a minimum of four (4) credits in math and four (4) credits in science, two (2) of which will be laboratory based. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. Secondary sciences will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. ~~(6-15-06)F~~()

b. Mathematics. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Six (6) credits required. Secondary mathematics shall include instruction in the following areas: ()

i. Two (2) semesters of Algebra I; ()

ii. Two (2) semesters of geometry; and ()

iii. Two (2) semesters Algebra II. ()

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

c. If a student completes any required high school courses with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However the student must complete six (6) credits of high school math in addition to the courses completed in middle school. ()

05. Science. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Six (6) credits required. ()

a. Secondary sciences shall include instruction in the following areas: ()

i. Biology; ()

ii. Physical science or chemistry; and ()

iii. Earth, space, environment or approved applied science. ()

d. Four (4) credits of courses outlined in Subsection 107.05.a. must be laboratory based. ()

e. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However, the student must complete six (6) credits of high school science in addition to the courses completed in middle school. ()

046. Social Studies. (Five (5) credits required), including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs, and world history may be offered as electives, not to be counted as a social studies requirement. (4-11-06)

057. Humanities. (Two (2) credits required). A course in interdisciplinary humanities, visual and performing arts, or world language. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course syllabus is approved by the State Department of Education as being aligned with the Humanities Standards. (4-11-06)

068. Health/Wellness. (One (1) credit required). A course focusing on positive health habits. (7-1-00)

09. College Entrance Examination. (Effective for all students that enter the ninth grade in the fall of 2008 or later.) A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACT or SAT. Scores must be included in the Learning Plan. ()

10. Senior Project. (Effective for all students that enter the ninth grade in the fall of 2008 or later.) A student shall complete a senior project that shall include a research paper and oral presentation by the end of grade twelve (12). ()

~~0711.~~ **Assessment.** A student must achieve a proficient or advanced score on the ISAT. A student is not required to achieve a proficient or advanced score on the ISAT if: (4-11-06)

a. A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam shall be approved by the State Board of Education, and must measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; (4-11-06)

b. A student appeals for another measure approved by a school district or LEA as outlined in Subsection 105.03; or (4-11-06)

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

- c.** A student has an IEP that outlines alternate requirements for graduation. (4-11-06)
- d.** The requirement will be phased in providing the following exemptions for the calendar year of 2006 and 2007. (4-11-06)
- i.** Calendar year of 2006. A student is not required to achieve a proficient or advanced score on the ISAT if: (4-11-06)
- (1) A student took the ISAT and was within six (6) Rasch Units (RIT points) of proficiency;(4-11-06)
- (2) A student has a score of seventeen (17) on the ACT or two hundred (200) on the SAT in English and a score of nineteen (19) on the ACT or four hundred sixty (460) on the SAT in Math; (4-11-06)
- (3) A student has an IEP that outlines alternate requirements for graduation; (4-11-06)
- (4) A student is considered an LEP student through a score determined on the state language proficiency test and has been in an LEP program for three (3) academic years or less; (4-11-06)
- (5) A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (4-11-06)
- (6) A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. (4-11-06)
- ii.** Calendar year of 2007 and subsequent classes. A student is not required to achieve a proficient or advanced score on the ISAT if: (4-11-06)
- (1) A student took the ISAT and was within three (3) RIT points of proficiency; (4-11-06)
- (2) A student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (4-11-06)
- (3) A student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (4-11-06)
- (4) A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (4-11-06)
- (5) A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. (4-11-06)

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

105. GRADUATION FROM HIGH SCHOOL.

A student must meet all of the following requirements before the student will be eligible to graduate from an Idaho high school: (4-11-06)

01. Credit Requirements. (~~4-11-06~~)()

a. (Effective for all students that graduate prior to January 1, 2013.) Each student shall demonstrate achievement in the CORE and other required subjects to include forty-two (42) semester credits, one (1) semester equaling one-half (1/2) year. (~~6-15-06~~)()

b. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Each student shall complete the requirements found in Section 107 and other subjects to include forty-six (46) semester credits. ()

02. Achievement Standards. Each student shall meet locally established subject area achievement standards (using state standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (4-11-06)

03. Proficiency (Effective January 1, 2006). Each student shall achieve a proficient or advanced score on the High School Idaho Standards Achievement Test (ISAT) in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and, at the discretion of the school district or LEA, may be given an opportunity to demonstrate proficiency of the achievement standards through some other locally established mechanism. All locally established mechanisms used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. (4-11-06)

a. Before appealing to the school district or LEA for an alternate measure, the student must be: (4-11-06)

i. Enrolled in a special education program and have an Individual Education Plan (IEP), or (3-20-04)

ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less, or (3-20-04)

iii. Enrolled in the fall semester of the senior year. (3-20-04)

b. The measure must be aligned at a minimum to tenth grade state content standards; (3-20-04)

c. The measure must be aligned to the state content standards for the subject matter in question; (3-20-04)

d. The measure must be valid and reliable; and (3-20-04)

e. Ninety percent (90%) of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance. (3-20-04)

04. Foreign Exchange Students. Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

05. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

106. ~~RESERVED~~ ADVANCED OPPORTUNITIES (EFFECTIVE JULY 1, 2008).

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

All high schools in Idaho shall be required to provide Advanced Opportunities, as defined in Subsection 007.01, or provide opportunities for students to take courses at the postsecondary campus. ()

107. HIGH SCHOOL GRADUATION REQUIREMENTS.

01. Requirements. (Effective for all students that graduate prior to January 1, 2012.) The State minimum graduation requirement for all Idaho public high schools is forty-two (42) semester credits and a proficient or advanced score on the ISAT (effective January 1, 2006). The core of instruction required by the State Board of Education is twenty-five (25) semester credits. Local school districts may establish graduation requirements beyond the state minimum. The local school district has the responsibility to provide education opportunities that meet the needs of students in both academic and professional-technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. ~~(6-15-06)F~~()

02. Requirements. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) The State minimum graduation requirement for all Idaho public high schools requires that a student take a minimum of forty-six (46) semester credits and achieve a proficient or advanced score on the ISAT. ()

a. Thirty-one (31) semester credits are required as listed in Subsections 107.01 through 107.08; and ()

b. A minimum of fifteen (15) elective credits. ()

c. All credit-bearing classes must be aligned with state high school standards in the content areas for which standards exist. ()

d. Local school districts or LEAs may establish graduation requirements beyond the state minimum. The local school district or LEA has the responsibility to provide educational opportunities that meet the needs of students in both academic and professional technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. ()

023. Secondary Language Arts and Communication. (Nine (9) credits required with instruction in communications including oral communication and technological applications). Includes four (4) years of instruction in English, each year will consist of language study, composition, and literature. A course in speech or a course in debate will fulfill one (1) credit of the nine (9) credit requirement. (7-1-00)

034. Mathematics and Science. ~~(6-15-06)F~~()

a. Mathematics and Science. (Effective for all students that graduate prior to January 1, 2012.) Eight (8) credits required, a minimum of four (4) credits in math and four (4) credits in science, two (2) of which will be laboratory based. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. Secondary sciences will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. ~~(6-15-06)F~~()

b. Mathematics. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Eight (8) credits required.

c. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However the student must complete eight (8) credits of high school math in addition to the courses completed in middle school. ()

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

05. Science. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Six (6) credits required. ()

a. Secondary sciences shall include instruction in the following areas: ()

i. Biology; ()

ii. Physical science or chemistry; and ()

iii. Earth, space, environment or approved applied science. ()

d. Four (4) credits of courses outlined in Subsection 107.05.a. must be laboratory based. ()

e. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However, the student must complete six (6) credits of high school science in addition to the courses completed in middle school. ()

046. Social Studies. (Five (5) credits required), including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs, and world history may be offered as electives, not to be counted as a social studies requirement. (4-11-06)

057. Humanities. (Two (2) credits required). A course in interdisciplinary humanities, visual and performing arts, or world language. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course syllabus is approved by the State Department of Education as being aligned with the Humanities Standards. (4-11-06)

068. Health/Wellness. (One (1) credit required). A course focusing on positive health habits. (7-1-00)

09. College Entrance Examination. (Effective for all students that enter the ninth grade in the fall of 2008 or later.) A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACT or SAT. Scores must be included in the Learning Plan. ()

10. Senior Project. (Effective for all students that enter the ninth grade in the fall of 2008 or later.) A student shall complete a senior project that shall include a research paper and oral presentation by the end of grade twelve (12). ()

0711. Assessment. A student must achieve a proficient or advanced score on the ISAT. A student is not required to achieve a proficient or advanced score on the ISAT if: (4-11-06)

a. A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam shall be approved by the State Board of Education, and must measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; (4-11-06)

b. A student appeals for another measure approved by a school district or LEA as outlined in Subsection 105.03; or (4-11-06)

c. A student has an IEP that outlines alternate requirements for graduation. (4-11-06)

d. The requirement will be phased in providing the following exemptions for the calendar year of 2006 and 2007. (4-11-06)

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

- i. Calendar year of 2006. A student is not required to achieve a proficient or advanced score on the ISAT if: (4-11-06)
- (1) A student took the ISAT and was within six (6) Rasch Units (RIT points) of proficiency; (4-11-06)
 - (2) A student has a score of seventeen (17) on the ACT or two hundred (200) on the SAT in English and a score of nineteen (19) on the ACT or four hundred sixty (460) on the SAT in Math; (4-11-06)
 - (3) A student has an IEP that outlines alternate requirements for graduation; (4-11-06)
 - (4) A student is considered an LEP student through a score determined on the state language proficiency test and has been in an LEP program for three (3) academic years or less; (4-11-06)
 - (5) A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (4-11-06)
 - (6) A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. (4-11-06)
- ii. Calendar year of 2007 and subsequent classes. A student is not required to achieve a proficient or advanced score on the ISAT if: (4-11-06)
- (1) A student took the ISAT and was within three (3) RIT points of proficiency; (4-11-06)
 - (2) A student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (4-11-06)
 - (3) A student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (4-11-06)
 - (4) A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (4-11-06)
 - (5) A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. (4-11-06)

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

105. GRADUATION FROM HIGH SCHOOL.

A student must meet all of the following requirements before the student will be eligible to graduate from an Idaho high school: (4-11-06)

01. Credit Requirements. (~~4-11-06~~)()

a. (Effective for all students that graduate prior to January 1, 2013.) Each student shall demonstrate achievement in the CORE and other required subjects to include forty-two (42) semester credits, one (1) semester equaling one-half (1/2) year. (~~6-15-06~~)()

b. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Each student shall complete the requirements found in Section 107 and other subjects to include forty-six (46) semester credits. ()

02. Achievement Standards. Each student shall meet locally established subject area achievement standards (using state standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (4-11-06)

03. Proficiency (Effective January 1, 2006). Each student shall achieve a proficient or advanced score on the High School Idaho Standards Achievement Test (ISAT) in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and, at the discretion of the school district or LEA, may be given an opportunity to demonstrate proficiency of the achievement standards through some other locally established mechanism. All locally established mechanisms used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. (4-11-06)

a. Before appealing to the school district or LEA for an alternate measure, the student must be: (4-11-06)

i. Enrolled in a special education program and have an Individual Education Plan (IEP), or (3-20-04)

ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less, or (3-20-04)

iii. Enrolled in the fall semester of the senior year. (3-20-04)

b. The measure must be aligned at a minimum to tenth grade state content standards; (3-20-04)

c. The measure must be aligned to the state content standards for the subject matter in question; (3-20-04)

d. The measure must be valid and reliable; and (3-20-04)

e. Ninety percent (90%) of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance. (3-20-04)

04. Foreign Exchange Students. Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

05. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

106. ~~RESERVED~~ ADVANCED OPPORTUNITIES (EFFECTIVE JULY 1, 2008).

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

All high schools in Idaho shall be required to provide Advanced Opportunities, as defined in Subsection 007.01, or provide opportunities for students to take courses at the postsecondary campus. ()

107. HIGH SCHOOL GRADUATION REQUIREMENTS.

01. Requirements. (Effective for all students that graduate prior to January 1, 2012.) The State minimum graduation requirement for all Idaho public high schools is forty-two (42) semester credits and a proficient or advanced score on the ISAT (effective January 1, 2006). The core of instruction required by the State Board of Education is twenty-five (25) semester credits. Local school districts may establish graduation requirements beyond the state minimum. The local school district has the responsibility to provide education opportunities that meet the needs of students in both academic and professional-technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. ~~(6-15-06)F~~()

02. Requirements. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) The State minimum graduation requirement for all Idaho public high schools requires that a student take a minimum of forty-six (46) semester credits and achieve a proficient or advanced score on the ISAT. ()

a. Twenty-nine (29) semester credits are required as listed in Subsections 107.01 through 107.08;
and ()

b. A minimum of seventeen (17) elective credits. ()

c. All credit-bearing classes must be aligned with state high school standards in the content areas for which standards exist. ()

d. Local school districts or LEAs may establish graduation requirements beyond the state minimum. The local school district or LEA has the responsibility to provide educational opportunities that meet the needs of students in both academic and professional technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. ()

023. Secondary Language Arts and Communication. (Nine (9) credits required with instruction in communications including oral communication and technological applications). Includes four (4) years of instruction in English, each year will consist of language study, composition, and literature. A course in speech or a course in debate will fulfill one (1) credit of the nine (9) credit requirement. (7-1-00)

034. Mathematics ~~and Science.~~ ~~(6-15-06)F~~()

a. Mathematics and Science. (Effective for all students that graduate prior to January 1, 2012.) Eight (8) credits required, a minimum of four (4) credits in math and four (4) credits in science, two (2) of which will be laboratory based. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. Secondary sciences will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. ~~(6-15-06)F~~()

b. Mathematics. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Six (6) credits required. Secondary mathematics shall include instruction in the following areas: ()

i. Two (2) semesters of Algebra I; ()

ii. Two (2) semesters of geometry; and ()

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

iii. Two (2) semesters of mathematics of the student's choice. These two (2) semesters of mathematics must be taken in grade twelve (12). ()

c. If a student completes any required high school courses with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However the student must complete six (6) credits of high school math in addition to the courses completed in middle school. ()

05. Science. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Six (6) credits required. ()

a. Secondary sciences shall include instruction in the following areas: ()

i. Biology; ()

ii. Physical science or chemistry; and ()

iii. Earth, space, environment or approved applied science. ()

d. Four (4) credits of courses outlined in Subsection 107.05.a. must be laboratory based. ()

e. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However, the student must complete six (6) credits of high school science in addition to the courses completed in middle school. ()

046. Social Studies. (Five (5) credits required), including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs, and world history may be offered as electives, not to be counted as a social studies requirement. (4-11-06)

057. Humanities. (Two (2) credits required). A course in interdisciplinary humanities, visual and performing arts, or world language. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course syllabus is approved by the State Department of Education as being aligned with the Humanities Standards. (4-11-06)

068. Health/Wellness. (One (1) credit required). A course focusing on positive health habits. (7-1-00)

09. College Entrance Examination. (Effective for all students that enter the ninth grade in the fall of 2008 or later.) A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACT or SAT. Scores must be included in the Learning Plan. ()

10. Senior Project. (Effective for all students that enter the ninth grade in the fall of 2008 or later.) A student shall complete a senior project that shall include a research paper and oral presentation by the end of grade twelve (12). ()

~~0711.~~ **Assessment.** A student must achieve a proficient or advanced score on the ISAT. A student is not required to achieve a proficient or advanced score on the ISAT if: (4-11-06)

a. A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam shall be approved by the State Board of Education, and must measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; (4-11-06)

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

- b.** A student appeals for another measure approved by a school district or LEA as outlined in Subsection 105.03; or (4-11-06)
- c.** A student has an IEP that outlines alternate requirements for graduation. (4-11-06)
- d.** The requirement will be phased in providing the following exemptions for the calendar year of 2006 and 2007. (4-11-06)
- i.** Calendar year of 2006. A student is not required to achieve a proficient or advanced score on the ISAT if: (4-11-06)
- (1) A student took the ISAT and was within six (6) Rasch Units (RIT points) of proficiency;(4-11-06)
- (2) A student has a score of seventeen (17) on the ACT or two hundred (200) on the SAT in English and a score of nineteen (19) on the ACT or four hundred sixty (460) on the SAT in Math; (4-11-06)
- (3) A student has an IEP that outlines alternate requirements for graduation; (4-11-06)
- (4) A student is considered an LEP student through a score determined on the state language proficiency test and has been in an LEP program for three (3) academic years or less; (4-11-06)
- (5) A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (4-11-06)
- (6) A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. (4-11-06)
- ii.** Calendar year of 2007 and subsequent classes. A student is not required to achieve a proficient or advanced score on the ISAT if: (4-11-06)
- (1) A student took the ISAT and was within three (3) RIT points of proficiency; (4-11-06)
- (2) A student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (4-11-06)
- (3) A student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (4-11-06)
- (4) A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (4-11-06)
- (5) A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. (4-11-06)

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

Implementation Plan

Options for Math Courses/Standards/Credits

- PTE/SDE/SBOE development of course listings that meet credit requirements in algebra 1 and geometry
- PTE/SDE/SBOE identification of HQT to teach interdisciplinary courses that meet math requirement as well as elective requirements

Additional Math Teachers

- Preservice Incentives – Loan Forgiveness, Scholarships
- Post Secondary Faculty – ability to become certified teachers for 6-12 grade
- Professional Incentives – Ability to become HQT/Certified and teach 1-2 periods or full time
 - Incentives to businesses to allow release time for teaching
 - Incentives for professionals becoming teachers – pay scale movement
 - Differentiated pay
- Current Teachers
 - Online certification programs
 - Tuition reimbursement
 - Rural district incentives
 - Differentiated pay
- Change in funding formula to generate additional teachers in the state (in order to protect electives while providing additional resources for math)

Professional Development for Math Teachers

- BSU program
- UI program
- District- initiated programs

Instruction, Assessment and Remediation for Students

- Primary Grades – Idaho Math Initiative (including IMI assessment & \$\$ for remediation)
- Intermediate Grades – Instructional Strategies and Materials
- Middle School – Instructional Strategies, Materials and Course Options
- High School – Instructional Strategies, Materials, Course Options and End of Course Assessments

Algebra II and Fourth Year of Math

- Incentives for Districts that require Algebra II
- Incentives for Districts that require 4th year of math

Standards vs Seat Time

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

- SBOE working group
 - End of Course Assessments
 - Standards-based portfolio and examinations
 - ISAT science assessments at every grade level

Advanced Opportunities

- Standards out for review and input
- Standards to Board for adoption
- Advisory committee from post-sec and secondary
- Funding to districts based on 11th grade student count
- Money to districts for students who have exhausted school district course offerings in math

College Entrance Exam

- Money to districts based on 11th grade student count

Senior Project

- Money to districts based on 11th grade student count
- SDE to provide guidelines, best practices and scoring rubrics

Middle School

- SBOE Committee to examine middle school issues
 - Course requirements
 - Accountability
 - Learning Plan/Career Development
 - Advisory
 - Middle School Endorsement
 - Post-Secondary courses in middle school methods, classroom management, content area methods, etc.
 - Financial Literacy

Post-Secondary Institutions

- Teacher Education Programs
- Recruitment of Faculty
- Professional Development programs for teachers

Local Control

- Course options to meet math requirements
- Senior Project
- College Entrance Exam

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

- 4th year of math – opportunity for incentive
- Algebra 2 – opportunity
- Use of additional teachers generated through funding formula
- Professional development programs
- Advanced Opportunities offered

Parent Involvement

- Parent Advisory Group Involvement (PTA, PTO, etc.)
- GEAR UP Activities in pilot schools
- Partnerships with business and community to provide career awareness, internship, etc.

THIS PAGE INTENTIONALLY LEFT BLANK

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

SUBJECT

ISAT Academic Achievement Standard-Setting: Matching Performance Level Descriptors to ISAT Scores for Reading and Mathematics at Grades 3-8 and 10. Incorporate by reference into rule.

Approval of the Temporary and Proposed Rules Governing Thoroughness – Incorporation by Reference.

REFERENCE

March 6, 2003

ASSESSMENT PROGRAM REVIEW: REVIEW OF FALL ISAT RESULTS, including Definitions, Proficiency Levels, and Results. Both the Proficiency Levels and the ISAT Results were approved by the board.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-110. Agency to Negotiate, and Accept Federal Assistance. Idaho Code.

BACKGROUND

The Idaho State Board of Education has been administering the Idaho Standards Achievement Test (ISAT) since the spring of 2003. As part of the process, general performance levels were described, and cut-scores were set. In 2003, a standard-setting activity was conducted to establish performance expectations for Idaho students for reading, language usage, and mathematics. In a subsequent peer review done by the U.S. Department of Education, the way in which the methodology to set the original achievement standards was carried out was deemed to be “not technically acceptable.” As a result of that peer review, Idaho was asked to submit additional evidence, related to the Idaho Assessment System, to meet the Elementary and Secondary Education Act (ESEA) and No Child Left Behind (NCLB). NCLB requires that states establish Academic Achievement Standards, Performance Level Descriptors (PLDs) that describe student performance in both reading and mathematics at each of grades three through eight and ten and associate those PLDs to scores (commonly called cut-scores) on the ISAT.

DISCUSSION

To respond to the federal requirements, an Academic Achievement Standard-Setting Activity was conducted by Data Recognition Corporation (DRC) and the Idaho State Board of Education from July 24 to July 28, 2006. Idaho reading and mathematics elementary, middle, and high school teachers came together to review and hone drafted PLDs. ISAT test items at each grade level for both content areas, previously ordered by difficulty, were reviewed to determine the difficulty associated with advanced, proficient, basic, and below basic performance levels. All of the teachers in each content area worked together in two large groups to arrive at the PLDs and Academic Achievement Standards at grade six, and then broke into grade three to five and grade seven, eight, and ten groups to complete the process. The large group reconvened to look across all grade levels. The process was repeated to set cut-scores using the test items,

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

referring to the PLDs. At the end of the process, a small representative group met for half a day to do a last review of the results. The resulting Academic Achievement Standards are required technical and alignment verification of the ISAT and will be part of the packet for the Idaho submission for the September Peer Review, and it is required that they be approved by the Idaho State Board of Education before they can be accepted as evidence.

The Idaho State Board of Education is asked to make a final approval of the Academic Achievement Standards (PLDs and ISAT Cut-Scores by Performance Level) attached

IMPACT

With the Board's approval, the Academic Achievement Standards and Cut Scores will be ready for submittal for federal peer review in September 2006.

ATTACHMENTS

| | |
|--|--------|
| Attachment 1 – ISAT Cut-Scores by Performance Level | Page 3 |
| Attachment 2 – Performance Level Descriptors | Page 4 |
| Attachment 3 –Temporary and proposed Rules Governing Thoroughness – Incorporation by Reference | Page 5 |

STAFF COMMENTS AND RECOMMENDATIONS

The process implemented by DRC was exceedingly thorough and well documented and has been nationally tested and accepted over time. The results of the process benefited from significant teacher discussion and impact data. Both psychometric and content staff was intimately involved in each step of the process. As DRC takes over the development and administration of the ISAT, it is advantageous that they have an opportunity to work with and become familiar with the NWEA items and the Idaho content and performance standards. It is very important that the results from this technically sound process be approved by the board.

BOARD ACTION

A motion for final approval of the Idaho Academic Achievement Standards, including the PLDs and ISAT Cut-Scores at each Performance Level.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the temporary and proposed Rules Governing Thoroughness – Incorporation by Reference.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Scale Score Cutpoints for Math and Reading

| Math | | | | | | | |
|-------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Performance Level | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 10 |
| Advanced | 214 and up | 224 and up | 235 and up | 239 and up | 243 and up | 250 and up | 258 and up |
| Proficient | 202-213 | 211-223 | 218-234 | 224-238 | 228-242 | 233-249 | 241-257 |
| Basic | 189-201 | 199-210 | 205-217 | 214-223 | 220-227 | 226-232 | 235-240 |
| Below Basic | 188 and below | 198 and below | 204 and below | 213 and below | 219 and below | 225 and below | 234 and below |

| Reading | | | | | | | |
|-------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Performance Level | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 10 |
| Advanced | 212 and up | 219 and up | 225 and up | 229 and up | 233 and up | 236 and up | 239 and up |
| Proficient | 193-211 | 199-218 | 204-224 | 208-228 | 211-232 | 213-235 | 219-238 |
| Basic | 181-192 | 190-198 | 195-203 | 200-207 | 206-210 | 208-212 | 215-218 |
| Below Basic | 180 and below | 189 and below | 194 and below | 199 and below | 205 and below | 207 and below | 214 and below |

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

NOTE: The Performance Level Descriptors were not ready at the time of mailing and will be Fed-ex to Board members at the end of the week. Rosemary Abell will be available prior to the Board meeting should you have any questions.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule:

(2-23-06)T

01. The Idaho Achievement Standards. The Idaho Achievement Standards as adopted by the State Board of Education on October 17, 2005. Copies of the document can be found on the State Board of Education website at www.idahoboardofed.org <http://www.boardofed.idaho.gov/index.asp>. ~~(2-23-06)T~~ (8-11-06T)

02. The Idaho English Language Development Standards. The Idaho English Language Development Standards as adopted by the State Board of Education on August 11, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/lep/index.asp>. (8-11-06T)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on August 11, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/lep/index.asp>. (8-11-06T)

04. The Idaho English Language Assessment (IELA) Cut Scores. The Idaho English Language Assessment (IELA) Cut Scores as adopted by the State Board of Education on August 11, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/lep/index.asp>. (8-11-06T)

05. The Idaho Standards Achievement Tests (ISAT) Cut Scores. Cut Scores as adopted by the State Board of Education on August 11, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (8-11-06T)

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006**

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.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

SUBJECT

Adoption of cut scores for the Idaho English Language Assessment (IELA)

Approval of the temporary and proposed Rules Governing Thoroughness –
Incorporation by Reference

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105. Rules – Executive Department, Idaho Code.

Section 33-1612. Thorough System of Public Schools, Idaho Code

BACKGROUND

The No Child Left Behind Act of 2001 mandates that all states implement a single statewide English Language Proficiency assessment for Limited English Proficient (LEP) students.

The first administration of the IELA assessment took place in spring 2006. After the student tests were scored, the standard setting procedure took place in Boise. There were 24 panel members made up of Idaho educators, including testing coordinators, LEP directors, superintendents, and school staff.

The panel members recommended the initial cut scores to be used for the IELA. TASA, the assessment vendor, adjusted the recommended cuts where there were minor variations across a grade cluster using the same test form and to create a more consistent pattern of results across the grades.

DISCUSSION

Due to the recognized success by the U.S. Department of Education with this procedure, the State Board of Education's LEP Program chose to use "item mapping" as the procedure to determine the cut scores for the IELA. This process was detailed in the Request for Proposals for the testing contract.

The item mapping procedure is actually a general set of methodologies that have found wide acceptance in establishing levels of performance for students taking high-stakes educational assessments. It is the most widely used procedure of its kind in the United States today, being used in over one-half of all state-assessment programs. Originally developed by researchers at CTB/McGraw-Hill and termed the "Bookmark method," it has found wide acceptance because it is an efficient and reasonably straightforward procedure that is typically well-received by panels of judges. In addition, evolving research indicates that the procedure yields reliable, replicable, and reasonable standards. It is especially useful for assessments in which mixtures of multiple-choice and constructed-response test items are used, such as on the IELA.

Like all methods of setting performance standards, the item-mapping procedure is based on the collective judgment of panels of experts. In the case of IELA, the panelists/judges have recommended four performance standards: scores that

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

minimally indicate *Advanced Beginning, Intermediate, Early Fluent, and Fluent* English-language proficiency. In addition, the panels have recommended these standards at each of the grade spans at which IELA is administered – K, 1-2, 3-5, 6-8, and 9-12. The specific judgment process in arriving at these various recommendations is identical through all grade spans.

IMPACT

The impact of the adoption of the recommended cut scores will enable LEP student language assessments to be scored according to proficiency levels. By using the cut scores, LEP students will be tested and placed in one of five proficiency levels: beginning, advanced beginning, intermediate, early fluent and fluent. This will help schools and districts to determine the appropriate services for each student and the information necessary to exit a student out of the LEP program.

ATTACHMENTS

| | |
|---|---------|
| Attachment 1 – Standards/Cut Scores for the IELA Documentation | Page 3 |
| Attachment 2 – Idaho ELP Standard Setting Committee | Page 15 |
| Attachment 3 – Temporary and Proposed Rules Governing Thoroughness – Incorporation by Reference | Page 16 |

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends that the Board adopt the final recommended cut scores determined for the Idaho English Language proficiency Assessment, which are located in Tables 3 and 4 in Attachment 1.

BOARD ACTION

A motion to approve the recommended cut scores in Tables 3 and 4 for the Idaho English Language Assessment.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the temporary and proposed Rules Governing Thoroughness – Incorporation by Reference.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



Standards/Cut scores for the Idaho English Language Assessment

On July 18-20, 2006, two panels, consisting of 25 Idaho educators, were convened for the purpose of setting standards on the Idaho English Language Assessment (IELA). One panel focused on the lower grades, K, 1-2, 3-5, and the second panel focused on middle and high school grades, 6-8, 9-12.

Panel members received books containing test items for a particular grade span, with each page corresponding to a test item and pages ordered in terms of increasing item difficulty. Using the Bookmark or item mapping procedure, panelists made “cuts” by placing markers in the books to indicate the item on which 50% of the students at a particular proficiency level and in a particular grade would answer correctly. Three rounds of cuts were planned for each grade span. Following each of the first two rounds, panelists were shown frequency distributions and medians of recommended cuts and were given the opportunity to discuss the process. The second round was followed by impact data, i.e., the percent of students in each grade who would be placed in each proficiency level based on the median cuts assigned by the group.

Standard setting results are shown on the following pages. Table 1 shows the panelists’ final recommendations, represented as raw scores on each test form and for each grade. The raw score in each cell corresponds to the lowest score in the proficiency category represented by the column header for a test form and grade. Because each test form is unique, one can only compare raw scores across grades where the same form is administered (e.g., grades 3-5).

Table 2 shows the percent of students, from spring 2006 test results, who would be placed in each proficiency category based on the cut scores in Table 1.

TASA, Inc. is proposing several adjustments to the panelists’ recommendations. First, TASA adjusted the recommended cuts where there were minor variations across a grade cluster using the same test form. For example, the recommended cut scores in grades 6, 7, and 8 were identical in the every category except ‘Early Fluency’. In 8th grade, the recommended cuts were 2 raw score points higher for each form than in grades 6 and 7. By adjusting those two cuts, we achieved one set of cut scores for the 6-8 grade cluster. A similar kind of change (but only 1 raw score point) was made for the ‘Advanced Beginning’ cut for grades 9 and 10 on form E2. A second reason for making adjustments was to create a more consistent pattern of results across the grades. A review of the distribution in Table 2 reveals fairly significant disparities over grades in the percent of students at different proficiency levels. This outcome is not uncommon when there are different panels working on different grade clusters. The second set of

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

adjustments was made in order to reduce these disparities. The shaded cells in Table 1 represent cut scores that were adjusted. Table 3 shows the final recommendations after adjustments and Table 4 shows the impact of those adjustments.

Appendix A provides a summary of evaluation forms completed by the panelists.

Table 1. Raw Score Cuts by Grade and Form Based on Round 3

| Grade | Form | Max Points | Adv Beg | Inter | Early Fluency | Fluent |
|--------------|-------------|-------------------|----------------|--------------|----------------------|---------------|
| K | A | 102 | 33 | 45 | 58 | 74 |
| 1 | B1 | 74 | 30 | 41 | 52 | 58 |
| 1 | B2 | 84 | 30 | 42 | 54 | 61 |
| 2 | B1 | 74 | 34 | 46 | 59 | 65 |
| 2 | B2 | 84 | 34 | 47 | 61 | 69 |
| 3 | C1 | 74 | 28 | 42 | 52 | 65 |
| 3 | C2 | 83 | 27 | 42 | 53 | 69 |
| 4 | C1 | 74 | 35 | 49 | 59 | 68 |
| 4 | C2 | 83 | 29 | 43 | 60 | 73 |
| 5 | C1 | 74 | 35 | 49 | 59 | 68 |
| 5 | C2 | 83 | 34 | 49 | 62 | 74 |
| 6 | D1 | 74 | 27 | 42 | 60 | 73 |
| 6 | D2 | 88 | 24 | 39 | 63 | 84 |
| 7 | D1 | 74 | 27 | 42 | 60 | 73 |
| 7 | D2 | 88 | 24 | 39 | 63 | 84 |
| 8 | D1 | 74 | 27 | 42 | 62 | 73 |
| 8 | D2 | 88 | 24 | 39 | 65 | 84 |
| 9 | E1 | 74 | 28 | 41 | 62 | 70 |
| 9 | E2 | 89 | 26 | 41 | 68 | 80 |
| 10 | E1 | 74 | 28 | 41 | 62 | 70 |
| 10 | E2 | 89 | 26 | 41 | 68 | 80 |
| 11 | E1 | 74 | 28 | 41 | 62 | 70 |
| 11 | E2 | 89 | 27 | 41 | 68 | 80 |
| 12 | E1 | 74 | 28 | 41 | 62 | 70 |
| 12 | E2 | 89 | 27 | 41 | 68 | 80 |

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

**Table 2. Percent of Students by Performance Level and Grade Based on Round
3 Cut Scores¹**

| Grade | Beginning | Advanced Beginning | Intermediate | Early Fluent | Fluent |
|--------------|------------------|-------------------------------|---------------------|---------------------|---------------|
| K | 15.1 | 12.4 | 19.0 | 29.5 | 24.0 |
| 1 | 5.0 | 8.0 | 19.9 | 24.0 | 43.1 |
| 2 | 3.6 | 2.8 | 12.1 | 26.1 | 55.4 |
| 3 | 2.5 | 5.7 | 15.4 | 54.3 | 22.1 |
| 4 | 2.3 | 4.7 | 18.1 | 54.5 | 20.4 |
| 5 | 2.9 | 5.6 | 12.6 | 52.4 | 26.5 |
| 6 | 3.2 | 4.1 | 36.1 | 56.5 | 0.1 |
| 7 | 3.2 | 3.4 | 26.9 | 65.9 | 0.6 |
| 8 | 3.5 | 5.0 | 27.3 | 63.4 | 0.8 |
| 9 | 6.8 | 7.1 | 44.0 | 36.3 | 5.8 |
| 10 | 4.6 | 6.4 | 35.7 | 46.3 | 7.0 |
| 11 | 2.1 | 6.7 | 37.1 | 40.0 | 14.1 |
| 12 | 2.3 | 4.3 | 36.4 | 43.7 | 13.3 |

¹Note- There was a round 4 for grades 6, 7, & 8.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

Table 3. Recommended Raw Score Cuts by Grade and Form

| Grade | Form | Max Points | Adv Beg | Inter | Early Fluency | Fluent |
|--------------|-------------|-------------------|----------------|--------------|----------------------|---------------|
| K | A | 102 | 33 | 45 | 58 | 74 |
| 1 | B1 | 74 | 30 | 41 | 51 | 60 |
| 1 | B2 | 84 | 30 | 42 | 53 | 63 |
| 2 | B1 | 74 | 34 | 46 | 60 | 68 |
| 2 | B2 | 84 | 34 | 47 | 63 | 73 |
| 3 | C1 | 74 | 28 | 42 | 54 | 65 |
| 3 | C2 | 83 | 27 | 42 | 56 | 69 |
| 4 | C1 | 74 | 35 | 49 | 61 | 68 |
| 4 | C2 | 83 | 29 | 43 | 64 | 73 |
| 5 | C1 | 74 | 35 | 49 | 62 | 68 |
| 5 | C2 | 83 | 34 | 49 | 66 | 74 |
| 6-8 | D1 | 74 | 27 | 42 | 60 | 70 |
| 6-8 | D2 | 88 | 24 | 39 | 63 | 77 |
| 9-12 | E1 | 74 | 28 | 40 | 60 | 70 |
| 9-12 | E2 | 89 | 27 | 40 | 65 | 80 |

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

Table 4. Percent of Students by Performance Level and Grade Based on Recommended Cuts

| Grade | Beginning | Advanced Beginning | Intermediate | Early Fluent | Fluent |
|--------------|------------------|---------------------------|---------------------|---------------------|---------------|
| K | 15.1 | 12.4 | 19.0 | 29.5 | 24.0 |
| 1 | 5.0 | 8.0 | 17.4 | 32.3 | 37.3 |
| 2 | 3.6 | 2.8 | 16.1 | 44.9 | 32.6 |
| 3 | 2.5 | 5.7 | 22.4 | 47.3 | 22.1 |
| 4 | 2.3 | 4.7 | 30.5 | 42.1 | 20.4 |
| 5 | 2.9 | 5.6 | 22.7 | 42.3 | 26.5 |
| 6 | 3.2 | 4.1 | 36.1 | 48.7 | 7.9 |
| 7 | 3.2 | 3.4 | 26.9 | 54.2 | 12.3 |
| 8 | 3.5 | 5.0 | 27.3 | 48.3 | 15.9 |
| 9 | 6.8 | 6.5 | 35.0 | 45.9 | 5.8 |
| 10 | 4.6 | 5.3 | 28.0 | 55.1 | 7.0 |
| 11 | 2.1 | 6.3 | 29.3 | 48.2 | 14.1 |
| 12 | 2.3 | 3.9 | 29.8 | 50.7 | 13.3 |

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006**

Appendix A: Summary of Panel Evaluation Forms – Collapsed across all 4 panels (based on complete sample of all panelists – 50 completed Evaluation Forms)

**Idaho English Language Assessment
Standards Setting
July 18-20, 2006
Evaluations Summary**

1. Indicate the level of success of various components of the standards-setting session in which you participated.

| Component | Not Very Successful | Partially Successful | Successful | Very Successful |
|--|----------------------------|-----------------------------|-------------------|------------------------|
| Introduction to <i>IELA</i> | | 4% | 56% | 36% |
| Standard Setting Process Introduction | | 8% | 52% | 40% |
| Performance Level Descriptor review | | 8% | 58% | 30% |
| Standard Setting Orientation | | | 52% | 48% |
| Review of Round 1 results and interpretation | | 6% | 40% | 54% |
| Group discussions of the panel | | 4% | 20% | 74% |
| Data presentations before Rounds 2 & 3 | | | 38% | 62% |

Note: Percentages do not always total 100% because one or two panelists did not respond to every item.

2. Indicate the importance of each of these factors in making your cut-score recommendations.

| Factor | Not important | Somewhat important | Important | Very important |
|---|----------------------|---------------------------|------------------|-----------------------|
| Performance Level Descriptors | | 4% | 50% | 46% |
| Your perception of the assessment's difficulty | | 10% | 54% | 36% |
| Your own professional experiences | | 18% | 44% | 36% |
| Your initial judgments (Round 1) | 4% | 24% | 48% | 24% |
| Group discussions of the panel | | | 20% | 80% |
| Item-by-item data provided to the panel | | 10% | 32% | 58% |
| Likely statewide impact data (prior to Round 3) | | 8% | 34% | 56% |
| Policy environment in the state | 6% | 30% | 48% | 14% |
| What students would vs. should be able to do | 4% | 6% | 40% | 50% |

Note: Percentages do not always total 100% because one or two panelists did not respond to every item.

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006**

3. I understood the task of recommending performance standards when I did my work for:

| | <i>Not very well</i> | <i>Moderately well</i> | <i>Very well</i> |
|---------|----------------------|------------------------|------------------|
| Round 1 | 26% | 54% | 20% |
| Round 2 | 2% | 40% | 58% |
| Round 3 | | 10% | 90% |

4. I understood the data that were provided to the panel prior to:

| | <i>Not very well</i> | <i>Moderately well</i> | <i>Very well</i> |
|---------|----------------------|------------------------|------------------|
| Round 2 | 8% | 46% | 46% |
| Round 3 | | 30% | 70% |

5. How confident are you with your *personal* classification of students at each level of proficiency?

| <i>Performance Level</i> | <i>Not confident</i> | <i>Somewhat confident</i> | <i>Confident</i> | <i>Very confident</i> |
|--------------------------|----------------------|---------------------------|------------------|-----------------------|
| Advanced Beginning | 2% | 14% | 54% | 30% |
| Intermediate | 4% | 14% | 56% | 26% |
| Early Fluent | 2% | 26% | 54% | 18% |
| Fluent | 4% | 22% | 46% | 28% |

6. What strategies did you use to recommend *IELA* performance levels?

- Prior experience (21 years) working with ESL students, own personal struggles to learn English.
- Observation, experience, discussion, data information.
- Listening to others, having to verbalize my own justification for my choices. I tried to see the test items as a student would. I used our brainstorming list of what students could do at each level and the PLDs.
- Personal experiences, listening to others' opinions, data.
- Data analysis, discussion, analysis of test items, performance level descriptors, professional experience and education.
- Discussion, review of data, experience.
- Item analysis based on knowledge of grade level expectations; considering what a mainstream teacher would expect of a student at that proficiency level.
- Discussions, my own personal experiences, comparisons.
- Ordered item mapping book – I started with fluent that I could identify first and then worked backwards. I used the “range” we discussed as a group to further narrow my decision.
- Professional experience, panel discussions, Performance Level Descriptors, what student should be able to do.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

- Group discussion, prior knowledge and Data.
- Teacher observations, test order book, discussions, data info, graphs.
- Item analysis and predictions based on statewide data.
- Knowledge of student achievements; item-by-item considerations.
- Content reading; writing skills.
- Experience, group discussion, information presented analyzing skill required for each question.
- Experience, own personal opinions on what should work or not work as a non-English ESL student.
- Evaluating and taking recommendations from the rest of the panel. Looking at performance levels of the students who have already taken the test. Using knowledge from my classroom.
- What makes sense for students to have in place so that they have an opportunity for success independently.
- I used my own experience working with the community and recent arrivals as well as kids who are misplaced as ELL students.
- Re-read descriptors. Looked at statistics tables. Compared rubrics. Listened to discussion of items.
- Teaching experience, past data.
- I started with a level that I thought would be appropriate with the students I work with and made estimates on other areas based on our discussions. After further discussion and thoughts during the rounds my expectations went up and I am pretty sure the performance levels should be valid and fair.
- Items = proficiency level indicators. Item statistics table.
- Answer criteria. Data sheets. Discussion. Experience from giving the test.
- Listening to group ideas to compare with my own ideas. Reading and rereading questions to determine what is actually required of the students to answer the question. Offering my ideas and opinions to the group to get feedback.
- I tried to take into consideration what kids should be able to do, what they did do, what the questions and answer choices/rubrics indicated students would have to do to score well on a particular test item. Once I made my final cut, I did look to see about how many students who have taken the IELA would fall into each category.
- Knowing student classroom performance. Comparing to performance indicators. Thinking about distribution.
- My personal experience, listening to panel members, what students would do and can do.
- Performance level indicators and descriptors.
- Teaching background and performance descriptions.
- I looked at level descriptors we discussed as the panel, rubrics provided by the test, and tried to focus on what a student should be able to do.
- Analysis of group discussions, comparison to my student group, presenting ideas for feedback from group.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

- My background knowledge/personal experience. My experience teaching ELL students. My training/education in this topic area.
- Item-mapping procedure, looking at PLDs discussions as a group. Stats - % of students in each level.
- The same as in the first 3 rounds.
- Performance descriptors, reality (knowledge of student levels in our district), panel discussions, specific items' difficulty.
- I tried to place myself in the situation.
- Rubrics, surrounding questions, listening to panel, data.
- Seek others' input and look carefully at what students should do.
- Make a judgment call—where students should be.
- Previous scores, panel discussion, classroom experience.

7. Use the space below to make any additional comments about the process or your experience.

- I found the process interesting but tedious. My school does not have many ESL students, some years none at all. I feel I will be able to contribute some of the info when the occasion arises for ESL. However, I will use this process with my building for setting our own achievement standards in writing skills. Thank you.
- At the beginning, I felt my standards were very high, especially after discussing with panel. However, after graphs and data information felt comfortable with my scores.
- Good experience. Feel there should be a grade level representative for each individual grade level in addition to ELL teachers.
- The data in first and second grades should have been separated. It would have helped make the process clearer.
- Exhausting, but rewarding professional experience.
- Very eye-opening and thought-provoking!
- Very enlightening experience.
- I became more confident that our group feedback would give me a more complete understanding.
- Positive.
- The group discussion and feedback was great. It really helped me to look harder at some of my decisions.
- The easiness of the assessments changed how we perceived the test a lot.
- I had a better understanding of what was expected of me and the process – appreciated the input from the other participants.
- Positive: opportunity for collaboration and clarifying statements of item analysis.
- Positive.
- I felt more confident as the work progressed.
- More refined toward the end.
- Very tiring! Yet also invigorating. So interesting – time seemed to fly.
- I found I was pretty consistent with my group.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

- This was a great eye-opener for me. The process of evaluating the procedure was very understandable thanks to our administrator. His (Mike) sense of humor kept our interest and made the experience more enjoyable than another boring panel discussion.
- The sessions were very well organized and at the end of the 2nd day I felt up to the task. This has been a great learning experience and I have really appreciated the professional discussions!
- Facilitator entertaining and informative.
- I taught secondary English in mainstreamed classrooms and saw what ELL students were capable of doing.
- It has been an eye opener for me and I have learned that I need to push my students and raise my expectations in the classroom.
- Much more difficult than I imagined. I had to think outside (not my students) and focus in on proficiency level indicators and where students should be.
- This was such a big responsibility. I had no idea it would be this challenging.
- This was really tough!
- It was hard, but I'm so glad I was able to participate. I learned a lot!
- Panel members gravitated toward people who shared their opinions.
- Positive.

- At first my expectations were low regarding the skills of the students.
- My experiences during the first two days had a positive affect on my final recommendations.
- The feedback from the participants was very useful for understanding different points of view.
- A better understanding of what levels mean—equating to specific skills. Challenge of moving students to progress to next level. Continued understanding of what setting standards will mean to our students.
- The previous 2 days and the chance to do 3 rounds on test 6–8 helped tremendously. I felt more confident going into the 2nd Round 1 than I did entering the 1st Round 3.
- Positive—panel discussions and others' views on specific items.
- I think sometimes we were too focused on what it should look like and what it is.
- Questioned my own confidence on 1st day. Felt more confident in my recommendations after 2nd day.
- All positive.
- Thinks students couldn't do the work and seeing the data that proved they could—we can expect more from them.

8. What were the most positive and negative aspects of your participation in these standards-setting activities?

- Positive—better understanding of test and the process of setting cut scores. Gaining an appreciation of standard setting by others.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

- The positive is knowing that I have been involved with something that will affect my students. The negative was how tiring and frustrating it was at times.
- Positive: getting to know my colleagues, understanding how tests work and the difficulty of the process. Negative: the easiness of the assessments made it difficult to set the scores well.
- Enjoyed and appreciated the process and the willingness of participants.
- Appreciation for facilitator and those who have done it before!
- Positive: analyzing items and discussing difficulty. Negative: trying to adjust impressions based on actual performance data.
- I was very concerned that I have no LEP experience, but realized that what I did have to contribute was important.
- Long, tedious, exhausting – but important.
- Individual grade level results would have made grade cut-offs much easier instead of grouping them all together.
- We all interacted and pulled consciousnesses together very peacefully.
- People should think before they speak and act. Respect was overtly okay, but not as good as it should be among well-educated people and role models for youth.
- Understanding more via group discussion and in item-by-item notes.
- I have set new expectations for myself and my students and I have a better understanding of what is an advanced beginner to fluent language learner.
- The most positive aspect was gaining information about the test and how it will work. The most negative aspect was that it was stressful because I took my role very seriously.
- Positive was the brainstorming/sharing among the participants. Negative was the responsibility; many students will be “judged” according to our recommendation if accepted.
- Negative: students are going to be labeled by test scores. Positive: someone really cares about these students enough to go to all this trouble.

- It was an eye opening experience to know some of the responsibilities making cuts has on our ELL students.
- Most positive: great learning environment, learned about standards setting and more about LEP students. No negative, just more chocolate the 1st day.
- Felt that some participants stalled others.
- Positive was the interaction.
- Negative: some side-conversations made it difficult to hear all views. Positive: extensive discussion helped; facilitator’s comments insightful and helpful.
- I understand my own perceptions of what a Beginner/AB/Int./E.F./Fluent student is, and I know my perception is at least close to the other participants’ and the state’s opinions.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

9. Use the space below to make any additional comments about the process or your experience.

- Thank you! A good experience. I would recommend shorter days and add an additional day.
- Thank you so much for the opportunity and the great treatment while I was here at the session.
- Thanks for the chocolate!
- Thank you! Overheads very helpful. Could put on PowerPoint and give us handouts w/slides.
- Thanks for the training!
- Felt better about results on final day.
- Thank you!
- I'm impressed with the quality of the people participating at all levels in the 'cut' process.
- I feel the process was a great way of evaluating the standards. I appreciate the fact that the panel was made up of the people (teachers) that actually work with the students, not someone who thinks he/she is an expert but has spent no time in the classroom.
- Great experience! Thank you!

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006**

| Idaho ELP Standard Setting - Guest List | | | | |
|--|-------------------|------------------|---------------------------------------|----------------------------------|
| | First Name | Last Name | District | Position/Subject Taught |
| 1 | Valora | Hodges | Emmett #221 | ELL |
| 2 | Brent | Rogers | Jerome #261 | ESL/ELL/Spanish |
| 3 | Colleen | Thompson | Snake River #52 | Prof Dev/Curr Coord LEP Supv Tch |
| 4 | Amy | Vassar | Vallivue #139 | ESL |
| 5 | Kalynda | Pearce | Nampa #131 | ESL/Science (6-8) |
| 6 | Consuelo | Quilantan | Nampa #131 | Federal Programs Administrator |
| 7 | Keralyn | Nelson | Snake River #52 | ESL |
| 8 | Larris | Olsen | Minidoka #331 | Elementary ESL |
| 9 | Joni | Cordell | Notus #135 | Superintendent (retired) |
| 10 | Nancy | Nead | Teton #401 | Social Studies |
| 11 | Mary Ellen | Hervey | Glenns Ferry #192 | ESL & Gifted/Talented |
| 12 | Sarah | Seamount | Vallivue #139 | ESL/LEP Coordinator |
| 13 | Karen | Kuklinski | Meridian #2 | ELL Academic Coach |
| 14 | Jennifer | Shipp | Twin Falls #411 | Elementary ESL |
| 15 | Virginia | Townsend | Blackfoot #55 | ESL (K-Transitional Bilingual) |
| 16 | Tammy | Rasmussen | Jerome #261 | ELL English (7-8) |
| 17 | Leslie | Williams | Meridian #2 | ELL |
| 18 | Ruth | Wells | Castleford #417 | ESL (K-12) Reading (7th, 9-12) |
| 19 | Beryl | Wadholm | Madison #321 | Reading, Math, Language |
| 20 | Jill | Palmer Ball | Boise #001 | English 9-12 |
| 21 | Lynn | Maciosek | Kellog #391 | Elementary Grades 1-2 |
| 22 | Marilyn | Mangum | Kellog #391 | Elementary Grades 3-5 |
| 23 | Kathie | Wright | Grangeville #241 | Elementary 3-4 |
| 24 | Mari | de Leon | Center for Community and Justice | |
| 25 | Frank | Hernandez | Northwest Regional Educational Lab | |

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006**

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule:

(2-23-06)T

01. The Idaho Achievement Standards. The Idaho Achievement Standards as adopted by the State Board of Education on October 17, 2005. Copies of the document can be found on the State Board of Education website at www.idahoboardofed.org <http://www.boardofed.idaho.gov/index.asp>. ~~(2-23-06)F~~ (8-11-06T)

02. The Idaho English Language Development Standards. The Idaho English Language Development Standards as adopted by the State Board of Education on August 11, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/lep/index.asp>. (8-11-06T)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on August 11, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/lep/index.asp>. (8-11-06T)

04. The Idaho English Language Assessment (IELA) Cut Scores. The Idaho English Language Assessment (IELA) Cut Scores as adopted by the State Board of Education on August 11, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/lep/index.asp>. (8-11-06T)

05. The Idaho Standards Achievement Tests (ISAT) Cut Scores. Cut Scores as adopted by the State Board of Education on August 11, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (8-11-06T)

Raw Score Cuts by Grade and Form for the Idaho English Language Assessment (IELA)

| Grade | Form | Max Points | Adv Beg | Inter | Early Fluency | Fluent |
|-------|------|------------|---------|-------|---------------|--------|
| K | A | 102 | 33 | 45 | 58 | 74 |
| 1 | B1 | 74 | 30 | 41 | 51 | 60 |
| 1 | B2 | 84 | 30 | 42 | 53 | 63 |
| 2 | B1 | 74 | 34 | 46 | 60 | 68 |
| 2 | B2 | 84 | 34 | 47 | 63 | 73 |
| 3 | C1 | 74 | 28 | 42 | 54 | 65 |
| 3 | C2 | 83 | 27 | 42 | 56 | 69 |
| 4 | C1 | 74 | 35 | 49 | 61 | 68 |
| 4 | C2 | 83 | 29 | 43 | 64 | 73 |
| 5 | C1 | 74 | 35 | 49 | 62 | 68 |
| 5 | C2 | 83 | 34 | 49 | 66 | 74 |
| 6-8 | D1 | 74 | 27 | 42 | 60 | 70 |
| 6-8 | D2 | 88 | 24 | 39 | 63 | 77 |
| 9-12 | E1 | 74 | 28 | 40 | 60 | 70 |
| 9-12 | E2 | 89 | 27 | 40 | 65 | 80 |

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

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

(2) Statements of the state board of education and board of regents of the university of Idaho which relate to the curriculum of public educational institutions, to students attending or applicants to such institutions, or to the use and maintenance of land, equipment and buildings controlled by the respective institutions, are not rules and are not statements of general applicability for the purposes of chapter 52, title 67, Idaho Code.

(3) Notwithstanding any other provision of chapter 52, title 67, Idaho Code, the state board of education and board of regents of the university of Idaho shall be deemed to be in full compliance with the notice requirements of section 67-5221, Idaho Code, if:

(a) Notice is given by including the intended action in the official written agenda for a regularly scheduled meeting of the board, and the agenda is available for public inspection at the central office of the board not less than five (5) days prior to the meeting; and

(b) Notice of the intended action, accompanied by the full text of the rule under consideration prepared so as to indicate words added or deleted from the presently effective text, if any, is transmitted to the director of the legislative services office at the same time that notice is given under paragraph (a) of this subsection. The director of the legislative services office shall refer the material under consideration to the germane joint subcommittee created in section 67-454, Idaho Code, to afford the subcommittee opportunity to submit data, views or arguments in writing to the board prior to the time for receiving comment as provided in paragraph (d) of this subsection; and

(c) The intended action is discussed but not acted upon during the regularly scheduled meeting for which the agenda was prepared, but instead is held for final action at the next regularly scheduled or later meeting of the board; and

(d) At least fifteen (15) days prior to the scheduled date for final action, the board shall mail to all persons who have made timely request in writing to the board and shall publish in an issue of the Idaho administrative bulletin a brief description of the intended action, or a concise summary of any statement of economic impact required pursuant to section 67-5223(2), Idaho Code, and shall note the time when, the place where, and the manner in which interested persons may present their views thereon; and

(e) Upon adoption of a rule, the board, if requested in writing to do so by an interested person either prior to adoption or within twenty-eight (28) days thereafter, shall issue a concise statement of the principal reasons for and against its adoption, incorporating therein its reasons for overruling the considerations urged against its adoption.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 16
COURSES OF INSTRUCTION

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

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

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

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

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

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

SUBJECT

Adoption of Accountability Plan for State Limited English Proficiency (LEP) Program

Approval of the temporary and proposed Rules Governing Thoroughness – Incorporation by Reference

APPLICABLE STATUTE, RULE, OR POLICY

- Section 33-108. Prepare and Publish Reports. Idaho Code.
- Section 33-1612. Thorough System of Public Schools. Idaho Code
- Section 33-1617. English Language Learners – Program Requirements. Idaho Code.
- Section 67-5229. Incorporation by Reference. Idaho Code.

BACKGROUND

Title III of the No Child Left Behind (NCLB) Act of 2001, establishes sanctions or consequences for Local Education Agencies (LEAs), or school districts, that do not meet Title III Annual Measurable Achievement Objectives (AMAOs). An AMAO is a performance objective, or target, that all LEAs must meet each year for the LEP students. Title III mandates that all states develop state-appropriate annual measurable achievement objectives (AMAOs). In addition, states are required to determine state definitions for 1) progress, 2) proficiency, and 3) cohort with in the LEP program.

Idaho's LEP Accountability plan includes the growth and proficiency targets (AMAOs) developed, the definitions required, and the implementation plan for district sanctions for failure to meet the achievement objectives.

The proposed Limited English Proficiency Program Accountability Plan is designed for incorporation by reference into IDAPA Rule 08.02.03.

DISCUSSION

The proposed Accountability plan was modeled after the recently approved Title 1-AYP Accountability Procedures document. The LEP Accountability plan details the Title III federal requirements set forth for districts running Title III- LEP programs. Part I of the plan details NCLB requirements. Part II details the state developed annual objectives/targets and definitions. Part III details the sanctions and procedures for LEAs.

The three components included in the Title III AMAOs are:

- **AMAO #1:** Annual increases in the percent or number of LEP students making progress in acquiring English language proficiency, as determined by the Idaho English Language Assessment (IELA): **English Language "Progress"**.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

- **AMAO #2:** Annual increases in the percent or number of LEP students attaining English language proficiency by the end of the school year, as determined by the IELA: **English Language “Proficiency”**.
- **AMAO #3:** LEA determination for making AYP (adequate yearly progress) on the spring ISAT for LEP students (section 1111(b)(2)(B)): **“AYP”**.

The State LEP program has developed, with input from Idaho educators, the IELA testing vendor, and English language development research, the following definitions and will calculate AMAOs as indicated below. If a district does not meet any one measure, then the AMAOs are not met.

1. English Language Progress/Growth (“Progress”): On an annual basis, 55% (fifty-five percent) of LEP students within a cohort * will achieve progress, as measured on the IELA, within each LEA.

* Idaho will determine AMAOs for 2 “cohort” groups (grouping of students) (1) an unmatched cohort which will include every student tested each year and a (2) matched cohort which will include only those students who were tested in the prior and current years.

Progress is defined as advancing one level of language proficiency per year, as indicated by the Idaho English Language Assessment (IELA). Students at the Fluent level will be considered as making progress if they are not exited and maintain their level of English proficiency. The IELA details 5 levels of English proficiency and assesses the domains of listening, speaking, reading, writing and comprehension (listening + reading) in grades K-12.

2. English Language Proficiency (“Proficiency”): On an annual basis, 20% of LEP students within an LEA will achieve “proficiency” on the IELA (as defined below) in order to begin transition out of a language development program.

A student is defined as “proficient” in English on the IELA, if both the following are met:

- the student tests at the overall **Fluent** level on the IELA; and
- tests at a certain level or above within all domains assessed on the IELA.

3. AYP: AYP will be determined by annual spring ISAT data, as provided by the State Department of Education (SDE) for the LEP subgroup at the LEA level, where the LEA failed to make AYP in any target because of the LEP subgroup.

The LEP Accountability Plan lays out in detail the sanctions set forth in Title III, section 3122(b) that:

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

A. If a district LEP program fails to make progress toward meeting these objectives for two (2) consecutive years, the State Board of Education will work with the district to develop an improvement plan that specifically addresses the factors that prevented the district from achieving the objectives.

B. If a district LEP program fails to meet these objectives for four (4) consecutive years, the State Board of Education will either require the district to modify the curriculum and LEP program, or will determine if funding should continue and require the district to replace educational personnel.

C. Parental Notification – Sec 3302(b)

In addition to providing the general parental notifications, each district that has failed to make progress on the annual measurable achievement objectives for any fiscal year, shall separately inform a parent or the parents of a child identified for participation or participating in such program of such failure within 30 days of notice of failure to reach AMAOs.

Lastly, the LEP program Accountability Plan details that all accountability measures would apply to all LEAs that have one or more LEP students. However, funding sanctions would not be applicable for non Title III LEAs, as they don't receive Title III funds.

IMPACT

The impact of this Accountability plan is that it holds LEAs accountable to specific statewide growth and proficiency targets for all LEP students. The impact of the sanctions for failure to meet AMAOs is that LEAs would need to change their means of service for LEP students in order to improve student performance. This may cost the LEAs money as they complete a school improvement or corrective action plan and provide more professional development and technical assistance to the teachers.

ATTACHMENTS

Attachment 1 – Limited English Proficiency Accountability Plan Page 5
Attachment 2 - Temporary and Proposed Rules Governing Thoroughness –
Incorporation by Reference Page 17

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends the Board adopt the Accountability Plan determined for the Limited English Proficiency Program, which would be applicable for all LEAs with LEP students (Title III and non-Title III).

BOARD ACTION

A motion to approve the recommended Accountability Plan for the Idaho Limited English Proficiency Program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

A motion to approve the temporary and proposed Rules Governing Thoroughness – Incorporation by Reference.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Limited English Proficiency (LEP) Program
Annual Measurable Achievement Objectives (AMAOs)
And
Accountability Procedures
For
Idaho Local Education Agencies (LEAs)
August 2006**

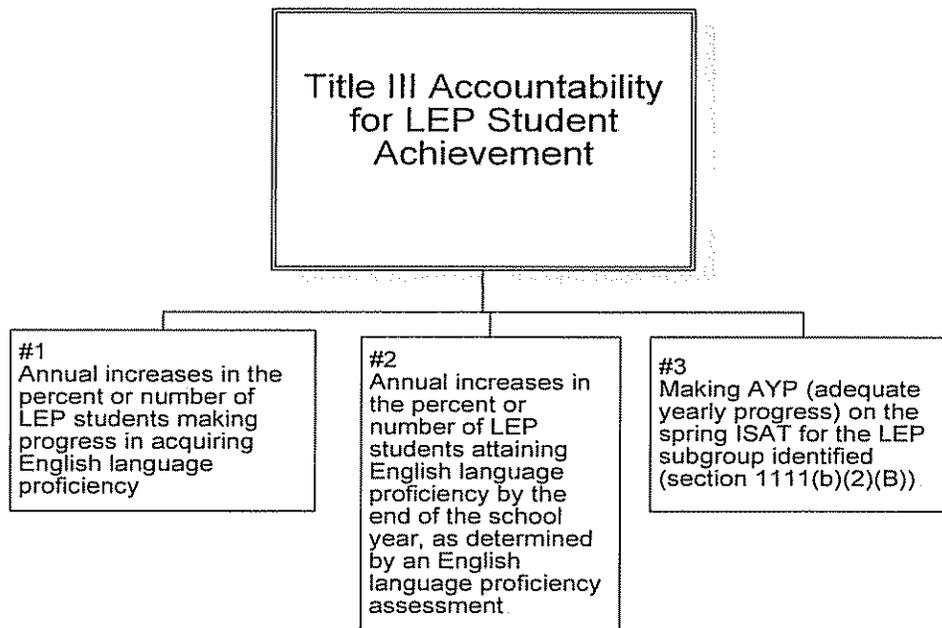
**No Child Left Behind, Title III:
Language Instruction for Limited English Proficient and Immigrant
Students**

Introduction

Title III of the No Child Left Behind (NCLB) Act of 2001, establishes sanctions or consequences for Local Education Agencies (LEAs), or school districts, which do not meet Title III Annual Measurable Achievement Objectives (AMAOs). An AMAO is a performance objective, or target, that all LEAs must meet each year for those students in an LEP program. Part I details NCLB requirements. Part II details the state developed annual objectives/targets and definitions. Part III details the sanctions and procedures for LEAs.

Part I: NCLB Requirements

All LEAs, Title III and non Title III LEAs alike, serving Limited English Proficient (LEP) students¹ are held accountable to demonstrating annual progress and proficiency in English language acquisition (**NCLB, Title III, section 3122(b)**). The AMAO accountability structure set forth in Title III is a 3-tiered structure. The first 2 AMAOs are determined by the Idaho English Language Assessment (IELA) and the 3rd AMAO is based on the AYP determinations.



¹ LEP students are English language learners (ELLs) who are specifically placed in a language development program, based on the home language survey (HLS) and the Idaho ELL Placement Test.

AMAO #1: Annual increases in the percent or number of LEP students making progress in acquiring English language proficiency, as determined by the IELA: **English Language “Progress/Growth”**.

AMAO #2: Annual increases in the percent or number of LEP students attaining English language proficiency by the end of the school year, as determined by the IELA: **English Language “Proficiency”**.

AMAO #3: LEA determination for making AYP (adequate yearly progress) on the spring ISAT for LEP students (section 1111(b)(2)(B)): **“AYP”**.

If an LEA does not meet any one of the 3 measures in any given year, then the AMAOs are not met for that year.

Accountability measures, as set forth in section 3122(b) state that:

A. If a district LEP program fails to make progress toward meeting these objectives for two (2) consecutive years, the State Board of Education will work with the district to develop an improvement plan that specifically addresses the factors that prevented the district from achieving the objectives.

B. If a district LEP program fails to meet these objectives for four (4) consecutive years, the State Board of Education will either require the district to modify the curriculum and LEP program, or will determine if funding should continue and require the district to replace educational personnel.

C. **Parental Notification**

In addition to providing the general parental notifications, each district that has failed to make progress on the annual measurable achievement objectives for any fiscal year, shall separately inform a parent or the parents of a child identified for participation or participating in such program of such failure within 30 days of notice of failure to reach AMAOs. All notifications sent home to parents, must be translated into the home language, to the extent practicable. In addition, a parent has the right to remove their child from an LEP program at any time, see 3302(a)(A), 3302(b).

Part II: State Defined AMAO Targets and Definitions

The State Board of Education, Idaho’s SEA, has adopted the following definitions and will calculate AMAOs as indicated below. If a district does not meet any one measure, then the AMAOs are not met.

1. English Language Progress/Growth (“Progress”): On an annual basis, 55% (fifty-five percent) of LEP students within a cohort² will achieve progress, as measured on the IELA, within each LEA.

Progress is defined as advancing one level of language proficiency per year, as indicated by the Idaho English Language Assessment (IELA). Students at the Fluent level will be considered as making progress if they are not exited and maintain their level of English proficiency. The IELA details 5 levels of English proficiency (see Attachment A for English language development level descriptors) and assesses the domains of listening, speaking, reading, writing and comprehension (listening + reading) in grades K-12. The 5 English language development levels as defined for Idaho are:

- (1) Beginning
- (2) Advanced Beginning
- (3) Intermediate
- (4) Early Fluent
- (5) Fluent

The AMAO growth target of 55% is informed by three considerations:

First, research suggests that it is inaccurate to assume that all students will progress at the same rate³. Second, because the proficiency levels are relatively broad categories, students starting a year near the top of a category are much more likely to progress to the next level than students who begin a year near the bottom of a category. Third, according to second language development research, it is likely that progress from the Intermediate level may require more time than progress between any of the other levels, as this is the time when students are making the transition from social to academic language.

If Idaho’s data consistently over time reflects this growth within proficiency levels and/or the “plateau” at the intermediate level, then Idaho anticipates adding a

² Idaho will determine AMAOs for 2 “cohort” groups (grouping of students) (1) an unmatched cohort, which will include every student tested each year and a (2) matched cohort which will include only those students who were tested in the prior and current years.

³ Edward De Avila, Ph.D. November, 1997

provision for a growth measurement within proficiency levels (scale score point growth) to the AMAO defined as "progress".

2. English Language Proficiency ("Proficiency"): On an annual basis, 20% of LEP students within an LEA will achieve "proficiency" on the IELA (as defined below) in order to begin transition out of a language development program.

A student is defined as "proficient" in English on the IELA, if both the following are met:

- the student tests at the overall **Fluent** level on the IELA; **and**
- the student tests at a certain level or above (to be defined on score reporting) within each domain (listening, speaking, reading, writing) assessed on the IELA.

LEP students will be considered for a transition/exit out of LEP services once they reach this definition of "proficiency", however scoring proficient alone is not sufficient for exiting out of the program. The recommended exiting criteria for LEAs in Idaho details that students should:

1. Score at the Fluent level overall and at a certain level or above on each domain tested on the IELA;

AND one of the following:

2. Receive an Idaho Reading Indicator (IRI) score of at least a 2, or an Idaho Standards Achievement Tests (ISATs) score that meets the "Basic" level;

OR

3. Demonstrate access to mainstream content curriculum in one of the following ways:

- Elementary: Consistent proficient scores on grade level benchmark unit assessments; or
- Secondary: Core content area GPA (non-modified) of 2.0; or
- Qualified teacher observations that are based on language proficiency benchmarks and criteria, with supporting portfolio of student classroom work.

A student should not necessarily be kept in an LEP program if they are deemed "proficient" on the IELA, but are not yet at the "proficient" level on the ISAT. These are two different measures of achievement and have two different definitions.

Taking into consideration the State recommended exit criteria, LEAs will be required to detail their district exit criteria on their annual LEP Plans which are approved by the local school boards and submitted to the LEP Program manager

June 30th of each year. The LEA exit plan for LEP students must meet state and federal guidelines.

3. AYP: AYP will be determined by annual spring ISAT data, as provided by the State Department of Education (SDE) for the LEP subgroup at the LEA level, where the LEA failed to make AYP in any target area because of the LEP subgroup.

Part III: LEA sanctions and procedures

The accountability measures for each LEA are determined by the results of the annual spring IELA and ISAT assessments of LEP students. Sanctions are determined by consecutive years of not meeting the AMAOs set forth above (1. progress, 2. proficiency, and 3. AYP).

Any type of improvement plan or restructuring should be seen as an opportunity for an LEA to thoroughly evaluate their programs and assess what steps need to be taken or changes that need to be made so that the LEA is able to better serve the LEP population.

Accountability and sanctions are applicable to all districts with LEP students, whether Title III funding is received or not, unless otherwise indicated below. Title III funding is the federal allocation for language acquisition, emergency immigrant, and consortia funding.

Appeals process

AMAOs will be calculated according to LEP student growth on the IELA and AYP. The appeals process for AYP takes place through the Department of Education. If an LEA believes that there has been an error in the calculation of AMAOs, then the LEA may contact the State LEP Program, however there will be no formal appeals process. Student scores may not be contested. Testing discrepancies (i.e. a student has taken 2 different grade level tests; a student has taken only a portion of the test) will be taken into consideration by the testing vendor when tests are scored and student reports are generated. The testing vendor may or may not contact the LEA directly to resolve the discrepancy.

| AMAO Sanctions | | | | | |
|--------------------|--------------------------------|-----------------------|--|---|---|
| School Year | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
| Improvement Year | Baseline Data from spring 2006 | LEP Improvement 1 | LEP Improvement 2 | LEP Improvement 3 | LEP Improvement 4 |
| LEA Responsibility | | Alert Status | 1. Develop/augment Improvement Plan specific to LEP 2. Implement Improvement Plan | 1. Continue School Improvement Plan 2. Review Plan and outcomes for adequacy | Corrective Action Plan * Title III LEAs could lose funding |
| | | Parental Notification | Parental Notification | Parental Notification | Parental Notification |
| SEA Responsibility | | Technical Assistance | Technical Assistance | Technical Assistance | Technical Assistance |

A. If a district LEP program fails to make progress toward meeting these objectives for two (2) consecutive years, the State LEP Program will work with the district to develop an improvement plan that specifically addresses the factors that prevented the district from achieving the objectives.

Many of the LEAs have already begun to develop school improvement plans due to LEP student achievement in Math and Reading (AYP). The State LEP Program will work with LEAs to significantly augment these school improvement plans, focusing on LEP student growth, rather than require development of new, independent plans.

Baseline: The spring 2006 IELA assessment will give Idaho the baseline data to begin looking at LEP student growth.

LEP Improvement YEAR 1: Data from the spring 2007 IELA will provide information regarding what LEAs will be in LEP Improvement Year 1.

- Once notified, LEAs will be on alert status for this year.
- LEAs must send parental notification home to parents of LEP students indicating that the LEA did not meet AMAOs.

LEP Improvement YEAR 2: Data from spring 2008 will provide information regarding what LEAs will be in LEP Improvement Year 2.

- LEAs must either (1) significantly augment their AYP LEA improvement plan, or (2) formulate a new LEA improvement plan, both based on the same SDE school/LEA improvement plan model.
- The State LEP program will provide technical assistance first to the LEAs that have not previously developed an improvement plan, and then to those LEAs that already have an improvement plan on file.
- The LEAs will have until December 31 of each year that the LEA is in needs improvement to complete their improvement plan. The LEAs will have until May 31 of each year to demonstrate in writing the implementation of the plan within the LEA.
- Those LEAs that meet AMAOs in Year 2 will not be required to submit improvement plans.
- LEAs must send parental notification home to parents of LEP students indicating that the LEA did not meet AMAOs and must detail the process that the LEA is going through to remedy the situation.

LEP Improvement YEAR 3: Data from spring 2009 will provide information regarding what LEAs will be in LEP Improvement Year 3.

- The LEAs that are in LEP Improvement Year 3 must continue to implement their LEA improvement plan. The LEA must review the plan for outcomes and adequacy by December 31. The LEAs will have until May 31 to demonstrate in writing the changes made to the implementation of the school improvement plan within the LEA.
- Those LEAs that did not meet AMAOs in Year 2 but did meet AMAOs in Year 3 will continue to be required to submit documentation of implementation of their improvement plans by May 31 of that year.
- The State LEP program will continue to provide technical assistance first to the LEAs that have not previously developed an improvement plan, and then to those LEAs that already have an improvement plan on file.
- LEAs must send parental notification home to parents of LEP students indicating that the LEA did not meet AMAOs detailing the process that the LEA is going through to remedy the situation.

B. If a district LEP program fails to meet these objectives for four (4) consecutive years, the State LEP Program will either require the district to modify the curriculum and LEP program, or will determine if funding should continue and/or require the district to replace educational personnel.

LEP Improvement YEAR 4: Data from spring 2010 will provide information regarding what LEAs will be in LEP Improvement Year 4.

Title III LEAs

- ⇒ LEAs that receive Title III funds must submit a new corrective action plan that details how the LEP program and curriculum will be significantly modified. Input from staff, parents and community members is required. Further guidance from the State LEP program will detail what the corrective action plan must include.
- ⇒ LEAs must submit their corrective action plan by May 31 and written documentation of implementation of the corrective action by December 31 of the following school year.
- ⇒ The State LEP program will make the determination whether Title III funding will be continued and/or require that staff be terminated.

Non Title III LEAs

- ⇒ LEAs that do not receive Title III funds must also submit a corrective action plan that details how the LEP program and curriculum will be significantly modified. Input from staff, parents and community members is required. Further guidance from the State LEP program will detail what the corrective action plan must include.
- ⇒ LEAs must submit their corrective action plan by May 31 and written documentation of implementation of the corrective action by December 31 of the following school year.
- Those LEAs that did not meet AMAOs in Year 3 but did meet AMAOs In Year 4 will continue to be required to submit documentation of implementation of their improvement plans by May 31 of that year.
- The State LEP program will continue to provide technical assistance to all LEAs in LEP Improvement Year 4.

- LEAs must send parental notification home to parents of LEP students indicating that the LEA did not meet AMAOs detailing the process that the LEA is going through to remedy the situation.

LEP Improvement Year 4+

If a district continues to miss the AMAO targets after 4 consecutive years, the district must continue to implement its corrective action plan and provide documentation of implementation by December 31 and May 31. In addition, the State LEP Program will continue to work with the district to determine the best course of action.

C. Parental Notification

In addition to providing the general parental notifications, each district that has failed to make progress on the annual measurable achievement objectives for any fiscal year, shall separately inform a parent or the parents of a child identified for participation or participating in such program of such failure within 30 days. All notifications sent home to parents, must be translated into the home language, to the extent practicable. In addition, a parent has the right to remove their child from an LEP program at any time, see 3302(a)(A), 3302(b).

Attachment A: Idaho English Language Development Level Descriptors

Level 1 - Beginning

Students performing at mastery of this level of English language proficiency begin to demonstrate basic communication skills. They can understand brief, very simple speech on familiar topics, with visual support. They can respond to simple social talk and academic instruction by using gestures or a few words or phrases, or very simple subject-predicate sentences. With assistance, they can read very brief text with simple sentences and familiar vocabulary, supported by graphics or pictures. They can write words, phrases and very simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

Level 2 - Advanced Beginning

Students performing at mastery of this level of English language proficiency communicate with increasing ease in a greater variety of social and academic situations. They can understand brief, simple speech on mostly familiar topics, and need visual support. They can engage in basic social talk and academic instruction by using phrases or simple subject-predicate sentences. With assistance, they can read brief text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures. They can write phrases and simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

Level 3 - Intermediate

Students performing at mastery of this level of English language proficiency begin to expand the complexity and variety of their communication skills. They can understand speech on familiar and some unfamiliar topics, and may need some visual support. They can engage in social talk and academic instruction using increasingly detailed sentences. They can independently read simple text with mostly familiar vocabulary, and can read more complex text supported by graphics or pictures. They can write simple texts with support. They exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may impede meaning.

Level 4 - Early Fluent

Students performing at mastery of this level of English language proficiency communicate adequately in complex, cognitively demanding situations. They can understand social and academic speech at their grade level, and may need some visual support for unfamiliar topics. They can engage in social talk and academic instruction using detailed sentences and expanded vocabulary. They can write texts near grade level. They exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.

Level 5 - Fluent

Students performing at mastery of this level of English language proficiency communicate effectively with various audiences on a wide range of topics, though they may need further enhancement and refinement of English language skills to reach the native level of their peers. They can understand a variety of social and academic speech at their grade level. They can engage in social talk and academic instruction

using varied sentence structures and vocabulary appropriate to the context. They can independently read grade-level text, including technical text. They can write expanded texts appropriate to their grade level. They may exhibit a few errors in pronunciation, grammar, and writing conventions that do not impede meaning.

Beginning was chosen to reflect the skill level of English learners as they are just beginning to learn English; it refers to the mastery level after roughly six months of English language development (ELD) instruction.

Advanced Beginning was chosen for the second level because Objectives at that level generally reflect advancement of skills above the Beginning level rather than lack of skills below the Intermediate level.

Intermediate tends to be a major benchmark in ELD progress; English learners with proficiency at this level can learn in various content areas in a mainstream classroom as long as the teacher provides appropriate support.

Early Fluent and **Fluent** reflect the practice of considering English learners at these levels for redesignation as Fluent English Proficient status (based on a variety of appropriate measures).

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule:

(2-23-06)T

01. The Idaho Achievement Standards. The Idaho Achievement Standards as adopted by the State Board of Education on October 17, 2005. Copies of the document can be found on the State Board of Education website at www.idahoboardofed.org <http://www.boardofed.idaho.gov/index.asp>. ~~(2-23-06)T~~ (8-11-06T)

02. The Idaho English Language Development Standards. The Idaho English Language Development Standards as adopted by the State Board of Education on August 11, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/lep/index.asp>. (8-11-06T)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on August 11, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/lep/index.asp>. (8-11-06T)

04. The Idaho English Language Assessment (IELA) Cut Scores. The Idaho English Language Assessment (IELA) Cut Scores as adopted by the State Board of Education on August 11, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/lep/index.asp>. (8-11-06T)

05. The Idaho Standards Achievement Tests (ISAT) Cut Scores. Cut Scores as adopted by the State Board of Education on August 11, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (8-11-06T)

THIS PAGE INTENTIONALLY LEFT BLANK

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-108. PREPARE AND PUBLISH REPORTS. The state board shall prepare, or cause to be prepared, and publish such reports, statistical tables and studies as may be a contribution to the general educational welfare of the state.

TITLE 33
EDUCATION
CHAPTER 16
COURSES OF INSTRUCTION

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

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

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

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

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

TITLE 33
EDUCATION
CHAPTER 16
COURSES OF INSTRUCTION

33-1617. ENGLISH LANGUAGE LEARNERS -- PROGRAM REQUIREMENTS. It is legislative intent that the state board of education and state department of education develop statewide, research-based goals for students in Idaho who are English language learners. Goals shall specifically address compliance with applicable state and federal law and court decisions.

The board of trustees of each school district shall formulate a plan in sufficient detail that measurable objectives can be identified and addressed which will accomplish English language acquisition and improved academic performance. Moneys distributed to school districts based upon the population

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006**

of limited-English proficiency students and distributed to school districts to support programs for students with non-English or limited-English proficiency shall be utilized in support of the district plan.

The district plan and allocation of funds shall be part of a report made annually to the state board of education and state department of education. The state board of education shall provide a summary of these reports to the legislature. Recommendations for program enhancements needed to reach the statewide goals are to be brought to the legislature after review and approval by the state board of education.

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

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

- (a) A code, standard or rule adopted by an agency of the United States;
- (b) A code, standard or rule adopted by any nationally recognized organization or association;
- (c) A code or standard adopted by Idaho statute or authorized by Idaho statute for adoption by rule; or
- (d) A final rule of a state agency; provided however, that a state agency shall not adopt a temporary rule incorporating by reference a rule of that agency that is being or has been repealed unless the rule providing for the incorporation has been reviewed and approved by the legislature

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

- (a) Note where copies of the incorporated material may be obtained or electronically accessed; and
- (b) If otherwise unavailable, provide one (1) copy of the incorporated material to the Idaho supreme court law library.

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

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

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

SUBJECT

Adoption of revised English Language Development (ELD) Standards and English Language Development Level Descriptors

Approval of the temporary and proposed Rules Governing Thoroughness – Incorporation by Reference

APPLICABLE STATUTE, RULE, OR POLICY

- Section 33-105. Rules – Executive Department. Idaho Code.
- Section 33-1612. Thorough System of Public Schools. Idaho Code

BACKGROUND

Title III of the No Child Left Behind Act of 2001 mandates that all states develop standards for Limited English Proficiency (LEP) students. These standards are to be derived from the four recognized domains of speaking, listening, reading and writing. The ELD standards are also to be aligned with State academic Achievement Standards in addressing student academic achievement in language arts.

English Language Proficiency (ELP) standards were originally approved by the Board in June 2004. Subsequently in 2005, an external review of the Idaho Standards Achievement Tests (ISAT) recommended a revision of Idaho English Language Arts standards. In addition, the LEP Program reviewed the existing ELP standards and concluded that they did not appropriately reflect second language acquisition skills and needed to be linked to the updated Language Arts standards.

The State LEP Program has worked with WestEd, a well respected educational research organization, to revise the Standards to align with the current Idaho English Language Arts standards.

DISCUSSION

The LEP Program worked with a committee of 12 Idaho educators and WestEd to revise the standards. It was determined that they would be referred to as English Language Development (ELD) standards, rather than proficiency standards, because development better reflects the intent of the standards.

The three criterion used to develop the revised standards were:

- I) Criterion 1: Organization, Format, Specificity
 - NCLB Title III guidelines target four domains for standards — listening, speaking, reading, and writing — that must include comprehension skills.
 - Each standard has a hierarchical organization of a general Standard descriptor, Goals as major skills within a Standard, and specific Objective statements within each Goal.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

- Standards are broad descriptors of student performance in each domain that reflect the highest level of English language acquisition (to be called the “Fluent” level).
- Each Standard can be divided into major parts or strands. Idaho calls these parts “Goals” in the Language Arts standards so this term should remain intact for ELD standards.
- Within each Goal are Objectives that clearly and succinctly describe student performance in measurable terms. These Objectives are:
 - o Reflect final mastery of skills for each ELD level;
 - o Provide sufficient specificity to create state assessment items; and
 - o Allow sufficient generality to limit the number of Objectives and to keep teachers’ attention on major language skills when planning and delivering standards-based lessons.
- A meaningful format of ELD standards (including Goals and Objectives) can greatly assist educators, especially teachers, to understand the Objectives, their interconnections, and their link to Language Arts objectives. By grouping ELD objectives according to “like skill,” they form a sequential cluster from the beginning to advanced (Fluent) levels for a specific skill area. Each cluster resembles a rubric that can be used by teachers for ongoing classroom assessment as well as by state test developers.

II) Criterion 2: Linkage

- NCLB Title III guidelines state that ELD standards should be linked to English-language arts standards. ELD Standards in the four domains are clearly linked to Idaho’s six Language Arts Standards and the most important Language Arts Objectives. Showing the match between ELD and Language Arts Objectives in the chart of Objectives (see criterion 1, format) assists teachers in designing standards-based lessons when they have both English learners and native English speakers in the class.
- The rigor of the highest ELD level (Fluent) in a cluster of ELD Objectives is near the expected performance at the higher grades on the linked Language Arts Objective.

III) Criterion 3: Theory-based

- NCLB Title III guidelines caution States that English-language arts (ELA) standards should not be used as ELD standards (e.g., using lower grade ELA standards as lower level ELD standards). ELD standards are developed for English learners and reflect prevailing research and expert knowledge about second language acquisition.

In addition, English Language Development Level Descriptors were developed to detail the skills needed to move from one language proficiency level to the next. These general performance indicators serve as anchors for establishing ELD

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

Objectives within each grade span (K-2, 3-5, 6-8, and 9-12), and help align Objectives across grade spans.

- Level 1: Beginning
- Level 2: Advanced Beginning
- Level 3: Intermediate
- Level 4: Early Fluent
- Level 5: Fluent

Beginning was chosen to reflect the skill level of English learners as they are just beginning to learn English; it refers to the mastery level after roughly six months of ELD instruction.

Advanced Beginning was chosen for the second level because Objectives at that level generally reflect advancement of skills above the Beginning level rather than lack of skills below the Intermediate level.

Intermediate tends to be a major benchmark in ELD progress; English learners with proficiency at this level can learn in various content areas in a mainstream classroom as long as the teacher provides appropriate support.

Early Fluent and **Fluent** reflect the practice of considering English learners at these levels for redesignation as Fluent English Proficient status (based on a variety of appropriate measures).

IMPACT

The adoption of these revised ELD standards and ELD Level Descriptors will enable the IELA and State approved curriculum to be aligned to the State approved standards, so that all LEP students are measured consistently in the state of Idaho. Teachers will use assessment data to appropriately design the appropriate learning programs for incoming students and develop consistent measure progresses for each student, as well.

ATTACHMENTS

| | |
|---|--------------|
| ELD Standards & ELD Level Descriptors | Page ELD - 1 |
| ELD Standards Committee | Page 5 |
| Temporary and Proposed Rules Governing Thoroughness – Incorporation by Reference | Page 6 |

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends the approval of the ELD Standards and ELD Level Descriptors for incorporation by reference into 08.02.03. This will enable the school districts to move forward in assessing and placing Limited English Proficiency students, as well as allow curriculum specialists to ensure that materials are in line with State ELD Standards. The approval would allow for the revised ELD Standards to be incorporated for the 2006-2007 school year.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

BOARD ACTION

A motion to approve the revised English Language Development (ELD) Standards and English Language Development Level Descriptors.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

A motion to approve the temporary and proposed Rules Governing Thoroughness – Incorporation by Reference.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

The Idaho Map of Standards for English Learners

Grades K–12

Copyright © 2006 by Idaho State Board of Education. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

To Obtain a Copy: A downloadable pdf is accessible on the State Board of Education/LEP website: http://www.boardofed.idaho.gov/lep/StFed_reqs.asp.

Acknowledgements

The Idaho State Board of Education would like to acknowledge WestEd, particularly staff members John Carr and Rachel Lagunoff, for their work in developing these ELD standards.

The ISBOE also wishes to acknowledge the time and suggestions offered by the review panel of Idaho educators. Review panel members were:

Anne Marie Bebber - Meridian #2

Khrista Buschhorn - Twin Falls #411

Linda Christensen - Meridian #2

Linda Dunbar - Blackfoot #55

Ann Farris - Boise #1

Mary Guterrez - Nampa #131

Lonnie Johnson - Payette #371

Shu - Yuan Lin - Idaho State University

Angela Luckey - Idaho State University

Larris Olsen - Minidoka #331

Lance Robertson - Bonneville #93

Yolanda Sapien - Cassia #151

Table of Contents

INTRODUCTION

IDAHO ENGLISH LANGUAGE DEVELOPMENT LEVEL DESCRIPTORS

IDAHO ENGLISH LANGUAGE DEVELOPMENT GRADES K–2

K–2 Idaho English Language Development Standards Statements

K–2 Idaho English Language Development Objectives

| | |
|---|----|
| ELD Standard 1: Listening | |
| ELD Goal 1.1: Listening Comprehension | 1 |
| ELD Standard 2: Speaking | |
| ELD Goal 2.1: Speaking Applications | 2 |
| ELD Standard 3: Reading | |
| ELD Goal 3.1: Reading Process..... | 3 |
| ELD Goal 3.2: Reading Comprehension..... | 6 |
| ELD Standard 4: Writing | |
| ELD Goal 4.1: Writing Process | 9 |
| ELD Goal 4.2: Writing Applications | 10 |
| ELD Goal 4.3: Writing Conventions..... | 11 |

IDAHO ENGLISH LANGUAGE DEVELOPMENT GRADES 3–5

3–5 Idaho English Language Development Standards Statements

3–5 Idaho English Language Development Objectives

| | |
|---|----|
| ELD Standard 1: Listening | |
| ELD Goal 1.1: Listening Comprehension | 1 |
| ELD Standard 2: Speaking | |
| ELD Goal 2.1: Speaking Applications | 2 |
| ELD Standard 3: Reading | |
| ELD Goal 3.1: Reading Process..... | 5 |
| ELD Goal 3.2: Reading Comprehension..... | 8 |
| ELD Standard 4: Writing | |
| ELD Goal 4.1: Writing Process | 11 |
| ELD Goal 4.2: Writing Applications | 12 |
| ELD Goal 4.3: Writing Conventions..... | 13 |

IDAHO ENGLISH LANGUAGE DEVELOPMENT GRADES 6–8

6–8 Idaho English Language Development Standards Statements

6–8 Idaho English Language Development Objectives

| | |
|---|----|
| ELD Standard 1: Listening | |
| ELD Goal 1.1: Listening Comprehension | 1 |
| ELD Standard 2: Speaking | |
| ELD Goal 2.1: Speaking Applications | 2 |
| ELD Standard 3: Reading | |
| ELD Goal 3.1: Reading Process..... | 5 |
| ELD Goal 3.2: Reading Comprehension..... | 9 |
| ELD Standard 4: Writing | |
| ELD Goal 4.1: Writing Process | 11 |
| ELD Goal 4.2: Writing Applications | 12 |
| ELD Goal 4.3: Writing Conventions..... | 13 |

IDAHO ENGLISH LANGUAGE DEVELOPMENT GRADES 9–12

9–12 Idaho English Language Development Standards Statements

9–12 Idaho English Language Development Objectives

| | |
|---|----|
| ELD Standard 1: Listening | |
| ELD Goal 1.1: Listening Comprehension | 1 |
| ELD Standard 2: Speaking | |
| ELD Goal 2.1: Speaking Applications | 2 |
| ELD Standard 3: Reading | |
| ELD Goal 3.1: Reading Process..... | 5 |
| ELD Goal 3.2: Reading Comprehension..... | 7 |
| ELD Standard 4: Writing | |
| ELD Goal 4.1: Writing Process | 10 |
| ELD Goal 4.2: Writing Applications | 11 |
| ELD Goal 4.3: Writing Conventions..... | 13 |

APPENDIX

Introduction to the Idaho Map of Standards for English Learners

Purpose of ELD Standards

English Language Development (ELD) standards describe what English learners know and can do as they develop English language skills and acquire the academic concepts and skills to be able to achieve the state’s rigorous language arts standards. The standards show the gradual progression through five ELD levels, starting with a student who has no knowledge of English and begins to acquire skills in listening, speaking, reading, and writing at benchmark stages until reaching English fluency. ELD standards are the onramp to language arts standards and were developed with achievement of the language arts standards as the ultimate objective. Some ELD standards at the Early Fluent and Fluent levels contain wording similar to the Language Arts standards, reflecting this very goal.

One might ask, “Why can’t teachers just use language arts standards from an earlier grade level for English learners, rather than the ELD standards?” The answer is that acquisition of a second language is different from acquisition of a first language. The ELD standards follow a research-based progression of second language acquisition, from beginning to advanced language skills. Language arts standards below the English learner’s grade level simply are not appropriate as indicators or expectations of second language acquisition.

Components of the ELD Standards

The Idaho ELD standards describe what English learners at four grade spans know and can do in four domains at five proficiency levels. The grades spans are K–2, 3–5, 6–8, and 9–12. The four domains are listening, speaking, reading, and writing. The five levels are Beginning, Advanced Beginning, Intermediate, Early Fluent, and Fluent. The ELD standards include the following three components:

- ELD Level Descriptors for grades K–12
- ELD Standards Statements for each grade span

- ELD Objectives within each standard

An overview of each of these components is given below.

ELD Level Descriptors

The ELD Level Descriptors describe what English learners in grades K–12 generally know and can do upon reaching mastery at each of five proficiency levels. The levels are labeled as follows:

Level 1: Beginning

Level 2: Advanced Beginning

Level 3: Intermediate

Level 4: Early Fluent

Level 5: Fluent

These descriptions are *i g p* indicators of students’ proficiency in English language skills across all grades, K–12. Some adjustment may be necessary when applying the descriptions to students at a specific grade level, especially students at the earlier grades of the K–12 span. For example, kindergarteners do not yet write expanded texts as stated at the Fluent level for K–12 writing skills, but kindergarteners are expected to perform developmentally appropriate precursor skills such as labeling a sequence of story pictures, creating class story books, and writing in journals.

Note that the descriptions indicate what students know and can do upon reaching *o c u* in the level. For example, a student in the Advanced Beginning level needs to learn how to “read brief text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures.” Once the student shows mastery of this reading skill, the student is ready to be challenged to learn the reading skills described at the Intermediate level.

The determination of a student’s overall proficiency level is made based on many factors; this overall level does not necessarily mean the student performs in each individual skill at that same level. For example, a student may be performing at the Intermediate level in listening and speaking, but at Advanced Beginning in reading and writing. Likewise, a student may be performing at higher or lower levels on particular skills within a domain; for instance, higher on decoding words but lower on comprehension and making inferences.

ELD Standards Statements

The ELD standards are organized in the same hierarchical system as the Idaho Language Arts standards.

Standard: Domain

Goal: Major skill within the domain

Objective: Description of a specific, measurable skill

There are four Standards for ELD, corresponding to six Language Arts Standards, as show in the chart below.

| ELD | Language Arts |
|-----------------------|---|
| Standard 1: Listening | Standard 6: Communication |
| Standard 2: Speaking | |
| Standard 3: Reading | Standard 1: Reading Process Standard 2: Reading Comprehension Interpretation |
| Standard 4: Writing | Standard 3: Writing Process Standard 4: Writing Applications Standard 5: Writing Components |

The Standards statements describe what students know and can do upon mastery of the Fluent level in the domain overall. Since Fluent level expectations are very close to native-English-speaker grade-level expectations, the Standards statements for ELD are very close to those for Language Arts.

ELD Objectives

The ELD Objectives reflect the skills and knowledge that are *o q u v " k i* in instruction and assessment of English learners and link as much as possible to the *o q u v " k i* Language Arts Objectives that all students are expected to master. ELD curricula may identify additional skills for classroom instruction.

A meaningful format of ELD Objectives can greatly help educators, especially teachers, to understand the Objectives, their interconnections, and their link to Language Arts Objectives. The ELD Objectives are organized by grouping those that address a similar concept or skill from Beginning to Fluent ELD levels; this group is called a “cluster of ELD Objectives.” Each cluster of ELD Objectives is given a cluster label — a big idea that reflects the essence of all of the linked ELD and Language Arts Objectives. Each cluster resembles a rubric that can be used by teachers for ongoing classroom assessment as well as by state test developers.

The clusters of ELD Objectives are organized in a logical order within each Standard and Goal and follow the Language Arts numbering system. The clusters of ELD Objectives are presented in the format of a map that shows each cluster and one or several linked Language Arts Objectives side-by-side. The purpose of the *Idaho Map of Standards for English Learners* is to help educators clearly see the relationship between two sets of standards: the state’s ELD and Language Arts standards. The organization of the Map is especially useful for a teacher in a multilingual classroom who wants to plan a single language arts lesson that integrates ELD and Language Arts standards.

How to Navigate the Idaho Map of Standards for English Learners

The illustration to the right shows part of a page of clusters of ELD Objectives (in the left-hand column) and linked Language Arts Objectives (in the right-hand column). Key elements are defined as follows.

- ❶ Bottom right corner shows grade span and pagination, starting at page 1 for each grade span.
- ❷ **ELD Cluster of Objectives and Level** column: the leftmost column shows number of each cluster of Objectives according to Standard, Goal, and Objective; the same system used for Language Arts Objectives.
- ❸ ELD level labels are listed at the bottom of page in a legend. Some clusters of Objectives have all five ELD levels, but some combine Early Fluent and Fluent (EF/F).
- ❹ **ELD Objectives** column: A label for each cluster of Objectives appears in bold type directly to the right of the cluster number. The label is the big idea that represents the essence of all linked ELD and Language Arts Objectives.
- ❺ The ELD Objectives (“text”) for each level in the cluster are listed below the big idea.
- ❻ **Language Arts Objectives** columns: The Language Arts Objectives along with the state’s reference numbers are listed beneath each grade.

| English Language Development Standards: Grades 3-5 | | Language Arts Standards | | |
|--|----------------------------|-------------------------|---------|---------|
| ELD Standard 1: Listening ELD Goal 1.1: Listening Comprehension | | Grade 3 | Grade 4 | Grade 5 |
| ❷ ELD 1.1.1 | Follow Directions ❹ | [3.IA.6.1.3] [text] | [text] | [text] |
| B | [text] | ❻ | | |
| AB | [text] | | | |
| I | [text] ❺ | | | |
| EF | [text] | | | |
| F | [text] | | | |
| ❸ B = Beginning EF = Early Fluent AB = Advanced Beginning F = Fluent I = Intermediate | | ❶ Grades 3–5: Page 1 | | |

Appendix

The Map contains all English Language Development (ELD) Standards and Objectives, and those Language Arts (LA) Objectives that best link to the ELD Objectives. The appendix contains a chart of all LA Objectives organized by ELD Goals. The LA Objectives are taken directly from the Idaho State Department of Education Language Arts Standards Table; those that appear in the Map have bolded numbers.

A teacher can use the Map to identify particular ELD and matching LA Objectives and then refer to the appendix to find other relevant LA Objectives when designing a comprehensive unit lesson plan for a classroom with both English learners and native English speakers.

Idaho English Language Development Level Descriptors

| | Level 1 Beginning | Level 2 Advanced Beginning | Level 3 Intermediate | Level 4 Early Fluent | Level 5 Fluent |
|------------------|--|--|--|--|---|
| Overall | | | | | |
| Listening | They can understand brief, very simple speech on familiar topics, with visual support. | They can understand brief, simple speech on mostly familiar topics, and need visual support. | They can understand speech on familiar and some unfamiliar topics, and may need some visual support. | They can understand social and academic speech at their grade level, and may need some visual support for unfamiliar topics. | They can understand a variety of social and academic speech at their grade level. |
| Speaking | They can respond to simple social talk and academic instruction by using gestures or a few words or phrases, or very simple subject-predicate sentences. | They can engage in basic social talk and academic instruction by using phrases or simple subject-predicate sentences. | They can engage in social talk and academic instruction using increasingly detailed sentences. | They can engage in social talk and academic instruction using detailed sentences and expanded vocabulary. | They can engage in social talk and academic instruction using varied sentence structures and vocabulary appropriate to the context. |
| Reading | With assistance, they can read very brief text with simple sentences and familiar vocabulary, supported by graphics or pictures. | With assistance, they can read brief text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures. | They can independently read simple text with mostly familiar vocabulary, and can read more complex text supported by graphics or pictures. | They can independently read text near grade level, and can read technical text supported by graphics or pictures. | They can independently read grade-level text, including technical text. |
| Writing | They can write words, phrases and very simple sentences. | They can write phrases and simple sentences. | They can write simple texts with support. | They can write texts near grade level. | They can write expanded texts appropriate to their grade level. |

Idaho English Language Development Level Descriptors

| | Level 1 Beginning | Level 2 Advanced Beginning | Level 3 Intermediate | Level 4 Early Fluent | Level 5 Fluent |
|------------------|--|--|--|---|--|
| Overall | Students performing at mastery of this level of English language proficiency begin to demonstrate basic communication skills. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning. | Students performing at mastery of this level of English language proficiency communicate with increasing ease in a greater variety of social and academic situations. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning. | Students performing at mastery of this level of English language proficiency begin to expand the complexity and variety of their communication skills. They exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may impede meaning. | Students performing at mastery of this level of English language proficiency communicate adequately in complex, cognitively demanding situations. They exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning. | Students performing at mastery of this level of English language proficiency communicate effectively with various audiences on a wide range of topics, though they may need further enhancement and refinement of English language skills to reach the native level of their peers. They may exhibit a few errors in pronunciation, grammar, and writing conventions that do not impede meaning. |
| Listening | They can understand brief, very simple speech on familiar topics, with visual support. | They can understand brief, simple speech on mostly familiar topics, and need visual support. | They can understand speech on familiar and some unfamiliar topics, and may need some visual support. | They can understand social and academic speech at their grade level, and may need some visual support for unfamiliar topics. | They can understand a variety of social and academic speech at their grade level. |
| Speaking | They can respond to simple social talk and academic instruction by using gestures or a few words or phrases, or very simple subject-predicate sentences. | They can engage in basic social talk and academic instruction by using phrases or simple subject-predicate sentences. | They can engage in social talk and academic instruction using increasingly detailed sentences. | They can engage in social talk and academic instruction using detailed sentences and expanded vocabulary. | They can engage in social talk and academic instruction using varied sentence structures and vocabulary appropriate to the context. |
| Reading | With assistance, they can read very brief text with simple sentences and familiar vocabulary, supported by graphics or pictures. | With assistance, they can read brief text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures. | They can independently read simple text with mostly familiar vocabulary, and can read more complex text supported by graphics or pictures. | They can independently read text near grade level, and can read technical text supported by graphics or pictures. | They can independently read grade-level text, including technical text. |
| Writing | They can write words, phrases and very simple sentences. | They can write phrases and simple sentences. | They can write simple texts with support. | They can write texts near grade level. | They can write expanded texts appropriate to their grade level. |

Idaho English Language Development Grades K–2

Idaho English Language Development Standards Statements

Idaho English Language Development Objectives

ELD Standard 1: Listening

ELD Goal 1.1: Listening Comprehension 1

ELD Standard 2: Speaking

ELD Goal 2.1: Speaking Applications 2

ELD Standard 3: Reading

ELD Goal 3.1: Reading Process..... 3

ELD Goal 3.2: Reading Comprehension.....6

ELD Standard 4: Writing

ELD Goal 4.1: Writing Process 9

ELD Goal 4.2: Writing Applications 10

ELD Goal 4.3: Writing Conventions..... 11

Idaho English Language Development Standards Statements — Grades K–2

Standard 1: Listening

Students demonstrate comprehension of social and academic oral communication used in the classroom.

Standard 2: Speaking

Students use speaking skills to ask and answer questions and describe familiar experiences or interests. Students speak in a manner that guides the listener to understand important ideas by using clear, coherent sentences.

Standard 3: Reading

Students apply oral language skills to develop reading skills and to recognize that print represents spoken language. Students decode grade level words, read with fluency, and comprehend connected text. Students apply knowledge of common synonyms, antonyms and word parts to determine the meaning of unknown words.

Students begin to identify plot and describe characters in stories. Students use a variety of comprehension strategies to understand material that may be used to answer specific questions or gather information.

Standard 4: Writing

Students use the writing process approach to write for a specific purpose. Students draw pictures and write words and sentences to express meaning. Students use grade-level-appropriate spelling, punctuation, capitalization, and sentence structure.

| English Language Development Standards: Grades K-2 | | Language Arts Standards | | |
|--|---|--|--|--|
| ELD Standard 1: Listening ELD Goal 1.1: Listening Comprehension | | Grade K | Grade 1 | Grade 2 |
| ELD 1.1.1 | Follow Oral Directions | K.LA.6.1.3 Listen to understand and follow one and two-step spoken directions. | 1.LA.6.1.3 Listen and follow one- and two- step oral directions. | 2.LA.6.1.3 Listen and follow multiple-step oral directions. |
| B | Follow simple one-step oral directions. | | | |
| AB | Follow simple two-step oral directions. | | | |
| I | Follow two-step oral directions. | | | |
| EF/F | Follow multi-step oral directions. | | | |
| ELD 1.1.2 | Understand Social and Academic Conversations | K.LA.6.1.1 Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker. | 1.LA.6.1.1 Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker. | 2.LA.6.1.1 Listen critically to determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy). |
| B | Respond appropriately to brief, very simple social conversations on familiar topics with contextual support. | | | |
| AB | Respond appropriately to simple social conversations on mostly familiar topics with contextual support. | | | |
| I | Respond appropriately to social and simple classroom conversations on mostly familiar, concrete topics. | | | |
| EF | Respond appropriately to classroom conversations on mostly concrete topics. | | | |
| F | Respond appropriately to classroom conversations on concrete and abstract topics. | | | |
| ELD 1.1.3 | Understand Key Ideas of Information Presented Orally | K.LA.6.1.2 Listen for specific answers in order to respond to questions. | 1.LA.6.1.2 Listen for specific answers in order to respond to questions. | 2.LA.6.1.2 Listen for answers to specific questions from information presented orally. |
| B | Identify a key idea of very brief, concrete information presented orally with visual support. | | | |
| AB | Identify a few key ideas of brief, mostly concrete information presented orally with visual support. | | | |
| I | Identify a few key ideas of concrete and some abstract information presented orally with some visual support. | | | |
| EF/F | Identify key ideas of information presented orally. | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades K-2 | | Language Arts Standards | | |
|---|--|--|---|---|
| ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications | | Grade K | Grade 1 | Grade 2 |
| ELD 2.1.1 | Ask and Answer Questions | | 1.IA.6.2.1 | 2.IA.6.2.1 |
| B | Ask and answer familiar, very simple questions using gestures or words. | | Ask questions for clarification and understanding. | Ask for clarification and explanation of stories and ideas. |
| AB | Ask and answer simple questions using a few words. | | | |
| I | Ask and answer questions using phrases or simple sentences. | | | |
| EF | Ask and answer questions using detailed sentences with some errors. | | | |
| F | Ask and answer questions using detailed sentences with few errors. | | | |
| ELD 2.1.2 | Communicate Information Orally | K.IA.6.2.1 | 1.IA.6.2.3 | 2.IA.6.2.2 |
| B | Express basic needs using gestures or words. | Share information and ideas, speaking in complete, coherent sentences. | Stay on topic when speaking. | Paraphrase information that has been shared orally by others. |
| AB | Express basic needs and feelings using a few words. | | | |
| I | Share information orally using simple sentences. | | | |
| EF | Respond orally to information shared by others using coherent sentences. | K.IA.6.2.3 | | 2.IA.6.2.3 |
| F | Retell or paraphrase information that has been shared by others, using coherent sentences. | Recite short poems, rhymes, and songs. | | Stay on topic when speaking. |
| ELD 2.1.3 | Retell Stories or Experiences | K.IA.6.2.4 | 1.IA.6.2.5 | 2.IA.6.2.4 |
| B | Respond to prompting about an experience or story using gestures and words. | Tell an experience or creative story in a logical sequence. | Use descriptive words when speaking about people, places, things, and events. | Retell stories or experiences that follow a logical sequence of events. |
| AB | Tell a brief experience or story in response to prompts using words and phrases. | | | |
| I | Tell an experience or story in a logical sequence with some prompting, using phrases and simple sentences. | | | |
| EF | Tell an experience or story in a logical sequence using simple sentences without prompting. | | | |
| F | Tell an experience or story in a logical sequence using detailed sentences without prompting. | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades K-2 | | Language Arts Standards | | |
|--|--|---|--|--|
| ELD Standard 3: Reading ELD Goal 3.1: Reading Process | | Grade K | Grade 1 | Grade 2 |
| ELD 3.1.1 | Use Text Features to Locate Information | | | |
| B | Identify cover and title of a book; hold book right side up and turn pages in the correct direction. | K.IA.1.1.1 Hold a book right side up and turn pages in the correct direction. | 1.IA.1.1.1 Match oral words to printed words (e.g., pointing to print as one reads). | 2.IA.1.2.2 Identify titles, tables of contents, and chapter headings to locate information. |
| AB | Identify words, sentences, and parts of a book (e.g., cover, title). | | | |
| I | Use the title and illustrations to aid comprehension of information in a book or reading selection. | K.IA.1.2.2 Name the parts of a book, including front cover, back cover, and title. | 1.IA.1.2.2 Locate and identify the title, author, and illustrator and table of contents of a book or reading selection. | |
| EF/F | Use grade-level text features to locate information in a book or reading selection. [N/A for K] | | | |
| ELD 3.1.2 | Use Graphic Features to Support Understanding of Text | | | |
| B | Identify information from pictures and symbols in signs. | | 1.IA.1.2.3 Read simple graphs, charts, and diagrams. | 2.IA.1.2.3 Use information from simple graphs, charts and diagrams. |
| AB | Identify information in familiar, simple bar graphs or diagrams. | | | |
| I | Identify information in simple graphs, charts, and diagrams. [N/A for K] | | | |
| EF | Describe information in simple graphs, charts, and diagrams. [N/A for K] | | | |
| F | Use information from simple graphs, charts, and diagrams. [N/A for K] | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades K-2 | | Language Arts Standards | | |
|--|--|--|---|---|
| ELD Standard 3: Reading ELD Goal 3.1: Reading Process | | Grade K | Grade 1 | Grade 2 |
| ELD 3.1.3 | Decode Words Using Phonological Awareness Skills | | | |
| B | Name some upper and lowercase letters. | K.IA.1.3.6 Identify the initial and final sounds (not the letter) of a spoken word. | 1.IA.1.3.1 Identify first, middle, and last sound in a word. | 2.IA.1.4.1 Use word patterns and/or word families to decode words in isolation and in context. |
| AB | Name upper and lowercase letters; match vowel and consonant sounds to some letters. | | 1.IA.1.4.1 Match vowel and consonant sounds to all letters. | |
| I | Match vowel and consonant sounds to all letters; identify initial and final sounds in single-syllable words. | K.IA.1.4.1 Match vowel and consonant sounds to appropriate letters. | | |
| EF | Identify initial, middle, and final sounds in single-syllable words. | | | |
| F | Use basic word patterns and/or word families to decode words. [N/A for K] | K.IA.1.5.1 Name upper and lowercase letters. | | |
| ELD 3.1.4 | Decode Words Using Knowledge of Syllables | | | |
| B | Repeat spoken words with one or two syllables. | K.IA.1.3.8 Identify the number of syllables in a word. | 1.IA.1.5.1 Apply knowledge of common onsets, rimes and word patterns to decode and generate new words. | 2.IA.1.5.1 Identify chunks or small words to decode two and three syllable written words. |
| AB | Identify the number of syllables in familiar spoken words. | | | |
| I | Identify the number of syllables in spoken words. | | | |
| EF | Decode new words using knowledge of common onsets and rimes. [N/A for K] | | | |
| F | Decode words using knowledge of chunks or small words. [N/A for K] | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades K-2 | | Language Arts Standards | | |
|--|---|--|--|--|
| ELD Standard 3: Reading ELD Goal 3.1: Reading Process | | Grade K | Grade 1 | Grade 2 |
| ELD 3.1.5 | Decode and Determine Meaning of Words Using Knowledge of Word Parts | | 1.LA.1.8.1 Identify the meaning of words by using common inflectional endings (e.g., -ed, -ing, and plural -s). | 2.LA.1.8.1 Identify simple prefixes, contractions and suffixes to determine the meaning of unknown words. |
| B | Read simple, familiar words. | | | |
| AB | Read and determine the meaning of simple, familiar words. | | | |
| I | Decode and determine the meaning of words by using common inflectional endings (e.g., -ed, -ing, and plural -s). [N/A for K] | | | |
| EF | Decode and determine meaning of words using knowledge of common base words and simple prefixes and suffixes. [N/A for K] | | | |
| F | Decode and determine meaning of words using knowledge of common base words and simple prefixes, suffixes, and contractions. [N/A for K] | | | |
| ELD 3.1.6 | Identify and Use Synonyms, Antonyms, Homonyms | K.LA.1.8.1 Classify common words into basic categories. | 1.LA.1.8.2 Identify common antonyms, synonyms, and homonyms. | 2.LA.1.8.2 Identify common antonyms, synonyms, and homonyms to determine meaning of words. |
| B | Identify common, simple antonym pairs (e.g., hot/cold). | | | |
| AB | Identify common, simple antonyms and synonyms. | | | |
| I | Identify common antonyms, synonyms, and homonyms. [N/A for K] | | | |
| EF | Identify and use common antonyms and synonyms to determine the meaning of words. [N/A for K] | | | |
| F | Identify and use synonyms, antonyms, and homonyms to determine the meaning of words. [N/A for K] | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades K-2 | | Language Arts Standards | | |
|--|---|---|---|---|
| ELD Standard 3: Reading ELD Goal 3.1: Reading Process | | Grade K | Grade 1 | Grade 2 |
| ELD 3.1.7 | Read With Fluency | K.IA.1.7.1 Read at least 25 one-syllable high frequency words. | 1.IA.1.7.1 Read at least 150 regular and irregular sight words fluently. | 2.IA.1.7.1 Read at least 300 regular and irregular sight words fluently. |
| B | Read a few familiar, high frequency words fluently. | | 1.IA.1.7.2 Read aloud Grade 1 text fluently with at least 54 correct words per minute. | 2.IA.1.7.2 Read aloud Grade 2 text fluently with at least 94 correct words per minute. |
| AB | Read familiar high frequency words fluently. | | | |
| I | Read regular and irregular sight words fluently. | | | |
| EF | Read grade-level text at near grade-level fluency. [N/A for K] | | | |
| F | Read grade-level text at grade-level fluency. [N/A for K] | | | |
| ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension | | Grade K | Grade 1 | Grade 2 |
| ELD 3.2.1 | Follow Written Directions | K.IA.2.2.4 Follow two- or three-step directions using picture clues. | 1.IA.2.2.4 Follow one-step written directions. | 2.IA.2.2.4 Follow two-step written directions. |
| B | Follow one-step written directions represented by signs, symbols, and one or two words. | | | |
| AB | Follow simple one-step written directions supported by visual clues. | | | |
| I | Follow simple one-step written directions. | | | |
| EF | Follow complex one-step written directions. [N/A for K] | | | |
| F | Follow two-step written directions. [N/A for K] | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades K-2 | | Language Arts Standards | | |
|--|---|--|--|--|
| ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension | | Grade K | Grade 1 | Grade 2 |
| ELD 3.2.2 | Identify Topic in Text | | | |
| B | Identify the topic in brief text with illustrations by drawing a picture or using gestures or words orally. | K.LA.2.2.1 Participate in identifying the topic of expository text that is heard or read. | 1.LA.2.2.1 Participate in identifying the topic of expository text that is heard or read. | 2.LA.2.2.1 Identify the main idea, problem and solutions in expository text to support comprehension. |
| AB | Identify orally the topic in brief text with illustrations by drawing a picture and using phrases. | | | |
| I | Identify orally the topic in text with illustrations by using simple sentences. | K.LA.2.2.3 Identify and sequence information from expository text into correct order using picture clues. | 1.LA.2.2.3 Identify facts and sequence important information from expository text into correct order using picture clues. | 2.LA.2.2.3 Identify facts and sequence important information from expository text into a logical order to retell facts. |
| EF | Identify the topic in near grade-level text and sequence information in a logical order. [N/A for K] | | | |
| F | Identify the topic in grade-level text and sequence information in a logical order. [N/A for K] | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades K-2 | | Language Arts Standards | | |
|--|---|--|--|--|
| ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension | | Grade K | Grade 1 | Grade 2 |
| ELD 3.2.3 | Describe Characters, Settings, and Plots | | | |
| B | Identify the characters and main event of a story with picture clues, using gestures or words in response to prompting. | K.IA.2.3.2 Orally identify the characters in a story that is read aloud. | 1.IA.2.3.2 Orally identify and describe the characters in a story that is read aloud. | 2.IA.2.3.2 Orally identify and describe the characters in a story that is read aloud. |
| AB | Identify the characters, setting, and main event of a story with picture clues, using words or phrases orally in response to prompting. | K.IA.2.3.3 Orally identify the setting in a story read aloud. | 1.IA.2.3.3 Identify the setting in a story heard or read aloud. | 2.IA.2.3.3 Identify the setting in a story heard or read aloud. |
| I | Identify the characters, setting, and beginning, middle, and end of a story with picture clues, using simple sentences orally in response to prompting. | | | |
| EF/F | Identify and describe the characters, identify the setting, and retell the basic plot in a story. | K.IA.2.3.4 Sequence and retell a story that is heard or read, into a beginning, middle and end. | 1.IA.2.3.4 Sequence and retell a story that is heard or read, into a beginning, middle and end. | 2.IA.2.3.4 Retell basic plots of literary text. |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades K-2 | | Language Arts Standards | | |
|--|---|---|---|--|
| ELD Standard 4: Writing ELD Goal 4.1: Writing Process | | Grade K | Grade 1 | Grade 2 |
| ELD 4.1.1 | Plan, Write, Revise, and Edit a Draft | | | |
| B | Draw a picture for a given topic. | K.IA.3.1.2 Draw a picture about a story idea generated through discussion. | 1.IA.3.1.2 Participate in identifying the main idea. | 2.IA.3.1.3 Identify strategies for planning and organizing writing. |
| AB | Label a series of pictures or fill in a simple prewriting organizer for a given topic with support, using familiar words and phrases. | | | |
| I | Fill in a prewriting organizer, and, with support, write a draft of a few simple sentences that includes a main idea; edit the draft for beginning capitalization and ending punctuation. [N/A for K] | K.IA.3.2.1 Use ideas generated in prewriting to write a class draft. | 1.IA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea. | 2.IA.3.1.4 Identify an appropriate writing format for audience. |
| EF | Fill in a prewriting organizer, write a draft that includes a main idea and some details, make basic revisions, and edit the draft for some writing conventions. [N/A for K] | | 1.IA.3.3.1 Revise writing by adding, substituting, or retelling text. | 2.IA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea and details. |
| F | Identify prewriting strategies and format; write and revise a draft that includes a main idea and details, and edit the draft for grade-level writing conventions. [N/A for K] | | 1.IA.3.4.1 Edit the draft for errors in beginning capitalization and ending punctuation. | 2.IA.3.3.1 Revise writing by adding, substituting, or retelling text. 2.IA.3.4.1 Edit the draft for errors in simple spelling, capitalization, and punctuation. |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades K-2 | | Language Arts Standards | | |
|---|---|---|---|--|
| ELD Standard 4: Writing ELD Goal 4.2: Writing Applications | | Grade K | Grade 1 | Grade 2 |
| ELD 4.2.1 | Write Narratives | K.LA.4.1.1 Participate in creating narratives by dictating, drawing, or writing. | 1.LA.4.1.1 Write narratives based on personal experience. | 2.LA.4.1.1 Write narratives based on personal experience that contain a main idea. |
| B | Draw a picture and respond to oral prompts using gestures or words. | | | |
| AB | Draw and label a series of pictures and respond to oral prompts using words and phrases. | | | |
| I | Write brief narratives based on personal experiences, using a sentence starter template with prompting. | | | |
| EF | Write narratives based on personal experiences that contain a main idea, using a few simple sentences. [N/A for K] | | | |
| F | Write narratives based on personal experiences that contain a main idea, using more detailed sentences. [N/A for K] | | | |
| ELD 4.2.2 | Write Reports | | 1.LA.4.2.2 Participate in writing brief explanations or observations of real objects, persons, places, events, or processes. | 2.LA.4.2.2 Write brief explanations or observations of real objects, persons, places, events, or processes. |
| B | Draw and label a picture and respond to oral prompts about observations of real objects, persons, places, events, or processes using words or phrases. | | | |
| AB | Draw and label a series of pictures and respond to oral prompts about observations of real objects, persons, places, events, or processes using phrases. | | | |
| I | Write brief explanations of observations of real objects, persons, places, events, or processes using a sentence starter template with prompting. [N/A for K] | | | |
| EF | Write brief explanations of observations of real objects, persons, places, events, or processes, using a few simple sentences. [N/A for K] | | | |
| F | Write brief explanations of observations of real objects, persons, places, events, or processes, using more detailed sentences. [N/A for K] | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades K-2 | | Language Arts Standards | | |
|---|---|---|--|---|
| ELD Standard 4: Writing ELD Goal 4.3 Writing Conventions | | Grade K | Grade 1 | Grade 2 |
| ELD 4.3.1 | Spell Words Correctly | K.IA.5.2.1 Spell correctly first name. | 1.IA.5.2.1 Spell correctly Grade 1 high-frequency words. | 2.IA.5.2.1 Spell correctly Grade 2 high-frequency words. |
| B | Copy name and high-frequency words with some accuracy. | | | |
| AB | Spell name and a few high-frequency words correctly and start to use invented spelling for other words. | K.IA.5.2.2 Use invented spelling to spell independently. | 1.IA.5.2.2 Use invented spelling to spell independently. | 2.IA.5.2.2 Spell correctly Grade 2 phonetically regular words with common spelling patterns. |
| I | Spell some high-frequency words correctly and use invented spelling for other words. | | | |
| EF | Spell high-frequency words correctly. [N/A for K] | | | |
| F | Spell high-frequency words correctly and apply basic spelling rules to spell other words. [N/A for K] | | | 2.IA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately. |
| ELD 4.3.2 | Apply Capitalization and Punctuation Rules | K.IA.5.4.1 Use capital letter in first name. | 1.IA.5.4.1 Capitalize the first word in a sentence, names of people, and the pronoun I. | 2.IA.5.4.1 Use capital letters for proper nouns. |
| B | Copy familiar words, including words with capital letters. | | | |
| AB | Use capital letters in first name and other familiar proper nouns. | | | 2.IA.5.4.2 Use ending punctuation, including question marks and exclamation points. |
| I | Use a capital letter for the first word of a sentence, familiar proper nouns, and the pronoun I; use a period at the end of a sentence. [N/A for K] | | 1.IA.5.4.2 Use periods at the end of sentences, and identify question marks and exclamation points. | |
| EF | Use grade-level capitalization and punctuation rules with some errors. [N/A for K] | | | |
| F | Use grade-level capitalization and punctuation rules with few errors. [N/A for K] | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades K-2 | | Language Arts Standards | | |
|---|--|-------------------------|---|---|
| ELD Standard 4: Writing ELD Goal 4.3 Writing Conventions | | Grade K | Grade 1 | Grade 2 |
| ELD 4.3.3 | Use Grammatical Forms | | 1.IA.5.3.2 Identify nouns and verbs. | 2.IA.5.3.1 Identify the difference between an incomplete and a complete sentence. 2.IA.5.3.2 Use correct subject-verb agreement in simple sentences. |
| B | Complete simple familiar Cloze sentences with a noun or verb. | | | |
| AB | Complete simple sentence frames and identify nouns and verbs with prompting. | | | |
| I | Identify and use nouns and verbs in simple sentences. [N/A for K] | | | |
| EF | Identify and use subject-verb-object order in very simple sentences with some errors. [N/A for K] | | | |
| F | Identify and use subject-verb-object order and subject-verb agreement in simple sentences with few errors. [N/A for K] | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

Idaho English Language Development Grades 3–5

Idaho English Language Development Standards Statements

Idaho English Language Development Objectives

| | |
|---|----|
| ELD Standard 1: Listening | |
| ELD Goal 1.1: Listening Comprehension | 1 |
| ELD Standard 2: Speaking | |
| ELD Goal 2.1: Speaking Applications | 2 |
| ELD Standard 3: Reading | |
| ELD Goal 3.1: Reading Process..... | 5 |
| ELD Goal 3.2: Reading Comprehension..... | 8 |
| ELD Standard 4: Writing | |
| ELD Goal 4.1: Writing Process | 11 |
| ELD Goal 4.2: Writing Applications | 12 |
| ELD Goal 4.3: Writing Conventions..... | 13 |

Idaho English Language Development Standards Statements — Grades 3–5

Standard 1: Listening

Students demonstrate comprehension of social and academic speech used in the classroom. Students demonstrate comprehension of the content of oral presentations.

Standard 2: Speaking

Students use speaking skills to communicate for various purposes and audiences. Students use speaking skills to deliver oral presentations. Students speak in a manner that guides the listener to understand important ideas by using correct grammar and vocabulary.

Standard 3: Reading

Students apply skills appropriate to their grade level to read words, explain word meaning, and decode unknown words using knowledge of word parts. Students read with fluency appropriate to their grade level.

Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies, such as asking and responding to questions and drawing inferences and conclusions from texts. Students use grade-appropriate knowledge of text structure, organization, and purpose to locate information and understand text. Students identify and/or analyze story elements and literary devices in a variety of literature.

Standard 4: Writing

Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use grade-level-appropriate sentence types, grammatical forms, spelling, punctuation, and capitalization.

Students write in a variety of modes, particularly narrative and expository. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea, contain supporting details, and are logically sequenced. Students identify connections between their personal experience and a text.

| English Language Development Standards: Grades 3-5 | | Language Arts Standards | | |
|--|--|--|--|---|
| ELD Standard 1: Listening ELD Goal 1.1: Listening Comprehension | | Grade 3 | Grade 4 | Grade 5 |
| ELD 1.1.1 | Follow Oral Directions | 3.IA.6.1.3 Listen and follow multiple-step oral directions. | [Same as Grade 3] | [Same as Grade 3] |
| B | Follow simple one-step oral directions. | | | |
| AB | Follow simple two-step oral directions. | | | |
| I | Follow simple multi-step oral directions. | | | |
| EF/F | Follow multi-step oral directions. | | | |
| ELD 1.1.2 | Understand Social and Academic Conversations | 3.IA.6.1.1 Listen critically to determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy). | 4.IA.6.1.1 Listen critically to distinguish between a speaker's opinion and verifiable facts. 4.IA.6.1.2 Listen for similarities and differences in various oral presentations. | 5.IA.6.1.1 Listen critically to interpret a speaker's verbal messages. 5.IA.6.1.2 Listen to clarify and support spoken ideas with evidence and examples. |
| B | Demonstrate comprehension of brief, very simple social conversations on familiar topics with contextual support. | 3.IA.6.1.2 Listen for answers to specific questions from information presented orally. | | |
| AB | Demonstrate comprehension of simple social conversations on mostly familiar topics with contextual support. | | | |
| I | Demonstrate comprehension of social conversations and simple academic discussions on mostly familiar, concrete topics. | | | |
| EF | Demonstrate comprehension of academic discussions on mostly concrete topics. | | | |
| F | Demonstrate comprehension of academic discussions on concrete and abstract topics. | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 3-5 | | Language Arts Standards | | |
|--|--|---|---|--|
| ELD Standard 1: Listening ELD Goal 1.1: Listening Comprehension | | Grade 3 | Grade 4 | Grade 5 |
| ELD 1.1.3 | Understand Main Idea of Information Presented Orally | 3.IA.6.1.2 Listen for answers to specific questions from information presented orally. | 4.IA.6.1.2 Listen for similarities and differences in various oral presentations. | 5.IA.6.1.2 Listen to clarify and support spoken ideas with evidence and examples. |
| B | Identify literal concepts in very brief, simple stories and information presented orally with visual support. | | | |
| AB | Identify the main idea and a few supporting details in brief, simple stories and information presented orally with visual support. | | | |
| I | Briefly describe the main idea and some supporting details of information presented orally. | | | |
| EF | Describe the main idea and most supporting details of information presented orally near grade level. | | | |
| F | Describe main ideas and supporting details of information presented orally at grade level. | | | |
| ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications | | Grade 3 | Grade 4 | Grade 5 |
| ELD 2.1.1 | Ask and Answer Questions | 3.IA.6.2.1 Ask for clarification and explanation of stories and ideas. | 4.IA.6.2.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration. | 5.IA.6.2.1 Ask questions that seek information not already discussed. |
| B | Ask and answer very simple questions using words or phrases. | | | |
| AB | Ask and answer simple questions using phrases or simple sentences. | | | |
| I | Ask and answer questions with some details and more complex sentences. | | | |
| EF/F | Ask and answer questions using standard grammar with few errors. | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 3-5 | | Language Arts Standards | | |
|---|--|---|--|--|
| ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications | | Grade 3 | Grade 4 | Grade 5 |
| ELD 2.1.2 | Communicate Information Orally | 3.IA.6.2.2 Paraphrase information that has been shared orally by others. | 4.IA.6.2.2 Summarize major ideas and supporting evidence presented in oral presentations. | |
| B | Express basic needs using simple words or phrases. | | | |
| AB | Express basic needs and feelings using phrases and simple sentences. | | | |
| I | Paraphrase information on familiar topics with support. | | | |
| EF/F | Summarize major ideas and supporting details. | | | |
| ELD 2.1.3 | Plan Oral Presentations | 3.IA.6.2.3 Organize simple oral presentations to maintain a clear focus. | 4.IA.6.2.3 Organize oral presentations to maintain a clear focus. | 5.IA.6.2.3 Organize oral presentations to maintain a clear focus. |
| B | Complete a graphic organizer or label a series of illustrations on an experience or familiar story using words or phrases. | | | |
| AB | Complete a graphic organizer on a familiar topic that follows a logical sequence of events. | | | |
| I | Complete a graphic organizer or an outline for simple narrative and informative presentations. | | | |
| EF | Organize simple oral presentations that maintain a clear focus. | | | |
| F | Organize oral presentations that maintain a clear focus; use expanded word choice and sentence structure. | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 3-5 | | Language Arts Standards | | |
|---|--|---|--|---|
| ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications | | Grade 3 | Grade 4 | Grade 5 |
| ELD 2.1.4 | Deliver Oral Presentations | 3.1A.6.2.4 | 4.1A.6.2.4 | 5.1A.6.2.2 |
| B | Retell experiences or familiar stories in response to prompts; use words, phrases, and props. | Retell stories or experiences that follow a logical sequence of events. | Deliver narrative (story) presentations that relate ideas, observations, or memories about an event or experience. | Deliver informative presentations about an important idea, issue, or event. |
| AB | Deliver brief narrative oral presentations on a familiar topic in response to prompts; use simple sentences and props. | | | |
| I | Deliver brief narrative oral presentations following a logical sequence and using expanded sentences. | | | |
| EF | Deliver narrative and informative oral presentations that maintain a focus on key events or ideas with some supporting details. | | | |
| F | Deliver narrative and informative oral presentations that maintain a clear focus on important events or ideas with supporting details. | | | |
| | | | | 5.1A.6.2.4 Deliver oral responses to literature that summarize important events and details. |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 3-5 | | Language Arts Standards | | |
|--|--|---|---|--|
| ELD Standard 3: Reading ELD Goal 3.1: Reading Process | | Grade 3 | Grade 4 | Grade 5 |
| ELD 3.1.1 | Use Text Features to Locate Information | 3.IA.1.1.1 Use print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue. 3.IA.1.2.2 Identify purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue. | 4.IA.1.2.2 Use text features (e.g., heading, captions) to comprehend various print formats (e.g., newspapers, reference text). | 5.IA.1.2.2 Explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs). |
| B | Identify letters of the alphabet, words, numerals, and parts of a book (e.g., cover, title). | | | |
| AB | Identify basic text features (e.g., end-sentence punctuation, headings) in familiar print formats. | | | |
| I | Use basic text features (e.g., bold print, paragraphing) to locate information in familiar print formats. | | | |
| EF | Use text features to locate information in familiar and some unfamiliar print formats at grade level. | | | |
| F | Use text features to locate information in various print formats at grade level. | | | |
| ELD 3.1.2 | Use Graphic Features to Support Understanding of Text | 3.IA.1.2.3 Use graphics, graphs, tables, diagrams, parenthesis, italics, and bold print to understand text. | 4.IA.1.2.3 Identify and use graphic features that support text meaning (e.g., diagrams, maps, charts, illustrations). | 5.IA.1.2.3 Use the features of texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization to find information and support understanding. |
| B | Use familiar graphic features (e.g., illustrations, charts) to support understanding of written words and phrases. | | | |
| AB | Use familiar graphic features (e.g., diagrams, maps) to support understanding of brief, simple text. | | | |
| I | Use familiar graphic features to find information and support understanding of text at independent reading level. | | | |
| EF | Use familiar and some newly learned graphic features to find information and support understanding of most grade-level text. | | | |
| F | Use various graphic features to find information and support understanding of grade-level text. | | | |

| | |
|--------------------------------|--------------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 3-5 | | Language Arts Standards | | |
|--|--|---|--|---|
| ELD Standard 3: Reading ELD Goal 3.1: Reading Process | | Grade 3 | Grade 4 | Grade 5 |
| ELD 3.1.3 | Decode Words Using Phonological Awareness Skills | 3.IA.1.4.1 Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound association to read new words. | No objectives at this grade level. | No objectives at this grade level. |
| B | Identify first, middle, and last sounds in a single-syllable word. | | | |
| AB | Match vowel and consonant sounds to all letters. | | | |
| I | Use word patterns and/or word families to decode words. | | | |
| EF/F | Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound association to read new words. | | | |
| ELD 3.1.4 | Decode Words Using Knowledge of Syllables | 3.IA.1.5.1 Decode using syllable types and syllable patterns to decode words with 2-4 syllables. | 4.IA.1.5.1 Use knowledge of syllable types and syllable patterns to decode multisyllabic words. | 5.IA.1.5.1 Apply spelling and syllabication rules that aid in decoding and word recognition. |
| B | Determine the number of syllables in familiar one- to three-syllable spoken words. | | | |
| AB | Decode basic words of two to three syllables using knowledge of syllable types and patterns. | | | |
| I | Decode words of two to four syllables at independent reading level using knowledge of syllable types and patterns. | | | |
| EF/F | Decode most grade-level multisyllabic words using knowledge of syllable types and patterns. | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 3-5 | | Language Arts Standards | | |
|--|---|--|---|---|
| ELD Standard 3: Reading ELD Goal 3.1: Reading Process | | Grade 3 | Grade 4 | Grade 5 |
| ELD 3.1.5 | Decode and Determine Meaning of Words Using Knowledge of Word Parts | 3.IA.1.8.1 Use knowledge of base words, common prefixes and suffixes to determine meaning of unknown words in isolation and in context. | 4.IA.1.4.1 Identify common root words, prefixes and suffixes, including Greek and Latin derivatives to decode unknown words. 4.IA.1.8.1 Identify common root words, prefixes and suffixes, derived from Greek and Latin to determine the meaning of unknown words. | 5.IA.1.4.1 Apply common root words, prefixes and suffixes, including Greek and Latin derivatives to decode words. 5.IA.1.8.1 Apply root words, prefixes and suffixes, derived from Greek and Latin to determine meaning of complex words (autograph, autobiography, biography, biology). |
| B | Decode simple, familiar words. | | | |
| AB | Decode and determine meaning of words using knowledge of common base words and a few simple prefixes and suffixes. | | | |
| I | Decode and determine meaning of words using knowledge of common roots, prefixes, and suffixes at independent reading level. | | | |
| EF | Decode and determine meaning of most words using knowledge of common roots, prefixes, and suffixes near grade level. | | | |
| F | Decode and determine meaning of words using knowledge of various roots, prefixes, and suffixes at grade level. | | | |
| ELD 3.1.6 | Identify and Use Synonyms, Antonyms, Homonyms, and Words with Multiple Meanings | 3.IA.1.8.2 Identify synonyms, antonyms, homophones, and homographs to determine the meaning of words in context. | 4.IA.1.8.2 Use context, synonyms, antonyms, homophones and homographs to develop an understanding of new words. | 5.IA.1.8.2 Use context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings. |
| B | Identify common, simple antonym pairs (e.g., hot/cold). | | | |
| AB | Identify common, simple antonyms and synonyms. | | | |
| I | Identify and use common synonyms, antonyms, homonyms, and words with multiple meanings at independent reading level. | | | |
| EF/F | Identify and use synonyms, antonyms, homonyms, and words with multiple meanings at grade level. | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 3-5 | | Language Arts Standards | | |
|--|--|--|--|--|
| ELD Standard 3: Reading ELD Goal 3.1: Reading Process | | Grade 3 | Grade 4 | Grade 5 |
| ELD 3.1.7 | Read With Fluency | 3.1A.1.7.1 Fluently read at least 450 regular and irregular sight words. | 4.1A.1.7.1 Read aloud grade-level-appropriate text with fluency and accuracy from at least 140 correct words per minute (Hasbrouck & Tindal). | 5.1A.1.7.1 Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal). |
| B | Read sight words and other familiar words and phrases accurately. | | | |
| AB | Read simple sentences with familiar vocabulary with fluency and accuracy appropriate to reading level. | | | |
| I | Read text at independent reading level with fluency and accuracy appropriate to reading level. | 3.1A.1.7.2 Read aloud Grade 3 text fluently from at least 120 correct words per minute. | | |
| EF | Read grade-level text with fluency and accuracy near grade level. | | | |
| F | Read grade-level text with fluency and accuracy at grade level. | | | |
| ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension | | Grade 3 | Grade 4 | Grade 5 |
| ELD 3.2.1 | Follow Written Directions | 3.1A.2.2.4 Follow simple multi-step written directions | 4.1A.2.2.4 Follow multi-step written directions. | 5.1A.2.2.4 Follow multi-step written directions. |
| B | Follow written directions represented by signs, symbols, and one or two words. | | | |
| AB | Follow simple two-step written directions. | | | |
| I | Follow some simple multi-step written directions. | | | |
| EF | Follow simple multi-step written directions. | | | |
| F | Follow multi-step written directions. | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 3-5 | | Language Arts Standards | | |
|--|---|--|---|---|
| ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension | | Grade 3 | Grade 4 | Grade 5 |
| ELD 3.2.2 | Describe Main Idea in Text | 3.IA.2.2.3 Identify facts and relevant details to sequence important information from expository text into a logical order to retell facts. | 4.IA.2.2.3 Identify main ideas and signal words to summarize information from expository text. | 5.IA.2.2.3 Apply central ideas and signal words to summarize information from expository text. |
| B | Identify orally some facts in simple text with visuals read aloud. | | | |
| AB | Identify orally facts in brief text read with support and retell facts in logical order. | | | |
| I | Identify main ideas in text at independent reading level and retell important information from the text. | | | |
| EF | Identify main ideas and summarize important information in text near grade-level. | | | |
| F | Identify main ideas and summarize information in grade-level text. | | | |
| ELD 3.2.3 | Draw Conclusions Based on Text | 3.IA.2.1.3 Draw simple conclusions based on information gathered from text. | 4.IA.2.1.3 Draw conclusions based on information gathered from text. | 5.IA.2.1.3 Draw valid conclusions based on information gathered from text and cite evidence to support the conclusion. |
| B | Draw conclusions orally based on brief, simple text read aloud with visuals. | | | |
| AB | Draw conclusions orally based on brief, simple text with visuals on a familiar topic. | | | |
| I | Draw conclusions based on text with visuals at independent reading level, and locate some evidence in the text. | | | |
| EF | Draw conclusions based on text near grade level and locate evidence in the text. | | | |
| F | Draw conclusions based on grade-level text and locate evidence in the text. | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 3-5 | | Language Arts Standards | | |
|--|--|---|---|---|
| ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension | | Grade 3 | Grade 4 | Grade 5 |
| ELD 3.2.4 | Describe Characters, Settings, and Plots | | | |
| B | Identify orally the main characters and basic sequence of events in simple stories read aloud with visuals. | 3.1A.2.3.2 Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read. | 4.1A.2.3.2 Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read. | 5.1A.2.3.2 Analyze how a character's traits influence that character's actions. |
| AB | Identify orally the main characters, setting, and sequence of events, after reading simple stories with visuals and other support. | 3.1A.2.3.3 Identify all aspects of the setting (e.g., time of day, place, year). | 4.1A.2.3.3 Describe the setting and tell how it supports the story. | 5.1A.2.3.3 Describe the setting and tell how it supports the story. |
| I | Describe basic aspects of characters, setting, and plot in stories with visuals at independent reading level. | | | |
| EF | Describe detailed aspects of characters, setting, and plot in stories near grade level. | 3.1A.2.3.4 Identify plots in literary text. | 4.1A.2.3.4 Explain the main problem, conflict, and resolution of a story plot. | 5.1A.2.3.4 Analyze the main problem or conflict of a plot and explain how it was resolved. |
| F | Describe detailed aspects of characters, setting, and plot in | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 3-5 | | Language Arts Standards | | |
|--|---|---|---|--|
| ELD Standard 4: Writing ELD Goal 4.1: Writing Process | | Grade 3 | Grade 4 | Grade 5 |
| ELD 4.1.1 | Plan, Write, Revise, and Edit a Draft | | | |
| B | Draw pictures or complete a graphic organizer to show ideas for a narrative. | 3.IA.3.1.3 Plan writing using organizational strategies (e.g., graphic organizer, chart). | 4.IA.3.1.3 Use organizational strategies appropriate for writing. | 5.IA.3.1.3 Select organizational strategies appropriate for writing. |
| AB | Complete a graphic organizer to show ideas for a narrative; write a series of short sentences; and use a simple editing checklist of very basic rules with support. | 3.IA.3.1.4 Identify an appropriate writing format for purpose and audience. | 4.IA.3.1.4 Select an appropriate writing format for purpose and audience. | 5.IA.3.1.4 Select an appropriate writing format for purpose and audience. |
| I | Organize a central idea and some supporting details; write a brief paragraph and revise for meaning; and use a simple editing checklist of basic rules. | | 4.IA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea and details. | 5.IA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea. |
| EF | Apply the writing process to: organize more complex ideas and supporting details; write a draft and revise for meaning and clarity; and use a modified grade-level editing checklist. | 3.IA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea and details. | 4.IA.3.3.1 Revise draft for meaning and clarity. | 5.IA.3.3.1 Revise draft for meaning, clarity and effective sequencing. |
| F | Apply the writing process to: organize ideas and select an appropriate format; write a draft and revise for meaning and clarity; and use a grade-level editing checklist. | 3.IA.3.3.1 Revise draft for meaning. | 4.IA.3.3.4 Rearrange words and sentences as needed to clarify meaning. | 5.IA.3.3.4 Rearrange words, sentences, and paragraphs as needed, to clarify meaning. |
| | | 3.IA.3.3.3 Identify words and sentences that need to be rearranged to clarify meaning. | 4.IA.3.4.1 Edit the draft using an editing checklist with common editing marks. | 5.IA.3.4.1 Edit the draft using an editing checklist with common editing marks. |
| | | 3.IA.3.4.1 Edit the draft using a simple editing checklist. | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 3-5 | | Language Arts Standards | | |
|---|--|---|---|--|
| ELD Standard 4: Writing ELD Goal 4.2: Writing Applications | | Grade 3 | Grade 4 | Grade 5 |
| ELD 4.2.1 | Write Narratives | 3.IA.4.1.1 Write short narratives with a logical sequence of events that include a beginning, middle, and end. | 4.IA.4.1.1 Write narratives with a logical sequence of events that include a beginning, middle, and end. | 5.IA.4.1.1 Write short narratives that include a plot, setting, and characters. |
| B | Dictate simple sentences for the beginning, middle, and end of a narrative. | | | |
| AB | Write simple sentences with support for the beginning, middle, and end of a narrative. | | | |
| I | Write short narratives with support that have a beginning, middle, and end. | | | |
| EF | Write short narratives that have a beginning, middle, and end, using increasingly complex sentences. | | | |
| F | Write short narratives with a beginning, middle, and end, using detailed sentences. | | | |
| ELD 4.2.2 | Write Reports | 3.IA.4.2.2 Write an expository paragraph that contains a main idea and supporting details. | 4.IA.4.2.2 Write a report with a main idea that includes facts and details about the topic. | 5.IA.4.2.2 Write a report using multiple sources that includes a main idea and facts and details about the topic. |
| B | Dictate simple expository sentences. | | | |
| AB | Write simple expository sentences with support. | | | |
| I | Write expository paragraphs with support that include a main idea and some supporting details, using simple sentences. | | | |
| EF | Write brief reports that include a main idea and supporting details, using increasingly complex sentences. | | | |
| F | Write reports that include a main idea and supporting details, using detailed sentences. | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 3-5 | | Language Arts Standards | | |
|--|---|--|--|---|
| ELD Standard 4: Writing ELD Goal 4.3: Writing Conventions | | Grade 3 | Grade 4 | Grade 5 |
| ELD 4.3.1 | Spell Words Correctly | | | |
| B | Copy high-frequency words and use inventive spelling for some words. | 3.IA.5.2.1 Spell correctly Grade 3 high-frequency words. | 4.IA.5.2.1 Spell correctly Grade 4 high-frequency words and common content area (e.g. science, social studies) words. | 5.IA.5.2.1 Spell correctly Grade 5 high-frequency words and content area words. |
| AB | Spell many one-syllable, high-frequency words correctly. | 3.IA.5.2.2 Spell correctly Grade 3 phonetically regular words with common spelling patterns. | 4.IA.5.2.2 Spell correctly Grade 4 phonetically regular words with common spelling patterns. | 5.IA.5.2.2 Spell correctly common multisyllabic words that include those with Greek and Latin derivatives. |
| I | Spell correctly one-syllable words with blends, contractions, and compounds, and use reference tools to correct errors. | | | |
| EF | Spell most grade-appropriate words correctly, and independently use reference tools to correct spelling. | 3.IA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately. | 4.IA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately. | 5.IA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately. |
| F | Consistently spell grade-appropriate words correctly, and independently use reference tools to correct spelling. | | | |
| ELD 4.3.2 | Write a Variety of Sentence Types | | | |
| B | Identify and write very simple declarative sentences. | 3.IA.5.3.1 Identify and use three types of sentences (exclamatory, declarative, and interrogative). | 4.IA.5.3.1 Use simple and complex sentences. | 5.IA.5.3.1 Identify complex sentences with subject and verb agreement. |
| AB | Identify and write simple declarative, exclamatory, and interrogative sentences. | | | |
| I | Identify and write sentences of varying types and increasing complexity. | | | |
| EF/F | Identify and write sentences of varying types and complexity at grade level. | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 3-5 | | Language Arts Standards | | |
|--|---|---|---|--|
| ELD Standard 4: Writing ELD Goal 4.3: Writing Conventions | | Grade 3 | Grade 4 | Grade 5 |
| ELD 4.3.3 | Apply Capitalization and Punctuation Rules | 3.IA.5.4.1 Capitalize proper nouns, titles, and holidays. | 4.IA.5.4.1 Correctly punctuate and capitalize titles, books, geographical names. | 5.IA.5.4.1 Apply capitalization correctly in writing. |
| B | Identify and apply basic capitalization and punctuation rules for proper nouns and very simple sentences. | | | |
| AB | Identify and apply basic capitalization and punctuation rules in simple sentences. | 3.IA.5.4.2 Use commas in: | 4.IA.5.4.2 Identify comma use in a direct address (“John, come here.”) and in compound sentences. | 5.IA.5.4.2 Identify a colon to introduce a list, and in a greeting. Identify quotation marks to punctuate dialogue. |
| I | Identify and apply increasingly complex capitalization and punctuation rules. | <ul style="list-style-type: none"> • series • dates • addresses • letters | | |
| EF | Identify and apply grade-level capitalization and punctuation rules with some errors. | | | |
| F | Identify and apply grade-level capitalization and punctuation rules with few errors. | | | |
| ELD 4.3.4 | Use Grammatical Forms | 3.IA.5.3.2 Use past and present verb tenses, including irregular verbs. | 4.IA.5.3.2 Identify: <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns • conjunctions | 5.IA.5.3.2 Use Correctly: <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns • conjunctions |
| B | Identify nouns and verbs in very simple sentences. | | | |
| AB | Identify and use subject-verb-object order in very simple sentences. | | | |
| I | Identify and use subject-verb agreement and basic verb tenses in simple sentences. | | | |
| EF | Identify and use grade-level grammatical forms (e.g., verb tense, pronouns, adjectives) with some errors. | | | |
| F | Identify and use grade-level grammatical forms (e.g., verb tense, pronouns, adjectives) with few errors. | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

Idaho English Language Development Grades 6–8

Idaho English Language Development Standards Statements

Idaho English Language Development Objectives

ELD Standard 1: Listening

ELD Goal 1.1: Listening Comprehension 1

ELD Standard 2: Speaking

ELD Goal 2.1: Speaking Applications 2

ELD Standard 3: Reading

ELD Goal 3.1: Reading Process..... 5

ELD Goal 3.2: Reading Comprehension..... 9

ELD Standard 4: Writing

ELD Goal 4.1: Writing Process 11

ELD Goal 4.2: Writing Applications 12

ELD Goal 4.3: Writing Conventions..... 13

Idaho English Language Development Standards Statements — Grades 6–8

Standard 1: Listening

Students demonstrate comprehension of social and academic speech used in the classroom. Students acquire skills in listening that allow them to access information about various subjects. Students demonstrate comprehension of the content of oral presentations.

Standard 2: Speaking

Students use speaking skills to communicate for various purposes and audiences. Students develop and deliver oral presentations that maintain a focus on main ideas and significant details. Students speak in a manner that guides the listener to understand important ideas by using correct grammar and vocabulary.

Standard 3: Reading

Students use Greek and Latin root words and affixes, rules of syllabication, and context clues to decode and analyze the meaning of unknown words in increasingly complex text. Students interpret words with multiple meanings to understand vocabulary across content areas. Students independently read grade-level-appropriate text with fluency for different purposes and audiences.

Students describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of structure, organization, and purpose to understand expository and literary text. Students read increasingly difficult grade-level-appropriate text and respond critically by analyzing literary techniques and story elements.

Standard 4: Writing

Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use grade-level-appropriate sentence types, grammatical forms, spelling, punctuation, and capitalization.

Students write in a variety of formats to generate, record, and reflect upon ideas. Students choose an appropriate format for a particular writing task. Students write compositions and reports that relate to a central idea, contain supporting details, and are logically sequenced.

| English Language Development Standards: Grades 6-8 | | Language Arts Standards | | |
|--|--|---|--|---|
| ELD Standard 1: Listening ELD Goal 1.1: Listening Comprehension | | Grade 6 | Grade 7 | Grade 8 |
| ELD 1.1.1 | Follow Oral Directions | No objectives at this grade level. | | |
| B | Follow simple one-step oral directions. | | | |
| AB | Follow simple two-step oral directions. | | | |
| I | Follow simple multi-step oral directions. | | | |
| EF/F | Follow multi-step oral directions. | | | |
| ELD 1.1.2 | Understand Social and Academic Conversations | 6.LA.6.1.1 Listen in order to summarize information from a variety of sources. | 7.LA.6.1.1 Develop appropriate interpersonal listening skills (e.g., eye contact, body language). | 8.LA.6.1.1 Listen to acquire and summarize information from a variety of electronic or live sources. |
| B | Demonstrate comprehension of brief, very simple social conversations and academic language on familiar topics with contextual support. | | | |
| AB | Demonstrate comprehension of simple social conversations and academic language on mostly familiar topics with contextual support. | | | |
| I | Demonstrate comprehension of social conversations and simple academic discussions on mostly familiar, concrete topics. | | | |
| EF | Demonstrate comprehension of academic discussions on mostly concrete topics. | | | |
| F | Demonstrate comprehension of academic discussions on concrete and abstract topics. | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 6-8 | | Language Arts Standards | | |
|--|--|--|--|---|
| ELD Standard 1: Listening ELD Goal 1.1: Listening Comprehension | | Grade 6 | Grade 7 | Grade 8 |
| ELD 1.1.3 | Understand Main Idea of Information Presented Orally | 6.LA.6.1.4 Listen to acquire and summarize information from a variety of sources. | 7.LA.6.1.4 Listen to acquire and summarize information from a variety of sources. | 8.LA.6.1.1 Listen to acquire and summarize information from a variety of electronic or live sources. |
| B | Identify literal concepts in very brief, simple information presented orally with visual support. | | | |
| AB | Identify the main idea and a few supporting details in brief, simple information presented orally with visual support. | | | |
| I | Briefly describe the main idea and some supporting details of information presented orally. | | | |
| EF | Summarize the main idea and most supporting details of information presented orally near grade level. | | | |
| F | Summarize main ideas and supporting details of information presented orally at grade level. | | | |
| ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications | | Grade 6 | Grade 7 | Grade 8 |
| ELD 2.1.1 | Ask and Answer Questions | 6.LA.6.2.1 Ask questions to elicit information, including evidence to support a speaker's position. | 7.LA.6.2.1 Ask questions to elicit information, including evidence to support a speaker's position. | 8.LA.6.2.1 Paraphrase a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject. |
| B | Ask very simple questions about a speaker's briefly stated opinion about a familiar topic. | | | |
| AB | Ask simple questions to determine a speaker's opinion about a familiar topic. | | | |
| I | Ask questions to elicit information about a speaker's content to determine the speaker's position. | | | |
| EF/F | Paraphrase a speaker's point of view and ask questions about the speaker's content and position. | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 6-8 | | Language Arts Standards | | |
|---|---|--|--|--|
| ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications | | Grade 6 | Grade 7 | Grade 8 |
| ELD 2.1.2 | Communicate Information Orally | No objectives at this grade level. | | |
| B | Express basic needs and state facts using phrases and simple sentences. | | | |
| AB | Express needs and state facts using more detailed sentences. | | | |
| I | Briefly describe information on familiar topics presented orally with visual support. | | | |
| EF/F | Summarize major ideas and supporting details. | | | |
| ELD 2.1.3 | Organize Oral Presentations | 6.IA.6.2.3 Organize oral presentations to maintain a clear focus. | 7.IA.6.2.3 Organize oral presentations to maintain a clear focus. | 8.IA.6.2.3 Organize oral presentations to maintain a clear focus. |
| B | Complete a graphic organizer or label a series of illustrations on an experience or familiar story using phrases or simple sentences. | | | |
| AB | Complete a graphic organizer on a familiar topic that follows a logical sequence of events using sentence frames. | | | |
| I | Complete a graphic organizer or an outline for narrative and informative presentations using key sentence starters. | | | |
| EF | Organize oral presentations that maintain a clear focus. | | | |
| F | Organize oral presentations that maintain a clear focus and use expanded word choice and sentence structure. | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 6-8 | | Language Arts Standards | | |
|---|--|--|---|---|
| ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications | | Grade 6 | Grade 7 | Grade 8 |
| ELD 2.1.4 | Deliver Oral Presentations | | | |
| B | Retell experiences in response to prompts using phrases and simple sentences. | 6.IA.6.2.2 Emphasize important points to assist the listener in following an oral presentation. | 7.IA.6.2.2 Deliver informative presentations that: <ul style="list-style-type: none"> Organize and deliver relevant information about a focused topic. | 8.IA.6.2.2 Deliver oral summaries of articles that: <ul style="list-style-type: none"> Include the main ideas and the most significant details. |
| AB | Deliver brief narrative or informative oral presentations on familiar topics in response to some prompts using expanded sentences. | 6.IA.6.2.4 Deliver narrative presentations that include sensory details and establish a context, plot, and point of view. | <ul style="list-style-type: none"> Appeal to the background and interests of the audience. Use a range of appropriate strategies to make the presentation engaging to the audience. | <ul style="list-style-type: none"> State ideas in own words, except for when quoted directly from sources. |
| I | Deliver brief narrative and informative oral presentations, maintaining a focus on a topic and using more detailed sentences. | | | |
| EF | Deliver narrative and informative oral presentations that maintain a focus on main ideas and significant details. | | | 8.IA.6.2.4 Deliver persuasive presentations that: <ul style="list-style-type: none"> Include a well- defined position on the topic. |
| F | Deliver informative and persuasive oral presentations that maintain a focus on main ideas and significant details, engage the interests of the audience, and quote from sources when summarizing articles. | | 7.IA.6.2.4 Deliver narrative presentations that include sensory details and establish a context, plot, and point of view. | <ul style="list-style-type: none"> Differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language. |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 6-8 | | Language Arts Standards | | |
|--|---|--|---|--|
| ELD Standard 3: Reading ELD Goal 3.1: Reading Process | | Grade 6 | Grade 7 | Grade 8 |
| ELD 3.1.1 | Use Text Features to Understand Information | 6.IA.1.2.1 Apply the structural features of popular media. | 7.IA.1.2.1 Apply knowledge of organizational structures to understand information in text. | 8.IA.1.2.1 Analyze the organizational structure of printed material and electronic sources to access information. |
| B | Identify a few basic text features (e.g., title, author, headings, illustrations) in informational text. | 6.IA.1.2.2 Apply text features (e.g., directions, legend, index, and glossary, sequence, bold face print, headings) to explain text. | 7.IA.1.2.2 Apply specific features of text to understand a selection including preface and appendix. | 8.IA.1.2.2 Analyze specific features of text, including the preface and appendix, to understand a selection. |
| AB | Use a few basic text features in informational texts to locate a few key points. | | | |
| I | Use text features and basic organizational structures in informational text at independent reading level to locate and describe key points. | | | |
| EF | Use text features and organizational structures in informational text near grade level to locate and describe key points. | | | |
| F | Analyze text features and organizational structures in informational text at grade level to locate and explain key points. | | | |
| ELD 3.1.2 | Use Graphic Features to Support Understanding of Text | 6.IA.1.2.3 Identify graphic sources of information (e.g., maps, graphs, illustrations, diagrams, timelines, or tables) to address research questions. | 7.IA.1.2.3 Interpret graphic features of text to clarify and extend meaning. | 8.IA.1.2.3 Interpret graphic features of text to clarify and extend meaning. |
| B | Identify a few familiar graphic features (e.g., diagrams, maps) in informational text at independent reading level. | | | |
| AB | Use a few familiar graphic features in informational text at independent reading level to locate a few key points. | | | |
| I | Use graphic features in informational text at independent reading level to describe key points. | | | |
| EF | Interpret graphic features of text near grade level. | | | |
| F | Interpret graphic features of text at grade level. | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 6-8 | | Language Arts Standards | | |
|--|---|--|--|--|
| ELD Standard 3: Reading ELD Goal 3.1: Reading Process | | Grade 6 | Grade 7 | Grade 8 |
| ELD 3.1.3 | Decode Words Using Phonological Awareness Skills | No objectives at this grade level. | | |
| B | Identify first, middle, and last sounds in a single-syllable word; match vowel and consonant sounds to all letters. | | | |
| AB | Use word patterns and/or word families to decode words. | | | |
| I | Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound associations to read new words. | | | |
| EF/F | Apply knowledge of letter-sound associations to decode regular words and recognize irregular words. | | | |
| ELD 3.1.4 | Decode Words Using Knowledge of Syllables | 6.IA.1.5.1 Apply spelling and syllabication rules to aid in decoding and word recognition. | 7.IA.1.5.1 Apply spelling and syllabication rules to decode unknown words. | 8.IA.1.5.1 Apply spelling and syllabication rules to decode unknown words. |
| B | Determine the number of syllables in familiar one- to three-syllable spoken words. | | | |
| AB | Decode basic words of two to three syllables using knowledge of syllable types and patterns. | | | |
| I | Decode words of two to four syllables at independent reading level using knowledge of syllable types and patterns. | | | |
| EF/F | Decode most grade-level multisyllabic words using knowledge of syllable types and patterns. | | | |

| | |
|--------------------------------|--------------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 6-8 | | Language Arts Standards | | |
|--|---|--|---|---|
| ELD Standard 3: Reading ELD Goal 3.1: Reading Process | | Grade 6 | Grade 7 | Grade 8 |
| ELD 3.1.5 | Decode and Determine Meaning of Words Using Knowledge of Word Parts | 6.IA.1.4.1 | 7.IA.1.4.1 | 8.IA.1.4.1 |
| B | Decode and determine meaning of words using knowledge of common base words and a few simple prefixes and suffixes. | Apply common root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode complex words. | Apply root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode complex words. | Use structural analysis and apply root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode complex words. |
| AB | Decode and determine meaning of words using knowledge of common roots, prefixes, and suffixes in brief, simple text. | | | |
| I | Apply common root words, prefixes, and suffixes, to decode and determine meaning of words in text at independent reading level. | 6.IA.1.8.1 | 7.IA.1.8.1 | 8.IA.1.8.1 |
| EF | Apply root words, prefixes, and suffixes, including some Greek and Latin derivatives, to decode and determine meaning of some complex words in near grade-level text. | Infer word meaning from knowledge of root words, derived from Greek and Latin. | Apply origins of root words, prefixes, and suffixes to determine the meaning of unknown words. | Apply origins of root words, prefixes, and suffixes to determine the meaning of unknown words. |
| F | Apply root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode and determine meaning of complex words in grade-level text. | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 6-8 | | Language Arts Standards | | |
|--|--|--|---|---|
| ELD Standard 3: Reading ELD Goal 3.1: Reading Process | | Grade 6 | Grade 7 | Grade 8 |
| ELD 3.1.6 | Identify and Use Synonyms, Antonyms, and Words With Multiple Meanings | 6.IA.1.8.2 | 7.IA.1.8.2 | 8.IA.1.8.2 |
| B | Identify common, simple antonym pairs (e.g., hot/cold). | Apply context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings. | Explain relationships among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings. | Explain relationships among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings. |
| AB | Identify common antonyms and synonyms and some words with multiple meanings. | | | |
| I | Apply context to identify the meaning of unfamiliar words and words with multiple meanings in text at independent reading level. | | | |
| EF | Explain relationships among words including connotation and denotation, antonyms, synonyms, and words with multiple meanings in near grade-level text. | | | |
| F | Explain relationships among words including connotation and denotation, antonyms, synonyms, and words with multiple meanings in grade-level text. | | | |
| ELD 3.1.7 | Read With Fluency | 6.IA.1.7.1 | 7.IA.1.7.1 | 8.IA.1.7.1 |
| B | Read sight words and other familiar words and phrases accurately. | Read grade-level-appropriate text orally with fluency and accuracy from at least 150 correct words per minute. | Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute. | Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute. |
| AB | Read simple sentences with familiar vocabulary with fluency and accuracy appropriate to reading level. | | | |
| I | Read text at independent reading level with fluency and accuracy appropriate to reading level. | | | |
| EF | Read near grade-level text with fluency and accuracy. | | | |
| F | Read grade-level text with fluency and accuracy. | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 6-8 | | Language Arts Standards | | |
|--|--|---|---|--|
| ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension | | Grade 6 | Grade 7 | Grade 8 |
| ELD 3.2.1 | Follow Written Directions | 6.IA.2.2.4 Follow multi-step written directions. | 7.IA.2.2.4 Follow multi-step written directions. | 8.IA.2.2.4 Identify the main purpose and anticipate outcomes of procedures specified in informational text. |
| B | Follow simple one- and two-step written directions. | | | |
| AB | Follow some simple multi-step written directions. | | | |
| I | Follow simple multi-step written directions. | | | |
| EF | Follow multi-step written directions. | | | |
| F | Follow written procedures in informational text and identify the main purpose. | | | |
| ELD 3.2.2 | Describe Main Idea in Text | 6.IA.2.2.3 Identify the facts and details that support the author’s argument and summarize the findings. | 7.IA.2.2.3 Summarize the main idea (literal or inferential) and critical details of expository text. | 8.IA.2.2.3 Apply central ideas (literal or inferential) and critical details to summarize information from expository text. |
| B | Identify orally the main idea in brief text read aloud with visuals. | | | |
| AB | Identify orally the main idea and some supporting details in brief text with visuals read with support. | | | |
| I | Summarize the literal or inferential main idea and some critical details from text at independent reading level. | | | |
| EF | Summarize the literal and inferential main ideas and critical details from near grade-level text. | | | |
| F | Summarize the literal and inferential main ideas and critical details from grade-level text. | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 6-8 | | Language Arts Standards | | |
|--|--|---|--|--|
| ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension | | Grade 6 | Grade 7 | Grade 8 |
| ELD 3.2.3 | Make Inferences and Draw Conclusions Based on Text | 6.IA.2.1.3 | 7.IA.2.1.3 | 8.IA.2.1.3 |
| B | Draw conclusions orally based on brief, simple text read aloud with visuals. | Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support. | Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support. | Make inferences, draw conclusions, and form opinions based on information gathered from text and cite evidence to support. |
| AB | Draw conclusions orally based on brief, simple text with visuals on a familiar topic. | | | |
| I | Make inferences, draw conclusions, and locate some evidence in brief text at the independent reading level. | | | |
| EF | Make inferences, draw conclusions, form opinions, and locate evidence in text near grade level. | | | |
| F | Make inferences, draw conclusions, form opinions, and locate evidence in grade-level text. | | | |
| ELD 3.2.4 | Analyze Characters, Settings, and Plots | 6.IA.2.3.2 | 7.IA.2.3.2 | 8.IA.2.3.2 |
| B | Identify orally the main characters and basic sequence of events in simple stories read aloud with visuals. | Distinguish between major characters and minor characters. | Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. | Interpret how situations, actions, and other characters influence a character's personality and development. |
| AB | Describe orally the main characters, setting, and sequence of events in simple stories with visuals. | | | |
| I | Analyze basic aspects of characters, setting, and plot in stories with visuals at independent reading level. | 6.IA.2.3.3 | 7.IA.2.3.3 | 8.IA.2.3.3 |
| EF | Analyze characterization, setting, and plot development in near grade-level text. | Analyze the influence of the setting on the problem and resolution of the story. | | |
| F | Analyze characterization, setting, and plot development in grade-level text. | 6.IA.2.3.4 | | |
| | | Analyze the conflict of a plot and explain its resolution. | Explain the influence of setting on mood, character and plot of the story. | Analyze the importance of the setting to the mood and to the meaning of the story. |
| | | | 7.IA.2.3.4 | 8.IA.2.3.4 |
| | | | Analyze plot development, including types of conflict. | Evaluate the structural elements of the plot and how conflicts are addressed and resolved. |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 6-8 | | Language Arts Standards | | |
|--|--|---|---|---|
| ELD Standard 4: Writing ELD Goal 4.1: Writing Process | | Grade 6 | Grade 7 | Grade 8 |
| ELD 4.1.1 | Plan, Write, Revise, and Edit a Draft | | | |
| B | Draw a sequence of pictures or complete a graphic organizer to show ideas for a narrative. | 6.IA.3.1.3 Select organizational strategies appropriate for writing. | 7.IA.3.1.3 Apply appropriate organizational strategies to plan writing. | 8.IA.3.1.3 Apply appropriate organizational strategies to plan writing. |
| AB | Complete a graphic organizer to show ideas for a narrative; write a series of short sentences; and use a simple editing checklist of very basic rules with support. | 6.IA.3.1.4 Apply an appropriate writing format for purpose and audience. | 7.IA.3.1.4 Match appropriate writing format to purpose and audience. | 8.IA.3.1.4 Match appropriate writing format to purpose and audience. |
| I | Organize a central idea and some supporting details; write a brief paragraph; revise for meaning; and use a simple editing checklist of basic rules. | | | |
| EF | Apply the writing process to: organize more complex ideas and supporting details; write a draft; revise for meaning and clarity; and use a modified grade-level editing checklist. | 6.IA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details. | 7.IA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details. | 8.IA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting information. |
| F | Apply the writing process to: organize ideas and select an appropriate format; write a draft; revise for meaning and clarity; and use a grade-level editing checklist. | 6.IA.3.3.1 Revise draft for meaning, clarity and effective sequencing. | 7.IA.3.3.1 Revise draft for meaning, clarity and effective organization. | 8.IA.3.3.1 Revise draft for meaning, clarity, and effective organization. |
| | | 6.IA.3.4.1 Edit the draft using an editing checklist with common editing marks. | 7.IA.3.4.1 Edit the draft using an editing checklist with common editing marks. | 8.IA.3.4.1 Edit the draft using an editing checklist with common editing marks. |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 6-8 | | Language Arts Standards | | |
|---|--|--|--|---|
| ELD Standard 4: Writing ELD Goal 4.2: Writing Applications | | Grade 6 | Grade 7 | Grade 8 |
| ELD 4.2.1 | Write Narratives | 6.LA.4.1.1 Write narratives that develop a standard plot line. | 7.LA.4.1.1 Write narratives about personal events or situations. | 8.LA.4.1.1 Write narratives about specific events or situations using precisely chosen details. |
| B | Write simple sentences using sentence frames for the beginning, middle, and end of a narrative. | | | |
| AB | Write a series of simple sentences using sentence frames for a narrative that has a beginning, middle, and end. | | | |
| I | Write a short narrative with increasingly complex sentences that develops a standard plot line, aided by a template. | | | |
| EF | Write longer narratives about personal events or situations. | | | |
| F | Write full-length narratives about specific events or situations including some precise details. | | | |
| ELD 4.2.2 | Write Reports | 6.LA.4.2.2 Write a research report with facts, details, and examples from multiple sources. | 7.LA.4.2.2 Write a research report that supports a main idea with details compiled through a formal research process. | 8.LA.4.2.2 Write expository essays that include a main idea (thesis), supporting details, and introductory, body, and concluding paragraphs. |
| B | Write simple expository sentences using sentence frames. | | | |
| AB | Write a series of simple sentences using sentence frames that include some facts and details. | | | |
| I | Write a brief research report with increasingly complex sentences that includes facts, details, and examples, aided by a template. | | | |
| EF | Write a longer research report focused on a main idea with some important details and examples from multiple sources. | | | |
| F | Write a full-length research report focused on a main idea with supporting details compiled through a formal research process. | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 6-8 | | Language Arts Standards | | |
|--|---|---|---|---|
| ELD Standard 4: Writing ELD Goal 4.3: Writing Conventions | | Grade 6 | Grade 7 | Grade 8 |
| ELD 4.3.1 | Spell Words Correctly | 6.1A.5.2.1 Spell correctly Grade 6 high-frequency words and content area words. | 7.1A.5.2.1 Spell correctly Grade 7 high-frequency words and content area words. | 8.1A.5.2.1 Spell correctly Grade 8 high-frequency words and content area words |
| B | Spell many one-syllable, familiar words correctly. | | | |
| AB | Spell familiar words correctly. | | | |
| I | Apply spelling rules to spell correctly words from text at the independent reading level, and independently use reference tools to correct spelling. | 6.1A.5.2.2 Spell correctly multisyllabic words that include those with Greek and Latin derivatives. | 7.1A.5.2.2 Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives | 8.1A.5.2.2 Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives. |
| EF | Apply spelling rules and some Greek and Latin derivatives to correctly spell multisyllabic words near grade level, and independently use reference tools to correct spelling. | | | |
| F | Apply spelling rules and Greek and Latin derivatives to correctly spell multisyllabic words at grade level, and independently use reference tools to correct spelling. | 6.1A.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes, and plurals), to spell accurately. | 7.1A.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes, and plurals), to spell accurately. | 7.1A.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes, and plurals), to spell accurately. |
| ELD 4.3.2 | Write a Variety of Sentence Types | 6.1A.5.3.1 Identify complex sentences with subject and verb agreement. | 7.1A.5.3.1 Use four types of sentences correctly (exclamatory, declarative, interrogative and imperative). | 8.1A.5.3.1 Write correct and varied sentence structure (e.g., simple, compound, complex, and compound-complex). |
| B | Identify and write very simple declarative sentences. | | | |
| AB | Identify and write simple declarative, exclamatory, and interrogative sentences. | | | |
| I | Identify and write sentences of varying types and increasing complexity. | | | |
| EF | Identify and write sentences of varying types and complexity near grade level. | | | |
| F | Identify and write sentences of varying types and complexity at grade level. | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 6-8 | | Language Arts Standards | | |
|--|---|--|--|--|
| ELD Standard 4: Writing ELD Goal 4.3: Writing Conventions | | Grade 6 | Grade 7 | Grade 8 |
| ELD 4.3.3 | Apply Capitalization and Punctuation Rules | 6.IA.5.4.1 Apply capitalization correctly in writing. | 7.IA.5.4.1 Apply capitalization correctly in writing. | 8.IA.5.4.1 Apply capitalization correctly in writing |
| B | Identify and apply basic capitalization and punctuation rules in simple sentences. | | | |
| AB | Identify and apply increasingly complex capitalization and punctuation rules. | 6.IA.5.4.2 Use quotation marks and commas to punctuate dialogue. | 7.IA.5.4.2 Use commas, including in appositives. Use parentheses and semicolon in writing. | 8.IA.5.4.2 Use commas, including in appositives; use parentheses and semicolon. |
| I | Identify and apply grade-level capitalization and punctuation rules with some errors. | | | |
| EF/ F | Identify and apply grade-level capitalization and punctuation rules with few errors. | | | |
| ELD 4.3.4 | Use Grammatical Forms | 6.IA.5.3.2 Use correctly: • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs | 7.IA.5.3.2 Use correctly: • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs | 8.IA.5.3.2 Use correctly: • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs |
| B | Identify nouns, verbs, and adjectives in very simple sentences. | | | |
| AB | Identify and use subject-verb-object order in very simple sentences. | | | |
| I | Identify and use subject-verb agreement and basic verb tenses in simple sentences. | | | |
| EF | Identify and use grade-level grammatical forms (e.g., verb tense, pronouns, adjectives, conjunctions) with some errors. | | | |
| F | Identify and use grade-level grammatical forms (e.g., verb tense, pronouns, adjectives, conjunctions) with few errors. | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

Idaho English Language Development Grades 9–12

Idaho English Language Development Standards Statements

Idaho English Language Development Objectives

| | |
|---|----|
| ELD Standard 1: Listening | |
| ELD Goal 1.1: Listening Comprehension | 1 |
| ELD Standard 2: Speaking | |
| ELD Goal 2.1: Speaking Applications | 2 |
| ELD Standard 3: Reading | |
| ELD Goal 3.1: Reading Process..... | 5 |
| ELD Goal 3.2: Reading Comprehension..... | 7 |
| ELD Standard 4: Writing | |
| ELD Goal 4.1: Writing Process | 10 |
| ELD Goal 4.2: Writing Applications | 11 |
| ELD Goal 4.3: Writing Conventions..... | 13 |

Idaho English Language Development Standards Statements — Grades 9–12

Standard 1: Listening

Students demonstrate comprehension of social and academic speech used in the classroom. Students acquire skills in listening that allow them to access information about various subjects. Students demonstrate comprehension of the content of oral presentations.

Standard 2: Speaking

Students use speaking skills to communicate for various purposes and audiences. Students develop and deliver oral presentations that maintain a focus on main ideas and significant details. Students speak in a manner that guides the listener to understand important ideas by using correct grammar and vocabulary.

Standard 3: Reading

Students use Greek and Latin root words and affixes, and context clues to decode and analyze the meaning of unknown words in increasingly complex text. Students interpret words with multiple meanings to understand vocabulary across content areas. Students independently read grade-level-appropriate text with fluency for different purposes and audiences.

Students comprehend informational and literary text by using knowledge of text features, key vocabulary, and other contextual clues. Students summarize main ideas, theses, and critical details in text. Students read increasingly difficult text at grade-level and respond critically by making inferences, drawing conclusions, and analyzing literary techniques and story elements.

Standard 4: Writing

Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use grade-level-appropriate sentence types, grammatical forms, spelling, punctuation, and capitalization.

Students write in a variety of formats to generate, record, and reflect upon ideas. Students choose an appropriate format for a particular writing task. Students write compositions and research reports that relate to a thesis, contain supporting details, and are logically sequenced.

| English Language Development Standards: Grades 9-12 | | Language Arts Standards | | | |
|--|---|--|----------|----------|----------|
| ELD Standard 1: Listening ELD Goal 1.1: Listening Comprehension | | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| ELD 1.1.1 | Follow Oral Directions | No objectives at this grade level. | | | |
| B | Follow simple one-step oral directions. | | | | |
| AB | Follow simple two-step oral directions. | | | | |
| I | Follow simple multi-step oral directions. | | | | |
| EF/F | Follow multi-step oral directions. | | | | |
| ELD 1.1.2 | Understand Social and Academic Conversations | 9-12.Spch.6.1.3 Draw conclusions about the ideas under discussion and support those conclusions with convincing evidence. | | | |
| B | Demonstrate comprehension of simple social conversations on familiar topics with contextual support. | | | | |
| AB | Demonstrate comprehension of simple social and academic conversations on familiar topics with contextual support. | | | | |
| I | Draw conclusions from social conversations and simple academic discussions on mostly familiar, concrete topics. | | | | |
| EF | Draw conclusions from academic discussions on mostly concrete topics. | | | | |
| F | Draw conclusions from academic discussions on concrete and abstract topics. | | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 9-12 | | Language Arts Standards | | | |
|--|---|---|----------|----------|----------|
| ELD Standard 1: Listening ELD Goal 1.1: Listening Comprehension | | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| ELD 1.1.3 | Understand Main Idea of Information Presented Orally | 9-12.Spch.6.1.4 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language. | | | |
| B | Identify literal concepts in simple information presented orally with visual support. | | | | |
| AB | Briefly describe the main idea and a few supporting details in simple information presented orally with visual support. | | | | |
| I | Evaluate the general coherence of information presented orally with visual support. | | | | |
| EF | Evaluate the general coherence and effectiveness of a speaker’s important points and some evidence. | | | | |
| F | Evaluate the general coherence and effectiveness of a speaker’s important points, evidence, and organization of ideas. | | | | |
| ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications | | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| ELD 2.1.1 | Ask and Answer Questions | 9-12.Spch.6.1.2 Summarize a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject. | | | |
| B | Ask simple questions to clarify a speaker’s briefly stated opinion about a basic, familiar topic. | | | | |
| AB | Ask simple questions to determine a speaker’s point of view about a basic topic. | | | | |
| I | Ask questions to elicit information about a speaker’s content and determine the speaker’s point of view on the subject. | | | | |
| EF/F | Summarize a speaker’s point of view and ask questions about the speaker’s content and attitude toward the subject. | | | | |
| F | Summarize a speaker’s point of view and ask specific questions about the speaker’s content and attitude toward the subject. | | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 9-12 | | Language Arts Standards | | | |
|---|--|---|----------|----------|----------|
| ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications | | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| ELD 2.1.2 | Communicate Information Orally | No objectives at this grade level. | | | |
| B | Express basic needs, feelings, and information on familiar topics using simple sentences. | | | | |
| AB | Express needs, feelings, and information on some newly presented topics using more detailed sentences. | | | | |
| I | Paraphrase oral information on new topics presented with visual support. | | | | |
| EF/F | Summarize major ideas and supporting details. | | | | |
| ELD 2.1.3 | Organize Oral Presentations | 9-12.Spch.6.2.1 | | | |
| B | Complete a graphic organizer or label a series of illustrations on an experience or familiar topic using simple sentences. | Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources. | | | |
| AB | Complete a graphic organizer that introduces a familiar topic and includes a quotation or reference, using sentence frames. | | | | |
| I | Organize simple oral presentations with an introduction and conclusion, including literary quotations or references to authoritative sources, using key sentence starters. | | | | |
| EF | Organize oral presentations with an introduction and conclusion, including literary quotations, anecdotes, and references to authoritative sources. | | | | |
| F | Organize oral presentations with an introduction and conclusion, including literary quotations, anecdotes, and references to authoritative sources; use expanded word choice and sentence structure. | | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 9-12 | | Language Arts Standards | | | |
|---|--|--|----------|----------|----------|
| ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications | | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| ELD 2.1.4 | Deliver Oral Presentations | 9-12.Spch.6.2.7 Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience. 9-12.Spch.6.2.8 Deliver expository presentations that provide evidence in support of a thesis. Include related claims and include information on all relevant perspectives. | | | |
| B | Retell experiences in response to prompts using simple sentences. | | | | |
| AB | Deliver brief narrative and informative oral presentations on familiar topics using some detailed sentences, with some prompting. | | | | |
| I | Deliver brief narrative and expository presentations that maintain a focus on a sequence of events or thesis, including some significant points and detailed sentences. | | | | |
| EF | Deliver narrative and expository presentations that maintain a focus on a sequence of events or thesis, and include information on significant points. | | | | |
| F | Deliver narrative presentations that narrate a sequence of events and communicate their significance; deliver expository presentations that state a thesis, and include information on different perspectives. | | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 9-12 | | Language Arts Standards | | | |
|--|---|--|--|--|--|
| ELD Standard 3: Reading ELD Goal 3.1: Reading Process | | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| ELD 3.1.1 | Use Text Features to Understand Information | 9.IA.1.2.1 | 10.IA.1.2.1 | 11.IA.1.2.1 | 12.IA.1.2.1 |
| B | Identify basic text features in informational text. | Analyze the structure and format of various informational documents. | Analyze the structure and format of various informational documents. | Identify the features and the rhetorical devices of a variety of literature and informational documents. | Identify the features and the rhetorical devices of a variety of literature and informational documents. |
| AB | Use basic text features in informational texts to locate a few key points. | | | | |
| I | Use text features and basic organizational structures in informational text at independent reading level to locate and describe key points. | | | | |
| EF | Use text features and organizational structures in informational text near grade level to locate and describe key points. | | | | |
| F | Use text features and organizational structures in informational text at grade level to locate and explain key points. | | | | |
| ELD 3.1.2 | Use Graphic Features to Support Understanding of Text | No objectives at this grade level. | | | |
| B | Identify familiar graphic features (e.g., diagrams, maps) in informational text at independent reading level. | | | | |
| AB | Use familiar graphic features in informational text at independent reading level to locate a few key points. | | | | |
| I | Use graphic features in informational text at independent reading level to describe key points. | | | | |
| EF | Interpret graphic features of text near grade level. | | | | |
| F | Interpret graphic features of text at grade level. | | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 9-12 | | Language Arts Standards | | | |
|--|---|---|---|---|---|
| ELD Standard 3: Reading ELD Goal 3.1: Reading Process | | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| ELD 3.1.3 | Decode Words Using Phonological Awareness Skills | No objectives at this grade level. | | | |
| B | Identify first, middle, and last sounds in a single-syllable word; match vowel and consonant sounds to all letters. | | | | |
| AB | Use word patterns and/or word families to decode words. | | | | |
| I | Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound associations to read new words. | | | | |
| EF/F | Apply knowledge of letter-sound associations to decode regular words and recognize irregular words. | | | | |
| ELD 3.1.4 | Decode and Determine Meaning of Words Using Knowledge of Word Parts | 9.IA.1.8.1 Use knowledge of Greek and Latin roots, prefixes, and suffixes to analyze the origin and meaning of unknown words. | 10.IA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words. | 11.IA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words. | 12.IA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words. |
| B | Decode and determine the meaning of words using knowledge of common base words and a few simple prefixes and suffixes. | | | | |
| AB | Decode and determine the meaning of words using knowledge of common roots, prefixes, and suffixes at independent reading level. | | | | |
| I | Determine meaning of words using knowledge of common root words and word parts in text at independent reading level. | | | | |
| EF | Determine meaning of words using knowledge of root words and word parts in near grade-level text. | | | | |
| F | Determine meaning of words using knowledge of root words and word parts in grade-level text. | | | | |

| | |
|--------------------------------|--------------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 9-12 | | Language Arts Standards | | | |
|--|---|---|---|---|---|
| ELD Standard 3: Reading ELD Goal 3.1: Reading Process | | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| ELD 3.1.5 | Use Context to Determine Meaning of Words | 9.1A.1.8.2 | 10.1A.1.8.2 | 11.1A.1.8.2 | 12.1A.1.8.2 |
| B | Identify the meaning of familiar words. | Use context analysis to determine the meanings of unfamiliar words. | Use context analysis to determine the meanings of unfamiliar words. | Use context analysis to determine the meanings of unfamiliar and multiple-meaning words from American literature. | Use context analysis to determine the meanings of unfamiliar and multiple-meaning words in literature representing various English speaking cultures and periods. |
| AB | Identify the meaning of some unfamiliar words using context in text at independent reading level. | | | | |
| I | Identify the meaning of unfamiliar words and words with multiple meanings using context in text at independent reading level. | | | | |
| EF | Identify the meaning of unfamiliar words and words with multiple meanings using context in near grade-level text. | | | | |
| F | Determine the meaning of unfamiliar words and words with multiple meanings using context in grade-level text. | | | | |
| ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension | | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| ELD 3.2.1 | Follow Written Directions | No objectives at this grade level. | | | |
| B | Follow simple one- and two-step written directions. | | | | |
| AB | Follow simple multi-step written directions. | | | | |
| I | Follow multi-step written directions. | | | | |
| EF/F | Follow written procedures in informational text and identify the main purpose. | | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 9-12 | | Language Arts Standards | | | |
|--|--|--|---|--|--|
| ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension | | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| ELD 3.2.2 | Describe Main Idea in Text | | | | |
| B | Identify orally the main idea in brief, simple text with visuals. | 9.IA.2.2.1 Identify the thesis, evidence, and argument in informational texts (e.g., newspaper editorials and campaign speeches). | 10.IA.2.2.1 Critique the logic of informational texts by examining the sequence of information and procedures. | 11.IA.2.2.1 Analyze the relationships among theses and arguments in informational texts (e.g., newspaper editorials, promotional literature). | 12.IA.2.2.1 Analyze the relationships among theses and arguments to evaluate claims made in informational texts (e.g., policy statements, campaign speeches). |
| AB | Identify the main idea and some supporting details in brief text with visuals using expanded sentences. | | 10.IA.2.3.4 Compare works that express a universal theme and provide evidence to support the views expressed in each work. | 11.IA.2.3.3 Analyze the ways in which the theme represents a view or comment on life, using textual evidence to support the claim. | 12.IA.2.3.3 Evaluate the ways in which the theme represents a view or comment on life, using textual evidence to support the claim. |
| I | Identify a theme or thesis and supporting evidence in text at independent reading level. | 9.IA.2.3.5 Compare and contrast themes across works of prose, poetry, and drama. | | | |
| EF | Critique a universal theme or a thesis in near grade-level texts and provide supporting evidence from each work. | | | | |
| F | Analyze a universal theme or a thesis and arguments in grade-level texts. | | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 9-12 | | Language Arts Standards | | | |
|--|---|---|---|--|--|
| ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension | | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| ELD 3.2.3 | Make Inferences and Draw Conclusions Based on Text | 9.1A.2.1.1 | 10.1A.2.1.1 | 11.1A.2.1.1 | 12.1A.2.1.1 |
| B | Draw conclusions from brief, simple texts with visuals on a familiar topic. | Synthesize the content from several sources on a single issue; paraphrase ideas to demonstrate comprehension. | Synthesize the content from several sources on a single issue; compare and contrast ideas to demonstrate comprehension. | Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author’s point of view. | Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author’s point of view. |
| AB | Draw conclusions from several brief, simple texts with visuals. | | | | |
| I | Synthesize content from several sources on a single issue and identify similar themes in texts at independent reading level. | | | | |
| EF | Compare and contrast ideas and themes from several sources in near grade-level texts. | | | | |
| F | Compare and contrast ideas and themes in grade-level texts and explain how the historical or cultural context influenced each author’s point of view. | | | | |
| ELD 3.2.4 | Analyze Characters, Settings, and Plots | 9.1A.2.3.2 | 10.1A.2.3.2 | 11.1A.2.3.2 | 12.1A.2.3.2 |
| B | Identify orally the main characters and basic sequence of events in simple stories read aloud with visuals. | Determine characters’ traits by what the characters say about themselves in narration, dialogue, and soliloquy. | Analyze characters’ traits by what the characters say about themselves in narration, dialogue, and soliloquy. | Analyze how voice and the choice of a narrator affect characterization. | Evaluate how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. |
| AB | Describe the main characters, setting, and sequence of events in simple stories with visuals. | | | | |
| I | Analyze basic aspects of characters in stories at independent reading level. | | | | |
| EF | Analyze characterization, choice of narrator, and plot in near grade-level text. | | | | |
| F | Analyze characterization, plot, choice of narrator, and credibility in grade-level text. | | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 9-12 | | Language Arts Standards | | | |
|--|--|--|--|--|--|
| ELD Standard 4: Writing ELD Goal 4.1: Writing Process | | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| ELD 4.1.1 | Plan, Write, Revise, and Edit a Draft | 9.1A.3.1.3 | 10.1A.3.1.3 | 11.1A.3.1.3 | 12.1A.3.1.3 |
| B | Draw and label a sequence of pictures or complete a graphic organizer to show ideas for a narrative. | Apply organizational strategies to plan writing. |
| AB | Complete a graphic organizer to show ideas for a narrative; write a series of short sentences; and use a simple editing checklist of very basic rules with support. | 9.1A.3.1.4 | 10.1A.3.1.4 | 11.1A.3.1.4 | 12.1A.3.1.4 |
| I | Organize a central idea and some supporting details; write a brief paragraph; revise for meaning; and use a simple editing checklist of basic rules. | Match format to purpose and audience. |
| EF | Apply the writing process to: organize more complex ideas and supporting details; write a draft; revise for meaning and clarity; and use a modified grade-level editing checklist. | 9.1A.3.2.1 | 10.1A.3.2.1 | 11.1A.3.2.1 | 12.1A.3.2.1 |
| F | Apply the writing process to: organize ideas and select an appropriate format; write a draft; revise for meaning and clarity; and use a grade-level editing checklist. | Use the ideas generated and organized through prewriting to write a draft. | Use the ideas generated and organized through prewriting to write a draft. | Use the ideas generated and organized through prewriting to write a draft. | Use the ideas generated and organized through prewriting to write a draft. |
| | | 9.1A.3.3.1 | 10.1A.3.3.1 | 11.1A.3.3.1 | 12.1A.3.3.1 |
| | | Revise draft for meaning, clarity, and effective organization. | Revise draft for meaning, clarity, and effective organization. | Revise draft for meaning, clarity, and effective organization. | Revise draft for meaning, clarity, and effective organization. |
| | | 9.1A.3.4.2 | 10.1A.3.4.2 | 11.1A.3.4.2 | 12.1A.3.4.2 |
| | | Edit for correct punctuation, spelling, grammar, and usage errors. | Edit for correct punctuation, spelling, grammar, and usage errors. | Edit for correct punctuation, spelling, grammar, and usage errors. | Edit for correct punctuation, spelling, grammar, and usage errors. |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 9-12 | | Language Arts Standards | | | |
|---|---|--|--|--|---|
| ELD Standard 4: Writing ELD Goal 4.2: Writing Applications | | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| ELD 4.2.1 | Write Narratives | 9.1A.4.1.1 | 10.1A.4.1.1 | 11.1A.4.1.1 | 12.1A.4.1.1 |
| B | Write simple sentences using sentence frames for the beginning, middle, and end of a narrative. | Write reflective autobio-graphical narratives or short stories that explore the significance of personal experiences and communicate the significance of events. | Write narratives or short stories that describe the specific actions, movements, gestures, and feelings of the characters. | Write fictional, autobio-graphical, or biographical narratives that pace the presentation of action to accommodate changes in time and mood. | Write reflective compositions that draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. |
| AB | Write a series of simple sentences using sentence frames for a narrative that has a beginning, middle, and end. | | | | |
| I | Write a short narrative with increasingly complex sentences that describes specific actions and feelings of the characters, aided by a template. | | | | |
| EF | Write longer autobiographical or biographical narratives that describe details of characters and changes in time and mood. | | | | |
| F | Write full-length fictional, autobiographical, or biographical narratives that include specific details; write reflective compositions that compare specific incidents to a broad theme about life. | | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 9-12 | | Language Arts Standards | | | |
|---|--|---|---|--|--|
| ELD Standard 4: Writing ELD Goal 4.2: Writing Applications | | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| ELD 4.2.2 | Write Research Reports | 9.1A.4.2.2 | 10.1A.4.2.2 | 11.1A.4.2.2 | 12.1A.4.2.2 |
| B | Write simple expository sentences using sentence frames. | Write a research report that includes a thesis, provides relevant support, and documents sources. | Write a research report that includes a thesis, provides relevant support, and documents sources. | Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page. | Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page. |
| AB | Write a series of simple sentences using sentence frames that include a basic thesis and some facts and details. | | | | |
| I | Write a brief research report with increasingly complex sentences that includes a thesis, provides relevant support, and documents sources, aided by a template. | | | | |
| EF | Write a longer research report that includes a thesis, provides relevant support, and includes citations. | | | | |
| F | Write a full-length research report that states a thesis, explains the significance of specific data, facts, and ideas, and includes citations. | | | | |

| | |
|-------------------------|-------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 9-12 | | Language Arts Standards | | | |
|--|---|--|---|---|---|
| ELD Standard 4: Writing ELD Goal 4.3: Writing Conventions | | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| ELD 4.3.1 | Spell Words Correctly | No objectives at this grade level. | | | |
| B | Spell many one-syllable, familiar words correctly. | | | | |
| AB | Spell familiar words correctly. | | | | |
| I | Apply spelling rules to spell correctly words from text at the independent reading level, and independently use reference tools to correct spelling. | | | | |
| EF | Apply spelling rules and some Greek and Latin derivatives to correctly spell multisyllabic words near grade level, and independently use reference tools to correct spelling. | | | | |
| F | Apply spelling rules and Greek and Latin derivatives to correctly spell multisyllabic words at grade level, and independently use reference tools to correct spelling. | | | | |
| ELD 4.3.2 | Write a Variety of Sentence Types | 9.IA.5.3.1 Apply correct and varied sentence types in writing. | 10.IA.5.3.1 Apply correct and varied sentence types in writing. | 11.IA.5.3.1 Apply correct and varied sentence types in writing. | 12.IA.5.3.1 Apply correct and varied sentence types in writing. |
| B | Identify and write very simple declarative sentences. | | | | |
| AB | Identify and write simple declarative, exclamatory, and interrogative sentences. | | | | |
| I | Identify and write sentences of varying types and increasing complexity. | | | | |
| EF | Identify and write sentences of varying types and complexity near grade level. | | | | |
| F | Identify and write sentences of varying types and complexity at grade level. | | | | |

| | |
|--------------------------------|--------------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

| English Language Development Standards: Grades 9-12 | | Language Arts Standards | | | |
|--|--|--|--|---|--|
| ELD Standard 4: Writing ELD Goal 4.3: Writing Conventions | | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| ELD 4.3.3 | Apply Capitalization and Punctuation Rules | 9.1A.5.4.2 | 10.1A.5.4.2 | 11.1A.5.4.2 | 12.1A.5.4.2 |
| B | Identify and apply basic capitalization and punctuation rules in simple sentences. | Demonstrate in writing the correct use of punctuation and capitalization. | Demonstrate in writing the correct use of punctuation and capitalization. | Demonstrate in writing the correct use of punctuation and capitalization. | Demonstrate in writing the correct use of punctuation and capitalization. |
| AB | Identify and apply increasingly complex capitalization and punctuation rules. | | | | |
| I | Identify and apply grade-level capitalization and punctuation rules with some errors. | | | | |
| EF/ F | Identify and apply grade-level capitalization and punctuation rules. | | | | |
| ELD 4.3.4 | Use Grammatical Forms | 9.1A.5.3.2 | 10.1A.5.3.2 | 11.1A.5.3.2 | 12.1A.5.3.2 |
| B | Identify and use subject-verb-object order in very simple sentences. | Edit for agreement, word usage, and fluency. | Edit for agreement, word usage, parallel structure, and fluency. | Edit for agreement, word usage, parallel structure, and fluency. | Edit for agreement, word usage, parallel structure, and fluency. |
| AB | Identify and use subject-verb agreement and basic verb tenses in simple sentences. | 9.1A.5.4.1 | 10.1A.5.4.1 | 11.1A.5.4.1 | 12.1A.5.4.1 |
| I | Identify and use subject-verb agreement, a variety of verb tenses, and a variety of adjectives and adverbs in increasingly complex sentences. | Demonstrate in writing the correct use of conventions emphasizing pronoun/ antecedent agreement, subject/verb agreement, adjective/ adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure. | Demonstrate in writing the correct use of conventions emphasizing pronoun/ antecedent agreement, subject/verb agreement, adjective/ adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure. | Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses. | Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses |
| EF | Identify and use grade-level grammatical forms (e.g., verb tense, subject-verb agreement, and pronoun-antecedent agreement) and parallel structure with some errors. | | | | |
| F | Identify and use grade-level grammatical forms (e.g., verb tense, subject-verb agreement, and pronoun-antecedent agreement) and parallel structure. | | | | |

| | |
|--------------------------------|--------------------------|
| B = Beginning | EF = Early Fluent |
| AB = Advanced Beginning | F = Fluent |
| I = Intermediate | |

Appendix

All Language Arts Objectives Organized by English Language Development Goals

| | |
|-------------------|----|
| Grades K–5 | 1 |
| Grades 6–12 | 18 |

| ELD Goal 1.1: Listening Comprehension | | | | | |
|--|--|--|--|--|--|
| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| K.LA.6.1.1 Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker. | 1.LA.6.1.1 Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker. | 2.LA.6.1.1 Listen critically to determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy). | 3.LA.6.1.1 Listen critically to determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy). | 4.LA.6.1.1 Listen critically to distinguish between a speaker’s opinion and verifiable facts. | 5.LA.6.1.1 Listen critically to interpret a speaker’s verbal messages. |
| K.LA.6.1.2 Listen for specific answers in order to respond to questions. | 1.LA.6.1.2 Listen for specific answers in order to respond to questions. | 2.LA.6.1.2 Listen for answers to specific questions from information presented orally. | 3.LA.6.1.2 Listen for answers to specific questions from information presented orally. | 4.LA.6.1.2 Listen for similarities and differences in various oral presentations. | 5.LA.6.1.2 Listen to clarify and support spoken ideas with evidence and examples. |
| K.LA.6.1.3 Listen to understand and follow one and two-step spoken directions. | 1.LA.6.1.3 Listen and follow one and two-step oral directions. | 2.LA.6.1.3 Listen and follow multiple-step oral directions. | 3.LA.6.1.3 Listen and follow multiple-step oral directions. | | |
| K.LA.6.1.4 Listen to acquire information from a variety of sources. | 1.LA.6.1.4 Listen to acquire information from a variety of sources. | 2.LA.6.1.4 Listen to acquire information from a variety of sources. | 3.LA.6.1.4 Listen to acquire and summarize information from a variety of sources. | 4.LA.6.1.3 Listen to acquire and summarize information from a variety of sources. | 5.LA.6.1.3 Listen to acquire and summarize information from a variety of sources. |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 2.1: Speaking Applications | | | | | |
|---|---|---|---|--|---|
| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| K.LA.6.2.1 Share information and ideas, speaking in complete, coherent sentences. | 1.LA.6.2.1 Ask questions for clarification and understanding. | 2.LA.6.2.1 Ask for clarification and explanation of stories and ideas. | 3.LA.6.2.1 Ask for clarification and explanation of stories and ideas | 4.LA.6.2.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration. | 5.LA.6.2.1 Ask questions that seek information not already discussed. |
| K.LA.6.2.2 Name and describe two to three objects that are related to a concept: <ul style="list-style-type: none"> • Name the category in which the object belongs. • Name the function(s) of the object. • Name the attributes. • Make comparisons. | 1.LA.6.2.2 Give, restate, and follow simple two-step directions. | 2.LA.6.2.2 Paraphrase information that has been shared orally by others. | 3.LA.6.2.2 Paraphrase information that has been shared orally by others. | 4.LA.6.2.2 Summarize major ideas and supporting evidence presented in oral presentations. | 5.LA.6.2.2 Deliver informative presentations about an important idea, issue, or event. |
| | 1.LA.6.2.3 Stay on topic when speaking. | 2.LA.6.2.3 Stay on topic when speaking. | 3.LA.6.2.3 Organize simple oral presentations to maintain a clear focus. | 4.LA.6.2.3 Organize oral presentations to maintain a clear focus. | 5.LA.6.2.3 Organize oral presentations to maintain a clear focus. |
| K.LA.6.2.3 Recite short poems, rhymes, and songs. | 1.LA.6.2.4 Recite short poems, rhymes, and songs. | 2.LA.6.2.4 Retell stories or experiences that follow a logical sequence of events. | 3.LA.6.2.4 Retell stories or experiences, that follow a logical sequence of events. | 4.LA.6.2.4 Deliver narrative (story) presentations that relate ideas, observations, or memories about an event or experience. | 5.LA.6.2.4 Deliver oral responses to literature that summarize important events and details. |
| K.LA.6.2.4 Tell an experience or creative story in a logical sequence. | 1.LA.6.2.5 Use descriptive words when speaking about people, places, things, and events. | 2.LA.6.2.5 Speak clearly at an appropriate pace for the type of communication (e.g., informal discussion, report to the class). | 3.LA.6.2.5 Speak clearly at an appropriate pace for the type of communication (e.g., informal discussion, report to the class). | 4.LA.6.2.5 Engage the audience with appropriate words, facial expressions, and gestures. | 5.LA.6.2.5 Use appropriate verbal and nonverbal techniques to maintain audience interest. |

Bold Font = Included in the Map of ELD and LA Objectives

| No ELD Goal: Viewing | | | | | |
|--|--|--|--|--|--|
| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| K.LA.6.3.1 Demonstrate awareness of different media. | 1.LA.6.3.1 Demonstrate awareness of different media. | 2.LA.6.3.1 Demonstrate awareness of different media. | 3.LA.6.3.1 Identify grade-level-appropriate traditional and non-print media as sources of information. | 4.LA.6.3.1 Identify similarities and differences in a variety of viewed media. | 5.LA.6.3.1 View media as a source for information, entertainment, and persuasion. |
| | | | | 4.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts appropriate to grade level. | 5.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts, appropriate to grade level. |
| K.LA.6.3.2 Demonstrate understanding of the main idea of media presentations. | 1.LA.6.3.2 Demonstrate understanding of the main idea of media presentations. | 2.LA.6.3.2 Determine main concepts and details from information viewed. | 3.LA.6.3.2 Identify the role of media in focusing people’s attention on events and in forming their opinion on issues. | 4.LA.6.3.3 Analyze the role of media in focusing people’s attention on events and in forming their opinions on issues. | 5.LA.6.3.3 Analyze the role of media in focusing people’s attention on events and in forming their opinions on issues. |
| K.LA.6.3.3 Participate in differentiating between real and imaginary in media presentations. | 1.LA.6.3.3 Participate in differentiating between real and imaginary in media presentations. | 2.LA.6.3.3 Participate in differentiating between real and imaginary in media presentations. | 3.LA.6.3.3 Identify the difference between fact and opinion in media presentations. | 4.LA.6.3.4 Differentiate between fact and opinion in media presentations. | 5.LA.6.3.4 Analyze the purpose, organization, content, and delivery of verbal communication and non-verbal cues. |
| | | | | | 5.LA.6.3.5 Use a variety of resources to produce visuals that communicate through print and non-print materials. |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 3.1: Reading Process | | | | | |
|---|---|---|---|---------|---------|
| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| K.LA.1.1.1 Hold a book right side up and turn pages in the correct direction. | 1.LA.1.1.1 Match oral words to printed words (e.g., pointing to print as one reads). | 2.LA.1.1.1 Identify purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue. | 3.LA.1.1.1 Use print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue. | | |
| K.LA.1.1.2 Track or follow print when listening to a familiar text being read. | 1.LA.1.1.2 Locate information using alphabetical order to the first letter. | 2.LA.1.1.2 Locate information using alphabetical order to the second letter. | 3.LA.1.1.2 Locate information using alphabetical order past the second letter. | | |
| K.LA.1.1.3 Follow words from left to right and from top to bottom on the printed page. | | | | | |
| K.LA.1.1.4 Identify the difference between a letter, a word, and a sentence. | | | | | |
| K.LA.1.1.5 Show the one-to-one correspondence between a spoken word and a printed word. | | | | | |
| K.LA.1.1.6 Recognize the concept of letters, words, and sentences by segmenting spoken and print sentences into individual words. | | | | | |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 3.1: Reading Process | | | | | |
|---|--|--|--|--|---|
| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| K.LA.1.2.1 Show that print represents spoken language and conveys meaning (e.g., his/her name, environmental print such as signs, school and classroom labels). | 1.LA.1.2.1 Practice reading environmental print with assistance (e.g. signs, symbols). | 2.LA.1.2.1 Identify different kinds of text types. | 3.LA.1.2.1 Identify text types and formats of various kinds of text. | 4.LA.1.2.1 Apply knowledge of text types and formats of various kinds of text. | 5.LA.1.2.1 Identify the structural features of popular media. |
| K.LA.1.2.2 Name the parts of a book, including front cover, back cover, and title. | 1.LA.1.2.2 Locate and identify the title, author, and illustrator and table of contents of a book or reading selection. | 2.LA.1.2.2 Identify titles, tables of contents, and chapter headings to locate information. | 3.LA.1.2.2 Identify purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue. | 4.LA.1.2.2 Use text features (e.g., heading, captions) to comprehend various print formats (e.g., news papers, reference text). | 5.LA.1.2.2 Explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs). |
| | 1.LA.1.2.3 Read simple graphs, charts, and diagrams. | 2.LA.1.2.3 Use information from simple graphs, charts and diagrams. | 3.LA.1.2.3 Use graphics, graphs, tables, diagrams, parenthesis, italics and bold print to understand text. | 4.LA.1.2.3 Identify and use graphic features that support text meaning (e.g., diagrams, maps, charts, illustrations). | 5.LA.1.2.3 Use the features of texts, such as formats, graphics diagrams, illustrations, charts, maps, and organization to find information and support understanding. |
| K.LA.1.3.1 Identify spoken words that rhyme (e.g., run, sun versus run, man). | 1.LA.1.3.1 Identify first, middle, and last sound in a word. | | | | |
| K.LA.1.3.2 Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?). | 1.LA.1.3.2 Add, delete, or change initial sounds to make words. | | | | |
| K.LA.1.3.3 Orally produce groups of words that begin with the same initial sounds. | 1.LA.1.3.3 Blend two to four phonemes into recognizable words. | | | | |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 3.1: Reading Process | | | | | |
|---|--|---|---|---|--|
| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| K.LA.1.3.4 Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat). | 1.LA.1.3.4 Count the number of syllables in a spoken word. | | | | |
| K.LA.1.3.5 Blend spoken phonemes (CVC) to form single syllable words (e.g., /d/.../o/.../g/... makes dog) and tell what word is made. | | | | | |
| K.LA.1.3.6 Identify the initial and final sounds (not the letter) of a spoken word. | | | | | |
| K.LA.1.3.7 Segment one-syllable words into its phonemes (e.g., using manipulatives to mark each phoneme). | | | | | |
| K.LA.1.3.8 Identify the number of syllables in a word. | | | | | |
| K.LA.1.4.1 Match vowel and consonant sounds to appropriate letters. | 1.LA.1.4.1 Match vowel and consonant sounds to all letters. | 2.LA.1.4.1 Use word patterns and/or word families to decode words in isolation and in context. | 3.LA.1.4.1 Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound association to read new words. | 4.LA.1.4.1 Identify common root words, prefixes and suffixes, including Greek and Latin derivatives to decode unknown words. | 5.LA.1.4.1 Apply common root words, prefixes and suffixes, including Greek and Latin derivatives to decode words. |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 3.1: Reading Process | | | | | |
|---|---|---|---|--|---|
| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| | 1.LA.1.4.2 Read abbreviations appropriate to grade level. | 2.LA.1.4.2 Read abbreviations appropriate to grade level. | 3.LA.1.4.2 Read abbreviations appropriate to grade level. | 4.LA.1.4.2 Read abbreviations appropriate to grade level. | 5.LA.1.4.2 Read abbreviations appropriate to grade level. |
| K.LA.1.5.1 Name upper and lowercase letters. | 1.LA.1.5.1 Apply knowledge of common onsets, rimes and word patterns to decode and generate new words. | 2.LA.1.5.1 Identify chunks or small words to decode two and three syllable written words. | 3.LA.1.5.1 Decode using syllable types and syllable patterns to decode words with 2-4 syllables. | 4.LA.1.5.1 Use knowledge of syllable types and syllable patterns to decode multisyllabic words. | 5.LA.1.5.1 Apply spelling and syllabication rules that aid in decoding and word recognition. |
| | 1.LA.1.6.1 Use context clues and pictures to aid in decoding of new words. | 2.LA.1.6.1 Use context clues and pictures to aid in decoding of new words. | 3.LA.1.6.1 Use context clues to aid in decoding of new words. | 4.LA.1.6.1 Use context clues to aid in decoding of new words. | 5.LA.1.6.1 Use context clues to aid in decoding of new words. |
| K.LA.1.7.1 Read at least 25 one-syllable high frequency words. | 1.LA.1.7.1 Read at least 150 regular and irregular sight words fluently. | 2.LA.1.7.1 Read at least 300 regular and irregular sight words fluently. | 3.LA.1.7.1 Fluently read at least 450 regular and irregular sight words. | | |
| | 1.LA.1.7.2 Read aloud Grade 1 text fluently with at least 54 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks). | 2.LA.1.7.2 Read aloud Grade 2 text fluently with at least 94 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks). | 3.LA.1.7.2 Read aloud Grade 3 text fluently from at least 120 correct words per minute. (see Idaho Reading Indicator fall to spring benchmarks). | 4.LA.1.7.1 Read aloud grade-level-appropriate text with fluency and accuracy from at least 140 correct words per minute (Hasbrouck & Tindal). | 5.LA.1.7.1 Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal). |
| K.LA.1.8.1 Classify common words into basic categories. | 1.LA.1.8.1 Identify the meaning of words by using common inflectional endings (e.g. s, ed, ing). | 2.LA.1.8.1 Identify simple prefixes, and contractions suffixes to determine the meaning of unknown words. | 3.LA.1.8.1 Use knowledge of base words, common prefixes and suffixes to determine meaning of unknown words in isolation and in context. | 4.LA.1.8.1 Identify common root words, prefixes and suffixes, derived from Greek and Latin to determine the meaning of unknown words. | 5.LA.1.8.1 Apply root words, prefixes and suffixes, derived from Greek and Latin to determine meaning of complex words (autograph, autobiography, biography, biology). |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 3.1: Reading Process | | | | | |
|--|--|--|--|--|--|
| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| K.LA.1.8.2 Explain word meaning from the context in which the word is used (spoken or written). | 1.LA.1.8.2 Identify common antonyms, synonyms, and homonyms. | 2.LA.1.8.2 Identify common antonyms, synonyms, and homonyms to determine meaning of words. | 3.LA.1.8.2 Identify synonyms, antonyms, homophones, and homographs to determine the meaning of words in context. | 4.LA.1.8.2 Use context, synonyms, antonyms, homophones and homographs to develop an understanding of new words. | 5.LA.1.8.2 Use context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings. |
| K.LA.1.8.3 Use words and concepts necessary for understanding math, science, social studies, and other Kindergarten content area text. | 1.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 1 content area text. | 2.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 2 content area text. | 3.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 3 content area text. | 4.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 4 content area text. | 5.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 5 content area text. |
| | 1.LA.1.8.4 Use personal and picture dictionaries to confirm and determine meanings of unfamiliar words. | 2.LA.1.8.4 Use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words. | 3.LA.1.8.4 Use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words. | 4.LA.1.8.4 Use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words. | 5.LA.1.8.4 Use a grade-level appropriate dictionary, thesaurus, and glossary to find or confirm word meanings. |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 3.2: Reading Comprehension | | | | | |
|---|---|--|--|--|---|
| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| K.LA.2.1.1 Tell the purpose for reading text. | 1.LA.2.1.1 Tell the purpose for reading text. | 2.LA.2.1.1 Tell the purpose for reading different kinds of text, including paragraphs. | 3.LA.2.1.1 Tell the purpose for reading various kinds of text (e.g., textbooks, newspapers, instructional manuals, novels, essays). | 4.LA.2.1.1 State author’s main purpose for writing various texts. | 5.LA.2.1.1 State author’s purpose for writing various texts. |
| K.LA.2.1.3 Connect the information and events in texts to self. | 1.LA.2.1.2 Participate in connecting the information and events in texts to self and to the world. | 2.LA.2.1.2 Participate in connecting the information and events in texts to self, to the world, and to other texts. | 3.LA.2.1.2 Connect the information and events in texts to self, to the world, and to other texts. | 4.LA.2.1.2 Identify cause and effect relationships in text by responding to “why”, “how”, and “what if” questions. | 5.LA.2.1.2 Apply cause and effect relationships to gain meaning from text. |
| K.LA.2.1.4 Use picture clues and context to aid comprehension. | 1.LA.2.1.3 Participate in drawing conclusions based on information gathered from pictures and print. | 2.LA.2.1.3 Participate in drawing conclusions based on information gathered from pictures and print. | 3.LA.2.1.3 Draw simple conclusions based on information gathered from text. | 4.LA.2.1.3 Draw conclusions based on information gathered from text. | 5.LA.2.1.3 Draw valid conclusions based on information gathered from text and cite evidence to support the conclusion. |
| K.LA.2.2.1 Participate in identifying the topic of expository text that is heard or read. | 1.LA.2.2.1 Participate in identifying the topic of expository text that is heard or read. | 2.LA.2.2.1 Identify the main idea, problem and solutions in expository text to support comprehension. | 3.LA.2.2.1 Identify cause-effect, compare-contrast, and descriptions that support comprehension. | 4.LA.2.2.1 Distinguish between facts and opinions in expository text to support comprehension. | 5.LA.2.2.1 Interpret details from a variety of expository texts to support comprehension. |
| K.LA.2.2.2 Respond appropriately to questions based on fact in expository text, heard or read. | 1.LA.2.2.2 Answer questions (who, what, when, where, why, how) about expository text, heard or read. | 2.LA.2.2.2 Answer questions (who, what, when, where, why, how) about expository text, heard or read. | 3.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts. | 4.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts. | 5.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts. |
| K.LA.2.2.3 Identify and sequence information from expository text into correct order using pictures clues. | 1.LA.2.2.3 Identify facts and sequence important information from expository text into correct order using pictures clues. | 2.LA.2.2.3 Identify facts and sequence important information from expository text into a logical order to retell facts. | 3.LA.2.2.3 Identify facts and relevant details to sequence important information from expository text into a logical order to retell facts. | 4.LA.2.2.3 Identify main ideas and signal words to summarize information from expository text. | 5.LA.2.2.3 Apply central ideas and signal words to summarize information from expository text. |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 3.2: Reading Comprehension | | | | | |
|--|--|--|---|---|--|
| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| K.LA.2.2.4 Follow two-or-three step directions using picture clues. | 1.LA.2.2.4 Follow one-step written directions. | 2.LA.2.2.4 Follow two-step written directions. | 3.LA.2.2.4 Follow simple multi-step written directions. | 4.LA.2.2.4 Follow multi-step written directions. | 5.LA.2.2.4 Follow multi-step written directions. |
| K.LA.2.3.1 Explain why a story that is heard or read is real or imaginary. | 1.LA.2.3.1 Explain whether a literary selection, heard or read, is fiction or nonfiction. | 2.LA.2.3.1 Identify differences in fiction or non fiction. | 3.LA.2.3.1 Identify different genres of literature (e.g., fables, fairy tales, poetry, folktales). | 4.LA.2.3.1 Identify defining characteristics of literature genres, including poetry. | 5.LA.2.3.1 Identify various genres of fiction and kinds of poetry based on their characteristics. |
| K.LA.2.3.2 Orally identify the characters in a story that is read aloud. | 1.LA.2.3.2 Orally identify and describe the characters in a story that is read aloud. | 2.LA.2.3.2 Orally identify and describe the characters in a story that is read aloud. | 3.LA.2.3.2 Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read. | 4.LA.2.3.2 Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read. | 5.LA.2.3.2 Analyze how a character’s traits influence that character’s actions. |
| K.LA.2.3.3 Orally identify the setting in a story read aloud. | 1.LA.2.3.3 Identify the setting in a story heard or read aloud. | 2.LA.2.3.3 Identify the setting in a story heard or read aloud. | 3.LA.2.3.3 Identify all aspects of the setting (e.g., time of day, place, year). | 4.LA.2.3.3 Describe the setting and tell how it supports the story. | 5.LA.2.3.3 Describe the setting and tell how it supports the story. |
| K.LA.2.3.4 Sequence and retell a story that is heard or read, into a beginning, middle and end. | 1.LA.2.3.4 Sequence and retell a story that is heard or read, into a beginning, middle and end. | 2.LA.2.3.4 Retell basic plots of literary text. | 3.LA.2.3.4 Identify plots in literary text. | 4.LA.2.3.4 Explain the main problem, conflict, and resolution of a story plot. | 5.LA.2.3.4 Analyze the main problem or conflict of a plot and explain how it was resolved. |
| | | | 3.LA.2.3.5 Orally identify narrator (point of view) of a story. | 4.LA.2.3.5 Identify the narrator of a story (point of view). | 5.LA.2.3.5 Identify the speaker of a story and recognize the difference between first-person and third-person. |

Bold Font = Included in the Map of ELD and LA Objectives

Appendix: All Language Arts Objectives Organized by English Language Development Goals

Grades K–5

| ELD Goal 3.2: Reading Comprehension | | | | | |
|-------------------------------------|---------|---------|--|--|--|
| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| | | | 3.LA.2.3.6 Identify the lesson of a fable or folktale (theme). | 4.LA.2.3.6 Identify the moral of literary selections (e.g., fables, folktales, legends). | 5.LA.2.3.6 Identify the moral of literary selections (e.g., fables, folktales, legends). |
| | | | 3.LA.2.3.7 Identify common idioms. | 4.LA.2.3.7 Identify common similes and idioms. | 5.LA.2.3.7 Analyze metaphors and idioms to increase comprehension. |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 4.1: Writing Process | | | | | |
|---|---|---|---|---|--|
| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| K.LA.3.1.1 Participate in generating ideas using pre-writing strategies (e.g., whole class discussion). | 1.LA.3.1.1 Participate in generating ideas using pre-writing strategies (e.g., sketching). | 2.LA.3.1.1 Generate ideas using prewriting strategies (e.g., journaling). | 3.LA.3.1.1 Generate ideas using prewriting strategies (e.g., graphic organizers). | 4.LA.3.1.1 Generate ideas using prewriting strategies (e.g., writer’s notebook). | 5.LA.3.1.1 Generate ideas using prewriting strategies. |
| K.LA.3.1.2 Draw a picture about a story idea generated through discussion. | 1.LA.3.1.2 Participate in identifying the main idea. | 2.LA.3.1.2 Identify the main idea. | 3.LA.3.1.2 Generate the main idea. | 4.LA.3.1.2 Generate the main idea. | 5.LA.3.1.2 Generate a main idea appropriate to the type of writing. |
| | | 2.LA.3.1.3 Identify strategies for planning and organizing writing. | 3.LA.3.1.3 Plan writing using organizational strategies (e.g., graphic organizer, chart). | 4.LA.3.1.3 Use organizational strategies appropriate for writing. | 5.LA.3.1.3 Select organizational strategies appropriate for writing. |
| | | 2.LA.3.1.4 Identify an appropriate writing format for audience. | 3.LA.3.1.4 Identify an appropriate writing format for purpose and audience. | 4.LA.3.1.4 Select an appropriate writing format for purpose and audience. | 5.LA.3.1.4 Select an appropriate writing format for purpose and audience. |
| | | | 3.LA.3.1.5 Plan writing to produce a piece of writing within a set time period. | 4.LA.3.1.5 Plan writing to produce a piece of writing within a set time period. | 5.LA.3.1.5 Plan writing to produce a piece of writing within a set time period. |
| K.LA.3.2.1 Use ideas generated in prewriting to write a class draft. | 1.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea. | 2.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea and details. | 3.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea and details. | 4.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea and details. | 5.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea. |
| | | | | | 5.LA.3.2.2 Write a draft with a main idea and appropriate details in a logical sequence. |
| | 1.LA.3.3.1 Revise writing by adding, substituting, or retelling text. | 2.LA.3.3.1 Revise writing by adding, substituting, or retelling text. | 3.LA.3.3.1 Revise draft for meaning. | 4.LA.3.3.1 Revise draft for meaning and clarity. | 5.LA.3.3.1 Revise draft for meaning, clarity and effective sequencing. |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 4.1: Writing Process | | | | | |
|--|---|--|---|--|---|
| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| | | 2.LA.3.3.2 Identify and add details to enhance audience understanding. | 3.LA.3.3.2 Revise draft by adding details to enhance audience understanding. | 4.LA.3.3.2 Revise draft by adding details to enhance audience understanding. | 5.LA.3.3.2 Revise draft by adding details to enhance audience understanding. |
| | | | | 4.LA.3.3.3 Identify and add transition words to clarify sequence. | 5.LA.3.3.3 Apply and add transition words to clarify sequence. |
| | | | 3.LA.3.3.3 Identify words and sentences that need to be rearranged to clarify meaning. | 4.LA.3.3.4 Rearrange words and sentences as needed to clarify meaning. | 5.LA.3.3.4 Rearrange words, sentences, and paragraphs as needed, to clarify meaning. |
| | | | 3.LA.3.3.4 Use literary models to refine writing style. | 4.LA.3.3.5 Use literary models to refine writing style. | 5.LA.3.3.5 Use literary models to refine writing style. |
| | | 2.LA.3.3.3 Use strategies to guide the revision process, (e.g., peer conference, teacher conference, rubrics). | 3.LA.3.3.5 Use strategies to guide the revision process. | 4.LA.3.3.6 Use strategies to guide the revision process. | 5.LA.3.3.6 Apply strategies to guide the revision process. |
| | 1.LA.3.4.1 Edit the draft for errors in beginning capitalization and ending punctuation. | 2.LA.3.4.1 Edit the draft for errors in simple spelling, capitalization, and punctuation. | 3.LA.3.4.1 Edit the draft using a simple editing checklist. | 4.LA.3.4.1 Edit the draft using an editing checklist with common editing marks. | 5.LA.3.4.1 Edit the draft using an editing checklist with common editing marks. |
| K.LA.3.5.1 Publish and illustrate draft with assistance. | 1.LA.3.5.1 Publish and illustrate draft with assistance. | 2.LA.3.5.1 Publish and illustrate draft. | 3.LA.3.5.1 Publish and illustrate draft. | 4.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience. | 5.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience. |
| K.LA.3.5.2 Share writing with intended audience. | 1.LA.3.5.2 Share writing with intended audience. | 2.LA.3.5.2 Share writing with intended audience. | 3.LA.3.5.2 Share writing with intended audience. | 4.LA.3.5.2 Share writing with intended audience. | 5.LA.3.5.2 Share writing with intended audience. |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 4.2: Writing Applications | | | | | |
|--|---|--|---|---|--|
| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| K.LA.4.1.1 Participate in creating narratives by dictating, drawing, or writing. | 1.LA.4.1.1 Write narratives based on personal experience. | 2.LA.4.1.1 Write narratives based on personal experience that contain a main idea. | 3.LA.4.1.1 Write short narratives with a logical sequence of events that include a beginning, middle, and end. | 4.LA.4.1.1 Write narratives with a logical sequence of events that include a beginning, middle, and end. | 5.LA.4.1.1 Write short narratives that include a plot, setting, and characters. |
| K.LA.4.1.2 Participate in creating simple rhymes, poems, or songs. | 1.LA.4.1.2 Participate in creating simple rhymes, poems, or songs. | 2.LA.4.1.2 Write simple rhymes, poems, or songs. | 3.LA.4.1.2 Write rhymes, poems, or songs that include sensory details. | 4.LA.4.1.2 Write a variety of expressive works that include sensory details and precise word choices. | 5.LA.4.1.2 Write a variety of expressive works that include sensory details and precise word choices. |
| K.LA.4.2.1 Participate in creating written communications (e.g., message, graphs) by dictating, drawing, or writing. | 1.LA.4.2.1 Participate in writing to communicate (e.g., thank you notes, invitations, posters). | 2.LA.4.2.1 Participate in writing a friendly letter. | 3.LA.4.2.1 Write a friendly letter and correctly address the envelope. | 4.LA.4.2.1 Write a formal letter and correctly address the envelope. Write simple directions. | 5.LA.4.2.1 Write simple technical text. |
| | 1.LA.4.2.2 Participate in writing brief explanations or observations of real objects, persons, places, events, or processes. | 2.LA.4.2.2 Write brief explanations or observations of real objects, persons, places, events, or processes. | 3.LA.4.2.2 Write an expository paragraph that contains a main idea and supporting details. | 4.LA.4.2.2 Write a report with a main idea that includes facts and details about the topic. | 5.LA.4.2.2 Write a report using multiple sources that includes a main idea and facts and details about the topic. |
| | | | | 4.LA.4.3.1 Write a persuasive letter that states and supports a position. | 5.LA.4.3.1 Write a persuasive letter or composition that states and supports a position. |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 4.2: Writing Applications | | | | | |
|---|--|---|--|--|--|
| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| K.LA.4.4.1 Respond orally to identify a connection between the text and self. | 1.LA.4.4.1 Participate in writing or drawing a response that identifies a text to self, text to world, and/or text to text connection. | 2.LA.4.4.1 Write or draw a response that identifies a text to self, text to world, and/or text to text connection. | 3.LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection. | 4.LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection. | 5.LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection. |
| K.LA.4.4.2 Respond orally to a text read aloud. | 1.LA.4.4.2 Participate in writing or drawing a response to a literature selection that identifies the main characters. | 2.LA.4.4.2 Write or draw a response to a literature selection that identifies the characters, setting, and main idea. | 3.LA.4.4.2 Write or draw a response to a literature selection that identifies the plot. | 4.LA.4.4.2 Write or draw a response to a literature selection that identifies the plot. | 5.LA.4.4.2 Write responses to literature that include comments about the plot. |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 4.3: Writing Conventions | | | | | |
|---|---|---|--|---|---|
| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| K.LA.5.1.1 Write upper and lowercase letters of the alphabet. | 1.LA.5.1.1 Print legibly. | 2.LA.5.1.1 Print with functional speed and maintain legibility. | 3.LA.5.1.1 Write legibly in cursive. | 4.LA.5.1.1 Write fluently and legibly in cursive. | 5.LA.5.1.1 Write fluently and legibly in print or cursive. |
| K.LA.5.2.1 Spell correctly first name. | 1.LA.5.2.1 Spell correctly Grade 1 high-frequency words. | 2.LA.5.2.1 Spell correctly Grade 2 high-frequency words. | 3.LA.5.2.1 Spell correctly Grade 3 high-frequency words. | 4.LA.5.2.1 Spell correctly Grade 4 high-frequency words and common content area (e.g. science, social studies) words. | 5.LA.5.2.1 Spell correctly Grade 5 high-frequency words and content area words. |
| K.LA.5.2.2 Use invented spelling to spell independently. | 1.LA.5.2.2 Use invented spelling to spell independently. | 2.LA.5.2.2 Spell correctly Grade 2 phonetically regular words with common spelling patterns. | 3.LA.5.2.2 Spell correctly Grade 3 phonetically regular words with common spelling patterns. | 4.LA.5.2.2 Spell correctly Grade 4 phonetically regular words with common spelling patterns. | 5.LA.5.2.2 Spell correctly common multisyllabic words that include those with Greek and Latin derivatives. |
| | | 2.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately. | 3.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately. | 4.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately. | 5.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately. |
| K.LA.5.3.1 Write left to right, top to bottom, with appropriate spaces between words. | 1.LA.5.3.1 Write a complete sentence with words spaced appropriately. | 2.LA.5.3.1 Identify the difference between an incomplete and a complete sentence. | 3.LA.5.3.1 Identify and use three types of sentences (exclamatory, declarative, and interrogative). | 4.LA.5.3.1 Use simple and complex sentences. | 5.LA.5.3.1 Identify complex sentences with subject and verb agreement. |
| | 1.LA.5.3.2 Identify nouns and verbs. | 2.LA.5.3.2 Use correct subject verb agreement in simple sentences. | 3.LA.5.3.2 Use past and present verb tenses, including irregular verbs. | 4.LA.5.3.2 Identify: <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns • conjunctions | 5.LA.5.3.2 Use correctly: <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 4.3: Writing Conventions | | | | | |
|---|--|--|--|--|--|
| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| K.LA.5.4.1 Use capital letter in first name. | 1.LA.5.4.1 Capitalize the first word in a sentence, names of people, and the pronoun I. | 2.LA.5.4.1 Use capital letters for proper nouns. | 3.LA.5.4.1 Capitalize proper nouns, titles, and holidays. | 4.LA.5.4.1 Correctly punctuate and capitalize titles, books, geographical names. | 5.LA.5.4.1 Apply capitalization correctly in writing. |
| | 1.LA.5.4.2 Use periods at the end of sentences, and identify question marks and exclamation points. | 2.LA.5.4.2 Use ending punctuation, including question marks and exclamation points. | 3.LA.5.4.2 Use commas in: <ul style="list-style-type: none"> • series • dates • addresses • letters | 4.LA.5.4.2 Identify comma use in a direct address (“John, come here.”) and in compound sentences. | 5.LA.5.4.2 Identify a colon to introduce a list, and in a greeting. Identify quotation marks to punctuate dialogue. |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 1.1: Listening Comprehension | | | | | | |
|---|---|--|--|----------|----------|----------|
| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| 6.LA.6.1.1 Listen in order to summarize information from a variety of sources. | 7.LA.6.1.1 Develop appropriate interpersonal listening skills (e.g., eye contact, body language). | 8.LA.6.1.1 Listen to acquire and summarize information from a variety of electronic or live sources. | 9-12.Spch.6.1.1 Assess how language and delivery affect the mood and tone of oral communication and make an impact on the audience. | | | |
| 6.LA.6.1.2 Listen attentively to compare speaker’s verbal communication (e.g., word choice, pitch, feeling, and tone) to the nonverbal message (e.g., posture and gesture). | 7.LA.6.1.2 Listen critically to determine the speaker’s attitude toward the subject. | 8.LA.6.1.2 Listen to evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material. | 9-12.Spch.6.1.2 Summarize a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject. | | | |
| | | | 9-12.Spch.6.1.3 Draw conclusions about the ideas under discussion and support those conclusions with convincing evidence. | | | |
| 6.LA.6.1.3 Listen to identify the tone, mood, and emotion conveyed in oral communications. | 7.LA.6.1.3 Listen attentively to make informal decisions about purpose, content, organization, and delivery of verbal communication and nonverbal cues. | | 9-12.Spch.6.1.4 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language. | | | |
| 6.LA.6.1.4 Listen to acquire and summarize information from a variety of sources. | 7.LA.6.1.4 Listen to acquire and summarize information from a variety of sources. | | 9-12.Spch.6.1.5 Analyze the types of arguments used by a speaker (e.g., argument by causation, analogy, authority, emotion, and logic). | | | |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 2.1: Speaking Applications | | | | | | |
|--|---|--|--|----------|----------|----------|
| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| 6.LA.6.2.1 Ask questions to elicit information, including evidence to support a speaker's position. | 7.LA.6.2.1 Ask questions to elicit information, including evidence to support a speaker's position. | 8.LA.6.2.1 Paraphrase a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject. | 9-12.Spch.6.2.1 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources. | | | |
| 6.LA.6.2.2 Emphasize important points to assist the listener in following an oral presentation. | 7.LA.6.2.2 Deliver informative presentations that: <ul style="list-style-type: none"> • Organize and deliver relevant information about a focused topic. • Appeal to the background and interests of the audience. • Use a range of appropriate strategies to make the presentation engaging to the audience. | 8.LA.6.2.2 Deliver oral summaries of articles that: <ul style="list-style-type: none"> • Include the main ideas and the most significant details. • State ideas in own words, except for when quoted directly from sources. | 9-12.Spch.6.2.2 Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate. | | | |
| 6.LA.6.2.3 Organize oral presentations to maintain a clear focus. | 7.LA.6.2.3 Organize oral presentations to maintain a clear focus. | 8.LA.6.2.3 Organize oral presentations to maintain a clear focus. | 9-12.Spch.6.2.3 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. | | | |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 2.1: Speaking Applications | | | | | | |
|--|--|---|--|----------|----------|----------|
| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| 6.LA.6.2.4 Deliver narrative presentations that include sensory details and establish a context, plot, and point of view. | 7.LA.6.2.4 Deliver narrative presentations that include sensory details and establish a context, plot, and point of view. | 8.LA.6.2.4 Deliver persuasive presentations that: <ul style="list-style-type: none"> • Include a well-defined position on the topic. • Differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language. | 9-12.Spch.6.2.4 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations. | | | |
| 6.LA.6.2.5 Use appropriate verbal and nonverbal techniques to maintain audience interest. | 7.LA.6.2.5 Use speaking techniques that include effective verbal and non-verbal communication. | 8.LA.6.2.5 Use speaking techniques that include effective verbal and non-verbal communication. | 9-12.Spch.6.2.5 Use effective and interesting language, including formal expressions for effect, standard English for clarity, and technical language for specificity. | | | |
| 6.LA.6.2.6 Deliver oral responses to literature that develop an interpretation that shows careful reading, understanding, and insight. | 7.LA.6.2.6 Deliver oral response to literature that: <ul style="list-style-type: none"> • Interpret a reading and provide insight. • Connect personal responses to the writer’s techniques and to specific textual references. | 8.LA.6.2.6 Deliver oral response to literature that: <ul style="list-style-type: none"> • Interpret a reading and provide insight. • Connect personal responses to the writer’s techniques and to specific textual references. | 9-12.Spch.6.2.6 Analyze historically significant speeches to find the rhetorical devices and features that make them memorable. | | | |
| | | | 9-12.Spch.6.2.7 Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience. | | | |
| | | | 9-12.Spch.6.2.8 Deliver expository presentations that provide evidence in support of a thesis. Include related claims and include information on all relevant perspectives. | | | |
| | | | 9-12.Spch.6.2.9 Deliver oral responses to literature that advance a judgment and/or demonstrate a comprehensive understanding of the significant ideas of a work or passage. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. | | | |
| | | | 9-12.Spch.6.2.10 Deliver persuasive arguments (e.g., evaluation and analysis of problems and solutions, causes and effects) that structure ideas and arguments in a coherent, logical fashion. | | | |

Bold Font = Included in the Map of ELD and LA Objectives

| No ELD Goal: Viewing | | | | | | |
|--|---|---|--|----------|----------|----------|
| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| 6.LA.6.3.1 View media to analyze as source for information, entertainment, and persuasion appropriate to grade level. | 7.LA.6.3.1 View media to analyze as source for information, entertainment, and persuasion appropriate to grade level. | 8.LA.6.3.1 View media, appropriate to grade level, to analyze as source for information, entertainment, and persuasion. | 9-12.Spch.6.3.1 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertising; stereotyping; visual representations, special effects, language). | | | |
| 6.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts appropriate to grade level. | 7.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts appropriate to grade level. | 8.LA.6.3.2 Interpret, critique, and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, and news photographers) communicate information and create impressions and opinions. | 9-12.Spch.6.3.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels. | | | |
| 6.LA.6.3.3 Analyze the role of media in focusing people’s attention on events and in forming their opinions on issues. | 7.LA.6.3.3 Evaluate the role of media in focusing people’s attention on events and in forming their opinions on issues. | 8.LA.6.3.3 Evaluate the role of media in focusing people’s attention on events and in forming their opinions on issues. | 9-12.Spch.6.3.3 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness. | | | |
| 6.LA.6.3.4 Analyze the purpose, organization, content, and delivery of verbal communication and non-verbal cues. | 7.LA.6.3.4 Evaluate the purpose, organization, content, and delivery of verbal communication and non-verbal cues. | 8.LA.6.3.4 Evaluate the purpose, organization, content, and delivery of verbal communication and non-verbal cues. | 9-12.Spch.6.3.4 Compare and contrast the ways in which media genres (e.g., televised news, news magazines and documentaries, and online information) cover the same event. | | | |
| 6.LA.6.3.5 Use a variety of resources to produce visuals in order to communicate to an audience. | 7.LA.6.3.5 Apply technical skills to produce visuals that communicate to the audience. | 8.LA.6.3.5 Apply technical skills and a variety of resources to produce visuals that deliver information. | 9-12.Spch.6.3.5 Identify the aesthetic appeal of a media presentation and evaluate the techniques used to create the effects. | | | |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 3.1: Reading Process | | | | | | |
|--|---|---|--|---|---|---|
| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| 6.LA.1.2.1 Apply the structural features of popular media. | 7.LA.1.2.1 Apply knowledge of organizational structures to understand information in text. | 8.LA.1.2.1 Analyze the organizational structure of printed material and electronic sources to access information. | 9.LA.1.2.1 Analyze the structure and format of various informational documents. | 10.LA.1.2.1 Analyze the structure and format of various informational documents. | 11.LA.1.2.1 Identify the features and the rhetorical devices of a variety of literature and informational documents. | 12.LA.1.2.1 Identify the features and the rhetorical devices of a variety of literature and informational documents. |
| 6.LA.1.2.2 Apply text features (e.g., directions, legend, index, and glossary, sequence, bold face print, headings) to explain text. | 7.LA.1.2.2 Apply specific features of text to understand a selection including preface and appendix. | 8.LA.1.2.2 Analyze specific features of text, including the preface and appendix, to understand a selection. | 9.LA.1.2.2 Identify the text characteristics of different genres of literature. | 10.LA.1.2.2 Identify the text characteristics of different genres of literature. | | |
| 6.LA.1.2.3 Identify graphic sources of information (e.g., maps, graphs, illustrations, diagrams, timelines, or tables) to address research questions. | 7.LA.1.2.3 Interpret graphic features of text to clarify and extend meaning. | 8.LA.1.2.3 Interpret graphic features of text to clarify and extend meaning. | | | | |
| 6.LA.1.4.1 Apply common root words, prefixes and suffixes, including Greek and Latin derivatives to decode complex words. | 7.LA.1.4.1 Apply root words, prefixes and suffixes, including Greek and Latin derivatives to decode complex words. | 8.LA.1.4.1 Use structural analysis and apply root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode complex words. | | | | |
| 6.LA.1.4.2 Read abbreviations appropriate to grade level. | 7.LA.1.4.2 Read abbreviations appropriate to grade level. | 8.LA.1.4.2 Read abbreviations appropriate to grade level. | | | | |
| 6.LA.1.5.1 Apply spelling and syllabication rules to aid in decoding and word recognition. | 7.LA.1.5.1 Apply spelling and syllabication rules to decode unknown words. | 8.LA.1.5.1 Apply spelling and syllabication rules to decode unknown words. | | | | |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 3.1: Reading Process | | | | | | |
|---|--|--|--|--|--|--|
| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| 6.LA.1.6.1 Use context clues to aid in decoding of new words. | 7.LA.1.6.1 Use context clues to aid in decoding of new words. | 8.LA.1.6.1 Use context clues to aid in decoding of new words. | | | | |
| 6.LA.1.7.1 Read grade-level-appropriate text orally with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal). | 7.LA.1.7.1 Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck& Tindal). | 8.LA.1.7.1 Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal). | | | | |
| 6.LA.1.8.1 Infer word meaning from knowledge of root words, derived from Greek and Latin. | 7.LA.1.8.1 Apply origins of root words, prefixes and suffixes to determine the meaning of unknown words. | 8.LA.1.8.1 Apply origins of root words, prefixes, and suffixes to determine the meaning of unknown words. | 9.LA.1.8.1 Use knowledge of Greek and Latin roots, prefixes, and suffixes to analyze the origin and meaning of unknown words. | 10.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words. | 11.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words. | 12.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words. |
| 6.LA.1.8.2 Apply context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings. | 7.LA.1.8.2 Explain relationships among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings. | 8.LA.1.8.2 Explain relationships among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings. | 9.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words. | 10.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words. | 11.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar and multiple-meaning words from American literature. | 12.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar and multiple-meaning words in literature representing various English speaking cultures and periods. |
| 6.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 6 content area text. | 7.LA.1.8.3 Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts. | 8.LA.1.8.3 Define words and concepts necessary for comprehending Grade 8 content area text. | | | | |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 3.1: Reading Process | | | | | | |
|---|--|---|---------|----------|----------|----------|
| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| 6.LA.1.8.4 Use a grade-level appropriate dictionary, thesaurus, and glossary to find or confirm word meanings and/or clarify shades of meaning. | 7.LA.1.8.4 Clarify pronunciations, meanings, alternate word choices, parts of speech, and etymology of words using the dictionary, thesaurus, glossary and technology sources. | 8.LA.1.8.4 Clarify pronunciations, meaning, alternate word choices, parts of speech and etymology of words using the dictionary, thesaurus, glossary, and technology resources. | | | | |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 3.2: Reading Comprehension | | | | | | |
|---|---|--|--|---|--|--|
| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| 6.LA.2.1.1 Determine the author’s purpose, stated or implied, for writing various texts. | 7.LA.2.1.1 Evaluate the purpose and use of various texts. | 8.LA.2.1.1 Determine the relationships among facts, ideas, and events used in various texts to support a central purpose. | 9.LA.2.1.1 Synthesize the content from several sources on a single issue; paraphrase ideas to demonstrate comprehension. | 10.LA.2.1.1 Synthesize the content from several sources on a single issue; compare and contrast ideas to demonstrate comprehension. | 11.LA.2.1.1 Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author’s point of view. | 12.LA.2.1.1 Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author’s point of view. |
| 6.LA.2.1.2 Apply cause and effect relationships to gain meaning from text. | 7.LA.2.1.2 Distinguish cause and effect relationships in text to gain meaning. | 8.LA.2.1.2 Distinguish cause and effect relationships in text to gain meaning. | 9.LA.2.1.2 Apply reading strategies to self monitor for comprehension. | 10.LA.2.1.2 Apply reading strategies to self monitor for comprehension. | 11.LA.2.1.2 Apply reading strategies to self monitor for comprehension. | 12.LA.2.1.2 Apply reading strategies to self monitor for comprehension. |
| 6.LA.2.1.3 Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support. | 7.LA.2.1.3 Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support. | 8.LA.2.1.3 Make inferences, draw conclusions, and form opinions based on information gathered from text and cite evidence to support. | 9.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams. | 10.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams. | 11.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams. | 12.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams. |
| 6.LA.2.2.1 Apply knowledge of expository text structure to extend comprehension. | 7.LA.2.2.1 Analyze expository text structure to extend comprehension. | 8.LA.2.2.1 Evaluate expository text structure to extend comprehension. | 9.LA.2.2.1 Identify the thesis, evidence, and argument in informational texts (e.g., newspaper editorials and campaign speeches). | 10.LA.2.2.1 Critique the logic of informational texts by examining the sequence of information and procedures. | 11.LA.2.2.1 Analyze the relationships among theses and arguments in informational texts (e.g., newspaper editorials, promotional literature). | 12.LA.2.2.1 Analyze the relationships among theses and arguments to evaluate claims made in informational texts (e.g., policy statements, campaign speeches). |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 3.2: Reading Comprehension | | | | | | |
|---|---|--|--|---|---|---|
| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| 6.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts. | 7.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts. | 8.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts. | 9.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites). | 10.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites). | 11.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites). | 12.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites). |
| 6.LA.2.2.3 Identify the facts and details that support the author’s argument and summarize the findings. | 7.LA.2.2.3 Summarize the main idea (literal or inferential) and critical details of expository text. | 8.LA.2.2.3 Apply central ideas (literal or inferential) and critical details to summarize information from expository text. | 9.LA.2.2.3 Evaluate an author’s argument or defense of a claim by examining the relevance and comprehensiveness of evidence. | 10.LA.2.2.3 Evaluate the comprehensiveness and validity of evidence in an author’s argument. | 11.LA.2.2.3 Extend, through original analysis, arguments presented in primary and/or secondary sources. | 12.LA.2.2.3 Extend, through original analysis, arguments presented in primary and/or secondary sources. |
| 6.LA.2.2.4 Follow multi-step written directions. | 7.LA.2.2.4 Follow multi-step written directions. | 8.LA.2.2.4 Identify the main purpose and anticipate outcomes of procedures specified in informational text. | | | | |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 3.2: Reading Comprehension | | | | | | |
|---|--|--|---|--|--|--|
| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| 6.LA.2.3.1 Describe different genres of fiction and kinds of poetry, and the major characteristics of each form | 7.LA.2.3.1 Read and respond to literature from a variety of genres, including poetry. | 8.LA.2.3.1 Read and respond to literature from a variety of genres, including poetry. | 9.LA.2.3.1 Read and respond to literature from a variety of genres. | 10.LA.2.3.1 Read and respond to literature from a variety of genres. | 11.LA.2.3.1 Analyze recognized works of literature representing a variety of genres and traditions that: <ul style="list-style-type: none"> • Trace the development of the major periods of American literature. • Contrast the major themes, styles, and trends in different periods. • Evaluate the influences (i.e., philosophical, political, religious, ethical, and social) of the historical period that shaped the characters, plot, and setting. | 12.LA.2.3.1 Analyze recognized works of literature representing a variety of genres and traditions that: <ul style="list-style-type: none"> • Trace the development of the major periods of British or World literature. • Contrast the major themes, styles, and trends in different periods. • Evaluate the influences (i.e., philosophical, political, religious, ethical, and social) of the historical period that shaped the characters, plot, and setting. |
| 6.LA.2.3.2 Distinguish between major characters and minor characters. | 7.LA.2.3.2 Analyze characterization as shown through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters. | 8.LA.2.3.2 Interpret how situations, actions, and other characters influence a character’s personality and development. | 9.LA.2.3.2 Determine characters’ traits by what the characters say about themselves in narration, dialogue, and soliloquy. | 10.LA.2.3.2 Analyze characters’ traits by what the characters say about themselves in narration, dialogue, and soliloquy. | 11.LA.2.3.2 Analyze how voice and the choice of a narrator affect characterization. | 12.LA.2.3.2 Evaluate how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 3.2: Reading Comprehension | | | | | | |
|--|--|--|--|---|---|--|
| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| 6.LA.2.3.3 Analyze the influence of the setting on the problem and resolution of the story. | 7.LA.2.3.3 Explain the influence of setting on mood, character and plot of the story. | 8.LA.2.3.3 Analyze the importance of the setting to the mood and to the meaning of the story. | 9.LA.2.3.3 Evaluate the importance of the setting to the mood and meaning of the text. | | | |
| 6.LA.2.3.4 Analyze the conflict of a plot and explain its resolution. | 7.LA.2.3.4 Analyze plot development, including types of conflict. | 8.LA.2.3.4 Evaluate the structural elements of the plot and how conflicts are addressed and resolved. | | | | |
| 6.LA.2.3.5 Identify the literary point of view (e.g., first person, third person) in literary text. | 7.LA.2.3.5 Recognize points of view (e.g., first person, third person limited and omniscient). | 8.LA.2.3.5 Explain the author’s point of view and interpret how it influences the story. | 9.LA.2.3.4 Explain the author’s point of view and interpret how it influences the text. | 10.LA.2.3.3 Explain the author’s point of view and interpret how it influences the text. | | |
| 6.LA.2.3.6 Identify themes that appear in different literary works. | 7.LA.2.3.6 Analyze the themes of various genres. | 8.LA.2.3.6 Analyze the themes across various genres. | 9.LA.2.3.5 Compare and contrast themes across works of prose, poetry, and drama. | 10.LA.2.3.4 Compare works that express a universal theme and provide evidence to support the views expressed in each work. | 11.LA.2.3.3 Analyze the ways in which the theme represents a view or comment on life, using textual evidence to support the claim. | 12.LA.2.3.3 Evaluate the ways in which the theme represents a view or comment on life, using textual evidence to support the claim. |
| 6.LA.2.3.7 Identify common literary devices (e.g., flashback, foreshadowing, personification) to increase comprehension. | 7.LA.2.3.7 Identify literary devices (e.g., onomatopoeia, hyperbole, imagery) to increase comprehension. | | 9.LA.2.3.6 Analyze significant literary devices including irony and symbolism. | 10.LA.2.3.5 Analyze ways in which authors use imagery, figures of speech, and the “sound” of language for effect. | 11.LA.2.3.4 Evaluate the significance of various literary devices, including irony, tone, and figurative language. | 12.LA.2.3.4 Analyze the ways in which irony, tone, mood, symbolism, and the “sound” of language achieve specific rhetorical or aesthetic purposes. |
| | 7.LA.2.3.8 Orally respond to an author’s style of writing. | | 9.LA.2.3.7 Compare and contrast authors’ style on the basis of such elements as word choice and sentence complexity. | 10.LA.2.3.6 Compare and contrast authors’ styles on the basis of such elements as word choice and sentence syntax. | 11.LA.2.3.5 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme. | 12.LA.2.3.5 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme. |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 4.1: Writing Process | | | | | | |
|---|---|---|--|---|---|---|
| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| 6.LA.3.1.1 Generate ideas using prewriting strategies. | 7.LA.3.1.1 Generate ideas using a variety of prewriting strategies. | 8.LA.3.1.1 Generate ideas using a variety of strategies. | 9.LA.3.1.1 Generate ideas using a variety of strategies. | 10.LA.3.1.1 Generate ideas using a variety of strategies. | 11.LA.3.1.1 Generate ideas using a variety of strategies. | 12.LA.3.1.1 Generate ideas using a variety of strategies. |
| 6.LA.3.1.2 Generate a main idea appropriate to the type of writing. | 7.LA.3.1.2 Generate a main idea or thesis appropriate to the writing. | 8.LA.3.1.2 Generate a main idea or thesis appropriate to the writing. | 9.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing. | 10.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing. | 11.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing. | 12.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing. |
| 6.LA.3.1.3 Select organizational strategies appropriate for writing. | 7.LA.3.1.3 Apply appropriate organizational strategies to plan writing. | 8.LA.3.1.3 Apply appropriate organizational strategies to plan writing. | 9.LA.3.1.3 Apply organizational strategies to plan writing. | 10.LA.3.1.3 Apply organizational strategies to plan writing. | 11.LA.3.1.3 Apply organizational strategies to plan writing. | 12.LA.3.1.3 Apply organizational strategies to plan writing. |
| 6.LA.3.1.4 Apply an appropriate writing format for purpose and audience. | 7.LA.3.1.4 Match appropriate writing format to purpose and audience. | 8.LA.3.1.4 Match appropriate writing format to purpose and audience. | 9.LA.3.1.4 Match format to purpose and audience. | 10.LA.3.1.4 Match format to purpose and audience. | 11.LA.3.1.4 Match format to purpose and audience. | 12.LA.3.1.4 Match format to purpose and audience. |
| 6.LA.3.1.5 Plan writing to produce a piece of writing within a set time period. | 7.LA.3.1.5 Produce a written product within a set time period. | 8.LA.3.1.5 Produce a written product within a set time period. | 9.LA.3.1.5 Produce a piece of writing within a set period of time. | 10.LA.3.1.5 Produce a piece of writing within a set period of time. | 11.LA.3.1.5 Produce a piece of writing within a set period of time. | 12.LA.3.1.5 Produce a piece of writing within a set period of time. |
| 6.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details. | 7.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details. | 8.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting information. | 9.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft. | 10.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft. | 11.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft. | 12.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft. |
| 6.LA.3.2.2 Write a draft with a main idea and appropriate details in a logical sequence. | 7.LA.3.2.2 Write a draft with ideas sequenced in a logical, cohesive order. | 8.LA.3.2.2 Write a draft with ideas sequenced in a logical, cohesive order. | 9.LA.3.2.2 Sequence ideas in a cohesive, meaningful order. | 10.LA.3.2.2 Sequence ideas in a cohesive, meaningful order. | 11.LA.3.2.2 Sequence ideas in a cohesive, meaningful order. | 12.LA.3.2.2 Sequence ideas in a cohesive, meaningful order. |
| 6.LA.3.3.1 Revise draft for meaning, clarity and effective sequencing. | 7.LA.3.3.1 Revise draft for meaning, clarity and effective organization. | 8.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. | 9.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. | 10.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. | 11.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. | 12.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 4.1: Writing Process | | | | | | |
|--|--|--|--|---|---|---|
| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| 6.LA.3.3.2 Add details to more effectively accomplish the purpose of writing. | 7.LA.3.3.2 Add details and delete irrelevant or redundant information. | 8.LA.3.3.2 Add details and delete irrelevant or redundant information. | 9.LA.3.3.2 Add relevant details and delete irrelevant or redundant information. | 10.LA.3.3.2 Add relevant details and delete irrelevant or redundant information. | 11.LA.3.3.2 Add relevant details and delete irrelevant or redundant information. | 12.LA.3.3.2 Add relevant details and delete irrelevant or redundant information. |
| 6.LA.3.3.3 Apply and add transition words to clarify sequence. | 7.LA.3.3.3 Arrange transition words and phrases in draft to clarify meaning and improve organization. | 8.LA.3.3.3 Arrange transition words and phrases in draft to clarify meaning and improve organization. | 9.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization. | 10.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization. | 11.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization. | 12.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization. |
| 6.LA.3.3.4 Rearrange words, sentences, and paragraphs to enhance writing style. | 7.LA.3.3.4 Apply a variety of sentence structures to improve sentence fluency and enhance writing style. | 8.LA.3.3.4 Apply a variety of sentence structures to improve sentence fluency and enhance writing style. | 9.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. | 10.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. | 11.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. | 12.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. |
| 6.LA.3.3.5 Apply literary models to refine writing style. | 7.LA.3.3.5 Apply literary models to refine writing style. | 8.LA.3.3.5 Apply literary models to refine writing style. | 9.LA.3.3.5 Use literary models to refine writing style. | 10.LA.3.3.5 Use literary models to refine writing style. | 11.LA.3.3.5 Use literary models to refine writing style. | 12.LA.3.3.5 Use literary models to refine writing style. |
| 6.LA.3.3.6 Apply strategies to guide the revision process. | 7.LA.3.3.6 Conference with others to improve writing. | 8.LA.3.3.6 Conference with others to improve writing. | 9.LA.3.3.6 Conference with others to improve writing. | 10.LA.3.3.6 Conference with others to improve writing. | 11.LA.3.3.6 Conference with others to improve writing. | 12.LA.3.3.6 Conference with others to improve writing. |
| 6.LA.3.4.1 Edit the draft using an editing checklist with common editing marks. | 7.LA.3.4.1 Edit the draft using an editing checklist with common editing marks. | 8.LA.3.4.1 Edit the draft using an editing checklist with common editing marks. | 9.LA.3.4.1 Use editing marks to indicate errors in conventions. | 10.LA.3.4.1 Use editing marks to indicate errors in conventions. | 11.LA.3.4.1 Use editing marks to indicate errors in conventions. | 12.LA.3.4.1 Use editing marks to indicate errors in conventions. |
| | | | 9.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors. | 10.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors. | 11.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors. | 12.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors. |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 4.1: Writing Process | | | | | | |
|---|---|--|---|--|--|--|
| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| 6.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience. | 7.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience. | 8.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience. | 9.LA.3.5.1 Publish improved draft. | 10.LA.3.5.1 Publish improved draft. | 11.LA.3.5.1 Publish improved draft. | 12.LA.3.5.1 Publish improved draft. |
| | 7.LA.3.5.3 Use appropriate technology to create a final draft. | 8.LA.3.5.3 Use appropriate technology to create a final draft. | 9.LA.3.5.3 Use appropriate technology to produce a final draft. | 10.LA.3.5.3 Use appropriate technology to produce a final draft. | 11.LA.3.5.3 Use appropriate technology to produce a final draft. | 12.LA.3.5.3 Use appropriate technology to produce a final draft. |
| 6.LA.3.5.2 Share writing with intended audience. | | 8.LA.3.5.4 Share writing with intended audience. | 9.LA.3.5.2 Share writing with intended audience. | 10.LA.3.5.2 Share writing with intended audience. | 11.LA.3.5.2 Share writing with intended audience. | 12.LA.3.5.2 Share writing with intended audience. |
| | 7.LA.3.5.2 Use graphics, if applicable, to further convey meaning. | 8.LA.3.5.2 Use text features and graphics, if applicable, to further convey meaning. | | | | |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 4.2: Writing Applications | | | | | | |
|--|--|---|---|---|---|---|
| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| 6.LA.4.1.1 Write narratives that develop a standard plot line. | 7.LA.4.1.1 Write narratives about personal events or situations. | 8.LA.4.1.1 Write narratives about specific events or situations using precisely chosen details. | 9.LA.4.1.1 Write reflective autobiographical narratives or short stories that explore the significance of personal experiences and communicate the significance of events. | 10.LA.4.1.1 Write narratives or short stories that describe the specific actions, movements, gestures, and feelings of the characters. | 11.LA.4.1.1 Write fictional, autobiographical, or biographical narratives that pace the presentation of action to accommodate changes in time and mood. | 12.LA.4.1.1 Write reflective compositions that draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life. |
| 6.LA.4.1.2 Write a variety of expressive works that include sensory details and figurative language. | 7.LA.4.1.2 Create original works that include descriptive strategies and figurative language. | 8.LA.4.1.2 Create original works that include descriptive strategies and figurative language. | 9.LA.4.1.2 Write original creative works including prose and poetry. | 10.LA.4.1.2 Write original creative works including prose and poetry. | 11.LA.4.1.2 Write original creative works including prose and poetry. | 12.LA.4.1.2 Write original creative works including prose and poetry. |
| 6.LA.4.2.1 Write technical text that identifies a sequence of activities or processes. | 7.LA.4.2.1 Write technical text that identifies a sequence of activities or processes. | 8.LA.4.2.1 Write technical text that identifies a sequence of activities or processes. | 9.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs. | 10.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs. | 11.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs. | 12.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs. |
| 6.LA.4.2.2 Write a research report with facts, details, and examples from multiple sources. | 7.LA.4.2.2 Write a research report that supports a main idea with details compiled through a formal research process. | 8.LA.4.2.2 Write expository essays that include a main idea (thesis), supporting details, and introductory, body, and concluding paragraphs. | 9.LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources. | 10.LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources. | 11.LA.4.2.2 Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page. | 12.LA.4.2.2 Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page. |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 4.2: Writing Applications | | | | | | |
|--|---|--|--|---|---|---|
| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| | | | 9.LA.4.2.3 Write technical or scientific text that identifies a sequence of activities or processes. | 10.LA.4.2.3 Write résumés, cover letters, and job applications. | 11.LA.4.2.3 Write technical or scientific text, including résumés and cover letters, that includes precise language appropriate for topic and audience. | 12.LA.4.2.3 Write technical or scientific text, including résumés and cover letters, that includes precise language appropriate for topic and audience. |
| 6.LA.4.3.1 Write persuasive compositions that state and support a position with emotional appeals. | 7.LA.4.3.1 Write persuasive compositions that state a position and support with evidence and emotional appeals. | 8.LA.4.3.1 Write persuasive compositions that state a position and support it with evidence and emotional appeals. | 9.LA.4.3.1 Write persuasive compositions that organize ideas and evidence in a sustained and effective fashion. | 10.LA.4.3.1 Write persuasive compositions that use specific rhetorical devices to support assertions (e.g., appealing to logic thorough reasoning; appealing to emotion or ethical belief; or relating a personal anecdote or analogy). | 11.LA.4.3.1 Write persuasive compositions that acknowledge and refute opposing arguments. | 12.LA.4.3.1 Write persuasive compositions that take into consideration the validity and reliability of sources. |
| 6.LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection. | 7.LA.4.4.1 Write a response to literature that identifies a text to self, text to world and/or text to text connection. | 8.LA.4.4.1 Write responses to literature that demonstrate an awareness of an author’s style. | 9.LA.4.4.1 Write responses to literature that demonstrate an understanding of the significant ideas of literary works. | 10.LA.4.4.1 Write responses to literature that demonstrate an understanding of literary elements such as plot, theme, characterization, tone, style, foreshadowing, and figurative language. | 11.LA.4.4.1 Write a literary analysis supporting important ideas and view points through accurate and detailed citations from the text. | 12.LA.4.4.1 Write a literary analysis supporting important ideas and view points through accurate and detailed citations from the text. |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 4.2: Writing Applications | | | | | | |
|--|---|--|---|---|---|---|
| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| 6.LA.4.4.2 Write responses to literature that identify the author’s purpose. | 7.LA.4.4.2 Write a summary of a literary selection. | 8.LA.4.4.2 Write responses to literature that analyze an author’s style. | 9.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of an author’s style. | 10.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors’ styles. | 11.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors’ styles. | 12.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors’ styles. |
| | | | | | | 12.LA.4.4.3 Write responses to literature that demonstrate an understanding of the author’s style and an appreciation of the effects created. |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 4.3: Writing Conventions | | | | | | |
|---|---|---|---|---|---|---|
| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| 6.LA.5.1.1 Write fluently and legibly in print or cursive. | 7.LA.5.1.1 Write fluently and legibly in print or cursive. | 8.LA.5.1.1 Write fluently and legibly in print or cursive. | | | | |
| 6.LA.5.2.1 Spell correctly Grade 6 high-frequency words and content area words. | 7.LA.5.2.1 Spell correctly Grade 7 high-frequency words and content area words. | 8.LA.5.2.1 Spell correctly Grade 8 high-frequency words and content area words. | | | | |
| 6.LA.5.2.2 Spell correctly multisyllabic words that include those with Greek and Latin derivatives. | 7.LA.5.2.2 Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives. | 8.LA.5.2.2 Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives. | | | | |
| 6.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals), to spell accurately. | 7.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals), to spell accurately. | 7.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals), to spell accurately. | | | | |
| 6.LA.5.3.1 Identify complex sentences with subject and verb agreement. | 7.LA.5.3.1 Use four types of sentences correctly (exclamatory, declarative, interrogative and imperative). | 8.LA.5.3.1 Write correct and varied sentence structure (e.g., simple, compound, complex, and compound-complex). | 9.LA.5.3.1 Apply correct and varied sentence types in writing. | 10.LA.5.3.1 Apply correct and varied sentence types in writing. | 11.LA.5.3.1 Apply correct and varied sentence types in writing. | 12.LA.5.3.1 Apply correct and varied sentence types in writing. |
| 6.LA.5.3.2 Use correctly: <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs | 7.LA.5.3.2 Use correctly: <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs | 8.LA.5.3.2 Use correctly: <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs | 9.LA.5.3.2 Edit for agreement, word usage, and fluency. | 10.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency. | 11.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency. | 12.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency. |

Bold Font = Included in the Map of ELD and LA Objectives

| ELD Goal 4.3: Writing Conventions | | | | | | |
|---|---|---|--|---|--|--|
| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| 6.LA.5.4.1 Apply capitalization correctly in writing. | 7.LA.5.4.1 Apply capitalization correctly in writing. | 8.LA.5.4.1 Apply capitalization correctly in writing. | 9.LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure. | 10.LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure. | 11.LA.5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses. | 12.LA.5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses. |
| 6.LA.5.4.2 Use quotation marks and commas to punctuate dialogue. | 7.LA.5.4.2 Use commas, including in appositives. Use parentheses and semicolon in writing. | 8.LA.5.4.2 Use commas, including in appositives; use parentheses, and semicolon. | 9.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization. | 10.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization. | 11.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization. | 12.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization. |

Bold Font = Included in the Map of ELD and LA Objectives

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006**

English Language Development (ELD) Standards Committee

| Members | | District Name | Position |
|----------------|-------------|------------------------|---|
| Anne Marie | Bebber | Meridian #2 | ELL Coach |
| Khrista | Buschhorn | Twin Falls #411 | K-6 ELL Teacher |
| Linda | Christensen | Meridian #2 | Federal Programs Manager |
| Linda | Dunbar | Blackfoot #55 | Principal |
| Ann | Farris | Boise #1 | Federal Programs Manager |
| Mary | Guterrez | Nampa #131 | Teacher on Assignment |
| Lonnie | Johnson | Payette #371 | LEP Director |
| Shu-Yuan | Lin | Idaho State University | Associate Lecturer, Teacher Education |
| Angela | Luckey | Idaho State University | Associate Professor, College of Education |
| Larris | Olsen | Minidoka #331 | ELL Teacher |
| Lance | Robertson | Bonneville #93 | ELL Teacher/Migrant Coordinator |
| Yolanda | Sapien | Cassia #151 | ELL Teacher |

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule:

(2-23-06)T

01. The Idaho Achievement Standards. The Idaho Achievement Standards as adopted by the State Board of Education on October 17, 2005. Copies of the document can be found on the State Board of Education website at www.idahoboardofed.org <http://www.boardofed.idaho.gov/index.asp>. ~~(2-23-06)T~~ (8-11-06T)

02. The Idaho English Language Development Standards. The Idaho English Language Development Standards as adopted by the State Board of Education on August 11, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/lep/index.asp>. (8-11-06T)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on August 11, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/lep/index.asp>. (8-11-06T)

04. The Idaho English Language Assessment (IELA) Cut Scores. The Idaho English Language Assessment (IELA) Cut Scores as adopted by the State Board of Education on August 11, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/lep/index.asp>. (8-11-06T)

05. The Idaho Standards Achievement Tests (ISAT) Cut Scores. Cut Scores as adopted by the State Board of Education on August 11, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (8-11-06T)

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Title III - SEC. 3113.b.(2) STATE AND SPECIALLY QUALIFIED AGENCY PLANS.

Each State educational agency and specially qualified agency desiring a grant under this subpart shall submit a plan which shall describe how the agency will establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading, and writing, and that are aligned with achievement of the challenging State academic content and student academic achievement standards described in section 1111(b)(1).

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

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

(2) Statements of the state board of education and board of regents of the university of Idaho which relate to the curriculum of public educational institutions, to students attending or applicants to such institutions, or to the use and maintenance of land, equipment and buildings controlled by the respective institutions, are not rules and are not statements of general applicability for the purposes of chapter 52, title 67, Idaho Code.

(3) Notwithstanding any other provision of chapter 52, title 67, Idaho Code, the state board of education and board of regents of the university of Idaho shall be deemed to be in full compliance with the notice requirements of section 67-5221, Idaho Code, if:

(a) Notice is given by including the intended action in the official written agenda for a regularly scheduled meeting of the board, and the agenda is available for public inspection at the central office of the board not less than five (5) days prior to the meeting; and

(b) Notice of the intended action, accompanied by the full text of the rule under consideration prepared so as to indicate words added or deleted from the presently effective text, if any, is transmitted to the director of the legislative services office at the same time that notice is given under paragraph (a) of this subsection. The director of the legislative services office shall refer the material under consideration to the germane joint subcommittee created in section 67-454, Idaho Code, to afford the subcommittee opportunity to submit data, views or arguments in writing to the board prior to the time for receiving comment as provided in paragraph (d) of this subsection; and

(c) The intended action is discussed but not acted upon during the regularly scheduled meeting for which the agenda was prepared, but instead is held for final action at the next regularly scheduled or later meeting of the board; and

(d) At least fifteen (15) days prior to the scheduled date for final action, the board shall mail to all persons who have made timely request in writing to the board and shall publish in an issue of the Idaho administrative bulletin a brief description of the intended action, or a concise summary of any statement of economic impact required pursuant to section 67-5223(2), Idaho Code, and shall note the time when, the place where, and the manner in which interested persons may present their views thereon; and

(e) Upon adoption of a rule, the board, if requested in writing to do so by an interested person either prior to adoption or within twenty-eight (28) days thereafter, shall issue a concise statement of the principal reasons for and against its adoption, incorporating therein its reasons for overruling the considerations urged against its adoption.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

TITLE 33
EDUCATION
CHAPTER 16
COURSES OF INSTRUCTION

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

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

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

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

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

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

SUBJECT

Limited English Proficiency (LEP) Program Update.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

The State LEP Program, inclusive of Title III funds and the oversight of the LEP state funds and programming was transitioned to the Office of the State Board of Education (OSBE) in early 2004.

At the June 2006 Board meeting, staff was asked to provide information regarding the LEP program and suggest possible changes in program oversight.

DISCUSSION

The following information details the State Board of Education's LEP Program responsibilities and accomplishments since Title III funds were brought to the State Board in January 2004.

The State Department of Education provides technical assistance to all districts, serving all students. A majority of the technical assistance is for low performing schools which most likely include LEP students. Therefore; there is a significant effort in the State Department of Education to assist with LEP students, due to the fact that LEP students are a part of the overall student population that is served by the SDE.

The State Board's LEP program currently consists of 2 distinct yet interconnected components:

- I. Management of the LEP Program
- II. Management of the Idaho English Language Assessment (IELA)

I. Management of the LEP Program

1. Budget oversight

OSBE

- Management, allocation and distribution of Title III funds to Districts.
- Management and allocation of State LEP funds to Districts.

SDE

- Payment of State LEP funds to districts based on OSBE allocations. The state LEP funding remains a part of the Public School Appropriation.
- Allocation and oversight of the newly approved \$750,000 school improvement funds, targeted for schools/districts that have missed AYP Reading and Math for LEP students.

2. LEP Sub Committee

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

OSBE

- In January 2004, the State Board of Education created an LEP Sub Committee to examine the systems, procedures, methodologies, and best practices for LEP programs.
- Ongoing coordination of the Sub Committee. In June 2005, the Sub Committee set forth recommendations for the LEP Program.

SDE

- Representation on Sub Committee

3. English Language Proficiency Standards

OSBE

- In 2004, OSBE finished development of state English Language Proficiency (ELP) standards aligned with state language arts/communications standards. The Board approved the Standards in June 2004.
- In 2005, an external review of the Idaho Standards Achievement Tests (ISAT) recommended a revision of Idaho Language Arts standards. In addition, the LEP Program reviewed existing ELP standards and concluded that they did not appropriately reflect second language acquisition skills and needed to be linked to the updated Language Arts standards.
- The LEP Program has worked to revise the ELP standards, now called English Language Development (ELD), which are being submitted to the Board at the August meeting for approval.

SDE

- The SDE began the work with the original English language proficiency standards, which have now been revised.

4. Ongoing Program Efforts

OSBE

- Annual Data collection
- Ensure school district compliance – monitoring and evaluation/Federal Program reviews
- Provide ongoing technical assistance to districts
- Review of annual LEP plans and budgets
- State and Federal reporting
- Professional development through State Education for Higher Education (SAHE) grant – which is providing the Sheltered Instruction Observation Protocol training to at need districts.
- Provide detailed program guidance to all districts with LEP students
- Recommend policy regarding English language learners to the Board and Legislature
- Manage the State LEP webpages

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

SDE

- Provide assistance to English language learners targeted in all Title I programs (i.e. Reading First, etc).
- Manage school improvement funds for schools/districts that have missed AYP. Some districts target funds to help LEP students in Math and Reading.
- The Title I–C, Migrant program, allows funding for language development for Migrant students (many are LEP).
- Coordinate joint visits with OSBE regarding Federal Program reviews – no Title III reviews done by SDE staff.

II. Management of the Idaho English Language Assessment (IELA)

OSBE

- Manage IELA contract
- Manage process for spring IELA and fall English Language Learners Placement test
- Coordinate with all school districts to ensure all LEP students in the state are annually assessed
- Manage IELA trainings
- Develop accountability plan/sanctions for districts with LEP students, as per federal guidelines
- Determine annual growth percentages/targets for LEP students taking assessment.
- Introduce statewide sanctions and provide technical assistance to school districts if growth targets are not met for 2 or more consecutive years (Annual Measurable Achievement Objectives – AMAOs)
- Provide data analysis of results for outside stakeholders
- Manage validity and reliability and external review of the IELA

SDE

- Began work with Mountain West Assessment Consortium (MWAC), which was funded by a grant through the U.S. Department of Education to develop English language assessments. This component was handed to OSBE before the assessment was completed.

III. Possible Board Action

1. Leave the LEP program as it is, run out of OSBE.
2. Split the LEP Program into 2 positions. Keep the Assessment and Accountability portion of the program in OSBE; Move the Program Management portion of the program to the SDE.
3. Move both program components-Assessment/Accountability and the LEP Program to the SDE.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 10-11, 2006

IMPACT

1. There would be no impact or change in current procedures with option 1 above.
2. The impact of the second option above would enable the SDE to run the program in coordination with the Title I program, as there is clear overlap. In addition, the IELA would continue to be a part of the state assessment program, because it is an assessment required under NCLB. The fiscal impact would be that both the SDE and OSBE would need to provide general funds to support the other half of the staff person running the IELA and the LEP program, because administrative funds would be split. It would be essential that the SDE hire a staff member to run the LEP program, rather than having other staff members assume the LEP responsibilities.
3. The impact of option 3 above would be that all Title III funds would be channeled to the SDE to run the program and the assessment, which are essentially 2 positions. It would allow for coordination of the LEP services, as stated above. It would also entail a transfer of the 3-year (+2 optional renewal years) contract between TASA, Inc., the testing vendor for the IELA assessment program and OSBE to the SDE. Although with Division of Purchasing approval, there are no legal obstacles to assigning the contract to SDE, the transition could create a potential delay in timelines for key management decisions and the testing schedule. The term of the contract will be completed either July 2008 or July 2010, depending on the optional 2 year renewal.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends that the Board adopt option 2, and that LEP program responsibilities be split into two positions: IELA Assessment Manager and LEP Program Manager.

It is recommended that by July 1, 2007 one half of the Title III administrative and one half of the operating expenditures remain at the Board to run the IELA assessment program. The recommendation is that the remaining half of the Title III administrative and half of the operating expenditures be passed to the SDE to run the State LEP program. All district Title III funds will be passed through to the SDE for Title III LEP, Emergency Immigrant, and Consortia grants.

BOARD ACTION

A motion to approve the recommendation to transition the LEP program management to the SDE and retain the LEP assessment management in the OSBE office effective July 1, 2007.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

| TAB | DESCRIPTION | ACTION |
|------------|---|-------------------|
| 1 | BOISE STATE UNIVERSITY Head Volleyball Coach Employment Agreement | Motion to approve |
| 2 | FY07 AGENCY HEAD SALARIES | Motion to approve |

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Boise State University (BSU) requests approval of the employment contract and addendum to the contract for head women's volleyball coach, Robin Davis.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.1.

DISCUSSION

Boise State University has hired, subject to Board approval, a new women's volleyball head coach. The primary terms of the agreement are set forth below and the entire contract and matrix comparison to the SBOE model contract are attached.

IMPACT

The term for the Employment Contract and the Addendum is four years commencing April 14, 2006, and terminating on March 31, 2010. The base annual salary is \$70,013. There is no additional compensation from media or public appearances at this time, but the contract does provide for that eventuality if such funds become available.

The academic incentives are as follows:

Incentive pay is earned if the four-year team Academic Progress Rate (APR) ranks the Boise State volleyball team above the 50th percentile nationally for Division IA programs as follows:

| | | |
|---|---|---------|
| 50 th % – 60 th % | = | \$1,400 |
| 60 th % – 70 th % | = | \$1,600 |
| 70 th % – 80 th % | = | \$1,800 |
| 80 th % or above | = | \$2,000 |

The athletic incentives are as follows:

| | | |
|---------------------------------------|---|---------|
| Conference Champions | = | \$5,000 |
| or (Only One) | | |
| Qualify Team for NCAA Tournament | = | \$3,000 |
| Top 25 National Ranking at Season End | = | \$2,500 |
| NCAA Regional Coach of the Year | = | \$3,000 |
| NCAA National Coach of the Year | = | \$5,000 |
| Conference Coach of the Year | = | \$3,000 |

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued

ATTACHMENTS

| | |
|------------------------------------|---------|
| Attachment 1 – Employment Contract | Page 3 |
| Attachment 2 – Contract Addendum | Page 15 |
| Attachment 3 – Contract Matrix | Page 19 |

STAFF AND COMMENTS AND RECOMMENDATIONS

Staff has reviewed this agenda item for conformance with Board policy and recommends approval.

BOARD ACTION

A motion to approve the request by Boise State University for approval of the Employment Contract and Addendum to Employment Agreement for Robin Davis as head women's volleyball coach.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Boise State University (University) and Robin Davis (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate women's volleyball team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. Coach shall, to the best of his ability and consistent with University policies, perform all duties and responsibilities customarily associated with a Division I head women's volleyball coach.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of four (4) years, commencing on April 14 2006 and terminating, without further notice to Coach, on March 31, 2010 unless sooner terminated in accordance with other provisions of this Agreement

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University's Board of Trustees. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) A salary as set forth in the attached Addendum, payable in biweekly installments in accordance with normal University procedures (except as provided in the Addendum), and such salary increases as may be determined appropriate by the Director and President and approved by the University's Board of Trustees;
- b) The opportunity to receive such employee benefits calculated on the "base salary" as the University provides generally to non-faculty exempt employees; and
- c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation. As set forth in the attached Addendum.

3.2.1 Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation and such justification shall be separately reported to the Board of Trustees as a document available to the public under the Idaho Public Records Act.

3.2.2 The Coach may receive the compensation hereunder from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Agreements requiring the Coach to participate in Programs related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a

coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

3.2.3 **SUMMER CAMP—OPERATED BY UNIVERSITY.** Coach agrees that the University has the exclusive right to operate youth women's volleyball camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's women's volleyball camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's summer women's volleyball camps, the University shall pay Coach supplemental compensation during each year of his employment as head women's volleyball coach at the University.

3.2.4 Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 **General Conditions of Compensation.** All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1 and paid from the University to Coach, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. **Coach's Specific Duties and Responsibilities.** In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit C. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University's Policy Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the women's volleyball conference of which the University is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's President for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the University's President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a

format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University's Board of Trustees.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.7 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team requiring performance of duties set forth herein prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld. Coach shall not negotiate for or accept employment, under any circumstances, as a coach at any other institution of higher education or with any professional sports team requiring the performance of the duties set forth herein without first giving ten (10) days prior written notice to the Director.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and policies, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

- b) The failure of Coach to remedy any violation of any of the terms of this agreement within 30 days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team;
or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known by ordinary supervision of the violation and could have prevented it by such ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this

Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, the "base salary" set forth in section 3.1.1, excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after written notice is given to the University. Such termination must occur at a time outside the women's volleyball playing season (including NCAA post-season competition) so as to minimize the impact on the program.

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination.

5.3.4 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach and lose the benefit of its investment in the Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3.5 Except as provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all

compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries hereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of suspension, reassignment or termination, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provide for in the State Board of Education and Board or Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Policies or Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved of the University's Board of Trustees and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University's Board of Trustees, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Trustees and University's rules or policies regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the women's volleyball program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records,

team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Non-Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service

Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Director of Athletics
 1910 University Drive
 Boise, Idaho 83725-1020

with a copy to: President
 1910 University Drive
 Boise, Idaho 83725-1000

the Coach: Robin Davis
 1557 Lenz Lane
 Boise, Idaho 83712

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Trustees.

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY

COACH

Gene Bleymaier 6/6/06
Gene Bleymaier Date
Director of Athletics

Robin Davis 6/16/06
Robin Davis Date

Robert Kustra 6/8/06
Robert Kustra, President Date

Approved by the Board on the ____ day of _____, 2006.

ADDENDUM TO EMPLOYMENT AGREEMENT

1. This is an Addendum to the Employment Agreement (Agreement) between BOISE STATE UNIVERSITY (BSU) and Robin Davis (COACH) dated and effective the 14th day of April, 2006, subject to the approval of the State Board of Education.
2. The COACH is being hired for the position of Head Women's Volleyball Coach.
3. Accordingly, the following terms as used in the Agreement will be defined as indicated:
 - a. "Position" will mean the position described in paragraph 2, above.
 - b. "Relevant season" will mean the Women's Volleyball season commencing on the first day of fall practice and ending with the last game of the season, including any post season competition.
 - c. "Program" shall mean the Women's Volleyball program.
 - d. "Applicable conference" as of the date of this Addendum means the Western Athletic Conference.
 - e. "NCAA" means the National Collegiate Athletic Association.
 1. "APR" means Academic Progress Rate as used by the NCAA to track academic progress of NCAA eligible student athletes and NCAA athletic programs.
 - f. "Athletic Director" means the BSU Director of Athletics or his designee.
 - g. "Coaching" means to direct and supervise the athletes participating in the program.
 - h. "BAA" means the Bronco Athletic Association.
 - i. "Post-season" means participation in the NCAA tournament or other sanctioned tournament.
4. The term of this Agreement (as set forth in Section 2.1 of the Agreement) shall commence April 14th, 2006 and shall continue until the Agreement terminates on the 31st day of March, 2010; provided, however, that this provision is subject to the terms and conditions of Article V of the Agreement concerning termination. Neither party shall have the right to terminate the Agreement prior to its date of expiration except as provided therein.
5. Specific duties and responsibilities of COACH. In addition to those set forth in the Agreement, the COACH is expected to devote full-time to coaching and recruitment involving the Women's Volleyball team as the Head Coach. Additional duties and

responsibilities not listed will be those customarily attendant to the position of a Head Women's Volleyball Coach at a Division 1-A university. If COACH is required to perform any such additional duties that are not defined in the contract, COACH will be notified of his responsibility to perform these duties within a reasonable time frame.

COACH will attend all staff meetings, public relation functions, dinners, awards banquets and make appearances as directed by the Director of Athletics unless excused by the Director of Athletics. The Athletic Director shall not unreasonably withhold approval for non-attendance. Such functions shall include, but are not limited to the following:

- ◆ The annual BAA Bar-b-que
- ◆ The weekly BAA noon luncheons during the relevant season
- ◆ The annual BAA Endowment Dinner
- ◆ The BSU Athletic Hall of Fame Dinner
- ◆ The BAA Bronze Bronco Award Banquet
- ◆ The BAA/Alumni Auction Dinner
- ◆ All Athletic Department staff meetings called by the Director of Athletics
- ◆ Athletic Department Graduation Reception
- ◆ Bronco Golf Series Tournaments

6. Compensation: COACH will be compensated for services under the Agreement more specifically as follows:

a. Base salary (state appropriated funds) as referred to in paragraph 3.1 of the Agreement shall be as follows:

| <u>YEAR</u> | <u>COMPENSATION</u> |
|------------------------------|---------------------|
| April 14, 2006 – March, 2007 | \$70,013 (Annual) |

7. Employee shall not use, directly or by implication, the Boise State name or logo in the endorsement of commercial products or services for personal gain without prior written approval from the President and the Athletic Director.

8. Employee shall not accept, prior to receiving approval in writing from the University President and the Athletic Director, compensation or gratuities from an athletics shoe, apparel, or equipment manufacturer in exchange for the use of such merchandise during practice or competition by Boise State's student-athletes.

9. In the event of non-renewal or termination, employee will use all accumulated annual leave prior to end of contract period.

10. Athletic Incentive Pay may be earned as follows:
- Conference Championships \$5,000
 - or - (Only One)
 - Qualify Team for NCAA Tournament \$3,000
 - Top 25 National Ranking at End of Season \$2,500
 - NCAA Regional Coach of the Year \$3,000
 - NCAA National Coach of the Year \$5,000
 - Conference Coach of the Year \$3,000

11. Academic Incentive Pay may be earned if your 4 year team APR (2004-2007) ranks nationally within your sport above the 50th percentile as follows:

| National Rank Within Sport | |
|----------------------------|-----------|
| 50th - 60th % | = \$1,400 |
| 60th - 70th % | = \$1,600 |
| 70th - 80th % | = \$1,800 |
| 80th % or above | = \$2,000 |

Any supplemental pay earned pursuant to this paragraph shall be paid on October 1st, 2007 if the coach is still employed by the University on that date.

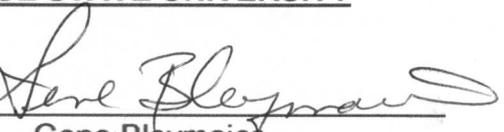
COACH



Robin Davis
Head Women's Volleyball Coach

6/16/06
Date

BOISE STATE UNIVERSITY

By: 

Gene Bleymaier
Director of Athletics

6-6-06
Date

By: 

Dr. Robert Kustra
President

6/8/06
Date

THIS PAGE INTENTIONALLY LEFT BLANK

ATTACHMENT 3

Robin Davis, Boise State University, Head volleyball Coach – Multi-Year Contract

| | Model Contract Section | Contract Section | Justification for Modification |
|-----|-------------------------------|---|--|
| 1.3 | Duties | 1.3 Duties | Deleted the reassignment clause and added language to define the duties of the Coach. |
| 3.2 | Supplemental Compensation | 3.2.1 Supplemental Compensation; language added | Language provides specific criteria for athletic achievement supplemental compensation and is moved from the base contract to the addendum. |
| 3.2 | Supplemental Compensation | 3.2.2 & 3.2.3 Supplemental Compensation; language added | Language provides specific criteria for athletic and academic achievement supplemental compensation and is moved from the base contract to the addendum. |
| 3.2 | Supplemental Compensation | 3.2.4 Supplemental Compensation; language deleted | Supplemental compensation is set forth in the Addendum |
| 3.2 | Supplemental Compensation | 3.2.5 Supplemental Compensation; language added | Removed the vesting language and the specific details of the compensation is moved to the addendum. |
| 3.2 | Supplemental Compensation | 3.2.6 Supplemental Compensation; summer camp | Language provides criteria and conditions applicable to coach's operation of a summer youth camp and deletes the ability of the coach to operate the camp independent of the university. |
| 4.7 | Other Coaching Opportunities | 4.7 Other Coaching Opportunities; language added | Language provides for specific duty that Coach cannot pursue other employment without prior notice. |

Robin Davis, Boise State University, Head volleyball Coach – Multi-Year Contract

| | | | |
|-----|--------------------------------------|---|--|
| 5.3 | Termination by coach for convenience | 5.3.2, 5.3.3, 5.3.4, Termination by coach for convenience; language added | Language provides that the termination cannot occur during the season; the contract does not include a liquidated damages provision, the market for volleyball coaches is not comparable with football or basketball coaches and the University does not feel that the liquidated damages clause is warranted for this position. |
| | General | Addendum | The addendum contains additional specific duties of the coach as well as sets forth all the compensation terms of the contract, including performance based incentives. |
| | | | |

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: H. Policies Regarding Coaching Personnel and Athletic Directors

April 2002

H. Policies Regarding Coaching Personnel and Athletic Directors (Institution Employees Only)

1. Agreements Longer Than One Year

The chief executive officer of an institution is authorized to enter into a contract for the services of a head coach or athletic director with that institution for a term of more than one (1) year, but not more than five (5) years, subject to approval by the Board as to the terms, conditions, and compensation thereunder, and subject further to the condition that the contract of employment carries terms and conditions of future obligations of the coach or athletic director to the institution for the performance of such contracts. Each contract for the services shall follow the general form approved by the Board as a model contract. Such contract shall define the entire employment relationship between the Board and the coach or athletic director and may incorporate by reference applicable Board and institutional policies and rules, and applicable law.

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

SUBJECT

FY 2007 Compensation for two Agency Heads (Rush, Morrill)

REFERENCE

February 3, 2006
June 15, 2006

Board approved 3% salary increase
Board approved 2007 salary increases

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.E.2.
Senate Bill 1263 (2006).

BACKGROUND

The motions made at the June Board meeting contained incorrect salary amounts for these two agency heads. This motion corrects their FY 2007 salaries to the amount approved in the February 2006 Board meeting, which were to be effective January 29, 2006.

DISCUSSION

Included below are individual motions for each CEO (Agency Head), which should have been presented at the June 2006 Board meeting.

IMPACT

Board action will allow the CEOs to continue to receive compensation based on their performance reviews.

STAFF COMMENTS AND RECOMMENDATIONS

The Executive Director recommends compensation for Agency Heads in the motions provided.

PROPOSED BOARD ACTION

A motion to set the FY 2007 salary for Peter Morrill, General Manager of Idaho Public Television, effective July 1, 2006, at an annual amount of \$84,802.00.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

A motion to set the FY 2007 salary for Michael Rush, Administrator of the Division of Professional-Technical Education, effective July 1, 2006, at an annual amount of \$92,643.20.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

REFERENCE – APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
Governing Policies and Procedures

Section: I Governing Policies and Procedures
Subsection E: Executive Officers

April, 2002

E. Executive Officers

2. Presidents/Agency Heads/Superintendent (also referred to as chief executive officers)

(c) The agency heads and superintendent are evaluated by the Executive Director, who makes recommendations to the Board with respect to future contracts and compensation. The Presidents are evaluated by the Board. The performance evaluation is based upon the duties outlined in the policy and mutually agreed upon goals. Final decisions with respect to future contracts are made by the Board.

c. Terms and Conditions

The Board and each chief executive officer shall sign an annual letter of agreement that documents the period of appointment, salary, and any additional terms. The Board shall evaluate the performance of each chief executive officer pursuant to the Board's evaluation policy.

d. Compensation and Benefits

The chief executive officer's annual salary shall be set and approved by the Board. The chief executive officers shall not receive personal salary or benefits or supplements from institutional foundations or other affiliated organizations except as allowed for institutional presidents pursuant to topic 3, subtopic e, below and as such is specifically approved by the Board in each instance. Additionally, the chief executive officer may not receive personal salary or benefits or supplements from other outside sources without prior Board approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY - continued

|||| LEGISLATURE OF THE STATE OF IDAHO ||||
Fifty-eighth Legislature Second Regular Session - 2006

IN THE SENATE
SENATE BILL NO. 1263

BY FINANCE COMMITTEE
AN ACT

RELATING TO APPROPRIATIONS; STATING FINDINGS OF THE LEGISLATURE;
APPROPRIATING ADDITIONAL MONEYS FOR FISCAL YEAR 2006 TO STATE AGENCIES AND
STATE INSTITUTIONS FOR A SALARY INCREASE FOR EMPLOYEES; AND DECLARING AN
EMERGENCY.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. LEGISLATIVE FINDINGS. The Legislature finds that funding consistent and adequate employee pay increases for the past several years has been difficult given the limited resources available. As a result, the state is falling further behind competitive labor market averages each year. The current economic conditions for the state now allow for a compensation package to be considered and it is the intent of the Legislature through this act that state employees be given the first and highest priority. The Legislature and the Governor hereby recommend funding an ongoing 3% increase in personnel costs to be used for salary increases for our valued state employees. The Division of Financial Management, Division of Human Resources, and State Controller's Office shall collaborate on an appropriate date of action to execute the intent of this act. Notwithstanding the time requirements in Section 67-5309C(b)(ii), Idaho Code, all salary increases shall be based on performance. Notwithstanding any provisions to the contrary in Section 67-5309C(b), Idaho Code, when allocating salary increases, state department directors and higher education institution executives should also take into consideration market competitive rates.

SECTION 2. In addition to any other appropriation provided by law, there is hereby appropriated to the following state agencies and state institutions the following amounts to be expended for the designated programs for personnel costs only from the listed funds for the period July 1, 2005, through June 30, 2006:

| | TOTAL |
|---|--------------|
| (1) STATE BOARD OF EDUCATION AGRICULTURAL RESEARCH AND EXTENSION SERVICE: FROM: General Fund | \$ 268,100 |
| (2) STATE BOARD OF EDUCATION COLLEGES AND UNIVERSITIES: FROM: General Fund | \$ 2,822,400 |
| (3) STATE BOARD OF EDUCATION COMMUNITY COLLEGES COMMUNITY COLLEGE SUPPORT: FROM: | |

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

General Fund \$ 153,700

(4) STATE BOARD OF EDUCATION

| | |
|---|-----------|
| | TOTAL |
| IDAHO SCHOOL FOR THE DEAF AND THE BLIND | |
| I. CAMPUS OPERATIONS: | |
| FROM: | |
| General Fund | \$ 47,100 |
| II. OUTREACH SERVICES: | |
| FROM: | |
| General Fund | \$ 18,800 |
| TOTAL | \$ 65,900 |

(5) STATE BOARD OF EDUCATION

OFFICE OF THE STATE BOARD OF EDUCATION:

FROM:

| | |
|--------------------|-----------|
| General Fund | \$ 13,100 |
| Federal Grant Fund | 3,100 |
| TOTAL | \$ 16,200 |

(6) STATE BOARD OF EDUCATION

HEALTH EDUCATION PROGRAMS

I. WOJ VETERINARY EDUCATION:

FROM:

| | |
|--------------|----------|
| General Fund | \$ 5,200 |
|--------------|----------|

II. WWAMI MEDICAL EDUCATION:

FROM:

| | |
|--------------|----------|
| General Fund | \$ 7,200 |
|--------------|----------|

III. IDEP DENTAL EDUCATION:

FROM:

| | |
|-------------------|------------|
| General Fund | \$ 3,000 |
| Unrestricted Fund | <u>600</u> |
| SUBTOTAL | \$ 3,600 |

IV. FAMILY MEDICINE RESIDENCIES:

FROM:

| | |
|--------------|-----------|
| General Fund | \$ 4,600 |
| TOTAL | \$ 20,600 |

(7) STATE BOARD OF EDUCATION

IDAHO STATE HISTORICAL SOCIETY

I. HISTORIC PRESERVATION AND EDUCATION:

FROM:

| | |
|----------------------------|--------------|
| General Fund | \$ 13,400 |
| Miscellaneous Revenue Fund | 1,400 |
| Federal Grant Fund | <u>8,300</u> |
| SUBTOTAL | \$ 23,100 |

II. HISTORIC SITE MAINTENANCE AND INTERPRETATION:

FROM:

| | |
|----------------------------|--------------|
| General Fund | \$ 1,700 |
| Miscellaneous Revenue Fund | <u>1,700</u> |
| SUBTOTAL | \$ 3,400 |
| TOTAL | \$ 26,500 |

(8) STATE BOARD OF EDUCATION
STATE LIBRARY BOARD:

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

| | |
|--------------|-----------|
| General Fund | \$ 1,800 |
| TOTAL | \$ 23,900 |

(12) SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE DEPARTMENT OF EDUCATION:

FROM:

| | |
|-----------------------------|-----------|
| General Fund | \$ 29,800 |
| Indirect Cost Recovery Fund | 5,300 |
| Driver's Education Fund | 1,500 |
| Public Instruction Fund | 5,700 |
| Miscellaneous Revenue Fund | 1,500 |
| TOTAL | |

| | |
|--------------------|-----------|
| Federal Grant Fund | 36,400 |
| TOTAL | \$ 80,200 |

(13) STATE BOARD OF EDUCATION
VOCATIONAL REHABILITATION

I. COMMUNITY SUPPORTED EMPLOYMENT:

FROM:

| | |
|--------------|----------|
| General Fund | \$ 1,200 |
|--------------|----------|

II. VOCATIONAL REHABILITATION:

FROM:

| | |
|--------------------|-----------|
| Federal Grant Fund | \$ 73,100 |
| TOTAL | \$ 74,300 |

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

| TAB | DESCRIPTION | ACTION |
|------------|--|-------------------|
| 1 | BOISE STATE UNIVERSITY Student Rec Center HVAC & Plumbing Upgrades | Motion to approve |
| 2 | BOISE STATE UNIVERSITY Parking Deck Project | Motion to approve |
| 3 | BOISE STATE UNIVERSITY Authorization to Redirect Bond Proceeds | Motion to approve |
| 4 | IDAHO STATE UNIVERSITY CAES Facility Project | Information item |
| 5 | IDAHO STATE UNIVERSITY Agreement for Foreign Ownership, Control or Influence | Motion to approve |
| 6 | UNIVERSITY of IDAHO Barker Wealth Mgmt Program | Information item |
| 7 | UNIVERSITY of IDAHO Events Pavilion Feasibility Study | Information item |
| 8 | UNIVERSITY of IDAHO Amendment to Palouse Mall Associates Agreement | Motion to approve |
| 9 | ITEM PULLED | n/a |
| 10 | LEWIS-CLARK STATE COLLEGE Athletic Fee Waiver Increase | Motion to approve |

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

| TAB | DESCRIPTION | ACTION |
|---|---|--------------------|
| 11 | LEWIS-CLARK STATE COLLEGE Student Housing Project – Management Agreement | Information item |
| <hr/> | | |
| FY 2008 BUDGET REQUESTS Description of Budget Process | | |
| 12 | a) Motions for Supplementals, Replacement Capital Outlay & Maintenance of Current Operations b) College & Universities c) Community Colleges d) Other Higher Education e) Agencies f) Capital Budget Requests | Motions to approve |
| <hr/> | | |
| 13 | AMENDMENT OF BOARD POLICY Amendment to Board Policy Section V.J.4.c – 1 st Reading - Travel and Moving Expenses. | Motion to approve |
| <hr/> | | |
| 14 | IDAHO STATE UNIVERSITY New License Plate Logo | Motion to approve |
| <hr/> | | |
| 15 | BOISE STATE UNIVERSITY Property Acquisition | Motion to approve |
| <hr/> | | |

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Boise State University requests approval to upgrade the HVAC and plumbing systems in the Student Recreation Center for a cost not to exceed \$686,000.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.k.2.

BACKGROUND

During the Student Recreation Center commissioning process, a number of environmental and operational concerns were identified. Subsequent operation of the building revealed the depth of the initial issues identified in the commissioning report. The problems identified included overheated spaces, inadequate airflows, excessive space humidity, and water sporadically building up in the warm air duct system. In addition, the domestic water system periodically allows cold water to be fed into the heating water distribution system.

During the operation of this facility, many attempts were made to resolve these issues. Both in-house labor and external contractors were used to identify and attempt to resolve these operational problems. For the larger and more complex issues, the University employed an engineering firm to fully analyze and model all environmental and utility systems in the building as well as develop a draft plan and budget for correction of these items.

DISCUSSION

The existing HVAC system and Boilers in the Student Recreation center are undersized and do not adequately condition and dehumidify the outside air brought into the HVAC system. The domestic water system and Hydroid piping system does not provide adequate pressure and temperature control for the building. The HVAC control system experiences problems interfacing with the University's HVAC control system, impacting the overall performance of the building systems.

This project will resolve the HVAC, control, temperature, humidity, and control problems which impact the user comfort and long term maintenance of the facility; as well as the pressure and temperature problems associated with the domestic cold and hot water systems

IMPACT

The total projected cost of this project is \$686,000 (see attached project budget worksheet). The university proposes to use bond reserves set aside for capital projects at the Student Recreation Center to fund this project. It is anticipated that the work would be completed by July 2007.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued

ATTACHMENTS

| | |
|---------------------------------------|--------|
| Attachment 1 – Project Tracking Sheet | Page 3 |
| Attachment 2 – Project Budget Sheet | Page 4 |

STAFF COMMENTS AND RECOMMENDATIONS

Staff has discussed this project with officials at Boise State University and the state Division of Public Works. The requested project appears to be the best course of action with respect to the building, given the alternative of continuing with a very inappropriate cooling system.

Staff recommends approval.

BOARD ACTION

A motion to approve the request by Boise State University to proceed with the design and construction of an upgrade to the HVAC and plumbing systems in the Student Recreation Center for a cost not to exceed \$686,000.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Office of the Idaho State Board of Education
 Capital Project Tracking Sheet
 August, 2006

History Narrative

1 **Institution/Agency:** Boise State University **Project:** Upgrade Student Rec Center HVAC and Plumbing
 2 **Project Description:** Project will upgrade and replace HVAC and plumbing systems with those consistent with engineering recommendations.
 3 **Project Use:** Improve air systems and water temperatures in the Student Rec Center

| | Sources of Funds | | | | Use of Funds | | | |
|-------------------------------------|------------------|------|------------|---------------|--------------|--------------------|-------|------------|
| | PBF | ISBA | Other * | Total Sources | Planning | Use of Funds Const | Other | Total Uses |
| 8 Upgrade HVAC and Plumbing Systems | \$ - | \$ - | \$ 686,000 | \$ 686,000 | \$ 85,264 | \$ 600,736 | | \$ 686,000 |
| 15 Total Project Costs | \$ - | \$ - | \$ 686,000 | \$ 686,000 | \$ 85,264 | \$ 600,736 | \$ - | \$ 686,000 |

| History of Funding: | PBF | ISBA | * Other Sources of Funds | | | Total Other | Total Funding |
|---------------------|------|------|--------------------------|-----------------|-------|-------------|---------------|
| | | | Institutional Funds | Student Revenue | Other | | |
| 19 Aug-06 | \$ - | | | 686,000 | | \$ 686,000 | \$ 686,000 |
| 21 Total | \$ - | \$ - | \$ - | \$ 686,000 | \$ - | \$ 686,000 | \$ 686,000 |

Architectural & Engineering Services PROJECT BUDGET

| | | | |
|-------------------------|--|---------------------|-----|
| Project Number: | TBD | | |
| Project Title: | HVAC/Plumbing Upgrade Remodel - Student Rec Center | | |
| Fund Source No: | TBD | Dept. ID No. | TBD |
| Project Manager: | Patrick Sullivan | | |
| Date: | June 7, 2006 | | |

| Category | Budget | Revised |
|-----------------------------------|---------------------|---------------|
| Engineering Fees | \$53,784.00 | |
| Reimbursables | \$5,000.00 | |
| Additional Services | \$2,500.00 | |
| Extended Startup Fees | \$16,800.00 | |
| Extended Startup Reimbursables | \$3,380.00 | |
| Testing during Construction (T&B) | \$38,500.00 | |
| Construction Contract 1 | \$489,792.00 | |
| Construction Contingency | \$48,979.00 | |
| Commissioning | | |
| Builder's Risk Insurance Premium | | |
| Site Survey | | |
| Miscellaneous | | |
| Project Contingency | \$23,465.00 | |
| Plan Check | \$3,500.00 | |
| Document Reproduction | | |
| Advertising | \$300.00 | |
| Site Survey | | |
| Soil Investigation | | |
| Subtotal | \$686,000.00 | \$0.00 |
| FO&M - Labor | | |
| I.T. (Telephone & Data) | | |
| Locks | | |
| Signage | | |
| Total | \$686,000.00 | |

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: K. Construction Projects

April 2002

K. Construction Projects

2. Project Approvals

Without regard to the source of funding, proposals by any institution, school or agency under the governance of the Board to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities, when the cost of the project is estimated to be between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000), must first be submitted to the executive director for review and approval. Without regard to the source of funding, proposals by any institution, school or agency under the governance of the Board to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities or construction of new facilities, when the cost of the project is estimated to exceed five hundred thousand dollars (\$500,000), must first be submitted to the Board for its review and approval. Project cost must be detailed by major category (construction cost, architecture fees, contingency funds, and other). When a project is under the primary supervision of the Board of Regents or the Board and its institutions, school or agencies, a separate budget line for architects, engineers, or construction managers and engineering services must be identified for the project cost. Budgets for maintenance, repair, and upkeep of existing facilities must be submitted for Board review and approval as a part of the annual operating budget of the institution, school or agency.

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Boise State University requests approval to proceed with the issuance of an RFP for design/build teams, selection of the final design build team and the construction of a parking structure and included office space for a total project budget not to exceed \$12 million.

REFERENCES

| | |
|---------------|---|
| October 2005 | Board approved the University Master Plan, indicating future parking structures near the perimeter of campus. |
| December 2005 | Board approved the parking structure planning project, including the selection of design consultant to issue the Request for Qualifications and Request for Proposals using the design/build project delivery method. |
| June 2006 | Project update presented location of parking deck near Student Union Building |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.B.8-9, and V.K.
Section 33-3804, Idaho Code
Sections 67-5710A; 67-5710; 67-5711C, Idaho Code

BACKGROUND

This project is to construct the first parking deck on the south expansion zone (Block 6) to include approximately 750 parking spaces and 7000 square feet of office space. Approximations are used since design/build teams will be competing on the number of spaces or the amount of occupied space provided within budget. This 5-level parking structure, with office space on the ground floor, will be located near the intersection of University Dr. and Lincoln Ave. The location provides parking for students near the academic core of campus as well as parking proximity to the Student Union, Special Events Center, Student Recreation Center and parking support for events at Taco Bell Arena and Bronco Stadium. The development of this project is timely to support the expansion of the Student Union, to meet needs for additional student and event parking and to support future developments in the campus expansion zone.

The Division of Public Works approved the utilization of design-build project delivery method to expedite completion of this project and obtain the best overall project within the proposed total project budget. An RFQ to design/build contractors was issued on June 29th 2006, for the purpose of selecting 3-5 qualified design/build teams that will receive an invitation to respond to the RFP. If approved, the RFP will be issued by the DPW in August 2006 to design-build teams that met DPW qualification requirements. Proposals are due to DPW in September 2006.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY – continued

DISCUSSION

The scope of the design-build project includes design, general conditions, construction, commissioning, fees, contingencies, overhead and every other element required for a complete project. Design-build teams submitting a proposal must show: a) experience with design/build construction; b) experience with pre-cast or cast-in-place concrete parking structures; and c) have successfully completed at least two projects over \$5 million; and other criteria described in the RFP. Selection will be based on the design-build team's composition, project schedule, design, experience, references, number of parking spaces provided, amount of occupied space, degree of finish out of occupied space and guaranteed maximum price.

The project will be required to be substantially complete by August 1, 2007 for all parking elements, and the office space will be substantially completed by October 1, 2007. Liquidated damages will apply to completion beyond the guaranteed date.

In addition to the parking structure, the project budget includes an allowance to include work for the south campus power loop (funded from DPW funds) and a portion of the south campus technology infrastructure (funded from university reserves). These two infrastructure projects need to be established on land in the construction zone of the parking deck. To ensure that these projects can be completed more efficiently during construction of the deck and to minimize future disruption of the site these two projects are being incorporated into the overall construction of the parking deck.

IMPACT

The total project budget is not to exceed \$12 million of which \$11.4 million is allocated to the parking deck and \$600,000 is allocated to the infrastructure improvements.

In a related agenda item, the University will request Board approval to pay construction costs from current bond proceeds, interest earnings on these proceeds and university reserves. Boise State plans to issue bond debt in early 2007 to reimburse the portion funded by university reserves. In this manner the project can start construction in fall 2007 with an estimated completion date of August 2007 and prior to additional parking being taken offline for the construction of the SHWCC Nursing Building and the SUB expansion for fall semester 2007.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY – continued

The source of debt service for this project is parking revenues and the strategic facilities fee. Operating expenses from the facility will be paid through parking revenue sources. A detailed operating cash flow statement is included, showing a 30 year debt-service period.

The project budget and capital project tracking sheet documents are also attached.

ATTCHMENTS

| | |
|---|--------|
| Attachment 1-Capital Project Tracking Sheet | Page 5 |
| Attachment 2-Architectural & Engineering Services Project Budget | Page 6 |
| Attachment 3-Estimated Operating Cash Flow Statement | Page 7 |

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed the request and has asked for detailed information relating to how this project financing will fit within the university debt plan and strategic facilities fee, and the amount of parking rates in future years.

BOARD ACTION

A motion to approve Boise State University's request, in conjunction with the State Division of Public Works, to proceed with the issuance of the Request For Proposal for selection of a design/build team to design and construct a parking structure, and to authorize the Division of Public Works to award a design-build contract to the selected team. The total project budget is not to exceed \$12 million, with funding to come from current bond proceeds, interest earnings on these proceeds and university reserves.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

**Office of the Idaho State Board of Education
Capital Project Tracking Sheet
August, 2006**

History Narrative

- 1 **Institution/Agency:** Boise State University **Project:** Parking Deck Design/Build Construction Project
 2 **Project Description:** Hire of a design/build construction firm to complete final design and engineering and complete construction of a parking deck and office space. Project includes utility and IT infrastructure project.
 3 **Project Use:** Project will develop much needed parking and office space on campus and is the first parking deck in the south expansion zone.
 4 **Project Size:** This project will be up to five levels with approximately 750 parking spaces and 7,000 square feet of office space.

| | Sources of Funds | | | | Use of Funds | | | Total Uses |
|--|------------------|------|---------------|---------------|--------------|--------------------|-------|---------------|
| | PBF | ISBA | Other * | Total Sources | Planning | Use of Funds Const | Other | |
| 9 Select Design Consultant | \$ - | \$ - | \$ 100,000 | \$ 100,000 | \$ 100,000 | \$ - | | \$ 100,000 |
| 10 Approval to select design consultant | \$ - | \$ - | \$ 11,400,000 | \$11,400,000 | \$ 1,400,000 | \$ 10,000,000 | | \$ 11,400,000 |
| 12 Infrastructure Projects | \$ 300,000 | \$ - | \$ 300,000 | \$ 600,000 | \$ 50,000 | \$ 550,000 | | \$ 600,000 |
| 22 Total Project Costs | \$ 300,000 | \$ - | \$ 11,800,000 | \$12,100,000 | \$ 1,550,000 | \$ 10,550,000 | \$ - | \$ 12,100,000 |

| History of Funding: | PBF | ISBA | * Other Sources of Funds | | | Total Other | Total Funding |
|---------------------|------------|------|--------------------------|-----------------|-------|---------------|---------------|
| | | | Institutional Funds | Student Revenue | Other | | |
| 26 Dec-05 | \$ - | \$ - | \$ 100,000 | | | \$ 100,000 | \$ 100,000 |
| 27 Aug-06 | \$ 300,000 | | 11,700,000 | | | \$ 11,700,000 | \$ 12,000,000 |
| 30 Total | \$ 300,000 | \$ - | \$ 11,800,000 | \$ - | \$ - | \$ 11,800,000 | \$ 12,100,000 |

Architectural & Engineering Services PROJECT BUDGET

| | | | |
|-------------------------|-----------------------------|---------------------|------------|
| Project Number: | DPW06-215 | | |
| Project Title: | Parking Structure (Block 6) | | |
| Fund Source No: | TBD | Dept. ID No. | 886L103682 |
| Project Manager: | Patrick Sullivan | | |
| Date: | July 11, 2006 | | |

| Category | Budget | Revised |
|-----------------------------------|---------------------|---------------|
| Engineering Fees | \$142,000 | |
| Reimbursables | \$5,000 | |
| Additional Services | | |
| Consultant | \$90,000 | |
| Extended Startup Reimbursables | | |
| Testing during Construction (T&B) | \$75,000 | |
| Construction Contract 1 | \$10,300,000 | |
| Construction Contingency | \$515,000 | |
| Commissioning | | |
| Builder's Risk Insurance Premium | | |
| Site Survey | | |
| Miscellaneous | \$62,000 | |
| Project Contingency | \$107,448 | |
| Plan Check | \$25,000 | |
| Document Reproduction | | |
| Advertising | \$300 | |
| Site Survey | \$11,000 | |
| Soil Investigation | \$9,252 | |
| Subtotal | \$11,342,000 | \$0.00 |
| | | |
| Utility and IT Infrastructure | \$600,000 | |
| I.T. (Telephone & Data) | \$50,000 | |
| Locks | \$5,000 | |
| Signage | \$3,000 | |
| | | |
| Total | \$12,000,000 | |

Signature: _____

| Boise State University Proposed Parking: Lincoln/Beltr Estimated Operating Cash Flow July 7, 2006 | | | | | | | | | | | | | | | | | | | | | | | |
|--|--------------------------------|--------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|----------|------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|----------------|------------|-----------|
| | | YR 23 | YR 24 | YR 25 | YR 26 | YR 27 | YR 28 | YR 29 | YR 30 | YR 21-30 | YR 31 | YR 32 | YR 33 | YR 34 | YR 35 | YR 36 | YR 37 | YR 38 | YR 39 | YR 40 | Average Annual | | |
| | Notes | FY2029 | FY2030 | FY2031 | FY2032 | FY2033 | FY2034 | FY2035 | FY2036 | FY2026-2036 | FY2037 | FY2038 | FY2039 | FY2040 | FY2041 | FY2042 | FY2043 | FY2044 | FY2045 | FY2046 | Operations | | |
| 4 | Cash Receipts: | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Revenues: | | | | | | | | | | | | | | | | | | | | | | |
| 6 | Parking - Permits (Res/Gen) | 1 | 3,789,398 | 4,395,701 | 4,439,658 | 4,484,055 | 4,528,895 | 5,253,519 | 5,306,054 | 5,359,115 | | 5,412,706 | 6,278,739 | 6,341,526 | 6,404,941 | 6,468,991 | 7,504,029 | 7,575,070 | 7,654,860 | 7,731,409 | 8,968,434 | 4,066,951 | |
| 7 | Parking - Dash Permits | | 49,453 | 49,453 | 49,453 | 49,453 | 49,453 | 49,453 | 49,453 | 49,453 | | 49,453 | 49,453 | 49,453 | 49,453 | 49,453 | 49,453 | 49,453 | 49,453 | 49,453 | 49,453 | 49,453 | |
| 8 | Parking - Permits | 1 | 3,838,851 | 4,445,154 | 4,489,111 | 4,533,508 | 4,578,348 | 5,302,972 | 5,355,507 | 5,408,568 | | 5,462,159 | 6,328,192 | 6,390,979 | 6,454,394 | 6,518,444 | 7,553,482 | 7,624,523 | 7,704,313 | 7,780,862 | 9,017,887 | 3,127,364 | |
| 9 | Parking - Garage Revenue | 2 | 234,211 | 234,211 | 234,211 | 234,211 | 234,211 | 234,211 | 234,211 | 234,211 | | 2,342,110 | 234,211 | 234,211 | 234,211 | 234,211 | 234,211 | 234,211 | 234,211 | 234,211 | 234,211 | 234,211 | |
| 10 | Parking - Adm Vis Lot | | - | - | - | - | - | - | - | - | | - | - | - | - | - | - | - | - | - | - | 15,805 | |
| 11 | Parking - L.A. Vis Lot | 3 | 175,431 | 175,431 | 175,431 | 175,431 | 175,431 | 175,431 | 175,431 | 1,754,310 | 175,431 | 175,431 | 175,431 | 175,431 | 175,431 | 175,431 | 175,431 | 175,431 | 175,431 | 175,431 | 175,431 | 163,736 | |
| 12 | Parking - SUB Vis Lot | | 88,772 | 88,772 | 88,772 | 88,772 | 88,772 | 88,772 | 88,772 | 887,720 | 88,772 | 88,772 | 88,772 | 88,772 | 88,772 | 88,772 | 88,772 | 88,772 | 88,772 | 88,772 | 88,772 | 88,772 | |
| 13 | Parking - Meter Revenue | | 114,124 | 114,124 | 114,124 | 114,124 | 114,124 | 114,124 | 114,124 | 1,141,240 | 114,124 | 114,124 | 114,124 | 114,124 | 114,124 | 114,124 | 114,124 | 114,124 | 114,124 | 114,124 | 114,124 | 114,124 | |
| 14 | Parking - Hourly | 2,3 | 612,538 | 612,538 | 612,538 | 612,538 | 612,538 | 612,538 | 612,538 | 6,125,380 | 612,538 | 612,538 | 612,538 | 612,538 | 612,538 | 612,538 | 612,538 | 612,538 | 612,538 | 612,538 | 612,538 | 616,647 | |
| 15 | Parking - Event Revenue | | 198,661 | 198,661 | 198,661 | 198,661 | 198,661 | 198,661 | 198,661 | 1,986,610 | 198,661 | 198,661 | 198,661 | 198,661 | 198,661 | 198,661 | 198,661 | 198,661 | 198,661 | 198,661 | 198,661 | 198,661 | |
| 16 | Parking - Validation Stamps | | 9,122 | 9,122 | 9,122 | 9,122 | 9,122 | 9,122 | 9,122 | 91,220 | 9,122 | 9,122 | 9,122 | 9,122 | 9,122 | 9,122 | 9,122 | 9,122 | 9,122 | 9,122 | 9,122 | 9,122 | |
| 17 | Parking - Fines | 4 | 289,001 | 289,001 | 289,001 | 289,001 | 289,001 | 289,001 | 289,001 | 2,890,010 | 289,001 | 289,001 | 289,001 | 289,001 | 289,001 | 289,001 | 289,001 | 289,001 | 289,001 | 289,001 | 289,001 | 289,001 | |
| 18 | Parking - Fees (Misc Rev) | | 975 | 975 | 975 | 975 | 975 | 975 | 975 | 9,750 | 975 | 975 | 975 | 975 | 975 | 975 | 975 | 975 | 975 | 975 | 975 | 975 | |
| 19 | Parking - Other | 4 | 497,759 | 497,759 | 497,759 | 497,759 | 497,759 | 497,759 | 497,759 | 4,977,590 | 497,759 | 497,759 | 497,759 | 497,759 | 497,759 | 497,759 | 497,759 | 497,759 | 497,759 | 497,759 | 497,759 | 497,759 | |
| 20 | Parking - Student Facility Fee | 5 | 558,000 | 558,000 | 558,000 | 558,000 | 558,000 | 558,000 | 558,000 | 5,580,000 | 558,000 | 558,000 | 558,000 | 558,000 | 558,000 | 558,000 | 558,000 | 558,000 | 558,000 | 558,000 | 558,000 | 558,000 | |
| 21 | Parking - Reserved/Towers | 6 | 23,750 | 23,750 | 23,750 | 23,750 | 23,750 | 23,750 | 23,750 | 237,500 | 23,750 | 23,750 | 23,750 | 23,750 | 23,750 | 23,750 | 23,750 | 23,750 | 23,750 | 23,750 | 23,750 | 23,750 | |
| 22 | Parking - New Facility Rev | 7 | 80,000 | 80,000 | 80,000 | 80,000 | 80,000 | 80,000 | 80,000 | 800,000 | 80,000 | 80,000 | 80,000 | 80,000 | 80,000 | 80,000 | 80,000 | 80,000 | 80,000 | 80,000 | 80,000 | 74,667 | |
| 23 | Parking - Retail Rev | 8 | 24,000 | 24,000 | 24,000 | 24,000 | 24,000 | 24,000 | 24,000 | 240,000 | 24,000 | 24,000 | 24,000 | 24,000 | 24,000 | 24,000 | 24,000 | 24,000 | 24,000 | 24,000 | 24,000 | 22,400 | |
| 24 | Refund of Revenue | | (14,200) | (14,200) | (14,200) | (14,200) | (14,200) | (14,200) | (14,200) | (142,000) | (14,200) | (14,200) | (14,200) | (14,200) | (14,200) | (14,200) | (14,200) | (14,200) | (14,200) | (14,200) | (14,200) | (14,200) | |
| 25 | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | Total Cash In | | 5,620,698 | 6,227,001 | 6,270,958 | 6,315,355 | 6,360,195 | 7,084,819 | 7,137,354 | 7,190,415 | | 63,336,006 | 7,244,006 | 8,110,039 | 8,172,826 | 8,236,241 | 8,300,291 | 9,335,329 | 9,406,370 | 9,486,160 | 9,562,709 | 10,799,734 | 4,906,387 |
| 27 | | | | | | | | | | | | | | | | | | | | | | | |
| 28 | Cash Expenditures: | | | | | | | | | | | | | | | | | | | | | | |
| 29 | Construction | 9 | | | | | | | | | | | | | | | | | | | | | |
| 30 | Maintenance & Operation | 10 | 4,343,913 | 4,517,669 | 4,698,376 | 4,886,311 | 5,081,763 | 5,285,034 | 5,496,435 | 5,716,293 | | 48,218,824 | 5,944,944 | 6,182,742 | 6,430,052 | 6,687,254 | 6,954,744 | 7,232,934 | 7,522,251 | 7,823,142 | 8,136,067 | 8,461,510 | 3,426,672 |
| 31 | PS Sinking Fund for Maint. | 11 | 131,467 | 136,725 | 142,195 | 147,882 | 153,798 | 159,950 | 166,348 | 173,001 | | 1,459,324 | 179,922 | 187,118 | 194,603 | 202,387 | 210,483 | 218,902 | 227,658 | 236,765 | 246,235 | 256,085 | 102,631 |
| 32 | Utilities | 12 | 113,937 | 118,494 | 123,234 | 128,164 | 133,290 | 138,622 | 144,167 | 149,933 | | 1,264,737 | 155,931 | 162,168 | 168,655 | 175,401 | 182,417 | 189,734 | 197,302 | 205,195 | 213,402 | 229,938 | 88,281 |
| 33 | Capital | 13 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 625,000 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | |
| 34 | Current Debt Service | | - | - | - | - | - | - | - | - | | - | - | - | - | - | - | - | - | - | - | 256,789 | |
| 35 | New Debt Service (30yr, 5%) | | 740,000 | 740,000 | 740,000 | 740,000 | 740,000 | 740,000 | 740,000 | 7,400,000 | 733,921 | 733,921 | 733,921 | 733,921 | 733,921 | 733,921 | 733,921 | 733,921 | 733,921 | 733,921 | 733,921 | 740,000 | |
| 36 | | | | | | | | | | | | | | | | | | | | | | | |
| 37 | Total Cash Out | | 5,391,817 | 5,575,388 | 5,766,305 | 5,964,857 | 6,171,351 | 6,386,106 | 6,609,450 | 6,841,727 | | 58,967,885 | 7,077,218 | 7,328,449 | 7,589,731 | 7,861,463 | 8,144,065 | 8,437,991 | 8,743,632 | 9,061,523 | 9,392,125 | 9,743,954 | 4,676,874 |
| 38 | | | | | | | | | | | | | | | | | | | | | | | |
| 39 | Net Cash Flow | | 228,881 | 651,613 | 504,653 | 350,498 | 188,844 | 698,713 | 527,904 | 348,688 | | 4,368,121 | 166,788 | 781,590 | 583,095 | 374,778 | 156,226 | 897,338 | 662,738 | 424,637 | 170,584 | 1,055,780 | 229,513 |
| 40 | | | | | | | | | | | | | | | | | | | | | | | |
| 41 | Cumulative Cash Flow | 14 | 3,622,424 | 4,274,037 | 4,778,690 | 5,129,188 | 5,318,032 | 6,016,745 | 6,544,649 | 6,893,337 | | 6,893,337 | 7,060,125 | 7,841,715 | 8,424,810 | 8,799,588 | 8,955,814 | 9,853,152 | 10,515,890 | 10,940,527 | 11,111,111 | 12,166,891 | |
| 42 | | | | | | | | | | | | | | | | | | | | | | | |
| 43 | | | | | | | | | | | | | | | | | | | | | | | |
| 44 | | | | | | | | | | | | | | | | | | | | | | | |
| 45 | | | | | | | | | | | | | | | | | | | | | | | |
| 46 | | | | | | | | | | | | | | | | | | | | | | | |
| 47 | | | | | | | | | | | | | | | | | | | | | | | |
| 48 | | | | | | | | | | | | | | | | | | | | | | | |
| 49 | | | | | | | | | | | | | | | | | | | | | | | |
| 50 | | | | | | | | | | | | | | | | | | | | | | | |
| 51 | | | | | | | | | | | | | | | | | | | | | | | |
| 52 | | | | | | | | | | | | | | | | | | | | | | | |
| 53 | | | | | | | | | | | | | | | | | | | | | | | |
| 54 | | | | | | | | | | | | | | | | | | | | | | | |
| 55 | | | | | | | | | | | | | | | | | | | | | | | |
| 56 | | | | | | | | | | | | | | | | | | | | | | | |
| 57 | | | | | | | | | | | | | | | | | | | | | | | |
| 58 | | | | | | | | | | | | | | | | | | | | | | | |
| 59 | | | | | | | | | | | | | | | | | | | | | | | |
| 60 | | | | | | | | | | | | | | | | | | | | | | | |

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: B.Budget Policies

April 2002

B. Budget Policies

8. Major Capital Improvement Project -- Budget Requests

For purposes of Item 8., the community colleges (NIC and CSI), the State Historical Society, and the State Library are included, except as noted in V.B.8.b. (2).

a. Definition

A major capital improvement is defined as the acquisition of an existing building, construction of a new building or an addition to an existing building, or a major renovation of an existing building. A major renovation provides for a substantial change to a building. The change may include a remodeled wing or floor of a building, or the remodeling of the majority of the building's net assignable square feet. An extensive upgrade of one (1) or more of the major building systems is generally considered to be a major renovation.

b. Preparation and Submission of Major Capital Improvement Requests

(1) Permanent Building Fund Requests

Requests for approval of major capital improvement projects to be funded from the Permanent Building Fund are to be submitted to the Office of the State Board of Education on a date and in a format established by the executive director. Only technical revisions may be made to the request for a given fiscal year after the Board has made its recommendation for that fiscal year. Technical revisions must be made prior to November 1.

(2) Other Requests

Requests for approval of major capital improvement projects from other fund sources are to be submitted in a format established by the executive director. Substantive and fiscal revisions to a requested project are resubmitted to the Board for approval. This subsection shall not apply to the community colleges.

c. Submission of Approved Major Capital Budget Requests

The Board is responsible for the submission of major capital budget requests for the institutions, school and agencies under this subsection to the Division of Public Works. Only those budget requests which have been formally approved by the Board will be submitted by the office to the executive and legislative branches.

THIS PAGE INTENTIONALLY LEFT BLANK

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY - continued

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: K. Construction Projects

April 2002

K. Construction Projects

1. Major Project Approvals - Proposed Plans

Without regard to the source of funding, before any institution, school or agency under the governance of the Board begin formal planning to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities, when the cost of the project is estimated to exceed five hundred thousand dollars (\$500,000), must first be submitted to the Board for its review and approval. All projects identified on the institutions', school's or agencies' six-year capital plan must receive Board approval.

2. Project Approvals

Without regard to the source of funding, proposals by any institution, school or agency under the governance of the Board to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities, when the cost of the project is estimated to be between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000), must first be submitted to the executive director for review and approval. Without regard to the source of funding, proposals by any institution, school or agency under the governance of the Board to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities or construction of new facilities, when the cost of the project is estimated to exceed five hundred thousand dollars (\$500,000), must first be submitted to the Board for its review and approval. Project cost must be detailed by major category (construction cost, architecture fees, contingency funds, and other). When a project is under the primary supervision of the Board of Regents or the Board and its institutions, school or agencies, a separate budget line for architects, engineers, or construction managers and engineering services must be identified for the project cost. Budgets for maintenance, repair, and upkeep of existing facilities must be submitted for Board review and approval as a part of the annual operating budget of the institution, school or agency.

3. Fiscal Revisions to Previously Approved Projects

Project revisions that substantially alter the use of the project causing changes in project costs between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000) must first be submitted to the executive

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

director for review and approval. Changes in project costs of more than five hundred thousand dollars (\$500,000) must first be submitted to the Board for its review and approval. Requests must be supported by a revised detailed project budget and justification for changes.

4. Project Acceptance

Projects under the supervision of the Department of Administration are accepted by the Department on behalf of the Board and the state of Idaho. Projects under the supervision of an institution, school or agency are accepted by the institution, school or agency and the project architect. Projects under the supervision of the University of Idaho are accepted by the University on behalf of the Board of Regents.

5. Statute and Code Compliance

- a. All projects must be in compliance with Section 504 of the Rehabilitation Act of 1973 and must provide access to all persons. All projects must be in compliance with applicable state and local building and life-safety codes and applicable local land-use regulations as provided in Chapter 41, Title 39, and Section 67-6528, Idaho Code.
- b. In designing and implementing construction projects, due consideration must be given to energy conservation and long-term maintenance and operation savings versus short-term capital costs.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY – continued

IDAHO STATUTES

TITLE 33
EDUCATION
CHAPTER 38

STATE INSTITUTIONS OF HIGHER EDUCATION BOND ACT

33-3804. POWERS AND DUTIES OF STATE INSTITUTIONS.

Every institution shall have power in its proper name as aforesaid:

- (a) To have a corporate seal and alter the same at pleasure;
- (b) To sue and be sued;
- (c) To acquire by purchase, gift or the exercise of the right of eminent domain and hold and dispose of real or personal property or rights or interests therein and water rights;
- (d) To make contracts and to execute all instruments necessary or convenient;
- (e) To acquire any project or projects, and to own, operate, and maintain such project;
- (f) To accept grants of money or materials or property of any kind from a federal agency, upon such terms and conditions as such federal agency may impose;
- (g) To borrow money, with or without the issuance of bonds and to provide for the payment of the same and for the rights of the holders of such bonds and/or of any other instrument of such indebtedness, including the power to fix the maximum rate of interest to be paid thereon and to warrant and indemnify the validity and tax exempt character;
- (h) To perform all acts and do all things necessary or convenient to carry out the powers herein granted, to obtain loans or grants or both from any federal agency, and to accomplish the purposes of sections 33-3801--33-3813, Idaho Code, and secure the benefits of the Recovery Act;
- (i) To issue refunding bonds, for the purpose of paying, redeeming, or refunding any outstanding bonds theretofore issued under authority of this chapter. Refunding bonds so issued shall have such details, shall bear such rate or rates of interest and shall be otherwise issued and secured as provided by the board authorizing the issuance of such bonds and as otherwise provided in this chapter, provided, however, that such changes in the security and revenues pledged to the payment thereof may be made by such board as may be provided by it in the proceedings authorizing such bonds, but in no event shall such refunding bonds ever be secured by revenues not authorized by this chapter to be pledged to the payment of bonds issued for other than refunding purposes. Refunding bonds issued hereunder may be exchanged for a like principal amount of the bonds to be refunded, may be sold in the manner provided in this chapter for the sale of other bonds, or may be exchanged in part and sold in part. If sold, the proceeds of such bonds may be deposited in escrow for the payment of the bonds to be refunded, provided such bonds mature or are callable for redemption under their

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

terms within six (6) months from the date of the delivery of the refunding bonds. No refunding bonds may be issued hereunder in a principal amount in excess of the principal amount of the bonds to be refunded nor may any bonds not maturing or callable for redemption under their terms as above provided be refunded hereunder without the consent of the holders thereof. Refunding bonds so authorized and issued may in the discretion of the board be combined with other bonds to be authorized and issued under this chapter, and a single issue of bonds may be so authorized in part for improvement and in part for refunding purposes.

- (j) In connection with borrowing without the issuance of bonds, to fix fees, rents or other charges for utilization of any facility or project being financed by said borrowing and to pledge the same, together with any other revenue from such project or facility, as collateral for repayment of principal and interest in the same manner and to the same extent as provided in this chapter for securing the payment of bonds issued pursuant to this chapter.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY – continued

IDAHO STATUTES

TITLE 67
STATE GOVERNMENT AND STATE AFFAIRS
CHAPTER 57
DEPARTMENT OF ADMINISTRATION

67-5710. PERMANENT BUILDING FUND ADVISORY COUNCIL -- APPROVAL OF USE OF FUND -- DUTIES OF ADMINISTRATOR OF PUBLIC WORKS.

There is hereby created in the division of public works a permanent building fund advisory council which shall be appointed by the governor. This council shall be composed of one (1) member of the senate, one (1) member of the house of representatives, a citizen engaged in the contracting business, a citizen engaged in the banking business, and a citizen who is a member of the business community not engaged in contracting or banking. The senate member and house of representative member shall be appointed for a fixed term of two (2) years. All other council members shall be appointed for a fixed term of three (3) years. The terms of office of members of the council holding office prior to July 1, 1996, shall expire on the following dates: contracting business member on July 1, 1996; senate member and house of representative member on December 1, 1996; business community member on July 1, 1997; and banking member on July 1, 1998. On or after July 1, 1996, the governor shall appoint members of the council as terms of existing members expire. All members of the council shall serve at the pleasure of the governor. The administrator of public works and the responsible heads of the agencies for which appropriations for construction, renovations, remodelings or repairs are made pursuant to chapter 11, title 57, Idaho Code, shall consult, confer and advise with the permanent building fund advisory council in connection with all decisions concerning the administration of these appropriations and the planning and construction or execution of work or works pursuant thereto. The approval of the permanent building fund advisory council shall be a condition precedent to the undertaking of planning or construction.

The administrator of public works is hereby directed to work in close cooperation with the responsible heads of institutions and agencies for which appropriations are made herein and no building proposals shall be approved by the administrator of public works nor any planning or work undertaken by that officer pursuant to these appropriations without the prior approval of the responsible chief officer of the institutions and agencies for whom appropriations are made herein.

67-5710A. REQUIREMENT OF PLANS AND SPECIFICATION APPROVAL BY PERMANENT BUILDING FUND ADVISORY COUNCIL AND DELEGATION OF PROJECT OVERSIGHT BY THE ADMINISTRATOR FOR THE DIVISION OF PUBLIC WORKS.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

(1) (a) Unless an emergency exists as defined in section 67-5711B, Idaho Code, an existing public works may not be altered, repaired, constructed or improved on property owned or occupied by any state institution, department, commission, board or agency, if the estimated cost of work exceeds the limit established in section 67-5711, Idaho Code, and except for those institutions and agency exemptions listed in section 67-5711, Idaho Code, without regard to source of funding, until the location, design, plans and specifications are approved by the permanent building fund advisory council and the project supervised by the division of public works or its designee.

(b) Facilities to be built with funds under the control of a nonstate entity, and owned or occupied by state entities, must have plans and specifications prepared, and all plans and specifications must be reviewed and approved by the permanent building fund advisory council prior to the advertising, bidding, construction and/or negotiation for construction of the facilities.

(2) (a) The administrator for the division of public works may delegate control over design, construction and all other aspects of a public works or maintenance project which costs less than one hundred fifty thousand dollars (\$150,000), to agencies of state government on a project-by-project basis, if a responsible party of the state agency requests that delegation in writing and the permanent building fund advisory council approves the delegation.

(i) The state agency to whom control is delegated shall assume all responsibility for project budgets and shall receive funds appropriated for the project upon application and approval by the permanent building fund advisory council.

(ii) Delegation of project control does not exempt the state agency from complying with public works statutes, life safety and building codes or other applicable codes and regulations. The state agency also must comply with any guidelines or procedures for design and construction adopted by the division of public works and the permanent building fund advisory council.

(iii) State agencies that receive delegated projects may not have access to permanent building fund advisory council contingency funds unless approved by the permanent building fund advisory council or authorized by appropriation.

(iv) Prior, written approval from the administrator must be granted for any public works utilizing sole source or limited competition. No agency will be delegated the ability to declare an emergency as defined in section 67-5711B, Idaho Code.

(v) The permanent building fund advisory council may elect to audit any project for compliance with applicable codes and policies.

(vi) The delegated state agency will use standard documents for professional services contracts and for construction contracts as adopted by the division of public works.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

(vii) Delegation is subject to cancellation by the administrator for the division of public works with the concurrence of the permanent building fund advisory council.

67-5711C. CONSTRUCTION OF PUBLIC PROJECTS -- COMPETITIVE SEALED BIDDING.

(1) All construction contracts for public works shall be awarded to the lowest responsible and responsive bidder after receipt of competitive sealed bidding except as otherwise provided in sections 67-5711B, 67-5711D and 67-5713, Idaho Code.

(2) An invitation for bids shall be issued and shall include a project description and all contractual terms and conditions applicable to the public works.

(3) Adequate public notice of the invitation for bids shall be given at least fourteen (14) days prior to the date set forth therein for the opening of bids. Such notice shall include publication at least fourteen (14) days prior to bid opening in a newspaper of general circulation in the area where the work is located.

(4) When prequalification is deemed in the best interest of the state, competitive bidding procedures shall be open only to licensed public works contractors that meet preliminary supplemental qualifications. The solicitation for bids in a prequalified bidder public works project shall consist of two (2) stages, an initial stage for identifying prequalified contractors, either prime or specialty contractors, followed by a stage during which bid prices will be accepted only from prequalified contractors. Notice of the prequalification stage shall be given in the same manner that notice of open competitive bidding is provided. Prequalification standards must be premised upon demonstrated technical competence, experience constructing similar facilities, prior experience with the state, available nonfinancial resources, equipment and personnel as they relate to the subject project, and overall performance history based upon a contractor's entire body of work. Any request for qualifications must include the standards for evaluating the qualifications of prospective bidders. Licensed contractors desiring to be prequalified to bid on a project must submit a written response to a request for qualifications. After a review of qualification submittals, licensed contractors that meet the prequalification standards shall be notified. Thereafter, bids may be solicited from contractors that meet the prequalification standards. The department may promulgate rules or develop procedures to implement the prequalification process.

(5) Bids shall be opened publicly at the time and place designated in the invitation for bids. The amount of each bid and such other relevant information as may be specified by rules, together with the name of each bidder, shall be entered on a record and the record shall be open to public inspection. After the time of the award all bids and bid documents shall be open to public inspection in accordance with the provisions of sections 9-337 through 9-347 and 67-5725, Idaho Code.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

(6) With respect to a project having a written cost estimate of greater than twenty-five thousand dollars (\$25,000) but less than the public works limit established in section 67-5711, Idaho Code, the agency, if it does not perform the work with existing physical plant staff, must award a written contract to the lowest responsible and responsive bidder after soliciting at least three (3) documented informal bids from contractors licensed in Idaho to perform public works contracts, if reasonably available. Adequate public notice of the invitation for informal bids shall be given at least seven (7) days prior to the date set forth therein for the receipt of the informal bids. Such notice may include publication at least seven (7) days prior to bid opening in a newspaper of general circulation in the area where the work is located; or the agency may advertise the invitation for bids in appropriate trade journals, and otherwise notify persons believed to be interested in the award of a contract. Informal bids must be submitted by the contractor in writing in response to a prepared written document describing the project's scope of work in sufficient detail so as to enable a contractor familiar with such work to prepare a responsible bid. Nothing herein exempts an agency from the responsibility of utilizing formal plans and specifications if the work involves the public health or safety as described in chapters 3 and 12, title 54, Idaho Code. The agency must document receipt of the informal bids in the project file.

(7) Any personal property including goods, parts, supplies and equipment which is to be supplied or provided by a state agency for use in any public work, project, or preventive maintenance programs, whether the public work, project, or preventive maintenance program is constructed, undertaken or performed by agency in-house personnel, or by delegation pursuant to section 67-5710A, Idaho Code, or otherwise provided or supplied by the agency to a contractor, the personal property, goods, parts, supplies or equipment supplied or provided by the agency must be purchased or procured by the agency through the division of purchasing in accordance with the Idaho Code.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Boise State University requests authorization to redirect certain bond proceeds from the Series 2004A and Series 2005A issuance.

REFERENCE

| | |
|---------------|--|
| February 2004 | Authorization to Issue General Revenue Bonds, Series 2004A |
| April 2005 | Authorization to Issue General Refunding and Revenue Bonds, Series 2005A |
| October 2005 | Approval of 2005 Campus Master Plan Update |
| June 2006 | Capital Project Update |

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.F.5.
Idaho Code Title 33, Chapter 38

BACKGROUND

In anticipation of building a Student Services Center, Boise State University issued bonds generating \$5,000,000 of construction proceeds in Series 2004A and \$3,500,000 of construction proceeds in Series 2005A.

As was presented in June, 2006, the Student Services Center was originally approved for construction in December 2003 and within the next nine months it was determined that the project scope and budget was not sufficient to meet the programming needs and the escalation in construction costs. The project was placed on hold to determine if it could be re-scoped to accommodate the construction cost increases. During this period, the University completed the campus master plan and the Interactive Learning Center (ILC) project was bid. The costs for the ILC were much greater than anticipated due to the 2005 hurricanes and active construction market. In October 2005, President Kustra announced that the Student Services Center project budget was also insufficient and would likely need to be delayed.

Subsequent to the approval of the Campus Master Plan Update in October 2005, Boise State staff re-prioritized the building projects based on most urgent need and funding availability. The staff also analyzed the local construction market and reviewed results of construction bids over the last nine months to determine feasibility and budget of the projects that were then in the planning stages. A decision was made to continue with the projects that represented a strategic priority, had adequate funding and/or could be bid with add alternates to exclude portions of the project to meet the budget (for example, shelling in floors, eliminating a floor or reducing square footage). Given the programming needs for

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued

the Student Services Center, this project could not be accomplished with the current budget and still achieve the "one stop shop" concept that is important to this facility.

DISCUSSION

Currently, the University has four construction projects in various stages of active planning and design.

1. First parking deck in the south expansion zone (Block 6)
2. Student Health and Wellness Counseling Center/Nursing Building (SHWCC)
3. Student Union Building Expansion (SUB)
4. Environmental Science and Policy Center (ESPC)

The first three of these projects are scheduled to be part of a bond issuance anticipated to be issued early 2007 pending SBOE approval prior to that date to proceed with these projects.

The ESPC is anticipated to be part of a subsequent financing package since it is currently early in the programming, planning and design stage.

Due to the delay of the Student Services Center, \$8.5 million of bond proceeds plus related interest earnings of approximately \$500,000 exist from the Series 2004 and Series 2005 bond issues. The University is requesting Board approval to re-allocate the proceeds and related interest earnings to expenses for the first construction project listed above. The Student Services Center continues to be a top priority for the University. However, academic and infrastructure facilities are a higher priority at this point in time. The University does plan to return to the Board for approval to plan, design and finance the Student Services Center at the appropriate time in the future.

It is anticipated that the first project to be constructed will be the parking deck due to its relative simplicity and ability to utilize the design-build project delivery method. In addition, the first three projects are in close proximity to each other and all will require space for construction staging and replacement parking. By proceeding with the parking deck in fall of 2007 with an estimated completion date of August 2007, the University should be able to complete a project to provide replacement parking in time for fall semester 2007 while the other two projects are in the initial phases of construction over the summer of 2007.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued

Under the University's master bond resolution and the supplemental resolutions for the Series 2004 Bonds and for the Series 2005 Bonds, bond proceeds may be reallocated to a different project subject to (i) the Board's designation of the new projects as a "project" under the Higher Education Bond Act, and (ii) the reallocation of bond proceeds not having an adverse effect on the tax exempt status of the Series 2004 Bonds or the Series 2005 Bonds.

The term "project" in this context is defined by the Higher Education Bond Act, Idaho Code 33-3802 as follows:

(d) The term "project" shall mean and include buildings, structures, improvements, and equipment of every kind, nature and description, which may be required by or convenient for the purposes of an institution, including, without limiting the generality of the foregoing, administration, dining, exhibition, lecture, recreational and teaching halls, or parts thereof, or additions thereto; heat, light, sewer and water works plants or systems, or parts thereof, or extensions thereto; commons, dining halls, dormitories, auditoriums, libraries, infirmaries, laundries, laboratories, metallurgical plants, museums, swimming pools, water-towers, fire prevention and fire fighting systems, gymnasias, stadia, dwellings, green houses, farm buildings, and stables, or parts thereof, or additions thereto; or any one, or more than one, or all of the foregoing, or any combination thereof...

The resolution below will satisfy point (i). The University will obtain an opinion of bond counsel to satisfy point (ii).

IMPACT

Redirecting the proceeds will allow the next project (parking deck) to proceed very quickly since nearly \$9,000,000 (79 percent) of the project cost is currently in the University's construction accounts. The parking deck project is on target for construction bids in early fall 2006, but would not be completed prior to the issuance of bond debt in early 2007. Additional funds would be generated from that bond issue to complete the project. The University has identified reserves to complete the project should the planned bond issue be delayed or not occur.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued

STAFF COMMENTS AND RECOMMENDATIONS

The Board has been briefed by Boise State University officials regarding the difficulties encountered with planning and design of the Student Services Center, and has determined to redirect certain bond proceeds. This will allow construction of a much-needed parking deck to serve the growing enrollment. Staff has reviewed this request and parking deck project with officials at Boise State University, including requesting a site plan to be included with the agenda item.

Staff recommends approval.

BOARD ACTION

A motion to approve the request by Boise State University to authorize the use of \$8,500,000 in bond proceeds from Series 2004 and Series 2005 Bonds, and related interest earnings, originally allocated to the Student Services Center, for a parking deck, subject to Board approval to proceed with construction. In so doing the Board designates the parking deck as a "project" under the Higher Education Bond Act and finds the parking deck project to be necessary for the proper operation of the University and economically feasible.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

[This motion requires a roll call vote.]

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: F. Bonds and Other Indebtedness

April 2002

F. Bonds and Other Indebtedness

5. Expenditure of Excess Revenue

Expenditure of project revenues over and above that pledged or otherwise encumbered to meet the indebtedness is limited to expenditures for projects identified in the bond's Official Statement. Expenditure of excess revenue for other projects requires prior Board approval. Expenditures between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000) require prior approval from the executive director and expenditures greater than five hundred thousand dollars (\$500,000) require prior Board approval.

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION/ AGENCY AGENDA
IDAHO STATE UNIVERSITY

SUBJECT

An update by Idaho State University regarding the Center for Advanced Energy Studies (CAES).

REFERENCES

| | |
|---------------|---|
| April 2005 | Overview of CAES by Dr. Leonard Bond |
| August 2005 | Update information on CAES at SBOE regular meeting |
| December 2005 | SBOE approved request to issue an RFP through DPW for selection of an architect to design the CAES facility and proceed with pre-design/programming through Design Development. |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Polices & Procedures, Sections V.B.8 and V.K.

BACKGROUND

At the April 21, 2005, SBOE meeting Dr. Leonard Bond, Director of the Center for Advanced Energy Studies (CAES), provided an overview of the Center mission and its programs to be located in Idaho Falls. The Battelle Energy Alliance (BEA) was awarded the contract from the Department of Energy to manage the new Idaho National Laboratory (INL) for nuclear energy research. As part of the contract, Battelle committed to establish CAES which is designed to become a nationally and internationally recognized focal point for the advancement of education in energy science and technology.

A Memorandum of Agreement was signed by the Governor, the University Presidents, and Battelle Memorial Institute to work towards the establishment of a joint laboratory/university center which would serve as a research center for the INL with the construction of a State-owned building to house the CAES. Governor Kempthorne previously stated that "the laboratory has committed to create within Idaho a new Center for Advanced Energy Studies...to help augment the State's reputation as a high-tech destination of choice for companies looking to expand or relocate."

The Division of Public Works has reviewed and signed the Design/Build Agreement for the project. The total fixed fee will not exceed \$14,000,000. The agreement provides that the work of the project shall be substantially complete on/or before July 1, 2008. Further, the agreement provides that the work of the project be finally complete on or before August 15, 2008.

A chronology for CAES was updated to July 7, 2006, and sent to the SBOE.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION/ AGENCY AGENDA
IDAHO STATE UNIVERSITY - continued

DISCUSSION

The CAES facility is planned to open during FY2008 and is expected to be a minimum of 55,000 square feet. To satisfy the BEA requirement for an operating lease as opposed to a capital lease, the lease agreement must show that BEA has use of approximately 58.5% of the building space. Common space (hallways, restrooms, maintenance, foyer) for this building is estimated to be almost one third of the total space, and 8.5% of this space will be designated to BEA, allowing them to satisfy their requirement for an operating lease while providing approximately one-half of the usable space (office and laboratory space) to share among the three universities. BEA will cover the occupancy costs for their portion of the building. The three universities will share the remaining space on a one-third basis with a considerable amount of that space for shared laboratories. The facility is envisioned to be a two-story, structural steel building with a brick façade. The facility will be located on state property north of the ISU/UI Center for Higher Education. When fully occupied, the CAES facility will have a total of up to 175 people, including approximately 100 faculty, researchers, and staff; 50 graduate students; and 25 undergraduate students. The interior design will be cooperatively planned among all the users with the architect.

ISU will serve as the lessor for the building, which will include responsibility for managing all maintenance and operation of the facility. The Lease Agreement and Facility Operating Agreement will be presented at the next Board meeting.

Permission to proceed with the financing plan and construction of the CAES project will be requested at a future Board meeting, as well as the Lease Agreement Between ISU and BEA, the CAES Business Plan, and the Facility Operating Plan.

IMPACT

The design and construction of the facility is estimated to cost approximately \$14 million. Funding for the facility is based on: (1) \$5million from the INEEL Settlement Fund, as defined in the Idaho Code 67-806A, for use according to the terms of the agreement for the construction of the Center for Science and Technology in Idaho Falls (dated June 29, 2001), between the Office of the Governor of the State of Idaho and the Regents of the University of Idaho and the Trustees of Idaho State University; (2) \$1,942,756 from two grants from the U.S. Department of Housing and Urban Development (HUD) to the University of Idaho: HUD Grant B-00-SP-ID-0116 in the amount of \$925,000 and HUD Grant B-01-SP-ID-0172 in the amount of \$1,017,756 for use according to the terms of

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION/ AGENCY AGENDA
IDAHO STATE UNIVERSITY - continued

the grant (approximately \$300,000 has been expended from one of the grants for preliminary designs for the CST facility); and (3) approximately \$7 million through the issuance of bonds, using ISU's bond capacity, to be retired over 20 years supported by rent paid by BEA and its affiliates for occupancy of approximately 58.5% of the CAES facility. The bond payment amounts are guaranteed by Battelle Memorial Institute through a signed lease agreement. ISU has sufficient bonding capacity to support this additional debt with no affect on its bond ratings.

Cost of infrastructure (roadway, utilities, and parking) is estimated to be approximately \$2.5 million. INL has received additional funds in FY2006 to install a utility corridor from Fremont Avenue to the new building location north of the railroad tracks. The utility corridor would have all the necessary utilities, communications and a roadway.

Maintenance and occupancy costs will be covered according to the assignment of space with 58.5% of the total M&O being paid by BEA as part of their rental agreement and the three universities paying their respective share. The specific amounts for the three universities will be worked out later when actual shared spaces are defined.

Each organization occupying the building will provide furniture and laboratory equipment for the spaces they occupy. The universities will cooperatively determine their equipment needs based on their specific programs and opportunities for sharing equipment and space. Grants and donations will be used to cover the costs of the equipment and furnishings.

ATTACHMENTS

All documents represent plans as of July 11, 2006, not final versions.

- | | |
|------------------------------|--------|
| 1. Aerial Photo of CAES Site | Page 5 |
| 2. Conceptual Site Plan | Page 7 |

STAFF COMMENTS AND RECOMMENDATIONS

Staff has been involved in ongoing discussions with officials at Idaho State University and the Division of Public Works, in order to stay current on the project. Staff recommends that a work session take place in late September, prior to the next Board meeting, in order to finalize all items (lease and operating agreements and business plan, financing and construction documents) for the October Board meeting.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION/ AGENCY AGENDA
IDAHO STATE UNIVERSITY - continued

BOARD ACTION

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



THIS PAGE INTENTIONALLY LEFT BLANK



THIS PAGE INTENTIONALLY LEFT BLANK

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: B. Budget Policies

April 2002

B. Budget Policies

8. Major Capital Improvement Project -- Budget Requests

For purposes of Item 8., the community colleges (NIC and CSI), the State Historical Society, and the State Library are included, except as noted in V.B.8.b. (2).

a. Definition

A major capital improvement is defined as the acquisition of an existing building, construction of a new building or an addition to an existing building, or a major renovation of an existing building. A major renovation provides for a substantial change to a building. The change may include a remodeled wing or floor of a building, or the remodeling of the majority of the building's net assignable square feet. An extensive upgrade of one (1) or more of the major building systems is generally considered to be a major renovation.

b. Preparation and Submission of Major Capital Improvement Requests

(1) Permanent Building Fund Requests

Requests for approval of major capital improvement projects to be funded from the Permanent Building Fund are to be submitted to the Office of the State Board of Education on a date and in a format established by the executive director. Only technical revisions may be made to the request for a given fiscal year after the Board has made its recommendation for that fiscal year. Technical revisions must be made prior to November 1.

(2) Other Requests

Requests for approval of major capital improvement projects from other fund sources are to be submitted in a format established by the executive director. Substantive and fiscal revisions to a requested project are resubmitted to the Board for approval. This subsection shall not apply to the community colleges.

c. Submission of Approved Major Capital Budget Requests

The Board is responsible for the submission of major capital budget requests for the institutions, school and agencies under this subsection to the Division of Public Works. Only those budget requests which have been formally approved by the Board will be submitted by the office to the executive and legislative branches.

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY - continued

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: K. Construction Projects

April 2002

K. Construction Projects

1. Major Project Approvals - Proposed Plans

Without regard to the source of funding, before any institution, school or agency under the governance of the Board begin formal planning to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities, when the cost of the project is estimated to exceed five hundred thousand dollars (\$500,000), must first be submitted to the Board for its review and approval. All projects identified on the institutions', school's or agencies' six-year capital plan must receive Board approval.

2. Project Approvals

Without regard to the source of funding, proposals by any institution, school or agency under the governance of the Board to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities, when the cost of the project is estimated to be between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000), must first be submitted to the executive director for review and approval. Without regard to the source of funding, proposals by any institution, school or agency under the governance of the Board to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities or construction of new facilities, when the cost of the project is estimated to exceed five hundred thousand dollars (\$500,000), must first be submitted to the Board for its review and approval. Project cost must be detailed by major category construction cost, architecture fees, contingency funds, and other). When a project is under the primary supervision of the Board of Regents or the Board and its institutions, school or agencies, a separate budget line for architects, engineers, or construction managers and engineering services must be identified for the project cost. Budgets for maintenance, repair, and upkeep of existing facilities must be submitted for Board review and approval as a part of the annual operating budget of the institution, school or agency.

3. Fiscal Revisions to Previously Approved Projects

Project revisions that substantially alter the use of the project causing changes in project costs between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000) must first be submitted to the executive

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

director for review and approval. Changes in project costs of more than five hundred thousand dollars (\$500,000) must first be submitted to the Board for its review and approval. Requests must be supported by a revised detailed project budget and justification for changes.

4. Project Acceptance

Projects under the supervision of the Department of Administration are accepted by the Department on behalf of the Board and the state of Idaho. Projects under the supervision of an institution, school or agency are accepted by the institution, school or agency and the project architect. Projects under the supervision of the University of Idaho are accepted by the University on behalf of the Board of Regents.

5. Statute and Code Compliance

- a. All projects must be in compliance with Section 504 of the Rehabilitation Act of 1973 and must provide access to all persons. All projects must be in compliance with applicable state and local building and life-safety codes and applicable local land-use regulations as provided in Chapter 41, Title 39, and Section 67-6528, Idaho Code.
- b. In designing and implementing construction projects, due consideration must be given to energy conservation and long-term maintenance and operation savings versus short-term capital costs.

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University requests that the Board authorize the Agreement By Idaho State University To Exclude Governing Organization and a related Report Of Actions By Board Of Trustees of Colleges And/Or Universities in connection with the University's response to security clearance requirements of the Department of Energy (DOE) pursuant to the Foreign Ownership, Control or Influence (FOCI) certification process of the National Industrial Security Program.

APPLICABLE STATUTE, RULE OR POLICY

Section 33-3003, Idaho Code (establishes the State Board of Education as the governing body for Idaho State University).

BACKGROUND

Idaho State University conducts research and various programs in conjunction with the Idaho National Laboratory (INL) and the Department of Energy. As part of its FOCI obligations, the DOE is required to ensure that individuals and entities with whom it conducts business, comply and provide information in accordance with the DOE Safeguards and Security Program Planning and Management policy. Initially, DOE requested the Board's President and ISU's Facility Security Officer undergo the extensive security clearance and background check process. Given the fact that the term of the Board President is ordinarily one year, the University and DOE have agreed that the Board may designate Idaho State University President, Arthur C. Vailas, along with Dr. Jerry Frank Harmon, ISU Facility Security Officer, as Idaho State University's representatives for purposes of security clearance and FOCI certification. This is contingent upon the Board authorizing Dr. Vailas to enter into the Agreement By Idaho State University To Exclude Governing Organization and the related Report Of Actions By Board Of Trustees Of Colleges And/Or Universities. As stated in the Agreement, in addition to designating Drs. Vailas and Harmon as the Board's representatives for this purpose, it is provided that:

- (1) the Board excludes itself and individual members from access to classified information and/or special nuclear material that may be in the custody of ISU;
- (2) the Board and individual members won't affect adversely the performance by ISU of its classified contracts with DOE;
- (3) the Board has delegated to the named ISU officials authority to act in matters related to safeguarding of classified information and/or special nuclear materials; and

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY - continued

- (4) the Board, its President and individual members will not be required to obtain a Facility Clearance equivalent to that to be obtained by the designated ISU officials, in accordance with the National Industrial Security Program.

IMPACT

Authorization of the Agreement and related report will enable ISU to meet the DOE FOCI requirements and to obtain security clearance for the designated officers, as well as obviating the necessity of a security clearance for the Board President. ISU conducts a substantial number of research projects and contracts with DOE and its contractor/s, and this will facilitate the continuation of those projects and contracts.

ATTACHMENTS

- | | |
|---|--------|
| 1. Agreement by Idaho State University | Page 3 |
| 2. Report of Actions | Page 5 |
| 3. Letter of M. J. Arpin, (with <u>Safeguards and Security Program</u> <u>Planning and Management</u> document). | Page 9 |

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed the attached documents and recommends approval.

BOARD ACTION

A motion to approve the request by Idaho State University to authorize the Agreement By Idaho State University To Exclude Governing Organization and a related Report Of Actions By Board Of Trustees of Colleges And/Or Universities in connection with the University's response to security clearance requirements of the Department of Energy (DOE) pursuant to the Foreign Ownership, Control or Influence (FOCI) certification process of the National Industrial Security Program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**AGREEMENT BY IDAHO STATE UNIVERSITY
TO EXCLUDE GOVERNING ORGANIZATION**

I, Arthur C. Vailas, the duly selected President of Idaho State University, an institution of higher education organized under the statutes of the State of Idaho, does hereby certify that the following is a true and complete copy of an Agreement authorized at a meeting of the State Board of Education, the governing board for said Idaho State University, at which a quorum was present, duly called and held _____, 2006.

AGREED that officials of the State Board of Education, as trustees of Idaho State University, shall not require and shall not have access to the classified information and/or special nuclear material in the custody of Idaho State University, an institution under said State Board of Education's governance.

BE IT FURTHER AGREED that Idaho State University hereby officially acknowledges the adoption by the State Board of Education, the trustees of Idaho State University, of resolutions (1) excluding the State Board of Education, its Director and Officers, acting as such, from access to all classified information and/or special nuclear material in the custody of Idaho State University; (2) providing that such Directors and Officers, acting as such, do not occupy positions that would enable them to affect adversely the policies and practices of Idaho State University in performing classified contracts; and (3) acknowledging that Idaho State University has been delegated authority to act independent of the State Board of Education in all matters relating to responsibility to safeguard classified information and/or special nuclear material.

BE IT FURTHER AGREED that Idaho State University acknowledges certificates executed by the below listed individuals who are officers appointed by the State Board of Education serving Idaho State University and who have been granted or are being processed for access authorizations as a condition of clearing Idaho State University, that they will not disclose classified information and/or special nuclear material to the State Board of Education or any of its agents.

Dr. Arthur C. Vailas
President
Idaho State University

Dr. Jerry Frank Harmon
Facility Security Officer
Idaho State University

BE IT FURTHER AGREED that these actions of the State Board of Education are taken for the purpose of excluding the State Board of Education from the necessity of obtaining a Facility Clearance equivalent to that held by Idaho State University in conformity with the National Industrial Security Program.

BE IT FURTHER AGREED the Idaho State University shall ensure that classified information and/or special nuclear material in the custody of Idaho State University is

only disclosed to (i) employees who possess the appropriate access authorization (i.e., security clearance) and who require the classified information and/or special nuclear material to satisfy contractual obligations on a need-to-know basis, and/or (ii) another cleared contractor/subcontractor when access is necessary for the performance of tasks or services essential to the fulfillment of a prime contract or a subcontract. Furthermore, Idaho State University shall ensure that classified information and/or special nuclear material which Idaho State University received or generated under a contract/subcontract from one federal agency is not disclosed to any other federal agency unless specifically authorized by the agency that has classification jurisdiction over the classified information and/or special nuclear material.

IN WITNESS WHEREOF I have hereunto set my hand and affixed the seal of _____ this _____ day of _____, 2006.

(SEAL)

Dr. Arthur D. Vailas
President
Idaho State University

AUTHORIZED by the STATE BOARD OF EDUCATION at a meeting of said Board, at which a quorum was present, duly called and held _____, 2006.

ATTEST: I, PAUL AGIDIUS, duly elected Secretary of the State Board of Education certify that the above-described action of said Board took place as set forth hereinabove.

Signature Date

**REPORT OF ACTIONS BY BOARD OF TRUSTEES OF
COLLEGES AND/OR UNIVERSITIES**

On _____, 2006, with a quorum present, the following was voted on and approved at a meeting of the State Board of Education, acting as Trustees for Idaho State University, a University organized and existing in the State of Idaho.

Those persons occupying the following positions appointed by the State Board of Education shall be known as the Managerial Group, having the authority and responsibility for negotiating, execution, and administration of U.S. Government contracts as described in the National Industrial Security Program Operating Manual:

| | |
|---|--|
| Dr. Arthur C. Vailas President Idaho State University | Dr. Jerry Frank Harmon Facility Security Office Idaho State University |
|---|--|

The members of the Managerial Group and the members of the Managerial Group are cleared, or will be processed for clearance, to the level of Idaho State University's facility clearance. If uncleared, pending issuance of the requested access authorization, such individuals shall be excluded from all access and shall not participate in any decision or other matter pertaining to the protection of classified information and/or special nuclear material.

The said Managerial Group is hereby delegated all of the Board's duties and responsibilities pertaining to the protection of classified information and/or special nuclear material released to Idaho State University.

In the future, when any individual is appointed to the Managerial Group as an additional member or replacement member, such individual shall immediately be processed for an access authorization at the same level as Idaho State University's facility clearance. Pending issuance of this requested access authorization, such individual shall be excluded from all access and shall not participate in any decision or other matter pertaining to the protection of classified information and/or special nuclear material.

The following named officers and members of the State Board of Education shall not require, shall not have, and can be effectively excluded from access to all classified information and/or special nuclear material releases to Idaho State University and do not occupy positions that would enable them to affect adversely the policies or practices of Idaho State University's performance of classified contracts for the U.S. Government.

State Board of Education Members

| <u>Name</u> | <u>Title</u> |
|-----------------|----------------|
| Laird Stone | President |
| Milford Terrell | Vice President |
| Paul C. Agidius | Secretary |

| <u>Name</u> | <u>Title</u> |
|--------------------|-------------------|
| Blake Hall | Member |
| Dr. Marilyn Howard | Ex-Officio Member |
| Karen McGee | Member |
| Sue Thilo | Member |
| Roderic Lewis | Member |

ATTEST: I, Paul C. Agidius, duly elected Secretary of the State Board of Education certify that the above-described action of said Board took place as set forth hereinabove.

(SEAL)

Paul C. Agidius
Secretary
State Board of Education

RESOLUTION FOR EXCLUSION OF GOVERNING ORGANIZATION

I, _____, duly elected Secretary of the State Board of Education, a governing board organized under the Idaho Constitution and statutes in the State of Idaho, located at 650 W. State St., Boise, Idaho, do hereby certify that the following is a true and complete copy of a resolution passed at a meeting of the State Board of Education, at which a quorum was present, duly called and held _____, 2006.

RESOLVED that the State Board of Education, its officers and directors, acting as such, will not require and will not have access to classified information and/or special nuclear material in the custody of Idaho State University, one of the institutions of higher education under its governance; that the directors and officers of the State Board of Education do not, in their capacities as such directors and officers, occupy positions that would enable them to affect adversely the policies and practices of Idaho State University in its performance of classified contracts; and further that Idaho State University has been delegated authority to act independent of the State Board of Education in all matters which involve or relate to Idaho State University's responsibility to safeguard classified information and/or special nuclear material.

BE IT FURTHER RESOLVED that this action of the members of the State Board of Education is taken for the purpose of excluding the State Board of Education from the necessity of a Facility Clearance in conformity with the National Industrial Security Program.

BE IT FURTHER RESOLVED that the State Board of Education, through its duly authorized officers, shall immediately notify DOE of any changes in the extent and nature of FOCI which would affect the information in the Foreign Ownership, Control, or Influence submission most recently filed with DOE by Idaho State University pursuant to the National Industrial Security Program including, without limitation, any changes in the control of Idaho State University that must be reported by the State Board of Education to other U.S. Government agencies.

IN WITNESS WHEREOF I have hereunto set my hand and affixed the seal of _____ this _____ day of _____, 2006.

(SEAL)

Signature

THIS PAGE INTENTIONALLY LEFT BLANK

Attachment 3



Department of Energy

Idaho Operations Office
1955 Fremont Avenue
Idaho Falls, Idaho 83415

April 19, 2006

Mr. Bradley Hall
General Counsel
Idaho State University
Campus Box 8410
Pocatello, Idaho 83209-8410

SUBJECT: Foreign Ownership, Control or Influence (FOCI) submittal for Idaho State University (OS/SD-06-100)

Dear Mr. Hall:

As per our conversation on April 17, 2006, I am forwarding to you a new FOCI package with instructions and some sample exclusion resolutions. Please review the package and the sample resolutions and contact me if you have any questions.

Please identify a Facility Security Officer on the Key Management Personnel listing. I recommend you identify Dr. Jerry Frank Harmon as your Facility Security Officer as he will need a Security Clearance.

I have enclosed two chapters from the Department of Energy Safeguards and Security Program Planning and Management manual. I have also enclosed the Foreign Ownership Control or Influence (FOCI) chapter and the Facility Clearance and Registration of Safeguards and Security Activities chapter. I have highlighted portions of both chapters that relate to Universities and Colleges.

Mailed the completed package to: Michael J. Arpin
DOE Idaho Operations Office
1955 Fremont Avenue, MS 1170
Idaho Falls, Idaho 83415

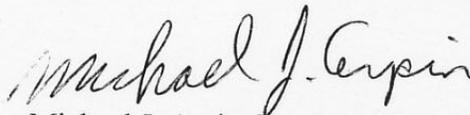
Bradley Hall

- 2 -

April 19, 2006

If you have any questions, please contact me at (208) 526-0494.

Sincerely,

A handwritten signature in cursive script that reads "Michael J. Arpin".

Michael J. Arpin, Program Manager
Foreign Ownership Control or Influence,
Security and Emergency Management Division

cc: Carl Friesen, DOE-ID, MS 1170 W/O Encl.
Dee Ann Brown, DOE-ID, MS 1170 W/O Encl.

H

DOE M 470.4-1

Approved: 08-26-05
Review: 08-26-07

SAFEGUARDS AND SECURITY PROGRAM PLANNING AND MANAGEMENT



U.S. DEPARTMENT OF ENERGY
Office of Security and Safety Performance Assurance

AVAILABLE ONLINE AT:
www.directives.doe.gov

INITIATED BY:
Office of Security and Safety
Performance Assurance

PART 2 - SAFEGUARDS AND SECURITY MANAGEMENT

SECTION H - FOREIGN OWNERSHIP, CONTROL, OR INFLUENCE PROGRAM

1. OBJECTIVE. To establish the Foreign Ownership, Control or Influence (FOCI) program requirements and criteria to facilitate the initial and continued facility clearance (FCL) eligibility of U.S. companies with foreign involvement.

CHAPTER I - GENERAL FOCI PROGRAM INFORMATION

1. GENERAL REQUIREMENTS.

- a. Evaluation and adjudication of FOCI compose an essential and critical ongoing element of the FCL program. A contractor cannot be under FOCI to such a degree that granting or continuing an FCL would be inconsistent with U.S. national security interests. An FCL may not be granted until all relevant aspects of FOCI have been resolved and, if necessary, favorably adjudicated. If a company with an existing FCL is determined to be under FOCI, the FCL must be suspended or terminated unless security measures are taken to remove the possibility of unauthorized access or adverse impacts to classified contract performance.³
- b. The determination of whether a U.S. company is under FOCI, its eligibility for an FCL, and the security measures deemed necessary to negate FOCI impacts must be made on a case-by-case basis. The following factors must be considered in the aggregate to determine whether a company is under FOCI, is eligible for an FCL, and the protective measures required:
 - (1) foreign intelligence threat;
 - (2) risk of unauthorized technology transfer;
 - (3) type and sensitivity of classified information or matter, or special nuclear material (SNM);
 - (4) nature, source, and extent of FOCI, including identification of immediate, intermediate, and ultimate parent organizations;
 - (5) record of compliance with pertinent laws, regulations, and contracts; and
 - (6) nature of bilateral and multilateral security and information exchange agreements that may be relevant.
- c. Development of security measures to mitigate the impact of unacceptable FOCI must be based on the concept of risk management. DOE has the obligation to impose any security method, safeguard, or restriction it believes necessary to ensure that unauthorized access to classified information or matter, or SNM is effectively precluded and the performance of classified contracts is not adversely affected.
- d. Changed conditions, such as a change in ownership, indebtedness, or foreign intelligence threat, may justify certain adjustments to the security requirements under which a company is operating or require that a different FOCI mitigation

³ Classified contract is defined as any contract, license, or other agreement requiring access authorizations.

method be used. A changed condition may result in a determination that a company is no longer considered to be under FOCI or, conversely, that a company is no longer eligible for an FCL.

2. APPLICABILITY.

- a. The entities⁴ listed below are required to obtain FOCI determinations.
 - (1) Applicants, including industrial, educational, commercial, or any other entity, grantee, or licensee, including an individual, that have or anticipate executing a classified contract. This includes subcontractors of any tier, consulting firms, agents, grantees, and cooperative research and development agreement participants who require access authorizations.
 - (2) All tier parents located in the U.S., Puerto Rico, or a U.S. possession or trust territory
- b. A FOCI determination is not required for an individual performing work under a consulting agreement (e.g., an individual awarded a contract).⁵ This does not include individuals contracting as a business.
- c. When the applicant is a local, state, or Federal agency or department, the contract must contain a security clause. The security clause must state that if the government agency or department subcontracts any work requiring access to classified information or matter by a commercial entity, its acquisition regulation, including FOCI policies, must be followed. If the government agency or department does not have its own FOCI policies or an agreement with the Secretary of Defense for industrial security services, DOE will render the FOCI determination.
- d. When contracts involve access to SNM, DOE will render the FOCI determination.
- e. Contractors with existing U.S. Government FCLs are identified in Safeguards and Security Information Management System (SSIMS) and the Department of Defense (DoD) Defense Security Service/Central Verification Activity System (DSS/CVA).
- f. No further FOCI review is required for an applicant holding an equal or higher U.S. Government FCL, based upon a favorable FOCI determination.
- g. Information submitted with a FOCI package is used for the sole purpose of evaluating FOCI and must be treated by DOE, to the extent permitted by law, as business/financial information submitted in confidence. The information must be protected as Official Use Only (OUO).

⁴ The entities listed are referred to as "applicants" throughout this Section.

⁵ The self-employed individual's or consultant's foreign involvement is determined through the background investigation conducted to determine the individual's eligibility for an access authorization.

CHAPTER II - FOCI ACTIVITIES

1. DETERMINING THE SECURITY REQUIREMENTS OF THE CLASSIFIED CONTRACT/AGREEMENT.
 - a. The procurement request originator (or other individual(s), as designated by line management) must identify and document, on the appropriate procurement form, the security requirements of the classified contract. If the procurement request requires access authorizations, a DOE F 470.1 CSCS⁶ must be completed by the procurement request originator.
 - b. The procurement request originator submits the appropriate procurement form and DOE F 470.1 CSCS to the contracting officer. Upon receipt of these forms, the contracting officer must incorporate the appropriate security clauses in the solicitation. When the applicant is included in the competitive range, they will be required to complete the SF 328.
2. DETERMINING THE FCL STATUS OF THE APPLICANT. The contracting officer must identify the FCL status of all applicants within the competitive range and preliminary selection criteria for the pending contract. The contracting officer must then verify whether the applicant's FCL meets the appropriate level of the pending contract. Verification of existing FCLs must be obtained through SSIMS or DoD DSS/ CVA.
3. ACCEPTING A FOCI DETERMINATION RENDERED BY ANOTHER FEDERAL AGENCY. The DOE cognizant security authority may accept FOCI determinations granted by another Federal agency when the related requirements of Section I are met.
4. CLASSIFIED CONTRACT.
 - a. When the contracting officer determines that the applicant possesses an existing FCL at the same level required by the pending contract, the contracting officer must send a DOE F 470.1 CSCS to the DOE cognizant security authority for review and approval. Contract award cannot be made until the DOE F 470.1 CSCS is signed by the DOE cognizant security authority and returned to the contracting officer.
 - b. When the contracting officer determines that the applicant possesses an existing FCL but the pending contract requirements exceed the level of the current FCL, the contracting officer must send a DOE F 470.1 CSCS to the DOE cognizant security authority for review and approval. Contract award cannot be made until the contracting officer has received the signed DOE F 470.1 CSCS from the DOE cognizant security authority.

⁶If a DD F 254, DoD CSCS, has been used by the agency sponsoring the activity; it can be submitted instead of the DOE F 470.1 CSCS, provided it is annotated with the DOE facility code.

- c. When the contracting officer determines that the applicant does not possess an FCL based on a FOCI determination, the contracting officer must obtain a complete FOCI package. Appendix 5, FOCI Matrix, summarizes the documents and forms required to be completed and submitted by the applicant.
- (1) When the applicant is owned by a parent organization(s), a separate FOCI package must be submitted for the applicant and each tier parent located in the U.S., Puerto Rico, or a U.S. possession or territory. Foreign tier parents do not need to submit a FOCI package, but each foreign tier parent must be identified in the FOCI submission(s), and details provided as to whether the foreign parent(s) is controlled by any foreign government or any entity that is controlled by a foreign government.
 - (2) When the applicant is a division or branch of a legal entity (i.e., part of but not a separate legal entity), the division/branch only needs to submit a listing of its key management personnel (KMP); and if applicable, representative of foreign interest statement(s), and authorizing resolutions⁷ for the division/branch's KMP. The legal entity and, if applicable, its tier parents must submit a complete FOCI package.
- d. After obtaining the packages from the applicant, the contracting officer must review the submission(s) to ensure the package(s) is complete. When the package(s) is incomplete, the contracting officer must notify the applicant that the package cannot be submitted for a FOCI determination and must request a complete package. After obtaining the required FOCI documentation, the contracting officer forwards the FOCI package to the DOE cognizant security authority for processing.
- e. Contracting officers must provide written notice to the DOE cognizant security authority when:
- (1) a notice of change has been submitted by the applicant on a FOCI package submitted for FOCI review;
 - (2) a requested FOCI review is no longer needed;
 - (3) a FOCI determination was rendered on an applicant that was not awarded the contract; and
 - (4) all work on a contract requiring access authorizations is within 30 days of the termination or completion. This notification must also be made when access authorizations are no longer required in performance of the contract. (Notification can be accomplished by using DOE F 470.1 CSCS.)

⁷Resolutions (adopted by the governing body) that list the express authority (i.e., duties and responsibilities) of the organization's KMP.

- f. When insufficient lead time is expected between selection and contract award for the processing of the FOCI determination, the contracting officer may request a preliminary review, not a final FOCI determination, of the SF 328 submissions of each applicant in the competitive range.
- g. A final FOCI determination can only be requested for the successful applicant. Procurement requesters must allow sufficient lead-time for the processing of the FOCI determination and FCL prior to award of the contract.

5. ADJUDICATION.

a. Adjudication Level.

- (1) The DOE cognizant security authority⁸ renders the FOCI determination under the following conditions:
 - (a) the responses to the FOCI questions do not exceed the thresholds established by the Office of Security; and
 - (b) exclusion procedures are invoked when the applicant is controlled by a parent(s) either not requiring access authorizations or requiring a lower-level of access to classified information or matter.
- (2) If the FOCI exceeds established thresholds, the DOE cognizant security authority will forward the FOCI submission(s) to the Office of Security with:
 - (a) the justification for clearance or exclusion, including the nature of business and products or services to be furnished under the classified contract and the technologies involved; and
 - (b) the DOE cognizant security authority's analysis, including a clear statement of the reason why Office of Security adjudication is required. The Office of Security, in coordination with the Office of the General Counsel when appropriate, will provide a final FOCI determination to the DOE cognizant security authority.

- b. Counterintelligence (CI) Threat Assessment and Technology Transfer Risk Assessment. A counterintelligence threat assessment and technology transfer risk assessment must be obtained and considered prior to a final decision to grant an FCL to an applicant under FOCI or to restore an FCL previously suspended because of unacceptable FOCI. In addition, these assessments must be updated periodically under circumstances and at intervals considered appropriate by the Federal agency granting the FCL. In reviewing non-majority foreign ownership

⁸The cognizant security authority must identify KMPs requiring clearance in conjunction with the FCL.

or control packages, the DOE cognizant security authority must also identify information that may be of CI interest.

- (1) During FOCI adjudication, the DOE cognizant security authority must identify and forward any information that may be of CI interest to the local Office of Counterintelligence (OCI)/Office of Defense Nuclear Counter Intelligence (ODNCI) for further analysis. The local OCI/ODNCI must analyze the information and, if applicable, provide the FOCI DOE cognizant security authority with threat information relevant to the FOCI case. Local FOCI adjudication is not dependent on and should not be delayed pending feedback from the local OCI/ODNCI. However, if the local OCI/ODNCI provides relevant information, the DOE cognizant security authority must ensure that appropriate security countermeasures are established at the facility.
- (2) For FOCI packages requiring Office of Security adjudication, the DOE cognizant security authority will forward available CI information (i.e., local CI feedback) with the FOCI package. The DOE cognizant security authority should not delay submission pending local CI feedback. If additional CI information is expected, that should be noted in the transmittal to the Office of Security. The Office of Security must coordinate with the appropriate intelligence agency(ies), and forward available threat information with the FOCI adjudication through appropriate program channels to the DOE cognizant security authority.

NOTE: The DOE cognizant security authority is responsible for ensuring that the periodic CI threat assessment and technology transfer risk assessment updates are accomplished. These requests must be processed through the Office of Security.

c. Adverse Determinations.

- (1) Each FOCI package must be judged on its own merits, and final determination remains the responsibility of DOE. Any doubt as to whether unacceptable FOCI can be effectively mitigated (i.e., whether affording the applicant access to classified information or matter is clearly consistent with national security) will be resolved in favor of the national security.
- (2) An applicant that will not implement the security measures determined necessary by DOE to mitigate its foreign involvement to an acceptable level is ineligible for an initial FCL (including a FOCI determination).
- (3) Suspension, reinstatement, and termination of an FCL due to unacceptable FOCI are addressed in Section I.

d. Schedule Requirements for Processing Determinations. The following schedule must be observed in processing FOCI determinations.

(1) Within 15 working days of receipt of a FOCI submission from the contracting officer, the initial review and verification procedures must be accomplished.

(2) Within an additional 20 working days, one of the following actions must be taken.

(a) A FOCI determination must be rendered by the DOE cognizant security authority if FOCI thresholds are not exceeded.

(b) If required, additional information must be requested either verbally or in writing from the applicant.

(c) The FOCI package, which has been reviewed for completeness, must be forwarded to the Office of Security if established thresholds are exceeded. For packages forwarded to the Office of Security for action, the foregoing schedule must also be observed.

(3) If, for any reason, a FOCI determination has not been rendered within 90 working days of receipt, the following actions must be taken.

(a) The DOE cognizant security authority must either:

1 provide written notification to the submitting contracting officer regarding the reason for the delay in processing/ completing the submission; or

2 return the submission to the submitting contracting officer if the contractor has been non-responsive to the DOE cognizant security authority's request for additional information or implementation of required security measures. The DOE cognizant security authority should coordinate with the contracting officer for assistance in obtaining information from an unresponsive applicant.

(b) The Office of Security must either:

1 provide written notification to the DOE cognizant security authority regarding the reason for the delay in processing/completing the submission; or

2 return the submission to the DOE cognizant security authority if the contractor has been non-responsive to the Office of Security's request for additional information or implementation of required security measures. The DOE

cognizant security authority must coordinate with the contracting officer for assistance in obtaining information from an unresponsive applicant.

- e. Notifying the Requesting Contracting Officer. Upon completion of DOE's review of the applicant's FOCI, the DOE cognizant security authority must provide the contracting officer with written notification as to whether the contractor's FOCI will or will not prevent contract award. If the applicant is granted a FCL, the DOE cognizant security authority must sign and return the DOE F 470.1 CSCS to the contracting officer. Contract award can be made upon:
- (1) receipt of the signed DOE F 470.1 CSCS; and
 - (2) inclusion, by the contracting officer, of the appropriate DEAR security clauses in the contract.

6. COMMITTEE ON FOREIGN INVESTMENT IN THE UNITED STATES.

- a. The Committee on Foreign Investment in the United States (CFIUS) is an interagency committee chaired by Treasury under section 721 of the Defense Production Act. Under the CFIUS voluntary process, potential foreign investors submit their proposed merger, acquisition, or takeover for review by executive branch agencies to determine if the President will, as provided by law, disallow the transaction in the interests of national security. By law, CFIUS must notify prospective foreign investors of the results of its review within 30 calendar days of the date of the filing. Therefore, it is imperative that the Department promptly review all cognizant security authority-referred CFIUS cases and, through approved channels, inform the CFIUS staff chair of its questions or concerns within 30 days of the date of the filing (optimally by day 16 of the 30-day review period).
- b. If the applicant is a cleared contractor, it is the responsibility of the Federal agency designated as the applicant's cognizant security authority⁹ to do the following:
- (1) identify all classified contracts and all cleared locations and obtain complete information regarding any contracts requiring access to proscribed information;
 - (2) obtain a shareholder agreement, letter of intent, and a revised SF 328 containing information about the acquisition;

⁹A cleared contractor may hold FCL granted by more than one agency. In those cases, each agency that granted FCL (based on a FOCI determination rendered by that agency) must fulfill the responsibility listed above.

- (3) have the contractor submit a proposed plan of action to address the FOCI issue if the contractor has not already done so; and
 - (4) through approved appropriate channels, promptly inform those departments/agencies responsible for the contracts and/or classified information or matter of the proposed transaction and the FOCI mitigation method proposed if consummation of the proposed transaction would require security measures to be imposed.¹⁰
- c. The CFIUS review and the industrial security review are carried out in two parallel but separate processes with different time constraints and considerations. When FOCI mitigation methods are required to resolve the industrial security concerns of a case under review by CFIUS, ideally there should be an agreement prior to the 30th day of the CFIUS review. When, however, the overall industrial security evaluation process is unable to be completed due to the situations listed below, the situation can be the basis for recommending that the DOE's position be an investigation of the proposed transaction by CFIUS to ensure that national security concerns are protected.
- (1) Inability to reach agreement on the FOCI mitigation method, whether because of rejection of the FOCI mitigation action plan by the parties of the proposed transaction under CFIUS review or by a Federal agency or department, and/or failure to attain agreement regarding material terms of such an arrangement.
 - (2) Failure by the applicant company to comply with the FOCI reporting requirements (see Chapter III of this Section).

¹⁰ If a National Interest Determination (NID) or Secretarial waiver is required, notification to the department/agency must include a request asking whether the department/agency will support a NID or Secretarial waiver, as applicable, based on the proposed FOCI mitigation plan.

CHAPTER III - REPORTING REQUIREMENTS

1. FOCI CHANGES THAT OCCUR FOLLOWING SUBMISSION OF AN SF 328 AND BEFORE CONTRACT AWARD. When an applicant has submitted a comprehensive FOCI package to the contracting officer and changes have occurred in the FOCI of the company prior to contract award, the applicant must submit an updated SF 328 and associated documents to the contracting officer.
2. UPDATES. Contractors holding an FCL based upon a favorable FOCI determination must submit written reports of changed conditions and anticipated changes. Additionally, contractors are required to submit a new FOCI package at least once every 5 years.
 - a. Significant Changes. When changes have occurred in the extent and nature of FOCI that affect the information in an applicant's most recent FOCI submission(s), the applicant must provide written notification and supporting documentation relevant to the changes to the DOE cognizant security authority. Significant changes that warrant a new FOCI determination include the following:
 - (1) a new threshold or factor exists that did not exist when the previous determination was made (e.g., a "no" answer changes to "yes"), and any additional factors associated with the questions on the SF 328;
 - (2) a previously reported threshold or factor that was favorably adjudicated by the DOE cognizant security authority has increased to a level requiring a determination by the Office of Security;
 - (3) a previously reported financial threshold or factor that was favorably adjudicated has increased by 5 percent or more; or a shift has occurred of 5 percent or more by country location or end user (i.e., for revenue and/or net income) or lenders (i.e., indebtedness);
 - (4) a previously reported foreign ownership threshold or factor that was favorably adjudicated has increased to the extent that a FOCI mitigation method or a different FOCI mitigation method is required; and
 - (5) any changes in ownership or control. Notice of changes includes ownership or control events that are required to be reported to the Securities and Exchange Commission (SEC), the Federal Trade Commission, or the Department of Justice (DOJ). Notification of these changes must be made to the cognizant security authority no later than 5 working days after the event or action necessitating the notice.
 - b. Anticipated Changes. Anticipated changes are events that arise when the contractor or any of its tier parents enters into formal negotiations toward agreement, and in any event when the parties enter into a written memorandum of understanding (MOU), or, in the case of financing agreements, when written

application for financing is made. The contractor must provide the DOE cognizant security authority with written notification of anticipated actions including, those listed below.

- (1) An action to terminate business or operations of the contractor or any of its parents for any reason; e.g., entering into any transaction of merger, consolidation, or amalgamation with another company; conveying, selling, leasing, transferring, or otherwise disposing of all or a substantial part of its business or assets; making any material change that could have an adverse effect on the contractor organization's ability to perform its contractual obligations for DOE or other contractors of DOE.
- (2) Legal actions taken to initiate bankruptcy proceedings involving the contractor organization or any of its tier parents.
- (3) Imminent adjudication of or reorganization resulting from bankruptcy actions involving the contractor organization or any of its tier parents.
- (4) Entry by the contractor or its tier parents into negotiations with non-U.S. citizens that may reasonably be expected to require amendment of the SF 328, including but not limited to negotiations for the sale of securities to a non-U.S. citizen(s).

c. Other Reportable Changes.

- (1) Any change of operating name or address of the company or any of its cleared locations. The cognizant security authority must be notified at least 5 working days prior to the effective date of an address change.
- (2) Any change to the information previously submitted for KMP, including, as appropriate, the names of the individuals they are replacing. In addition, a statement including the following information must be provided to the DOE cognizant security authority.
 - (a) Date and place of birth, social security number, citizenship, and, if appropriate, personnel security clearance level and issuing agency.
 - (b) Whether they have been excluded from access to classified information or matter, or SNM.
 - (c) Whether they have been temporarily excluded from access to classified information or matter, or SNM pending the granting of their DOE access authorization.
 - (d) A new complete listing of KMP need only be submitted at the discretion of the contractor and/or when requested in writing by the DOE cognizant security authority.

- d. Submission of a New FOCI Package. A new FOCI package must be completed by the contractor or tier parent and submitted to the DOE cognizant security authority at least every 5 years or at the request of the cognizant security authority.

3. ANNUAL CERTIFICATION.

- a. Each contractor holding an FCL, based upon a favorable FOCI determination, must provide written annual (at least every 12 months) certification to the DOE cognizant security authority acknowledging that:
- (1) no significant change has occurred in the extent and nature of FOCI that would affect the organization's answers to the questions provided in its SF 328;
 - (2) no changes have occurred in the organization's ownership or legal entity name; and
 - (3) no changes have occurred in the organization's KMP. In addition, when the contractor's governing body has invoked resolutions to process KMP for access authorizations and to exclude from the personnel clearance requirement certain members of its governing body and other officers and executive personnel, the contractor's certification must include statements as to whether:
 - (a) each of the organization's KMP, required to obtain and retain an access authorization, continues to hold the required access authorization;
 - (b) any changes have occurred in the positions held by any of the organizations uncleared KMP whereby the duties of such position(s) require the KMP, to be identified by name, to have access to classified information or matter, or SNM or to be involved in the protection of classified information or matter, or SNM;
 - (c) the invoked resolutions remain in full force and effect; and
 - (d) there were any acts of noncompliance with these security measures, whether inadvertent or intentional, with a description of steps that were taken to prevent such acts from recurring.
- b. Any contractor controlled by a parent organization(s) that has/have been excluded (by formal resolution) must provide written certification on an annual (at least every 12 months) basis to the DOE cognizant security authority acknowledging the continued effectiveness of the resolution. Additionally, the contractor must

obtain and provide to its DOE cognizant security authority written certification executed by an authorized official from each such excluded parent that:

- (1) no significant changes have occurred in the extent and nature of FOCI that would affect the organization's answers to the questions provided in its SF 328;
 - (2) no changes have occurred in the organization's ownership or legal entity name;
 - (3) no changes have occurred in the organization's KMP; and
 - (4) the exclusionary resolution invoked by the contractor's tier parent's governing body remains in full force and effect.
- c. Any contractor that has executed a Board Resolution to reduce FOCI in non-controlling foreign ownership situations (see paragraph 4.a., Chapter IV of this Section) must provide written certification on an annual (at least every 12 months) basis to its DOE cognizant security authority acknowledging the continued effectiveness of the resolution.
- d. At the end of each year of operation, the trustees, proxy holders, or outside directors, as appropriate, of those organizations operating under a DOE-approved Voting Trust Agreement, Proxy Agreement, Special Security Agreement, or Security Control Agreement¹¹ must submit to the DOE cognizant security authority an annual (at least every 12 months) implementation and compliance report. The annual implementation and compliance report must include:
- (1) a detailed description of the manner in which the company is carrying out its obligations under the arrangement;
 - (2) changes to security procedures, implemented or proposed, and the reasons for those changes;
 - (3) a detailed description of any acts of noncompliance, whether inadvertent or intentional, with a discussion of steps that were taken to prevent such acts from recurring;
 - (4) any changes or impending changes of senior management officials or key governing body members, including the reasons;
 - (5) any changes or impending changes in the organizational structure or ownership, including any acquisitions, mergers, or divestitures; and

¹¹A contractor operating under one of these FOCI mitigation plans must also submit the applicable annual certifications mentioned in paragraphs 3.a., 3.b., and 3.c.

DOE M 470.4-1
08-26-05

Part 2, Section H
III-5

- (6) any other issues that could have a bearing on the effectiveness of the applicable FOCI mitigation agreement.

CHAPTER IV - FOCI MITIGATION ACTION PLANS

1. GENERAL. Foreign investment can play an important role in maintaining the vitality of the U.S. industrial base. Therefore, it is the policy of the U.S. Government to allow foreign investment consistent with the U.S. national security interests. The following FOCI policy for U.S. companies subject to an FCL is intended to facilitate foreign investment while ensuring that foreign firms cannot undermine U.S. security and export controls to gain unauthorized access to critical technology, classified information or matter, or SNM.
2. MITIGATION ACTION PLANS. The affected U.S. organization or its legal representatives may propose a plan to negate or reduce unacceptable FOCI; however, DOE reserves the right and has the obligation to impose any security method, safeguard, or restriction it believes necessary to ensure that unauthorized access to classified information or matter, or SNM is precluded.
 - a. In cases where the FOCI stems from foreign ownership, a plan must consist of one of the methods prescribed in paragraph 3. of this Chapter. Amendments to purchase and shareholder agreements may also serve to remove or mitigate FOCI concerns.
 - b. When factors not related to ownership are present, the plan must provide positive measures that ensure that the non-U.S. citizen can be effectively denied access to classified information or matter, or SNM and cannot otherwise adversely affect performance of classified contracts. Examples of such measures include:
 - (1) physical or organizational separation of the component performing the work requiring access authorizations;
 - (2) modification or termination of agreements with non-U.S. citizens;
 - (3) diversification or reduction of agreements with non-U.S. citizens;
 - (4) diversification or reduction of revenue from non-U.S. citizens;
 - (5) assignment of specific security duties and responsibilities to selected officials of the organization; and
 - (6) creation of special executive-level committees to consider and oversee classified information or matter, or SNM.
3. FOREIGN OWNERSHIP.
 - a. Secretarial Waiver Authority. A contract under a national security program may not be awarded to an entity controlled by a foreign government if it is necessary

for the entity to be given access to proscribed information¹² unless a waiver has been granted by the Secretary concerned (i.e., the Secretary of Energy or the Secretary of Defense).

- (1) 10 U.S.C. 2536 (b) (1) (A) allows the Secretary concerned to waive the prohibition on the award of contracts (including execution of a novation agreement) set forth in 10 U.S.C. 2536(a), if the Secretary determines that a waiver is essential to the national security interest of the United States. Requests for waivers under 10 U.S.C. 2536(b)(1)(A) must include the following:
 - (a) identification of the proposed awardee and description of the control by a foreign government;
 - (b) description of the procurement and performance requirements;
 - (c) description of why waiver is essential to the national security interests of the U.S.;
 - (d) availability of other U.S. companies with the capacity, capability, and technical expertise to satisfy acquisition, technology base, or industrial base requirements and the reasons any such company should be denied the contract;
 - (e) description of any alternative methods to accomplish the mission and the reasons why those alternative methods should not be utilized.

- (2) 10 U.S.C. 2536(b) (1) (B) allows the Secretary of Energy to waive the prohibition on the award of contracts (including execution of a novation agreement) set forth in 10 U.S.C. 2536(a) for environmental restoration, remediation, or waste management contracts at a DOE facility if the Secretary determines that a waiver will (i) advance the environmental restoration, remediation, or waste management objectives of DOE and (ii) will not harm the national security interest of the U.S. Also, the entity to which the contract is to be awarded is controlled by a foreign government with which the Secretary has executed an agreement to exchange Restricted Data (RD) under section 144c. of the Atomic Energy Act (42 U.S.C. 2164[c]). Requests for waivers under 10 U.S.C. 2536(b)(1)(B) must include the following:
 - (a) identification of the proposed awardee and description of the control by a foreign government;

¹²Proscribed information is defined as Top Secret (TS); communications security (COMSEC) information, except classified keys used to operate secure telephone units (STU IIIs); Restricted Data/Formerly Restricted Data as defined in the Atomic Energy Act; special access program (SAP) information; or sensitive compartmented information (SCI).

- (b) description of the procurement and performance requirements;
- (c) description of how the Department's environmental restoration, remediation, or waste management objectives will be advanced;
- (d) description of why the waiver will not harm the national security interests of the U.S.;
- (e) availability of other U.S. companies with the capacity, capability, and technical expertise to satisfy acquisition, technology base, or industrial base requirements and the reasons any such company should be denied the contract;
- (f) description of any alternative methods to accomplish the mission and the reasons why those alternative methods should not be utilized; and
- (g) evidence that the U.S. Federal government and the foreign government involved have entered into an agreement that authorizes the exchange of RD under section 144.c. of the Atomic Energy Act (42 U.S.C. 2164[c]).

If the Secretary decides to grant a waiver under 10 U.S.C. 2536(b) (1) (B) for an environmental restoration, remediation, or waste management contract, the Secretary must notify Congress of this decision. The contract may be awarded or the novation agreement executed only after the end of a 45-day period, beginning on the date notification is received by the Senate Committee on Armed Services and the House Committee on National Security.

- (3) Proposed Secretarial waivers under 10 U.S.C. 2536(b) must be:
 - (a) prepared by the contracting officer whose contract is involved;
 - (b) sponsored by the head of the contracting activity; and
 - (c) forwarded through the cognizant Departmental element to the Secretary for approval.

When the proscribed information is under the classification or control jurisdiction of another agency, the proposed secretarial waiver must be coordinated with the cognizant Federal agency through the Office of Security.

- b. Controlling Foreign Ownership. A controlling foreign ownership is one in which a non-U.S. citizen(s) owns a majority of the voting securities of the U.S. organization or, if less than 50 percent is foreign-owned, it can be reasonably determined that non-U.S. citizens or their representatives are in a position to

effectively control the business management of the U.S. organization. Where the FOCI stems from majority foreign ownership or control, a FOCI mitigation plan may consist of one of the methods listed below.

- (1) Voting Trust Agreement. Under this type of agreement, controlling foreign shareholders must transfer legal title of their stock to the trustees. The U.S. organization to be cleared must be organized, structured, and financed to operate as a viable business entity independent from the foreign shareholder(s). The Voting Trust Agreement does not impose any restrictions on the cleared U.S. organization's eligibility to have access to classified information or matter or to compete for classified contracts. The following requirements must be met.
 - (a) The Voting Trust Agreement must unequivocally provide for the exercise of all prerogatives of ownership by the trustees with complete freedom to act independently and without consultation with, interference by, or influence from foreign shareholders, but nothing herein prohibits the trustee(s) from consulting with the foreign shareholders, or vice versa, where otherwise consistent with U.S. laws, regulations, and the terms of the Voting Trust Agreement.
 - (b) There must be at least three trustees. These trustees must become members of the U.S. organization's governing body. In addition, the trustees must meet the following criteria.
 - 1 Be U.S. citizens residing within the limits of the U.S. and capable of assuming full responsibility for voting the share and exercising the management prerogatives relating thereto in such a way as to effectively insulate foreign shareholder(s) from the cleared U.S. organization.
 - 2 Be completely disinterested individuals with no prior involvement with the cleared U.S. organization, its foreign-owned tier parent(s), or any of its foreign-owned affiliate(s). These individuals must be approved by the Director, Office of Security.
 - 3 Be issued and be able to maintain an access authorization to the level of the FCL.
 - 4 Be advised by the DOE cognizant security authority of the duties and their responsibilities on behalf of DOE to insulate the cleared U.S. organization from the non-U.S. citizen(s), and indicate, in writing, their willingness to accept this responsibility.

- (c) Notwithstanding the foregoing, the Voting Trust Agreement may limit the trustees by requiring them to obtain approval from the foreign shareholder(s) with respect to the following:
- 1 the sale or disposal of the cleared U.S. organization's assets or a substantial part thereof;
 - 2 pledges, mortgages, or other encumbrances on the capital stock they hold in trust;
 - 3 corporate mergers, consolidations, or reorganizations;
 - 4 the dissolution of the cleared U.S. organization; and
 - 5 the filing of a bankruptcy petition.
- (2) Proxy Agreement. Under this arrangement, the voting rights of shares owned by controlling foreign shareholders are conveyed to proxy holders by an irrevocable Proxy Agreement. Legal title to the shares remains with the non-U.S. citizen(s). All other provisions of the Voting Trust Agreement, as they apply to trustees, including authorized limitations on the powers of the trustees, must apply to the proxy holders. The Proxy Agreement does not impose any restrictions on the cleared U.S. organization's eligibility to have access to classified information or matter or to compete for classified contracts. Conditions for consideration of use of a Proxy Agreement are the same as required for a Voting Trust Agreement.
- (3) Special Security Agreement. A Special Security Agreement may be considered when a U.S. organization is effectively owned or controlled by a non-U.S. citizen and the Federal Government has entered into a general security agreement with the foreign government involved.
- (a) The Special Security Agreement preserves the foreign shareholder's right to be represented on the governing body with a direct voice in the business and management of the company while denying unauthorized access to classified information or matter, or SNM by imposing substantial industrial security and export control measures within an institutionalized set of corporate practices and procedures. The Special Security Agreement requires the appointment of one or more outside directors who must be:
- 1 U.S. citizens residing within the U.S.;
 - 2 completely disinterested individuals with no prior involvement with the applicant company, the corporate body with which it is affiliated, or the non-U.S. citizen;

affiliates) and the cleared U.S. organization must be developed and implemented by the GSC. The visitation approval procedures must be approved by the cognizant Federal agency.

A chronological file of all documentation associated with meetings, visitations, and communications between the cleared contractor and the excluded foreign affiliates, together with appropriate visit approvals or disapprovals and reports, must be maintained by the FSO for review by the DOE cognizant security authority during the annual FOCI compliance meeting.

- (c) Technology Control Plan. The TCP developed and implemented by the company must be approved by the Federal agency clearing the company. The TCP must prescribe all security measures determined necessary to reasonably prevent the possibility of inadvertent access by non-U.S. citizen employees and visitors to information for which they are not authorized. The TCP must also prescribe measures designed to ensure that access by non-U.S. citizens is strictly limited to only that specific information for which appropriate Federal Government disclosure authorization has been obtained (e.g., an approved export license or Technical Assistance Agreement). The use of unique badging, escorts, segregated work areas, security training programs, or other measures must be documented in the TCP.

- (5) National Interest Determination (NID). A special authorization (i.e., a NID) is required prior to providing proscribed information to a company cleared under a Special Security Agreement and its cleared employees. One of the eligibility requirements for clearance under a Special Security Agreement is that the Federal Government must have entered into a general security agreement with the foreign government involved. To be eligible for access to proscribed information, the U.S. Federal Government and the foreign government involved must have entered into an agreement that authorizes the exchange of the applicable proscribed information.
 - (a) A NID requires the following:
 - 1 approval by the Secretary, Deputy Secretary, or cognizant Under Secretary. This approval may not be delegated;
 - 2 preparation and sponsorship of the Contracting Officer;
 - 3 coordination with the DOE cognizant security authority;
 - 4 program/project justification specific to that contract; and

5 compelling evidence that release of proscribed information under the Special Security Agreement advances the national security interests of the U.S.

(b) The request for a NID must include the following information:

- 1 the identification of the proposed awardee and a synopsis of its foreign ownership (include solicitation and other reference numbers to identify the action);
- 2 a general description of the procurement and performance requirements;
- 3 the identification of all national security interests involved and the ways in which award of the contract helps advance those interests;
- 4 the availability of any other U.S. company with the capacity, capability, and technical expertise to satisfy acquisition, technology base, or industrial base requirements and the reasons any such company should be denied the contract; and
- 5 a description of any alternate means available to satisfy the requirement, and the reasons alternative means are not acceptable.

c. Non-Controlling Foreign Ownership. A non-controlling foreign ownership is one in which non-U.S. citizen(s) owns less than a majority of the voting securities of the U.S. organization and/or is not in a position to effectively control the business management of the U.S. organization. Where the FOCI stems from non-controlling foreign ownership or control, a FOCI mitigation plan may consist of one of the methods listed below.

- (1) Board Resolution. When a non-U.S. citizen does not own voting stock sufficient to elect, or otherwise is not entitled to representation on the applicant company's governing body, a resolution(s) by the applicant's governing body will normally be adequate. The board resolution acknowledging foreign ownership must:
 - (a) identify the foreign shareholder and describe the type and number of foreign-owned shares;
 - (b) acknowledge the organization's obligations to comply with all security program and export control requirements;

- (c) certify that non-U.S. citizens will not require, will not have, and can be effectively precluded from, access to all classified information or matter, SNM, or hazardous material presenting a potential radiological, chemical, or biological sabotage threat entrusted to or held by the U.S. organization;
 - (d) certify that the non-U.S. citizens will not influence the organization's performance of contracts requiring access authorization(s); and
 - (e) provide for an annual (at least every 12 months) certification to the DOE cognizant security authority acknowledging the continued effectiveness of the resolution. In addition, the U.S. organization will be required to distribute to its directors and its principal officers copies of such resolutions and report in the corporate records the completion of such distribution. The U.S. organization must also ensure that the substance of the resolution(s) adopted by the governing body is brought to the attention of all of company personnel possessing or being processed for access authorizations.
- (2) Security Control Agreement. A Security Control Agreement may be considered when a U.S. organization is NOT effectively owned or controlled by a non-U.S. citizen. Contract limitations on access to classified information or matter, or SNM are not required under this arrangement. Likewise, there is no requirement that the Federal Government must have entered into a general security agreement with the foreign government involved.
- (a) For a Security Control Agreement to be used, the following information must be provided to the DOE cognizant security authority.
 - 1 Identification of any employees (current and former) of the non-U.S. citizens involved (including all entities that control, are under common control with, or are controlled by the non-U.S. citizens, collectively the "foreign affiliates") that will be transferred or become employees of the applicant seeking FCL.
 - 2 Written documentation certified by an authorized (and appropriate) official(s) of the former employing organization(s) that states whether the transferred (or former) employee of the foreign affiliate has or has not severed all ties, and/or has or has not been given any guarantee, written or verbal, regarding re-employment by the "foreign affiliates." This requirement only applies to employees who are U.S. citizens.

- (b) The following are also requirements.
- 1 Appointment of one or more outside Directors who must meet the eligibility requirements set forth in paragraph 3.b. (1)(b), above.
 - 2 Establishment of a GSC to oversee classified and export control matters. See paragraph 3.b. (4)(a) for further details concerning GSC establishment/responsibilities.
 - 3 Development and implementation of a TCP that must be approved by the Federal agency clearing the company. See paragraph 3.b. (4)(c), above, for TCP requirements.

d. Limited FCL.

- (1) A limited FCL may be granted to certain contractors who are controlled or owned by a foreign interest where FOCI mitigation is not able to be implemented (e.g., sole source). Access limitations are inherent with granting limited FCLs.
- (a) A limited FCL may be granted upon satisfaction of the following criteria.
- 1 An agreement authorizing the exchange of the classified information or matter involved to the country from which the foreign ownership is derived.
 - 2 Access to classified information or matter will be limited to performance on a contract, subcontract, or program involving the government of the country from which foreign ownership is derived.
 - 3 Release of classified information or matter must be in conformity with the U.S. national disclosure policy.
- (b) A limited FCL may also be granted when the criteria listed in paragraph 3.d. (1), above, cannot be satisfied, provided there exists a compelling need to do so consistent with national security interests.
- (2) Each request for clearance under a limited FCL must be accompanied by a statement of compelling need from the government contracting activity (GCA). The GCA's compelling need statement must be signed by the Departmental element and include the following:

- (a) acknowledgment that the company will be under FOCI (i.e., FOCI will not be mitigated);
 - (b) acknowledgement that the GCA/Departmental element accept the risks inherent in the granting of an FCL where FOCI is not mitigated;
 - (c) a foreign disclosure determination (i.e., basis for determining that release of classified to the foreign government involved is in conformity with U.S. national disclosure policy).
4. ANNUAL COMPLIANCE MEETING. Representatives of the DOE cognizant security authority must meet annually (at least every 12 months) with senior management officials of organizations operating under a Voting Trust Agreement, Proxy Agreement, Special Security Agreement, or Security Control Agreement to review the effectiveness of the pertinent security arrangement and to establish a common understanding of the operating requirements and how they will be implemented within the cleared organization. For the DOE cognizant security authority to make an overall evaluation/analysis of the effectiveness of the security arrangement, the DOE cognizant security authority must obtain an evaluation, before the annual meeting, from other DOE security authorities with cognizance over divisions or subsidiaries under the umbrella of the parent/home office FOCI agreement. Under normal circumstances, the annual meeting should be held at the cleared facility. These reviews must include an examination of the following items.
 - a. Acts of compliance or noncompliance with the approved security arrangement, standard rules, and applicable laws and regulations.
 - b. Problems or impediments associated with the practical application or utility of the security arrangement.
 - c. Whether security controls, practices, or procedures warrant adjustment.
5. NON-COMPLIANCE WITH MITIGATION PLANS. When the DOE cognizant security authority determines that a cleared contractor or its tier parent is out of compliance with the approved FOCI mitigation plan, the DOE cognizant security authority must analyze and evaluate the overall impact to the protection of security interests. Actions to be taken by the DOE cognizant security authority include:
 - a. request for corrective action plan and implementation from the contractor;
 - b. recommendation to the DOE line management for FCL suspension; and
 - c. recommendation to DOE line management for FCL termination.The cognizant contracting officer must be notified of any actions taken.

SECTION H

APPENDIX 5 - FOCI MATRIX CHART

| Sole Proprietorship | Privately Owned Corporation | Publicly Traded Corporation | Partnership 1. General 2. Limited 3. Limited Liability | Limited Liability Company | College/University |
|--|---|---|---|--|--|
| Completed SF 328, Certificate Pertaining to Foreign Interests Form must be dated and signed by a person legally authorized to represent the business. | Completed SF 328, Certificate Pertaining to Foreign Interests Form must be executed under the corporate seal, dated and signed by a person legally authorized to represent the business. | Completed SF 328, Certificate Pertaining to Foreign Interests Form must be executed under corporation's seal, dated and signed by a person legally authorized to represent the business. | Completed SF 328, Certificate Pertaining to Foreign Interests Form must be dated and signed by a person legally authorized to represent the partnership. | Completed SF 328, Certificate Pertaining to Foreign Interests Form must be dated and signed by a person legally authorized to represent the business. | Completed SF 328, Certificate Pertaining to Foreign Interests Form must be dated and signed by a person legally authorized to represent the college/university. |
| Summary FOCI Data Sheet | Summary FOCI Data Sheet | Summary FOCI Data Sheet | Summary FOCI Data Sheet | Summary FOCI Data Sheet | Summary FOCI Data Sheet |
| Representative of Foreign Interest Statement [when applicable] | Representative of Foreign Interest Statement [when applicable] | Representative of Foreign Interest Statement [when applicable] | Representative of Foreign Interest Statement [when applicable] | Representative of Foreign Interest Statement [when applicable] | Representative of Foreign Interest Statement [when applicable] |
| List of key management personnel ¹³ In community property states, spousal information is also required on the KMP list. If single, so state. | List of Key Management Personnel Stock ownership form (shareholder's form). If there is a Shareholders Agreement, a copy MUST be provided. | List of Key Management Personnel Any authorizing resolutions of governing body that spell out authorities of the KMP. | List of Key Management Personnel Stock ownership form (shareholders' form) MUST be provided if partnership has public stock. | List of Key Management Personnel Any authorizing resolutions of the governing body that spell out the authorities of the KMP. | List of Key Management Personnel Any authorizing resolutions of the governing body that spell out the authorities of the KMP. |

¹³ Formerly known as the Owners, Officers, Directors, and Executive Personnel (OODEP) List.

Part 2, Section H
Appendix 5-2

DOE M 470.4-1
08-26-05

| Sole Proprietorship | Privately Owned Corporation | Publicly Traded Corporation | Partnership 1. General 2. Limited 3. Limited Liability | Limited Liability Company | College/University |
|---|--|---|---|--|--|
| State Registration to do business/Tax ID Number. | Certificate of Incorporation (also known as Corporate Charter). Articles of Incorporation (with all amendments). | Certificate of Incorporation (also known as Corporate Charter). Articles of incorporation (with all amendments). | 1. General – Similar to a sole proprietorship; may only be able to provide Certificate of Fictitious Business Name. 2. Limited – Certificate of Limited Partnership. 3. Limited Liability Partnership - Certificate of Limited Liability Partnership. | Articles of Organization | College/university charter (similar to articles of incorporation). |
| | Bylaws (attested copy with all amendments). | Bylaws (attested copy with all amendments). | Partnership Agreement. | Operating agreement. | Charter (or similar document to company's bylaws). |
| Latest financial report or a copy of the 1040 for the previous year (including Schedule C). NOTE: The most recent IRS tax return may ONLY be submitted if the tax return includes the information required being included on a balance sheet and income statement, and the tax return is a copy of the entire return. | Consolidated financial information, including notes, for the most recently closed accounting year. (If audited report is not available, entity must certify to the unavailability of audited information.) If company stock is not publicly traded but the company has publicly-traded debt, submit the Form 10-K filed with the Securities and Exchange Commission (SEC) for the company's most recently closed accounting year. | Consolidated annual report to shareholders for the most recently closed accounting year. Form 10-K report, and all Form 10-Q reports for financial quarters filed (with the SEC) since the last annual report (Form 10-K). | If publicly traded, submit consolidated annual report to shareholders for most recently closed accounting year; also Form 10-K and Form 10-Q reports for financial quarters filed (with SEC) since the last annual report (Form 10-K). If not publicly traded, submit latest consolidated annual report or audited financial information, including notes, for most recently closed accounting year. (If audited report is not available, entity must certify to the unavailability of audited information.) | Consolidated financial information, including notes, for the most recently closed accounting year. (If audited report is not available, entity must certify to the unavailability of audited information.) | Consolidated financial information, including notes, for the most recently closed accounting year. (If audited report is not available, entity must certify to the unavailability of audited information.) |

DOE M 470.4-1
08-26-05

Part 2, Section H
Appendix 5-3

| Sole Proprietorship | Privately Owned Corporation | Publicly Traded Corporation | Partnership 1. General 2. Limited 3. Limited Liability | Limited Liability Company | College/University |
|--|---|---|---|---------------------------|--------------------|
| Most recent annual stockholders and board meeting minutes that identify directors and officers of corporation and company's voting list. Include any authorizing resolutions of governing body that spell out authorities of the KMP. | Most recent annual meeting minutes identifying governing body and officers of the entity, and entity's voting list. | If required by the partnership agreement: The most recent Annual Stockholders and Board meeting minutes identifying directors and officers and company's voting list. | Most recent annual board meeting minutes identifying governing body and officers of the entity, and entity's voting list. | | |
| <p>* FOCI determination is not required of self-employed individuals performing work under a consulting agreement. ** If applicable, each tier parent of the bidder must submit a complete package (i.e., information shown above for the applicable form of business). *** A publicly-traded entity is not required to provide all identifying information on its owners as required on the KMP list unless those individuals are KMP of the U.S. organization. Instead, submit: (i) most recent Proxy Statement for annual meeting of Shareholders; and (ii) most recent copies of Schedules 13D's and/or 13G's received from any beneficial owner (foreign or domestic) who holds 5 percent or more of the U.S. organization securities.</p> | | | | | |

THIS PAGE INTENTIONALLY LEFT BLANK

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 30
IDAHO STATE UNIVERSITY

33-3003. BODY POLITIC AND CORPORATE -- BOARD OF TRUSTEES. The Idaho State University is hereby declared to be a body politic and corporate, with its own seal and having power to sue and be sued in its own name. The general supervision, government and control of the Idaho State University is vested in the state board of education, which shall act as the board of trustees of the Idaho State University.

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

Introduction of a proposed wealth management program at the University of Idaho College of Business and Economics referred to as the Barker Wealth Management Program (Barker Program hereafter).

APPLICABLE STATUTE, RULE, OR POLICY

There are no policies directly applicable to this stage of the program.

BACKGROUND

The University is bringing this to the Board at this time to introduce an innovative, new program, which requires the initial establishment of a contractual relationship with a separate business entity that will be formed to meet the purposes of the program. The purpose of the Barker Program is to provide students and faculty with a laboratory for hands-on, real-time financial analysis and management through the prudent and effective use of options and futures. Mr. Barker is a UI alumnus and former Chair of the Chicago Board of Trade. He has agreed to provide a fund for students to trade using a separate outside entity that he will establish. The entity will be external to the University of Idaho and will enter into a contract with the University to govern the programmatic relationship and trading activity. This structure is necessary due to restrictions on the types of investments that can be made with University funds.

DISCUSSION

Students in the College of Business and Economics (CBE) currently have the opportunity to participate in programs that manage a portfolio of bonds and equities using funds donated to the UI Foundation by external supporters. This hands-on learning experience has provided our students with a competitive advantage in the marketplace and filled an important need for investors.

However, investment opportunities have increased dramatically along with effective strategies for creating and managing wealth. Options and futures contracts play an important role in these strategies, and our students currently do not have a program that provides them with an opportunity to experience the activities associated with this segment of our capital market system. The Barker Program, and more specifically, establishment of the separate business entity and the contractual relationship with UI, is an important first step in realizing this learning goal.

During the first year of operation, students and faculty will participate through directed study coursework. Students will develop strategies for trades that will be approved by a team of faculty and program advisors. The trades will be

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

executed with approval by faculty members and with authorization from the separate business entity, using funds held by the separate entity and provided by Mr. Barker and other potential donors. Any losses or gains that accrue from the trading activity will accrue solely to the separate business entity. The results of the trades will be reviewed by faculty and students and presented to an advisory board responsible for managing the activities of the supporting organization.

A faculty curriculum team will be charged with developing a more formal program of study during the 06-07 academic year. The team will investigate the potential for a certificate program as well as modifications to the existing Masters program in economics. These curriculum changes will go through the appropriate University and Board approvals as they are developed.

IMPACT

The Barker Program will enhance the experiential learning opportunities for undergraduate students in finance and economics in the CBE. We expect to have approximately 10 students working with 2 faculty members during the first year. In addition, faculty members have been invited to participate in internship experiences with trading companies in Chicago. One faculty member is participating this summer and another is scheduled to participate in the summer of 2007.

The program will also provide a rich environment for research on the effectiveness of various risk management strategies as well as the effectiveness of this approach for student learning outcomes.

Finally, income generated from the trading activities may be donated to the CBE by the supporting organization for programming and scholarships. We expect that the fund will grow with student success and intend to use any funds donated from the program to address new budget requirements that may arise as a result of the program.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has requested additional information from the University of Idaho with respect to the financial aspects of this proposed venture and the timing of future agenda items to be brought to the Board.

BOARD ACTION

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

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

Technical Assessment & Feasibility Study, Proposed UI Events Pavilion and ASUI Kibbie Activity Center Improvements.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures; Section V.K.

BACKGROUND

This is an information item regarding a feasibility study of future development consistent with the University's Long Range Campus Development Plan (LRCDP).

DISCUSSION

The University of Idaho has initiated a technical assessment feasibility study for a proposed University of Idaho Events Pavilion and proposed improvements to the ASUI Kibbie Activity Center. The Events Pavilion may or may not be attached to the ASUI Kibbie Activity Center.

In 1995, the university completed a Sports/Recreation/Athletics/Special Events master plan (SRASE). The scope of the SRASE included all facilities and venues that support all campus recreation, general education, outdoor recreation, fields, athletics, and university event activities. The recommendations made by the SRASE master plan were incorporated into the Long Range Campus Development Plan.

Several of the recommendations of the SRASE, such as the construction of the Student Recreation Center, The restoration and renovation of the Arboretum Amphitheatre, and others, are now complete.

Included among the recommendations of the SRASE were a series of improvements to the ASUI Kibbie Activity Center to address code, life safety, disability access and expanded seating concerns, and a recommendation to explore the possibility of construction of an events pavilion that might or might not share concourses with the ASUI Kibbie Activity Center.

A footprint reservation for this possible events pavilion has been depicted in Illustrative Plan drawing included the university's LRCDP since 2000 (see attached, pages 4 & 5). That footprint reservation remains in the most current update of the Illustrative Plan dated May 2005 (also attached).

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

The current technical assessment and feasibility study will explore and update the 1995 SRASE/2000 LRDCP recommendation, identify and explore technical issues related to this recommendation, identify conceptual solutions and alternatives, develop order of magnitude initial project cost estimates associated with the identified alternatives and make recommendations regarding a preferred alternative for possible additional pre-design study and analysis.

The budget for this technical assessment and feasibility study effort is \$157,000
The funding source for this effort is funds gifted for this express purpose.

IMPACT

Immediate fiscal impact of this effort is \$157,000.

The recommendations made in the 1995 SRASE and incorporated into the 2000 LRCDP documents will be either confirmed or revised.

Alternatives developed via the technical assessment and feasibility study process may range from a recommendation of no action up to and including a recommendation to pursue a capital project(s) of a scope yet to be determined. Should there be any recommendation of a capital project, the university will bring such project before the board for full discussion and authorization prior to proceeding.

ATTACHMENTS

1-Campus Development Maps

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff has requested additional information from the University, specifically how this proposed project fits within the university's strategic facilities and deferred maintenance plan.

BOARD ACTION

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

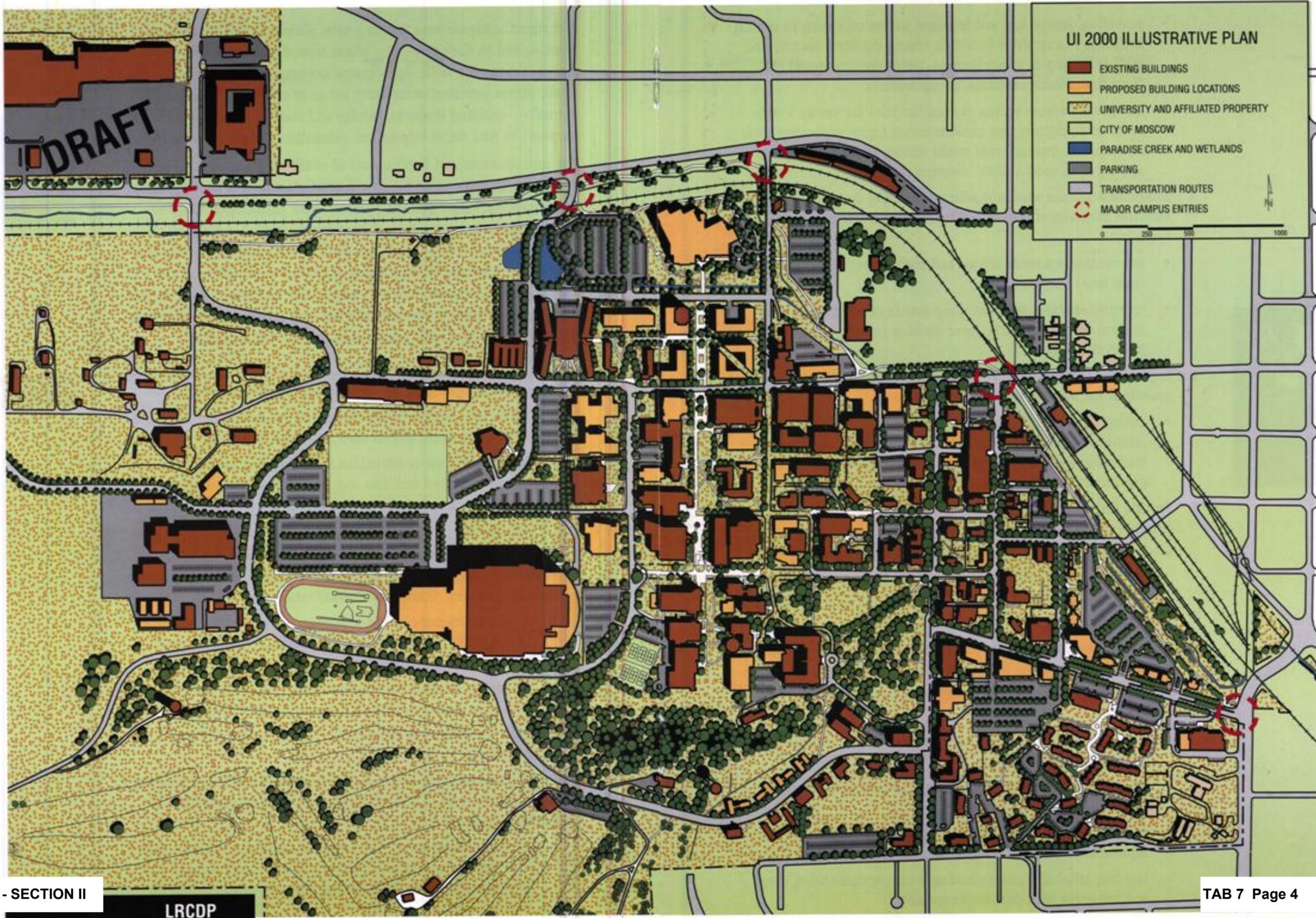
Long-Range Campus Development Plan

Update 2000

In support of
the Strategic Plan



University of Idaho
Tradition. Change. Excellence.



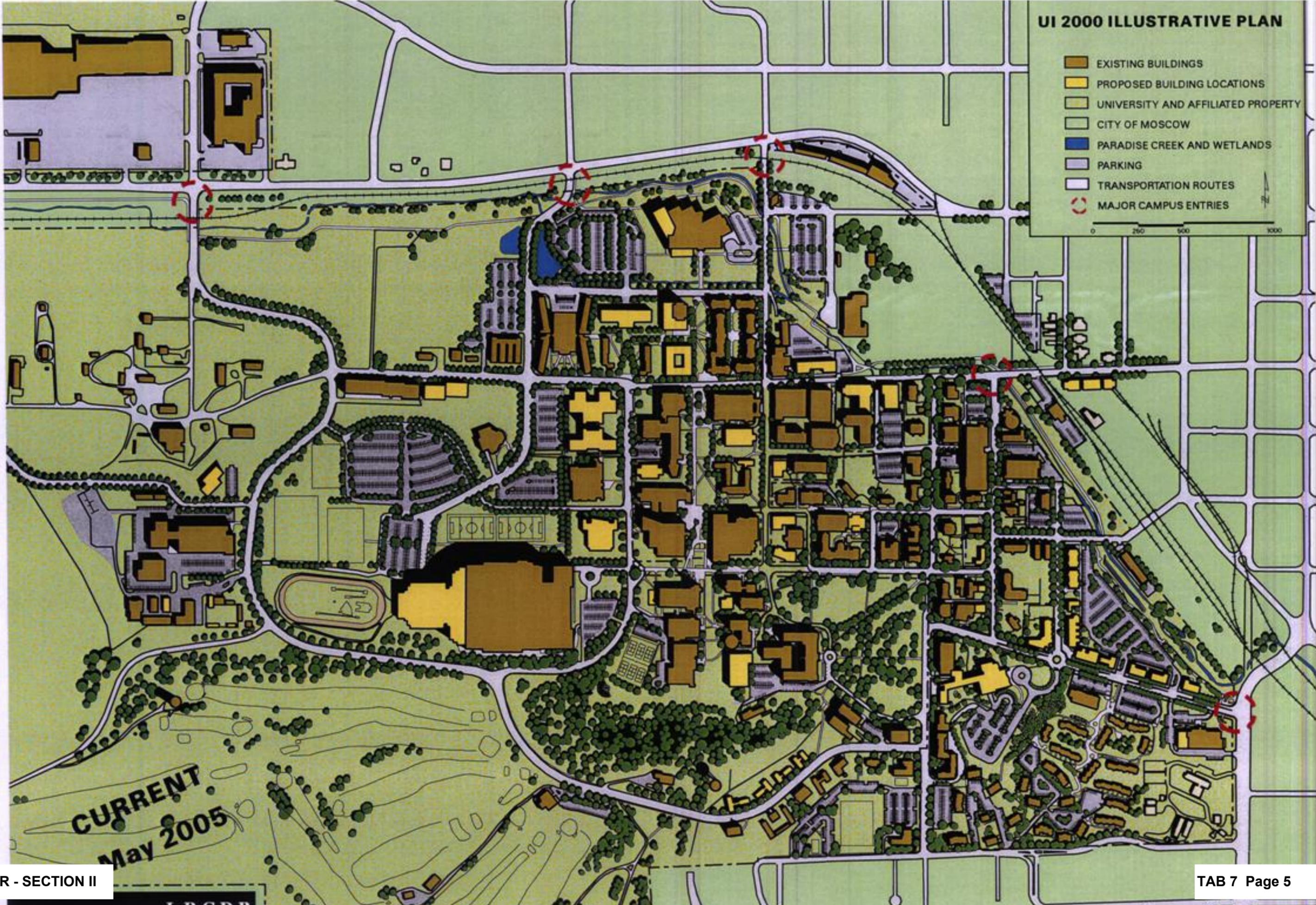
UI 2000 ILLUSTRATIVE PLAN

- EXISTING BUILDINGS
- PROPOSED BUILDING LOCATIONS
- UNIVERSITY AND AFFILIATED PROPERTY
- CITY OF MOSCOW
- PARADISE CREEK AND WETLANDS
- PARKING
- TRANSPORTATION ROUTES
- MAJOR CAMPUS ENTRIES

0 250 500 1000

UI 2000 ILLUSTRATIVE PLAN

- EXISTING BUILDINGS
- PROPOSED BUILDING LOCATIONS
- UNIVERSITY AND AFFILIATED PROPERTY
- CITY OF MOSCOW
- PARADISE CREEK AND WETLANDS
- PARKING
- TRANSPORTATION ROUTES
- MAJOR CAMPUS ENTRIES



CURRENT
May 2005

THIS PAGE INTENTIONALLY LEFT BLANK

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: K. Construction Projects

April 2002

K. Construction Projects

1. Major Project Approvals - Proposed Plans

Without regard to the source of funding, before any institution, school or agency under the governance of the Board begin formal planning to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities, when the cost of the project is estimated to exceed five hundred thousand dollars (\$500,000), must first be submitted to the Board for its review and approval. All projects identified on the institutions', school's or agencies' six-year capital plan must receive Board approval.

2. Project Approvals

Without regard to the source of funding, proposals by any institution, school or agency under the governance of the Board to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities, when the cost of the project is estimated to be between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000), must first be submitted to the executive director for review and approval. Without regard to the source of funding, proposals by any institution, school or agency under the governance of the Board to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities or construction of new facilities, when the cost of the project is estimated to exceed five hundred thousand dollars (\$500,000), must first be submitted to the Board for its review and approval. Project cost must be detailed by major category (construction cost, architecture fees, contingency funds, and other). When a project is under the primary supervision of the Board of Regents or the Board and its institutions, school or agencies, a separate budget line for architects, engineers, or construction managers and engineering services must be identified for the project cost. Budgets for maintenance, repair, and upkeep of existing facilities must be submitted for Board review and approval as a part of the annual operating budget of the institution, school or agency.

3. Fiscal Revisions to Previously Approved Projects

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

Project revisions that substantially alter the use of the project causing changes in project costs between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000) must first be submitted to the executive director for review and approval. Changes in project costs of more than five hundred thousand dollars (\$500,000) must first be submitted to the Board for its review and approval. Requests must be supported by a revised detailed project budget and justification for changes.

4. Project Acceptance

Projects under the supervision of the Department of Administration are accepted by the Department on behalf of the Board and the state of Idaho. Projects under the supervision of an institution, school or agency are accepted by the institution, school or agency and the project architect. Projects under the supervision of the University of Idaho are accepted by the University on behalf of the Board of Regents.

5. Statute and Code Compliance

- a. All projects must be in compliance with Section 504 of the Rehabilitation Act of 1973 and must provide access to all persons. All projects must be in compliance with applicable state and local building and life-safety codes and applicable local land-use regulations as provided in Chapter 41, Title 39, and Section 67-6528, Idaho Code.
- b. In designing and implementing construction projects, due consideration must be given to energy conservation and long-term maintenance and operation savings versus short-term capital costs.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

Amending and restating the 1973 Master Ground Lease between the University of Idaho and Palouse Mall Associates.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b.1.

BACKGROUND

In 1926 the Board of Regents of the University of Idaho acquired 248 acres of undeveloped land located less than a mile northwest of the center of the university buildings existing at that time. The acquired land was utilized for agricultural programs of the University. In 1973, as the property's commercial suitability increased and ongoing university agricultural operations could be easily accommodated on surrounding Regents' property, the University entered into a ground lease with the predecessor of Palouse Mall Associates. This ground lease accommodated the development of a regional shopping mall and private hotel/conference facility in Moscow on 44 acres of the previously undeveloped agricultural land owned by the Board of Regents.

The 1973 lease provided a term and option periods that extend until 2036. The lease also established a rent based primarily on Palouse Mall Associates paying the University a percentage of the gross rents earned from its subtenants. Palouse Mall Associates owns all of the buildings at the mall except the University Inn building (which is owned by Hagadone Hospitality). In years of high vacancy rates or low rents from retail and service tenants, the University's rent is diminished. The income stream remains relatively unpredictable from year to year. Over the past ten years the average annual rental income earned from the existing lease has been \$210,946/year. The range of rent incomes earned during this ten year period was \$183,184 in 1996 and in 2003 the rent income was \$236,905.

DISCUSSION

In order to secure additional financing and attract new national retail tenants Palouse Mall is seeking an extension of the remaining term. The University is supportive of this extension to the extent it provides an opportunity to update the lease drafted prior to development of the existing mall and to improve the predictability of the income stream for university budgeting. The current rent structure provides less incentive to Palouse Mall Associates to operate at a high level because their ground rent costs drop with poor retail occupancy.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

The proposed ground lease extends the term to 2066 with three ten-year options and fixes the rent amount to the current return on market value of the underlying unimproved property. The rent schedule establishes escalations in rent that average 2% annually for the term of the lease. The rent structure of the proposed ground lease also improves the rate of return for the University from the anticipated underlying land value after 2036 (the date of termination of the existing lease).

The lease provides options for Palouse Mall to expand the area of the mall (the "Lease Expansion" option) and it also provides the University with the option to terminate the mall's lease of the area under the University Inn and adjacent theater property (the "Lease Reduction" option), and thereby directly lease to the largest hotel/conferencing facility in the area.

IMPACT

Approval of this amended and restated ground lease will impose no costs on the University of Idaho. The University is providing land only without covering any development or maintenance costs. The rent schedule attached to the lease provides a fixed (though escalating) payment for the duration of the lease which starts at \$236,018/year for the first two years. That arrangement is comparable to the past performance of the existing lease, but with much greater security for the income stream to the University of Idaho.

ATTACHMENTS

- | | |
|---------------------------------|---------|
| 1 – Amended Ground Lease | Page 3 |
| 2 – Preliminary Ground Use Plan | Page 59 |
| 3 – Plat Map | Page 61 |

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed this request with officials at the University of Idaho and believes the proposal to be in the best interests of the University and Regents/State Board of Education.

Staff recommends approval as requested.

BOARD ACTION

A motion by the Regents of the University of Idaho to approve an amended and restated ground lease with Palouse Mall Associates in substantial consistency with the draft submitted as part of this request, and to authorize the Vice President for Finance and Administration at the University of Idaho to execute the amended and restated ground lease documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AMENDED AND RESTATED
MASTER GROUND LEASE

EFFECTIVE DATE AS OF JULY 1, 2006

BETWEEN

THE REGENTS OF THE UNIVERSITY OF IDAHO

AND

PALOUSE MALL ASSOCIATES, LLC

TABLE OF CONTENTS

| | |
|---|-----------|
| RECITALS | 4 |
| ARTICLE I. AMENDED AND RESTATED MASTER GROUND LEASE | 5 |
| 1.1 PRIOR LEASE REPLACED..... | 5 |
| 1.2 RELATE BACK..... | 5 |
| ARTICLE II. PREMISES | 5 |
| 2.1 LEGAL DESCRIPTION OF LEASED PREMISES..... | 5 |
| 2.2 TERM..... | 5 |
| 2.3 OPTIONS TO EXTEND..... | 5 |
| 2.4 LESSOR'S TITLE..... | 6 |
| 2.5 COVENANT FOR QUIET ENJOYMENT..... | 7 |
| ARTICLE III. RENTS | 7 |
| 3.1 BASE RENT..... | 7 |
| 3.2 PAYMENT OF RENT..... | 7 |
| 3.3 NET LEASE..... | 8 |
| 3.4 RENT ADJUSTMENT..... | 8 |
| 3.5 RENT UNDER EXPANSION OPTION..... | 9 |
| 3.6 RENT UNDER REDUCTION OPTION..... | 9 |
| ARTICLE IV. TAXES AND UTILITIES | 10 |
| 4.1 LESSEE TO PAY TAXES, ETC..... | 10 |
| 4.2 PERSONAL PROPERTY TAXES..... | 10 |
| 4.3 TIME OF PAYMENT OF TAXES AND RECEIPTS..... | 10 |
| 4.4 LESSEE TO PAY FOR UTILITIES..... | 11 |
| ARTICLE V. RETAIL SHOPPING CENTER USES | 11 |
| 5.1 RETAIL USE..... | 11 |
| 5.2 PERMITTED OFFICE USE..... | 11 |
| 5.3 COMPLIANCE WITH ALL LAWS..... | 11 |
| 5.4 PROHIBITED USES..... | 11 |
| 5.5 SUITABILITY..... | 13 |
| ARTICLE VI. REPAIRS; ALTERATIONS, MAINTENANCE AND IMPROVEMENTS | 13 |
| 6.1 SHOPPING CENTER..... | 13 |
| 6.2 LESSOR'S CONSENT..... | 13 |
| 6.3 LESSEE MAY ENLARGE, ETC..... | 13 |
| 6.4 DELIVERY AT TERMINATION..... | 13 |
| 6.5 OBSOLETE OR DESTROYED SHOPPING CENTER..... | 14 |
| 6.6 MAINTENANCE..... | 14 |
| ARTICLE VII. INSURANCE, RESTORATION AND INDEMNIFICATION | 15 |
| 7.1 GENERAL LIABILITY INSURANCE AND COMMERCIAL AUTO INSURANCE..... | 15 |
| 7.2 PROPERTY INSURANCE..... | 15 |
| 7.3 RENTAL INSURANCE AND ADDITIONAL INSURANCE..... | 16 |
| 7.4 UMBRELLA/EXCESS COVERAGE..... | 16 |
| 7.5 BLANKET COVERAGE..... | 16 |
| 7.6 INSURANCE POLICIES - MORTGAGE CLAUSE..... | 16 |
| 7.7 DAMAGE TO BUILDING NOT TO TERMINATE LEASE..... | 17 |
| 7.8 REBUILDING AFTER DESTRUCTION..... | 17 |
| 7.9 TERMINATION FOR FAILURE TO REBUILD..... | 17 |
| 7.10 ADDITIONAL INSURANCE REQUIREMENTS..... | 17 |
| 7.11 SUBSTANTIAL DAMAGE OR DESTRUCTION..... | 18 |

| | |
|--|-----------|
| 7.12 INSPECTION..... | 19 |
| 7.13 INDEMNIFICATION BY LESSEE..... | 19 |
| 7.14 NON-LIABILITY OF LESSOR..... | 20 |
| ARTICLE VIII. LEASEHOLD MORTGAGES..... | 20 |
| 8.1 MORTGAGE OF LEASEHOLD ESTATE..... | 20 |
| 8.2 NOTICE TO AND CURING OF DEFAULT BY ENCUMBRANCE HOLDER | 21 |
| 8.3 EFFECT OF LESSOR'S CURE OF LESSEE'S DEFAULT; EFFECT OF MORTGAGE ASSIGNMENT TO LESSOR | 22 |
| ARTICLE IX. LESSOR'S RIGHT TO CURE LESSEE'S DEFAULT..... | 22 |
| 9.1 LESSOR MAY CURE LESSEE'S DEFAULT | 22 |
| 9.2 LESSOR'S ADVANCES TO BEAR INTEREST | 23 |
| ARTICLE X. ASSIGNMENT AND SUBLETTING..... | 23 |
| 10.1 ASSIGNMENT | 23 |
| 10.2 SUBLEASE | 24 |
| 10.3 CONSENT TO OCCUPANCY LEASES | 25 |
| 10.4 NO CONTINUING CONSENT..... | 27 |
| 10.5 LESSOR MAY ASSIGN | 27 |
| 10.6 LESSEE'S RIGHT OF FIRST REFUSAL TO PURCHASE LEASED PREMISES..... | 27 |
| ARTICLE XI. CONDEMNATION..... | 28 |
| 11.1 CONDEMNATION | 28 |
| 11.2 PARTIAL CONDEMNATION | 28 |
| 11.3 TEMPORARY TAKING | 29 |
| 11.4 NEGOTIATIONS | 29 |
| 11.5 TAKING AWARD | 29 |
| ARTICLE XII. DEFAULT..... | 29 |
| 12.1 DEFAULT | 29 |
| 12.2 PAYMENT BY LESSEE UPON RE-ENTRY..... | 30 |
| 12.3 PAYMENT OF RENT RESERVED..... | 30 |
| 12.4 RELETTING ON LESSEE'S BEHALF..... | 30 |
| 12.5 NO ELECTION OF REMEDY..... | 31 |
| 12.6 LESSOR MAY TERMINATE LEASE ON LESSEE'S BANKRUPTCY, ETC. | 31 |
| 12.7 LESSOR'S RIGHT TO BUILDING, ETC. | 31 |
| 12.8 ADDITIONAL LESSOR REMEDIES | 31 |
| 12.9 LESSOR'S DEFAULT..... | 31 |
| ARTICLE XIII. DISPUTES..... | 32 |
| 13.1 ARBITRATION POLICY | 32 |
| 13.2 BINDING ARBITRATION..... | 33 |
| 13.3 ARBITRATION PROCEDURES..... | 33 |
| 13.4 HEARING LAW APPEAL LIMITED | 33 |
| ARTICLE XIV. ENVIRONMENTAL MATTERS..... | 34 |
| 14.1 LESSEE'S OBLIGATIONS..... | 34 |
| 14.2 COMPLIANCE WITH ENVIRONMENTAL LAWS | 34 |
| 14.3 ENVIRONMENTAL NOTICES | 34 |
| 14.4 DEFINITION OF HAZARDOUS SUBSTANCES..... | 35 |
| 14.5 INDEMNIFICATION OF LESSOR..... | 35 |
| 14.6 INDEMNIFICATION OF LESSEE | 36 |
| 14.7 WITHHOLDING CONSENT TO PROPOSED TRANSFEREES..... | 36 |
| 14.8 LESSOR ACCESS | 37 |
| 14.9 ENVIRONMENTAL REPORTS..... | 37 |
| 14.10 SUBTENANT LEASE COMPLIANCE | 37 |
| ARTICLE XV. OPTION TO LEASE CONTIGUOUS LAND..... | 37 |

| | |
|--|-----------|
| 15.1 GRANT OF OPTION | 37 |
| 15.2 EXERCISE | 37 |
| 15.3 CONTINUOUS..... | 38 |
| 15.4 RENT FOR EXERCISE LAND..... | 38 |
| 15.5 ADDED TO LEASED PREMISES | 38 |
| 15.6 MEMORANDUM OF EXERCISE LAND | 38 |
| 15.7 EXPENSES..... | 38 |
| ARTICLE XVI. LESSOR OPTION TO CANCEL LEASE FOR NON-CONTIGUOUS PARCELS | 38 |
| 16.1 GRANT OF OPTION | 38 |
| 16.2 EXERCISE | 39 |
| 16.3 RENT REDUCTION FOLLOWING LEASE CONTRACTION | 39 |
| 16.4 MEMORANDUM OF EXERCISE LAND | 39 |
| 16.5 EXPENSES..... | 39 |
| ARTICLE XVII. MISCELLANEOUS..... | 39 |
| 17.1 ESTOPPEL CERTIFICATES..... | 39 |
| 17.2 NOTICES..... | 40 |
| 17.3 TIME IS OF ESSENCE | 40 |
| 17.4 SHORT FORM; RECORDING | 40 |
| 17.5 CAPTIONS..... | 41 |
| 17.6 SEVERABILITY..... | 41 |
| 17.7 BROKERS | 41 |
| 17.9 ENTIRE AGREEMENT | 41 |
| 17.10 NO CONTINUING WAIVER | 41 |
| 17.11 BINDING | 41 |
| 17.12 INTERPRETATION..... | 41 |
| 17.13 SURVIVAL..... | 42 |
| 17.14 GOVERNING LAW..... | 42 |
| 17.15 NUMBER AND GENDER | 42 |
| 17.16 FORCE MAJEURE | 42 |
| 17.17 LESSOR'S REPRESENTATIVE | 42 |
| 17.18 EQUAL OPPORTUNITY | 42 |
| 17.19 REPRESENTATION | 42 |

AMENDED AND RESTATED MASTER GROUND LEASE

THIS AMENDED AND RESTATED MASTER GROUND LEASE AGREEMENT (collectively herein the “**Ground Lease**”) is entered into this ____ day of _____, 2006, and made effective as of July 1, 2006 (“**Effective Date**”) by and between **THE REGENTS OF THE UNIVERSITY OF IDAHO**, a body politic, organized and existing under and by virtue of the Constitution and laws of the State of Idaho (collectively herein the “**Lessor**” or “**University of Idaho**”) and **PALOUSE MALL ASSOCIATES, LLC**, a Washington Limited Liability Company qualified to do business in the State of Idaho (collectively herein the “**Lessee**” or “**Mall**”).

RECITALS:

A. WHEREAS, Lessor and the direct predecessor to the Mall entered into that Master Ground Lease dated July 24, 1973, as amended and assigned (the “**Prior Lease**”), for the real property generally located at 1815 W. Pullman Road, city of Moscow, Latah County, Idaho, and legally described on Exhibit “A” attached hereto (collectively the “**Leased Premises**”); and

B. WHEREAS, during the Term and in accordance with the purposes and provisions of that Prior Lease, the Lessee did, at its sole cost and expense, construct permanent improvements on the Leased Premises comprising a regional shopping center and did, on a continuous and ongoing basis, employ persons and agents on its behalf to negotiate and secure subleases for varying portions of the Leased Premises, which Subtenants operate both general and specific wholesale, retail and service businesses (“**Subtenants**”), all in the active pursuit of operating for a profit the business known and regarded as the “**Palouse Mall**”; and

C. WHEREAS, the Mall desires to amend the Prior Lease by this instrument to extend the Term thereof and further for additional options to extend the Term, and options to expand and/or reduce the area of the Leased Premises, all to facilitate its financing, subleasing, and otherwise to benefit its continued operation of the Palouse Mall; and

D. WHEREAS, the University of Idaho desires to amend the Prior Lease by this instrument to extend the Term and modify the payment of rent therein, all to facilitate its various general and specific programs and operations; and

E. WHEREAS, Lessor and Lessee desire to amend and restate the Prior Lease in its entirety, and have the provisions of this Ground Lease supersede in its entirety the provisions of said Prior Lease.

NOW, THEREFORE, in consideration of the mutual covenants, agreements and benefits to the parties and the respective promises and obligations presented by the terms hereof, the receipt and sufficiency of which is hereby acknowledged, the parties acknowledge and agree as follows:

ARTICLE I.
AMENDED AND RESTATED MASTER GROUND LEASE

1.1 Prior Lease Replaced. As detailed within the Recitals, the Lessor and Lessee do hereby acknowledge and agree to amend and restate the Prior Lease for the Leased Premises to the effect that the provisions of this Ground Lease shall supersede and replace said Prior Lease in its entirety.

1.2 Relate Back. Notwithstanding the foregoing, this-Ground Lease shall not be regarded as a new tenancy, but instead and for the full Term hereof, including all extensions, the Lessee's interest in the Leased Premises shall relate back to the inception of the Prior Lease and that Memorandum of Lease recorded October 2, 1974 as Document Number 272175 in the records of the County Recorder, Latah County, Idaho.

ARTICLE II.
PREMISES

2.1 Legal Description of Leased Premises. In consideration of the full and timely performance by Lessee of all the terms, conditions, covenants and provisions of this Ground Lease by it to be kept and performed, Lessor does hereby lease to Lessee, and Lessee does hereby lease from Lessor the Leased Premises. As used in this Ground Lease, the Leased Premises shall mean both (i) the land described on attached Exhibit "A" and all easements and other rights appurtenant to it, and (ii) the Shopping Center (as defined in Article VI). Notwithstanding the foregoing, the Leased Premises may be expanded under an option provision as provided in Article XV of this Ground Lease. The Leased Premises may be reduced under another option provision as provided in Article XVI of this Ground Lease.

2.2 Term. Lessee shall have and hold said Leased Premises for a Term commencing on the Effective Date of this Ground Lease and extending until and including June 30, 2066, (collectively the "**Term**" including Options to Extend). In no event shall the Term extend beyond June 30, 2096.

2.3 Options to Extend. Provided this Ground Lease is in good standing in all respects at the time of exercise and as of the start of the option term, with consideration given to the full extent of all cure periods set forth in Section 12.1 Lessee shall have the option to extend the Term of this Ground Lease with respect to the Leased Premises upon the same terms and conditions as those herein specified (subject to increases in Rent) for an additional period of ten (10) years from the end of such Term by giving Lessor written notice of Lessee's exercise of said option at least six (6) months before the end of such Term, and if Lessee gives such notice, this Ground Lease shall be so extended as to the Leased Premises automatically without execution of an extension or renewal of Ground Lease.

If Lessee has exercised the preceding option to extend, Lessee shall, provided this Ground Lease is in good standing in all respects at the time of exercise

and as of the start of the option term, with consideration given to the full extent of all cure periods set forth in Section 12.1, have the option to further extend the Term of this Ground Lease with respect to the Leased Premises upon the same terms and conditions as those herein specified (subject to increases in Rent) for two (2) additional consecutive periods of ten (10) years each from the end of the next preceding additional period, each by giving Lessor written notice of Lessee's exercise of said option at least six (6) months before the next preceding option period ends, and if Lessee gives such notice, this Ground Lease shall be so extended with respect to the Leased Premises without execution of an extension or renewal of this Ground Lease.

For purposes of this Ground Lease, any leasehold mortgage voluntarily granted by Lessee or holder of any other encumbrance voluntarily granted by Lessee shall hereinafter be referred to as a "**Leasehold Encumbrancer**". In the event a Leasehold Encumbrancer, which has notified Lessor pursuant to Section 8.2(a) has not been paid in full prior to the end of the Term of this Ground Lease, as extended, then such Leasehold Encumbrancer shall have the right to exercise in the name of the Lessee one or more of the options to extend the Term of this Ground Lease set forth in the immediately preceding paragraphs, providing that at the time of such exercise, and as of the start of the option term, with consideration to all cure periods set forth in Section 12.1 and subject to the rights of a Leasehold Encumbrancer, this Ground Lease is in good standing in all respects. Such Leasehold Encumbrancer shall have the right to exercise said option upon four (4) months written notice prior to the expiration of the Term or expiration of the option period, as the case may be. In no event shall this Section extend the Term beyond June 30, 2096.

2.4 Lessor's Title. As of the Effective Date of this Ground Lease, Lessor is vested with valid and merchantable fee title in the Leased Premises, and has sole and full right, power and authority to enter into this Ground Lease for the Leased Premises.

Lessor shall have the right to mortgage, hypothecate or borrow against Landlord's interest in this Ground Lease and the Leased Premises ("**Mortgage**"), which Mortgage shall be superior in title to Lessee's interests in this Ground Lease. The lender shall agree that, if no default exists under this Ground Lease: (a) Lessee will not be made a party in any action or proceeding to foreclose the Mortgage; (b) Lessee will not be evicted or removed from the Leased Premises nor will its possession or right to possession of the Leased Premises under this Ground Lease for the Term (including any and all extensions or renewals) be terminated or disturbed or in any way interfered with by any action taken by the lender to enforce any rights or remedies under the Mortgage; and (c) the lender, upon succeeding to Lessor's interest in the Leased Premises, will fully recognize this Ground Lease, with Lessee as its direct tenant under this Ground Lease for the full Term (including any and all extensions or renewals), and will be bound by and perform all of the obligations of Lessor set forth in this Ground Lease as if said person were originally named therein as the Lessor hereunder.

Lessee, at its sole cost and expense, may cause to be obtained a Preliminary Commitment for Leasehold Title Insurance Policy to be finalized and issued to Lessee herein insuring clear fee title to the Leased Premises in the Lessor and Lessor's right and authority to enter into this Ground Lease. Should the application for such Title

Insurance be denied, or should the Preliminary Title report show material defects or exceptions to Lessor's title superior to Lessee's or otherwise unacceptable to Lessee, the Lessor agrees to cooperate with Lessee to promptly cure all such defects or exceptions.

Lessee agrees that, if the interest of Lessor in the Leased Premises shall be transferred to and owned by a lender by reason of foreclosure or other proceeding brought by it under any present or future lien against Lessor's interest in the Leased Premises, or by any other manner, Lessee shall be bound to the lender under all of the terms, covenants, conditions and agreements set forth in this Ground Lease for the balance of the Term remaining (including any and all extensions or renewals) with the same force and effect as if the lender were originally named therein as the Lessor hereunder, and Lessee does hereby agree to attorn to the lender as its Lessor hereunder so as to establish direct privity of estate and contract between the lender and Lessee, said attornment to be effective and self-operative without the execution of any further instruments on the part of either of the parties hereto immediately upon the lender succeeding to the interest of Lessor in the Leased Premises.

The lender must agree that upon foreclosure of the Mortgage, the lender shall be bound by each and every term, covenant, condition and agreement contained in this Ground Lease, and each of said terms, covenants, conditions and agreements shall inure to the benefit of and be enforceable by Lessee, its successors and assigns, including, without limitation, any Leasehold Encumbrancer, its successors and assigns. The lender must agree that in the event of a conflict, whether in the express provisions or by reason of variation in inclusion of provisions, between the Mortgage and this Ground Lease, the provisions of this Ground Lease shall govern for all purposes.

2.5 Covenant for Quiet Enjoyment. Lessee shall have the peaceful possession and enjoyment of the Leased Premises against disturbances of any persons whatsoever as to title or possession, acting by, through or under Lessor, but not otherwise, and Lessor shall obtain prior to the funding of any Mortgage from the lender a fully executed Subordination, Nondisturbance and Attornment Agreement substantially in the form attached hereto as Exhibit "B". Lessee shall and will upon fully observing and performing all of its obligations under the terms, conditions, covenants and provisions of this Ground Lease, quietly and peaceably possess and enjoy said Leased Premises for and during said Term, as extended, unless this Ground Lease be sooner terminated under and in accordance with any of the provisions contained in this Ground Lease.

ARTICLE III. **RENTS**

3.1 Base Rent. Lessee shall pay to Lessor as base rent for the Leased Premises the amounts set forth on attached Exhibit "C" ("**Rent**").

3.2 Payment of Rent. Commencing with the Effective Date, Lessee shall pay Lessor the annual Rent in equal monthly installments in advance on the first business day of each and every calendar month during the Term of this Ground Lease at such

place as Lessor may designate in writing. The annual Rents shall be in the amounts and for the periods set forth on attached Exhibit "C".

3.3 Net Lease. Rent payable under this Ground Lease shall be net to Lessor so as to yield to Lessor the full Rent specified in this Ground Lease during the full Term of this Ground Lease; and pursuant to the provisions of Article IV, all costs, expenses and obligations of every kind and nature whatsoever, foreseen or unforeseen, in relation to the Leased Premises shall be paid by Lessee or other third persons, provided that Lessor shall pay all obligations and liabilities it has directly incurred with respect to the Leased Premises, except those which Lessee is obligated to pay pursuant to this Ground Lease or against which Lessee has agreed to indemnify the Lessor. Lessee shall pay without notice, abatement, deduction or setoff the Rent due under this Ground Lease, and all taxes, assessments and utility charges, costs, expenses and other payments which Lessee in any of the provisions of this Ground Lease agrees or is required to pay, with all of such amounts being additional Rent under this Ground Lease (whether or not specifically denominated as such).

3.4 Rent Adjustment.

(a) Upon written notice to Lessor, the Lessee shall have the unilateral option in its sole discretion, to adjust the Rent in accordance with this Section 3.4 due under this Ground Lease effective as of July 1, 2036, and effective as of the beginning of any exercised renewal option to extend ("**Rent Adjustment Option**"). Within thirty (30) days after Lessor's receipt of written notice exercising Lessee's Rent Adjustment Option, Lessor and Lessee shall each appoint an independent appraiser who shall be a member of the Appraisal Institute (or substitute organization which certifies and trains appraisers), with a current and proper Idaho appraisal license, with at least three (3) years experience in appraising commercial real property in Ada, Latah, Kootenai or Bonner Counties, Idaho, or Spokane or Whitman County, Washington.

(b) The appointed appraisers shall diligently proceed to appraise the market value of the Leased Premises (exclusive of the land covered under the Reduction Option, identified in Article XVI, if that option has been exercised and inclusive of the Option Land if the Lease Expansion Option has been exercised pursuant to Article XV) as unimproved commercial land designated for its then current use as of July 1, 2036 or July 1 of any exercised renewal option term, as applicable. Furthermore, the existence of any leases on the Leased Premises (including this Ground Lease), the improvements thereon, any cost to demolish or remove the same, any default or breach of this Ground Lease by Lessee, or the existence of any unremediated Hazardous Substances (as defined in Paragraph 14.4) which Lessee is obligated to indemnify Lessor against pursuant to Paragraph 14.5, shall not be taken into consideration when determining the market value of Leased Premises. For purposes of this Paragraph 3.4, market value shall mean the amount at which Leased Premises would change hands between a willing buyer and a willing seller, neither being under a compulsion to buy or sell and both having reasonable knowledge of the relevant facts.

If the value of the two appraisals is within 10% of the lower estimate, the arithmetic average of the two appraised values will determine the market value of the Leased Premises. If the difference in value is more than ten percent (10%) of the lower estimate, and the parties cannot thereafter agree upon the market value of the Leased Premises, the two appraisers shall together appoint a similarly qualified third appraiser within twenty (20) days after written demand is made by either party. The selected third appraiser shall develop an independent opinion of value for the Leased Premises, based only in part on a review of the two prior appraisals, but also on the independent work of the third appraiser to establish the definitive and binding market value of the Leased Premises for purposes of this Paragraph 3.4. Each party agrees to pay its respective appraiser's fee plus one-half of the third appraiser's fee.

After the market value of the Leased Premises has been so established, the Rent will be set at 8.5% per annum of the land value as established pursuant to this paragraph 3.4. Rent in all subsequent five-year periods will increase 10% over the Rent in the previous period, similar to the schedule shown in the Rent Schedule shown in Exhibit "C". If Lessee elects not to exercise a Rent Adjustment Option for one period, that failure to exercise the option will not prohibit Lessee from exercising a Rent Adjustment Option for a later period.

3.5 Rent Under Expansion Option. If Lessee elects to exercise its Expansion Option under Article XV of this Ground Lease, the additional Rent will be determined in accordance with the provisions of Paragraph 15.4 of this Ground Lease. The Rent for the Exercise Land (as defined in Paragraph 15.2) will be construed as, added to and payable with the Rent. The additional Rent for the Exercise Land will increase by 10% every five years on the same adjustment dates as the Rent for the Leased Premises, except that, if the Lessee does not exercise the Rent Adjustment Option effective July 1, 2036, the Rent for the Exercise Land will increase by 10% in years 31-35 over the amount of Rent for the Exercise Land in years 26-30, not 25% as is the case with the Rent for the Leased Premises.

3.6 Rent Under Reduction Option. If Lessor elects to exercise its Reduction Option under Paragraph 16.1 of this Ground Lease, the annual Rent for the Leased Premises will be reduced by \$226,707.50 per annum on the exercise date of the Reduction Option (prorated on a per diem basis over the fiscal year of July 1 to June 30 if Lessor's Election is effective on any date other than July 1).

For example: If Lessor elects to exercise its reduction Option hereunder at January 31, 2008, when annual rent is \$236,018, the Net Annual Rent would be \$9,310.50, which would increase by 10% for Years 3 through 5, and thereafter in accordance with the annual escalations given in Exhibit "C". The date of the first payment of the reduced Rent would be February 1, 2008.

This reduction in the Rent will continue until June 30, 2036. If Lessee does not exercise its Rent Adjustment Option in 2036, the Rent in 2036 will revert to 84% of the amounts shown in Exhibit "C" of this Ground Lease for years 31-36, and 84% of the amounts shown in Exhibit "C" in all subsequent adjustment periods. If the Lessee exercises its Rent Adjustment Option, the Rent will be determined by the provisions of Paragraph 3.4.

ARTICLE IV. **TAXES AND UTILITIES**

4.1 Lessee to Pay Taxes, etc. Lessee shall pay all taxes, charges and assessments of every kind and nature which during the Term of this Ground Lease are levied, assessed or imposed upon the Leased Premises, including all installments of taxes and assessments now or hereafter levied or assessed upon said Leased Premises. Nothing in this Section 4.1 is intended nor shall it be construed to obligate Lessee to pay any of Lessor's income tax, profits tax, or similar charge. Should there be enacted during the Term of this Lease any law, statute or ordinance levying any tax (other than Federal or State income or profits taxes) upon rents or the income from real estate or rental property, or increasing any such tax, Lessee shall reimburse Lessor monthly at the same time as Rent is due for the actual amount of all such taxes paid by Lessor.

4.2 Personal Property Taxes. Lessee shall pay all personal property taxes levied against Lessee's personal property of any kind or nature located on the Leased Premises.

4.3 Time of Payment of Taxes and Receipts. Lessee shall pay all said taxes, charges and assessments due hereunder in each and every instance as the same become payable and before any fine, penalty, interest or costs under the laws from time to time in force may be added thereto for nonpayment. Lessee shall deliver to Lessor receipts (or duplicate receipts) showing the full and prompt payment of all such taxes, charges and assessments within thirty (30) days after the date the taxes, charges and assessments were due. Lessee shall not be required to pay, discharge or remove any said tax, charge or assessment, except to the extent a payment of the tax, charge or assessment is required to be paid under protest in order to contest the tax, charge or assessment, if Lessee shall satisfy the following provisions and shall proceed to contest or to protest any such tax, charge or assessment by proper administrative or legal proceeding which shall operate to prevent or stay the collection thereof and to prevent the sale of the Leased Premises or any part thereof to satisfy the same. Lessee shall, not less than five days before any said tax, charge or assessment shall become delinquent, give notice to Lessor of Lessee's intention to contest or to protest the same and shall indemnify Lessor against any loss, costs, charge or expense resulting from Lessee's failure to make full payment of said tax, charge or assessment being protested or contested, upon a final decision or award. Lessor does hereby authorize Lessee to undertake such contest, and Lessor shall not oppose Lessee's efforts. Lessee shall prosecute the protest or contest diligently and in good faith until a final decision or award is rendered, and shall promptly pay the amount, if any, required to be paid by the final decision or award. Any such contest or protest may be brought in the name of

Lessee; provided, however, that if any such proceeding be brought by Lessee, Lessee does hereby indemnify and agrees to save Lessor harmless against any and all loss, costs or expenses which may be imposed upon or incurred by Lessor in connection with the protest or contest, including, without limitation, reasonable attorneys' fees and expenses.

4.4 Lessee to Pay for Utilities. Lessee shall fully and promptly pay or cause to be paid all utility charges for all services furnished to or upon said Leased Premises during the full Term of this Ground Lease, including, without limitation, water, gas, electricity, sewage disposal and telephone, and shall pay or cause to be paid all installations, connection and hook-up charges for said services.

ARTICLE V. **RETAIL SHOPPING CENTER USES**

5.1 Retail Use. Lessee agrees that it will operate the Leased Premises as a retail shopping center, and Lessee agrees that its business therein is and shall remain retail in character and similar with the tenant mix of retail, theater, office, service and professional tenants found at shopping centers in Idaho, Washington, Oregon, and Montana ("**Retail Centers**"). Notwithstanding the generality of the foregoing, it is specifically acknowledged and agreed that the portion of the Leased Premises presently comprising the space leased to the University Inn and Theaters shall be regarded as an acceptable use by the Lessor, including any normal maturation of such use, such as for convention center or expanded hospitality services.

5.2 Permitted Office Use. Notwithstanding anything to the contrary contained herein, professional and office uses shall be permitted within the Leased Premises including, but not limited to, a shopping center management office, professional offices, and office use typically found in Retail Centers, such as travel agencies, real estate brokers, financial institutions, title companies, insurance agencies and medical and/or dental clinics ("**Office Use**"), provided that such Office Use does not exceed in the aggregate, twenty percent (20.00%) of the total leasable floor area of the Leased Premises (excluding that space presently comprising the University Inn and Theaters).

5.3 Compliance with all Laws. The Leased Premises are being leased under this Ground Lease so that Lessee may operate the Shopping Center and related free-standing buildings located on the Leased Premises, including that presently leased to the University Inn, as the Palouse Mall. Lessee may use the Leased Premises or any portion thereof for any use or purpose not in violation of this Ground Lease, or of any law, regulation or ordinance of the United States, State of Idaho, or any political or governmental subdivision thereof. Lessee shall comply fully with all covenants, restrictions, laws, ordinances, rules and regulations applicable to the Leased Premises.

5.4 Prohibited Uses. The parties agree that the Leased Premises is to be operated as a vibrant retail center. To that end, it is further agreed that there are certain types of activities that detract from what would be regarded as proper for such a retail center, and the parties do hereby wish by this Section to identify such activities as

prohibited uses. Accordingly, notwithstanding the otherwise retail character of such use, the Lessee shall not after the Effective Date hereof sublease all or any portion of the Leased Premises to any subtenant or use or permit the Leased Premises to be used for any of the following:

(a) Predominantly as catering to ‘adults only’ activities, such as an adult book or adult video store; a store selling erotic or sex toys; a strip club; or other establishment with nude entertainers. For purposes of this Paragraph 5.4(a), the Term “predominantly” is intended to focus and be relative to such subtenant’s primary business orientation, advertising and product that is regarded as offensive to the greater Moscow, Idaho community, but in no event composing more than one of the following: (i) five percent (5%) of such subtenant’s gross receipts from sales at, shipped from or advertised in conjunction with the Leased Premises in any calendar year, or (ii) greater than five percent (5%) of its inventory by wholesale value, or (iii) greater than five percent (5%) of its square footage. For purposes of this Paragraph 5.4(a), an “adult book” or “adult video” is one which can only be sold in the state of Idaho to persons over 18 years of age.

(b) Predominantly for use as a training or educational facility for programs then offered by the University of Idaho. The foregoing sentence shall not prohibit the occasional “how to” or otherwise instructional demonstration offered without charge in order to promote the sale of retail goods sold from the Leased Premises. For purposes of this Paragraph 5.4(b), the phrase “training or educational facility” shall include, without limitation, a beauty school, barber college, reading room, place of instruction or any other operation catering predominantly to students or trainees as opposed to customers. For purposes of this Paragraph 5.4(b), the term “predominantly” shall mean greater than thirty percent (30%) of the facility’s gross receipts at, shipped from or advertised in conjunction with the Leased Premises in any calendar month are from tuition (or similar fees) charged to the students or trainees.

(c) For the renting, leasing or selling of or displaying for the purpose of renting, leasing or selling any boat, motor vehicle or trailer. The foregoing sentence shall not prohibit a boat, motor vehicle or trailer show (during which time a boat motor vehicle or trailer may be rented, leased or sold) which is located on the Leased Premises for seven (7) or fewer days in any calendar month period.

(d) For the warehousing or storage of properties to other than the subtenants of the Leased Premises or for the holding of equipment and sundry used for the operation of the Shopping Center.

(e) For a use featuring a vehicle drive up or drive through customer service the location, parking or drive lanes of such would conflict with or adversely affect contiguous properties to the Leased Premises.

(f) For industrial purposes.

5.5 Suitability. Lessee and Lessor acknowledge that representations or warranties regarding or relating to the Leased Premises may have been made in the past. Notwithstanding those past representations or warranties, Lessor and Lessee acknowledge and agree that all representations and warranties, oral or written, with regard or relating to the Leased Premises are set forth in this Ground Lease, and that no other representation or warranty with respect or relating to the Leased Premises, including, without limitation, with respect to the suitability of the Leased Premises for the conduct of Lessee's business, with respect to the permitted uses of the Leased Premises, or with respect to any zoning restrictions or limitation on the Leased Premises, shall be binding upon Lessor or Lessee. Lessor has not agreed to undertake any modification, alteration or improvement to the Leased Premises. To the best of Lessee's knowledge, the Leased Premises are at the Effective Date in satisfactory condition.

ARTICLE VI.
REPAIRS; ALTERATIONS, MAINTENANCE AND IMPROVEMENTS

6.1 Shopping Center. As used in this Ground Lease, the term "**Shopping Center**" shall mean all buildings, structures and other improvements on the Leased Premises including, without limitation, all boilers, elevators, escalators, equipment, fixtures, parking lots, landscaping, walkways, passageways, alleys, signs and common areas, as the same now exist or as the same may be subsequently expanded, remodeled and replaced, and for the Term hereof the same shall be construed as owned by and the vested property of the Lessee.

6.2 Lessor's Consent. Nothing in this Ground Lease shall be construed as (i) Lessor's appointment of Lessee as Lessor's agent to contract for or perform any construction on the Leased Premises, or (ii) requiring the Lessee to obtain Lessor's consent to any construction on the Leased Premises as long as the use to which the constructed improvements are to be placed is permitted under this Ground Lease.

6.3 Lessee May Enlarge, etc. So long as the permitted use of the Leased Premises is not changed, Lessee at any time or times during the Term of this Ground Lease, at its sole expense, may (i) expand the Shopping Center, (ii) construct additional related buildings or structures on the Leased Premises for use by Subtenants or for support of the Shopping Center and shall, in either instance, be deemed a part of the Shopping Center, or (iii) remodel any of the same.

6.4 Delivery at Termination. Lessee covenants and agrees that at the termination of this Ground Lease, by expiration of its Term or upon its earlier termination, that it will deliver possession of the Leased Premises to Lessor. Lessee covenants and agrees that at the termination of this Ground Lease, by expiration of its Term or upon its earlier termination, that it will deliver valid and merchantable title to the Shopping Center to Lessor, free and clear of any leases, subleases, and any encumbrances, liens or restrictions created by or arising from Lessee.

6.5 Obsolete or Destroyed Shopping Center. In the event that, during the Term of this Ground Lease, the Shopping Center or any portion of the Shopping Center becomes functionally, economically or physically obsolete or has been subjected to such ordinary wear and tear as to make it advisable to demolish and replace it, and Lessee decides to construct a replacement Shopping Center or such other buildings, structures or improvements consistent with the use for the Leased Premises, Lessee shall have the right, but not the obligation, upon all of the following conditions being first met, to so rebuild or replace:

- (a) Lessee shall give Lessor notice of the intended demolition and rebuilding not less than six months prior to the commencement thereof.
- (b) Lessee shall not, at the time of such notice or prior to the commencement of construction, be in default under this Ground Lease or to any Leasehold Encumbrancer.
- (c) In such rebuilding, Lessee shall complete such work in a good workmanlike manner.
- (d) There shall be no abatement of Rent or any other amount payable under this Ground Lease during the period of demolition and rebuilding.
- (e) Lessee shall have the right to retain or dispose of all salvage in its sole discretion.
- (f) Any rebuilding shall be commenced not later than one year following the commencement of demolition and shall be completed not more than eighteen (18) months following the commencement of construction.
- (g) The rebuilt structure or structures shall have a value at least equal to the value of any structure or structures that were demolished.

6.6 Maintenance. Lessee, at Lessee's sole cost and expense, shall at all times maintain the Leased Premises and Shopping Center in a commercial reasonably clean condition and repair, and in conformity with all applicable government regulations and shall save the Shopping Center from waste, reasonable wear and tear excepted. Not in limitation of the foregoing, the Lessee shall:

- (a) maintain, repair and replace, when necessary all traffic directional signs, markers and lines;
- (b) perform all landscaping, irrigation, maintenance, design, care, drainage, planting construction and development obligations applicable to the Buffer, as such term and such obligations are defined and established in that certain Agreement regarding Palouse Mall Buffering as a condition of Zoning District Change From Agriculture/Forestry (AF) Zoning District to Motor Business (MB) Zoning District by and between Lessor, Lessee and the City of Moscow, Idaho; and

(c) maintain, repair and replace, when necessary, all storm drains, detention and drainage facilities, sewers and other utility lines and facilities not dedicated to the public or conveyed, operated or maintained by any public or private utility when such are necessary for the protection of the buildings and improvements located on the Shopping Center or for the protection of lands contiguous to the Leased Premises.

ARTICLE VII.
INSURANCE, RESTORATION
AND INDEMNIFICATION

7.1 General Liability Insurance and Commercial Auto Insurance. At all times during the Term of this Ground Lease, Lessee, at its sole expense, shall maintain in full force and effect commercial general liability insurance in the amount of not less than \$1,000,000 per occurrence and \$2,000,000 in the aggregate for bodily or personal injury or death to persons and damage to property for acts occurring within or on the Leased Premises. Aggregate limit shall apply separately to the Leased Premises and shall not be less than \$2,000,000. With respect to claims arising from within or on the Leased Premises and except to the extent that any such claim arises out of Lessor's acts or omissions, the commercial general liability ("CGL") insurance policy or policies shall be primary and noncontributing with any insurance maintained by Lessor. CGL insurance shall be written on standard ISO occurrence form (or a substitute providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, and liability assumed under an insured contract including the tort liability of another assumed in a business contract. Lessee shall maintain, as appropriate, Commercial Auto insurance with a Combined Single Limit of \$1,000,000; Underinsured and Uninsured Motorists limit of \$1,000,000; Comprehensive; Collision; and a Medical Payments limit of \$10,000. Coverage shall include Non-Owned and Hired Car coverage. Lessee shall further provide in each of its contracts for services that its subcontractor(s) shall keep and maintain, as applicable, the insurance described in this Section 7.1.

7.2 Property Insurance. At all times during the Term of this Ground Lease, Lessee, at its sole expense, shall maintain in full force and effect special form insurance, including demolition and increased cost of construction coverage, in the amount of not less than 100% of the full replacement cost of the Shopping Center except for standard exclusions from coverage, such as for the value of excavations, underground utilities, foundations and footings, and exclusive of Subtenants' fixtures, furnishings and equipment. The Shopping Center replacement cost shall be revalued annually, and, if required, the special form insurance shall be adjusted so that 100% of the full replacement cost of the Shopping Center is the base coverage.

In case of a loss or damage not subject to Section 7.11 from any of the hazards covered by insurance, any and all proceeds of such insurance shall be made payable to Lessee and any Leasehold Encumbrancer. The Lessee shall disburse the insurance proceeds to the full extent required to repair, restore or rebuild the Shopping Center to

at least as good a condition as existed before such loss or damage. The Lessee shall use the proceeds only in a manner so as to assure no construction lien will be filed against all or any part of the Leased Premises. Any such repairing, restoring or rebuilding shall be done in a good workmanlike manner. Except as otherwise provided in Section 7.11, if the costs to repair, restore or rebuild the Shopping Center as required by this Section 7.2 exceed the net amount of the insurance policy proceeds, Lessee shall nevertheless be required to repair, restore or rebuild utilizing its own funds. Lessee shall make the first payments for such repair, restoration or rebuilding, and the insurance proceeds shall be applied toward the last payments due for such repair, restoration or rebuilding. If the net amount of the insurance policy proceeds exceeds the costs to repair, restore or rebuild the Shopping Center as required by this Section 7.2, and Lessee rebuilds according to Section 7.2, the Lessee may retain such excess.

7.3 Rental Insurance and Workers Compensation Insurance. Lessee, at its sole discretion and expense, shall maintain Business Income Coverage in an amount sufficient to meet all of its obligations associated with leasing and operating the Leased Premises for a period of six (6) months from the date of any casualty or loss covered by the special form insurance, including, but not limited to, obligations to pay the base rent and the additional rent under this Ground Lease and to pay the principal and interest due on any leasehold mortgage. Lessee shall further, at all times during the term hereof and at its own cost and expense procure and continue in force workmen's compensation insurance as required by law on non-exempt employees and further provide in each of its contracts for services that such subcontractor shall keep and maintain such workman's compensation insurance coverage for itself and each of its subcontractors. Coverage shall include Worker's Compensation at statutory limits, and Employers Liability at a limit of not less than \$100,000 each accident, \$500,000 policy limit and \$100,000 each employee.

7.4 Umbrella/Excess Coverage. In addition to the other insurance required in this Ground Lease, Lessee shall at all times maintain in full force and effect either an excess umbrella policy providing insurance in excess of the limits specified in this Ground Lease for liability risks and name Lessor as a named insured. The limits of the excess or umbrella policy shall be in such amounts as are commercially reasonable from time to time, but in no event less than a combined single limit of \$5,000,000. Lessor shall have the right to require Lessee to increase the limits of insurance set forth in this Article VII as may be commercially reasonable and consistent with similarly situated retail centers in Idaho.

7.5 Blanket Coverage. The insurance coverages required by this Article VII may be provided under Lessee's blanket policies, provided all such coverages expressly afford coverage to the Leased Premises and to Lessee and shall meet the requirements of this Article VII.

7.6 Insurance Policies - Mortgage Clause. During the existence of any interest by a Leasehold Encumbrancer, Lessee shall have the right to have any or all of the insurance policies required to be taken out in accordance with this Ground Lease endorsed to include the Leasehold Encumbrancer under the leasehold mortgage as an

additional insured and loss payee, as its interests may appear, subject to the other terms of this Ground Lease.

7.7 Damage to Building Not to Terminate Lease. Except as otherwise provided in Section 7.11, should all or any part of the Leased Premises be damaged or destroyed by any cause, such damage or destruction shall neither effect a cancellation of this Ground Lease, nor effect any reduction or abatement of Rent, or other amounts due to Lessor under this Ground Lease, nor release Lessee from liability for the full performance of all of the covenants of this Ground Lease.

7.8 Rebuilding after Destruction. Except as otherwise provided in Section 7.11, if a part of the Leased Premises shall be damaged or destroyed by fire or other casualty, whether or not covered by the insurance policies required by this Ground Lease and whether or not the insurance proceeds are sufficient fully to repair, restore and rebuild the Leased Premises, Lessee, as soon as practical after the date of such injury or destruction, shall commence to repair, restore or rebuild the Leased Premises to their condition prior to the injury or destruction, and shall complete the repair, restoration and rebuilding as rapidly as possible, but in any event not later than eighteen (18) months after such injury or destruction. All such repair, restoration and rebuilding shall be done in a good workmanlike manner.

7.9 Termination for Failure to Rebuild. Except as otherwise provided in Section 7.11, if Lessee shall not commence to repair, restore or rebuild the Leased Premises injured or destroyed as soon as practical and complete the same as provided in Section 7.8, and subject to additional time provided to the Leasehold Encumbrancer pursuant to 8.2(b), if any Leasehold Encumbrancer shall refuse or fail to do so in conformity with this Ground Lease, then Lessor may, but shall not be required to, proceed in the manner provided in Article XII, and any and all proceeds of the insurance policies shall be used as provided in Section 7.2.

7.10 Additional Insurance Requirements. All insurance policies Lessee is required to obtain pursuant to this Article VII shall be issued only by responsible insurers, properly licensed and admitted in the State of Idaho, which insurers have sufficient financial reserves to cover the risks for the amounts of insurance required by this Article VII. An insurance company shall be deemed to be responsible under this Section 7.10 if it has a rating of A-VII or better, by A.M. Best. Lessee shall cause to be issued to Lessor upon request, and in any event at least annually, appropriate certificates of insurance evidencing Lessee's compliance with the terms of this Article VII. If the forms of policies, endorsements, certificates or evidence of insurance required by this Article VII are superseded or no longer available, Lessor will have the right to require other equivalent or better forms. The limits of such insurance shall not limit the liability of Lessee. All insurance policies Lessee obtains as required in this Article VII shall include the following:

- (a) a provision or endorsement that the policy or policies will not be cancelled or reduced in amounts or coverages without at least thirty (30) days prior written notice by the insurer to Lessor and any Leasehold Encumbrancer;

(b) except for Workers Compensation and Employer's Liability, the policy or policies shall name the Lessor and any Leasehold Encumbrancer as an additional insureds and/or loss payees, as appropriate;

(c) the policy or policies shall provide that an act or omission of one of the insureds or additional insureds which would void or otherwise reduce coverage shall not reduce or void the coverage as to the other insureds or additional insureds;

(d) the policy or policies shall contain waivers of subrogation; and

(e) the policy or policies shall contain a "severability of interest" or "separation of insureds" clause.

Failure of Lessor to demand such certificate or other evidence of full compliance with these insurance requirements or failure of Lessor to identify a deficiency from evidence that is provided shall not be construed as a waiver of Lessee's obligation to maintain such insurance. Failure to maintain the required insurance shall be deemed a material default of this Ground Lease subject to notice and opportunity to cure as set forth in this Ground Lease. By requiring insurance herein, Lessor does not represent that coverage and limits will necessarily be adequate to protect Lessor, and such coverage and limits shall not be deemed as a limitation on Lessee's liability under the indemnities granted to Lessor in this Ground Lease.

7.11 Substantial Damage or Destruction.

(a) Notwithstanding the preceding provisions of this Article VII, if during the Term of this Ground Lease, the Shopping Center shall be substantially damaged or destroyed by fire or other casualty and if Lessee, in its sole discretion, determines it is economically unfeasible to repair, restore or rebuild the Shopping Center, or at the time of the casualty the Shopping Center is economically or functionally obsolete, then Lessee may do either of the following:

(i) Terminate this Ground Lease, after having demolished and removed from the Leased Premises any detritus remaining from the Shopping Center, graded the damaged portion of the Leased Premises to the level of the adjoining property and in such a manner as not to adversely affect the drainage of the Shopping Center or any portion thereof, and cover the area with a one inch asphalt dust cap ("**Remediation**"). Should Lessee exercise this option (i), any insurance proceeds shall first be applied towards the cost of demolition, removal, grading and capping with any remaining proceeds to be first paid to discharge any Leasehold Encumbrancer, with any remainder escrowed until Lessor accepts in writing the Remediation, and then paid to the Lessor; or

(ii) Replace the Shopping Center with an improvement other than one that is substantially in the condition of the Shopping Center at the

time of such substantial damage or destruction, so long as such improvement meets the uses for the Leased Premises, and has a leasable square footage of at least eighty percent (80%) of the leasable square footage of the Shopping Center being replaced. Should Lessee exercise this option (ii), any insurance proceeds shall first be applied towards the cost of designing and constructing the improvement, with any remaining proceeds to be paid to Lessee. All design and construction shall be done in a good workmanlike manner.

Lessee shall notify Lessor of its election under either (i) or (ii) by written notice to Lessor within ninety (90) days of the substantial damage or destruction. If Lessee fails to give any notice within the ninety (90) day period, then this Section 7.11 shall not apply, and Lessee shall proceed to fulfill its obligations under the other provisions of this Article VII.

(b) If the Shopping Center shall be substantially damaged or destroyed by fire or other casualty within the last ten (10) years of the then current Term of this Ground Lease, as extended, notwithstanding the continued economic feasibility of a Shopping Center, the Lessee may proceed in its sole discretion, pursuant to Section 7.11(a)(i) by notice to Lessor given within ninety (90) days of the substantial damage or destruction, to terminate this Ground Lease and all insurance proceeds shall first be paid to any Leasehold Encumbrancer and the balance to Lessor.

(c) The terms "substantially damaged or destroyed" or "substantial damage or destruction" as used in this Article VII, shall mean that the Shopping Center or a portion thereof has been damaged or destroyed to the extent that the cost of restoration of the Shopping Center will exceed twenty-five percent (25%) of the total replacement cost of the Shopping Center.

7.12 Inspection. During the Term of this Ground Lease, upon forty-eight (48) hours prior written notice, Lessee shall permit Lessor at all times to enter upon and for the purposes of inspection of the Leased Premises and the Shopping Center, subject only to the limitations resulting from the rights of Subtenants.

7.13 Indemnification by Lessee. Lessee agrees to protect, defend, indemnify and save harmless Lessor against and from any and all claims by or on behalf of any person, firm, corporation or governmental authority arising from the occupation, use, possession, conduct or management of or from any work or thing whatsoever done in and on the Leased Premises. Lessee shall further protect, defend, indemnify and save Lessor harmless against and from any and all claims arising from any condition on, within or about the Leased Premises constructed by Lessee, its predecessor, any Subtenants or other third persons upon the Leased Premises or adjoining the Leased Premises which are under the control of Lessee after the date of this Ground Lease and until the expiration of the Term of this Ground Lease; or arising from any breach or default on the part of Lessee in the performance of any covenant or agreement on the part of Lessee to be performed pursuant to the terms of this Ground Lease; or arising from any act or negligence of Lessee, or any of its agents, contractors, servants,

employees, invitees, licensees or Subtenants; or arising from any accident, injury or damages whatsoever caused to any person, firm or corporation, including any subtenant or Lessee, in or about the Leased Premises occurring after the date of this Ground Lease and until the expiration of the Term of this Ground Lease; and from and against all costs, expenses and liabilities incurred in connection with any such claim, action or proceeding brought thereon including, without limitation, reasonable attorneys' fees and costs. Lessor shall promptly notify the University of Idaho, Attn: Risk Management Officer, P.O. Box 443162, Moscow, Idaho 83844-3162, of any such claim of which it has knowledge and shall cooperate fully with the University of Idaho or its representatives in the defense of the same.

7.14 Non-liability of Lessor. Excluding liability arising out of Lessor's acts or omissions, which are subject to any applicable limits of liability specified in Idaho Code § 6-901 through 6-929, known as the Idaho Tort Claims Act, Lessee further covenants and agrees that Lessor shall not be responsible or liable to Lessee, or any person, firm or corporation claiming by, through or under Lessee for or by reason of any defect in or on the Leased Premises or the Shopping Center and Lessee agrees to protect, defend, indemnify, and save harmless Lessor against such claims, costs, expenses and liabilities, including, without limitation, reasonable attorneys' fees and costs, incurred in connection with any such defect or claim from any person, firm or corporation claiming by, through or under Lessee for or by reason of any such defect.

ARTICLE VIII. **LEASEHOLD MORTGAGES**

8.1 Mortgage of Leasehold Estate. Without the consent of the Lessor, the Lessee shall have the right at any time and from time to time to convey or encumber by mortgage, deed of trust, or other encumbrance in the nature thereof, as security for any bona fide debt, its interest in this Ground Lease and its interest in the Leased Premises, including any improvements thereon, created under this Ground Lease. The holder of any such mortgage, deed of trust, or other encumbrance in the nature thereof, is sometimes referred to in this Ground Lease as the "**leasehold mortgagee**" or as set forth in Section 2.3 and subject to the additional requirements therein, "**Leasehold Encumbrancer**". Such mortgage, deed of trust, or other encumbrance shall, however, be a leasehold mortgage only, it being acknowledged and agreed that Lessee has no right to mortgage or encumber the fee title to the Leased Premises.

Upon request of any Leasehold Encumbrancer at any time, the Lessor and Lessee will each furnish within twenty (20) calendar days to such Leasehold Encumbrancer a certificate to the effect that this Ground Lease is in full force and effect and that neither party is in default in the performance of any provision hereof.

So long as any encumbrance described in this Paragraph shall remain in force, this Ground Lease may not be modified or voluntarily terminated by Lessor and Lessee without the prior written permission of the Leasehold Encumbrancer.

Without the consent of the Lessor, any such Leasehold Encumbrancer may assign or transfer its interest in this Ground Lease to any assignee or nominee who may

hold and exercise all rights of the Leasehold Encumbrancer upon any foreclosure of this mortgage, and such assignment shall thereafter relieve the Leasehold Encumbrancer or similar encumbrancer from liability for further obligations under the provisions of this Ground Lease.

Lessor and Lessee agree to make such changes or amendments in this Ground Lease as may reasonably be requested by any Leasehold Encumbrancer, so long as the economic issues contained herein are not materially altered as between the Lessor and Lessee.

8.2 Notice to and curing of Default by Encumbrance Holder.

(a) Should any Leasehold Encumbrancer furnish the Lessor with a copy of the instrument encumbering Lessee's interest in this Ground Lease and explicitly requests any notice given under this Ground Lease be delivered to the Leasehold Encumbrancer, so long as such encumbrance shall continue in force, Lessor thereafter shall mail, by registered or certified mail, to such Leasehold Encumbrancer, at the same time as notice is given to Lessee, a duplicate copy of any notice which Lessor may from time to time give to or serve upon Lessee under or pursuant to the terms and provisions of this Ground Lease. Such Leasehold Encumbrancer shall advise Lessor in writing of its proper mailing address and any change thereof.

(b) So long as any mortgage or deed of trust shall continue in force, the Leasehold Encumbrancer may at its option, within sixty (60) days after expiration of the time provided in this Ground Lease within which Lessee may cure such default, make any payment or commence and proceed diligently to do any other act or thing required of Lessee by the terms of this Ground Lease or which may be necessary and proper to be done in the observance of the covenants and conditions of this Ground Lease, and all payments so made and all things so done and performed by any such Leasehold Encumbrancer shall cure any default and prevent a forfeiture of the rights of such Leasehold Encumbrancer (having cured the default of Lessee) under the terms of this Ground Lease. Any such mortgage or deed of trust may be so conditioned as to provide that as between the Leasehold Encumbrancer and Lessee, said Leasehold Encumbrancer, on curing such default or defaults, shall be subrogated to any or all of the rights of the Lessee under the terms and provisions of this Ground Lease. The Leasehold Encumbrancer, upon acquisition of Lessee's interest in the Ground Lease and cure of Lessee's defaults may request the Lessor to execute a new Ground Lease in substantially the same form as the existing Ground Lease as a replacement Ground Lease all as provided in Section 10.3(b)(i) for the remainder of the Term. The Leasehold Encumbrancer, upon acquisition of the Lessee's interest in this Ground Lease, shall assume and be obligated to perform all terms and provisions of this Ground Lease and shall continue to be so obligated so long as such Leasehold Encumbrancer shall remain owner of the leasehold estate; but its liability is limited to the extent of its interest in the leasehold estate, and provided however, that in such circumstance the Leasehold Encumbrancer shall not be required to comply with the prior

consent requirements of Section 10.1, and that upon the sale or assignment by the Leasehold Encumbrancer of the leasehold estate to a bona fide purchaser, and the assumption of the terms of this Ground Lease by said purchaser or assignee in writing, a copy of which shall be furnished to Lessor, the Leasehold Encumbrancer shall be released of all personal liability accruing hereunder from and after the date of such sale.

8.3 Effect of Lessor's Cure of Lessee's Default; Effect of Mortgage Assignment to Lessor.

(a) In the event that Lessor shall, on behalf of or for the account of Lessee, cure any default which shall exist under a leasehold mortgage, such cure shall not automatically cure the default existing under this Ground Lease which shall exist by virtue of the leasehold mortgage default; and said default existing under this Ground Lease shall only be cured at such time as Lessee shall pay to Lessor all costs and expenses incurred by Lessor to cure the leasehold mortgage default, including, without limitation, all reasonable attorneys' fees.

(b) Neither the assignment to Lessor of the mortgagee's interest under a leasehold mortgage nor the subrogation of Lessor to the mortgagee's rights (either by statutory procedure or otherwise) shall merge said mortgagee's interest into the fee estate, or otherwise affect the validity of the leasehold mortgage, until the same be satisfied or discharged by Lessor (or other party holding both the mortgagee's and the fee interest); and upon such assignment, Lessor shall be subrogated to all of the mortgagee's rights against Lessee.

ARTICLE IX.
LESSOR'S RIGHT TO CURE LESSEE'S DEFAULT

9.1 Lessor May Cure Lessee's Default. In the event Lessee shall fail or neglect at the times and as provided in this Ground Lease to pay any tax, charge or assessment against the Leased Premises or any fine, penalty or interest thereon, or to pay any judgment or lien against the Leased Premises for labor or material furnished to the Leased Premises, or to provide and pay for any insurance, or to pay any amounts due a Leasehold Encumbrancer, or to make any other payment which it is the obligation of Lessee to pay under the terms of this Ground Lease, when due and payable, and not later than ten (10) days following notice from Lessor to Lessee and to any Leasehold Encumbrancer that any said payment is due (except that no such notice shall be required with respect to Lessee's failure to pay for any insurance required by this Ground Lease), then in addition to all other remedies provided by this Ground Lease or as now or hereafter provided by law, Lessor may, at its option, and subject to the limitations contained in this Ground Lease with respect to protests and contests of taxes and liens, pay any such judgment, tax, charge or assessment, procure such insurance and pay the premiums therefore, and pay any other amount required by this Ground Lease to be paid by Lessee. The amount or amounts so paid together with interest thereon at the Applicable Rate, as defined in Section 9.2, from the date of Lessor's payment until repaid, shall thereupon be immediately due and payable by Lessee to

Lessor, as additional rent under this Ground Lease. The amounts paid by Lessor to cure or obtain or seek enforcement of the cure of any default in a leasehold mortgage, and all costs and expenses incurred by Lessor in connection with said cure, including reasonable attorneys' fees and costs and interest thereon at the Applicable Rate, as defined in Section 9.2, from the date of Lessor's payment until repaid, shall be immediately due and payable by Lessee to Lessor, as additional rent under this Ground Lease.

9.2 Lessor's Advances to Bear Interest. Lessee will pay to Lessor interest at the Applicable Rate on every payment of every kind which Lessee is obligated to pay to Lessor under the terms of this Ground Lease from the date when such payment shall become due and payable until the same is paid. The "**Applicable Rate**" shall equal 2% plus the prime rate of interest as published in the "Money Rates" section of The Wall Street Journal for the day upon which such payment became due or the next business day if the day upon which such payment becomes due is not a business day.

ARTICLE X. **ASSIGNMENT AND SUBLETTING**

10.1 Assignment. Except as otherwise provided in Article VIII, which gives the Leasehold Encumbrancer the right to freely assign its interest in the Ground Lease, Lessee shall not assign, voluntarily or involuntarily, whether by merger, consolidation, dissolution, operation of law, or any other manner, this Ground Lease without Lessor's prior written consent, which consent may not be unreasonably withheld, delayed or conditioned, provided that each of the following conditions are satisfied: (i) Lessee shall not be in default under any of the terms and conditions of this Ground Lease at the time of the proposed assignment; (ii) the assignee shall occupy the Leased Property and conduct its business therein in accordance with Shopping Center's Uses as set forth in Article V above; (iii) the net worth of the proposed assignee as of the date of such assignment and after giving consideration to the financial affect of the assignment, will be equal to or exceed five (5) times the aggregate of the prior sixty (60) months rent paid by Lessee to Lessor hereunder [**for example: if the purchase price for assignment of the Ground Lease and Shopping Center is \$30,000,000, and five times the aggregate of 60 months' rent is \$5,000,000, and such assignee obtains financing at 70% of the purchase price, the resulting \$9,000,000 of net worth will exceed the net worth required hereunder by \$4,000,000**]; (iv) substantial experience in the operation of shopping centers like the Shopping Center; (v) the use of the Leased Premises by the proposed assignee will not violate or create any potential violation of any laws; (vi) Lessee shall provide to Lessor an executed counterpart of such proposed assignment and any pertinent information requested by Lessor concerning the proposed assignee, (hereinafter referred to as "**Transferee**"), including current, financial statements, (including statements of cash flow and notes to financial statements), of the Transferee(prepared or reviewed by a certified accountant)(for the three (3) most current fiscal years with additional updated statements covering the most recent months), and (vii) that the Transferee will assume at Closing all of Lessee's obligations under this Ground Lease and will agree to perform and observe all the terms, covenants and conditions in this Ground Lease on Lessee's part to be performed.

Requirement (iv) of the preceding sentence may be satisfied by the existence at the time of request for consent to sale, assignment, conveyance or transfer of a binding and enforceable written agreement of reasonable duration under which a party having such substantial experience shall operate the Leased Premises on behalf of the proposed assignee, provided Lessor shall be furnished with a copy of the executed agreement. Unless Lessor shall expressly object to such assignment in writing within forty-five (45) days after receipt by Lessor of notice of the forgoing assignment and pertinent information, which notice contains an express statement that if an express objection is not made within forty-five (45) days after receipt Lessor's consent shall be deemed given, Lessor's consent to such assignment, transfer or conveyance shall automatically be deemed to have been given by Lessor, and the Transferee shall become the Lessee herein upon such assignment. Notwithstanding any assignment, Lessee shall continue to be bound and obligated by the terms, conditions, covenants and provisions of this Ground Lease until the assignee shall execute and deliver to Lessor an instrument by the terms and provisions of which such assignee shall assume and agree to be bound by and to perform all of the terms, conditions, covenants and obligations of the Lessee under this Ground Lease. Upon the execution and delivery of such instrument, the Lessee shall be relieved and discharged of and from all obligations under this Ground Lease accruing from and after the date of execution of the instrument. Unless otherwise assumed by the assignee and such assumption is enforceable by Lessor, no assignment of this Ground Lease shall release, waive or discharge Lessee from any liability or obligation arising from or accruing prior to the date any assignee assumes and agrees to be bound by and to perform all of the terms, conditions, covenants and obligations of the Lessee under this Ground Lease. Lessor's consent to one assignment shall not waive Lessee's obligation to obtain Lessor's consent or Lessor's right to object to any future assignment. In the event Lessee shall request Lessor's consent to an assignment of this Ground Lease, Lessee shall pay to Lessor an administrative fee of One Thousand Dollars (\$1,000.00) (increased over time according to the schedule and rate for percentage increases for Rent set forth on Exhibit "C"), which shall be due and payable regardless of whether such proposed assignment is consummated by Lessee.

10.2 Sublease. Lessee shall not sublease all or any portion of the Leased Premises except with the Lessor's consent, which consent shall not be withheld upon the prior satisfaction of the following:

(a) If the sublease is in a standard form of sublease approved between the parties, and such sublease otherwise complies with this Ground Lease, then, in that event, the Lessee shall provide Lessor with ten (10) business days written notice of the subtenancy ("**Notice of Subtenancy**"), including the subtenants trade name, description of the subtenant's business within the portion of the Shopping Center and the merchandise to be sold or service provided, together with a full and complete copy of the sublease agreement. The failure of the Lessor to provide written notice to the Lessee of an objection to the sublease within ten (10) business days of said Notice of Subtenancy shall automatically be deemed as a Lessor's consent to such subtenancy provided that the Notice of Subtenancy included an express statement that if an objection to the sublease is

not made within ten (10) business days of said Notice of Subtenancy, Lessor's consent to the subtenancy shall automatically be deemed given;

(b) If the sublease contains provisions that are materially different than the standard form sublease approved between the parties, then, in that event, the Lessee shall provide Lessor with twenty (20) business days written notice of the subtenancy ("**Notice of Subtenancy**"), including the subtenants trade name, description of the subtenant's business within the portion of the Shopping Center and the merchandise to be sold or service provided, together with a full and complete copy of the sublease agreement. The failure of Lessor to provide written notice to the Lessee of an objection to the sublease within twenty (20) business days of said Notice of Subtenancy shall automatically be deemed as a Lessor's consent to such subtenancy provided that the Notice of Subtenancy included an express statement that if an objection to the sublease is not made within twenty (20) business days of said Notice of Subtenancy, Lessor's consent of the subtenancy shall automatically be deemed given;

(c) Lessor's consent may only be withheld based solely upon reasonable objections to the subtenant's intended use and the failure of such sublease to contain the provisions and prohibitions as contained in Subparagraph 10.2(d) below.

(d) Notwithstanding Lessor's consent to the sublease, every sublease of the Leased Premises shall have the following provisions: (i) that the subtenant shall possess and occupy the subleased premises and conduct its business therein in accordance with this Ground Lease; (ii) a fair market rent; (iii) provides for commercially standard terms, reasonably consistent with that of the other subtenants; (iv) no obligation of Lessor to indemnify, defend or hold harmless the sublessee if Lessor obtains possession of the Leased Premises subject to the sublease; (v) no term longer than the Term of this Ground Lease or a term which runs into an option term which is not contingent on Lessee exercising its option to extend the Term of this Ground Lease; (vi) no obligation of Lessor to cure any default of Lessee if Lessor obtains possession of the Leased Premises subject to the sublease; and (vii) no exclusive use restriction which is effective on property other than the Leased Premises.

10.3 Consent to Subtenant Leases. Not in limitation of the foregoing, Lessee may continue to sublet all or any part or portion of the Leased Premises to any sublessee(s) existing on the Effective Date and to any Subtenants it deems acceptable in the future for any period or periods within the Term of this Ground Lease under subleases ("**Subtenant Lease(s)**") subject to the following terms and conditions:

(a) All Subtenant Leases shall be and are hereby made subject to all of the covenants, agreements and conditions of this Ground Lease, and Lessor hereby reaffirms Lessee's authority to sublease any part or portion of the Leased Premises;

(b) (i) In the event of any termination of this Ground Lease for any reason whatsoever prior to the expiration of the Term of any Subtenant Lease, then all terms, provisions, covenants and agreements of the Subtenant Lease shall survive the termination of this Ground Lease and, provided that there are no uncured defaults under the Subtenant Leases, the Subtenant Lease (subject to the right of any leasehold mortgagee to enter into a replacement lease with Lessor) shall continue in force and effect in accordance with and subject to all of its terms, provisions, agreements and covenants as a direct lease with the Lessor, as lessor, and such Subtenant, as lessee. Subject to any leasehold mortgagee's interest, the Subtenant will agree to promptly attorn to Lessor and to recognize Lessor as the lessor under the Subtenant Lease. Subject to clause (ii) below, Lessor shall, in such event, agree to undertake all of the rights, obligations and duties of Lessee in and under the Subtenant Lease and thereafter shall be entitled to collect all rents and payments due and payable under the Subtenant Lease, including the right to collect any sums being due and payable thereunder prior to the termination or expiration of this Ground Lease which are accrued and unpaid by the Subtenant Lessee on the date of the termination of this Ground Lease.

(ii) Notwithstanding anything contained in clause (i) above to the contrary, Lessor shall not be liable in any way or to any extent to any Subtenant under any Subtenant Lease:

(A) for any act or default of the Lessee, under the Subtenant Lease, and Subtenant shall have no right to assert the same or any damages arising therefrom as an offset or defense against Lessor;

(B) for the commencement or completion of any construction or any contribution toward construction upon the Leased Premises by Lessee or the Subtenant Lessee or on any other property or any expansion or rehabilitation of existing improvements on the Leased Premises, except as may be required under the terms of the Subtenant Leases in the case of damage or destruction for which the Lessor (as the Lessee's successor) is required to carry insurance and in such instance only to the extent Lessor's insurance provider covers such claim;

(C) for the repayment of any obligations Lessee may owe to the Subtenants, except that the Lessor agrees (i) to honor Subtenant's prepayment of rent for the month in which this Ground Lease is terminated, (ii) in addition to clause (i), to honor the Subtenant's prepayment of not to exceed one month's rent, and (iii) to repay the Subtenants at the times required by the Subtenant Leases any security deposits, damage deposits or other monies provided such security deposits, damage deposits and monies are, at the time of the termination of this Ground Lease, segregated into a separate account(s) and Lessor succeeds to the Lessee's interest in the separate account(s) free of any claims or encumbrances of others, other than the Subtenants;

(D) for any disturbance of the Subtenant's quiet possession by the Lessee, under the Subtenant Lease; and

(E) for any indemnity, defense or hold harmless obligation imposed on Lessor as Lessee's successor.

10.4 No Continuing Consent. Except as to the rights of the Leasehold Encumbrancer pursuant to Article VIII, the consent by Lessor to any one sale, assignment, conveyance or transfer of this Ground Lease or Lessee's interest under this Ground Lease shall apply only to the specific transaction thereby authorized; and the consent shall not be construed as a waiver of the duty of Lessee, or any immediate or remote purchaser, assignee, grantee or transferee, to obtain Lessor's consent to any other or subsequent sale, assignment, conveyance or transfer.

10.5 Lessor May Assign. Subject to Section 10.6, Lessor's right to sell, convey, assign or transfer the Leased Premises, subject to this Ground Lease, or its interest in this Ground Lease is and shall remain unqualified. Upon any said sale, conveyance, assignment or transfer, Lessor shall thereupon be entirely relieved of all obligations of the Lessor under this Ground Lease and shall not be subject to any liability resulting from any act or omission or event occurring after the assignment, sale, transfer or conveyance. The preceding two sentences shall apply to a sale, conveyance, assignment or transfer of all of Lessor's interest in the Leased Premises or in this Ground Lease or in both. Lessor may mortgage or otherwise encumber or sell, convey, assign or transfer all or any portion of its interest in this Ground Lease or the Leased Premises provided such mortgage, encumbrance or sale, conveyance, assignment or transfer is expressly made subject to this Ground Lease, and Subtenant Leases, and the rights of any holder of any Leasehold Encumbrancer, and provided further that any mortgagee, assignee or transferee agrees to execute with the Lessee, Subtenant or Leasehold Encumbrancer, as the case may be, the Subordination, Nondisturbance and Attornment Agreements substantially in the form as attached hereto as Exhibit "B".

10.6 Lessee's Right of First Refusal to Purchase Leased Premises. In the event that at any time during the Term hereof, Lessor shall receive from any third party a bona fide offer to purchase all or any portion of the Leased Premises at a price and terms acceptable to Lessor, Lessor shall give written notice of such purchaser's price and terms to Lessee ("**Notice**") and Lessee shall have thereafter a sixty (60) day exclusive right and option to purchase the Leased Premises at the same, or better price and terms as given in the Notice. Lessee may exercise such option if at all, by timely giving Lessor notice of its exercise within the sixty (60) day period. If Lessee shall fail to exercise such option within such sixty (60) day period, Lessor shall thereafter be free to sell the Leased Premises to such third party on the same terms and conditions as set forth in the Notice. If the Leased Premises is not sold by the Lessor within one (1) year thereafter to the same third party (or affiliate of such third party) and on the same price and terms as given in the Notice, then the right of first refusal option herein shall be restored. In the event of any sale by Lessor to a third party hereunder, the Leased Premises shall thereafter remain subject to this right of first refusal for any subsequent sale of the Leased Premises by the Lessor's transferee.

ARTICLE XI.
CONDEMNATION

11.1 Condemnation. In the event that, during the Term of this Ground Lease, the entire Leased Premises shall be subjected to a Taking (as defined below), or in the event that a sufficient portion of the Leased Premises or rights appurtenant thereto are subjected to a Taking so as to make it economically unfeasible to continue to operate the remaining portion as permitted by this Ground Lease (as reasonably determined by Lessee), this Ground Lease shall terminate on the date that title shall vest in the condemning authority, and all rent and other sums payable under this Ground Lease shall be prorated to that date. Upon the occurrence of a Taking, the entire condemnation award shall be apportioned between the Lessor and Lessee as the Lessor and Lessee may agree; provided that if the court awards separate damages or compensation to Lessor and Lessee, the court's division of the award shall be binding on Lessor and Lessee under this Ground Lease. If the Lessor and Lessee are unable to agree upon the apportionment within thirty (30) days after either party has requested a determination of the apportionment, the apportionment of the award between Lessor and Lessee shall be by arbitration as provided in Article XIII, taking into account all facts and circumstances bearing upon the value of Lessor's and Lessee's interest including, without limitation, the Lessee's ownership of the Shopping Center during the Term of this Ground Lease and Lessor's ownership of the Shopping Center at the end of the Term of this Ground Lease. A "**Taking**" shall mean the exercise of the power of eminent domain or an inverse condemnation which gives rise to an assessment of damages under any federal, state or local law, rule or regulation and shall include a conveyance by deed in lieu of condemnation.

11.2 Partial Condemnation. In the event that, during the Term of this Ground Lease, less than the entire Leased Premises shall be subjected to a Taking, and it is economically feasible to continue to operate the remaining portion as permitted by this Ground Lease, this Ground Lease shall not terminate but shall continue in full force and effect for the remainder of the Term, subject to the provisions of this Section 11.2. In that event, Lessee shall be required to repair, restore and replace the Leased Premises, to the fullest extent possible, to its utility and value immediately prior to the Taking; and Lessee shall so repair, restore and replace, using its own funds if the condemnation award (or aggregate awards) is insufficient. All restoration and replacement shall be done in a good workmanlike manner. Upon the occurrence of a Taking, the entire condemnation award shall be apportioned between the Lessor and Lessee as the Lessor and Lessee may agree; provided that if the court awards separate damages or compensation to Lessor and Lessee, the court's division of the award shall be binding on Lessor and Lessee under this Ground Lease. If the Lessor and Lessee are unable to agree upon any apportionment within thirty (30) days after either party has requested a determination of the apportionment, the apportionment of the award between the Lessor and Lessee shall be by arbitration as provided in Article XIII, taking into account all facts and circumstances bearing upon the value of Lessor's and Lessee's interest as would be considered by the appraisers under Section 3.4(b).

Also in such event and immediately after the Taking, each installment of Rent shall be equitably adjusted to the amount upon which the Lessor and Lessee agree. If the Lessor and Lessee are unable to agree upon the installment of Rent after such Taking, then the Rent will be determined by arbitration as provided in Article XIII, taking into account all facts and circumstances bearing upon the percentage by which the fair market value of the Leased Premises immediately after the Taking is reduced from the fair market value of the Leased Premises on the date of such Taking and a manner as would be considered by the appraisers under Section 3.4(b).

11.3 Temporary Taking. In the event of a temporary Taking, the duration of which is only during the Term of this Ground Lease or which extends into an option term which has been exercised by Lessee, this Ground Lease shall continue in full force and effect without reduction or abatement of any Rent or other amounts payable under this Ground Lease. In that event, Lessee shall be entitled to receive the entire amount of any compensation made with respect to any such temporary Taking and, if such temporary Taking results in physical damage to any of the Leased Premises, Lessee shall repair such physical damage, and if the amount of such compensation is not sufficient, Lessee shall provide the additional funds required. All repairs shall be done in a good workmanlike manner.

11.4 Negotiations. Both the Lessor and Lessee shall be authorized to negotiate through their representatives regarding any condemnation award, except that only the Lessee shall be entitled to negotiate a condemnation award in the case of a temporary Taking under Section 11.3.

11.5 Taking Award. Lessor and Lessee agree to reasonably cooperate in the defense or prosecution of any Taking claim.

ARTICLE XII. **DEFAULT**

12.1 Default. An event of default shall exist under this Ground Lease if Lessee shall violate, fail to perform or if Lessee shall be in breach of: (i) a covenant to pay Rent, or any other amount due under this Ground Lease or (ii) any other term, condition, covenant or provision of this Ground Lease and, in either of the cases described in clause (i) or (ii), Lessee shall fail to pay or cure such violation, nonperformance or breach within thirty (30) days (or fifteen (15) days if the default can be cured by the payment of money) after being given notice by Lessor or the mortgagee, as the case may be, of such violation, nonperformance or breach; provided, however, if payment of money is not the only cure required (the money portion of the cure shall be remedied within fifteen (15) days), and if the cure which is other than the payment of money cannot reasonably be completed in thirty (30) days and Lessee, within the thirty (30) day period, initiates such cure and proceeds continuously and diligently therewith, then no event of default shall exist unless such default is not cured by the end of such reasonable period needed to cure. As a reimbursement of its costs in sending notices of monetary default, Lessor shall be entitled to a five percent (5%) fee of each installment of Rent for each default notice properly sent. Subject to the rights of a Leasehold Encumbrancer, upon an event of default, Lessor may, without

further notice to Lessee, either (i) re-enter the Leased Premises and terminate Lessee's right to possession thereof, without terminating this Ground Lease or (ii) reenter the Leased Premises and terminate both Lessee's right to possession of the Leased Premises and this Ground Lease. Such re-entry may be effected without further notice to Lessee and without the need for a writ, order, judgment or decree of any court or the need for any court or judicial proceeding (any rights to which Lessee hereby expressly waives); and upon such re-entry Lessor shall have the right, subject to then existing non-disturbance agreements with Subtenants, to remove all persons and personal property from the Leased Premises. Lessor may, at its sole discretion, store any of Lessee's personal property so removed, at the sole cost and expense of Lessee.

12.2 Payment by Lessee upon Re-entry. Upon such re-entry whether or not Lessor shall terminate this Ground Lease, Lessee shall pay to Lessor upon demand (i) all Rent, and any other amount due to Lessor at the time of such re-entry, and (ii) all costs and expenses incurred by Lessor to effect such re-entry, including, without limitation, reasonable attorneys' fees and expenses and the costs to repair the Leased Premises (hereinafter, the amounts described in clauses (i) and (ii) shall be collectively referred to as "**Reentry Costs**"). No such re-entry shall be deemed a termination of this Ground Lease unless Lessor notifies Lessee and each Leasehold Encumbrancer that this Ground Lease is terminated; and any such termination shall be effective only as of the date set forth in such notice.

12.3 Payment of Rent Reserved. If Lessor, following the re-entry, shall terminate this Ground Lease by notice, or if this Ground Lease shall be terminated by a writ, order, judgment or decree of any court of competent jurisdiction, Lessee shall pay to Lessor upon demand, in addition to the Re-entry Costs, Rent and other amounts owed by Lessee under this Ground Lease for the period between the re-entry and the termination, plus all damages the Lessor has suffered by reason of the Lessee's failure to comply with its obligations under this Ground Lease.

12.4 Reletting on Lessee's Behalf. Following any re-entry, Lessor may, if it does not terminate this Ground Lease, relet all or any part of the Leased Premises (which is not subject to the rights of a subtenant lease entitled to non-disturbance) for the account of Lessee for such term or terms (whether longer or shorter than the unexpired Term of this Ground Lease), at such rent and upon such conditions and covenants as Lessor, in its sole discretion, may deem advisable. Upon each such reletting, all rents received by Lessor, including any rents received by Lessor from any Subtenants, shall be applied to the following obligations of Lessee to the extent not then satisfied: first, to Re-entry Costs; second, to any costs and expenses incurred by Lessor in reletting the Leased Premises or part of the Leased Premises, including, without limitation, the costs of reasonable brokers' and attorneys' fees and remodeling costs; third, to the payments of base rent and additional rent unpaid and due to Lessor at the time of such reletting; fourth, to any other unpaid amount then due to Lessor; and the balance, if any, shall be held by Lessor and applied in payment of Rent,- and other amounts due to Lessor under this Ground Lease as the same shall become due under this Ground Lease. If the base rent received upon such reletting during any calendar month shall be less than the Rent and other amounts Lessee is to pay to Lessor under

this Ground Lease, Lessee shall pay the deficiency to Lessor, such deficiency being calculated and paid monthly.

12.5 No Election of Remedy. No remedy provided to either party under this Ground Lease shall be deemed an exclusive remedy and the election by either party of any such remedy shall not bar it from pursuing any other remedy, for damages or otherwise, whether available to it under this Ground Lease or existing at law or in equity.

12.6 Lessor May Terminate Lease on Lessee's Bankruptcy, etc. In the event any of Lessee's interest under this Ground Lease be assigned by operation of law, or an event of the bankruptcy, receivership, insolvency, voluntary or involuntary liquidation or winding up of the affairs of Lessee, any general assignment or arrangement for the benefit of creditors, or in event of any corporate reorganizations or arrangements under the bankruptcy or insolvency laws of the United States of any State involving the interest of Lessee under this Ground Lease, Lessor may, immediately and without notice of any kind, terminate and cancel this Ground Lease, provided, however, Lessor shall have no right to terminate and cancel this Ground Lease pursuant to this Section 12.6 without the consent of any Leasehold Encumbrancer so long as a leasehold mortgage shall exist and so long as there shall be no default under this Ground Lease in the payment of Rent or any other amounts due under this Ground Lease.

12.7 Lessor's Right to Building, etc. Lessee shall be the owner of the Shopping Center, which ownership shall be inseparable from the leasehold estate, provided, however, Lessee shall not, without Lessor's prior consent as hereinbefore provided, remove or demolish any portion of the Shopping Center except as permitted by Section 6.5 and provided, further, at the expiration of the Term of this Ground Lease, and after all extensions thereof, or at any earlier termination of this Ground Lease, or at the termination of Lessee's right to possession of the Leased Premises (regardless of any Lease termination), the Shopping Center shall become the sole property of Lessor, and, upon Lessor's request Lessee will execute, acknowledge and deliver to Lessor a grant deed covering the Shopping Center, suitable for recording.

12.8 Additional Lessor Remedies. In addition to all of the other rights and remedies of Lessor set forth in this Ground Lease, upon any event of default by Lessee and subject to the rights of any Leasehold Encumbrancer to any rents of the Subtenants (provided there are no defaults under this Ground Lease that can be cured by the payment of money), Lessor shall be entitled to (i) all of the rents, issues, and profits due or to become due from Subtenants and others and all other income and payments of any kind due or payable from Subtenants and others for use, possession or occupancy of all or any part of the Leased Premises (all of which Lessee hereby presently assigns to Lessor, even though Lessor's right of collection shall not arise until the time specified in this Section 12.8); and (ii) the appointment of a receiver for the Leased Premises and for said rents, issues, profits, income and payments. Lessor shall be entitled to the appointment of a receiver immediately upon an event of default, without further notice to Lessee, regardless of any statute or rule of law, which Lessee hereby waives to the extent it may lawfully do so, and Lessee hereby agrees that such receiver may be appointed by any court of competent jurisdiction prior to or after Lessor's re-entry to or

repossession of the Leased Premises by Lessor, upon an application therefor. The receiver shall be required to apply the rent, profits, income and payments first, to the expenses of receivership; second, to all maintenance costs, real estate taxes and special assessments, and insurance premiums not paid by Subtenants; third, to Re-entry Costs; and fourth, to the amounts as set forth in Section 12.4. Notwithstanding the foregoing right to the appointment of a receiver, set forth in clause (ii) of the first sentence of this Section 12.8, Lessor may, at its election, enforce its right in clause (i) of the first sentence of this Section 12.8 directly by collection from Subtenants or other obligors, with or without any court or judicial action (which action Lessee waives to the extent it may lawfully do so), at the time that Lessor shall commence an action to terminate this Ground Lease and/or to terminate Lessee's right to possession of the Leased Premises. In the event Lessor shall directly enforce its right set forth in clause (i) of the first sentence of this Section 12.8, it shall apply all sums collected in the same order as required to be applied by a receiver. Lessor's right pursuant to clauses (i) and (ii) of the first sentence of this Section 12.8 shall be subject to the rights of any Leasehold Encumbrancer.

12.9 Lessor's Default. An event of default shall exist under this Ground Lease if Lessor shall violate, fail to perform or if Lessor shall be in breach of any term, condition, covenant or provision of this Ground Lease and, in such a case Lessor shall fail to pay or cure such violation, nonperformance or breach within thirty (30) days after being given notice by Lessee or the mortgagee, as the case may be, of such violation, nonperformance or breach; provided, however, if payment of money is not the only cure required (the money portion of the cure shall be remedied within thirty (30) days), and if the cure which is other than the payment of money cannot reasonably be completed in thirty (30) days and Lessor, within the thirty (30) day period, initiates such cure and proceeds continuously and diligently therewith, then no event of default shall exist unless such default is not cured by the end of such reasonable period needed to cure.

ARTICLE XIII. **DISPUTES**

13.1 Arbitration Policy. Except for the exercise by Lessor of its statutory remedies for an event of a monetary default (including without limitation, Idaho Code Title 6, Chapter 3), if a dispute arises, Lessor and Lessee agree to resolve all disputes by the following alternate dispute resolution process:

- (a) Lessor and Lessee agree to seek a fair and prompt negotiated resolution, but if this is not successful,
- (b) the dispute shall be resolved by binding arbitration, provided that during this process and at the request of either Lessor or Lessee made not later than ten (10) days after the initial arbitration demand, Lessor and Lessee agree to attempt to resolve any dispute by nonbinding third-party intervention including mediation or evaluation or both (but without delaying the arbitration hearing date).

13.2 Binding Arbitration. Any claim between Lessor and Lessee, including, but not limited to, those arising out of or relating to this Ground Lease and any claim based on or arising from an alleged tort, shall be determined by binding arbitration, pursuant to the contract arbitration rules, commenced in accordance with arbitration procedures outlined by the American Arbitration Association (“AAA”). There shall be one (1) arbitrator agreed upon by Lessor and Lessee, or if Lessor and Lessee cannot agree on the arbitrator within ten (10) days of the arbitration demand, the arbitrator shall be selected in accordance with the rules of the AAA. The arbitrator shall be an appraiser who is a member of the American Institute of Appraisers if the dispute involves the highest and best use of the Leased Premises or the value of Lessor’s or Lessee’s interest in the Leased Premises and, otherwise, the arbitrator shall be a person qualified to determine the dispute. Whether a claim is covered by this Ground Lease shall be determined by the arbitrator. All statutes of limitations and governmental immunities, including, if applicable, the Idaho Tort Claims Act) which would otherwise be applicable shall apply to any arbitration proceeding under this Ground Lease.

13.3 Arbitration Procedures. There shall be no discovery or dispositive motion practice except that the arbitrator shall authorize such discovery as may be shown to be necessary to ensure a fair hearing, and no such discovery shall extend the time limits contained in this Ground Lease, unless the arbitrator otherwise determines. The arbitrator shall not be bound by the rules of evidence or of civil procedure, but rather may consider such writings and oral presentations as reasonable business people would use in the conduct of their day-to-day affairs, and may require the parties to submit some or all of their case by written declaration or such other manner of presentation as the arbitrator may determine to be appropriate. Lessor and Lessee shall permit live testimony and cross-examination to the extent necessary to ensure a fair hearing on material issues.

13.4 Hearing Law Appeal Limited. The arbitrator shall take such steps as may be necessary to hold a private hearing in a neutral location in Moscow, Idaho (unless otherwise determined by the arbitrator) within sixty (60) days of the initial demand for arbitration and to conclude the hearing within three (3) days; and the arbitrator's written decision shall be made not later than fourteen (14) calendar days after the hearing. The parties have included these time limits in order to expedite the proceeding, but they are not jurisdictional, and the arbitrator may for good cause afford or permit reasonable extensions or delays, which shall not affect the validity of the award. The written decision shall contain a brief statement of the claim(s) determined and the award made on each claim. In making the decision and award, the arbitrator shall apply the substantive law of the State of Idaho. The arbitrator may not award punitive, treble, or exemplary damages. Absent fraud, collusion or willful misconduct by the arbitrator, the award shall be final and binding, and judgment may be entered in any court having jurisdiction thereof. The arbitrator may award injunctive relief or any other remedy available from a judge, including the joinder of parties or consolidation of this arbitration with any other involving common issues of law or fact or which may promote judicial economy, and shall award reasonable attorneys' fees and costs to the prevailing party.

ARTICLE XIV.
ENVIRONMENTAL MATTERS

14.1 Lessee's Obligations. Lessee and Lessee's agents, employees, contractors, licensees, sublessees and invitees shall not manufacture, store, treat, dispose, handle, release or otherwise use any Hazardous Substances, as defined in Section 14.4 below, in, on, under or about the Leased Premises. Notwithstanding the preceding sentence, Lessee, its agents, employees, contractors, licensees, Subtenants and invitees may store, handle, or otherwise use any such Hazardous Substances in, on or about the Leased Premises as long as (i) such storage, handling or use is in compliance with all Hazardous Substances Laws, and (ii) such Hazardous Substances are disposed of off the Leased Premises in compliance with such laws, and (iii) the storage, handling or use of such Hazardous Substances by any of the aforementioned parties is considered to be normal and customary for its particular industry or activities associated with its business on the Leased Premises.

14.2 Compliance with Environmental Laws. Lessee shall comply with all local, state, and federal laws, ordinances, regulations, orders and any other requirements (collectively, "**Hazardous Substances Laws**") relating to industrial hygiene, environmental protection, or the use, analysis, generation, manufacture, storage, treatment, disposal, handling, release, other usage or transportation of any Hazardous Substances.

14.3 Environmental Notices. If at any time Lessee or Lessor shall become aware, or have reasonable cause to believe, that any Hazardous Substance has come to be located in, on, under or about the Leased Premises, Lessee or Lessor, as the case may be, shall, immediately upon discovering such presence or suspected presence of the Hazardous Substance, give notice of that condition to the other party. In addition, Lessee or Lessor, as the case may be, shall immediately give notice to the other party of (a) any enforcement, cleanup, removal, or other governmental or regulatory action instituted, completed, or threatened pursuant to any Hazardous Substances Laws, (b) any claim made or threatened by any person against the Lessee or Lessor, as the case may be, or the Leased Premises, relating to damage, contribution, cost recovery, compensation, loss, or injury resulting from or claimed to result from any Hazardous Substances, and (c) any reports made by or to any local, state, or federal environmental agency arising out of or in connection with any Hazardous Substances on, about or pertaining to the Leased Premises located below, in, on, under or about the Leased Premises or removed from the Leased Premises including any complaints, notices, warnings, or asserted violations in connection therewith. Lessee or Lessor, as the case may be, shall also supply to the other party as promptly as possible, and in any event within twenty (20) business days after the Lessee or Lessor, as the case may be, first receives or sends the same, copies of all action documents, claims, reports, complaints, notices, warnings, or asserted violations relating in any way to the Leased Premises or the use thereof. Lessee shall promptly deliver to Lessor copies of hazardous waste manifests reflecting the legal and proper disposal of all Hazardous Substances removed from the Leased Premises. From time to time students, researchers, professors, employees and contractors of Lessor study the surface and subsurface conditions of Moscow, Idaho and its surrounding

communities, and issue reports, studies and documents or other materials based on those studies (“**Studies**”). Notwithstanding this Article 14 to the contrary, Lessor shall not be obligated to give Lessee notice of any Hazardous Substances reported in such Studies unless the real estate officer within the office of Finance and Administration of the University of Idaho becomes aware of Studies which relate to the Leased Premises.

14.4 Definition of Hazardous Substances. As used in this Agreement, the term "**Hazardous Substance**" means any hazardous or toxic substances, chemical materials or wastes, hydrocarbons, petroleum or petroleum containing substances, explosives, fertilizers, insecticides, asbestos, including, but not limited to, those substances, materials and wastes listed in the United States Department of Transportation Hazardous Materials Table (49 C.F.R. 172.101) or by the Environmental Protection Agency as hazardous substances (40 C.F.R. Part 302) and amendments thereto, or such substances, materials and wastes which are now or which hereafter become subject to regulation, investigation or remediation under any applicable local, state or federal law, including any statute, regulation, ordinance, order, action, policy, or common law.

14.5 Indemnification of Lessor. Lessee shall indemnify, defend (by counsel acceptable to Lessor), protect, and hold harmless Lessor, and each of Lessor's trustees, partners, employees, agents, attorneys, successors, and assigns, from and against any and all claims, liabilities, penalties, fines, judgments, forfeitures, losses (including, without limitation, diminution in the value of the Leased Premises, damages for the loss or restriction on use of rentable or usable space or of any amenity of the Leased Premises), costs, or expenses (including attorneys' fees, consultant fees, and expert fees) for the death of or injury to any person or damage to any property whatsoever, arising from or caused in whole or in part, directly or indirectly, by (a) any use, analysis, storage, transportation, disposal, release, threatened release, discharge, presence (provided such Hazardous Substances were not caused by Lessor or whose source is property owned or controlled by Lessor) or generation of Hazardous Substances, in, on, under, about, or from the Leased Premises, or (b) any failure to comply with any Hazardous Substances Law relating to the Leased Premises. Lessee's obligations under this Section 14.5 shall include, without limitation, and whether foreseeable or unforeseeable, any and all costs incurred in connection with any investigation of site conditions, and any and all costs of any required or necessary repair, cleanup, remediation, detoxification, or decontamination of the Leased Premises (including without limitation, the soil and ground water on or under the Leased Premises, and the preparation and implementation of any closure, remedial action, or other required plans in connection therewith). Lessee's duty to indemnify Lessor under this Section 14.5, includes but is not limited to, proceedings or actions commenced by any person (including any federal, state, or local governmental agency or entity), before any court or administration agency. Lessee shall indemnify Lessor under this Section 14.5 for and against all expenses incurred by Lessor as they become due and not waiting for the ultimate outcome of the litigation or administrative proceeding. Lessee's obligations under this Section 14.5 shall survive the expiration or earlier termination of the Term of the Lease.

14.6 Indemnification of Lessee. Subject to applicable limits of liability specified in Idaho Code § 6-901 through 6-929, known as the Idaho Tort Claims Act, Lessor shall indemnify, defend (by counsel acceptable to Lessee), protect, and hold harmless Lessee, and each of Lessee's partners, employees, agents, attorneys, successors, and assigns, from and against any and all claims, liabilities, penalties, fines, judgments, forfeitures, losses (including, without limitation, diminution in the value of the Leased Premises, damages for the loss or restriction on use of rentable or usable space or of any amenity of the Leased Premises), costs, or expenses (including attorneys' fees, consultant fees, and expert fees) for the death of or injury to any person or damage to any property whatsoever, arising from or caused in whole or in part, directly or indirectly prior to the Effective Date with respect to the Leased Premise and from any contiguous property to the Leased Premises by and under the control of Lessor at anytime, by (a) Lessor's use, analysis, storage, transportation, disposal, release, threatened release, discharge, or generation of Hazardous Substances, in, on, under, about, or from the Leased Premises, or (b) failure to comply with any Hazardous Substances Law relating to the Leased Premises, provided that in any of the cases mentioned in (a) or (b) the use, analysis, storage, transportation, disposal, release, threatened release, discharge, generation or failure to comply. Lessor's obligations under this Section 14.6 shall include, without limitation, and whether foreseeable or unforeseeable, any and all costs incurred in connection with any investigation of site conditions, and any and all costs of any required or necessary repair, cleanup, remediation, detoxification, or decontamination of the Leased Premises (including without limitation, the soil and ground water on or under the Leased Premises, and the preparation and implementation of any closure, remedial action, or other required plans in connection therewith). Lessor's duty to indemnify Lessee under this Section 14.6, includes but is not limited to, proceedings or actions commenced by any person (including any federal, state, or local governmental agency or entity), before any court or administration agency. Lessor shall indemnify Lessee under this Section 14.6 for and against all expenses incurred by Lessee as they become due and not waiting for the ultimate outcome of the litigation or administrative proceeding. Lessor's obligations under this Section 14.6 shall survive the expiration or earlier termination of the Term of the Lease. Lessor's liability coverage is provided through a self-funded liability program administered by the State of Idaho Office of Insurance Management. Currently, the limits of liability, and this indemnification are \$500,000 Combined Single Limits, which amount is the Lessor's limit of liability under the Idaho Tort Claims Act.

14.7 Withholding Consent to Proposed Transferees. Notwithstanding that consent requirement contained in Article X herein, Lessee acknowledges and agrees that it shall not be unreasonable for Lessor to withhold its consent to any proposed assignment or transfer of Lessee's interest in this Ground Lease and that it will not enter into an Subtenant Lease if (a) the anticipated use of the Leased Premises by the proposed assignee, Subtenant Lessee, or transferee (collectively, a "Transferee") involves the manufacture, storage, treatment, disposal, handling, release or other use of Hazardous Substances other than in the manner permitted by Section 14.1; (b) the proposed Transferee has been required by any prior lessor, lender, or governmental authority to make remedial action in connection with Hazardous Substances contaminating a property; or (c) the proposed Transferee is subject to an enforcement

order issued by any governmental authority in connection with the manufacture, storage, treatment, disposal, handling, release or other use of a Hazardous Substance.

14.8 Lessor Access. If Lessee fails or refuses for ten (10) days after notice from Lessor to comply with any Hazardous Substances Law, Lessor shall have the right, in addition to any other rights or remedies it may have pursuant to this Ground Lease or under any law, to comply with said Hazardous Substances Law for and on behalf of Lessee at the cost and expense of Lessee and, for that purpose, to enter onto the Leased Premises for the purpose of making tests, samples and surveys and to perform such other acts as may be required in the discretion of the Lessor. All costs and expenses of the Lessor in connection with Lessor's performance of Lessee's obligations shall be reimbursed by Lessee to Lessor promptly upon receipt of a bill therefore, shall be in addition to any rent due under this Ground Lease and shall bear interest at the Applicable Rate, as defined in Section 9.3, from the date of Lessor's payment until repaid.

14.9 Environmental Reports. Except as provided in Section 14.3, no more than ten (10) business days after receipt, each party hereto shall deliver to the other all environmental reports concerning all or any part of the Leased Premises which it causes to be prepared or which are prepared by others and delivered to any party or its members or those providing financing to the Lessee or Lessor.

14.10 Subtenant Lease Compliance. Lessee shall use its best efforts to assure that the Subtenants comply with all of the terms and conditions of this Article XIV and the comparable terms and conditions of any Subtenant Lease.

ARTICLE XV. **OPTION TO LEASE CONTIGUOUS LAND**

15.1 Grant of Option. For valuable consideration, including that given under this Ground Lease, the receipt and sufficiency of which is hereby acknowledged, the Lessor does hereby grant to Lessee a five (5) year Option ("**Lease Expansion Option**") to lease all or a portion of that seven and sixty-five one-hundredths acres (7.65 total acres) of land contiguous to the northern edge of the Leased Premises, as legally described in the Site Plan Depiction attached hereto as Exhibit "D" ("**Option Land**"), subject to Lessor hereby reserving unto itself, its successors, assigns and invitees, a continued private right of ingress, egress and utilities over, through, under and across the existing road traversing the Option Land for the use, operation, maintenance and replacement of a dairy or any other University of Idaho purpose.

15.2 Exercise. At any time on or before June 30, 2011, Lessee may exercise this Lease Expansion Option, if at all, for all or any portion of the Option Land ("**Exercise Land**"), in no more than three (3) exercise installments for contiguous properties to the Leased Premises substantially for the areas of the three (3) parcels of land as depicted on Exhibit "D", by giving Lessor written notice of its exercise ("**Notice**"), which Notice shall contain the following:

- (a) legal description of the Exercise Land and its square footage of area,
- (b) effective date that the Exercise Land shall become a part of the Leased Premises herein, which date shall be not more than sixty (60) days after the date of the Notice, and
- (c) The first monthly installment of additional rent payable to Lessor for the Exercise Land.

15.3 Continuous. This Lease Expansion Option shall be continuous for all of the Option Land, and may be exercised by the Lessee in phases throughout its term.

15.4 Rent for Exercise Land. The annual increase in Rent for the entire Exercised Land, and if the effective date given in the Notice is on or before June 30, 2008, is Fifty-Six Thousand Six Hundred Forty-Nine and 78/100ths Dollars (\$56,649.78). The annual increase in Rent if the effective date given in the Notice is after June 30, 2008, is Sixty-Two Thousand Three Hundred Fourteen and 76/100ths Dollars (\$62,314.76). The annual increase in Rent for the exercise on portions of the Exercise Land shall be computed on a pro-rata basis, based on square footage. The annual rent payable to Lessor for any Exercise Land shall (i) be paid in advance in monthly installments commencing on the effective date, and (ii) be in addition to the Rent otherwise payable.

15.5 Added to Leased Premises. Upon the effective date given in the Notice, Lessor and Lessee shall regard the Exercise Land as a part of the Leased Premises and for the Term herein, without further written amendment to the Ground Lease, and the parties shall thereafter be bound with respect to such Exercise Land under the Ground Lease as fully as if such were made a part of the Leased Premises as of the Effective Date.

15.6 Memorandum of Exercise Land. On or after the effective date given in the Notice, either party may request of the other party to execute and deliver a short form of modification of lease in recordable form denoting the addition of such Exercise Land to the Leased Premises herein.

15.7 Expenses. All expenses relating to the survey and site plan with respect to any Exercise Land shall be the sole responsibility of the Lessee.

ARTICLE XVI.
LESSOR OPTION TO CANCEL LEASE FOR NON-CONTIGUOUS PARCELS

16.1 Grant of Option. For valuable consideration, including that given under this Ground Lease, the receipt and sufficiency of which is hereby acknowledged, Lessee does hereby grant to Lessor a two (2) year Option from the Effective Date (“**Lease Reduction Option**”) to cancel this Ground Lease as it applies to both of the parcels comprising seven and five hundred-fifty three one-thousandths acres (7.535)

acres (328,225 total square feet) of land east of North Farm Road as legally described in the Site Plan Depiction attached hereto as Exhibit "E" ("**Option Reduction Land**").

16.2 Exercise. Lessor may exercise this Lease Reduction Option, if at all, for all but not less than all of the Option Reduction Land, by giving Lessor written notice of its exercise ("**Notice**"), which Notice shall contain the effective date that the Option Reduction Land shall no longer be a part of the Leased Premises herein, which date shall be not more than sixty (60) days after the date of the Notice and contain the legal description for the parcel within the Option Reduction Land exercised.

16.3 Rent Reduction Following Lease Contraction. The annual rent payable to Lessor for the Leased Premises herein shall be reduced following the exercise of the Lease Reduction Option in accordance with the provisions of Paragraph 3.6 herein.

16.4 Memorandum of Exercise Land. On or after the effective date given in the Notice, either party may request of the other party to execute and deliver a short form of modification of lease in recordable form denoting the contraction of such Option Reduction Land to the Leased Premises herein.

16.5 Expenses. All expenses relating to the survey and site plan with respect to any Option Reduction Land shall be the sole responsibility of the Lessor.

ARTICLE XVII. **MISCELLANEOUS**

17.1 Estoppel Certificates. Lessor and Lessee each agree at anytime and from time to time, during the Term of this Ground Lease, upon not less than twenty (20) days' prior written request by the other party or by any actual or prospective Leasehold Encumbrancer, to execute and deliver to the requesting party, in recordable form, a certificate, setting forth the following items:

- (a) A statement that this Ground Lease is unmodified and in full force and effect (or if there have been modifications, that the Lease is in full force and effect as modified, and stating the modifications);
- (b) A statement of the dates to which the rent and any other amounts have been paid in advance, if any;
- (c) A statement as to whether any default exists under this Ground Lease to the knowledge of the party making the statement, or whether any notice of default has been served by said party; and
- (d) A statement of any other reasonable matters within the knowledge of the certifying party.

It is the intention of the parties that any such statement delivered pursuant to this Section 17.1 may be relied upon by any prospective purchaser of Lessor's fee or

remainder interest in the Leased Premises, by any prospective or actual Leasehold Encumbrancer, by any actual or prospective assignee or transferee of Lessee's interest under this Ground Lease, or by any actual or prospective Subtenant of the Leased Premises. The costs of preparation and recording of the certificate shall be borne solely by the requesting party.

17.2 Notices. All notices, requests or demands required or permitted under this Ground Lease, including a Notice of Exercise or other Notice, shall be in writing and shall be deemed given when personally delivered to the Lessor or to the Lessee (and any Leasehold Encumbrancer, if applicable, pursuant to Section 8.2), or when mailed first class, postage prepaid, registered or certified mail with return receipt card required or on the day of receipt when given by a reputable overnight courier service such as Federal Express or Airborne Express at the following addresses:

Lessor: University of Idaho
Vice President for Finance and Administration
Moscow, Idaho 83844-3162
Attention: Real Estate Officer

Lessee: Palouse Mall Associates, LLC
24010 N. McCoy Road
Athol, ID 83801
Attention: Madeline Edgren

Copy to: Daniel B. DeRuyter
Douglas, Eden, Phillips, DeRuyter & Stanyer, P.S.
422 W. Riverside, Ste. 909
Spokane, WA 99201

Either party may, by a notice given in the manner set forth in this Section 17.2, change its address under this Ground Lease. In the event Lessor, Lessee or Leasehold Encumbrancer cannot be found at its address, or at its then current address under this Ground Lease, notice shall be deemed given as provided in the preceding sentence when mailed or couriered in the aforesaid manner to its last known address.

17.3 Time is of Essence. Whenever any payment is to be made under this Ground Lease by Lessee at or within a specified time, or, subject to Section 17.16, whenever any act not involving the payment of money is to be done under this Ground Lease by either party at or within a stated time, time is of the essence.

17.4 Short Form; Recording. Each party hereto covenants that it shall, upon the written request of the other party, execute and deliver to the other an acceptable short form of lease in recordable form or short form denoting the options contained in Articles XV and XVI. Preparation and recording shall be done by the requesting party and the charges therefore shall be paid by the requesting party. Each party agrees that it will not record this Ground Lease, and the tenancy relates back to the inception of the Prior Lease.

17.5 Captions. The captions and headings herein are for convenience and reference only and do not limit or construe the provisions of this Ground Lease.

17.6 Severability. If any term, condition, covenant, agreement or provision of this Ground Lease, or the application thereof to any circumstance shall, to any extent, be held by a court of competent jurisdiction or by any authorized governmental authority to be invalid, void or unenforceable, the remainder of this Ground Lease shall not be affected by such holding, and the remaining terms, conditions, covenants, agreements and provisions hereof shall continue in full force and effect.

17.7 Brokers. Each of the parties represents, warrants and covenants to the other that there are no claims for brokerage commissions, finder's fees or like fees or commissions in connection with the execution of this Ground Lease. Each party shall indemnify and hold the other harmless in the event of any said claim, demand or action, cause of action or charge against the other by any broker or other party retained, or alleged to have been retained, by the other and shall hold the other harmless from all other liabilities arising from any said claim, demand, action, cause of action or charge, including, without limitation, reasonable attorneys' fees incurred by the other in connection therewith.

17.8 No Partnership, etc. The parties to this Ground Lease are neither joint venturers, partners, nor principal and agent; and their relationship is solely that of lessor and lessee.

17.9 Entire Agreement. Except as set forth in this Ground Lease, this Ground Lease represents the entire agreement between Lessor and Lessee, and there are no agreements, understandings or undertakings. All prior negotiations and writings between Lessor and Lessee and their representatives, attorneys, brokers and agents are superseded by this Ground Lease. This Ground Lease may not be amended, modified or supplemented except by a writing, executed by the party (including any Leasehold Encumbrancer) against whom such amendment, modification or supplement is sought to be enforced, and in conformity with Section 8.1.

17.10 No Continuing Waiver. No waiver of any term, condition, covenant, provision or remedy hereunder or delay in the enforcement of any remedy under this Ground Lease in any one instance shall be deemed to be (i) a waiver of any other term, condition, covenant, provision or remedy in such instance or (ii) of such waived or delayed term, condition, covenant, provision or remedy in any other instance.

17.11 Binding. All of the terms, conditions, covenants, agreements and provisions of this Ground Lease shall be construed as covenants running with the land and shall inure to the benefit of and be binding upon Lessor and Lessee and upon their respective personal representatives, heirs, successors and permitted assigns for the Term.

17.12 Interpretation. The language in all parts of this Ground Lease shall in all cases be construed as a whole according to its fair meaning and not strictly for nor against either Lessor or Lessee, and the construction of this Ground Lease and any of

its various provisions shall be unaffected by any claim, whether or not justified, that it has been prepared, wholly or in substantial part, by or on behalf of Lessor or Lessee.

17.13 Survival. The termination of this Ground Lease whether by expiration of its Term or otherwise shall not terminate Lessee's obligation to pay and perform any accrued obligations it owed to Lessor at the time of such termination.

17.14 Governing Law. This Ground Lease shall be governed by and construed in accordance with the laws of the State of Idaho, with venue for any action concerning the Leased Premises or this Ground Lease being Moscow, Idaho.

17.15 Number and Gender. Whenever the singular or masculine or neuter is used in this Ground Lease, the same will be construed to mean the plural or feminine or body corporate where the context of this Ground Lease so requires.

17.16 Force Majeure. The time within which either Lessor or Lessee shall be required to perform any act under this Ground Lease, other than a payment of money in satisfaction of Lessee's obligations under this Ground Lease, shall be extended by a period of time equal to the number of days during which performance of such act is delayed unavoidably by strikes, walkouts, acts of God, governmental restrictions, failure or inability to secure materials or labor by reason of priority or similar regulations or order of any governmental or regulatory body, war, civil disturbance, fire, unavoidable casualties or any other cause beyond the reasonable control of the Lessee or Lessor, excluding, however, the inability or failure of Lessee to obtain any financing which may be necessary to carry out its obligations under this Ground Lease, provided that each party shall be required to promptly notify the other of a condition of force majeure on which it relies as soon as reasonably practical after the notifying party learns of the condition of force majeure and provided further the party invoking this Section 17.16 shall exercise reasonable diligence in an effort to remove or overcome or terminate the condition of force majeure as soon as reasonably possible.

17.17 Lessor's Representative. Lessor does hereby appoint its Vice President for Finance and Administration as its authorized agent in all matters of and relating to this Ground Lease, including, but not limited to the Lessor's consent for subleases, assignment, easements, nondisturbance, subordination and attornment.

17.18 Equal Opportunity. Both parties agree not to discriminate against any employee or applicant for employment with respect to tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, sex, color, religion, national origin, disability, ancestry or status as a Vietnam veteran.

17.19 Representation. Daniel B. DeRuyter of Douglas, Eden, Phillips, DeRuyter & Stanyer, P.S. has represented the Lessee, and Timothy W. Tyree of Hawley Troxell Ennis & Hawley LLP, has represented the Lessor, in the preparation of this Ground Lease. The Lessor and Lessee have mutually contributed to the negotiation, preparation and drafting of the terms and conditions contained herein. In the event any ambiguities arise with respect to any provision contained herein, the

parties acknowledge and agree that such ambiguity shall not be construed against either drafter of this Ground Lease.

IN WITNESS WHEREOF, the Lessor and Lessee have executed this instrument to be executed as of the date first above written.

UNIVERSITY OF IDAHO

PALOUSE MALL ASSOCIATES, LLC

By: _____

BY: _____
MADELINE McCARTHY EDGREN,
Manager

“Lessor”

“Lessee”

List of Exhibits

- Exhibit "A" - Legal Description
- Exhibit "B" - Subordination, Nondisturbance and Attornment Agreement
- Exhibit "C" - Rent Schedule
- Exhibit "D" - Option Land
- Exhibit "E" - Option Reduction Land

EXHIBIT A

LEGAL DESCRIPTION

Situate in the County of Latah, State of Idaho, to wit:

Parcel I

That portion of the Southeast Quarter (SE $\frac{1}{4}$) of Section 12, Township 39 North, Range 6 W.B.M., described as follows:

Beginning at the Southeast corner of said Section 12, thence N. 0°04'30" W. along the East section line, 1284.40 feet to a point on the North right of way line of the Moscow-Pullman Highway; thence S. 88°51'00" W. along said right of way line, 487 feet to the True Point of Beginning; thence continuing along said right of way line, S. 88°51'00" W. 2103.84 feet; thence N. 0°20'00" E. 785.08 feet; thence N. 88°31'00" E. 1486.95 feet; thence S. 0°00'00" E. 34.01 feet; thence N. 88°31'00" E. 604 feet; thence S. 0°38'45" E. 763 feet to the True Point of Beginning.

Parcel II

That portion of the Southeast Quarter (SE $\frac{1}{4}$) of Section 12, Township 39 North, Range 6, W.B.M. described as follows:

Beginning at the Southeast corner of said Section 12; thence N. 0°04'30" W. along the East line of said Section 12, 1884.70 feet to the True Point of Beginning; thence S. 89°05'35" W. 412.97 feet; thence N. 00°38'45" W. 161.50 feet; thence N. 88°31'00" E. 414.66 feet; thence S. 00°04'30" E. along the East line of said Section 12, 165.69 feet to the True Point of Beginning.

Parcel III

That portion of the Southeast Quarter (SE $\frac{1}{4}$) of Section 12, Township 39 North, Range 6, W.B.M. described as follows:

Beginning at the Southeast corner of said Section 12; thence N. 0°04'30" W. along the East section line, 1284.40 feet to the point on the North right of way line of the Moscow-Pullman Highway and the True Point of Beginning; thence S. 88°51'00" W. along said right of way line, 407 feet; thence N. 0°38'45" W. 601.97 feet; thence N. 89°05'35" E. 412.97 feet to the East line of said Section 12; thence S. 0°04'30" E. along said East line, 600.30 feet to the True Point of Beginning.

EXHIBIT "B"

RECORDING REQUESTED BY,
AND WHEN RECORDED
RETURN TO:

Palouse Mall Associates, LLC
c/o Daniel B. DeRuyter
West 422 Riverside, Suite 909
Spokane, WA 99201

Loan No.

**SUBORDINATION, NONDISTURBANCE,
AND ATTORNMENT AGREEMENT**

THIS AGREEMENT (the "Agreement") made and entered into this ___ day of _____, by and among PALOUSE MALL ASSOCIATES, LLC, a Washington limited liability company ("Lessee"), _____ ("Lender"), and **THE REGENTS OF THE UNIVERSITY OF IDAHO**, a body politic, organized and existing under and by virtue of the Constitution and laws of the State of Idaho ("Borrower").

RECITALS:

A. Lender has agreed to make or has made a Deed of Trust loan ("Loan") to Borrower in the amount of (\$_____), to be secured by a Deed of Trust (the "Deed of Trust") on the real property (the "Premises") legally described in Exhibit A attached hereto; and

B. Lessee is the present lessee under a lease dated _____, of the Premises (said lease including amendments, if any, being referred to as the "Lease"); and

C. Lender requires that Lessee subordinate the Lease and its interest in the Premises in all respects to the lien of the Deed of Trust and that Lessee attorn to Lender, and acknowledge that the Lease is in full force and effect; and

D. In return, Lender is agreeable to not disturbing Lessee's possession of the portion of the Premises covered by the Lease (the "Leased Premises"), so long as Lessee is not in default under the Lease.

NOW, THEREFORE, the parties hereby agree as follows:

1. Subordination. So long as Lessee's occupancy is not disturbed as provided in Section 2 below, the rights of Lessee in, to, and under the Lease, and the Leased Premises are hereby subjected and subordinated, and shall remain in all respects and for all purposes subject and subordinate, to the lien of the Deed of Trust, and to any and all renewals, modifications, and extensions thereof, and any and all other instruments held by Lender as security for the Loan.

2. Lessee Not to be Disturbed. So long as Lessee is not in default (beyond any period given Lessee by the terms of the Lease to cure such default) in the payment of rent or additional rent or in the performance of or compliance with any of the terms, covenants, or conditions of the Lease on Lessee's part to be performed or complied with, (a) Lessee's possession of the Leased Premises, or any extension or renewal rights therefor in the Lease, shall not be diminished or interfered with by Lender, and Lessee's occupancy of the Leased Premises shall not be disturbed by Lender during the term of the Lease or any such extensions or renewals thereof, and (b) Lender will not join Lessee as a party defendant in any action or proceeding foreclosing the Deed of Trust unless such joinder is necessary to foreclose the Deed of Trust and then only for such purpose and not for the purpose of terminating the Lease.

3. Lessee to Attorn to Lender. If Lender shall become the owner of the Leased Premises, or the Leased Premises shall be sold by reason of foreclosure or other proceedings brought to enforce the Deed of Trust, or the Leased Premises shall be transferred by deed in lieu of foreclosure, the Lease shall continue in full force and effect as a direct lease between the then owner of the Leased Premises and Lessee, and Lessee hereby attorns to Lender or any other such owner as its lessor, said attornment to be effective and self-operative without the execution of any further instruments; provided, however, that Lender or such other owner shall not be

(a) liable for any act or omission of any prior lessor (including Borrower as lessor), except that Lessee shall retain all rights and remedies available to Lessee at law or pursuant to the Lease; or

(b) subject to any offsets or defenses which Lessee might have against such prior lessor except to the extent such defenses arise out of acts or omissions of Lender or such other owner, and provided further, that nothing herein shall limit Lessee's defenses for Lender's or such other owner's responsibilities under the Lease during the time Lender or such other owner holds title to, or has possession of, the Leased Premises, for breach of the covenant of quiet enjoyment under the Lease by or through Lender, and any offsets or defenses which arise therefrom; or

(c) bound by any prepayment of rent or additional rent which Lessee might have paid, except as otherwise expressly required by the terms of the Lease; or

(d) except as expressly provided by the terms of the Lease, bound by

any material amendment or modification of the Lease or by any waiver or forbearance on the part of any such prior lessor made or given without the written consent of Lender or any subsequent holder of the Deed of Trust, which consent shall not be unduly withheld or delayed; or

(e) bound to return any security or other deposit paid by Lessee to Lessor unless Lender or such other owner has actually received that security deposit.

Lessee shall be under no obligation to pay rent to Lender or any such other owner until Lessee receives written notice from Lender or any such other owner that it has succeeded to Borrower's interest under the Lease.

4. Purchase Option. Any option or rights contained in the Lease, or otherwise, to acquire any or all of the Leased Premises are hereby made subject and subordinate to the rights of Lender under the Deed of Trust and any acquisition of any or all of the Leased Premises made by Lessee during the term of the Deed of Trust shall be made subordinate and subject to the Deed of Trust.

5. Lender's Option to Cure Borrower's Default. Lessee agrees that Borrower shall not be in default under the Lease unless written notice specifying such default is given to Lender. Lessee agrees that Lender shall have the right to cure such default on behalf of Borrower within sixty (60) days after the expiration of Lessor's applicable cure period. Lessee further agrees not to invoke any of its remedies under the Lease until said sixty (60) days have elapsed, or during any period that Lender is proceeding to cure such default with due diligence, or is diligently taking steps to obtain the right to enter the Leased Premises and cure the default. Notwithstanding the foregoing, nothing herein shall preclude Lessee from maintaining or repairing the Leased Premises pursuant to Sections 6.1(d) and 7.2 of the Lease.

6. Assignment of Lease. Lessee acknowledges that Borrower's interest has been assigned to Lender as security under the Deed of Trust. Neither this assignment nor any receipt or collection of rents pursuant to this assignment shall cause Lender to have any duty, liability, or obligation under the Lease, or any extension or renewal thereof, unless and until Lender becomes owner of the Leased Premises and then subject to the limitations set forth in Section 3 above. In addition, except as expressly provided in the Lease, unless the written consent of Lender is first obtained, no cancellation, surrender, or modification may be made of the Lease and no rental shall be paid other than as now provided in the Lease.

7. Deed of Trust, Condemnation, Casualty. Lender agrees that the Deed of Trust shall not cover or encumber and shall not be construed as subjecting in any manner to the lien thereof any of Lessee's improvements or trade fixtures, furniture, equipment or other personal property at any time placed or installed in the Leased Premises. In the event the Leased Premises or any part thereof shall be taken for public purposes by condemnation or transfer in lieu thereof or the same are damaged or destroyed, the rights of the parties to any condemnation award or insurance proceeds shall be determined and controlled by the applicable provisions of the Lease.

8 Rental Payment. Until such time as Lessee is otherwise notified in writing by Lender, it shall make all rental payments under the Lease to Borrower as provided therein. Borrower hereby releases and discharges Lessee of and from any liability to Borrower resulting from Lessee's payment to Lender in accordance with any such written notice.

9. Successors and Assigns. This Agreement and each and every covenant, agreement, and other provision hereof shall be binding upon and shall inure to the benefit of the parties hereto, and their heirs, administrators, representatives, successors, and assigns.

10. Effectiveness of Agreement. This Agreement shall become effective upon the execution and delivery by and to each party hereto.

IN WITNESS WHEREOF, the parties hereto have each caused this Agreement to be executed as of the date first above.

LENDER:

a(n)

By:

Title:

BORROWER

a(n)

By:

Title:

LESSEE

a(n)

By: _____

Title: _____

[Acknowledgment page(s) follow(s)]

[Acknowledgment of Lender]

State of)
) ss
County of)

On _____, 2006, before me, _____, a Notary Public in and for said County and State, personally appeared _____ personally known to me (or proved to me on the basis of satisfactory evidence) to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

WITNESS my hand and official seal.

Signature: _____

(seal)

[Acknowledgment of Borrower]

State of)
) ss
County of)

On _____, 2006, before me, _____, a Notary Public in and for said County and State, personally appeared _____ personally known to me (or proved to me on the basis of satisfactory evidence) to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

WITNESS my hand and official seal.

Signature: _____

(seal)

[Acknowledgment of Lessee]

State of)
) ss
County of)

On _____, 2006, before me, _____, a Notary Public in and for said County and State, personally appeared _____ personally known to me to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

WITNESS my hand and official seal.

Signature: _____

(seal)

**EXHIBIT A
TO
SUBORDINATION, NONDISTURBANCE,
AND ATTORNMENT AGREEMENT**

LEGAL DESCRIPTION OF THE PREMISES

Situate in the County of Latah, State of Idaho, to wit:

Parcel I

That portion of the Southeast Quarter (SE1/4) of Section 12, Township 39 North, Range 6 W.B.M., described as follows:

Beginning at the Southeast corner of said Section 12, thence N. 0°04'30" W. along the East section line, 1284.40 feet to a point on the North right of way line of the Moscow-Pullman Highway; thence S. 88°51'00" W. along said right of way line, 487 feet to the True Point of Beginning; thence continuing along said right of way line, S. 88°51'00" W. 2103.84 feet; thence N. 0°20'00" E. 785.08 feet; thence N. 88°31'00" E. 1486.95 feet; thence S. 0°00'00" E. 34.01 feet; thence N. 88°31'00" E. 604 feet; thence S. 0°38'45" E. 763 feet to the True Point of Beginning.

Parcel II

That portion of the Southeast Quarter (SE^{1/4}) of Section 12, Township 39 North, Range 6, W.B.M. described as follows:

Beginning at the Southeast corner of said Section 12; thence N. 0°04'30" W. along the East line of said Section 12, 1884.70 feet to the True Point of Beginning; thence S. 89°05'35" W. 412.97 feet; thence N. 00°38'45" W. 161.50 feet; thence N. 88°31'00" E. 414.66 feet; thence S. 00°04'30" E. along the East line of said Section 12, 165.69 feet to the True Point of Beginning.

Parcel III

That portion of the Southeast Quarter (SE1/4) of Section 12, Township 39 North, Range 6, W.B.M. described as follows:

Beginning at the Southeast corner of said Section 12; thence N. 0°04'30" W. along the East section line, 1284.40 feet to the point on the North right of way line of the Moscow-Pullman Highway and the True Point of Beginning; thence S. 88°51'00" W. along said right of way line, 407 feet; thence N. 0°38'45" W. 601.97 feet; thence N. 89°05'35" E. 412.97 feet to the East line of said Section 12; thence S. 0°04'30" E. along said East line, 600.30 feet to the True Point of Beginning.

EXHIBIT "C"
Rent Schedule

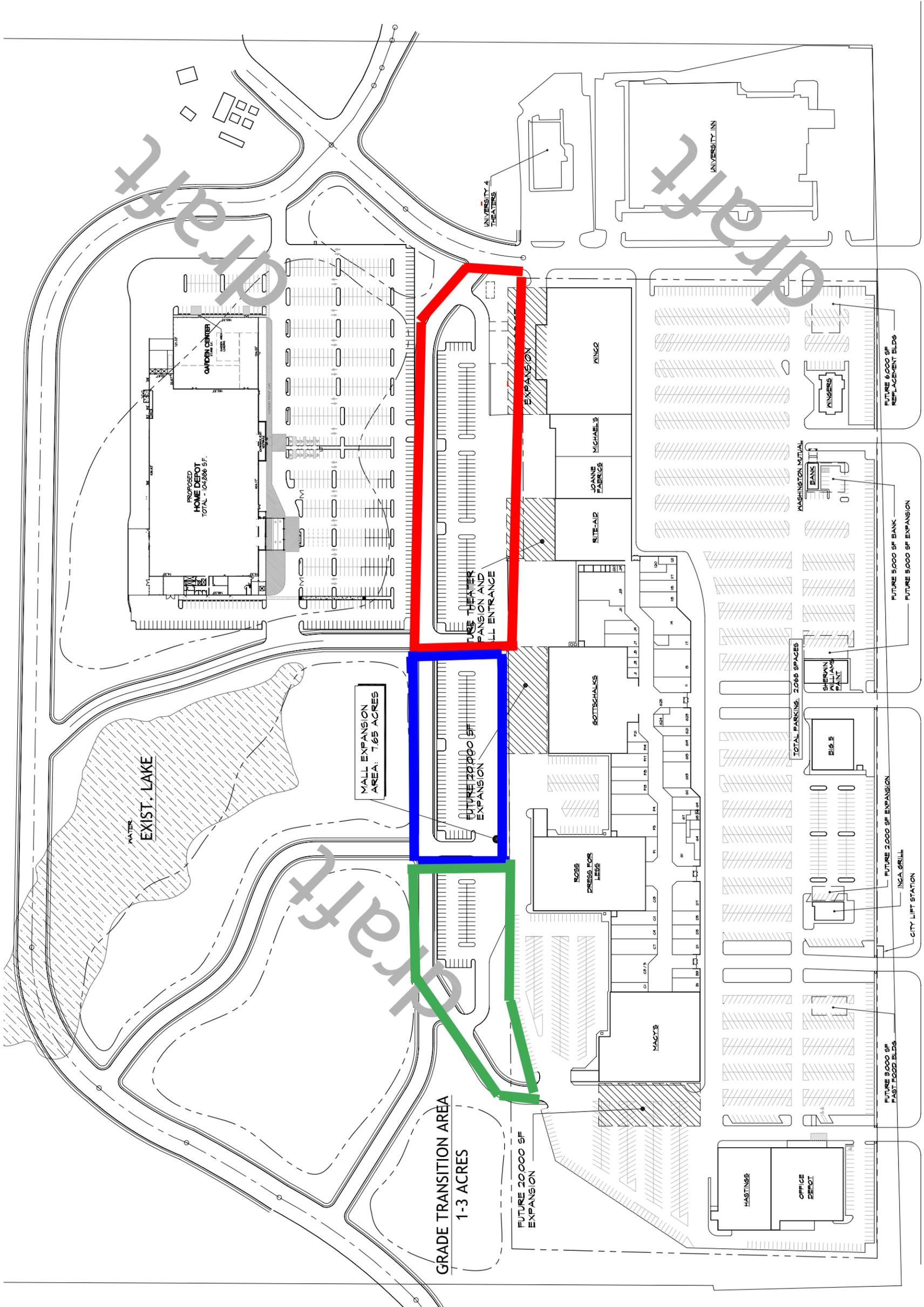
Annual Rent

| <u>Term</u> | <u>Amount Including Escalation</u> | <u>Escalation Amount</u> |
|-------------|------------------------------------|--------------------------|
| Years 1-2 | \$236,018 | None |
| Years 3-5 | \$259,620 | 10% over previous |
| Years 6-10 | \$285,582 | 10% |
| Years 11-15 | \$314,140 | 10% |
| Years 16-20 | \$345,544 | 10% |
| Years 21-25 | \$380,109 | 10% |
| Years 26-30 | \$418,120 | 10% |
| Years 31-35 | \$522,650 | 25% over previous |
| Years 36-40 | \$574,915 | 10% over previous |
| Years 41-45 | \$632,407 | 10% |
| Years 46-50 | \$695,648 | 10% |
| Years 51-55 | \$765,212 | 10% |
| Years 56-60 | \$841,734 | 10% |

Renewal Options: The Rent for any exercised option to extend period under Section 2.3 will follow the same pattern as the Rent during the Term. Namely, in each option to extend period the Rent will increase 10% over the immediately preceding 5-year period and will remain fixed at that level for five (5) years. The Rent will increase again by 10% over the previous level for the second five-year period of the 10-year option.

Initial: _____
Date: _____

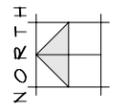
THIS PAGE INTENTIONALLY LEFT BLANK



107 S HOWARD, FOURTH FLOOR
 SPOKANE, WA 99201
 509.838.4511
 FAX 509.838.4605
 WWW.BERNARDOWILLS.COM

BWA BERNARDO WILLS
 ARCHITECTS PC

PLP-2 PRELIMINARY LAND USE PLAN NO. TWO
 SCALE: 1" = 100'-0" MARCH 22, 2006 • #03-143



MOSCOW - FULLMAN HIGHWAY (STATE HIGHWAY 8)

THIS PAGE INTENTIONALLY LEFT BLANK

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: I. Real and Personal Property and Services

April 2002

I. Real and Personal Property and Services

5. Disposal of Real Property

b. Board approval of other transfers

- (1) Leases to use real property under the control of an institution, school or agency require prior Board approval - if the term of the lease exceeds five (5) years or if the lease revenue exceeds two hundred fifty thousand dollars (\$250,000).

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

ITEM PULLED FROM AGENDA

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE

SUBJECT

Lewis-Clark State College requests approval to increase the number of fee waivers for intercollegiate athletics from 70 to 110.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.T.2.b.

BACKGROUND

Lewis-Clark State College (LCSC) requests additional athletic Out of State Waivers to assist in keeping the athletic department competitive with other schools in its conference and the National Association of Intercollegiate Athletics (NAIA). The College's research indicates this issue has not been addressed by LCSC in many years.

DISCUSSION

Currently the University of Idaho, Boise State University, and Idaho State University are authorized up to two hundred twenty-five 225 waivers per semester and Lewis-Clark State College is authorized up to seventy 70 waivers per semester for the purpose of improving competitiveness in intercollegiate athletics.

Comparison of number of sports offered at each institution in the State of Idaho for FY06:

| | |
|---------------------------|--------------------------------------|
| Lewis-Clark State College | 10 intercollegiate athletic programs |
| Idaho State Univ. | 13 intercollegiate athletic programs |
| Boise State Univ. | 15 intercollegiate athletic programs |
| Univ. of Idaho | 14 intercollegiate athletic programs |

Example: specific comparison between Lewis-Clark State College athletics and Idaho State University athletics for FY 2006:

| | | |
|---------------------------|---------|------------|
| ISU sports offered | = 13 | LCSC = 10 |
| ISU athletes | = 276 | LCSC = 164 |
| ISU out of state waivers | = 225 | LCSC = 70 |
| Ratio of waivers/Athletes | = 81.5% | 42.7% |

Lewis-Clark State current offering of ten 10 intercollegiate sports have developed and grown and it has become apparent that additional out of state waivers are an area of need. An additional 40 waivers would bring LCSC ratio of waivers to athletes to approximately 67%.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE – continued

IMPACT

The addition of 40 additional Out of State Waivers will allow Lewis-Clark State Athletic to continue to be competitive with its current offerings of intercollegiate sports. In addition, it will give LCSC the flexibility to add women's track in the future and help with Title IX compliance.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed the request, and notes that when making comparisons between LCSC and the universities, the two different governing bodies (NAIA and NCAA) may have different requirements/maximum scholarships for the same sport. Thus, a direct comparison between number of varsity sports offered and number of scholarships may not be entirely valid.

Staff recommends approval.

BOARD ACTION

A motion to approve 40 additional athletic fee waivers for Lewis-Clark State College to award to non-resident student-athletes for a total authorized number of athletic waivers of 110.

Moved by _____ Seconded by _____ Carried Yes ___ No ___

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: T. Fee Waivers

April 2002

T. Fee Waivers

2. Waiver of Nonresident Tuition

Nonresident tuition may be waived for the following categories:

b. Intercollegiate Athletics

For the purpose of improving competitiveness in intercollegiate athletics, the universities are authorized up to two hundred twenty-five 225 waivers per semester and, Lewis-Clark State College is authorized up to seventy 70 waivers per semester. The institutions are authorized to grant additional waivers, not to exceed ten percent (10%) of the above waivers, to be used exclusively for post-eligibility students.

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE

SUBJECT

Informational item from Lewis-Clark State College regarding a management agreement for a private student housing project with a private developer.

REFERENCE

| | |
|---------------|---|
| October 2004 | LCSC informed Board of shortage of residence hall space. |
| December 2004 | Board asked for a needs presentation and competitive RFP. |
| January 2005 | Board asked for review of private enterprise building any necessary residence halls and/or advantages of self financing without a lease consideration. |
| March 2005 | Board approved the sale of tax-exempt bonds to fund the construction of a residence hall. However, LCSC promised to provide adequate time for private industry to intervene prior to a financial commitment by the College. |
| October 2005 | Board approved the sale of two lots to provide land for private development of a residence hall. |
| June 2006 | Board approved a management agreement between LCSC and College Place, LLC. |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.I.1. through V.I.3.

BACKGROUND

Lewis-Clark State College has been pursuing a private/public partnership as a means of providing a method of providing needed housing for LCSC students. During the January 2005 meeting the Board asked that we pursue the possibility of allowing the need to be met through the private sector renting directly to students without a financial obligation to the College. In addition, the Board asked that LCSC pursue other funding alternatives rather than a lease arrangement guaranteeing a return to a private developer.

During the March 2005 meeting, the Board approved the issuance of a tax-exempt bond to fund a new residence hall with the promise from LCSC it would pursue the possibility of encouraging private enterprise to construct a facility and rent directly to the students. The goal is to have a new and affordable housing by Fall Term 2006. In October 2005, the Board approved the sale of two lots owned by the College that were needed by the developer to facilitate construction of the project.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE - continued

During the June, 2006, meeting the Board approved an agreement with College Place, LLC, the developers of a 88 bed facility on 4th Street in Lewiston.

LCSC is now negotiating with a second private developer for a new residence facility, which will be a 117 bed structure located on the corner of 5th Street and Main Street in Lewiston. This project has been created in cooperation with the City of Lewiston to help the revitalization of downtown.

DISCUSSION

Lewis-Clark State College believes it is in need of new and modern student housing. A new residence hall would help the college in attaining goals in regard to student body growth and increased retention of students during the first two years on campus.

New student housing would also provide the college with more flexibility to house students in order to take portions of existing residence halls off-line to provide system upgrades to address the safety and efficiency needs of those older structures. The College intends to move 59 current students now housed in a local hotel into the new structure and does not intend to place students in one of the on-campus residence halls (Talkington Hall). This gives the College the opportunity to plan for renovation of Talkington Hall in order to address life safety and energy conservation needs. The College could then start to meet the demand created by the growth of new students on campus and attract more students to the Lewis-Clark State College campus starting in Fall 2007.

The main points of the agreement are as follows:

1. LCSC would manage the facility for the Owner and would rent the rooms to students on behalf of the owner during the school year and, during the summer to both students ("Students") and to others attending courses and other College sponsored or community events ("Program Participants"). The initial amount to be remitted to the owner is \$390 per month per Student and a minimum of \$390 for Program Participants. This minimum rate due to the owner ("Base Monthly Rate") will be adjusted annually by mutual agreement of the parties.
2. As done with current Residence Hall students, rental agreements will be issued by LCSC on behalf of the owner, allowing students to pay room and board costs as traditionally done. LCSC will collect rents in advance at the beginning of the semester or other rental period, as done with current students living in the College's Residence Halls.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE - continued

3. Each party has a mutual right to terminate with adequate notice, with the initial term of the Management Agreement being 10 years.
4. LCSC shall bear certain maintenance and operating costs, including residence hall staffing, janitorial, maintenance of the grounds and maintenance of the interior of the facility. LCSC shall also be responsible for marketing and renting the rooms as part of LCSC's Residence Life Program.
5. Owner shall be responsible for taxes, insurance on the facility, the maintenance and repair of roof, windows, doors, exterior of the building, the building envelope, heating and cooling and HVAC systems. Manager will be responsible for arranging for Owner's repairs, but will pay for those repairs from an Owner's Reserve Account which will be funded by Owner.
6. Manager shall be entitled to receive a management fee based on the gross revenues generated by the College Town Development Idaho Bond Residence. This management fee will be advanced to LCSC on a semester basis after rent for the term is received from LCSC, except that if LCSC fails to obtain the equivalent of 85% of total occupancy, computed as hereinafter provided for a term, Owner will be under no obligation to advance the management fee to LCSC for that term. Annually, the parties shall determine the amount of the management fee to which LCSC is actually entitled in the following manner:
 - (a) Determine the gross revenue generated by Students and Program Participants for the entire preceding year.
 - (b) Determine the gross revenue which would have been generated for the entire preceding year if Students and Program Participants had occupied 100% of the residence hall for the entire preceding year and had paid rent for such entire year at the Base Monthly Rate in effect for such year.
 - (c) Divide the amount computed under Item (a) by the amount computed under Item (b) to determine the actual percentage of total occupancy for the preceding year. If the resulting percentage is less than 85%, LCSC shall not be entitled to receive any commissions for the preceding year and shall reimburse to Owner all management fees advanced to LCSC for that entire year.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE - continued

(d) If the percentage computed under Item (c) equals or exceeds 85%, then compute the commission actually earned by LCSC for the preceding year using the total revenue for that year computed under Section (a) and the following commission schedule:

100% to 95% of total occupancy – 4%.
Less than 95% to 90% of total occupancy – 3%
Less than 90% to 85% of total occupancy – 2%

(e) Compare the commission actually earned by LCSC for the preceding year to the total of the commission advanced to LCSC for the preceding year. If the commission actually earned by LCSC exceeds the commission advanced to LCSC, Owner shall promptly pay to LCSC the amount of such excess. If the amount advanced to LCSC exceeds the amount of commission actually earned, then LCSC shall promptly repay such excess to Owner.

8. All vending and concessions will be arranged by the College and revenue derived from those activities will be the revenue of the College.

7. If LCSC fails to fill the facility to at least 90% of total occupancy during any rental period, Owner shall have the right to fill the remaining rooms at market rates with any tenant deemed suitable by and at the sole determination of Owner, provided that, in selecting any non-Student residents, Owner will take into account the safety and well-being of the Students then occupying the residence hall.

IMPACT

The agreement would provide funding for the management of the residence hall project and provide a structure to incorporate the privately developed and constructed project into the residence hall program of Lewis-Clark State College.

STAFF COMMENTS AND RECOMMENDATIONS

The management agreement being negotiated by LCSC and a private developer is substantially the same as was created for the first new residence hall. The Board has seen this first agreement. It is LCSC's intention to bring the final management agreement for the second residence hall to the Board for approval at the October meeting.

BOARD ACTION

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

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: I. Real and Personal Property and Services

April 2002

I. Real and Personal Property and Services

1. Authority

- a. The Board may acquire, hold, and dispose of real and personal property pursuant to Article IX, Section 2 and Article IX, Section 10, Idaho Constitution, pursuant to various sections of Idaho Code.
- b. Leases of office space or classroom space by any institution, school or agency except the University of Idaho are acquired by and through the Department of Administration pursuant to Section 67-5708, Idaho Code.
- c. All property that is not real property must be purchased consistent with Sections 67-5715 through 67-5737, Idaho Code, except that the University of Idaho may acquire such property directly and not through the Department of Administration. Each institution, school and agency must designate an officer with overall responsibility for all purchasing procedures.
- d. Sale, surplus disposal, trade-in, or exchange of property must be consistent with Section 67-5722, Idaho Code, except that the University of Idaho may dispose of such property directly and not through the Department of Administration.
- e. If the executive director finds or is informed that an emergency exists, he or she may consider and approve a purchase or disposal of equipment or services otherwise requiring prior Board approval. The institution, school or agency must report the transaction in the Business Affairs and Human Resources agenda at the next regular Board meeting together with a justification for the emergency action.

2. Acquisition of Real Property

- a. Any interest in real property acquired for the University of Idaho must be taken in the name of the Board of Regents of the University of Idaho.
- b. Any interest in real property acquired for any other institution, school or agency under the governance of the Board must be taken in the name of the state of Idaho by and through the State Board of Education.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

- c. This does not preclude a foundation or other legal entity separate and apart from an institution, school or agency under Board governance from taking title to real property in the name of the foundation or other organization for the present or future benefit of the institution, school or agency. (See Section V.E.)
- d. Acquisition of an option, lease, or any other present or future interest in real property by or on behalf of an institution, school or agency requires prior Board approval if the term of the lease exceeds five (5) years or if the cost exceeds two hundred fifty thousand dollars (\$250,000) annually.
- e. Appraisal.
An independent appraiser must be hired to give an opinion of fair market value before an institution, school or agency acquires fee simple title to real property.
- f. Method of sale - exchange of property.
The Board will provide for the manner of selling real property under its control, giving due consideration to Section 33-601(4), applied to the Board through Section 33- 2211(5), and to Chapter 3, Title 58, Idaho Code. The Board may exchange real property under the terms, conditions, and procedures deemed appropriate by the Board.
- g. Execution.
All easements, deeds, and leases excluding easements, deeds, and leases delegated authority granted to the institutions, school and agencies must be executed and acknowledged by the president of the Board or another officer designated by the Board and attested to and sealed by the secretary of the Board as being consistent with Board action.

3. Acquisition of Personal Property and Services

- a. Purchases of equipment, data processing software and equipment, and all contracts for consulting or professional services either in total or through time purchase or other financing agreements, between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000) require prior approval by the executive director. The executive director must be expressly advised when the recommended bid is other than the lowest qualified bid. Purchases exceeding five hundred thousand dollars (\$500,000) require prior Board approval.
- b. Acquisition or development of new administrative software or systems that materially affect the administrative operations of the institution by adding new services must be reviewed with the executive director before beginning development. When feasible, such development will be undertaken as a joint endeavor by the four institutions and with overall coordination by the Office of the State Board of Education.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT

FY 2008 Budget Requests

REFERENCE

June 15-16, 2006 Instructions to agencies and institutions regarding submission of budget requests.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.
Title 67, Chapter 35, Idaho Code

BACKGROUND

As discussed at the June 2006 Board meeting, budget requests are developed in three parts as directed by the Division of Financial Management (DFM) and Legislative Services Office (LSO), in the Budget Development Manual:

- Maintenance of Current Operations (MCO)
- Line Items
- Major Capital Facilities Projects

MCO requests are calculated using standard budget guidelines provided by the DFM and LSO, and Board policy, and may include increases for health insurance, Change in Employee Compensation (CEC), inflationary increases for operating expenses, statewide cost allocations (Treasurer, Controller and Risk Management), enrollment workload, and Replacement Capital Outlay items.

Line item requests may be defined by the Board, representing the unique needs of the institutions and agencies and statewide needs. The Line Items are prioritized by the Board for each agency and institution, following review.

Major capital projects approved by the State Board of Education are forwarded to the Permanent Building Fund Advisory Council, which reviews and prioritizes all capital facilities projects statewide.

In addition, some agencies or institutions may have Supplemental Requests, which is a request for additional funding in the current (FY 2007) fiscal year.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
AGENCIES AND INSTITUTIONS OF THE STATE BOARD - continued

DISCUSSION

The motions for all of the budget requests are organized as follows:

| | |
|--|---------|
| Supplemental Appropriations, MCO, and Major Capital | Tab A |
| Replacement Line Items | |
| College and Universities..... | Tab B |
| Community Colleges | Tab C |
| Agricultural Research/Extension, Special & Health Programs | Tab D |
| Agricultural Research/Extension | Page 1 |
| Special Programs..... | Page 5 |
| Health Programs | Page 27 |
| Agencies | Tab E |
| Office of State Board of Education | Page 1 |
| Idaho School for Deaf and Blind..... | Page 4 |
| Professional-Technical Education | Page 23 |
| Idaho Div. of Vocational Rehabilitation. | Page 35 |
| Idaho Public Television | Page 47 |
| Idaho State Historical Society | Page 51 |
| Idaho Commission on Libraries..... | Page 67 |
| Capital Budget Requests | Tab F |

Each motion will designate which Line Items are to be included in the official budget request for that agency, institution or program. Each summary page includes a page reference where the detailed narrative information for each line item can be found. This narrative is located behind the individual motion pages.

IMPACT

Approval of Supplemental requests, Major Replacement Capital Outlay and Other MCO requests, along with those developed under the DFM guidelines and Board policy, establishes the funding level to maintain operations for FY 2008.

Prioritization of the Line Items helps the agencies and institutions determine which additional services or programs the Board has approved in order for the agency or institution to fulfill and/or expand its mission.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

See staff comments and recommendations under each Colored Tab.

BOARD ACTION

See individual Board motions under each Colored Tab.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

STAFF COMMENTS AND RECOMMENDATIONS

MCO request information traditionally presented by the agencies and institutions in past agendas has included estimates, for the following reasons:

- the just-concluded fiscal year was in the process of being closed out when budget request summaries were being prepared
- the Personnel Cost worksheet used by institutions to calculate FY 2008 Personnel Cost needs for the upcoming budget year was not printed at the time these request summaries were prepared (similarly, the Wage and Salary Report used by other agencies has not been available)
- during Fall, DFM and LSO provides additional data to be incorporated into the official budget requests.

Because the MCO portion of a budget request is based on state guidelines and policy-driven calculations, and some of the financial information is not available at the time of agenda publication, the MCO information presented to the Board this year is purposely limited to the list of Replacement Capital Outlay items (if significant). The remaining part of the budget request will address all Line Items.

This allows the Board to focus on prioritizing Line Items and providing guidance to the institutions and agencies.

As discussed in the Background section, MCO requests are calculated using state budget guidelines and Board policy and include the following:

- Change in Benefit Costs: costs to maintain existing positions: Health Insurance, Retirement, Unemployment Insurance, Life Insurance, Workers Compensation, and other items.
- Inflationary for Operating Expenses: inflationary costs associated with utilities, travel, supplies, telecommunications, etc. The standard inflation rate allowed for FY 2008 is 1.81%; agencies are allowed to apply different rates to any category expected to require funding above the standard rate with appropriate documentation (letter from utility company, for example).
- Replacement Capital Outlay Items: costs to replace existing items in inventory: vehicles, computers, laboratory equipment, etc. and library books and periodicals.
- Statewide Cost Allocations (Treasurer, Controller and Risk Management): These costs allocations are provided in October.
- Change in Employee Compensation (CEC): The budget offices have determined that 3.5% will be included in all agency budget requests for FY 2008. This does not mean the final appropriation will be this percentage for agencies/institutions.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

- Non-standard Adjustments: The only item allowed here for higher education is the Enrollment Workload Adjustment (EWA). Higher education institutions have little control over how many students arrive at their door, and hence are allowed to request these funds as part of MCO. Board policy outlines how the enrollment workload adjustment is calculated which includes a three-year moving average of credit hours.

The Board is requested to authorize the Executive Director to approve the MCO budget requests and total requests, including Line Items, for agencies and institutions due to DFM and LSO on September 1, 2006.

Three agencies of the Board have requested Supplemental Appropriations: the Office of the State Board, Division of Vocational Rehabilitation, and the State Historical Society. Motions for those requests can be found on the next page (Tab 12a, page 3).

The Board will be asked to consider a motion for Replacement Capital Outlay in those instances where the request is significant with respect to the budget in question. The institutions/agencies with such requests are the College and Universities and Idaho Public Television.

Finally, the Board will consider one motion for MCO budget requests. These motions are on Page 15 of this tab.

The summaries for Replacement Capital Outlay can be found on pages 17-39.

| | |
|-------------------------------|---------|
| College and Universities..... | Page 17 |
| Idaho Public Television | Page 31 |

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

BOARD ACTION

SUPPLEMENTAL APPROPRIATIONS

A motion to approve a Supplemental Appropriation request for the Office of the State Board of Education to extend the contract with NWEA for Fall 2006 testing, in the amount of \$1,700,000, General Funds.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

A motion to approve a Supplemental Appropriation request for the Office of the State Board of Education to lease test questions from DRC for the Spring 2007 Language Usage Test, in the amount of \$300,000, General Funds.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

A motion to approve a Supplemental Appropriation request for the Office of the State Board of Education, to continue testing in the 2nd and 9th grades in the amount of \$750,000, General Funds.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

A motion to approve a Supplemental Appropriation request for the Office of the State Board of Education, for \$833,200 federal spending authority and two new positions for the Gear Up Grant.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve a Supplemental Appropriation request for the Office of the State Board of Education, for \$1,311,300 federal spending authority for the Teacher Incentive Pilot Project.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

A motion to approve a Supplemental Appropriation request for the Division of Vocational Rehabilitation to expand caseload services, in the amount of \$273,000, General Funds.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

A motion to approve a Supplemental Appropriation request for the Idaho State Historical Society for additional Operating Expense costs at the Idaho History Center and Bureau of Reclamation building, in the amount of \$45,300, General Funds.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**Agencies of the State Board of Education
Supplemental Requests by Agency**

| Priority | FY2007 SUPPLEMENTAL REQUESTS | Detail Page | FTP | General | Other Funds | Total |
|----------|---|-------------|------|--------------|--------------|--------------|
| 1 | Office of the State Board of Education | | | | | |
| 2 | Assessment and Accountability - Extend NWEA Contract for Fall Testing | 6 | | \$ 1,700,000 | | \$ 1,700,000 |
| 3 | Assessment and Accountability - Leasing Items for Language Testing | 7 | | 300,000 | | 300,000 |
| 4 | Assessment and Accountability - 2nd & 9th grade Testing | 8 | | 750,000 | | 750,000 |
| 5 | Gear Up - Federal Spending Authority Only | 9 | 2.00 | | 833,200 | 833,200 |
| 6 | Teacher Incentive Pilot - Year #1 Federal Spending Authority Only | 10 | | | 1,311,300 | 1,311,300 |
| 7 | Idaho Division of Vocational Rehabilitation | | | | | |
| 8 | 1 Case Services - Increase in Clients Served | 11 | | \$ 273,000 | | \$ 273,000 |
| 9 | Idaho State Historical Society | | | | | |
| 10 | 1 Building Maintenance for FY2007 | 13 | | \$ 45,300 | | \$ 45,300 |
| 11 | Total Cost of Supplementals Requested | | 2.00 | \$ 3,068,300 | \$ 2,144,500 | \$ 5,212,800 |

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

AGENCY: Office of the State Board of Education
 FUNCTION: OSBE
 ACTIVITY:

Agency No.: 501
 Function No.: 02
 Activity No.:

FY 2008 Request
 Page _1_ of _1_ Pages
 Original Submission ___ or Revision No. ___

| A: Decision Unit No: 4.31 | | Description: Extension of NWEA Contract | | | Agency Priority Ranking of | |
|---|------------------|---|----------|----------|----------------------------|--|
| DESCRIPTION | General | Dedicated | Federal | Other | Total | |
| FULL TIME POSITIONS (FTP) | | | | | | |
| PERSONNEL COSTS: | | | | | | |
| 1. Salaries | | | | | | |
| 2. Benefits | | | | | | |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 | |
| OPERATING EXPENDITURES by summary object: | | | | | | |
| NWEA Contract (One-Time) | 1,700,000 | | | | 1,700,000 | |
| TOTAL OPERATING EXPENDITURES: | 1,700,000 | 0 | 0 | 0 | 1,700,000 | |
| CAPITAL OUTLAY by summary object: | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 | |
| T/B PAYMENTS: | | | | | 0 | |
| LUMP SUM: | | | | | | |
| GRAND TOTAL | 1,700,000 | 0 | 0 | 0 | 1,700,000 | |

B: 1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 This request is for a one-time extension of Northwest Evaluation Association (NWEA) contract to cover fall testing during the transition between NWEA and Data Recognition Corporation (DRC) as the Idaho Testing Contractor. To insure a smooth transition between the current ISAT testing contractor, NWEA, and DRC, the assessment contractor selected for the continuing development and administration of the ISAT, a supplemental budget of \$1.7 million is requested. The additional budget will cover:

- o Development of the test forms for the fall ISAT:
- o Training of district personnel in preparation for the fall ISAT testing,
- o Administration of the fall ISAT,
- o Reporting of results of the fall ISAT, and
- o Transfer of data between NWEA and DRC.

This is a budget request that has been known and discussed as an expected expenditure in the event of a change in testing contractors. The budget is also necessary to ensure continuous and seamless transition for Idaho districts, in terms of service and data.
 The staffing level for this program is 2 FTP, a Program Manager and a Assessment & Compliance Coordinator. In FY2007 there is \$2,331,300 General fund monies identified for this program. The federal award for Federal FY2006 is \$4,195,554.

2. What resources are necessary to implement this request?

- a. List by position: No new positions are being requested.
- b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted. There will be no new human resources redirected due to this request.
- c. List any additional operating funds and capital items needed. The full request will be used for the contract extension with NWEA.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. General Funds

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted? All Idaho students, schools and school districts.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Office of the State Board of Education
 FUNCTION: OSBE
 ACTIVITY:

Agency No.: 501
 Function No.: 02
 Activity No.:

FY 2008 Request
 Page _1_ of _1_ Pages
 Original Submission ___ or Revision No. ___

| A: Decision Unit No: 4.32 | | Description: Lease Items for Language Usage Test | | | Agency Priority Ranking 2 of 5 |
|---|----------------|--|----------|----------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | |
| 2. Benefits | | | | | |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Professional Services (one-time) | 300,000 | | | | 300,000 |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 300,000 | 0 | 0 | 0 | 300,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 300,000 | 0 | 0 | 0 | 300,000 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. Attach as many pages as necessary to respond in a narrative fashion to the following questions:

- What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 Assessment and Accountability - Leasing of Items for Language Usage Test - General Fund \$300,000
 For the Spring 2007 Language Usage Test (grades 2-10) – Development of items for the ISAT reading and mathematics is underway by DRC and will require significant human and financial resources. To lighten the load, especially the financial load, during this first year of the contract with DRC, an option to lease items for the Spring 2007 Language Usage Test was included in the Request for Proposals and results as an FY 2007 Supplemental budget request of \$.3 million. Since performance on the reading and mathematics tests are the primary basis for Adequate Yearly Progress (AYP) determinations, it is essential that those two content area items be written to closely align to the Idaho revised standards. Idaho ownership of reading and mathematics items provides a number of options, including release of sample items for district use and/or use of items in formative, diagnostic assessments that closely mimic those used on the Spring ISAT. The intent is to develop language usage items as well, but to delay that endeavor until after the Spring 2007 administration.
- What resources are necessary to implement this request? \$300,000 General Fund
- Please break out fund sources with anticipated expenditures in the financial data matrix.
 This request is for one-time funding
- Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 All Idaho students, schools and school districts.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Office of the State Board of Education
 FUNCTION: OSBE
 ACTIVITY:

Agency No.: 501
 Function No.: 02
 Activity No.:

FY 2008 Request
 Page 1 of 1 Pages
 Original Submission or Revision No.

| A: Decision Unit No: 4.33 | | Descriptive Title: 2nd and 9th Grade Testing | | | Agency Priority Ranking 3 of 5 |
|---|----------------|--|----------|----------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | |
| 2. Benefits | | | | | |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Professional Services Ongoing | 440,000 | | | | 440,000 |
| 2. Professional Services One-Time | 310,000 | | | | 310,000 |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 750,000 | 0 | 0 | 0 | 750,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 750,000 | 0 | 0 | 0 | 750,000 |

B: 1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 Continuation of ISAT administration for grades two and nine, which are not grades in which testing is required for NCLB. However, Idaho chose to extend the required testing to grades 2 and 9, so that all grades (2 through 10) are tested on at least a semi-annual basis. This was, at least in part, due to the commitment to providing a contiguous grade-level model for measuring growth. In many ways this puts Idaho on the cutting edge of the "growth model" system discussion. Since Idaho uses an adaptive testing model as a part of an impressive and "forward thinking", comprehensive system, the use of data (for diagnostic purposes) by districts has become routine. It is a system that many Idaho districts have come to depend upon as they endeavor to improve student performance. As a part of the ISAT Request For Proposals, continuing ISAT administration at grades two and nine was included as a cost proposal. Since it is not required by NCLB, state funding will be necessary if the testing is to be continued. DRC has proposed a budget of approximately \$2.5 million over a 4-year period. A supplemental budget request for \$.75 million will cover the first year of the program (The first year of the program is the most costly, because of development costs.). The balance of the cost proposal, a little over \$1.75 million, would be about equally divided over the subsequent three years of the contract (approximately \$440,000).

2. What resources are necessary to implement this request? \$750,000 General Fund

3. Please break out fund sources with anticipated expenditures in the financial data matrix.
 This request is for one-time funding of \$310,000 and ongoing funding of \$440,000.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 All Idaho students, schools and school districts.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Office of the State Board of Education
 FUNCTION: OSBE
 ACTIVITY:

Agency No.: 501
 Function No.: 02
 Activity No.:

FY 2008 Request
 Page _1_ of _1_ Pages
 Original Submission ___ or Revision No. ___

| A: Decision Unit No: 4.34 | | Description: Gear Up Federal Award | | | Agency Priority Ranking of | |
|--|---------|------------------------------------|---------|-------|----------------------------|--|
| DESCRIPTION | General | Dedicated | Federal | Other | Total | |
| FULL TIME POSITIONS (FTP) | | | 2.00 | | | |
| PERSONNEL COSTS: | | | | | | |
| 1. Salaries Gear Up Program Mgr | | | 47,200 | | 47,200 | |
| 1. Salaries Gear Up Information Spec | | | 33,100 | | 33,100 | |
| 3. Benefits Gear Up Program Mgr | | | 15,100 | | 15,100 | |
| 3. Benefits Gear Up Information Spec | | | 12,000 | | 12,000 | |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 107,400 | 0 | 107,400 | |
| OPERATING EXPENDITURES by summary object: | | | | | | |
| Travel | | | 45,600 | | 45,600 | |
| Supplies | | | 25,000 | | 25,000 | |
| Contracts | | | 396,000 | | 396,000 | |
| Other | | | 142,400 | | 142,400 | |
| 4. | | | | | | |
| TOTAL OPERATING EXPENDITURES: | 0 | 0 | 609,000 | 0 | 609,000 | |
| CAPITAL OUTLAY by summary object: | | | | | | |
| 1. | | | 16,800 | | 16,800 | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 16,800 | 0 | 16,800 | |
| T/B PAYMENTS: | | | 100,000 | | 100,000 | |
| LUMP SUM: | | | | | | |
| GRAND TOTAL | 0 | 0 | 833,200 | 0 | 833,200 | |

B:

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 The Gaining Early Awareness and Readiness for Undergraduated Programs (Gear Up) is designed to increase the number of at risk, and first generation to college students who are prepared to enter and succeed in postsecondary education. Intended to provide services at high poverty middle and high schools, GEAR UP provides resources to an entire cohort of students beginning in the seventh grade and continues to serve that cohort through high school to assure that students and their parents have the necessary support at school and level of academic achievement necessary to attend and be successful in postsecondary education. In addition, college scholarship funds for low-income students are available through this program. This request is for federal fund spending authority. OSBE has applied for approximately \$17.8 million to be used over a six year period. Official notification of the award will happen no later than August 30, 2006.

2. What resources are necessary to implement this request?
 a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. 2 Limited Service Positions are requested (Program Supervisor and Information Specialist), anticipated hire date is August 30, 2006. This funding request is based on 18 pay periods.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.
 The funding for this program is all federal funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 Students at risk of dropping out and low-income students and their parents.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: Office of the State Board of Education
 FUNCTION: OSBE
 ACTIVITY:

Agency No.: 501
 Function No.: 02
 Activity No.:

FY 2008 Request
 Page 1 of 1 Pages
 Original Submission or Revision No.

| A: Decision Unit No: 4.35 | Descriptive Title: Teacher Incentive Grant | | | Agency Priority Ranking 1 of 5 | |
|--|--|-----------|------------------|--------------------------------|------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | |
| 2. Benefits | | | | | |
| 3. Group Position Funding | | | 30,000 | | 30,000 |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 30,000 | 0 | 30,000 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Development, Evaluation, Management Ongoing | | | 1,273,300 | | 1,273,300 |
| 2. Travel | | | 8,000 | | 8,000 |
| 3. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 0 | 0 | 1,281,300 | 0 | 1,281,300 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 0 | 0 | 1,311,300 | 0 | 1,311,300 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. Attach as many pages as necessary to respond in a narrative fashion to the following questions:

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

Teacher Incentive Pilot - Year 1 Federal Spending Authority \$1,311,300

Based on two years of research and work by a Board-appointed sub-committee, federal funding is being sought to launch a pilot performance-based system in three of our most innovative districts—Bonneville, Caldwell and Lakeland. At the same time, the districts will make steady progress toward increasing high school students' access to rigorous coursework in math and science. The lessons we learn from this pilot will permit us to develop a broader reform of our public school compensation system that not only allows the program to continue after the grant has expired, but also expands performance-based pay to districts across our state. Starting in the third year of this program, the State Board will begin reviewing the results annually to determine if we have learned enough to launch the broader state-wide initiative. Under this pilot compensation will be based primarily on gains in student academic achievement and will provide incentives for teachers and principals to take on additional responsibilities and leadership roles. The maximum award from the U.S. Department of Education will be approximately \$12 million over 5 years. If awarded the grant, the first year of the pilot is preparation that requires no state match, and the following years are implementation where state match will be required. By the end of the grant period, at least 75% of the compensation funds must be from other than teacher incentive grant funds. Current staff in the office of the Board will manage this program utilizing the grant partnership with Accountability Works, a nationally recognized education consulting firm, and other contractual arrangements outlined in the grant.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. A part-time group position is planned for this project. Anticipated hire date is October 1, 2006. Will pay from group funds.
- b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
- c. List any additional operating funds and capital items needed.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT
 AGENCY: Vocational Rehabilitation
 FUNCTION: Renal Disease
 ACTIVITY:

Agency No.: 523
 Function No.: 01
 Activity No.:

FY 2008 Request
 Page _1_ of _1_ Pages
 Original Submission ___ or Revision No. ___

| A: Decision Unit No: 4.31 | | Description: Supplemental - Case Services | | | Agency Priority Ranking 1 of 1 |
|---|----------------|---|----------|----------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | 0 |
| 2. Benefits | | | | | 0 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | 0 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 0 | 0 | 0 | 0 | 0 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | 0 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | 273,000 | | | | 273,000 |
| LUMP SUM: | | | | | 0 |
| GRAND TOTAL | 273,000 | 0 | 0 | 0 | 273,000 |

B: 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? \$273,000 in on-going funding for case services for the current year. State Fiscal Year 2006 funding was depleted by May 19, 2006. This has been due to growth in clients served. At that time, there was approximately \$273,000 in outstanding authorizations. \$60,200 of those authorizations for those SFY 2006 services have been paid out of current year authority. The remainder is due to be paid by June 30, 2007. The current growth rate for clients based on the average annual growth over the last three years is 21.3%. Spending SFY 2007 funds on SFY 2006 services will deplete SFY 2007 funding to the point that will not allow IDVR to provide services to those citizens of Idaho with end-stage renal disease.

2. What resources are necessary to implement this request?
- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.
None
 - b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
None
 - c. List any additional operating funds and capital items needed.
None

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)
 Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.
 None

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 The citizens of Idaho with end-stage renal disease. The division provides services such as assistance with dialysis, medications, transportation and kidney insurance premiums. The impact of this additional funding will be that funding will not be depleted in SFY 2007 and the Division will be able to provide continuity of services for current client base. If not funded, those citizens will not have the funds necessary to pay for their treatment. This is the State's only program and is, in many cases, the last resort for those clients for services and treatment of their disease.

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: Idaho State Historical Society
 FUNCTION: Historic Preservation & Education
 ACTIVITY:

Agency No.: 522
 Function No.: 01
 Activity No.:

FY 2008 Request
 Page _1_ of _1_ Pages
 Original Submission ___ or Revision No. ___

| A: Decision Unit No: 4.31 | | Descriptive Title: Museum Restoration Initiative | | | Agency Priority Ranking 1 of 6 |
|---|---------------|--|----------|----------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | |
| 2. Benefits | | | | | |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Utility & Maintenance | 45,300 | | | | 45,300 |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 45,300 | 0 | 0 | 0 | 45,300 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 45,300 | 0 | 0 | 0 | 45,300 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. Attach as many pages as necessary to respond in a narrative fashion to the following questions:

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

The ISHS is short in the base appropriation for the maintenance and operations of the Idaho History Center by \$38,100. The estimated cost of a full year of operations is \$279,300. There is only \$241,200 in the base.

In addition ISHS was given the Old Bureau of Reclamation Building to maintain and utilize. The estimated cost to maintain this building is \$7,200.

2. What resources are necessary to implement this request?
 General Fund

3. Please break out fund sources with anticipated expenditures in the financial data matrix.
 Ongoing General Fund

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REPLACEMENT CAPITAL OUTLAY

A motion to approve Replacement Capital Outlay items for the College and Universities, for normal operational needs, in the amount of \$4,614,500.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

A motion to approve Replacement Capital Outlay items for Idaho Public Television, specifically for KUID/Moscow studio production equipment, translator digital conversion, and IT and other items, in the amount of \$1,862,700.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

MAINTENANCE OF CURRENT OPERATIONS

A motion to approve the MCO budget requests for the College and Universities, Community Colleges, Agricultural Research and Extension Service, Special and Health Programs, and the Agencies of the Board, and to delegate to the Executive Director approval of the final FY 2008 Maintenance of Current Operations budget requests for these agencies, institutions and programs as developed by following State of Idaho Budget Development Manual guidelines and Board policy.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**College and Universities
List of Replacement Items
Fiscal Year 2008 MCO Request**

| | Item/Description | Quantity | Unit Cost | Total Cost |
|----|---|-----------------|------------------|-------------------|
| 1 | | | | |
| 2 | BSU Computers/Data Processing Equip. | | | \$ 319,300 |
| 3 | Furniture | | | 39,900 |
| 4 | Instruments/Lab/Scientific/Test Eq | | | 370,600 |
| 5 | Media Equipment | | | 99,800 |
| 6 | Telecommunications/Academic Tech. | | | 110,900 |
| 7 | Vehicles | | | 49,900 |
| 8 | BSU subtotal: | | | \$ 990,400 |
| 9 | | | | |
| 10 | ISU Instructional & Lab Equipment Needs | | | \$ 1,000,000 |
| 11 | Telecommunications Equipment | | | 250,000 |
| 12 | Central Computer Hardware/Software | | | 290,000 |
| 13 | Other Dept Computers and Equip. | | | 250,000 |
| 14 | Physical Plant Maintenance Equip. | | | 210,000 |
| 15 | ISU subtotal: | | | \$ 2,000,000 |
| 16 | | | | |
| 17 | UI Computers/Data Processing Equip. | | | \$ 438,800 |
| 18 | Instruments/Lab/Scientific/Test Equip. | | | 605,200 |
| 19 | Media Equipment | | | 194,000 |
| 20 | Telecommunications Equip. | | | 60,300 |
| 21 | Classroom and Office Furniture | | | 65,400 |
| 22 | Vehicles for Facility/Campus Maint. | | | 115,200 |
| 23 | UI subtotal: | | | \$ 1,478,900 |
| 24 | | | | |
| 25 | LCSC Instructional Computers | 121 | 1,200 | \$ 145,200 |
| 26 | | | | |
| 27 | | | | |
| 28 | Total Replacement Items - College & Universities | | | \$ 4,614,500 |
| 29 | Percentage of FY 2008 Base | | | 1.92% |

THIS PAGE INTENTIONALLY LEFT BLANK

Community Colleges
List of Replacement Items
Fiscal Year 2008 MCO Request

| | Item/Description | Quantity | Unit Cost | Total Cost |
|----|---|----------|-----------|------------|
| 1 | | | | |
| 2 | CSI Vehicle | | | \$ 15,300 |
| 3 | | | | |
| 4 | | | | |
| 5 | NIC 5 Year Replacement Cycle for | 66 | 1491 | 98,400 |
| 6 | 890 Personal Computers Total | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | Total Replacement Items - Community Colleges | | | \$ 113,700 |
| 13 | Percentage of FY 2008 Base | | | 0.51% |

THIS PAGE INTENTIONALLY LEFT BLANK

Ag Research Extension
List of Replacement Items
Fiscal Year 2008 MCO Request

| | Item/Description | Quantity | Unit Cost | Total Cost |
|----|--|----------|-----------|------------|
| 1 | | | | |
| 2 | Ag Research Extension | | | |
| 3 | Telescoping front end loader | 1 | 70,000 | \$ 70,000 |
| 4 | Autoclave | 1 | 50,000 | 50,000 |
| 5 | Plot combine | 1 | 150,000 | 150,000 |
| 6 | Tractors | 3 | 50,000 | 150,000 |
| 7 | Forklifts | 2 | 15,000 | 30,000 |
| 8 | Manure spreader truck | 1 | 50,000 | 50,000 |
| 9 | | | | |
| 10 | | | | |
| 11 | Total Replacement Items - Ag Research | | | \$ 500,000 |
| 12 | Percentage of FY 2008 Base | | | 1.90% |

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**Special Programs Summary
List of Replacement Items
Fiscal Year 2008 MCO Request**

| | Item/Description | Quantity | Unit Cost | Total Cost |
|----|---|-----------------|------------------|-------------------|
| 1 | | | | |
| 2 | Idaho Geological Survey | | | |
| 3 | Work-station computers | 4 | 2,500 | \$ 10,000 |
| 4 | | | | |
| 5 | Idaho Museum of Natural History | | | |
| 6 | Archives/ Record Storage cabinets | 4 | 1,550 | 6,200 |
| 7 | Exhibits Graphics Production Station | 1 | 3,000 | 3,000 |
| 8 | Education Office Specimen Cabinets | 3 | 2,000 | 6,000 |
| 9 | Personal Computers with software | 4 | 1,200 | 4,800 |
| 10 | Color Laser Printer | 1 | 1,000 | 1,000 |
| 11 | Industrial Paint Booth | 1 | 4,000 | 4,000 |
| 12 | Industrial Table Saw | 1 | 1,700 | 1,700 |
| 13 | Collections Storage (shelving) | 3 | 1,500 | 4,500 |
| | Education Office Lending Library | 4 | 900 | 3,600 |
| 14 | Shelving | | | |
| 15 | Computer and Projector | 1 | 1,700 | 1,700 |
| 16 | Collections Security Devices | 10 | 700 | 7,000 |
| 17 | Outreach classroom tables and chairs | 10 | 430 | 4,300 |
| 18 | IMNH subtotal: | | | \$ 47,800 |
| 19 | | | | |
| 20 | | | | |
| 21 | Total Replacement Items - Special Programs | | | \$ 57,800 |
| 22 | Percentage of FY 2008 Base | | | 0.57% |

THIS PAGE INTENTIONALLY LEFT BLANK

**Health Programs Summary
List of Replacement Items
Fiscal Year 2008 MCO Request**

| | Item/Description | Quantity | Unit Cost | Total Cost |
|----|--|-----------------|------------------|-------------------|
| 1 | | | | |
| 2 | WOI Veterinary Education | | | |
| 3 | Incubator | 1 | | \$ 20,000 |
| 4 | | | | |
| 5 | IDEP Dental Education | | | |
| 6 | Macintosh G5 computer to replace 8-9 | 1 | 3,300 | 3,300 |
| 7 | yr old computer for Department | | | |
| 8 | Star High Speed Handpiece | 2 | 550 | 1,100 |
| 9 | Titan Slow speed motor with swivel | 2 | 750 | 1,500 |
| 10 | IDEP subtotal: | | | \$ 5,900 |
| 11 | | | | |
| 12 | | | | |
| 13 | Total Replacement Items - Health Programs | | | \$ 25,900 |
| 14 | Percentage of FY 2008 Base | | | 0.29% |

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

Professional-Technical Education

List of Replacement Items

Fiscal Year 2008 MCO Request

| | Item/Description | Quantity | Unit Cost | Total Cost |
|----|--------------------------------------|-----------------|------------------|-------------------|
| 1 | | | | |
| 2 | General Fund | | | |
| 3 | Upgrade Software - Frontpage | | | \$2,900 |
| 4 | Programming | | | 30,900 |
| 5 | License Fees | | | 600 |
| 6 | Secretary's Chairs | 5 | 300 | 1,500 |
| 7 | Cameras | 2 | 300 | 600 |
| 8 | Label Printer | 1 | 800 | 800 |
| 9 | Computers w/Monitors | 11 | 1,300 | 14,300 |
| 10 | Laser Printers | 2 | 5,150 | 10,300 |
| 11 | Laptops | 4 | 2,600 | 10,400 |
| 12 | Scanner | 2 | 900 | 1,800 |
| 13 | Computer w/Monitor | 3 | 1,600 | 4,800 |
| 14 | Computer Projection Unit | 1 | 800 | 800 |
| 15 | Office Desk Chairs | 3 | 600 | 1,800 |
| 16 | Server | 1 | 7,100 | 7,100 |
| 17 | Computers | 3 | 1,600 | 4,800 |
| 18 | Laptop | 1 | 2,500 | 2,500 |
| 19 | Printer | 1 | 1,500 | 1,500 |
| 20 | Total General Fund | | | 97,400 |
| 21 | | | | |
| 22 | Miscellaneous Revenue | | | |
| 23 | Microsoft Office 2007 | 11 | 500 | 5,500 |
| 24 | Coldfusion | 1 | 1,200 | 1,200 |
| 25 | Desk Chairs | 4 | 500 | 2,000 |
| 26 | Palm Pilots | 3 | 400 | 1,200 |
| 27 | Jaws Software | 1 | 1,200 | 1,200 |
| 28 | Digital Camera | 1 | 500 | 500 |
| 29 | Monitors | 4 | 500 | 2,000 |
| 30 | Desk | 1 | 500 | 500 |
| | USB Harddrive | 3 | 400 | 1,200 |
| | Encyclopedia of Career Dev Software | 1 | 500 | 500 |
| 31 | Total Miscellaneous Revenue | | | 15,800 |
| 32 | | | | |
| 33 | | | | |
| 34 | | | | |
| 35 | Total Replacement Items - PTE | | | \$ 113,200 |
| 36 | Percentage of FY 2008 Base | | | 0.20% |

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

Idaho Division of Vocational Rehabilitation
List of Replacement Items
Fiscal Year 2008

| | Item/Description | Quantity | Unit Cost | Total Cost |
|----|---------------------------------------|----------|-----------|------------|
| 1 | Federal Fund | | | |
| 2 | Microsoft License Renewals | | | \$ 36,700 |
| 3 | Microsoft Operating System Upgrade | | | 31,200 |
| 4 | Novell License Renewals | | | 24,000 |
| 5 | Gemini Software Maintenance | | | 56,000 |
| 6 | Administrative Software Upgrades | | | 3,000 |
| 7 | Replacement Operating Expense | | | 150,900 |
| 8 | | | | |
| 9 | Vehicles | 8 | 13,000 | 104,000 |
| 10 | Photocopiers | 3 | 2,000 | 6,000 |
| 11 | Telephone System | 2 | 5,000 | 10,000 |
| 12 | Telephone Device For the Deaf | 4 | 700 | 2,800 |
| 13 | Desk/Computer Unit | 10 | 800 | 8,000 |
| 14 | Executive Office Chair | 15 | 300 | 4,500 |
| 15 | Office Task Chair | 26 | 200 | 5,200 |
| 16 | Side Chair | 20 | 100 | 2,000 |
| 17 | Locking File Cabinet | 15 | 200 | 3,000 |
| 18 | Bookcase | 4 | 200 | 800 |
| 19 | Dictation Unit | 10 | 400 | 4,000 |
| 20 | Paper Shredder | 2 | 100 | 200 |
| 21 | Overhead Projector | 1 | 500 | 500 |
| 22 | Computer Server | 5 | 3,500 | 17,500 |
| 23 | Computer System | 15 | 1,500 | 22,500 |
| 24 | Computer Monitor | 40 | 500 | 20,000 |
| 25 | Computer Laptop & Docking Station | 30 | 2,000 | 60,000 |
| 26 | Tablet PC | 1 | 2,000 | 2,000 |
| 27 | Portable Printer | 11 | 300 | 3,300 |
| 28 | Laserjet Printers | 10 | 1,800 | 18,000 |
| 29 | Network Switch (managed) | 10 | 1,500 | 15,000 |
| 30 | Network Switch (non-managed) | 2 | 250 | 500 |
| 31 | Data Communication Router | 2 | 1,500 | 3,000 |
| 32 | Replacement Capital | | | 312,800 |
| 33 | | | | |
| 34 | Total Replacement Items - IDVR | | | \$ 463,700 |
| | Percentage of FY 2008 Base | | | 1.93% |

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**Idaho Public Television
Summary of Replacement Items Requested
Fiscal Year 2008 Budget Request**

| | Item/Description | Quantity | Unit Cost | Total Cost |
|----|---|----------|-----------|--------------|
| 1 | General Fund | | | |
| 2 | Translator Equipment Digital Conversion | 5 | 45,700 | 228,500 |
| 3 | | | | |
| 4 | KUID Production Control/Studio Digital Transition | 1 | 1,076,000 | 1,076,000 |
| 5 | | | | |
| 6 | Engineering field trucks (see attached detail) | 1 | 26,500 | 26,500 |
| 7 | | | | |
| 8 | Technical Maintenance | 2 | 24,500 | 49,000 |
| 9 | | | | |
| 10 | Office PC Replacements | 85 | 1,490 | 126,700 |
| 11 | | | | |
| 12 | Statewide Network Operations Equipment | 6 | 59,340 | 356,000 |
| 13 | | | | |
| 14 | | | | |
| 15 | (See the detail for each Item on the following four pages.) | | | |
| 16 | | | | |
| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |
| 21 | | | | |
| 22 | TOTAL REPLACEMENT ITEMS - IPTV | | | \$ 1,862,700 |
| 23 | Percentage of FY 2008 Base | | | 73.79% |

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**Idaho Public Television
Detail of Replacement Items Requested
Fiscal Year 2008 Budget Request**

| | Item/Description of Use | Quantity | Unit Cost | Total Cost |
|----|--|-----------------|------------------|-------------------|
| 1 | Translator Equipment Digital Conversion: | | | |
| 2 | 100 Watt digital ready translator | 1 | 18,000 | 18,000 |
| 3 | Transcoder, PSIP & Processor | 1 | 10,000 | 10,000 |
| 4 | DTV Mask filter | 1 | 1,500 | 1,500 |
| 5 | Replacement antenna | 1 | 5,000 | 5,000 |
| 6 | | | | 34,500 |
| 7 | | | | |
| 8 | 100 Watt digital ready translator | 1 | 18,000 | 18,000 |
| 9 | Digital equipment to include transcoder & PSIP conversion. | 1 | 10,000 | 10,000 |
| 10 | DTV mask filter. | 1 | 1,500 | 1,500 |
| 11 | Replacement antenna & power divider. | 1 | 5,000 | 5,000 |
| 12 | | | | 34,500 |
| 13 | | | | |
| 14 | 10 Watt digital ready translator | 1 | 8500 | 8500 |
| 15 | Power Amplifier- 50W avg. TPO. | 1 | 10,000 | 10,000 |
| 16 | DTV Mask filter | 1 | 1,500 | 1,500 |
| 17 | Receive antenna and Line/hardware. | 1 | 5,000 | 5,000 |
| 18 | | | | 25,000 |
| 19 | | | | |
| 20 | 10 Watt digital ready translator | 1 | 8,500 | 8,500 |
| 21 | Digital equipment to include transcoder & PSIP conversion. | 1 | 10,000 | 10,000 |
| 22 | KCDT-DT Exciter | 1 | 10,000 | 10,000 |
| 23 | Replacement antenna & power divider. | 1 | 5,000 | 5,000 |
| 24 | | | | 33,500 |
| 25 | | | | |
| 26 | 150 Watt digital ready translator | 1 | 28,500 | 28,500 |
| 27 | Transcoder | 1 | 3,000 | 3,000 |
| 28 | Antennas | 1 | 8,000 | 8,000 |
| 29 | DTV Mask filter | 1 | 1,500 | 1,500 |
| 30 | | | | 41,000 |
| 31 | | | | |
| 32 | Backup Generator - East Butte Mtn. | 1 | 85,000 | 85,000 |
| 33 | | | | |
| 34 | Total Translator Conversion FY 2008: | | | 228,500 |
| 35 | | | | |

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

Idaho Public Television
Detail of Replacement Items Requested
Fiscal Year 2008 Budget Request

| | Item/Description of Use | Quantity | Unit Cost | Total Cost |
|----|--|-----------------|------------------|-------------------|
| 1 | KUID Studio/ Production Control Digital Transistion: | | | |
| 2 | HDC-1500L EFP style camera | 2 | 77,600 | 155,200 |
| 3 | HDFC730W-5" Viewfinders | 2 | 7,700 | 15,400 |
| 4 | HDCU1500L CCU | 2 | 26,600 | 53,200 |
| 5 | RCP 700 | 2 | 6,210 | 12,420 |
| 6 | Fiber, Connector Cable | 1 | 3,400 | 3,400 |
| 7 | Lens and support camera HDCX300K | 1 | 22,000 | 22,000 |
| 8 | Production switcher Synergy 1 MD | 1 | 84,400 | 84,400 |
| 9 | 2 stage studio Osprey Elite pedestal | 2 | 19,900 | 39,800 |
| 10 | 70 head, handles-etc | 2 | 6,000 | 12,000 |
| 11 | Vision 100 ENG kit w/wheels | 1 | 6,500 | 6,500 |
| 12 | HA22x7.8BERM | 2 | 34,700 | 69,400 |
| 13 | EFP Zoom/Focus Kit | 2 | 2,700 | 5,400 |
| 14 | Multi image system-HD, SD, Analogue in | 1 | 25,000 | 25,000 |
| 15 | 17" Color LCD for Production PGM/PVW | 2 | 6,000 | 12,000 |
| 16 | VR 171P HD | 2 | 4,600 | 9,200 |
| 17 | 20" LCD for Graphics station | 1 | 800 | 800 |
| 18 | HTM-2005R w/SDI | 1 | 10,000 | 10,000 |
| 19 | 17" LCD with quad split (cam & audio ops) Marshal VR 171P | 2 | 3,600 | 7,200 |
| 20 | TVM-950HD w/anlg input (master mon) | 1 | 16,745 | 16,745 |
| 21 | 7710 UC-HD tray | 1 | 2,200 | 2,200 |
| 22 | 7712 HDC Upconv. | 2 | 6,000 | 12,000 |
| 23 | 7710 DCDA-HD Dwnconv. | 2 | 5,000 | 10,000 |
| 24 | 7736CDM+S D-A | 2 | 2,900 | 5,800 |
| 25 | 7736CDM+S A-D | 2 | 2,000 | 4,000 |
| 26 | MXA 3901 Emb | 4 | 2,000 | 8,000 |
| 27 | DXA 3901 De-Emb | 4 | 2,000 | 8,000 |
| 28 | MTG-3901-SYS-3 SyncGen | 1 | 13,370 | 13,370 |
| 29 | HDC 3902 Down | 1 | 6,000 | 6,000 |
| 30 | Remodel Studio space for ADA compliance | 1 | 168,000 | 168,000 |
| 31 | Closed Captioning/Prompting | 1 | 24,000 | 24,000 |
| 32 | | | | |
| 33 | Sub Total KUID Studio/Production Control Digital Replacement: | | | 821,435 |
| 34 | Continued on next page | | | |

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

Idaho Public Television
Detail of Replacement Items Requested
Fiscal Year 2008 Budget Request

| | Item/Description of Use | Quantity | Unit Cost | Total Cost |
|----|---|-----------------|------------------|-------------------|
| 1 | KUID Studio/ Production Control Digital Transistion Continued: | | | |
| 2 | X75HD-AV-2PS w/various opts. | 2 | 21,400 | 42,800 |
| 3 | X75SD-AV-2PS | 1 | 11,475 | 11,475 |
| 4 | Remote panel | 1 | 1,500 | 1,500 |
| 5 | 2 Video, 2 Audio patch panels | 2 | 5,000 | 10,000 |
| 6 | HD Encoder- E5780 | 1 | 32,000 | 32,000 |
| 7 | Audio Equipment - 360 Systems Instant Replay 2 | 1 | 3,500 | 3,500 |
| 8 | CG, Still/Clip Store - Pinnacle 1000 Deko HD - 1 ch & software | 1 | 29,000 | 29,000 |
| 9 | New hardware support for new heads | 2 | 4,895 | 9,790 |
| 10 | Teleprompting Software CPC-1000 | 1 | 2,000 | 2,000 |
| 11 | DM-1000 Mixer 96K 48 inputs | 1 | 5,300 | 5,300 |
| 12 | 8ch analog I/O 96K | 2 | 950 | 1,900 |
| 13 | 8ch AES I/O 96K on DB25 connector | 1 | 470 | 470 |
| 14 | Genelec - 1030A Digital Monitoring sytem | 2 | 1,000 | 2,000 |
| 15 | OmniMount 20.5 Wallmount Brackets | 2 | 200 | 400 |
| 16 | RC16 Remote Control | 1 | 240 | 240 |
| 17 | DCA2T attenuator w/transformer | 1 | 740 | 740 |
| 18 | AUDIO MON. 4-CH. 1RU VMQ4 | 1 | 840 | 840 |
| 19 | MSD600M BASE UNIT | 1 | 3,650 | 3,650 |
| 20 | 2CH A/D INPUT MODULE | 3 | 475 | 1,425 |
| 21 | Speaker Amp (for Studio Speaker) | 1 | 600 | 600 |
| 22 | Router Switcher (32x32 HD/SD) | 1 | 28,000 | 28,000 |
| 23 | Intercom | 1 | 11,800 | 11,800 |
| 24 | RVON-I/O (IP based interface) | 1 | 4,500 | 4,500 |
| 25 | Studio Curtain | 1 | 1,400 | 1,400 |
| 26 | 90' black velor curtain | 1 | 1,770 | 1,770 |
| 27 | 90' muslin cyc | 1 | 1,000 | 1,000 |
| 28 | Cabling | 1 | 500 | 500 |
| 29 | BNC Connectors | 1 | 700 | 700 |
| 30 | Plenum Coax | 1 | 3,000 | 3,000 |
| 31 | Consoles Series 2 | 5 | 1,450 | 7,250 |
| 32 | PE Services/Consulting/Electricians | 1 | 35,000 | 35,000 |
| 33 | | | | |
| 34 | Total KUID Studio/Production Control Digital Replacement: | | | 1,076,000 |
| 35 | | | | |

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**Idaho Public Television
Detail of Replacement Items Requested
Fiscal Year 2008 Budget Request**

| | Item/Description of Use | Quantity | Unit Cost | Total Cost |
|----|---|----------|-----------|------------|
| 1 | Engineering field trucks | 1 | 26,500 | 26,500 |
| 2 | | | | |
| 3 | Replace KUID Beacon | 1 | 5,000 | 5,000 |
| 4 | Tower Painting KAID/KUID TV | 2 | 22,000 | 44,000 |
| 5 | Tech Maintenance Capital Items | | | 49,000 |
| 6 | | | | |
| 7 | Dell Optiplex GX620 desktop | 65 | 1,200 | 78,000 |
| 8 | Dell Latitude D620 Laptop | 15 | 2,000 | 30,000 |
| 9 | Dell PowerEdge 2950 (domain controller) | 1 | 5,000 | 5,000 |
| 10 | UPS (3000 KVA) | 1 | 3,200 | 3,200 |
| 11 | AutoSat replacement(Harris automation) | 1 | 4,500 | 4,500 |
| 12 | MPC NetFrame 1720 servers | 2 | 3,000 | 6,000 |
| 13 | Office PC Replacements | | | 126,700 |
| 14 | | | | |
| 15 | Multi-Channel video file server system | 1 | 225,000 | 225,000 |
| 16 | 8.5 Tbyte raid 5 SAN | 1 | 52,000 | 52,000 |
| 17 | Transmitter Remote | 1 | 55,000 | 55,000 |
| 18 | PSIP Generatore FCC compliance | 3 | 8,000 | 24,000 |
| 19 | Statewide Network Operations Equipment | | | 356,000 |
| 20 | | | | |
| 21 | | | | |
| 22 | Total Replacement Items FY 2008 Translator/Production Control: | | | 1,862,700 |
| 23 | | | | |
| 24 | | | | |
| 25 | | | | |

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

Idaho Historical Society
List of Replacement Items
Fiscal Year 2008 MCO Request

| | Item/Description | Quantity | Unit Cost | Total Cost |
|----|---|-----------------|------------------|-------------------|
| 1 | General Fund | | | |
| 2 | Heavy Duty Weed Eaters | 2 | 200 | \$ 400 |
| 3 | Audio Transcription Machines | 3 | 300 | 900 |
| 4 | Library Work Table | 1 | 400 | 400 |
| 5 | Portable Archaeology Filing Cabinets | 4 | 400 | 1,600 |
| 6 | Digital Cameras | 3 | 500 | 1,500 |
| 7 | Archeaology Artifact Storage Cabinets w/shelves | 4 | 500 | 2,000 |
| 8 | Archaeology Excavation Kit | 1 | 500 | 500 |
| 9 | Replacement Operating Expense | | | 7,300 |
| 10 | | | | |
| 11 | Metal Detector | 1 | 600 | 600 |
| 12 | Heavy Duty Portable Air Compressor | 1 | 700 | 700 |
| 13 | Sheet Metal Break Machine | 1 | 800 | 800 |
| 14 | Microfilm Scanner lenses | 2 | 900 | 1,800 |
| 15 | Digital Audio Recorders | 3 | 1,000 | 3,000 |
| 16 | Furnished Office Cubicle (desk, chair, work cabinet) | 1 | 1,000 | 1,000 |
| 17 | Computers | 10 | 1,300 | 13,000 |
| 18 | Brush Hog | 1 | 2,000 | 2,000 |
| 19 | AWD Utility Vehicle w/30 gallon sprayer unit | 1 | 5,000 | 5,000 |
| 20 | Color Copier | 1 | 6,500 | 6,500 |
| 21 | Cargo Van | 1 | 15,000 | 15,000 |
| 22 | 4WD SUV | 1 | 20,000 | 20,000 |
| 23 | 1-ton truck w/enclosed bed | 1 | 40,000 | 40,000 |
| 24 | Archival Document Scanner | 1 | 130,000 | 130,000 |
| 25 | Compact Mobile Archival Shelving | 1 | 150,000 | 150,000 |
| 26 | Replacement Capital | | | 389,400 |
| 28 | | | | |
| 29 | | | | |
| 30 | Total Replacement Items - ISHS | | | \$ 396,700 |
| 31 | Percentage of FY 2008 Base | | | 8.33% |

THIS PAGE INTENTIONALLY LEFT BLANK

Idaho Commission for Libraries
List of Replacement Items Requested
Fiscal Year 2008

| | Item/Description | Quantity | Unit Cost | Total Cost |
|----|--------------------------------------|----------|-----------|-------------------|
| | General Fund | | | |
| 1 | Vehicle - Sedan | 1 | 25,000 | \$ 25,000 |
| 2 | Vehicle - Van | 1 | 27,000 | 27,000 |
| 3 | Copier - capital lease | 1 | 3,500 | 3,500 |
| 4 | Servers | 3 | 10,000 | 30,000 |
| 5 | Workstations (PCs) | 30 | 1,000 | 30,000 |
| 6 | Smart UPS 3000 | 1 | 1,400 | 1,400 |
| 7 | Smart UPS 1500 | 1 | 800 | 800 |
| 8 | Firewall server | 1 | 3,500 | 3,500 |
| 9 | Laser printers | 2 | 1,600 | 3,200 |
| 10 | Color laser printers | 2 | 4,500 | 9,000 |
| 11 | Handheld scanners | 10 | 200 | 2,000 |
| 12 | Office Equipment - life cycle 15 yrs | | various | 19,000 |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |
| 21 | | | | |
| 22 | TOTAL REPLACEMENT ITEMS - ICL | | | \$ 154,400 |
| 23 | Percentage of FY 2008 Base | | | 3.64% |

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

Line Items: College and Universities

Line Items for the College and Universities are summarized as follows:

| | |
|------------------------|--------|
| Grouped by Subject | Page 3 |
| Grouped by Institution | Page 4 |

The summaries list the page number where the detail, supporting documentation can be found for each Line Item.

MOTION

A motion to approve for final development the following specific budget Line Items for the College and Universities:

1. <List Item>
2. “
3. “
4. “
5. “

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**College and Universities
FY 2008 Line Items
Grouped by Subject**

| | | | | | FTP | General | Other Funds | Total |
|----|--|--------------------|--------------------|---------------|-----------------|-----------------------|-------------|-----------------------|
| 1 | FY 2008 BASE (Information Only) | | | | 3,790.97 | \$ 243,726,400 | | \$ 243,726,400 |
| 2 | LINE ITEMS | | | | | | | |
| | Priority | Institution | Detail Page | Amount | | | | |
| 3 | | | | | | | | |
| 4 | Occupancy | | | | 7.54 | 955,700 | | 955,700 |
| 5 | 5 | BSU | 13 | 338,900 | | | | |
| 6 | 2 | ISU | 17 | 616,800 | | | | |
| 7 | Salary Enhancement (4.5% above CEC) | | | | | 11,812,400 | | 11,812,400 |
| 8 | 1 | BSU | 5 | 3,888,400 | | | | |
| 9 | 1 | ISU | 15 | 3,304,400 | | | | |
| 10 | 1 | UI | 31 | 3,959,600 | | | | |
| 11 | 1 | LCSC | 39 | 660,000 | | | | |
| 12 | Programs | | | | 37.80 | 5,555,000 | | 5,555,000 |
| 13 | 3 | BSU | 9 | 1,700,000 | | | | |
| 20 | 4 | ISU | 21 | 1,859,400 | | | | |
| 14 | 5 | ISU | 24 | 448,900 | | | | |
| 15 | 2 | UI | 33 | 1,127,600 | | | | |
| 16 | 2 | LCSC | 41 | 214,400 | | | | |
| 17 | 3 | LCSC | 43 | 204,700 | | | | |
| 18 | Operating Costs | | | | | 3,000,000 | | 3,000,000 |
| 19 | 3 | ISU | 19 | 3,000,000 | | | | |
| 21 | Graduate Assistantships | | | | | 1,631,000 | | 1,631,000 |
| 22 | 3 | UI | 35 | 1,631,000 | | | | |
| 23 | Infrastructure and Maintenance | | | | 33.00 | 9,358,600 | | 9,358,600 |
| 24 | 2 | BSU | 7 | 3,000,000 | | | | |
| 25 | 4 | BSU | 11 | 1,500,000 | | | | |
| 26 | 6 | ISU | 26 | 500,000 | | | | |
| 27 | 7 | ISU | 28 | 500,000 | | | | |
| 28 | 4 | UI | 37 | 3,500,000 | | | | |
| 29 | 4 | LCSC | 45 | 220,000 | | | | |
| 30 | 5 | LCSC | 47 | 138,600 | | | | |
| 31 | Total Line Items | | | | 78.34 | \$ 32,312,700 | \$ - | \$ 32,312,700 |
| 32 | Percentage of FY 2008 BASE | | | | 2.07% | 13.26% | | 13.26% |

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

| | | FTP | General | Other Funds | Total |
|----|--|-----------------|-----------------------|-------------|-----------------------|
| 1 | FY 2008 BASE (Information Only) | 3,790.97 | \$ 243,726,400 | \$ - | \$ 243,726,400 |
| 2 | LINE ITEMS | | | | |
| 3 | | | | | |
| 4 | Institution/Priority/Line Item | | | | |
| | Detail Page | | | | |
| 5 | Boise State University | | | | |
| 6 | 1 Salary Enhancement: 4.5% above CEC 5 | | 3,888,400 | | 3,888,400 |
| 7 | 2 Research Infrastructure 7 | 7.00 | 3,000,000 | | 3,000,000 |
| 8 | 3 Student Success Initiative 9 | 9.00 | 1,700,000 | | 1,700,000 |
| 9 | 4 Information Technology 11 | 4.00 | 1,500,000 | | 1,500,000 |
| 10 | 5 Occupancy: ILC, University Inn, Taco Bell Arena 13 | 3.64 | 338,900 | | 338,900 |
| 11 | Idaho State University | | | | |
| 12 | 1 Salary Enhancement: 4.5% above CEC 15 | | 3,304,400 | | 3,304,400 |
| 13 | 2 Occupancy: Rendezvous Center 17 | 3.90 | 616,800 | | 616,800 |
| 14 | 3 Operating Budget Support 19 | | 3,000,000 | | 3,000,000 |
| 15 | 4 School of Nursing 21 | 18.00 | 1,859,400 | | 1,859,400 |
| 16 | 5 Masters of Dental Hygiene 24 | 4.30 | 448,900 | | 448,900 |
| 17 | 6 Information Technology 26 | 4.00 | 500,000 | | 500,000 |
| 18 | 7 Instruction Facilities Upgrade 28 | | 500,000 | | 500,000 |
| 19 | University of Idaho | | | | |
| 20 | 1 Salary Enhancement: 4.5% above CEC 31 | | 3,959,600 | | 3,959,600 |
| 21 | 2 Faculty and Program Development 33 | 6.50 | 1,127,600 | | 1,127,600 |
| 22 | 3 Graduate Assistantships 35 | | 1,631,000 | | 1,631,000 |
| 23 | 4 Facility Maintenance/Renewal 37 | 18.00 | 3,500,000 | | 3,500,000 |
| 24 | Lewis-Clark State College | | | | |
| 25 | 1 Salary Enhancement: 4.5% above CEC 39 | | 660,000 | | 660,000 |
| 26 | 2 Nursing & Health Sciences 41 | | 214,400 | | 214,400 |
| 27 | 3 Native American Teacher Education 43 | | 204,700 | | 204,700 |
| 28 | 4 PBX Telephone System 45 | | 220,000 | | 220,000 |
| 29 | 5 Technology Support 47 | | 138,600 | | 138,600 |
| 7 | Total Line Items | 78.34 | \$ 32,312,700 | \$ - | \$ 32,312,700 |
| 8 | Percentage of FY 2008 BASE | 2.07% | 13.26% | | 13.26% |

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: BOISE STATE UNIVERSITY

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 512

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 1 of 2 Pages

| A: Decision Unit No: 12.03 | | Descriptive Title: Salary Equity & Competitiveness | | | Agency Priority Ranking 1 of 5 |
|---|------------------|---|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 3,023,495 | | | | 3,023,495 |
| 2. Benefits | 657,343 | | | | 657,343 |
| 3. Group Position Funding | 207,606 | | | | 207,606 |
| TOTAL PERSONNEL COSTS: | 3,888,444 | | | | 3,888,444 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 3,888,444 | | | | 3,888,444 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This request seeks additional funding for salary equity adjustments. Boise State employees are the primary asset of the university. Competitive compensation, as measured against our peer comparators, is critical to ensure ability to both retain and attract desirable faculty and staff.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.
- b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
- c. List any additional operating funds and capital items needed.

This represents a 4.5% increase above the CEC @ 3.5% that is being requested per DFM and LSO budget development guidelines.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

This request is for ongoing funds.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: BOISE STATE UNIVERSITY

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 512

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.03

Descriptive Title: **Salary Equity & Competitiveness**

Agency Priority Ranking 1 of 5

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training.

Investing in state employees results in an investment in the State of Idaho. Boise State is committed to producing a well-educated and engaged students and citizens that in turn can attract and retain business and industry in the State.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: BOISE STATE UNIVERSITY

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 512

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 1 of 2 Pages

| A: Decision Unit No: 12.01 | | Descriptive Title: Research Funding | | | Agency Priority Ranking 2 of 5 | |
|---|------------------|--|---------|-------|--------------------------------|--|
| DESCRIPTION | General | Dedicated | Federal | Other | Total | |
| FULL TIME POSITIONS (FTP) | 7.00 | | | | | |
| Staff | | | | | | |
| 1. New Staff Salaries | 650,000 | | | | 650,000 | |
| 2. Graduate Assistantships | 227,500 | | | | 227,500 | |
| TOTAL PERSONNEL COSTS: | 877,500 | | | | 877,500 | |
| OPERATING EXPENDITURES by summary object: | | | | | | |
| Infrastructure Needs | | | | | | |
| 1. Technical Infrastructure & Operational Funds | 678,750 | | | | 678,750 | |
| 2. Research Fund for Community Outreach/ seed funding and bridge funding | 1,443,750 | | | | 1,443,750 | |
| 3. | | | | | | |
| TOTAL OPERATING EXPENDITURES: | 2,122,500 | | | | 2,122,500 | |
| CAPITAL OUTLAY by summary object: | | | | | | |
| | | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | | |
| T/B PAYMENTS: | | | | | | |
| LUMP SUM: | | | | | | |
| GRAND TOTAL | 3,000,000 | | | | 3,000,000 | |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

New staff positions to meet the demands of an ever growing and accomplished faculty as well as a more complex and demanding regulatory compliance environment nationally. Additionally funding is requested for 1) seed grants for faculty to pursue research that will expand programs
 2) bridge support for faculty with meritorious programs during a hiatus in funding to allow research to continue and 3) community outreach that extends the accomplishments of the university, local, regional and national audiences.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.
- b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
- c. List any additional operating funds and capital items needed.

Positions would be: Asst. VP for Research, Director of Regulatory Compliance, Dir. of Laboratory Animal Care, Grants Facilitator and two Grant Administrators due to growth in sponsored projects.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: BOISE STATE UNIVERSITY

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 512

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.01

Descriptive Title: **Research Funding**

Agency Priority Ranking 2 of 5

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

This request is for ongoing funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training.

Boise State strives to become a University of exceptional research. This is defined by progressive scholarship and creative activity, and graduate programs that have groundbreaking applications locally, regionally and globally. The above funding request would assist with adding opportunities to grow the number and quality of our current graduate assistantships and to help sustain sponsored research activity that can be beneficial to the community, the State, and beyond.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: BOISE STATE UNIVERSITY

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 512

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 1of 2 Pages

| A: Decision Unit No: 12.02 | | Descriptive Title: Student Success Initiative | | | Agency Priority Ranking 3 of 5 | |
|---|------------------|--|---------|-------|--------------------------------|--|
| DESCRIPTION | General | Dedicated | Federal | Other | Total | |
| FULL TIME POSITIONS (FTP) | 9.00 | | | | | |
| Staff | | | | | | |
| 1. Salaries (Academic Advisors, Faculty and Staff) | 545,000 | | | | 545,000 | |
| 2. Fringe Benefits | 190,750 | | | | 190,750 | |
| TOTAL PERSONNEL COSTS: | 735,750 | | | | 735,750 | |
| OPERATING EXPENDITURES by summary object: | | | | | | |
| 1. Infrastructure costs to support student success | 500,000 | | | | 500,000 | |
| 2. Develop and maintain web programs and student portal | 300,000 | | | | 300,000 | |
| 3 Funding to enable multiple methods of math instruction and delivery - | 164,250 | | | | 164,250 | |
| TOTAL OPERATING EXPENDITURES: | 964,250 | | | | 964,250 | |
| CAPITAL OUTLAY by summary object: | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | | |
| T/B PAYMENTS: | | | | | | |
| LUMP SUM: | | | | | | |
| GRAND TOTAL | 1,700,000 | | | | 1,700,000 | |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

Boise State seeks to improve the success of Boise State University students. This commitment requires on-going new positions aimed at assisting students with academic advising, revamping courses and/or programs that are contributing to students withdrawing from the University, adding orientation programs and develop web portal to provide timely information to students.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.
- b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
- c. List any additional operating funds and capital items needed.

Associate Vice President for Undergraduate Studies, New Academic Advisors, New faculty, Infrastructure positions such as Financial Aid Counselors and Information Technology staff to develop and maintain software and web based programs.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

This request is for ongoing funds.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: BOISE STATE UNIVERSITY

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 512

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.02

Descriptive Title: **Student Success Initiative**

Agency Priority Ranking 3 of 5

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training.

Student success results in a well educated and trained workforce for the State of Idaho which will help Idaho attract and retain business and industry.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: BOISE STATE UNIVERSITY

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 512

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 1 of 2 Pages

| A: Decision Unit No: 12.04 | | Descriptive Title: Info.Technology | | | Agency Priority Ranking 4 of 5 |
|---|------------------|---|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 205,000 | | | | 205,000 |
| 2. Benefits | 71,750 | | | | 71,750 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 276,750 | | | | 276,750 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Software Maintenance Costs | 1,223,250 | | | | 1,223,250 |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 1,223,250 | | | | 1,223,250 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 1,500,000 | | | | 1,500,000 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

Boise State has been reliant on one-time carryover funds to meet the needs of on-going software maintenance needs and recurring software upgrades. The university anticipates that by 2008 these funds will be fully committed and thus a permanent source of funding is needed.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.
- b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
- c. List any additional operating funds and capital items needed.

Two technical support positions needed and two software application engineers needed. Positions are full-time new positions to support an array of print, voice and data technologies that require ongoing maintenance and upgrades to be usable, meaningful and accessible by students, faculty and staff.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

This request is for ongoing funds.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: BOISE STATE UNIVERSITY

Agency No.: 512

FY 2008 Request

FUNCTION: GENERAL EDUCATION

Function No.: 01

Page 2 of 2 Pages

ACTIVITY:

Activity No.: 00

A: Decision Unit No: 12.04

Descriptive Title: **Info.Technology**

Agency Priority Ranking 4 of 5

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training.

Maintaining software that is usable and available at all hours of the day is an expectation of students, parents, and potential students.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT
 AGENCY: Boise State University
 FUNCTION: GENERAL EDUCATION
 ACTIVITY:

Agency No.: 512
 Function No.: 01
 Activity No.: 00

FY 2008 Request
 Page 1 of 2 Pages

| A: Decision Unit No: 12.04 | | Descriptive Title: Occupancy | | | Agency Priority Ranking 5 of 5 |
|---|----------------|-------------------------------------|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 2.07 | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries & Benefits (custodians) | 60,300 | | | | 60,300 |
| TOTAL PERSONNEL COSTS: | 60,300 | | | | 60,300 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Custodial supplies | 5,350 | | | | 5,350 |
| 2. Utility costs | 94,250 | | | | 94,250 |
| 3. Facility Maintenance costs | 178,975 | | | | 178,975 |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 278,575 | | | | 278,575 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 338,875 | | | | 338,875 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

Boise State is requesting the final 3 months of occupancy for the Interactive Learning Center (only 9 mo. of occupancy in FY 2007 was requested in the PY request), University Inn (occupy in November 2006) and the academic space in Taco Bell Arena used solely for Kinesiology students in the College of Education. Occupancy costs assist with covering costs associated with custodians, utilities and facility maintenance.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

c. List any additional operating funds and capital items needed.

3.64 new custodial positions needed.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

This request is for ongoing funds of personnel costs for custodians, custodial supplies and assistance with covering maintenance costs for academic areas.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Boise State University

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 512

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.04

Descriptive Title: **Occupancy**

Agency Priority Ranking 5 of 5

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training.

Maintaining clean and safe facilities for general education purposes impacts students, faculty, staff.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT
 AGENCY: IDAHO STATE UNIVERSITY
 FUNCTION: GENERAL EDUCATION
 ACTIVITY:

Agency No.: 513
 Function No.: 01
 Activity No.: 00

FY 2008 Request
 Page 1 of 2 Pages

| A: Decision Unit No: 12.01 | | Descriptive Title: Salary Competitiveness | | | Agency Priority Ranking 1 of 7 |
|---|------------------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 2,742,900 | | | | 2,742,900 |
| 2. Benefits | 561,500 | | | | 561,500 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 3,304,400 | | | | 3,304,400 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 3,304,400 | | | | 3,304,400 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This request seeks additional funding for salary enhancement. Employees are the primary asset of the university. Appropriate and competitive compensation, as measured against our peer comparators, is the top priority.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.
- b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
- c. List any additional operating funds and capital items needed.

This represents a 4.5% increase above the CEC @ 3.5% that is being requested per DFM and LSO budget development guidelines.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

This request is for ongoing funds.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: IDAHO STATE UNIVERSITY

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 513

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.01

Descriptive Title: **Salary Competitiveness**

Agency Priority Ranking 1 of 7

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training.

Recruiting and retaining highly qualified faculty and staff will benefit all of Idaho's citizens by improving the instruction, research and public service functions of the university. A well-educated, well-informed workforce will help Idaho attract and retain business and industry.

In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training.

The university and subsequently the state are impacted as we are unable to attract and retain quality faculty and staff. Without appropriate and competitive compensation, the university and state will experience higher turnover rates, fewer recruitment successes, and the lag between current compensation levels and the marketplace will grow.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: IDAHO STATE UNIVERSITY

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 513

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 1 of 2 Pages

| A: Decision Unit No: 12.02 | | Descriptive Title: Occupancy for Rendezvous | | | Agency Priority Ranking 2 of 7 |
|---|----------------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 68,200 | | | | 68,200 |
| 2. Benefits | 44,500 | | | | 44,500 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 112,700 | | | | 112,700 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Materials & Supplies | 325,700 | | | | 325,700 |
| 2. Utilities | 178,400 | | | | 178,400 |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 504,100 | | | | 504,100 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 616,800 | | | | 616,800 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This request is for funding the operating cost of the academic portion of the Rendezvous facility.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

c. List any additional operating funds and capital items needed.

The academic space will require 3.9 FTE custodial staff. Additional funds are requested for maintenance & utilities costs.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

This request is for ongoing funds.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: IDAHO STATE UNIVERSITY

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 513

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.02

Descriptive Title: **Occupancy for Rendezvous**

Agency Priority Ranking 2 of 7

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training.

The Rendezvous space will primarily be used for conducting academic classes. Without state funding or additional student fees, the space could not be utilized.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: IDAHO STATE UNIVERSITY

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 513

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 1 of 2 Pages

| A: Decision Unit No: 12.03 | | Descriptive Title: Operating Budget Support | | | Agency Priority Ranking 3 of 7 |
|---|------------------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 459,600 | | | | 459,600 |
| 2. Benefits | 40,400 | | | | 40,400 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 500,000 | | | | 500,000 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Travel | 300,000 | | | | 300,000 |
| 2. Communications | 200,000 | | | | 200,000 |
| 3. Materials & Supplies | 2,000,000 | | | | 2,000,000 |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 2,500,000 | | | | 2,500,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 3,000,000 | | | | 3,000,000 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

Additional funds are needed to support the infrastructure of the educational process. The basic department costs for part-time staff, travel, postage, software, office supplies, etc. have substantially risen. Current levels of funding are, in many cases, inadequate for quality instruction, student support services and administrative purposes.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

c. List any additional operating funds and capital items needed.

Funding would provide additional part-time clerical and professional support (\$500,000) and operating funds (\$2,500,000)

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

This request is for ongoing funds.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: IDAHO STATE UNIVERSITY

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 513

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.03

Descriptive Title: **Operating Budget Support**

Agency Priority Ranking 3 of 7

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training.

All constituents of the university would benefit from a more adequate support budget.

In general, the university will be able to provide enhanced instruction & services to students seeking a post-secondary education.

Lack of funding will maintain the pressure to increase student fees for services.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: IDAHO STATE UNIVERSITY
 FUNCTION: GENERAL EDUCATION
 ACTIVITY:

Agency No.: 513
 Function No.: 01
 Activity No.: 00

FY 2008 Request
 Page 1 of 3 Pages

| A: Decision Unit No: 12.04 | | Descriptive Title: School of Nursing | | | Agency Priority Ranking 4 of 7 | |
|--|------------------|---|---------|-------|--------------------------------|--|
| DESCRIPTION | General | Dedicated | Federal | Other | Total | |
| FULL TIME POSITIONS (FTP) | | | | | | |
| PERSONNEL COSTS: | | | | | | |
| 1. Salaries | 1,062,141 | | | | 1,062,141 | |
| 2. Benefits | 371,959 | | | | 371,959 | |
| 3. Group Position Funding | | | | | | |
| TOTAL PERSONNEL COSTS: | 1,434,100 | | | | 1,434,100 | |
| OPERATING EXPENDITURES by summary object: | | | | | | |
| 1. Travel | 12,000 | | | | 12,000 | |
| 2. Communications | 13,300 | | | | 13,300 | |
| 3. Materials & Supplies | 50,000 | | | | 50,000 | |
| 4. | | | | | | |
| TOTAL OPERATING EXPENDITURES: | 75,300 | | | | 75,300 | |
| CAPITAL OUTLAY by summary object: | | | | | | |
| 1. New Office Construction | 150,000 | | | | 150,000 | |
| 2. Clinical/Simulation Lab Development | 200,000 | | | | 200,000 | |
| 3. | | | | | | |
| TOTAL CAPITAL OUTLAY: | 350,000 | | | | 350,000 | |
| T/B PAYMENTS: | | | | | | |
| LUMP SUM: | | | | | | |
| GRAND TOTAL | 1,859,400 | | | | 1,859,400 | |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

The attached 07-08 budget request includes the faculty, support staff and operational resources required to:1) increase enrollment in the Pocatello-based BS program from 58 to 70 students beginning 06-07, 2) increase senior level graduate faculty by (2) FTE's to assist with further development of the planned DNP and PhD nursing programs, 3) add (3) current hospital supported faculty positions to the base budget, 4) add (1) student advisor currently supported by KCHP, 5) add instructional tech and IT Tech support to assist students, faculty and staff with online, WebCT, and IT needs as all programs are offered online and/or with a variety of instructional technologies, 6) assist with financial research, financial reporting, forecast and prediction models, management of grants and contracts, 7) increase enrollment from 20 to 30 in the Boise Fast Track program and 8) initiate a Fast Track in Pocatello/SE Idaho with enrollment of (20). The request is for ongoing addition to the base except for capital expenditures.

* There are current faculty in the Boise Fast Track program who will assume classroom instruction for Fast Track students in the Pocatello via DL; faculty requested are for clinical supervision.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: IDAHO STATE UNIVERSITY

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 513

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 2 of 3 Pages

A: Decision Unit No: 12.04

Descriptive Title: **School of Nursing**

Agency Priority Ranking 4 of 7

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

Please see attached spreadsheets with details of requested positions and operational resources. This request also includes salary equity monies; salary enhancement is critical to retention of current personnel, recruitment of new faculty and to place ISU in the competitive marketplace for highly qualified faculty and staff.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

Enrollment cannot be increased without additional faculty, resources and a revitalized clinical laboratory. Current Boise based Fast Track program faculty will assume classroom teaching if a Fast Track program is implemented in Pocatello. Additional enrollment will involve increased student advising, increased student services and financial advising, and will highly affect the effectiveness and space currently available for clinical laboratory teaching. A plan for development of a state-of-the-art clinical laboratory is essential to accommodate additional student enrollment. Discussions are underway with PMC with high interest indicated to assist with utilization of and staffing such a laboratory.

c. List any additional operating funds and capital items needed.

\$55,248. is requested to support additional communications, travel and materials and supplies for additional faculty and staff. The planning for a state-of-the-art simulation/clinical laboratory is underway; will involve several disciplines and is a "must happen" in order for ISU to maintain excellence in nursing education and practice. Additional staff and faculty will require additional office space; Note: There are (4) offices designed for the ISU/EITC building that will be used for faculty who live in IF and currently have an office in Poc.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

Anticipate grant and donor contributions to continue to support upgrades to the teaching and research missions; have received one-time monies to upgrade purchase of state-of-the-art simulation and durable medical equipment. A future fee increase may be required to keep pace with costs of expendables.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: IDAHO STATE UNIVERSITY

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 513

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 3 of 3 Pages

A: Decision Unit No: 12.04

Descriptive Title: **School of Nursing**

Agency Priority Ranking 4 of 7

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The need to address the nursing shortage and faculty shortage is well documented in Idaho and the country. If ISU is to respond to the demand for professional nurses, nurse specialists, nurse educators and researchers, additional faculty and staff are required. Additional support requested is for senior, PhD prepared faculty to add to the development of the Doctor of Nursing Practice and PhD. A research base is critical to achieving accreditation for such programs. ISU must respond to meeting the future health care needs of Idaho citizens by increasing enrollment in the BS, MS and doctoral (planned) programs. If additional faculty, staff and resources are not funded, enrollment cannot be increased to meet current and future critical needs for a highly educated nursing workforce.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

ACTIVITY:

Activity No.:

| A: Decision Unit No: 12.05 | | Descriptive Title: Masters of Dental Hygiene | | | Agency Priority Ranking 5 of 7 |
|---|----------------|---|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 261,300 | | | | 261,300 |
| 2. Benefits | 87,600 | | | | 87,600 |
| TOTAL PERSONNEL COSTS: | 348,900 | | | | 348,900 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| Graduate assistant stipends & fees | 30,700 | | | | 30,700 |
| Materials, supplies & fees | 54,300 | | | | 54,300 |
| Travel | 15,000 | | | | 15,000 |
| TOTAL OPERATING EXPENDITURES: | 100,000 | | | | 100,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 448,900 | | | | 448,900 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

The Master of Science degree program in Dental Hygiene was started with Federal earmark funding. These funds will end after the FY 07 budget year and state funding will be needed to maintain the program.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

- 1 FTE Program Director \$ 76,397
- 1 FTE faculty \$ 68,149
- 1 FTE faculty \$ 68,149
- 1 FTE AA1 staff (pay grade F) \$ 22,963
- .3 FTE Instructional Technologist \$ 16,003
- Group Part-Time Instructors \$ 9,600

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

c. List any additional operating funds and capital items needed.

See Summary Page

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT
AGENCY: IDAHO STATE UNIVERSITY
FUNCTION: GENERAL EDUCATION
ACTIVITY:

Agency No.: 513
Function No.: 01
Activity No.:

FY 2008 Request
Page 2 of 2 Pages

A: Decision Unit No: 12.05 Descriptive Title: **Masters of Dental Hygiene** Agency Priority Ranking 5 of 7

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training.

Sixteen students are currently enrolled in this full on-line program, which attracts students nationwide. Enrollment is anticipated to grow to 25 for the 2006 fall semester. Six additional students are expected to enroll in the spring of 2007, bringing total enrollment to 31. This graduate dental hygiene program is one of ten Master of Science degree programs in the country, and is the only one that is currently offered fully on-line. Short visits to campus, for a maximum of two weeks, is required. Continuation of this program is essential as its format best addresses the critical shortage of dental hygiene educators across the country. Should this request not be funded that shortage would continue. In the first year of this program, ISU enrolled 36.4% of the 1st year MSDH students in the US.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT
 AGENCY: IDAHO STATE UNIVERSITY
 FUNCTION: GENERAL EDUCATION
 ACTIVITY:

Agency No.: 513
 Function No.: 01
 Activity No.:

FY 2008 Request
 Page 1 of 2 Pages
 Original Submission ___ or Revision No. ___

| A: Decision Unit No: 12.06 | | Descriptive Title: Information Technology | | | Agency Priority Ranking 6 of 7 |
|---|----------------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 224,900 | | | | 224,900 |
| 2. Benefits | 75,100 | | | | 75,100 |
| TOTAL PERSONNEL COSTS: | 300,000 | | | | 300,000 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Hardware & Software Maintenance | 200,000 | | | | 200,000 |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 200,000 | | | | 200,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 500,000 | | | | 500,000 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

ISU was recently notified that the Hewlett Packard (HP) platform of the current computing system will not be supported by HP and/or third party vendors after 2010. The University must purchase a replacement hardware and operating system (UNIX-based system). Current software is not UNIX compatible.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

Oracle Data Base Administrator (1FTE) \$75,000
 Unix Specialist (2 FTE @ 45,000) \$ 90,000
 IT Programmer Analyst (1FTE) \$34,500
 Part-Time non-benefited staff \$25,400

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

c. List any additional operating funds and capital items needed.

Operating funds are needed for additional hardware & software maintenance.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: IDAHO STATE UNIVERSITY

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 513

Function No.: 01

Activity No.:

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.06

Descriptive Title: **Information Technology**

Agency Priority Ranking 6 of 7

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Maintaining/Upgrading the central technology infrastructure effects all constituencies of the university. Faculty, staff, and student access to information and instructional resources will be maintained/enhanced. Timely and accurate information can be provided to external agencies and citizens.

A new system will provide increased integration and functionality and allow ISU to be in compliance with the recommendation by the Northwest Commission on Colleges & Universities accreditation report that ISU improve its data integration.

Lack of funding would necessitate the university increasing student fees or reducing other services. This upgrade must be accomplished.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT
 AGENCY: IDAHO STATE UNIVERSITY
 FUNCTION: GENERAL EDUCATION
 ACTIVITY:

Agency No.: 513
 Function No.: 01
 Activity No.:

FY 2008 Request
 Page 1 of 2 Pages

| A: Decision Unit No: 12.07 | | Descriptive Title: Instruction Facilities Upgrade | | | Agency Priority Ranking 7 of 7 |
|---|----------------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | |
| 2. Benefits | | | | | |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | | | | | |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Materials & Supplies | 500,000 | | | | 500,000 |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 500,000 | | | | 500,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 500,000 | | | | 500,000 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

Resources would be allocated to improve instructional facilities and increase operational efficiency through the coordinated use of technology.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.
- b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
- c. List any additional operating funds and capital items needed.

Materials and supplies are needed for the upgrades. Current staffing is sufficient to do a portion of the backlogged retrofits each year.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

On-going funds are requested. There is a large backlog of retrofit projects. Continual funding would allow the university to do the upgrades over time.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: IDAHO STATE UNIVERSITY

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 513

Function No.: 01

Activity No.:

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.07 Descriptive Title: **Instruction Facilities Upgrade** Agency Priority Ranking 7 of 7

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Funds provided would assist in updating facilities to provide a safe and productive learning environment.

Without funding, space usage will continue to be inefficient and faculty may not have the latest classroom technologies at their disposal.

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT
 AGENCY: UNIVERSITY OF IDAHO
 FUNCTION: GENERAL EDUCATION
 ACTIVITY:

Agency No.: 514
 Function No.: 01
 Activity No.: 00

FY 2008 Request
 Page 1 of 2 Pages

| A: Decision Unit No: 12.01 | | Descriptive Title: SALARY ENHANCEMENT | | | Agency Priority Ranking 1 of 4 |
|---|------------------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 3,065,100 | | | | 3,065,100 |
| 2. Benefits | 673,500 | | | | 673,500 |
| 3. Group Position Funding | 221,000 | | | | 221,000 |
| TOTAL PERSONNEL COSTS: | 3,959,600 | | | | 3,959,600 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 3,959,600 | | | | 3,959,600 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. Attach as many pages as necessary to respond in a narrative fashion to the following questions:

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This request seeks additional funding for salary enhancement. Employees are the primary asset of the university. Appropriate and competitive compensation, as measured against our peer comparators, is the top priority.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
- b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
- c. List any additional operating funds and capital items needed.

This represents a 4.5% increase above the CEC @ 3.5% that is being requested per DFM and LSO budget development guidelines.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

This request is for on-going funds.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: UNIVERSITY OF IDAHO

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 514

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.01

Descriptive Title: **SALARY ENHANCEMENT**

Agency Priority Ranking 1 of 4

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Recruiting and retaining highly qualified faculty and staff will benefit all of Idaho's citizens by improving the instruction, research and public service functions of the university. A well-educated, well-informed workforce will help Idaho attract and retain business and industry.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT
 AGENCY: UNIVERSITY OF IDAHO
 FUNCTION: GENERAL EDUCATION
 ACTIVITY:

Agency No.: 514
 Function No.: 01
 Activity No.: 00

FY 2008 Request
 Page 1 of 2 Pages

| A: Decision Unit No: 12.02 | | Descriptive Title: FACULTY/PROGRAM DEVELOPMENT | | | Agency Priority Ranking 2 of 4 |
|---|------------------|---|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 6.50 | | | | 6.50 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 517,500 | | | | 517,500 |
| 2. Benefits | 165,000 | | | | 165,000 |
| 3. Group Position Funding | 245,000 | | | | 245,000 |
| TOTAL PERSONNEL COSTS: | 927,500 | | | | 927,500 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Employee Travel | 20,000 | | | | 20,000 |
| 2. Communication Services | 25,000 | | | | 25,000 |
| 3. Administrative Services | 25,000 | | | | 25,000 |
| 4. Technical Services | 25,000 | | | | 25,000 |
| 5. Administrative Supplies | 15,000 | | | | 15,000 |
| 6. Miscellaneous Expenditures | 90,000 | | | | 90,000 |
| TOTAL OPERATING EXPENDITURES: | 200,000 | | | | 200,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 1,127,500 | | | | 1,127,500 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. Attach as many pages as necessary to respond in a narrative fashion to the following questions:

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

Additional faculty and program and course development resources are being requested. These faculty and related resources will significantly enhance UI instruction, research and outreach in northern Idaho, southern Idaho and on campus.

In northern Idaho faculty will be added to start a secondary teacher education program to meet the needs for more math and science teachers. This effort will be combined with an additional faculty member working on sustainable growth issues in this rapidly expanding region of the state. The science involved with the sustainable growth program will be integrated into the science teacher education program.

In Idaho Falls and Moscow, three additional faculty will be added in partnership with the Idaho National Lab which will very likely pay half of their salaries. These faculty will study critical next-generation energy issues and teach students. In Idaho Falls, construction on the related facility will begin in the coming year.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

c. List any additional operating funds and capital items needed.

Faculty positions requested include: engineering, education, biological science, and environmental science. Three of the positions are likely to hold joint appointments with INL. These positions are requested at .50 FTE. Academic program and course development resources are included within this request.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: UNIVERSITY OF IDAHO

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 514

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.02

Descriptive Title: **FACULTY/PROGRAM DEVELOPMENT**

Agency Priority Ranking 2 of 4

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

This request is for on-going funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Enhancing instruction, research and outreach benefits all of Idaho's citizens. These primary missions of the university will help Idaho attract and retain business and industry.

The expanded teacher education program addresses a critical need for more secondary math and science teachers in northern Idaho and across the state. Feedback from superintendents, principles, and advisory board members strongly support the need for this program. The integration of sustainable growth research as a key science component will allow students to integrate critical local science issues into the context of their studies. It will also allow them to experience teaching and learning models that will be useful when they enter the K-12 system.

The science research will help local public and private sector leaders make informed planning and policy decisions to enhance sustainable growth in the region. The faculty added to study next generation energy issues are part of the recently founded Center for Advanced Energy Studies. Some start-up funding has been provided from the Federal Department of Energy. We now need to staff the positions and begin hiring faculty to start the program.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT
 AGENCY: UNIVERSITY OF IDAHO
 FUNCTION: GENERAL EDUCATION
 ACTIVITY:

Agency No.: 514
 Function No.: 01
 Activity No.: 00

FY 2008 Request
 Page 1 of 2 Pages

| A: Decision Unit No: 12.03 | | Descriptive Title: GRADUATE ASSISTANTS | | | Agency Priority Ranking 3 of 4 |
|---|------------------|---|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | |
| 2. Benefits | | | | | |
| 3. Group Position Funding | 1,631,000 | | | | 1,631,000 |
| TOTAL PERSONNEL COSTS: | 1,631,000 | | | | 1,631,000 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 1,631,000 | | | | 1,631,000 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. Attach as many pages as necessary to respond in a narrative fashion to the following questions:

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

Supplements to 300 teaching assistantships are needed to enhance stipends. UI ranks 30th among 30 peer public universities; the request would allow us to attain the median amount. UI's low stipends make it difficult to recruit competitive graduate students in almost every discipline. On average, only 59% of students to whom offers are extended actually enroll at UI; in some departments the rate is as low as 33%.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

c. List any additional operating funds and capital items needed.

This request represents the additional stipend amount to attain the median level noted in item 1 (data from the Oklahoma State Survey). Fringe benefits are also included.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

This request is for on-going funding.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: UNIVERSITY OF IDAHO

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 514

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.03

Descriptive Title: **GRADUATE ASSISTANTS**

Agency Priority Ranking 3 of 4

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Approximately 300 Teaching Assistants, who aid the faculty in recitations, laboratories and classroom activities, would benefit from more competitive salaries. With the enhancement, we would recruit more competitively and enroll more of the students we accept, enhancing the quality of our graduate student population. This would directly benefit the undergraduates whom the TAs are instructing. In addition, the faculty would be benefit from more qualified assistants - an attraction in start-up packages and vital to faculty success and retention.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT
 AGENCY: UNIVERSITY OF IDAHO
 FUNCTION: GENERAL EDUCATION
 ACTIVITY:

Agency No.: 514
 Function No.: 01
 Activity No.: 00

FY 2008 Request
 Page 1 of 2 Pages

| A: Decision Unit No: 12.04 | | Descriptive Title: FACILITY MAINTENANCE/RENEWAL | | | Agency Priority Ranking 4 of 4 |
|---|------------------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 18.00 | | | | 18.00 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 615,000 | | | | 615,000 |
| 2. Benefits | 272,900 | | | | 272,900 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 887,900 | | | | 887,900 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Repair and Maintenance Services | 410,000 | | | | 410,000 |
| 2. Technical Services | 5,000 | | | | 5,000 |
| 3. Fuel and Lubricants | 10,000 | | | | 10,000 |
| 4. Repair and Maintenance Supplies | 50,000 | | | | 50,000 |
| 5. Institutional/Residential Supplies | 5,000 | | | | 5,000 |
| 6. Specific Use Supplies | 15,000 | | | | 15,000 |
| 7. Miscellaneous Expenditures | 5,000 | | | | 5,000 |
| TOTAL OPERATING EXPENDITURES: | 500,000 | | | | 500,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. Buildings and Improvements | 1,412,100 | | | | 1,412,100 |
| 2. Computer Equipment | 30,000 | | | | 30,000 |
| 3. Motorized Equipment | 100,000 | | | | 100,000 |
| 4. Office Equipment | 10,000 | | | | 10,000 |
| 5. Specific Use Equipment | 60,000 | | | | 60,000 |
| 6. Site Developments | 500,000 | | | | 500,000 |
| TOTAL CAPITAL OUTLAY: | 2,112,100 | | | | 2,112,100 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 3,500,000 | | | | 3,500,000 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. Attach as many pages as necessary to respond in a narrative fashion to the following questions:

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

State funding for physical plant maintenance and repairs falls short of minimum needs, resulting in a growing backlog of maintenance, repair, and renewal needs. These growing needs represent an unsustainable degradation of the physical infrastructure and endanger the instructional, research and outreach missions of the University of Idaho.

Key to the mission of any higher education institution is the adequate maintenance and repair of its physical infrastructure -- the buildings and utility systems that support the day-to-day research and instructional activities. The Association of Higher Education Facilities Officers, APPA, is recognized as the industry leader through which facility officers share best practices and train and develop leaders. APPA recognizes several key financial benchmarks which speak to the adequacy of maintenance funding. These key benchmarks are summarized below:

Routine maintenance: Funding is targeted to support preventive and routine maintenance needs. Best practice funding rate is 1.5% of the current replacement value (CRV) of the physical plant.

Capital repairs and renewal: Funding is targeted to support the major repairs of system components, and the eventual replacement of aging facility components. Best practice funding rate ranges from 1.5% to 3.0% of the CRV.

Facility Condition Index: compares backlogged maintenance & repair needs to CRV. Best practice suggests a ratio of under 1.0%.

The State of Idaho has long recognized the inadequacy of funding for its higher education campuses. In 1990, the State commissioned the Blue Ribbon Report which documented funding deficiencies in higher education and stressed the need to adequately fund physical plant needs throughout the state in accordance with the funding targets cited above. Although this report influenced subsequent revisions to the state's occupancy funding formula for new general education spaces, the overall maintenance and repair/renewal funding generally declined in the years since the report. Recent severe budget reductions at the University of Idaho served to accelerate the downward trend here.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT
AGENCY: UNIVERSITY OF IDAHO
FUNCTION: GENERAL EDUCATION
ACTIVITY:

Agency No.: 514
Function No.: 01
Activity No.: 00

FY 2008 Request
Page 2 of 2 Pages

A: Decision Unit No: 12.04 Descriptive Title: **FACILITY MAINTENANCE/RENEWAL** Agency Priority Ranking 4 of 4

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

This request is for on-going funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The funding requested in this line item will enable the university to address a growing backlog of deferred maintenance. In addition to protecting the public's previous investment in these facilities, significant health and safety improvements will benefit the students, employees and visitors to the campus. All of Idaho's citizens benefit from the instruction, research and public services provided by the university and carried out in its facilities.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: LEWIS-CLARK STATE COLLEGE

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 511

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 1 of 2 Pages

| A: Decision Unit No: 12.01 | | Descriptive Title: Salary Competitiveness | | | Agency Priority Ranking 1 of 5 |
|--|----------------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 553,600 | | | | 553,600 |
| 2. Benefits | 106,400 | | | | 106,400 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 660,000 | | | | 660,000 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 660,000 | | | | 660,000 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This request seeks additional funding (beyond the 3.5% MCO request needed to keep pace with inflation) to begin to narrow the wide gap between faculty/staff salaries at Lewis-Clark State College and median salaries at LCSC's peer institutions. Fair wages are essential in order to recruit and retain competent faculty and staff to deliver quality programs to our students. LCSC is advocating a total CEC request of 8% (3.5% MCO + 4.5% Line Item #1)--in coordination with our sister colleges and universities in Idaho--to begin to redress pay gaps of 15-20% with our respective peer institutions in other states.

2. What resources are necessary to implement this request?

This represents a 4.5% increase above the CEC @ 3.5% that is being requested per DFM and LSO budget development guidelines.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

This request is for ongoing funds.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: LEWIS-CLARK STATE COLLEGE

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 511

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.01

Descriptive Title: **Salary Competitiveness**

Agency Priority Ranking 1 of 5

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Recruiting and retaining highly qualified faculty and staff will benefit all of Idaho's citizens by improving the instruction, research and public service functions of the university. A well-educated, well-informed workforce will help Idaho attract and retain business and industry.

In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training.

The university and subsequently the state are impacted as we are unable to attract and retain quality faculty and staff. Without appropriate and competitive compensation, the university and state will experience higher turnover rates, fewer recruitment successes, and the lag between current compensation levels and the marketplace will grow.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: LEWIS-CLARK STATE COLLEGE

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 511

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 1 of 2 Pages

| A: Decision Unit No: 12.02 | | Descriptive Title: Nursing& Health Sciences | | | Agency Priority Ranking 2 of 5 |
|---|----------------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 139,700 | | | | 139,700 |
| 2. Benefits | 59,700 | | | | 59,700 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 199,400 | | | | 199,400 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Travel | 5,000 | | | | 5,000 |
| 2. Supplies | 10,000 | | | | 10,000 |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 15,000 | | | | 15,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 214,400 | | | | 214,400 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This request is for four new faculty positions (3.5 FTE) in the Nursing & Health Sciences Division. These positions are necessary for a modest expansion of our BSN pipeline to increase the number of BSN nursing graduates needed to address the current (and worsening) nursing shortage in Idaho.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

Four faculty positions, 3 full-time and 1 part-time (3.5 FTE), \$39,900 estimated annual salary with benefits, availability 7/1/2007

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted. None

c. List any additional operating funds and capital items needed.

Additional operating funds in the amount of \$15,000 for the costs associated with establishing and maintaining 3.5 new positions.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

This request is for ongoing funds.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: LEWIS-CLARK STATE COLLEGE

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 511

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 1 of 2 Pages

A: Decision Unit No: 12.02

Descriptive Title: **Nursing& Health Sciences**

Agency Priority Ranking 2 of 5

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training.

By increasing the number of nurses in the workforce, all of the citizens of Idaho will be the beneficiary of this request.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: LEWIS-CLARK STATE COLLEGE

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 511

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 1 of 2 Pages

| A: Decision Unit No: 12.03 | | Descriptive Title: Native American Teacher Education | | | Agency Priority Ranking 3 of 5 |
|---|----------------|---|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 120,000 | | | | 120,000 |
| 2. Benefits | 46,700 | | | | 46,700 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 166,700 | | | | 166,700 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Travel | 17,500 | | | | 17,500 |
| 2. Supplies | 5,000 | | | | 5,000 |
| 3. Contractual OE | 15,500 | | | | 15,500 |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 38,000 | | | | 38,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 204,700 | | | | 204,700 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This request seeks permanent funding to maintain the Native American Teacher Education Program developed and implemented with federal grant funds. The Native American Teacher Education Programs assists Native American students to become professional educators by completing a four-year teacher education degree in elementary or secondary education and meeting the requirements for full state certification as a teacher.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

1 - Director, professional staff, \$44,700 estimated annual salary, 12 month full-time contract with benefits, availability 7/1/2007

2 - Academic Counselor, professional staff, \$32,250 estimated annual salary, 12 month full-time contract with benefits, availability 7/1/2007

3 - Administrative Asst. I, classified staff with pay grade 32, 12 month full-time position with benefits, availability 7/1/2007

4 - Lab Assistants, irregular help, part-time with no benefits, hourly as needed, availability 7/1/2007

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted. None

c. List any additional operating funds and capital items needed.

No capital items are requested.

Operating funds needed to support this request include:

Travel - \$7,500 for recruiting and assessment and \$10,000 for the Summer Institute and Fall Education Summit

Operating Funds - \$15,500 to facilitate workshops and speaker fees

Supplies - \$5,000 for normal and routine office supplies

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: LEWIS-CLARK STATE COLLEGE

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 511

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 1 of 2 Pages

A: Decision Unit No: 12.03

Descriptive Title: **Native American Teacher Education**

Agency Priority Ranking 3 of 5

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

This request is for ongoing funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Training Native American teachers will benefit all of Idaho and specifically, Idaho's five tribal reservations.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: LEWIS-CLARK STATE COLLEGE
 FUNCTION: GENERAL EDUCATION
 ACTIVITY:

Agency No.: 511
 Function No.: 01
 Activity No.: 00

FY 2008 Request
 Page 1 of 2 Pages

| A: Decision Unit No: 12.04 | | Descriptive Title: PBX Telephone System | | | Agency Priority Ranking 4 of 5 |
|---|----------------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | |
| 2. Benefits | | | | | |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | | | | | |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Travel | | | | | |
| 2. Supplies | | | | | |
| 3. Contractual OE | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. Capital Outlay | 220,000 | | | | 220,000 |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | 220,000 | | | | 220,000 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 220,000 | | | | 220,000 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This request seeks funding to upgrade the institution's PBX telephone system that was damaged in two separate lightning storms in late FY06. As a result of the damage sustained, the PBX system is now weakened and very vulnerable to additional and substantial harm. Proposed system upgrades would obviate the need for costly repairs in the future if system vulnerabilities are not addressed.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

None

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted. None

c. List any additional operating funds and capital items needed.

Capital funds are needed in the amount of \$220,000

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

This request is for one-time funds.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: LEWIS-CLARK STATE COLLEGE

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 511

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.04

Descriptive Title: **PBX Telephone System**

Agency Priority Ranking 4 of 5

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The institution's PBX telephone system serves as the initial and primary point-of-contact for all persons and entites doing business with the instituion. It is key to the operations of the college.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: LEWIS-CLARK STATE COLLEGE
 FUNCTION: GENERAL EDUCATION
 ACTIVITY:

Agency No.: 511
 Function No.: EDGB
 Activity No.: 00

FY 2008 Request
 Page of Pages
 Original Submission ___ or Revision No. ___

| A: Decision Unit No: 12.05 | | Descriptive Title: Technology Support | | | Agency Priority Ranking 5 of 5 |
|---|----------------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | |
| 2. Benefits | | | | | |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | | | | | |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Travel | | | | | |
| 2. Supplies | | | | | |
| 3. Contractual OE | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. Capital Outlay | 138,600 | | | | 138,600 |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | 138,600 | | | | 138,600 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 138,600 | | | | 138,600 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This request seeks funding to replace technology equipment that is integral to the delivery of the institution's services in this age of technology. This equipment is utilized in classrooms as well as for support of administrative and student services and community responsibilities.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.
None

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted. None

c. List any additional operating funds and capital items needed.
Capital funds are needed in the amount of \$138,600

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

This request is for one-time funds.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: LEWIS-CLARK STATE COLLEGE

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 511

Function No.: EDGB

Activity No.: 00

FY 2008 Request

Page of Pages

Original Submission ___ or Revision No. ___

A: Decision Unit No: 12.05

Descriptive Title: **Technology Support**

Agency Priority Ranking 5 of 5

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

All constituents of the institution are dependent on technology and rely on its availability and functionality to carry out their objectives and responsibilities. Whether as a student, faculty, staff or community member, technology plays a critical and integrated role in the activities of the institution.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

Line Items: Community Colleges

Line Items for the Community Colleges are summarized on page 3.

The summary lists the page number where the detail, supporting documentation can be found for each Line Item.

MOTION

A motion to approve for final development the following specific budget Line Items for the Community Colleges (College of Southern Idaho and North Idaho College):

1. <List Item>
2. “
3. “
4. “

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**Community Colleges
Fiscal Year 2008 Line Items
Grouped by Program in Priority Order**

| | | FTP | General | Other Funds | Total |
|----|---|---------------|----------------------|----------------------|----------------------|
| 1 | FY 2008 BASE (Information Only) | 637.80 | \$ 22,100,900 | \$ 32,083,800 | \$ 54,184,700 |
| 2 | LINE ITEMS | | | | |
| 3 | | | | | |
| 4 | Institution/Priority/Line Item | | | | |
| | Detail Page | | | | |
| 5 | College of Southern Idaho | | | | |
| 6 | 1 Nursing Program Capacity Increase 5 | 3.00 | 247,300 | | 247,300 |
| 7 | 2 Off Campus Centers/Workforce Development 7 | 1.00 | 250,000 | | 250,000 |
| 8 | 3 Testing Center Expansion 9 | 2.00 | 115,300 | | 115,300 |
| 9 | 4 Faculty and Professional Staff Salary Equity 11 | | 218,500 | | 218,500 |
| 10 | North Idaho College | | | | |
| 11 | 1 Outreach Sites Development 13 | | 600,000 | | 600,000 |
| 12 | 2 Assoc. Degree Nursing Expansion 14 | | 60,000 | | 60,000 |
| 13 | 3 Mixed Delivery Methods for Prog. 15 | | 250,000 | | 250,000 |
| 14 | 4 On-Site Instructor Training 16 | | 85,000 | | 85,000 |
| 15 | 5 Salary Equity-3%/3 years 17 | | 562,000 | | 562,000 |
| 16 | Total Line Items | 6.00 | \$ 2,388,100 | \$ - | \$ 2,388,100 |
| 17 | Percentage of FY 2008 BASE | 0.94% | 10.81% | | 4.41% |

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: College of Southern Idaho
 FUNCTION: Community College
 ACTIVITY: Outreach Site Request Summary

Agency No.: 505
 Function No.:
 Activity No.:

FY 2008 Request
 Page 1 of 2 Pages

| A: Decision Unit No: 12.01 | | Descriptive Title: ADN Nursing | | | Agency Priority Ranking 1 of 4 |
|--|----------------|---------------------------------------|----------|----------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 185,000 | | | | 185,000 |
| 2. Benefits | 56,000 | | | | 56,000 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 241,000 | 0 | 0 | 0 | 241,000 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | 0 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 0 | 0 | 0 | 0 | 0 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1 3 Computers | 3,600 | | | | 3,600 |
| 2 3 Sets of Desk, Chair, File Cabinet, Bookshelf | 2,700 | | | | 2,700 |
| | | | | | 0 |
| | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 6,300 | 0 | 0 | 0 | 6,300 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 247,300 | 0 | 0 | 0 | 247,300 |

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

We are requesting two full time and two part time Registered Nursing instructors in order to increase our nursing program capacity. In FY 2005, we served 100 registered nursing students. With the funding of this decision unit and a redesign of the program, we will be able to serve 240 registered nursing students in the Fall of 2007.

We are also requesting funding for a Health Career Advisor to work directly with students entering the health care field. With the growth in all 14 of our existing programs and the development of new programs to meet work force needs, this position will be essential in providing guidance to students and working with faculty to ensure students are on track for program completion.

The nursing shortage is well documented. We are experiencing problems in meeting the demand for nurses from employers and the retention of nursing instructors. We have utilized grants to assist in program start up costs and some actual instruction. As grants run out, these instructional costs must be institutionalized or programs reduced.

The requested positions are new and have not been grant funded. Educational equipment support has been provided for the nursing program expansion through grants and donations from private industry.

Currently we have approximately 15.76 FTE in our registered nursing department with personnel costs of approximately \$912,400 and operating expenses of approximately \$30,000. These costs are in our base budget.

2. What resources are necessary to implement this request?

a. List by position: Position titles, pay grades, full or part time status, benefit eligibility, anticipated dates of hire and terms of service.

Each of the two full time nursing faculty members will be paid approximately \$50,000 per year plus benefits. The starting pay will be partially determined by the applicants' educational level and experience. Full benefits for the positions are estimated at \$18,000 each. The two part time instructors are expected to cost approximately \$25,000 each and will not be benefited. Basic employer payroll costs for the part time positions are estimated at \$2,500 each.

The Health Career Advisor will be paid approximately \$35,000 per year with benefits of approximately \$15,000. This will be a full time 12 month position.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: College of Southern Idaho
FUNCTION: Community College
ACTIVITY: Outreach Site Request Summary

Agency No.: 505
Function No.:
Activity No.:

FY 2008 Request
Page 2 of 2 Pages

A: Decision Unit No: 12.01 Descriptive Title: **ADN Nursing** Agency Priority Ranking 1 of 4

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

Program expansion will impact our student services and institutional support areas. We will also have to work through some building space issues and clinical site issues. Our nursing department has indicated that these issues can be adequately addressed without negatively impacting students.

c. List any additional operating funds and capital items needed.

Capital and some operational funds required will be solicited through grants and from private industry.

3. Please break out fund sources with anticipated expenditures in the data matrix. (Please separate one time versus ongoing requests.)

Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

While we have been very successful in getting grants for the health care area, we are not anticipating grant funding to be stable over the long term. This is especially true for personnel costs. The \$6,300 of equipment and furniture costs requested will be one time.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded, what are the impacts?

Students, employers and the public will be served by funding this decision unit. This program has a proven track record of taking students from minimum wage jobs to positions earning in excess of \$20 per hour in just a few years. Scholarships for nursing students are readily available through the College of Southern Idaho Foundation to ease the financial burden of attending college. The economic impact that students graduating from these programs have on the community is extremely positive. Employers in our area have good jobs waiting for our graduates. It is critical that we work to meet that need.

If this request is not funded, we will not be able to increase our capacity to train registered nurses. Employers will either have to limit services or import workers from outside of Idaho. Both of these options will have a negative impact on our Idaho residents, especially those looking to improve their economic status through education.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: College of Southern Idaho
 FUNCTION: Community College
 ACTIVITY: Associate Degree Nursing

Agency No.: 505
 Function No.:
 Activity No.:

FY 2008 Request
 Page 1 of 2 Pages

| A: Decision Unit No: 12.02 | | Descriptive Title: Off Campus Centers | | | Agency Priority Ranking 2 of 4 |
|---|---------------|--|----------|----------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | 0 |
| 2. Benefits | | | | | 0 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. M & O Contracts | 20,000 | | | | 20,000 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 20,000 | 0 | 0 | 0 | 20,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. Outreach Center Clinical Site | 40,000 | | | | 40,000 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 40,000 | 0 | 0 | 0 | 40,000 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 60,000 | 0 | 0 | 0 | 60,000 |

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

We are requesting funding to hire at least one workforce development coordinator to assist the Southern Idaho Economic Development Organization with identifying, developing and providing training for employees. Additionally, we are requesting funding to pay existing staff along with adjunct faculty to develop specific job required curriculums and provide training.

Over the last several years, the College has been called upon to provide training that far exceeds workforce development funds. Based upon the Governor's economic recovery plan for the State of Idaho, the College reallocated funds away from traditional academic programs to business recruitment and workforce training. We are now requesting funds to pay for this and future workforce development and training.

New companies are anticipated to bring in at least 1,000 new jobs to the Magic Valley over the next several years. The requested funds will assist in providing work force training at business locations, on campus and at outreach centers.

Currently we utilize existing staff when possible but do not have any permanent source of staffing or funding in our base for this type of activity.

2. What resources are necessary to implement this request?

a. List by position: Position titles, pay grades, full or part time status, benefit eligibility, anticipated dates of hire and terms of service.

We anticipate hiring a workforce development coordinator for approximately \$40,000 per year plus benefits of \$16,000 per year. We also plan on spending approximately \$159,000 for part time instructors to train employees in a wide range of businesses. We do not anticipate hiring full time instructors but may use some existing college instructors on an overload basis. The coordinator would be hired as of July 1, 2007 with a salary agreement eligible for renewal each year.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

Funding of this decision unit would assist in allowing existing educational programs to proceed without interruption due to staff being pulled away for critical industry training.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: College of Southern Idaho

FUNCTION: Community College

ACTIVITY: Associate Degree Nursing

Agency No.: 505

Function No.:

Activity No.:

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.02

Descriptive Title: **Off Campus Centers**

Agency Priority Ranking 2 of 4

c. List any additional operating funds and capital items needed.

. Operating costs of \$30,000 per year will be used for training supplies, travel, office supplies, cell phone charges and program promotion. \$5,000 of one time funds will be used to purchase educational equipment for use in training or by instructors.

3. Please break out fund sources with anticipated expenditures in the data matrix. (Please separate one time versus ongoing requests.)

Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

We will work with private industry in addition to seeking grants for funding assistance in purchasing specialized industry equipment for training. We need a general fund base for personnel costs and basic operating expenditures.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded, what are the impacts?

The residents of our eight county service area, the State of Idaho and students will be served by a coordinated economic development effort to bring in companies providing good paying jobs.

If this request is not funded, we will have to continue to make choices concerning workforce training. If this training is to be provided, we will have to pull funds from academic or technical programs or elect not to provide the training. This training can be the difference in a successful recruitment of a desirable business in our area.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: College of Southern Idaho

Agency No.: 505

FY 2008 Request

FUNCTION: Community College

Function No.:

Page 1 of 2 Pages

ACTIVITY: Development of Mixed Delivery Methods

Activity No.:

| A: Decision Unit No: 12.03 | | Descriptive Title: Testing Center Expansion | | | Agency Priority Ranking 3 of 4 |
|---|----------------|--|----------|----------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | 0 |
| 2. Benefits | | | | | 0 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. M & O Contracts | 250,000 | | | | 250,000 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 250,000 | 0 | 0 | 0 | 250,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | 0 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 250,000 | 0 | 0 | 0 | 250,000 |

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

We have developed testing centers at two outreach centers in addition to the main campus. On campus, the number of tests given by our testing center has grown from 21,800 in Fy 2000 to 42,300 in Fy 2005. This growth is due not only to an increase in student numbers but also to a change in the method of teaching. More and more of our faculty utilize the testing center to give tests so that they do not have to use class time for this purpose. Class time is a valuable commodity that is used for instruction and test review. We also provide testing center services for UI, BSU and ISU both on campus and at our outreach centers.

This decision unit will allow us to extend our hours and expand our existing testing centers.

We currently have one full time testing coordinator on campus with two part time staff. We also have one part time staff person in our Mini-Cassia Testing center. Funding of approximately \$90,000 for these positions is built into our base.

2. What resources are necessary to implement this request?

a. List by position: Position titles, pay grades, full or part time status, benefit eligibility, anticipated dates of hire and terms of service.

Two testing center specialists will be hired at salaries of approximately \$25,000 each plus benefits of approximately 12,500 each. Part time staffing funds of \$20,000 area also requested.

These positions would be hired August 1, 2007 on one year salary agreements with the option of renewal. Part time positions would be hired as needed.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

The addition of staffing to the testing centers would improve operations through extended hours and timely entry of test results into our computer system. Additionally, more instructors will be able to send students to the testing center so they can fully utilize class time.

c. List any additional operating funds and capital items needed.

Operating funds to purchase Compass tests will be needed along with some travel and office supply funds.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: College of Southern Idaho
 FUNCTION: Community College
 ACTIVITY: On-Site Instructor Training

Agency No.: 505
 Function No.:
 Activity No.:

FY 2008 Request
 Page 1 of 2 Pages

| A: Decision Unit No: 12.04 | | Descriptive Title: Salary Enhancement | | | Agency Priority Ranking 4 of 4 |
|--|---------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | 0 |
| 2. Benefits | | | | | 0 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. M & O Contracts | 85,000 | | | | 85,000 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 85,000 | 0 | 0 | 0 | 85,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1 | | | | | 0 |
| 2 | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 85,000 | 0 | 0 | 0 | 85,000 |

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

We are requesting \$218,500 as the first part of a two year program to bring our faculty salaries to average salary of the 39 member colleges of the Mountain States Association of Community Colleges. The average salary of these institutions for nine month faculty was \$46,427 last year. With average salaries of \$43,627, the College of Southern Idaho is listed 30th of 39 colleges in salary. This gap exists in spite of CSI's length of service being 10.3 years and average length of service being 9.1 years.

We request funding of \$1,400 per full time faculty member to decrease the \$2,800 gap between CSI salaries and the average salaries in the region.

2. What resources are necessary to implement this request?

a. List by position: Position titles, pay grades, full or part time status, benefit eligibility, anticipated dates of hire and terms of service.

General funds will be required to provide for this increase. The increase would be effective with the teaching contract effective beginning August 1, 2007.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

The major impact of this decision unit will be to fairly compensate our faculty as well as to attract and retain qualified faculty members.

c. List any additional operating funds and capital items needed.

All funds requested are for personnel.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: College of Southern Idaho

FUNCTION: Community College

ACTIVITY: On-Site Instructor Training

Agency No.: 505

Function No.:

Activity No.:

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.04

Descriptive Title: **Salary Enhancement**

Agency Priority Ranking 4 of 4

3. Please break out fund sources with anticipated expenditures in the data matrix. (Please separate one time versus ongoing requests.)

Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

We are seeking general fund dollars to fully fund this request.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded, what are the impacts?

The major impact of this request will be to maintain our ability to attract and retain outstanding faculty at pay rates commensurate with our peer institutions. We are currently number 30 out of 39 schools and have dropped several places over the last several years. We continue to work toward the average salary paid to community college teachers in our region.

The impact of not funding this request will be having our faculty fall further behind their peers in this region. Eventually, we believe this will hamper us in recruiting and retaining qualified faculty.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT
 AGENCY: North Idaho College
 FUNCTION: Community College
 ACTIVITY: Outreach Site Request Summary

Agency No.: 506
 Function No.: 01
 Activity No.:

FY 2008 Request
 Page 1 of 1 Pages

| A: Decision Unit No: 12.01 | | Descriptive Title: Outreach Sites Development | | | Agency Priority Ranking 1 of 5 | |
|--|---------|--|---------|-------|--------------------------------|--|
| DESCRIPTION | General | Dedicated | Federal | Other | Total | |
| FULL TIME POSITIONS (FTP) | | | | | | |
| PERSONNEL COSTS: | | | | | | |
| 1. Salaries | | | | | 0 | |
| 2. Benefits | | | | | 0 | |
| 3. Group Position Funding | | | | | 0 | |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 | |
| OPERATING EXPENDITURES by summary object: | | | | | | |
| 1. M & O | 125,000 | | | | 125,000 | |
| 2. | | | | | 0 | |
| 3. | | | | | 0 | |
| 4. | | | | | 0 | |
| TOTAL OPERATING EXPENDITURES: | 125,000 | 0 | 0 | 0 | 125,000 | |
| CAPITAL OUTLAY by summary object: | | | | | | |
| 1 Remodel | 75,000 | | | | 75,000 | |
| 2 Technology | 315,000 | | | | 315,000 | |
| 3. Create Reception Area | 15,000 | | | | 15,000 | |
| 4. Video Conferencing Room | 33,000 | | | | 33,000 | |
| 5. Classroom | 37,000 | | | | 37,000 | |
| TOTAL CAPITAL OUTLAY: | 475,000 | 0 | 0 | 0 | 475,000 | |
| T/B PAYMENTS: | | | | | | |
| LUMP SUM: | | | | | | |
| GRAND TOTAL | 600,000 | 0 | 0 | 0 | 600,000 | |

North Idaho College is requesting funding to provide for off-site center development in Bonners Ferry, Bonner County, and the Plummer/Worley area. To address Idaho's need to expand access to the community college experience, these sites are highly visible in the community, requested by the community, supported by the community, and staffed with community people. The requested remodeling will allow students to have good classroom space where learning can happen easily and with the least amount of disruption. The reception area for Plummer/Worley is necessary as we greet the public and advise and mentor future students.

The technology requests involve a Communications Room, a Computer Classroom/Lab/Tutoring Room, and an Interactive Video Conferencing Room. All are necessary in reaching the students of each area with up-to-date learning methods and skills.

Area students will be able to "go to college" in their own community, to get started on the way to a college education. Without these centers, students will need to travel to North Idaho College, which is a hardship for most of them, and will mean fewer students will be educated.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: North Idaho College
 FUNCTION: Community College
 ACTIVITY: Associate Degree Nursing

Agency No.: 506
 Function No.:
 Activity No.:

FY 2008 Request
 Page 1 of 1 Pages

| A: Decision Unit No: 12.02 | | Descriptive Title: Assoc. Degree Nursing Expansion | | | Agency Priority Ranking 2 of 5 |
|--|---------|---|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | 0 |
| 2. Benefits | | | | | 0 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. M & O Contracts | 20,000 | | | | 20,000 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 20,000 | 0 | 0 | 0 | 20,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1 Outreach Center Clinical Site | 40,000 | | | | 40,000 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 40,000 | 0 | 0 | 0 | 40,000 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 60,000 | 0 | 0 | 0 | 60,000 |

North Idaho College is requesting funds that would be used to add more clinical sections and nursing lab experiences for nursing students, thus allowing NIC to increase the number of students able to participate in the A.D. Nursing Program by 30% or 20 additional students.

Funds are needed to increase the total number of nursing students accepted. Currently the college has a partnership with Kootenai Medical Center, which allows KMC employees to work as adjunct faculty for NIC in the clinical setting. North Idaho College reimburses KMC for the hours worked. Funding to increase the number of adjuncts used would allow for the addition of clinical sections and a great number of nursing students.

Currently the nursing programs borrow space from the clinical facilities in the rural communities. Frequently, problems arise for both parties due to the sharing of space. Designated space for the nursing programs will be necessary to add the second year of the R.N. program in the outreach areas.

The Associate Degree Nursing program and the Certified Nurse's Aide program both need to have instructors and clinical space. The students in the outreach areas need to have access to the second year of the nursing program, and instructors and space are at a premium. Allowing more adjunct faculty will allow the program to enroll more nursing students, which will impact the State of Idaho by producing more nurses and providing better care for our citizens. If funds are not provided, the nursing program will continue to be enrolled at its maximum, and unable to expand.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: North Idaho College

FUNCTION: Community College

ACTIVITY: Development of Mixed Delivery Methods

Agency No.: 506

Function No.:

Activity No.:

FY 2008 Request

Page 1 of 1 Pages

| A: Decision Unit No: 12.03 | Descriptive Title: Mixed Delivery Methods | | | | Agency Priority Ranking 3 of 5 |
|--|--|-----------|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | 0 |
| 2. Benefits | | | | | 0 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. M & O Contracts | 250,000 | | | | 250,000 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 250,000 | 0 | 0 | 0 | 250,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1 | | | | | 0 |
| 2 | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 250,000 | 0 | 0 | 0 | 250,000 |

With today's prevalence of technology, students expect the use of technology to enhance teaching and learning. NIC needs to develop courses that are facilitated by the effective combination of different modes of delivery, models of teaching and styles of learning, and founded on transparent communication among all parties involved with a course. This project will expand access by using technology tools to distribute instruction, tutoring, and the mentoring of students.

The funds will be used to purchase interactive software and notebook computers to be utilized by faculty and students in specific courses. The instructors will utilize the software and the computers to provide students immediate access to internet sites, multimedia presentations, and video streaming of the the course. Students could, via the internet, receive instruction in real time if they were not able to attend class. In addition, the entire presentation would be downloaded to the notebook computer so that students could refer back to the class material at any point in time. The technology involved will mean that facilitators, as well as instructors, will need to be trained and supported through this development. Each instructor and facilitator will need to be able to teach face-to-face, IVC, internet classes, podcasting, and video streaming, combining two or more so that students have a chance to have the best learning experience available.

It is becoming obvious that teaching effectiveness is significantly enhanced if students have the flexibility and the option to learn in various manners. Without it, students are greatly hampered in their learning experiences.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: North Idaho College

FUNCTION: Community College

ACTIVITY: On-Site Instructor Training

Agency No.: 506

Function No.:

Activity No.:

FY 2008 Request

Page 1 of 1 Pages

| A: Decision Unit No: 12.04 | | Descriptive Title: On-Site Instructor Training | | | Agency Priority Ranking 4 of 5 | |
|---|---------------|---|----------|----------|--------------------------------|--|
| DESCRIPTION | General | Dedicated | Federal | Other | Total | |
| FULL TIME POSITIONS (FTP) | | | | | | |
| PERSONNEL COSTS: | | | | | | |
| 1. Salaries | | | | | 0 | |
| 2. Benefits | | | | | 0 | |
| 3. Group Position Funding | | | | | 0 | |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 | |
| OPERATING EXPENDITURES by summary object: | | | | | | |
| 1. M & O Contracts | 85,000 | | | | 85,000 | |
| 2. | | | | | 0 | |
| 3. | | | | | 0 | |
| 4. | | | | | 0 | |
| TOTAL OPERATING EXPENDITURES: | 85,000 | 0 | 0 | 0 | 85,000 | |
| CAPITAL OUTLAY by summary object: | | | | | | |
| 1. | | | | | 0 | |
| 2. | | | | | 0 | |
| 3. | | | | | 0 | |
| 4. | | | | | 0 | |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 | |
| T/B PAYMENTS: | | | | | | |
| LUMP SUM: | | | | | | |
| GRAND TOTAL | 85,000 | 0 | 0 | 0 | 85,000 | |

North Idaho College is requesting funds that would be used to train company employees to teach skills in the local labor market.

In an effort to enhance North Idaho College's partnership with community businesses and to increase the instructor pool, NIC would be responsible for training employees from local companies who would then be able to teach skills in carpentry, welding, general construction, basic manufacturing, etc. to their existing labor pool. These courses would enhance the employees' technical skills and also provide them with college credit that could eventually apply toward a certificate and/or degree. With the trainers coming directly from industry, there would be more flexibility in the times the training could be offered.

The community businesses are requesting this training, and the local labor force would then be better trained to do their jobs without taking a year or two off to attend a degree program. The local businesses would be able to train their own, as well as providing evening or substitute instructors for college classes. Without this training, the local businesses will feel a lack of properly-trained labor.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT
 AGENCY: North Idaho College
 FUNCTION: Community College
 ACTIVITY: Salary Equity

Agency No.: 506
 Function No.:
 Activity No.:

FY 2008 Request
 Page 1 of 1 Pages

| A: Decision Unit No: 12.05 | | Descriptive Title: Salary Competitiveness: 3%/3 years | | | Agency Priority Ranking 5 of 5 | |
|--|----------------|--|----------|----------|--------------------------------|--|
| DESCRIPTION | General | Dedicated | Federal | Other | Total | |
| FULL TIME POSITIONS (FTP) | | | | | | |
| PERSONNEL COSTS: | | | | | | |
| 1. Salaries @ 3% | 488,700 | | | | 488,700 | |
| 2. Benefits @ 15% | 73,300 | | | | 73,300 | |
| 3. Group Position Funding | | | | | 0 | |
| TOTAL PERSONNEL COSTS: | 562,000 | 0 | 0 | 0 | 562,000 | |
| OPERATING EXPENDITURES by summary object: | | | | | | |
| 1. M & O | | | | | 0 | |
| 2. | | | | | 0 | |
| 3. | | | | | 0 | |
| 4. | | | | | 0 | |
| TOTAL OPERATING EXPENDITURES: | 0 | 0 | 0 | 0 | 0 | |
| CAPITAL OUTLAY by summary object: | | | | | | |
| | | | | | 0 | |
| | | | | | 0 | |
| | | | | | 0 | |
| | | | | | 0 | |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 | |
| T/B PAYMENTS: | | | | | 0 | |
| LUMP SUM: | | | | | 0 | |
| GRAND TOTAL | 562,000 | 0 | 0 | 0 | 562,000 | |

North Idaho College is requesting funding to provide salary equity for employees. This request is to request equity for all professional and classified employees who are full time.

The request is to request funds in addition to the basic 3.5 % salary increase of 3% to provide a total salary increase of 6.5%. The goal of this request is to bring salaries of full-time employees to the mid-point of salaries of comparable institutions. The request also includes 15% for increased benefit costs.

This request is a 3 year phase in. This is the first of a 3 year request.

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

Line Items: Agricultural Research and Extension Service

Line Items for the Agricultural Research and Extension Service is summarized on the next page.

The detail, supporting documentation for this Line Item can be found on page 2.

MOTION

A motion to approve for final development the following specific budget Line Items for Agricultural Research and Extension Service:

1. Salary Enhancement – Additional Funds to provide a total increase of 8% for all employee classes \$1,112,000

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**University of Idaho: Ag Research Extension
Fiscal Year 2008 Line Items
Grouped by Program in Priority Order**

| | | FTP | General | Other Funds | Total |
|---|--|------------|----------------|--------------------|---------------|
| 1 | FY 2008 BASE (Information Only) | 375.47 | \$ 26,129,000 | \$ 4,921,400 | \$ 31,050,400 |
| 2 | LINE ITEMS | | | | |
| 3 | | | | | |
| 4 | Institution/Priority/Line Item | | | | |
| | Detail Page | | | | |
| 5 | Ag Research Extension | | | | |
| | 1 Salary Enhancement: 4 | | 1,112,000 | | 1,112,000 |
| 6 | Additional funds to provide a total increase of 8% for all employee classes. | | | | |
| 7 | Total Line Items | - | \$ 1,112,000 | \$ - | \$ 1,112,000 |
| 8 | Percentage of FY 2008 BASE | 0.00% | 4.26% | | 3.58% |

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: UNIVERSITY OF IDAHO

FUNCTION: AGRICULTURAL RESEARCH and

ACTIVITY: EXTENSION

Agency No.: 504

Function No.: 02

Activity No.: 00

FY 2008 Request

Page 1 of 1 Pages

| A: Decision Unit No: 12.01 | | Descriptive Title: SALARY ENHANCEMENT | | | Agency Priority Ranking 1 of 1 |
|---|------------------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 874,000 | | | | 874,000 |
| 2. Benefits | 199,200 | | | | 199,200 |
| 3. Group Position Funding | 38,800 | | | | 38,800 |
| TOTAL PERSONNEL COSTS: | 1,112,000 | | | | 1,112,000 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 1,112,000 | | | | 1,112,000 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This request seeks additional funding for salary enhancement. As noted in the university's Plan for Renewal, our people are the primary asset of the university. In our strategic plan going forward, the issue of appropriate and competitive compensation, as measured against our peer comparators, is the top priority.

2. What resources are necessary to implement this request?

This represents a 4.5% increase above the CEC @ 3.5% that is being requested per DFM and LSO budget development guidelines.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

This request is for on-going funds.

4. Who is being served by this request and what are the expected impacts of the funding requested?

Recruiting and retaining highly qualified faculty and staff will benefit all of Idaho's citizens by improving the instruction, research and public service functions of the university. A well-educated, well-informed workforce will help Idaho attract and retain business and industry.

In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

Line Items: Special Programs

Line Items for the Special Programs are summarized on the next page.

The summary on page 7 lists the page number where the detail, supporting documentation can be found for each Line Item.

MOTION

A motion to approve for final development the following specific budget Line Items for the Special Programs, as shown on the next page:

1. Forest Utilization Research - Salary Enhancement: 4.5% above CEC @ \$20,800 (General Funds)
2. Forest Utilization Research – Increasing Value of Idaho Forest Resources @ \$119,500 (General Funds)
3. Forest Utilization Research – Enhanced Policy Analysis @ \$105,000 (General Funds)“
4. Idaho Geological Survey - Salary Enhancement: 4.5% above CEC @ \$32,800 (General Funds)
5. Idaho Geological Survey – Operation Base Enhancement @ \$94,000 (General Funds)
6. Idaho Geological Survey – Mission Capability Enhancement @ \$75,600 (General Funds)
7. Scholarships and Grants – Increase Promise A Scholarships @ \$120,000 (General Funds)
8. Idaho Museum of Natural History - Salary Enhancement: 4.5% above CEC @ \$20,300 (General Funds)
9. Idaho Museum of Natural History – Program Enhancement @ \$106,100 (General Funds)
10. Idaho Small Business Development Centers – Hispanic Outreach @ \$83,700 (General Funds)
11. Idaho Small Business Development Centers – Rural Video Conferencing @ \$40,000 (General Funds)
12. Idaho Small Business Development Centers – Salary Competitiveness @ \$12,500 (General Funds)

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**Special Programs Summary
Fiscal Year 2008 Line Items
Grouped by Program in Priority Order**

| | | | FTP | General | Other Funds | Total |
|----|--|------------------------|--------|---------------|-------------|---------------|
| 1 | FY 2008 BASE (Information Only) | | 24.80 | \$ 10,047,300 | \$ 364,500 | \$ 10,411,800 |
| 2 | LINE ITEMS | | | | | |
| 3 | | | | | | |
| 4 | Program/Priority/Line Item | Detail Page | | | | |
| 5 | Forest Utilization Research | | | | | |
| 6 | 1 Salary Enhancement: 4.5% above CEC | 8 | | 20,800 | | 20,800 |
| 7 | 2 Increasing Value of Idaho Forest Resources: Enhanced research, demonstrations, and training. | 9-10 | 2.00 | 119,500 | | 119,500 |
| 8 | 3 Enhanced Policy Analysis: Expanded interdisciplinary research and analysis. | 11-12 | 1.10 | 105,000 | | 105,000 |
| 9 | Idaho Geological Survey | | | | | |
| 10 | 1 Salary Enhancement: 4.5% above CEC | 13 | | 32,800 | | 32,800 |
| 11 | 2 Operation Base Enhancement: Base resources for offices in Moscow, Pocatello and Boise. | 14 | 0.28 | 94,000 | | 94,000 |
| 12 | 3 Mission Capability Enhancement: Additional applied research and delivery. | 15-16 | 0.37 | 75,600 | | 75,600 |
| 13 | Scholarships and Grants | | | | | |
| 14 | 1 Promise A Scholarships | 17 | | 120,000 | | 120,000 |
| 15 | Idaho Museum of Natural History | | | | | |
| 16 | 1 Salary Enhancement: 4.5% above CEC | 18-19 | | 20,300 | | 20,300 |
| 17 | 2 Program Enhancements | 20-21 | | 106,100 | | 106,100 |
| 18 | Idaho Small Business Development Centers | | | | | |
| 19 | 1 Hispanic Outreach | 22-23 | 1.00 | 83,700 | | 83,700 |
| 20 | 2 Rural Video Conferencing | 24 | | 40,000 | | 40,000 |
| 21 | 3 Salary Competitiveness | 25 | | 12,470 | | 12,470 |
| 22 | Idaho Council on Economic Education | | | | | |
| 23 | 1 No Line Items | | | | | |
| 24 | Tech Help | | | | | |
| 25 | 1 No Line Items | | | | | |
| 26 | Total Line Items | | 4.75 | \$ 830,270 | \$ - | \$ 830,270 |
| 27 | Percentage of FY 2008 BASE | | 19.15% | 8.26% | | 7.97% |

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: SPECIAL PROGRAMS (UI)

FUNCTION: FOREST UTILIZATION RESEARCH

ACTIVITY:

Agency No.: 516

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 1 of 1 Pages

| A: Decision Unit No: 12.01 | | Descriptive Title: SALARY ENHANCEMENT | | | Agency Priority Ranking 1 of 3 |
|---|---------------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 15,400 | | | | 15,400 |
| 2. Benefits | 3,700 | | | | 3,700 |
| 3. Group Position Funding | 1,700 | | | | 1,700 |
| TOTAL PERSONNEL COSTS: | 20,800 | | | | 20,800 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 20,800 | | | | 20,800 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This request seeks additional funding for salary enhancement. As noted in the university's Plan for Renewal, our people are the primary asset of the university. In our strategic plan going forward, the issue of appropriate and competitive compensation, as measured against our peer comparators, is the top priority.

2. What resources are necessary to implement this request?

This represents a 4.5% CEC calculation (PC Worksheet)

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

This request is for on-going funds.

4. Who is being served by this request and what are the expected impacts of the funding requested?

Recruiting and retaining highly qualified faculty and staff will benefit all of Idaho's citizens by improving the instruction, research and public service functions of the university. A well-educated, well-informed workforce will help Idaho attract and retain business and industry.

In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: SPECIAL PROGRAMS (UI)

FUNCTION: FOREST UTILIZATION RESEARCH

ACTIVITY:

Agency No.: 516

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 1 of 2 Pages

| A: Decision Unit No: 12.02 | | Descriptive Title: INCREASING VALUE of FOREST RESOURCES | | | Agency Priority Ranking 2 of 3 |
|---|----------------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 2,00 | | | | 2,00 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 70,000 | | | | 70,000 |
| 2. Benefits | 28,000 | | | | 28,000 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 98,000 | | | | 98,000 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Employee Travel Costs | 7,500 | | | | 7,500 |
| 2. Communication Services/Costs | 5,000 | | | | 5,000 |
| 3. Administrative Services | 5,000 | | | | 5,000 |
| 4. Specific Use Supplies | 4,000 | | | | 4,000 |
| TOTAL OPERATING EXPENDITURES: | 21,500 | | | | 21,500 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 119,500 | | | | 119,500 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. Attach as many pages as necessary to respond to the following questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Forest resource utilization contributes significantly to the economic well being of Idaho. To remain competitive, the industry needs to increase the value of the forest resource by enhanced utilization. The goal is to increase the competitive advantage of Idaho's forest products industry, foster local economic development and reduce forest fire risk through research programs that will improve yield and to utilize low grade trees and forest biomass for use in value added products by:

- a) Development of non-destructive analysis tools to grade trees and logs in order to improve yield and value in structural applications,
- b) Create bio-fuels and wood based composites from forest residues,
- c) This will be accomplished through research, demonstration and hands-on training of students at the UI forest products laboratory.

2. What resources are necessary to implement this request?

Positions requested include a bio-materials research specialist and a bio-materials research analyst.

Both positions would have starting salaries of approximately \$35,000. Related operating expenses are also requested.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

This request is for on-going funds.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: SPECIAL PROGRAMS (UI)

FUNCTION: FOREST UTILIZATION RESEARCH

ACTIVITY:

Agency No.: 516

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.02

Descriptive Title: **INCREASING VALUE of FOREST RESOURCES**

Agency Priority Ranking 2 of 3

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The funding requested in this decision unit will: 1) enable the university to address the growing need to prepare graduates with a level of skills and knowledge that equips Idaho and its citizens to be competitive in a global forest products economy; 2) maintain specialized accreditation in Forest Products which is in line with the University's mission; (3) reduce risk of wildfires through utilization of forest woody fuels; and 4) contribute to the nation's energy self-sufficiency and security.

Expected performance includes:

- a) Increase in undergraduate student research projects, graduate student research projects, scientist exchange programs, and industry based projects in bio-fuels, wood composites, resource assessment and forest utilization with in the Forest Products program;
- b) The outputs will be at least 3 technical presentations per year, 1 thesis/dissertation per year, 2 published papers per year, creation of a website for outreach and technical assistance for private and public landowners.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: SPECIAL PROGRAMS (UI)
 FUNCTION: FOREST UTILIZATION RESEARCH
 ACTIVITY:

Agency No.: 516
 Function No.: 01
 Activity No.: 00

FY 2008 Request
 Page 1 of 2 Pages

| A: Decision Unit No: 12.03 | | Descriptive Title: POLICY ANALYSIS ENHANCEMENT | | | Agency Priority Ranking 3 of 3 |
|---|----------------|---|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 1.10 | | | | 2.00 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 63,900 | | | | 63,900 |
| 2. Benefits | 21,100 | | | | 21,100 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 85,000 | | | | 85,000 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Employee Travel Costs | 7,500 | | | | 7,500 |
| 2. Communication Services/Costs | 4,000 | | | | 4,000 |
| 3. Administrative Services | 4,000 | | | | 4,000 |
| 4. Specific Use Supplies | 4,500 | | | | 4,500 |
| TOTAL OPERATING EXPENDITURES: | 20,000 | | | | 20,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 105,000 | | | | 105,000 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. Attach as many pages as necessary to respond to the following questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Forest resource utilization contributes significantly to the economic well being of Idaho. A variety of land-use planning and environmental laws and policies affect what landowners can and cannot do with their lands and this affects how natural resources are utilized.

The CNR Policy Analysis Group was created in 1989 by the Idaho state legislature (see Idaho Code § 37-714). The PAG identifies and analyzes scientific and institutional problems associated with natural resource policy issues. In keeping with its mandate the PAG develops, analyzes, and presents several alternative policy options without recommending any particular one. According to the mandate, "Individual projects and analyses will be conducted by the group's staff or members of the college's faculty, or by scientists from other educational institutions or research entities as appropriate [and] must adhere to the highest professional and scientific standards for objective, scientific research."

2. What resources are necessary to implement this request?

Interdisciplinary research is growing dramatically at the University of Idaho. This type of research integrates policy and law with the biological and physical sciences to solve real natural resource management problems. This has increased the demand for policy analysis in many of our research projects, providing additional opportunities for the PAG to have an impact on important natural resource issues. The PAG must provide funding support for a broader array of faculty to contribute to the PAG's mission. To ensure that PAG makes contributions to the increasingly complex natural resource management issues of our day, we are requesting \$105,000 to fund additional faculty contributions to policy analysis. The personnel costs represent partial faculty appointments that will total approximately \$63,900 and the associated fringe benefits. Operating expenses of \$20,000 are also requested.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

This request is for on-going funds.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: SPECIAL PROGRAMS (UI)

FUNCTION: FOREST UTILIZATION RESEARCH

ACTIVITY:

Agency No.: 516

Function No.: 01

Activity No.: 00

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.03

Descriptive Title: **POLICY ANALYSIS ENHANCEMENT**

Agency Priority Ranking 3 of 3

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The funding requested will enable the PAG to maintain the highest professional standards of research by better addressing a range of interdisciplinary perspectives on natural resources issues of interest to the people of Idaho. This need is often expressed by natural resource leaders in the state who support the PAG's work by serving on the Advisory Committee. These individuals represent state and federal public agencies, environmental non-governmental organizations, and private firms and resource associations who all represent different natural resources management interests that will benefit from the enhanced interdisciplinary research this request will enable.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: SPECIAL PROGRAMS (UI)

FUNCTION: IDAHO GEOLOGICAL SURVEY

ACTIVITY:

Agency No.: 516

Function No.: 02

Activity No.: 00

FY 2008 Request

Page 1 of 1 Pages

| A: Decision Unit No: 12.01 | | Descriptive Title: Salary Enhancement | | | Agency Priority Ranking 1 of 3 | |
|---|---------------|--|---------|-------|--------------------------------|--|
| DESCRIPTION | General | Dedicated | Federal | Other | Total | |
| FULL TIME POSITIONS (FTP) | | | | | | |
| PERSONNEL COSTS: | | | | | | |
| 1. Salaries | 26,800 | | | | 26,800 | |
| 2. Benefits | 6,000 | | | | 6,000 | |
| 3. Group Position Funding | | | | | | |
| TOTAL PERSONNEL COSTS: | 32,800 | | | | 32,800 | |
| OPERATING EXPENDITURES by summary object: | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | | |
| T/B PAYMENTS: | | | | | | |
| LUMP SUM: | | | | | | |
| GRAND TOTAL | 32,800 | | | | 32,800 | |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This request seeks additional funding for salary enhancement. As noted in the university's Plan for Renewal, our people are the primary asset of the university. In our strategic plan going forward, the issue of appropriate and competitive compensation, as measured against our peer comparators, is the top priority.

2. What resources are necessary to implement this request?
 This represents a 4.5% CEC calculation (PC Worksheet).

3. Please break out fund sources with anticipated expenditures in the financial data matrix.
 This request is for on-going funds.

4. Who is being served by this request and what are the expected impacts of the funding requested?
 Recruiting and retaining highly qualified faculty and staff will benefit all of Idaho's citizens by improving the instruction, research and public service functions of the university. A well-educated, well-informed workforce will help Idaho attract and retain business and industry.

In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: SPECIAL PROGRAMS (UI)
 FUNCTION: IDAHO GEOLOGICAL SURVEY
 ACTIVITY:

Agency No.: 516
 Function No.: 02
 Activity No.: 00

FY 2008 Request
 Page 1 of 1 Pages

| A: Decision Unit No: 12.02 | | Descriptive Title: Operation Base Enhancement | | | Agency Priority Ranking 2 of 3 |
|---|---------------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 0.28 | | | | 0.28 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 43,600 | | | | 43,600 |
| 2. Benefits | 16,400 | | | | 16,400 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 60,000 | | | | 60,000 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Employee Travel Costs | 14,000 | | | | 14,000 |
| 2. Communication Services/Costs | 5,000 | | | | 5,000 |
| 3. Administrative Services | 7,500 | | | | 7,500 |
| 4. Technical Services | 2,500 | | | | 2,500 |
| 5. Specific Use Supplies | 5,000 | | | | 5,000 |
| TOTAL OPERATING EXPENDITURES: | 34,000 | | | | 34,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 94,000 | | | | 94,000 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This request will fund all IGS personnel costs within the special programs appropriation, including promotions, and will fully fund all costs of basic-office operations for the main office in Moscow and the Boise and Pocatello branch offices.

2. What resources are necessary to implement this request?

Salary and fringe benefits total \$33,000; faculty promotion-costs are \$27,000 (salary and related fringe benefits).

Total cost of basic office operations is \$60,000; Current appropriated operating expenditures funding is \$26,000.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The entire State of Idaho benefits from the geologic studies, earthquake monitoring and hazard analysis provided by the Idaho Geological Survey. Sectors served include industry, communities, transportation, and all groups dealing with growth-related resource stewardship. Enhanced delivery of geologic information benefits K-12 school curricula and higher education. These additional resources will improve the overall responsiveness to the state's needs for geologic information and delivery systems. Geologic information includes geology for growth corridors; geology for highway routes; geologic hazards; mining geology and mines; groundwater protection and aquifer modeling.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: SPECIAL PROGRAMS (UI)
 FUNCTION: IDAHO GEOLOGICAL SURVEY
 ACTIVITY:

Agency No.: 516
 Function No.: 02
 Activity No.: 00

FY 2008 Request
 Page 1 of 2 Pages

| A: Decision Unit No: 12.03 | | Descriptive Title: Mission Capability Enhancement | | | Agency Priority Ranking 3 of 3 |
|---|---------------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 0.37 | | | | 0.37 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 26,700 | | | | 26,700 |
| 2. Benefits | 8,900 | | | | 8,900 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 35,600 | | | | 35,600 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Employee Travel Costs | 15,000 | | | | 15,000 |
| 2. Communication Services/Costs | 5,000 | | | | 5,000 |
| 3. Administrative Services | 5,000 | | | | 5,000 |
| 4. Technical Services | 5,000 | | | | 5,000 |
| 5. Specific Use Supplies | 10,000 | | | | 10,000 |
| TOTAL OPERATING EXPENDITURES: | 40,000 | | | | 40,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 75,600 | | | | 75,600 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

Requested resources will provide an FTP increase to 11.00. This resource enhancement will increase IGS response to the state's need for applied geologic research, \$23,300 (salary and related fringe benefits). An Outreach and Education specialist position (upgrade from administrative assistant), \$12,300 (salary and related fringe benefits). Increases response to state's need for geologic information through the Idaho Geological Survey Web site and other information and education delivery systems. Operating expenditures: OE appropriation increase needed for state-mission applied research and delivery of geologic information (geology for growth corridors; geology for highway routes; geologic hazards; mining geology and mines; groundwater protection and aquifer modeling), \$40,000.

2. What resources are necessary to implement this request?

Salary and fringe benefits total \$35,600; FTP increases by .37 to 11.00 total. Operating expenditures: OE appropriation increase needed for state-mission applied research and delivery of geologic information (geology for growth corridors; geology for highway routes; geologic hazards; mining geology and mines; groundwater protection and aquifer modeling), \$40,000.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: SPECIAL PROGRAMS (UI)

FUNCTION: IDAHO GEOLOGICAL SURVEY

ACTIVITY:

Agency No.: 516

Function No.: 02

Activity No.: 00

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.03

Descriptive Title: **Mission Capability Enhancement**

Agency Priority Ranking 3 of 3

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The entire State of Idaho benefits from the geologic studies, earthquake monitoring and hazard analysis provided by the Idaho Geological Survey. Sectors served include industry, communities, transportation, and all groups dealing with growth-related stewardship. Enhanced delivery of geologic information benefits K-12 school curricula and higher education. These additional resources will improve the overall responsiveness to the state's needs for geologic information and delivery systems. Geologic information includes geology for growth corridors; geology for highway routes; geologic hazards; mining geology and mines; groundwater protection and aquifer modeling.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT
 AGENCY: Special Programs
 FUNCTION: Scholarships and Grants
 ACTIVITY:

Agency No.: 516
 Function No.: 03
 Activity No.:

FY 2008 Request
 Page 1 of 1 Pages

| A: Decision Unit No: 12. | Desc Title: Increase in Promise A Scholarships | | | | Agency Priority Ranking 1 of 1 |
|--|---|-----------|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | 0 |
| 2. Benefits | | | | | 0 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | 0 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 0 | 0 | 0 | 0 | 0 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | 0 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | 120,000 | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 120,000 | 0 | 0 | 0 | 0 |

B:

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 The Robert R. Lee Promise Category A Scholarship provides approximately 25 new scholarships each year to academic scholars and professional-technical students. The award is \$3,000 per year, renewable up to four years for academic programs and for the term of the professional-technical program, up to three years. Due to early graduations, deferments, and available funding, we are able to award 37 new scholarships for the 2006-07 academic year. The current state funding for the Promise Category A Scholarship is \$331,300, which allows for a maximum of 110 active participants at any one time. Idaho Code allows for a total of no greater than 400 and no more than 100 new awards a year. For academic year 2006-2007 there were a total of 134 applicants that met or exceeded the criteria for the scholarship. After 37 scholarships were awarded and 14 applicants declined, there were 83 qualified applicants that did not receive a scholarship.

2. What resources are necessary to implement this request?
 This request is for \$120,000 of General Fund which will allow the state to award 40 additional Promise Category A scholarships or a total of 150 awards per year.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)
 General Fund

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 Those affected by this program are Idaho Post-Secondary students and their parents. By funding this request more highly qualified Idaho students will be able to attend Idaho Universities and Colleges.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: SPECIAL PROGRAMS (ISU)
 FUNCTION: ID MUSEUM OF NAT HISTORY
 ACTIVITY:

Agency No.: 516
 Function No.: 04
 Activity No.: 00

FY 2008 Request
 Page 1 of 2 Pages

| A: Decision Unit No: 12.01 | | Descriptive Title: Salary Competitiveness | | | Agency Priority Ranking 1 of 2 | |
|---|---------|--|---------|-------|--------------------------------|--|
| DESCRIPTION | General | Dedicated | Federal | Other | Total | |
| FULL TIME POSITIONS (FTP) | | | | | | |
| PERSONNEL COSTS: | | | | | | |
| 1. Salaries | 16,700 | | | | 16,700 | |
| 2. Benefits | 3,600 | | | | 3,600 | |
| 3. Group Position Funding | | | | | | |
| TOTAL PERSONNEL COSTS: | 20,300 | | | | 20,300 | |
| OPERATING EXPENDITURES by summary object: | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | | |
| T/B PAYMENTS: | | | | | | |
| LUMP SUM: | | | | | | |
| GRAND TOTAL | 20,300 | | | | 20,300 | |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This request seeks additional funding for salary enhancement. Employees are the primary asset of the university. Appropriate and competitive compensation, as measured against our peer comparators, is the top priority.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

c. List any additional operating funds and capital items needed.

This represents a 4.5% increase above the CEC @ 3.5% that is being requested per DFM and LSO budget development guidelines.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: SPECIAL PROGRAMS (ISU)

FUNCTION: ID MUSEUM OF NAT HISTORY

ACTIVITY:

Agency No.: 516

Function No.: 04

Activity No.: 00

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.01

Descriptive Title: **Salary Competitiveness**

Agency Priority Ranking 1 of 2

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Recruiting and retaining highly qualified faculty and staff will benefit all of Idaho's citizens by improving the instruction, research and public service functions of the university. A well-educated, well-informed workforce will help Idaho attract and retain business and industry.

In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training.

The university and subsequently the state are impacted as we are unable to attract and retain quality faculty and staff. Without appropriate and competitive compensation, the university and state will experience higher turnover rates, fewer recruitment successes, and the lag between current compensation levels and the marketplace will grow.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: SPECIAL PROGRAMS (ISU)
 FUNCTION: ID MUSEUM OF NAT HISTORY
 ACTIVITY:

Agency No.: 516
 Function No.: 04
 Activity No.: 00

FY 2008 Request
 Page 1 of 2 Pages

| A: Decision Unit No: 12.02 | | Descriptive Title: Program Enhancements | | | Agency Priority Ranking 2 of 2 | |
|---|----------------|--|---------|-------|--------------------------------|--|
| DESCRIPTION | General | Dedicated | Federal | Other | Total | |
| FULL TIME POSITIONS (FTP) | | | | | | |
| PERSONNEL COSTS: | | | | | | |
| 1. Salaries | 72,600 | | | | 72,600 | |
| 2. Benefits | 23,500 | | | | 23,500 | |
| 3. Group Position Funding | | | | | | |
| TOTAL PERSONNEL COSTS: | 96,100 | | | | 96,100 | |
| OPERATING EXPENDITURES by summary object: | | | | | | |
| 1. Collections, Program, and Research Support | 10,000 | | | | 10,000 | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| TOTAL OPERATING EXPENDITURES: | 10,000 | | | | 10,000 | |
| CAPITAL OUTLAY by summary object: | | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | | |
| T/B PAYMENTS: | | | | | | |
| LUMP SUM: | | | | | | |
| GRAND TOTAL | 106,100 | | | | 106,100 | |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

Regular salaries and benefits for one expanded position (Program Manager) and one new position (Life Sciences Collections Manager); Irregular salaries for Student and Professional Assistance; Operating expenses to support all museum programs and activities. Current agency staffing level for Program Manager is .4 FTE; none for Life Sciences Collections Manager; Irregular salaries at \$14,561.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

- 1) Program Manager (.6 FTE), \$16.11/hr, full time, benefits eligible, hire immediately, classified employment
- 2) Life Sciences Collection Manager (1 FTE), \$15.60/hr, full time, benefits eligible, hire immediately, non-classified employment
- 3) Student and Professional Assistance, pay dependent on service unit required, part time, no benefits, pay hourly as needed

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

c. List any additional operating funds and capital items needed.

\$10,000 is requested in additional operating funds, for all aspects of Museum operations (travel, material and supplies, communications) in all areas of mission (education, exhibits, collections management and curation, research).

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

This request is for General, ongoing funds.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: SPECIAL PROGRAMS (ISU)

FUNCTION: ID MUSEUM OF NAT HISTORY

ACTIVITY:

Agency No.: 516

Function No.: 04

Activity No.: 00

FY 2008 Request

Page 1 of 2 Pages

A: Decision Unit No: 12.02

Descriptive Title: **Program Enhancements**

Agency Priority Ranking 2 of 2

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request directly serves our audience, which is Idaho residents, visitors to Idaho, and the world's community of students and scholars. The Museum's core functions are to collect, care for, research, interpret and present, through educational programs and exhibitions, Idaho's cultural and natural heritage, and to support and encourage local and municipal natural history museums throughout Idaho. The Museum cannot fully perform these core functions without this additional funding.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: ID SMALL BUSINESS DEVELOPMENT

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 516

Function No.: 05

Activity No.: 00

FY 2008 Request

Page 1 of 2 Pages

| A: Decision Unit No: 12.01 | | Descriptive Title: HISPANIC OUTREACH | | | Agency Priority Ranking 1 of 3 |
|---|---------------|---|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| Staff | 67,500 | | | | 67,500 |
| TOTAL PERSONNEL COSTS: | 67,500 | | | | 67,500 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| Infrastructure Needs | 16,200 | | | | 16,200 |
| 3. TOTAL OPERATING EXPENDITURES: | 16,200 | | | | 16,200 |
| CAPITAL OUTLAY by summary object: | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 83,700 | | | | 83,700 |

1. Currently, the Idaho SBDC is serving the Hispanic business community within the available resources. Approximately 4% of our clientele are Hispanic businesses, which is significantly less than the percentage of the population that is Hispanic (8%).

This funding would allow the Center to hire a bilingual/bicultural individual to better serve the Hispanic businesses in the southern part of the state. The individual will need to bring experience in owning and operating a small business to this job. The individual would be located in Canyon County, but would serve Hispanic businesses in the entire southern part of the state.

This individual will be responsible for determining the needs in the Hispanic business community. Based on these needs, this person will deliver tailored consulting and training to improve the success of these businesses

Currently, the Idaho SBDC is serving the Hispanic business community within the available resources. Approximately 4% of our clientele are Hispanic businesses, which is significantly less than the percentage of the population that is Hispanic (9%).

This funding would allow the Center to hire a bilingual/bicultural individual to better serve the Hispanic businesses in the southern part of the state. The individual will need to bring experience in owning and operating a small business to this job. The individual would be located in Canyon County, but would serve Hispanic businesses in the entire southern part of the state.

This individual will be responsible for determining the needs in the Hispanic business community. Based on these needs, this person will deliver tailored consulting and training to improve the success of these businesses

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: ID SMALL BUSINESS DEVELOPMENT

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 516

Function No.: 05

Activity No.: 00

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.01 Descriptive Title: **HISPANIC OUTREACH** Agency Priority Ranking 1 of 3

2. COST:

| | |
|------------|---------------|
| PERSONNEL: | \$ 50,000 |
| FRINGE: | 17,500 |
| OPERATING: | <u>16,200</u> |
| TOTAL: | \$83,700 |

DESCRIPTION:

This funding would provide funding for a full-time individual plus fringe (35%). It also provides sufficient funding to allow this person to travel to Idaho Falls, Pocatello, Burley, Twin Falls, etc. to provide consulting and training to existing and startup Hispanic businesses.

3. This effort would be funded with General Funds

4. With the addition of this new position, we expect to see an addition 100 new business owners and to provide at least 800 hours of consulting. We would also expect at least 14 training courses delivered to the Hispanic community.

With the growth of the Hispanic population in Idaho, it is important that the Idaho SBDC, along with our college and university partners, help diversify the business base and help in the creation of new businesses and the jobs they bring. More than 80% of the new jobs in Idaho are created by small businesses.

The Idaho SBDC has shown over the past 13 years that entrepreneurs that use Idaho SBDC services grow at faster rate than the average Idaho business. Sales growth is more than 3 times the state's average. Job creation is more than 4 times that of an average business creates.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: ID SMALL BUSINESS DEVELOPMENT

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 516

Function No.: 05

Activity No.: 00

FY 2008 Request

Page 1 of 1 Pages

| A: Decision Unit No: 12.02 | | Descriptive Title: Rural Video Conferencing | | | Agency Priority Ranking 2 of 3 | |
|---|---------------|--|---------|-------|--------------------------------|--|
| DESCRIPTION | General | Dedicated | Federal | Other | Total | |
| FULL TIME POSITIONS (FTP) | | | | | | |
| Staff | | | | | | |
| TOTAL PERSONNEL COSTS: | | | | | | |
| OPERATING EXPENDITURES by summary object: | | | | | | |
| Equipment | 40,000 | | | | 40,000 | |
| 3. | | | | | | |
| TOTAL OPERATING EXPENDITURES: | 40,000 | | | | 40,000 | |
| CAPITAL OUTLAY by summary object: | | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | | |
| T/B PAYMENTS: | | | | | | |
| LUMP SUM: | | | | | | |
| GRAND TOTAL | 40,000 | | | | 40,000 | |

1. Currently, the Idaho SBDC is serving all 44 counties in the state. The challenge is to serve the growing population in our urban areas and continue to provide the critical entrepreneurial needs in our rural areas. We currently have a video conferencing system in each of the SBDC offices around the state. By locating new video conferencing equipment in our rural communities, we can better serve the businesses in these communities and reduce our travel costs and time.

2. COST:
 Equipment: \$40,000
 TOTAL: \$40,000

DESCRIPTION:

This would allow the Idaho SBDC to purchase and install video conferencing equipment in 16 rural communities to allow the Idaho SBDC to better serve rural entrepreneurs. We are planning to locate our video conferencing equipment in Idaho Commerce and Labor office in rural communities around the state. This is a one-time expenditure.

3. This effort would be funded with General Funds

4. With the addition of this new capability, we expect to see an addition 60 new business owners and to provide at least 500 hours of consulting. We would also expect at least 60 training courses delivered to rural communities.

The Idaho SBDC has shown over the past 13 years that entrepreneurs that use Idaho SBDC services grow at faster rate than the average Idaho business. Sales growth is more than 3 times the state's average. Job creation is more than 4 times that of an average business creates.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: ID SMALL BUSINESS DEVELOPMENT

FUNCTION: GENERAL EDUCATION

ACTIVITY:

Agency No.: 516

Function No.: 05

Activity No.: 00

FY 2008 Request

Page 1 of 1 Pages

| A: Decision Unit No: 12.03 | | Descriptive Title: Salary Competitiveness | | | Agency Priority Ranking 3 of 3 | |
|---|---------|--|---------|-------|--------------------------------|--|
| DESCRIPTION | General | Dedicated | Federal | Other | Total | |
| FULL TIME POSITIONS (FTP) | | | | | | |
| Staff | 12,470 | | | | 12,470 | |
| TOTAL PERSONNEL COSTS: | 12,470 | | | | 12,470 | |
| OPERATING EXPENDITURES by summary object: | | | | | | |
| Equipment | | | | | | |
| 3. | | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | | |
| | | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | | |
| T/B PAYMENTS: | | | | | | |
| LUMP SUM: | | | | | | |
| GRAND TOTAL | 12,470 | | | | 12,470 | |

1. The Idaho SBDC has had more difficulty retaining and replacing personnel. Our experience is similar to the colleges and universities around the state. The 4.5% increase is to help increase our ability to retain and attract quality people to serve our clientele.

2. COST:
 Personnel: \$12,470
 TOTAL: \$12,470

DESCRIPTION:

This would provide the Idaho SBDC additional funds to increase our competitiveness to retain and attract quality personnel to serve the citizens and entrepreneurs in Idaho.

3. This effort would be funded with General Funds

4. The Idaho SBDC has shown over the past 13 years that entrepreneurs that use Idaho SBDC services grow at a faster rate than the average Idaho business. Sales growth is more than 3 times the state's average. Job creation is more than 4 times that of an average business creates.

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

Line Items: Health Programs

Line Items for the Health Programs are summarized on page 29.

MOTION

A motion to approve for final development the following specific budget Line Items for the Health Programs:

1. WOI - Salary Enhancement: 4.5% above CEC @ \$21,000 (General Funds)
2. WWAMI - Salary Enhancement: 4.5% above CEC @ \$29,200 (General Funds)
3. WWAMI - Additional Seats: Add 2 seats in medical education program for Idaho residents @ \$28,400 (Dedicated Funds)
4. IDEP - Salary Enhancement: 4.5% above CEC @ \$13,900 (General Funds)
5. IDEP – Expansion of Dental Program @ \$26,300 (\$9,700 General Funds, \$16,600 Dedicated Funds)
6. University of Utah – Additional Seats @ \$67,600 (General Funds)
7. Family Practice Residencies - Salary Enhancement: 4.5% above CEC @ \$18,500 (General Funds)

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**Health Programs Summary
Fiscal Year 2008 Line Items
Grouped by Program in Priority Order**

| | | FTP | General | Other Funds | Total |
|----|--|--------------|---------------------|-------------------|---------------------|
| 1 | FY 2008 BASE (Information Only) | 20.39 | \$ 8,800,000 | \$ 465,500 | \$ 9,265,500 |
| 2 | LINE ITEMS | | | | |
| 3 | | | | | |
| 4 | Program/Priority/Line Item | | | | |
| | Detail Page | | | | |
| 5 | WOI Veterinary Education | | | | |
| 6 | 1 Salary Enhancement: 4.5% above CEC | 30 | 21,000 | | 21,000 |
| 7 | WWAMI Medical Education | | | | |
| 8 | 1 Salary Enhancement: 4.5% above CEC | 31 | 29,200 | | 29,200 |
| 9 | 2 Additional Seats: Add 2 seats in medical education program for Idaho residents. | 32-33 | | 28,400 | 28,400 |
| 10 | IDEP Dental Education | | | | |
| 11 | 1 Salary Enhancement: 4.5% above CEC | 34-35 | 13,900 | | 13,900 |
| 12 | 2 Expansion of Dental Program | 36-38 | 9,700 | 16,600 | 26,300 |
| 13 | University of Utah Medical Education | | | | |
| 14 | 1 Additional Seats: Add 2 seats in medical education program for Idaho residents. | 39-40 | 67,600 | | 67,600 |
| 15 | Family Practice Residencies | | | | |
| 16 | 1 Salary Enhancement: 4.5% above CEC | 41 | 18,500 | | 18,500 |
| 17 | WICHE Optometry | | | | |
| 18 | No Line Items | | | | |
| 19 | Total Line Items | - | \$ 159,900 | \$ 45,000 | \$ 204,900 |
| 20 | Percentage of FY 2008 BASE | 0.00% | 1.82% | 9.67% | 2.21% |

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: HEALTH PROGRAMS (UI)
 FUNCTION: WOI VETERINARY MEDICINE
 ACTIVITY:

Agency No.: 515
 Function No.: 01
 Activity No.: 00

FY 2008 Request
 Page 1 of 1 Pages

| A: Decision Unit No: 12.01 | | Descriptive Title: SALARY ENHANCEMENT | | | Agency Priority Ranking 1 of 1 |
|---|---------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 17,100 | | | | 17,100 |
| 2. Benefits | 3,900 | | | | 3,900 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 21,000 | | | | 21,000 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 21,000 | | | | 21,000 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 This request seeks additional funding for salary enhancement. As noted in the university's Plan for Renewal, our people are the primary asset of the university. In our strategic plan going forward, the issue of appropriate and competitive compensation, as measured against our peer comparators, is the top priority.

2. What resources are necessary to implement this request?
 This represents a 4.5% increase above the CEC @ 3.5% that is being requested per DFM and LSO budget development guidelines.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.
 This request is for on-going funds.

4. Who is being served by this request and what are the expected impacts of the funding requested?
 Recruiting and retaining highly qualified faculty and staff will benefit all of Idaho's citizens by improving the instruction, research and public service functions of the university. A well-educated, well-informed workforce will help Idaho attract and retain business and industry.

In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment,

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: HEALTH PROGRAMS (UI)

FUNCTION: WWAMI MEDICAL EDUCATION

ACTIVITY:

Agency No.: 515

Function No.: 02

Activity No.: 00

FY 2008 Request

Page 1 of 1 Pages

| A: Decision Unit No: 12.01 | | Descriptive Title: SALARY ENHANCEMENT | | | Agency Priority Ranking 1 of 2 |
|---|---------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 23,600 | | | | 23,600 |
| 2. Benefits | 5,200 | | | | 5,200 |
| 3. Group Position Funding | 400 | | | | 400 |
| TOTAL PERSONNEL COSTS: | 29,200 | | | | 29,200 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 29,200 | | | | 29,200 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This request seeks additional funding for salary enhancement. As noted in the university's Plan for Renewal, our people are the primary asset of the university. In our strategic plan going forward, the issue of appropriate and competitive compensation, as measured against our peer comparators, is the top priority.

2. What resources are necessary to implement this request?

This represents a 4.5% increase above the CEC @ 3.5% that is being requested per DFM and LSO budget development guidelines.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

This request is for on-going funds.

4. Who is being served by this request and what are the expected impacts of the funding requested?

Recruiting and retaining highly qualified faculty and staff will benefit all of Idaho's citizens by improving the instruction, research and public service functions of the university. A well-educated, well-informed workforce will help Idaho attract and retain business and industry.

In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: HEALTH PROGRAMS (UI)

FUNCTION: WWAMI MEDICAL EDUCATION

ACTIVITY:

Agency No.: 515

Function No.: 02

Activity No.: 00

FY 2008 Request

Page 1 of 2 Pages

| A: Decision Unit No: 12.02 | | Descriptive Title: ADDITIONAL PROGRAM SEATS | | | Agency Priority Ranking 2 of 2 |
|---|---------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | |
| 2. Benefits | | | | | |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | | | | | |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. MISCELLANEOUS | | 28,400 | | | 28,400 |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | | 28,400 | | | 28,400 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | | 28,400 | | | 28,400 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. Attach as many pages as necessary to respond in a narrative fashion to the following questions:

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

Idaho Code §33-3720 authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs, and specifically, the WWAMI Medical Education Program (33-3717B(7)).

The Idaho WWAMI Medical Education Program provides eighteen Idaho students with the opportunity to complete their first year of medical training through the University of Washington School of Medicine's regional program at the University of Idaho's Moscow campus. When the WWAMI program started in Idaho in 1970, the population of Idaho was 700,000 and 20 Idaho students were funded to participate in this new regional medical education program. Since that time, the number of medical student seats in WWAMI dropped to 15 due to state budget shortfalls, but was restored to 18 in 2000. In 2005 Idaho ranked 47th out of 50 states in the number of physicians per population, and Idaho's population is projected to grow to 1.8 million by 2020. With the current 18 seats for Idaho WWAMI, qualified Idaho students have a one in six chance of getting into a state-supported medical school education, compared to a one in three chance on the national average. This means that for every top student admitted to WWAMI, five other talented Idaho students have to leave the state to pursue medical training.

The number of state-supported medical student seats needs to grow substantially over the next ten years in order to address the medical needs of Idaho. We request that Idaho start by restoring the remaining two WWAMI seats from the original state allocation and contract (a total of 20 Idaho WWAMI seats in FY2008), and then develop a plan for continued growth in medical student seats for Idaho residents in the years to come.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

c. List any additional operating funds and capital items needed.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: HEALTH PROGRAMS (UI)

FUNCTION: WWAMI MEDICAL EDUCATION

ACTIVITY:

Agency No.: 515

Function No.: 02

Activity No.: 00

FY 2008 Request

Page 1 of 2 Pages

A: Decision Unit No: 12.02

Descriptive Title: **ADDITIONAL PROGRAM SEATS**

Agency Priority Ranking 2 of 2

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

This request is for on-going funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Initially, each year, 2 additional talented and qualified Idaho pre-med students will be served by this request, as they gain financial support from the State to pursue their potential to become medical doctors. An increase of two medical student seats in the first year WWAMI program at UI will also increase the Idaho State contract with the University of Washington School of Medicine, as those additional students continue into years 2 through 4 of their medical school education. Overall, eight medical student seats (2 additional seats for each of four years) would be added to the UWSOM contract between FY2008 and FY2012.

After the students' training is complete, Idaho residents stand to benefit from this medical education funding, as Idaho physicians set up practice in their home state, serving the people who helped make it possible for them to become doctors. WWAMI allows Idaho's medical students to complete three of their four years of medical school training in their home state, increasing their familiarity with the healthcare needs of their region and state, and increasing the likelihood that students will return to Idaho communities to practice

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: HEALTH PROGRAMS (ISU)

FUNCTION: ID DENTAL EDUCATION PROGRAM

ACTIVITY:

Agency No.: 515

Function No.: 03

Activity No.: 00

FY 2008 Request

Page 1 of 2 Pages

| A: Decision Unit No: 12.01 | | Descriptive Title: Salary Competitiveness | | | Agency Priority Ranking 1 of 2 | |
|---|---------------|--|---------|-------|--------------------------------|--|
| DESCRIPTION | General | Dedicated | Federal | Other | Total | |
| FULL TIME POSITIONS (FTP) | | | | | | |
| PERSONNEL COSTS: | | | | | | |
| 1. Salaries | 11,700 | | | | 11,700 | |
| 2. Benefits | 2,200 | | | | 2,200 | |
| 3. Group Position Funding | | | | | | |
| TOTAL PERSONNEL COSTS: | 13,900 | | | | 13,900 | |
| OPERATING EXPENDITURES by summary object: | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | | |
| T/B PAYMENTS: | | | | | | |
| LUMP SUM: | | | | | | |
| GRAND TOTAL | 13,900 | | | | 13,900 | |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This request seeks additional funding for salary enhancement. Employees are the primary asset of the university. Appropriate and competitive compensation, as measured against our peer comparators, is the top priority.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

c. List any additional operating funds and capital items needed.

This represents a 4.5% increase above the CEC @ 3.5% that is being requested per DFM and LSO budget development guidelines.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

This request is for ongoing funds.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: HEALTH PROGRAMS (ISU)

FUNCTION: ID DENTAL EDUCATION PROGRAM

ACTIVITY:

Agency No.: 515

Function No.: 03

Activity No.: 00

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.01

Descriptive Title: **Salary Competitiveness**

Agency Priority Ranking 1 of 2

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Recruiting and retaining highly qualified faculty and staff will benefit all of Idaho's citizens by improving the instruction, research and public service functions of the university. A well-educated, well-informed workforce will help Idaho attract and retain business and industry.

In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training.

The university and subsequently the state are impacted as we are unable to attract and retain quality faculty and staff. Without appropriate and competitive compensation, the university and state will experience higher turnover rates, fewer recruitment successes, and the lag between current compensation levels and the marketplace will grow.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: HEALTH PROGRAMS (ISU)

FUNCTION: ID DENTAL EDUCATION PROGRAM

ACTIVITY:

Agency No.: 515

Function No.: 03

Activity No.: 00

FY 2008 Request

Page 1 of 2 Pages

| A: Decision Unit No: 12.02 | | Descriptive Title: Expansion of Dental Program | | | Agency Priority Ranking 2 of 2 | |
|---|---------|---|---------|-------|--------------------------------|--|
| DESCRIPTION | General | Dedicated | Federal | Other | Total | |
| FULL TIME POSITIONS (FTP) | | | | | | |
| PERSONNEL COSTS: | | | | | | |
| 1. Salaries | | 15,200 | | | 15,200 | |
| 2. Benefits | | 1,400 | | | 1,400 | |
| 3. Group Position Funding | | | | | | |
| TOTAL PERSONNEL COSTS: | | 16,600 | | | 16,600 | |
| OPERATING EXPENDITURES by summary object: | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | | |
| T/B PAYMENTS: | 9,700 | | | | | |
| LUMP SUM: | | | | | | |
| GRAND TOTAL | 9,700 | 16,600 | | | 16,600 | |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This decision unit requests the increase of one additional seat in the Idaho Dental Education Program (IDEP). This request represents the second increase as outlined in the original plan for increasing enrollment from seven to ten seats over a three year period. The program was initiated with the funding of one additional seat in FY2002 (from 7 to 8). Approval of this decision unit would result in nine available seats.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

c. List any additional operating funds and capital items needed.

Funding is requested for the increased Trustee Benefit payment to Creighton University in accordance with the contract.

Funding in subsequent years will require an increase of approximately \$45,000 in each of the following three years as the students progress thru the program.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

This request is for ongoing trustee benefit funds.

Dedicated funds are derived from fees paid by the additional student.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: HEALTH PROGRAMS (ISU)

FUNCTION: ID DENTAL EDUCATION PROGRAM

ACTIVITY:

Agency No.: 515

Function No.: 03

Activity No.: 00

FY 2008 Request

Page 2 of 2 Pages

A: Decision Unit No: 12.02

Descriptive Title: **Expansion of Dental Program**

Agency Priority Ranking 2 of 2

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request is supported by the State Board of Education's emphasis on increasing the available health education seats for Idaho's residents. Idaho has experienced a 49% increase in population since 1980. The population is projected to increase by an additional 8% by 2010.

The number of Idaho applicants far exceeds the capacity of the current program. For the 2006 entering class, there were 105 fully qualified applicants for the eight seats available. Early indications suggest that the 2007 applicant pool numbers will meet or exceed those from 2006.

Over 70% of the students graduating from the program return to Idaho to practice. (see attached demographics)

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT
 AGENCY: HEALTH PROGRAMS
 FUNCTION: UofU MEDICAL EDUCATION
 ACTIVITY:

Agency No.: 515
 Function No.: 04
 Activity No.: 00

FY 2008 Request
 Page 1 of 2 Pages

| A: Decision Unit No: 12.02 | | Descriptive Title: ADDITIONAL PROGRAM SEATS | | | Agency Priority Ranking 1 of 1 |
|---|---------------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | |
| 2. Benefits | | | | | |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | | | | | |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. MISCELLANEOUS | 67,600 | | | | 67,600 |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 67,600 | | | | 67,600 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 67,600 | | | | 67,600 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. Attach as many pages as necessary to respond in a narrative fashion to the following questions:

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

Idaho Code §33-3720 authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs, and specifically, the University of Utah (UofU) Medical Education Program (33-3717B(7)).

The Idaho UofU Medical Education Program provides eighteen Idaho students with the opportunity to complete their first year of medical training through the University of Utah School of Medicine. Idaho has been involved with the UofU program for 30 years beginning with an association through the WICHE program and then through the current contract. In 2005 Idaho ranked 47th out of 50 states in the number of physicians per population, and Idaho's population is projected to grow to 1.8 million by 2020. With the current 18 seats for Idaho UofU, qualified Idaho students have a one in six chance of getting into a state-supported medical school education, compared to a one in three chance on the national average. This means that for every top student admitted to UofU, five other talented Idaho students have to leave the state to pursue medical training.

The number of state-supported medical student seats needs to grow substantially over the next ten years in order to address the medical needs of Idaho. We request that Idaho start by restoring the remaining two UofU seats from the original state allocation and contract (a total of 20 Idaho UofU seats in FY2008), and then develop a plan for continued growth in medical student seats for Idaho residents in the years to come.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
- b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
- c. List any additional operating funds and capital items needed.

In FY2008, only the additional student fee revenue is required for the program.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT
AGENCY: HEALTH PROGRAMS
FUNCTION: UofU MEDICAL EDUCATION
ACTIVITY:

Agency No.: 515
Function No.: 04
Activity No.: 00

FY 2008 Request
Page 2 of 2 Pages

A: Decision Unit No: 12.02 Descriptive Title: **ADDITIONAL PROGRAM SEATS** Agency Priority Ranking 1 of 1

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

This request is for on-going funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Initially, each year, 2 additional talented and qualified Idaho pre-med students will be served by this request, as they gain financial support from the State to pursue their potential to become medical doctors. An increase of two medical student seats in the first year UofU program will also increase the Idaho State contract with the University of Utah School of Medicine, as those additional students continue into years 2 through 4 of their medical school education. Overall, eight medical student seats (2 additional seats for each of four years) would be added to the UUSOM contract between FY2008 and FY2012. This will necessitate similar budget requests in those outlying years.

After the students' training is complete, Idaho residents stand to benefit from this medical education funding, as Idaho physicians set up practice in their home state, serving the people who helped make it possible for them to become doctors. UofU increases the likelihood that students will return to Idaho communities to practice.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT
 AGENCY: HEALTH PROGRAMS (ISU)
 FUNCTION: FAMILY PRACTICE MEDICINE
 ACTIVITY:

Agency No.: 515
 Function No.: 05
 Activity No.: 00

FY 2008 Request
 Page 1 of 2 Pages

| A: Decision Unit No: 12.01 | | Descriptive Title: Salary Competitiveness | | | Agency Priority Ranking 1 of 1 |
|---|---------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 15,200 | | | | 15,200 |
| 2. Benefits | 3,300 | | | | 3,300 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 18,500 | | | | 18,500 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. | | | | | |
| GRAND TOTAL | 18,500 | | | | 18,500 |

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This request seeks additional funding for salary enhancement. Employees are the primary asset of the university. Appropriate and competitive compensation, as measured against our peer comparators, is the top priority.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.
- b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
- c. List any additional operating funds and capital items needed.

This represents a 4.5% increase above the CEC @ 3.5% that is being requested per DFM and LSO budget development guidelines.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

This request is for ongoing funds.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: HEALTH PROGRAMS (ISU)

FUNCTION: FAMILY PRACTICE MEDICINE

ACTIVITY:

Agency No.: 515

Function No.: 05

Activity No.: 00

FY 2008 Request

Page 1 of 2 Pages

A: Decision Unit No: 12.01 Descriptive Title: **Salary Competitiveness** Agency Priority Ranking 1 of 1

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training.

Recruiting and retaining highly qualified faculty and staff will benefit all of Idaho's citizens by improving the instruction, research and public service functions of the university. A well-educated, well-informed workforce will help Idaho attract and retain business and industry.

The university and subsequently the state are impacted as we are unable to attract and retain quality faculty and staff. Without appropriate and competitive compensation, the university and state will experience higher turnover rates, fewer recruitment successes, and the lag between current compensation levels and the marketplace will grow.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
AGENCY LINE ITEMS
OFFICE OF THE STATE BOARD OF EDUCATION**

MOTION

A motion to include for final FY 2008 budget development the following specific Line Items, for Office of the State Board of Education, as displayed on Page 3.

GEAR UP - Federal Spending Authority only @ \$624,000

LEP Assessment @ \$625,000 (General Funds)

Longitudinal Data Pilot @ \$500,000 (General Funds)

Teacher Incentive Pilot @ \$5,286,600 (\$2,976,600 General Funds, \$2,310,000 Federal Funds)

Assessment/Accountability – Alignment/Academic Achievement @ \$500,000 (General Funds)

Increase Space Costs @ \$25,000 (General Funds)

Grant Writer @ \$72,300 and 1.00 FTP (General Funds)

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**Office of the State Board of Education
FY 2008 Line Items**

| | | | FTP | General | Other Funds | Total |
|----|--|--------------------------|-------|--------------|--------------|---------------|
| 1 | FY 2008 BASE (Information Only) | | 25.00 | \$ 4,739,100 | \$ 7,200,000 | \$ 11,939,100 |
| 2 | LINE ITEMS | | | | | |
| 3 | Priority | FY2008 Line Items | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |
| 16 | | | | | | |
| 17 | | | | | | |
| 18 | Total Line Items | | 1.00 | \$ 4,698,900 | \$ 2,934,000 | \$ 7,632,900 |
| 19 | Percentage Increase Over FY 2008 Base | | 4.00% | 99.15% | 40.75% | 63.93% |

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

AGENCY: Office of the State Board of Education
 FUNCTION: OSBE
 ACTIVITY:

Agency No.: 501
 Function No.: 02
 Activity No.:

FY 2008 Request
 Page _1_ of _1_ Pages
 Original Submission ___ or Revision No. ___

| A: Decision Unit No: 12.01 | | Description: Gear Up Federal Award | | | Agency Priority Ranking of | |
|---|---------|------------------------------------|---------|-------|----------------------------|---|
| DESCRIPTION | General | Dedicated | Federal | Other | Total | |
| FULL TIME POSITIONS (FTP) | | | | | | |
| PERSONNEL COSTS: | | | | | | |
| 1. Salaries Gear Up Program Mgr | | | 21,000 | | 21,000 | |
| 1. Salaries Gear Up Information Spec | | | 14,700 | | 14,700 | |
| 3. Benefits Gear Up Program Mgr | | | 7,200 | | 7,200 | |
| 3. Benefits Gear Up Information Spec | | | 5,700 | | 5,700 | |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 48,600 | 0 | 48,600 | |
| OPERATING EXPENDITURES by summary object: | | | | | | |
| Travel | | | 22,400 | | 22,400 | |
| Supplies | | | 14,600 | | 14,600 | |
| Contracts | | | 396,000 | | 396,000 | |
| Other | | | 142,400 | | 142,400 | |
| 4. | | | | | | |
| TOTAL OPERATING EXPENDITURES: | 0 | 0 | 575,400 | 0 | 575,400 | |
| CAPITAL OUTLAY by summary object: | | | | | | |
| 1. | | | | | | 0 |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 | |
| T/B PAYMENTS: | | | | | | |
| LUMP SUM: | | | | | | |
| GRAND TOTAL | | | | | | |
| | 0 | 0 | 624,000 | 0 | 624,000 | |

B:

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 The Gaining Early Awareness and Readiness for Undergraduated Programs (Gear Up) is designed to increase the number of at risk, and first generation to college students who are prepared to enter and succeed in postsecondary education. Intended to provide services at high poverty middle and high schools, GEAR UP provides resources to an entire cohort of students beginning in the seventh grade and continues to serve that cohort through high school to assure that students and their parents have the necessary support at school and level of academic achievement necessary to attend and be successful in postsecondary education. In addition, college scholarship funds for low-income students are available through this program. This request is for federal fund spending authority. OSBE has applied for approximately \$17.8 million to be used over a six year period. Official notification of the award will happen no later than August 30, 2006.

2. What resources are necessary to implement this request?
 a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. 2 Limited Service Positions are requested (Program Supervisor and Information Specialist), anticipated hire date is August 30, 2006. This funding request is based on 8 pay periods.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.
 The funding for this program is all federal funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 Students at risk of dropping out and low-income students and their parents.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Office of the State Board of Education
 FUNCTION: OSBE
 ACTIVITY:

Agency No.: 501
 Function No.: 02
 Activity No.:

FY 2008 Request
 Page 1 of 1 Pages
 Original Submission or Revision No.

| A: Decision Unit No: 12.02 | | Descriptive Title: LEP Assessment | | | Agency Priority Ranking 2 of 7 |
|---|----------------|-----------------------------------|----------|----------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | 0 |
| 2. Benefits | | | | | 0 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Professional Services Ongoing | 625,000 | | | | 625,000 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 625,000 | 0 | 0 | 0 | 625,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | 0 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 625,000 | 0 | 0 | 0 | 625,000 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. Attach as many pages as necessary to respond in a narrative fashion to the following questions:

- What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 As part of its overall accountability plan, the State Board of Education entered into a 3 year contract, with 2 optional years, with Touchstone Applied Sciences Associates, Inc. (TASA, Inc.). The 3 year contract is a total of \$1.8 million. Federal assessment funds under Title VI of NCLB were allocated to fund the IELA for 2 contract years, through July 2007. Title VI funding is now fully allocated for the ISAT assessment program for the foreseeable out-years. It is for this reason that OSBE requests \$625,000 ongoing from the legislature to run the federally mandated IELA annual Assessment. This amount will cover the contracted services to run the assessment, inclusive of elements to produce a technically sound assessment system: item development, scoring, reporting and alignment. Funding at this level will not be sufficient to cover reimbursement to districts for test administration.
- What resources are necessary to implement this request?
 \$625,000 General Fund Ongoing
- Please break out fund sources with anticipated expenditures in the financial data matrix.
 \$625,000 General Fund Ongoing
- Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 Idaho English language learners and districts are benefitted by this program. The assessment enables the state to evaluate the growth of its students in their English language development as required by law. Without the LEP assessment system, Idaho will not meet federal testing requirements, and federal funds would be lost.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Office of the State Board of Education
 FUNCTION: OSBE
 ACTIVITY:

Agency No.: 501
 Function No.: 02
 Activity No.:

FY 2008 Request
 Page _1_ of _1_ Pages
 Original Submission ___ or Revision No. ___

| A: Decision Unit No: 12.03 | | Descriptive Title: Longitudinal Data Pilot | | | Agency Priority Ranking 3 of 7 |
|---|----------------|--|----------|----------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | 0 |
| 2. Benefits | | | | | 0 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Professional Services | 500,000 | | | | 500,000 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 500,000 | 0 | 0 | 0 | 500,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | 0 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 500,000 | 0 | 0 | 0 | 500,000 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. Attach as many pages as necessary to respond in a narrative fashion to the following questions:

- What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 This request is to fund a pilot of a longitudinal data storage and analysis system in three representative Idaho districts during the FY 2008 fiscal year. The pilot will include implementing and supporting the data warehouse and reporting and analytics solutions software already licensed to the State. The solution will provide pilot districts with the following capabilities:
 - Implementation of web-based, hosted solution in pilot districts
 - Professional development/training for users and administrators
 - Access to reporting and analysis tools via a single-sign-on, role-based secure portal
 - Role-based analysis tools specifically designed for teachers, administrators and analysts
 - Longitudinal analysis of ISAT, IRI, DWA and DMA data to the student level, with drill down to skill/goal level where data is available, disaggregated by subgroups such as gender, ethnicity, socio-economic status, ELL, special education status and migrant status
 - Longitudinal analysis of assessment results correlated with single or multiple data elements such as program participation, attendance, discipline
 - Consolidation of data required to support "value-add" analysis
 - Storage and analysis of data returned from "value-add" processing
 - Incorporation of Idaho Unique Student and Staff Identifiers
- What resources are necessary to implement this request?
 The State Board of Education will most likely out source this pilot so staffing would be minimal.
- Please break out fund sources with anticipated expenditures in the financial data matrix.
 One-Time General Funds of \$500,000
- Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Office of the State Board of Education
 FUNCTION: OSBE
 ACTIVITY:

Agency No.: 501
 Function No.: 02
 Activity No.:

FY 2008 Request
 Page _1_ of _1_ Pages
 Original Submission ___ or Revision No. ___

| A: Decision Unit No: 12.04 | | Descriptive Title: Teacher Incentive Pilot | | | Agency Priority Ranking 4 of 07 |
|---|------------------|--|------------------|----------|---------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 2,500 | | (2,500) | | 0 |
| 2. Benefits | 800 | | (800) | | 0 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 3,300 | 0 | (3,300) | 0 | 0 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| Contract | 2,972,400 | | 2,314,200 | | 5,286,600 |
| Travel | 900 | | (900) | | 0 |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 2,973,300 | 0 | 2,313,300 | 0 | 5,286,600 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 2,976,600 | 0 | 2,310,000 | 0 | 5,286,600 |

B: 1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 Based on two years of research and work by a Board-appointed sub-committee, federal funding is being sought to launch a pilot performance-based system in three of our most innovative districts—Bonneville, Caldwell and Lakeland. At the same time, the districts will make steady progress toward increasing high school students' access to rigorous coursework in math and science. The lessons we learn from this pilot will permit us to develop a broader reform of our public school compensation system that not only allows the program to continue after the grant has expired, but also expands performance-based pay to districts across our state. Starting in the third year of this program, the State Board will begin reviewing the results annually to determine if we have learned enough to launch the broader state-wide initiative. Under this pilot compensation will be based primarily on gains in student academic achievement and will provide incentives for teachers and principals to take on additional responsibilities and leadership roles. The maximum award from the U.S. Department of Education will be approximately \$12 million over 5 years. If awarded the grant, the first year of the pilot is preparation that requires no state match, and the following years are implementation where state match will be required. By the end of the grant period, at least 75% of the compensation funds must be from other than teacher incentive grant funds. Current staff in the office of the Board will manage this program utilizing the grant partnership with Accountability Works, a nationally recognized education consulting firm, and other contractual arrangements outlined in the grant.

2. What resources are necessary to implement this request? General Fund \$2,976,600 Federal Fund \$2,310,000

3. Please break out fund sources with anticipated expenditures in the financial data matrix.
 The Federal funds available will decrease over the five year grant period (year 3 \$2,402,100; year 4 \$2,281,000; year 5 \$2,384,200)

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Office of the State Board of Education
 FUNCTION: OSBE
 ACTIVITY:

Agency No.: 501
 Function No.: 02
 Activity No.:

FY 2008 Request
 Page _1_ of _1_ Pages
 Original Submission ___ or Revision No. ___

| A: Decision Unit No: 12.0 | | Descriptive Title: Alignment/Academic Achievement | | | Agency Priority Ranking 5 of 7 |
|---|----------------|---|----------|----------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | 0 |
| 2. Benefits | | | | | 0 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Professional Services One-Time | 500,000 | | | | 500,000 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 500,000 | 0 | 0 | 0 | 500,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | 0 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 500,000 | 0 | 0 | 0 | 500,000 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. Attach as many pages as necessary to respond in a narrative fashion to the following questions:

- What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 Alignment, Validity, and Comparability work, including review of Academic Achievement Standards ("cut –scores" described by performance level descriptors and associated with performance levels) and follow-up to the 2005 Idaho HumRRO Alignment report – As Idaho works to receive full approval of their assessment system by the U.S. Department of Education (in order to receive all NCLB funding), a supplemental budget request of \$.5 million is requested. Our setting of academic achievement standards in July of 2006, is the first step toward ensuring the alignment of the Idaho assessment system to the content standards and performance standards that Idaho educators have specified. As Idaho assessment items better align with the content standards and as we gather further assessment data, it is necessary that we review the academic achievement standards in light of a new contractor's assessment in 2007. Once that process is completed, the districts will demand documentation that the tests are comparable. Consequently, the review and validation of Academic Achievement Standards, test comparability and alignment is necessary from a local, state, and national perspective
- What resources are necessary to implement this request?
 No additional resources other than \$500,000 of General fund
- Please break out fund sources with anticipated expenditures in the financial data matrix.
 One-Time General Fund monies
- Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 All Idaho students, schools and school districts.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: Office of the State Board of Education
 FUNCTION: OSBE
 ACTIVITY:

Agency No.: 501
 Function No.: 02
 Activity No.:

FY 2008 Request
 Page _1_ of _1_ Pages
 Original Submission ___ or Revision No. ___

| A: Decision Unit No: 12.06 | | Descriptive Title: Additional Office Space | | | Agency Priority Ranking 6 of 7 |
|---|---------------|--|----------|----------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | |
| 2. Benefits | | | | | |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Office Rent | 25,000 | | | | 25,000 |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 25,000 | 0 | 0 | 0 | 25,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 25,000 | 0 | 0 | 0 | 25,000 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. Attach as many pages as necessary to respond in a narrative fashion to the following questions:

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

The OSBE is currently working with PTE to locate additional office space on the 3rd floor of the LBJ building. Exact location and other details are not final, however this request is being made with the assumption that additional space will be forthcoming. The cost to OSBE will be the same per square foot as is currently being charged to other agencies in the Capitol Mall. OSBE currently has 4,931 square feet of office space. The actual amount of new space that might become available is unknown; this request may be modified after an agreement is reached with PTE. This amount presumes approximately a 50% increase in allocated space @ \$10.40 per square foot, which was the standard rate for 'class a' space in the Capitol Mall for FY2006.

2. What resources are necessary to implement this request?

\$25,000 General Fund

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

Ongoing General Fund

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Office of the State Board of Education
 FUNCTION: OSBE
 ACTIVITY:

Agency No.: 501
 Function No.: 02
 Activity No.:

FY 2008 Request
 Page _1_ of _1_ Pages
 Original Submission ___ or Revision No. ___

| A: Decision Unit No: 12.07 | | Descriptive Title: Grant Writer | | | Agency Priority Ranking 7 of 7 |
|--|---------------|---------------------------------|----------|----------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 45,700 | | | | 45,700 |
| 2. Benefits | 17,500 | | | | 17,500 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 63,200 | 0 | 0 | 0 | 63,200 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Training, Travel | 6,500 | | | | 6,500 |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 6,500 | 0 | 0 | 0 | 6,500 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. Office furniture and Equipment | 2,600 | | | | 2,600 |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | 2,600 | 0 | 0 | 0 | 2,600 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 72,300 | 0 | 0 | 0 | 72,300 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. Attach as many pages as necessary to respond in a narrative fashion to the following questions:

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 Grants Writer - General Fund \$72,300
 Provide resources to establish a resource development officer position within the state board office. The position would be responsible for obtaining external resources to fund program priorities that are not included in the general fund allocation. Duties would include establishing priorities, researching public and private grants, and writing grant applications. This would be a non-classified; full time position, with benefits; ongoing OE of \$6,500; one-time CO for office furniture/equipment. Base salary of \$45,700 plus benefits.
2. What resources are necessary to implement this request?
 General Fund \$72,300
3. Please break out fund sources with anticipated expenditures in the financial data matrix.
 Ongoing General Fund of \$69,700 and One-Time General Fund of \$2,600
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
AGENCY LINE ITEMS
IDAHO SCHOOL FOR THE DEAF AND THE BLIND**

MOTION

A motion to include for final FY 2008 budget development the following specific Line Items, in priority order, for Idaho School for the Deaf and the Blind, as displayed on Page 13.

1. Educational Interpreter Coordinator @ \$143,400 (General Funds)
2. Educational Staff Salary Equity @ \$ 86,000 (General Funds)
3. Independent Living Program, Coordinator and Asst. Cottage Supervisor @ \$90,000 (General Funds)

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**Idaho School for the Deaf and the Blind
FY 2008 Line Items**

| | | | FTP | General | Other Funds | Total |
|-------------------|--|---|--------------------|--------------|----------------|----------------|
| 1 | FY 2008 BASE (Information Only) | | 121.52 | \$ 7,694,100 | \$ 292,700 | \$ 7,986,800 |
| LINE ITEMS | | | | | | |
| 2 | Priority | FY2008 Line Items | Detail Page | | | |
| 3 | 1 | Educational Interpreter Coordinator and Assistant Coordinator | 14-15 | 1.50 | 143,400 | 143,400 |
| 4 | 2 | Educational Staff Salary Equity | 16-19 | | 86,000 | 86,000 |
| 5 | 3 | Independent Living Program Coordinator and Asst. Cottage Supervisor | 20-21 | 2.00 | 90,000 | 90,000 |
| 6 | Total Line Items | | | 1.50 | 319,400 | 319,400 |
| 7 | Percentage Increase Over FY 2008 Base | | | | 4.15% | 4.00% |

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho School for the Deaf and the Blind
 FUNCTION: 02 Outreach Operations
 ACTIVITY:

Agency No.: 502
 Function No.: 02
 Activity No.:

FY 2008 Request
 Page 1 of 2 Pages
 Original Submission X or Revision No.

| A: Decision Unit No: 12.01 | | Description: Educational Interpreter Coordinator Agency Priority Ranking 1 of 3 | | | |
|--|----------------|---|----------|----------|----------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 1.50 | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 84,500 | | | | 84,500 |
| 2. Benefits | 19,000 | | | | 19,000 |
| 3. Group Position Funding | 14,900 | | | | 14,900 |
| TOTAL PERSONNEL COSTS: | 118,400 | 0 | 0 | 0 | 118,400 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Travel and training expenditures | 25,000 | | | | 25,000 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 25,000 | 0 | 0 | 0 | 25,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 143,400 | 0 | 0 | 0 | 143,400 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. Attach as many pages as necessary to respond in a narrative fashion to the following questions:

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base? The ISDB is requesting a full-time and a .50 FTE for coordination of the state of Idaho educational interpreter requirements established by senate bill 1316 in the 2006 legislative session. These positions will be responsible for coordinating the training for educational interpreters throughout the state of Idaho so the educational interpreters will be in compliance with s1316. These positions will coordinate with other state agencies, and school districts throughout Idaho to ensure that training is provided that are responsive to the needs of Idaho school districts and student populations. The agency currently has a temporary employee working less than 19 hours a week on these issues.

2. What resources are necessary to implement this request?

A. list by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. The coordinator position will be a full-time FTE (1.0) and the other position will be a .50 FTE. Both positions will be eligible for state benefits. The positions will be filled in July 2008. The coordinator position will be approximately \$64,500 per year and the part-time position will be about \$20,000 per year (not including benefits).

B. notes any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted. Our current temporary employee would be reassigned to the coordinator position.

C. list any additional operating funds and capital items needed. Additional OE would be needed for travel and training expenses to run this much needed program.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Funding will be from the state general fund.

Non-general funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho School for the Deaf and the Blind

Agency No.: 502

FY 2008 Request

FUNCTION: 02 Outreach Operations

Function No.: 02

Page 2 of 2 Pages

ACTIVITY:

Activity No.:

Original Submission X or Revision No.

A: Decision Unit No: 12.01 Description: Educational Interpreter Coordinator Agency Priority Ranking 1 of 3

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted? Deaf and hard-of-hearing students throughout the state of Idaho are being served by this request because of the educational interpreter training provided by this request. Once educational interpreters are properly trained, the students benefit from improved interpreting skills. If this request is not funded, the educational interpreters throughout Idaho may fail to comply with s1316 and therefore will not be able to provide quality educational interpreting for Idaho's deaf and hard-of-hearing students.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho School for the Deaf and the Blind
 FUNCTION: 02 Outreach Operations
 ACTIVITY:

Agency No.: 502
 Function No.: 02
 Activity No.:

FY 2008 Request
 Page _1_ of _4_ Pages
 Original Submission _X_ or Revision No. ___

| A: Decision Unit No: 12.02 | | Descriptive Title Educational Staff Salary Equity | | | Agency Priority | Ranking 2 of 3 |
|---|---------------|---|----------|----------|-----------------|----------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total | |
| FULL TIME POSITIONS (FTP) | | | | | | |
| PERSONNEL COSTS: | | | | | | |
| 1. Salaries | 46,900 | | | | 46,900 | |
| 2. Benefits | 10,600 | | | | 10,600 | |
| 3. Group Position Funding | | | | | 0 | |
| TOTAL PERSONNEL COSTS: | 57,500 | 0 | 0 | 0 | 57,500 | |
| OPERATING EXPENDITURES by summary object: | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| TOTAL OPERATING EXPENDITURES: | 0 | 0 | 0 | 0 | 0 | |
| CAPITAL OUTLAY by summary object: | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 | |
| T/B PAYMENTS: | | | | | | |
| LUMP SUM: | | | | | | |
| GRAND TOTAL | 57,500 | 0 | 0 | 0 | 57,500 | |

B: 1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

The educational outreach staff employed at the ISDB has not received salary increases that have been common within the public school sector due to the freeze of state employee salaries in recent fiscal years. The inability of the ISDB to provide competitive salaries inhibits our ability to attract and retain the unique and highly qualified special education staff members required to fulfill the agency's mission.

Most of public schools in the magic valley area are on the same salary scale. The salary scale used is generally driven off the state of Idaho experience and education reimbursement matrix. Any of our staff could go to work for a magic valley school district, or almost any other Idaho school district, and receive a significant pay increase as a special education instructor.

The ISDB is requesting increased sustained funding to address this shortfall. Based upon the state of Idaho experience and education reimbursement matrix (salary scale), the ISDB will then be able to offer our educational staff a salary level equal with many Idaho public school districts.

It is critical for ISDB to have a competitive salary scale since we compete for qualified staff not only within Idaho, but also in a national market for qualified teachers of the deaf and the blind. This is a highly mobile market where educational staff members often relocate state to state to satisfy the demands of a specialized and unique student population.

Based upon the state of Idaho experience and education reimbursement matrix, bringing the ISDB current outreach educational staff up to policy will require an ongoing funding of \$57,500. With current staff, annual sustainment at this level is calculated to require approximately \$15,100.

If this request is not approved, the ISDB will continue to slip into an extremely poor competitive situation for recruiting and retaining the highly qualified educational staff needed to fulfill its mission of providing support to all Idaho lea's and the population of sensory impaired students.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho School for the Deaf and the Blind
FUNCTION: 02 Outreach Operations
ACTIVITY:

Agency No.: 502
Function No.: 02
Activity No.:

FY 2008 Request
Page 2 of 4 Pages
Original Submission X or Revision No.

A: Decision Unit No: 12.02 Descriptive Title Educational Staff Salary Equity Agency Priority Ranking 2 of 3

2. What resources are necessary to implement this request?

A. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. No positions are required to implement this request- only funding.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted. No agency human resources will be redirected for this issue.

c. List any additional operating funds and capital items needed. No other funds are required.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

Funding will be from the state general fund.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted? It is critical for ISDB to have a competitive salary scale since we compete for qualified staff not only within Idaho, but also in a national market for qualified teachers of the deaf and the blind. This is a highly mobile market where educational staff members often relocate state to state to satisfy the demands of a specialized and unique student population.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: Idaho School for the Deaf and the Blind
 FUNCTION: 01 Campus Operations
 ACTIVITY:

Agency No.: 502
 Function No.: 01
 Activity No.:

FY 2008 Request
 Page _3_ of _4_ Pages
 Original Submission _X_ or Revision No. ____

| A: Decision Unit No: 12.02 | | Descriptive Title Educational Staff Salary Equity | | | Agency Priority Ranking 2 of 3 |
|---|---------------|---|----------|----------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 23,200 | | | | 23,200 |
| 2. Benefits | 5,300 | | | | 5,300 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 28,500 | 0 | 0 | 0 | 28,500 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | 0 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 0 | 0 | 0 | 0 | 0 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | 0 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 28,500 | 0 | 0 | 0 | 28,500 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. Attach as many pages as necessary to respond in a narrative fashion to the following questions:

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base? The educational campus staff employed at the ISDB has not received salary increases that have been common within the public school sector due to the freeze of state employee salaries in recent fiscal years. The inability of the ISDB to provide competitive salaries inhibits our ability to attract and retain the unique and highly qualified special education staff members required to fulfill the agency's mission.

Most of public schools in the magic valley area are on the same salary scale. The salary scale used is generally driven off the state of Idaho experience and education reimbursement matrix. Any of our staff could go to work for a magic valley school district, or almost any other Idaho school district, and receive a significant pay increase as a special education instructor.

The ISDB is requesting increased sustained funding to address this shortfall. Based upon the state of Idaho experience and education reimbursement matrix (salary scale), the ISDB will then be able to offer our educational staff a salary level equal with many Idaho public school districts.

It is critical for ISDB to have a competitive salary scale since we compete for qualified staff not only within Idaho, but also in a national market for qualified teachers of the deaf and the blind. This is a highly mobile market where educational staff members often relocate state to state to satisfy the demands of a specialized and unique student population.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho School for the Deaf and the Blind

FUNCTION: 01 Campus Operations

ACTIVITY:

Agency No.: 502

Function No.: 01

Activity No.:

FY 2008 Request

Page 4 of 4 Pages

Original Submission X or Revision No.

A: Decision Unit No: 12.02 Descriptive Title Educational Staff Salary Equity Agency Priority Ranking 2 of 3

Based upon the state of Idaho experience and education reimbursement matrix, bringing the ISDB current educational staff up to policy will require an ongoing funding of \$28,500. With current staff, annual sustainment at this level is calculated to require approximately \$3,500.

If this request is not approved, the ISDB will continue to slip into an extremely poor competitive situation for recruiting and retaining the highly qualified educational staff needed to fulfill its mission of providing support to all Idaho lea's and the population of sensory impaired students.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. No positions are required to implement this request- only funding.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted. No agency human resources will be redirected for this issue.

c. List any additional operating funds and capital items needed. No other funds are required.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Funding will be from the state general fund.

Non-general funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted? It is critical for ISDB to have a competitive salary scale since we compete for qualified staff not only within Idaho, but also in a national market for qualified teachers of the deaf and the blind. This is a highly mobile market where educational staff members often relocate state to state to satisfy.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho School for the Deaf and the Blind
 FUNCTION: 01 Campus Operations
 ACTIVITY:

Agency No.: 502
 Function No.: 01
 Activity No.:

FY 2008 Request
 Page _1_ of _2_ Pages
 Original Submission _X_ or Revision No. ____

| A: Decision Unit No: 12.03 | | Ed Interpreter Coordinator & Council | | | Agency Priority Ranking 3 of 3 |
|---|---------------|--------------------------------------|----------|----------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 2.00 | | | | 2.00 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 61,300 | | | | 61,300 |
| 2. Benefits | 13,800 | | | | 13,800 |
| 3. Group Position Funding | 14,900 | | | | 14,900 |
| TOTAL PERSONNEL COSTS: | 90,000 | 0 | 0 | 0 | 90,000 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | 0 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 0 | 0 | 0 | 0 | 0 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | 0 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 90,000 | 0 | 0 | 0 | 90,000 |

B: 1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

The ISDB is requesting a full time teaching position for teaching independent living skills to our students at the Gooding campus. Additionally, the ISDB is requesting a full-time assistant cottage supervisor to supervise the students in the independent living program during night time hours. The teaching position will plan, coordinate and implement ISDB's independent living curriculum on campus and with the ISDB outreach program. Our strategic plan has identified this critical need for the success of ISDB students when they graduate from our program. Other state agencies agree those additional independent living skills for our students would yield many benefits for the students. The ISDB does not currently have any staffing for this program.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. The teaching position and assistant cottage supervisor position would be full-time and would be eligible for benefits. We would anticipate starting both positions during the 2007-2008 school years (august 2008).

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted. No agency human resources will be redirected for this new effort. We already have the FTE's, but need the funding.

c. List any additional operating funds and capital items needed. No additional funding is required.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Funding will be from the state general fund.

Non-general funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho School for the Deaf and the Blind

Agency No.: 502

FY 2008 Request

FUNCTION: 01 Campus Operations

Function No.: 01

Page 2 of 2 Pages

ACTIVITY:

Activity No.:

Original Submission X or Revision No. ____

A: Decision Unit No: 12.03

Ed Interpreter Coordinator & Council

Agency Priority Ranking 3 of 3

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted? ISDB students will be served by this request to establish an independent living program coordinator. These students will receive important education on independent living skills necessary to function in today's society after completing this much needed program. By establishing this program, the state of Idaho should be able to see employment for these individuals, which in turn should keep them off the state's welfare programs. If this request is not funded, these students will not be equipped to live independently once they graduate from the ISDB.

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
AGENCY LINE ITEMS
PROFESSIONAL-TECHNICAL EDUCATION

MOTION

A motion to include for final FY 2008 budget development the following specific Line Items, in priority order, for Professional-Technical Education, as displayed on Page 25.

1. New Occupancy – EITC @ \$299,000 (General Funds)
2. Career Information Systems @ \$0 (\$237,000 General Funds, -\$237,000 Miscellaneous Funds)
3. Postsecondary Programs Expansion @ \$2,169,000 (General Funds)
4. Secondary Programs (high school) Added Cost Formula @ \$644,200 (General Funds)
5. Postsecondary Instructional Equipment @ \$1,088,000 (General Funds)
6. Short-Term Training @ \$650,000 (General Funds)
7. Postsecondary Programs Salary Equity @ \$535,000 (General Funds)

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**Professional-Technical Education
FY 2008 Line Items**

| | | | FTP | General | Other Funds | Total |
|--|------------------------------|--------------------|--------|---------------|--------------|---------------|
| FY 2008 BASE (Information Only) | | | 539.32 | \$ 48,714,300 | \$ 8,659,600 | \$ 57,373,900 |
| LINE ITEMS | | | | | | |
| Priority | FY2008 Line Items | Detail Page | | | | |
| 1 | New Occupancy - EITC | 26 | 1.46 | 299,000 | | 299,000 |
| 2 | Career Information Systems | 27-28 | | 237,000 | (237,000) | 0 |
| 3 | P/S Program Expansion | 29 | 18.00 | 2,169,000 | | 2,169,000 |
| 4 | Secondary Added Cost Formula | 30 | | 644,200 | | 644,200 |
| 5 | P/S Instructional Equipment | 31 | | 1,088,000 | | 1,088,000 |
| 6 | Short-Term Training | 32 | | 650,000 | | 650,000 |
| 7 | P/S Salary Equity | 33 | | 535,000 | | 535,000 |
| Total Line Items | | | 19.46 | \$ 5,622,200 | \$ (237,000) | \$ 5,385,200 |
| Percentage Increase Over FY 2008 Base | | | 3.61% | 11.54% | -2.74% | 9.39% |

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Div of Professional Technical Education
 FUNCTION: Postsecondary Programs
 ACTIVITY:

Agency No.: 503
 Function No.: 03
 Activity No.:

FY 2008 Request
 Page _1_ of _1_ Pages
 Original Submission ___ or Revision No. ___

| A: Decision Unit No: 12.01 | | Descriptive Title: New Occupancy - EITC | | | Agency Priority Ranking 1 of 7 | |
|--|---------|---|---------|-------|--------------------------------|--|
| DESCRIPTION | General | Dedicated | Federal | Other | Total | |
| FULL TIME POSITIONS (FTP) | 1.46 | | | | 1.46 | |
| PERSONNEL COSTS: | | | | | | |
| 1. Salaries | 25,200 | | | | 25,200 | |
| 2. Benefits | 16,800 | | | | 16,800 | |
| 3. Group Position Funding | | | | | 0 | |
| TOTAL PERSONNEL COSTS: | 42,000 | 0 | 0 | 0 | 42,000 | |
| OPERATING EXPENDITURES by summary object: | | | | | | |
| 1. | 66,500 | | | | 66,500 | |
| 2. | 149,500 | | | | 149,500 | |
| 3. | 37,200 | | | | 37,200 | |
| 4. | 3,800 | | | | 3,800 | |
| TOTAL OPERATING EXPENDITURES: | 257,000 | 0 | 0 | 0 | 257,000 | |
| CAPITAL OUTLAY by summary object: | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 | |
| T/B PAYMENTS: | | | | | | |
| LUMP SUM: | | | | | | |
| GRAND TOTAL | 299,000 | 0 | 0 | 0 | 299,000 | |

B:

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 Funding to cover new occupancy costs associated with the Eastern Idaho Technical College Health Building in Idaho Falls. The funding will cover custodial costs, utilities and other operating costs, such as building security and insurance coverage. Based on a formula for funding per square foot of available space.

2. What resources are necessary to implement this request?
 a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 1.46 FTP Custodians

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

c. List any additional operating funds and capital items needed.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)
 Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 Faculty, staff and students. Facilities that are clean and well-maintained are conducive to a learning environment and better productivity. Proper security and insurance also enhances the safety aspects of a public facility.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: Div. of Professional Technical Education
 FUNCTION: Career Information System
 ACTIVITY:

Agency No.: 503
 Function No.: 05
 Activity No.:

FY 2008 Request
 Page 1 of 2 Pages
 Original Submission ___ or Revision No. ___

| A: Decision Unit No: 12.02 | Descriptive Title: CIS | | | Agency Priority Ranking 2 of 7 | |
|---|------------------------|-----------|----------|--------------------------------|----------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 3.00 | | | (3.00) | 0.00 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 162,800 | | | (162,800) | 0 |
| 2. Benefits | 48,900 | | | (48,900) | 0 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 211,700 | | 0 | (211,700) | 0 |
| OPERATING EXPENDITURES by summary object: | 25,300 | | | (25,300) | 0 |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 25,300 | | 0 | (25,300) | 0 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | 0 | | 0 | 0 | 0 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 237,000 | 0 | 0 | (237,000) | 0 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. Attach as many pages as necessary to respond in a narrative fashion to the following questions:

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base? In the recent past CIS was funded from a combination of state general funds, federal funds and school/agency subscriptions. Both personnel and operating costs were allocated from all three fund sources. As of July 12, 2005 the U.S. Senate Subcommittee on Labor, HHS, and Education Appropriations reviewed the FY06 appropriations bill and voted to eliminate funding for Section 118 of the Carl D. Perkins grant. Section 118 supported occupation and employment information. Idaho's portion of this grant was designated to the Idaho Career Information System, and constituted approximately 18% of the total organizational budget. This loss combined with the inability of the subscription fees to fund normal maintenance level increases creates a need for additional state funding to maintain the current level of service.

The FY2008 maintenance budget for Idaho Career Information System is \$729,803. Currently the organization has two revenue sources. Subscriptions fees are anticipated to generate \$289,613.00 in FY08, and state general fund appropriations totaling \$203,200. This leaves a need for \$236,990.00 in general account fund to maintain the existing level of CIS services.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 Positions are being shifted from other funds to general state funds

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Div. of Professional Technical Education

Agency No.: 503

FY 2008 Request

FUNCTION: Career Information System

Function No.: 05

Page 2 of 2 Pages

ACTIVITY:

Activity No.:

Original Submission or Revision No.

A: Decision Unit No: 12.02

Descriptive Title: CIS

Agency Priority Ranking 2 of 7

- b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
Positions are being shifted from dedicated funds to general state funds
- c. List any additional operating funds and capital items needed.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Support is critical to ensure this resource remains available to all Idaho citizens at a reasonable cost. CIS is a tool that currently is used by 93% of all school districts in the State, all Department of Commerce and Labor Job Service offices, Division of Vocational Rehabilitation offices, correctional facilities, Workforce Development service providers, and in more than 20 locations on College and University campuses for over 26 years.

CIS is the only comprehensive source of career information available in the state of Idaho. Each entity above has chosen to use and support CIS as their system of choice for this information. This collaboration has allowed the delivery of a high-quality, Idaho-specific product at a much lower cost than other available options. If CIS is not able to support operations, each entity above would need to seek or develop alternative forms of similar information. This process would result in substantial cost to each of the entities. In addition, replacement information would be of less quality, comprehensiveness, and timeliness in comparison to the Idaho Career Information System.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

AGENCY: Div. of Professional Technical Education
 FUNCTION: Postsecondary Programs
 ACTIVITY:

Agency No.: 503
 Function No.: 03
 Activity No.:

FY 2008 Request
 Page _1_ of _1_ Pages
 Original Submission ___ or Revision No. ___

| A: Decision Unit No:12.03 | | Descriptive Title: P/S Program Expansion | | | Agency Priority Ranking 3 of 7 |
|-------------------------------------|------------------|--|----------|----------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 18.00 | | | | 18.00 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 720,000 | | | | 720,000 |
| 2. Benefits | 288,000 | | | | 288,000 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 1,008,000 | 0 | 0 | 0 | 1,008,000 |
| OPERATING EXPENDITURES by summary: | 153,000 | | | | 153,000 |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 153,000 | 0 | 0 | 0 | 153,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. On-going instructional equipment | 108,000 | | | | 108,000 |
| 2. One-time program startup costs | 900,000 | | | | 900,000 |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | 1,008,000 | 0 | 0 | 0 | 1,008,000 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 2,169,000 | 0 | 0 | 0 | 2,169,000 |

B:

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This budget request would provide funding to begin or expand 18 new professional-technical programs in Idaho's six technical colleges. Postsecondary technical education is becoming the new minimum requirement for the majority of jobs in Idaho and the US. Idaho's population has grown as have businesses that require highly skilled labor. The continued success of Idaho's economy depends on an increasing supply of technically trained employees and entrepreneurs. Professional-Technical education is Idaho's primary source of these workers. The past few years have been difficult for the technical colleges. Budget pressures have resulted in a focus on maintaining existing programs - with limited funding available for growing new ones. This budget request addresses both the increased skills needed in existing jobs and the need to fill new positions fueled by growth. Specific programs that will be targeted include those related to manufacturing, healthcare, graphics arts/printing and veterinary technician. Funds for the new programs will be distributed according to the percentage of people served in each region. Those regions with the lowest percentage of people served will receive the most programs.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

This request would fund 18 new faculty positions.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

c. List any additional operating funds and capital items needed.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request would serve Idaho citizens throughout the state who need postsecondary professional-technical training. It would also serve the businesses who depend on a highly trained workforce in order to remain competitive. This request will serve 503 students per year.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Div. of Professional Technical Agency No.: 503
 FUNCTION: General Programs Function No.: 02
 ACTIVITY: Activity No.:

FY 2008 Request
 Page 1 of 1 Pages
 Original Submission or Revision No.

| A: Decision Unit No: 12.04 | | Descriptive Title: Secondary Formula | | | Agency Priority Ranking 4 of 7 | |
|---|----------------|--------------------------------------|----------|----------|--------------------------------|--|
| DESCRIPTION | General | Dedicated | Federal | Other | Total | |
| FULL TIME POSITIONS (FTP) | | | | | | |
| PERSONNEL COSTS: | | | | | | |
| 1. Salaries | | | | | | |
| 2. Benefits | | | | | | |
| 3. Group Position Funding | | | | | | |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 | |
| OPERATING EXPENDITURES by summary object: | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| TOTAL OPERATING EXPENDITURES: | 0 | 0 | 0 | 0 | 0 | |
| CAPITAL OUTLAY by summary object: | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 | |
| T/B PAYMENTS: | 644,200 | | | | 644,200 | |
| LUMP SUM: | | | | | | |
| GRAND TOTAL | 644,200 | 0 | 0 | 0 | 644,200 | |

B:

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 During the FY 06 Legislative Session, the Joint Finance Committee appropriated \$300,000 to begin the process of implementing the recommendations made by an independent study of the professional-technical added-cost formula. The study revealed that the formula fell short of meeting the ever increasing added-costs of instruction, extended contracts, travel expenses, purchased services, specialized materials and supplies, and equipment. The study recommended that the formula be adjusted to meet the current needs of programs including equipment upgrading and replacement, one-time start up costs, innovative program costs, web-based instruction, student leadership development, and career-technical guidance.

2. What resources are necessary to implement this request?
 a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
 c. List any additional operating funds and capital items needed.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)
 Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.
 To fully implement the recommendations of the study, \$684,900 is needed. Assuming the Secondary Added-Cost Workload adjustment is funded, an additional \$644,200 is needed. Therefore, this enhancement request is for \$644,200.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 This enhancement request will allow the Division to fully implement the recommendations of the independent study. Funds will be used to pay for the increased added costs of instruction including extended contracts, travel expenses, purchased services, specialized materials and supplies, new equipment and equipment replacement needs, one-time start up costs, innovative program costs, and added costs of web-based instruction.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Div. of Professional Technical Education
 FUNCTION: Postsecondary Programs
 ACTIVITY:

Agency No.: 503
 Function No.: 03
 Activity No.:

FY 2008 Request
 Page 1 of 1 Pages
 Original Submission or Revision No.

| A: Decision Unit No: 12.05 | Descriptive Title: P/S Instructional Equipment | | | Agency Priority Ranking 5 of 7 | |
|---|--|-----------|----------|--------------------------------|------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | |
| 2. Benefits | | | | | |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 0 | 0 | 0 | 0 | 0 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | 1,088,000 | 0 | 0 | 0 | 1,088,000 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 1,088,000 | 0 | 0 | 0 | 1,088,000 |

B:

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This request addresses ongoing requirements to provide state of the art equipment and technology to insure that instruction and training is current with business and industry certification standards. Many of the teaching laboratories in the technical college system are quickly becoming outdated as industries and technologies evolve. The technical colleges must keep their instructional equipment current in order to provide quality industry relevant training necessary to compete in a global marketplace. This request is submitted in an effort to sustain the level of training that is needed by graduates as they compete for jobs following graduation. The percentage of budget dedicated to instructional equipment has steadily declined from FY97 levels of 6.3% to a low of 2.2% in FY03, and 2.48% in FY06. This request would increase the percentage of budget dedicated to instructional equipment to 5%. Last year's one time appropriations, although definitely needed and beneficial, did not ensure the ongoing need to maintain state of the art instructional equipment. Funds will be distributed based on the institution's relative FY07 instructional base.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
 c. List any additional operating funds and capital items needed.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

| | | | |
|-------------|---------|-----|---------|
| Institution | Amount | | |
| BSU | 218,124 | CSI | 165,728 |
| EITC | 147,298 | ISU | 308,806 |
| LCSC | 120,833 | NIC | 127,211 |

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The benefactors from this request for instructional equipment funding are technical college students, the employers who hire them, and the economic health of our state. State of the art equipment is essential for training programs to deliver quality instruction and teach the relevant technical certification skills that are needed by business and industry. High-tech equipment is expensive, but students must learn how to use the modern machinery and equipment that are used in today's workplace. A program that teaches students to use state of the art equipment will result in graduates who are in demand and well qualified to function in our high tech world. Technical college programs are seriously in need of modern equipment in their programs to remain relevant to the industries for which they train students. We live in a highly competitive world, and our program graduates must be given a competitive edge as they enter the workplace and begin their careers.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: Div. of Professional Technical Education

FUNCTION: General Programs

ACTIVITY:

Agency No.: 503

Function No.: 02

Activity No.:

FY 2008 Request

Page 1 of 1 Pages

Original Submission or Revision No.

| A: Decision Unit No: 12.06 | Descriptive Title: Short-Term Training | | | Agency Priority Ranking 6 of 7 | |
|---|--|-----------|---------|--------------------------------|---------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | |
| 2. Benefits | | | | | |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 0 | 0 | 0 | 0 | 0 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | 650,000 | | | | 650,000 |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 650,000 | 0 | 0 | 0 | 650,000 |

B: 1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base? This is an on-going request of \$150,000 that reflects the technical college system's need to enhance their ability to meet the training needs of the local/regional business and industry's workforce. A strong economy, new technology, in addition to low unemployment rates, creates a need for more short-term training to meet the constantly changing needs of a globally competitive workplace. Employees often require upgrade training in their knowledge and skills to meet the changing workplace demands. The technical colleges work closely with the Department of Commerce and Labor and their local economic development agencies to provide training support needed to encourage and promote the expansion and location of new businesses to Idaho. There has been an overall increase of 27% in the short term student full time equivalent enrollment over the last two years.

Additionally it is a one-time request of \$500,000 for live-fire training and testing equipment. The Division of Professional Technical Education (PTE) provides resources for the training of emergency service personnel across the state. PTE is accredited by the International Fire Service Accreditation Congress (IFSAC). This accreditation allows the testing that is provided for the fire service community to be nationally recognized. The National Fire Protection Association (NFPA) standards were updated in 2002 and the standards now reference the ability to provide live-fire training and testing. This request would provide new equipment to meet the NFPA standards. The equipment would be housed at one of the technical colleges and would be moved around the state to provide training for the fire service community.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full- or part-time, benefit eligibility, anticipated dates of hire, and terms of service.

No additional positions are necessary to implement this request.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

This request will enhance the ability of current personnel to meet the needs of the businesses and industries they serve, in their respective service areas

c. List any additional operating funds and capital items needed.

The resources needed to implement this request would be the cost of moving the live-fire training equipment around the state.

This cost would be incorporated into the emergency services training budget to provide statewide training for emergency services personnel.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

On-going request \$150,000 One-time request \$500,000

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Employees needing upgrade training and customized training as well as new and expanding business and industry employers will benefit from this request. Idaho benefits from a well-trained workforce that is adaptable and flexible, meets the needs of existing, expanding and new business and industry, and is responsive to the public sector needs of Idahoans. This request addresses the need to increase funding for short-term/workforce training activities provided by the technical colleges which support the efforts of economic development.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Div. of Professional Technical Education
 FUNCTION: Postsecondary Programs
 ACTIVITY:

Agency No.: 503
 Function No.: 03
 Activity No.:

FY 2008 Request
 Page 1 of 1 Pages
 Original Submission or Revision No.

| A: Decision Unit No: 12.07 | | Descriptive Title: P/S Salary Equity | | | Agency Priority Ranking 7 of 7 | |
|--|----------------|--------------------------------------|----------|----------|--------------------------------|--|
| DESCRIPTION | General | Dedicated | Federal | Other | Total | |
| FULL TIME POSITIONS (FTP) | | | | | | |
| PERSONNEL COSTS: | | | | | | |
| 1. Salaries | 411,500 | | | | 411,500 | |
| 2. Benefits | 123,500 | | | | 123,500 | |
| 3. Group Position Funding | | | | | | |
| TOTAL PERSONNEL COSTS: | 535,000 | 0 | 0 | 0 | 535,000 | |
| OPERATING EXPENDITURES by summary object: | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| TOTAL OPERATING EXPENDITURES: | 0 | 0 | 0 | 0 | 0 | |
| CAPITAL OUTLAY by summary object: | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 | |
| T/B PAYMENTS: | | | | | | |
| LUMP SUM: | | | | | | |
| GRAND TOTAL | 535,000 | 0 | 0 | 0 | 535,000 | |

B: 1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

Idaho's technical college salaries are considerably lower than salaries offered by business and industry to individuals with the same level of expertise and experience. Business and industry are the source of technical college instructors, but hiring well-qualified instructors has become extremely difficult. Even those individuals who would enjoy teaching are reluctant to reject higher salaries to accept employment for lower wages in technical colleges. As professional-technical faculty are selected for their expertise, experience, and education, their salaries should reflect the higher end of business and industry salary ranges. Providing technical instructor salaries that are competitive with business and industry is critical to maintaining quality instruction.

There are instances where students who hold no more than one or two year technical certificates begin work in entry-level positions for business or industry at salaries that are \$5,000 to \$10,000 more per year than their instructors are paid. If technical colleges are restricted to hiring instructors who will accept low wages, instructors may not deliver the level of quality performance in the classroom or be at the top of their professions. In numerous instances, salaries are not competitive with comparable instructors in neighboring states.

The institutions have also been impacted by the new classification system implemented by the legislature this past year. Many staff are significantly lower than their target and the tech colleges do not have funding to address the adjustments.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

c. List any additional operating funds and capital items needed.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request would benefit those who deliver and benefit from professional-technical programs in Idaho. Programs could open on a more timely basis and qualified faculty and staff could be recruited and retained.

Distribution will be as follows:

BSU \$108,900; CSI \$80,800; EITC \$74,300; ISU \$151,500; LCSC \$59,000; NIC \$60,500; Total \$535,000

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
AGENCY LINE ITEMS
IDAHO DIVISION OF VOCATIONAL REHABILITATION

MOTION

A motion to include for final FY 2008 budget development the following specific Line Items, in priority order, for Idaho Division of Vocational Rehabilitation, as displayed on Page 37.

1. VR Transition House @ \$198,700 and 2.00 FTP (\$178,700 General Funds, \$20,000 Dedicated Funds)
2. Job Site Development @ 3.00 FTP. No funding is required.
3. Extended Employment Services Program Improvement @ \$200,000 (General Funds)
4. Pass Plan Writers @ \$134,500 and 2.00 FTP (\$28,600 General Funds, \$105,900 Other Funds)
5. New Vehicles @ \$29,300 (\$6,200 General Funds, \$23,100 Federal Funds)
6. Pure State Kidney Program positions @ \$72,700 (General Funds)
7. Expand Epilepsy Outreach @ \$28,700 (General Funds)
8. Additional staffing for Magic Valley @ \$18,600 (General Funds)

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**Idaho Division of Vocational Rehabilitation
FY 2008 Line Items**

| | | | FTP | General | Other Funds | Total |
|----|--|--|--------|-----------------|--------------|---------------|
| 1 | FY 2008 BASE (Information Only) | | 150.00 | \$ 8,386,600 | \$15,601,000 | \$ 23,987,600 |
| 2 | LINE ITEMS | | | | | |
| 3 | Priority | FY2008 Line Items | | | | |
| | | Detail Page | | | | |
| 4 | 1 | VR Transition House | 38-39 | 2.00 \$ 178,700 | 20,000 | \$ 198,700 |
| 5 | | | | | | |
| 6 | 2 | Job Site Development | 40 | 3.00 | | |
| 7 | | | | | | |
| 8 | 3 | Extended Employment Services Program Improvement | 41 | | 200,000 | 200,000 |
| 9 | | | | | | |
| 10 | 4 | Pass Plan Writers | 42 | 2.00 28,600 | 105,900 | 134,500 |
| 11 | | | | | | |
| 12 | 5 | New Vehicles | 43 | | 6,200 23,100 | 29,300 |
| 13 | | | | | | |
| 14 | 6 | PSK Positions | 44 | | 72,700 | 72,700 |
| 15 | | | | | | |
| 16 | 7 | Expand Epilepsy Outreach | 45 | | 28,700 | 28,700 |
| 17 | | | | | | |
| 18 | 8 | Additional staffing for Magic Valley | 46 | | 18,600 | 18,600 |
| 19 | | | | | | |
| 20 | Total Line Items | | | 7.00 \$ 533,500 | \$ 149,000 | \$ 682,500 |
| 21 | Percentage Increase Over FY 2008 Base | | | 4.67% | 6.36% | 0.96% 2.85% |

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho Division of Vocational Rehabilitation
 FUNCTION: Vocational Rehabilitation
 ACTIVITY:

Agency No.: 523
 Function No.: 02
 Activity No.:

FY 2008 Request
 Page 1 of 2 Pages
 Original Submission or Revision No.

| A: Decision Unit No: 12.01 | Descriptive Title: VR Transition House | | | Agency Priority Ranking 1 of 8 | |
|---|--|---------------|----------|--------------------------------|----------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 2.00 | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 68,200 | | | | 68,200 |
| 2. Benefits | 28,900 | | | | 28,900 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 97,100 | 0 | 0 | 0 | 97,100 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Communications | 800 | | | | 800 |
| 2. Travel | 2,300 | | | | 2,300 |
| 3. Administrative Supplies | 500 | | | | 500 |
| 4. Institution & Resident Supplies | 29,400 | | | | 29,400 |
| 5. Utility Charges | 3,000 | | | | 3,000 |
| 6. Rentals and Operating Leases | 8,800 | 20,000 | | | 28,800 |
| 7. Misc Expenditures | 7,200 | | | | 7,200 |
| TOTAL OPERATING EXPENDITURES: | 52,000 | 20,000 | 0 | 0 | 72,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. Office Equipment | 9,300 | | | | 9,300 |
| 2. Specific Use Equipment | 20,300 | | | | 20,300 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 29,600 | 0 | 0 | 0 | 29,600 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 178,700 | 20,000 | 0 | 0 | 198,700 |

B: 1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 2.00 FTP for a VR Transition House Manager and a VR Transition Assistant Manager , one-time funding for office equipment and household furnishings, and on-going funding for operational costs for administration of this project. The budget being proposed would provide the necessary funds to provide the services to manage a transitional home for individuals with disabilities. The Transformation Work Group Vision states, " Mental health is essential to overall health. Across Idaho, persons with mental illnesses and their families have access to a comprehensive and integrated system of care providing them the ability to live full productive lives in their own communities." IDVR fully supports this vision and proposes to address a service gap for individuals with disabilities regarding the huge need for housing. Our proposed Transition House will provide needed housing, resources, services, and support to approximately 75 individuals with mental illness. The Transition Home will also work closely with the Department of Correction in placing offenders with mental illness. If offenders were no longer faced with meeting basic survival needs immediately upon release from incarceration, they can concentrate on dealing with issues such as substance abuse, lack of organizational and social skills, stress management, and poor impulse control resulting in anti-social behavior and subsequent re-offending. The agency does not currently staff for this activity.

2. What resources are necessary to implement this request? \$178,700 of State General Funds and \$20,000 of dedicated funds to implement this request. The \$29,600 for Capital Outlay would be one-time and the remaining \$169,100 would be on-going.
 a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. 1 FTP VR House Manager, Pay Grade= 39, Full-time, eligible for benefits, July 1, 2007 is anticipated date of hire and will be a permanent position. 1 VR Assistant House Manager, Pay Grade= 37, Full-time, eligible for benefits, July 1, 2007 is anticipated date of hire and will be a permanent position.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho Division of Vocational Rehabilitation

FUNCTION: Vocational Rehabilitation

ACTIVITY:

Agency No.: 523

Function No.: 02

Activity No.:

FY 2008 Request

Page 2 of 2 Pages

Original Submission or Revision No.

A: Decision Unit No: 12.01

Descriptive Title: VR Transition House

Agency Priority Ranking 1 of 8

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted. VR counselors will be assigned to work closely with each resident of the house. VR Counselors would provide the needed caseload management activity to assist the resident to obtain and maintain employment. The two new FTPs would be supervised by the Regional Manager for the Treasure Valley Corrections Unit.

c. List any additional operating funds and capital items needed.

The agency is requesting one-time authority to purchase office equipment and household furnishings for this project. Included in this request is on-going funding for operational costs of maintaining the house, training activities, travel, supplies and transportation of clients.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

The residents at the Transition Home will be charged monthly rent. Financial need will be addressed with each resident and the expectation will be that the residents will be responsible for monthly rental expenses. Realistically we are aware of the challenges that this population faces regarding financial resources. Offenders transition from prison to the community often do not have the financial resources to cover living expenses. When appropriate additional funds will be requested from the Department of Corrections. Non-offenders also face the financial challenges due to lack of employment. The Transition House will work aggressively to assist the residents in obtaining and maintaining employment, which will lead to independence and allowing them to pay monthly living expenses including rent.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted? VR Clients with mental illness. The expected impact of this funding is to provide transitional housing to those clients. If this is not funding, this project will not progress.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho Division of Vocational Rehabilitation Agency No.: 523
 FUNCTION: Vocational Rehabilitation Function No.: 02
 ACTIVITY: Activity No.:

FY 2008 Request
 Page 1 of 1 Pages
 Original Submission or Revision No.

| A: Decision Unit No: 12.02 | | Descriptive Title: Job Site Development | | | Agency Priority Ranking 2 of 8 |
|---|----------|---|-----------|----------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | 3.00 | | 3.00 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 21,200 | | 78,100 | | 99,300 |
| 2. Benefits | 9,100 | | 33,500 | | 42,600 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 30,300 | 0 | 111,600 | 0 | 141,900 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Communications | 300 | | 900 | | 1,200 |
| 2. Travel | 500 | | 1,900 | | 2,400 |
| 3. Administrative Supplies | 400 | | 1,600 | | 2,000 |
| 4. Rentals and Operating Leases | 7,700 | | 28,300 | | 36,000 |
| TOTAL OPERATING EXPENDITURES: | 8,900 | 0 | 32,700 | 0 | 41,600 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. Computer Equipment | 1,600 | | 6,000 | | 7,600 |
| 2. Office Equipment | 1,800 | | 6,600 | | 8,400 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 3,400 | 0 | 12,600 | 0 | 16,000 |
| T/B PAYMENTS: | (42,600) | | (156,900) | | (199,500) |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 0 | 0 | 0 | 0 | 0 |

B: 1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 3 FTP Job Developers and Support staff personnel costs and administrative costs. These positions are needed for a change in the structure of the present service delivery model. The job developers will work with the business community to develop new job opportunities for agency clientele and will save the agency funds by reducing the amount paid to a variety of private for profit and private not for profit vendors. This implementation will improve the agency's control over the activity of job site development and placement services and will improve the agency's performance by increasing the productivity measure of closures through improved placement activity. During a pilot project over the last six months, the Division has seen results from relationship development efforts. Of the clients assisted to date, 6 have obtained employment. Currently, the Division is assisting 11 clients in all the various stages of the job search process with more referrals daily from counselors. The Division is planning to reacquaint (or introduce for the first time) as many HR representatives from state agencies with the alternate hire process as possible.

2. What resources are necessary to implement this request?
 No additional resources are needed. The agency is requesting that a shift from Trustee & Benefit authority in the amount of \$42,600 in State General Funds and \$156,900 Federal Grant Funds be provided to fund the personnel and administrative costs for 3 FTP.
 a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 2 Job Developers, Pay Grade= 39, Full-time, eligible for benefits, July 1, 2007 is anticipated date of hire and will be permanent positions.
 1 Vocational Rehabilitation Assistant, Pay Grade = 34, Full Time, eligible for benefits, July 1, 2007 is anticipated date of hire and will be a permanent position.
 b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
 No existing agency human resources will be redirected to this new effort. The structure of our service delivery model will change and the agency the agency will increase productivity measure of closures through improved placement activity.
 c. List any additional operating funds and capital items needed.
 The agency is requesting authority to purchase office equipment and computer equipment for the three new positions. This includes lap tops for the job developers with portable printers, desk top computer for support staff, printers, fax machine, side chairs, task chairs, 3 desks, file cabinets, paper shredder, bookcase and other miscellaneous office furniture and equipment. There is also a request for operating funds to provide for office space of 100 sq ft per person as well as travel, supplies and cell phones.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.
 This is an on-going request and no additional funds are requested.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 The VR clients are being served with what is planned to be a better quality services with the increase in productivity based on improved placement activity at closure of cases. If this request is not funded, the division will not have resources to continue the pilot project or expand future interest in this area.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho Division of Vocational Rehabilitation Agency No.: 523
 FUNCTION: Extended Employment Services Function No.: 05
 ACTIVITY: Activity No.:

FY 2008 Request
 Page 1 of 1 Pages
 Original Submission or Revision No.

| A: Decision Unit No: 12.03 | Descriptive Title: Program Improvement | | | Agency Priority Ranking 3 of 8 | |
|---|--|-----------|----------|--------------------------------|----------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | 0.00 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | 0 |
| 2. Benefits | | | | | 0 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Communications | | | | | 0 |
| 2. Travel | | | | | 0 |
| 3. Administrative Supplies | | | | | 0 |
| 4. Rentals and Operating Leases | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 0 | 0 | 0 | 0 | 0 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. Computer Equipment | | | | | 0 |
| 2. Office Equipment | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | 200,000 | | | | 200,000 |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 200,000 | 0 | 0 | 0 | 200,000 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. Attach as many pages as necessary to respond in a narrative fashion to the following questions:

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 \$200,000 of Trustee & Benefit funding to provide additional resources to Community Rehabilitation Providers for the movement of 50 clients from the waiting list.
 With the average annual cost per client of \$4,000, the Division will be able to move 50 or 15% of the clients off of the waiting list. Since its transfer to the Division, the program's waiting list has grown from 175 to 330. The agency does currently have 2 FTP for this activity with \$ of State General Funds in the base.

2. What resources are necessary to implement this request?
 \$200,000 of State General Funds.
 a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 No new positions requested.
 b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
 Current staff in this program will implement and monitor progress.
 c. List any additional operating funds and capital items needed.
 None.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)
 Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.
 This is an ongoing request for \$200,000 of State General Funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 Waiting list clients in the Extended Employment Services program. The Division will remove 50 of those clients from the waiting list. If this is not funded, there will be no reduction in the current waiting list.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho Division of Vocational Rehabilitation Agency No.: 523
 FUNCTION: Vocational Rehabilitation Function No.: 02
 ACTIVITY: Activity No.:

FY 2008 Request
 Page _1_ of _1_ Pages
 Original Submission ___ or Revision No. ___

| A: Decision Unit No:12.04 | | Descriptive Title: Pass Plan Writers | | | Agency Priority Ranking 4 of 8 | |
|---|---------------|--------------------------------------|----------------|----------|--------------------------------|--|
| DESCRIPTION | General | Dedicated | Federal | Other | Total | |
| FULL TIME POSITIONS (FTP) | | | 2.00 | | 2.00 | |
| PERSONNEL COSTS: | | | | | | |
| 1. Salaries | 15,400 | | 57,000 | | 72,400 | |
| 2. Benefits | 6,300 | | 23,300 | | 29,600 | |
| 3. Group Position Funding | | | | | 0 | |
| TOTAL PERSONNEL COSTS: | 21,700 | 0 | 80,300 | 0 | 102,000 | |
| OPERATING EXPENDITURES by summary object: | | | | | | |
| 1. Communications | 200 | | 700 | | 900 | |
| 2. Travel | 500 | | 1,700 | | 2,200 | |
| 3. Administrative Supplies | 100 | | 600 | | 700 | |
| 4. Rentals and Operating Leases | 5,100 | | 18,900 | | 24,000 | |
| TOTAL OPERATING EXPENDITURES: | 5,900 | 0 | 21,900 | 0 | 27,800 | |
| CAPITAL OUTLAY by summary object: | | | | | | |
| 1. Computer Equipment | 700 | | 2,500 | | 3,200 | |
| 2. Office Equipment | 300 | | 1,200 | | 1,500 | |
| 3. | | | | | 0 | |
| 4. | | | | | 0 | |
| TOTAL CAPITAL OUTLAY: | 1,000 | 0 | 3,700 | 0 | 4,700 | |
| T/B PAYMENTS: | | | | | | |
| LUMP SUM: | | | | | | |
| GRAND TOTAL | 28,600 | 0 | 105,900 | 0 | 134,500 | |

B: 1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 2 FTP Plan for Achieving Self Support (PASS) writers. Request includes funding for Personnel, Operating and one-time Capital outlay expenditures for these two new positions. This will provide a resource to VR staff and clients for utilizing SSA Work Incentives. In this application, PASS Plans are intended for use in funding vocational rehabilitation needs resulting in employment. The PASS plan recipient is expected to no longer need SSA or vocational rehabilitation services once their employment is stable and secure at the end of their PASS plan implementation. PASS Plans therefore offer an additional avenue as a comparable benefit to the Division. Using PASS Plans for costs associated with the client's rehabilitation plan has enormous financial advantages to IDVR by conserving resources. Over the past year the average PASS plan accepted by SSA in Idaho has the value of about \$10,000. This added resource can dramatically improve the quality of our efforts in rehabilitation of individuals with severe disabilities. At any given time well over 300 clients of the agency can benefit from a PASS plan, but there are insufficient resources both in personnel and dollars in place to develop the written plans. Each plan may take 20 hours or more of focused work to develop and write, but once submitted to SSA if done in conjunction with an IDVR Individual Plan of Employment (IPE), they will be accepted by SSA for implementation. The personnel writing the plans need a significant skill level in writing and understanding of disabilities. This training can be provided by IDVR staff once the correct personnel are hired. When the PASS plan approach is used in conjunction with IDVR efforts, the client and the community are both winners.

2. What resources are necessary to implement this request?
 \$134,500 increase in funding - \$28,600 in General Funds and \$105,900 in Federal Grant Funds.

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. 2 PASS Plan writers, Pay Grade= 39, Full-time, eligible for benefits, July 1, 2007 is anticipated date of hire and will be permanent positions.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted. This improvement will allow the Division to continue to serve the increasing numbers of clients who are eligible for services despite limited financial resources. PASS plans provide an additional avenue as a comparable benefit to the Division. Two full time position could write and submit over 100 plans a year realizing more than a million dollars of revenue for benefits to individuals with severe disabilities in the State of Idaho leading towards total independence as the plans are implemented over time for these individuals.

c. List any additional operating funds and capital items needed.
 The agency is requesting authority to purchase office equipment and computer equipment for the two new positions. This includes lap tops for the employees with portable printers, side chairs, task chairs, 1 desk, file cabinet and other miscellaneous office furniture and equipment. There is also a request for operating funds to provide for office space of 100 sq ft per person as well as travel, supplies and cell phones.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)
 Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc. The funds requested represent the state and federal share of funding for our Vocational Rehabilitation program. The request for Capital Outlay is one-time and all other funding is on-going.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 VR clients receiving SSA benefits. The expected impact would be a conservation of resources by the Division and recipients would no longer need SSA benefits. If this is not funded, the Division would seek alternative resources in order to conduct further activity in this area.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT
 AGENCY: Vocational Rehabilitation
 FUNCTION: VR
 ACTIVITY:

Agency No.: 523
 Function No.: 02
 Activity No.:

FY 2008 Request
 Page 1 of 1 Pages
 Original Submission or Revision No.

| A: Decision Unit No: 12.05 | Descriptive Title: New Vehicles for Fleet | | | Agency Priority Ranking 5 of 8 | |
|---|---|-----------|---------|--------------------------------|--------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | 0 |
| 2. Benefits | | | | | 0 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Communications | | | | | 0 |
| 2. Employee Development | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 0 | 0 | 0 | 0 | 0 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. Motorized Equipment | 6,200 | | 23,100 | | 29,300 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 6,200 | 0 | 23,100 | 0 | 29,300 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 6,200 | 0 | 23,100 | 0 | 29,300 |

B: 1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 2 new vehicles. The Division has experienced an increase in demand for our services with the Adult and Juvenile Corrections populations. As a result, the Division has personal mileage reimbursed for the counselors in this area statewide. Analysis shows the purchase of new vehicles will be more economical than reimbursing employees for personal mileage. The current cost per mile to operate our fleet is \$.12 per mile. The average annual mileage for our fleet is 13,600. The agency could save approximately \$5,600 (13,600 X .445) - (.12 X 13,600) on an annual basis with the purchase of two new vehicles as opposed to reimbursing personal mileage.

2. What resources are necessary to implement this request?
 \$6,200 State General Funds and \$23,100 of Federal Grant Funds. This is a one-time request.
 a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 No positions requested for this line item.
 b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
 None.
 c. List any additional operating funds and capital items needed.
 This request involves the purchase of two new state vehicles.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)
 Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc. This is a one-time request for capital outlay authority with 21.3% State General Funds and 78.7% Federal Grant Funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 VR clients will be served by the additional vehicles. The new region serving juvenile and adult correction populations would have vehicles and reduce the cost of personal mileage reimbursements for the Division. If this is not funded, the Division will continue to reimburse personal mileage for travel related to serving this population.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Vocational Rehabilitation
 FUNCTION: Renal Disease
 ACTIVITY:

Agency No.: 523
 Function No.: 01
 Activity No.:

FY 2008 Request
 Page _1_ of _1_ Pages
 Original Submission ___ or Revision No. ___

| A: Decision Unit No: 12.06 | | Description: New postions for State Program | | | Agency Priority Ranking 6 of 8 |
|---|---------------|---|----------|----------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 48,000 | | | | 48,000 |
| 2. Benefits | 24,700 | | | | 24,700 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 72,700 | 0 | 0 | 0 | 72,700 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | 0 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 0 | 0 | 0 | 0 | 0 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | 0 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 72,700 | 0 | 0 | 0 | 72,700 |

B: 1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

\$72,700 of State General Funds to fund the personnel costs dedicated to this program. The Division had always provided personnel supported by the Federal program for Vocational Rehabilitation for the administration of this state only program. The Federal cognizant for the Vocational Rehabilitation issued a 107 Annual review report on December 13, 2005. In this report it was found that the Division will need to code their time in order to satisfy the reporting requirements for thos employees working on a federal award and an non-federal award. Furthermore, the Division has been charging personnel costs associated with the Pure State Kidney Program to the Vocational Rehabilitation program and grant. OMB Circular A-87 requires that costs charged to the grant be allocable. The Division has submitted an indirect cost rate plan, which has not been approved. Once approved, the division will be limited to this rate as to the amount of indirect costs it can charge to the Vocational Rehabilitation program. We must correct our current practice of charging the Federal grant for costs allocated to state grants. Current staffing for this activity consists of staff dedicated to the Federal Program.

2. What resources are necessary to implement this request?

\$72,700 of State General Funds to fund personnel costs..

- List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. No new positions just the existing time dedicated to PSK will now be charged to the PSK program.
- Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted. Current staff in this program will implement and monitor progress.
- List any additional operating funds and capital items needed. None.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

This is an ongoing request for \$72,700 of State General Funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Idaho citizens with end stage renal disease are served by this request. The expected impacts is to improve our compliance with the Federal cognizant and the requirments of the Allocable Cost principles as stated in the OMB circular A-87. If this is not funded, we will continue our non-compliance with the rules of our Federal cognizant.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT

AGENCY: Vocational Rehabilitation
 FUNCTION: Epilepsy
 ACTIVITY:

Agency No.: 523
 Function No.: 03
 Activity No.:

FY 2008 Request
 Page _1_ of _1_ Pages
 Original Submission ___ or Revision No. ___

| A: Decision Unit No: 12.07 | | Descriptive Title: Expand outreach services | | | Agency Priority Ranking 7 of 8 |
|---|---------------|---|----------|----------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | 0 |
| 2. Benefits | | | | | 0 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | 0 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 0 | 0 | 0 | 0 | 0 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | 0 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | 28,700 | | | | 28,700 |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 28,700 | 0 | 0 | 0 | 28,700 |

B: 1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 \$28,700 to expand outreach services to citizens of the State of Idaho. Funds spent in prior year for outreach services exceeded the contract by \$27,938. Futures dollars to subsidize these services are no longer available. Requesting \$28,700, which is this shortfall plus 3% inflationary factor.

2. What resources are necessary to implement this request?
 \$28,700 of State General Funds to fund Trustee & Benefits.
 a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 No new positions.
 b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
 No human resources will be shifted.
 c. List any additional operating funds and capital items needed.
 None.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)
 This is an ongoing request for \$28,700 of State General Funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 Idaho citizens with a need for outreach services provided by the Epilepsy Foundation. There will be an expansion in outreach expected from this funding. If this is not funded, Epilepsy Foundation will have to develop other resources to continue funding its outreach services.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT
 AGENCY: Vocational Rehabilitation
 FUNCTION: Epilepsy
 ACTIVITY:

Agency No.: 523
 Function No.: 03
 Activity No.:

FY 2008 Request
 Page _1_ of _1_ Pages
 Original Submission ___ or Revision No. ___

| A: Decision Unit No: 12.08 | | Description: New postions for State Program | | | Agency Priority Ranking 8 of 8 |
|---|---------------|---|----------|----------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | |
| 2. Benefits | | | | | |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 0 | 0 | 0 | 0 | 0 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 0 | 0 | 0 | 0 | 0 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | 18,600 | | | | 18,600 |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 18,600 | 0 | 0 | 0 | 18,600 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. Attach as many pages as necessary to respond in a narrative fashion to the following questions:

- What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 \$18,600 of State General Funds to fund an increase in personnel for the Epilepsy Foundation.
 In order to better serve the Magic Valley, the Foundation would increase their half-time service specialist to three-quarter time.
- What resources are necessary to implement this request?
 \$18,600 of State General Funds.
 - List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 No new positions.
 - Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
 No existing human resouces will be redirected.
 - List any additional operating funds and capital items needed.
 None.
- Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)
 Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.
 This is an ongoing request for \$18,600 of State General Funds.
- Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 Citizens of the Magic Valley will receive adequate services from the Epilepsy Foundation. There will be an expansion in outreach expected from this funding.
 If this is not funded, services for the Magic Valley area will be inadequate.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
AGENCY LINE ITEMS
IDAHO PUBLIC TELEVISION

MOTION

A motion to include for final FY 2008 budget development the following specific Line Items, in priority order, for Idaho Public Television, as displayed on Page 49.

1. Idaho Experience Production @ \$284,500 and 3.00 FTP (General Funds)

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**Idaho Public Television
FY 2008 Line Items**

| | | | FTP | General | Other Funds | Total |
|--|-------------------------------|--------------------|--------------|---------------------|-------------------|---------------------|
| FY 2008 BASE (Information Only) | | | 33.00 | \$ 1,658,600 | \$ 865,800 | \$ 2,524,400 |
| LINE ITEMS | | | | | | |
| Priority | FY2008 Line Items | Detail Page | | | | |
| 1 | 1 Idaho Experience Production | 50 | 3.00 | \$ 284,500 | | \$ 284,500 |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | Total Line Items | | 3.00 | \$ 284,500 | | \$ 284,500 |
| 5 | Percent Change From Base | | 9.09% | 17.15% | | 11.27% |

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho Public Television
 FUNCTION: Idaho Public Television
 ACTIVITY: N/A

Agency No.: 520
 Function No.: 01
 Activity No.:00

FY 20__ Request
 Page ___ of ___ Pages
 Original Submission X or Revision No. ___

| A: Decision Unit No: 12.01 | Descriptive Title: Idaho Experience | | | Agency Priority Ranking 1 of 1 | |
|---|-------------------------------------|-----------|----------|--------------------------------|----------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 3.00 | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 100,900 | | | | 100,900 |
| 2. Benefits | 49,600 | | | | 49,600 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 150,500 | 0 | 0 | 0 | 150,500 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. 5151 Professional Services | 55,000 | | | | 55,000 |
| 2. 5251 Administrative Services | 10,000 | | | | 10,000 |
| 3. 5351 Travel Costs | 13,000 | | | | 13,000 |
| 4. 5701 Specific Use Supplies | 19,000 | | | | 19,000 |
| TOTAL OPERATING EXPENDITURES: | 97,000 | 0 | 0 | 0 | 97,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. 6401 Computers | 4,500 | | | | 4,500 |
| 2. 6701 Office Supplies | 2,500 | | | | 2,500 |
| 3. 6630 Motorized Vehicle | 30,000 | | | | 30,000 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 37,000 | 0 | 0 | 0 | 37,000 |
| GRAND TOTAL | 284,500 | 0 | 0 | 0 | 284,500 |

B: 1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 IdahoPTV is requesting funds and personnel to create a television multi-media series that would examine our state's rich legacy of historical events. This on-going effort would have an extensive website component and be aligned with Idaho school curriculum. Similar to the PBS program, THE AMERICAN EXPERIENCE, the series would be produced in a collaborative effort with The Historical Society, and other educational institutions.

2. What resources are necessary to implement this request?
 a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 Web Developer, pay grade 40A, full time classified, hire date July 1 2007.
 Writer/Reporter/Producer, pay grade 39, full time classified, hire date July 1, 2007.
 Director/Videographer, pay grade 36, full time classified, hire date July 1, 2007.
 b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
 Resources that will be redirected are the Executive Producer's management of the series. There will be added administrative issues in overhead reconciling travel and paying bills. The series will utilize the studios, production control, and editing suites already in place. A vehicle would be needed to insure travel was possible.
 c. List any additional operating funds and capital items needed.
 IdahoPTV would need new computers for use by the new positions along with workspace modifications. A vehicle is listed to accommodate the travel that would be needed. This series will be filmed throughout Idaho and some limited out-of-state locations.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.
 The series would be funded by General Fund as indicated above.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 The population of Idaho would be impacted most. There are historical issues unique to Idaho that should be documented for a viewing audience. Idaho schools would be benefitted by the extensive web site planned for this series and DVD's, web streaming, and on-air programming would be distributed by IdahoPTV. Certain programs from this series may have a national broadcast potential.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
AGENCY LINE ITEMS
IDAHO STATE HISTORICAL SOCIETY

MOTION

A motion to include for final FY 2008 budget development the following specific Line Items, in priority order, for the Idaho State Historical Society, as displayed on Page 53.

1. Museum Restoration Initiative @ \$118,600 (General Funds)
2. Historic Records Reclamation Initiative @ \$125,600 (General Funds)
3. History Day Enhancement Project @ \$49,300 (General Funds)
4. Centennial Heritage Revitalization Initiative @ \$226,700 (General Funds)
5. Historic Property Preservation & Conservation @ \$146,800 (General Funds)
6. Cemetery Preservation Initiative @ \$199,300 (General Funds)

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**Idaho State Historical Society
FY 2008 Line Items**

| | | | FTP | General | Other Funds | Total |
|----|--|---|-------|--------------|--------------|--------------|
| 1 | FY 2008 BASE (Information Only) | | 50.36 | \$ 2,239,900 | \$ 2,520,900 | \$ 4,760,800 |
| 2 | LINE ITEMS | | | | | |
| 3 | Priority | FY2008 Line Items | | | | |
| | | Detail Page | | | | |
| 4 | 1 | Museum Restoratin Initiative | 54-55 | 2.00 | 118,600 | 118,600 |
| 5 | | | | | | |
| 6 | 2 | Historic Records Reclamation Initiative | 56-57 | 2.00 | 125,600 | 125,600 |
| 7 | | | | | | |
| 8 | 3 | History Day Enhancement Project | 58-59 | 1.00 | 49,300 | 49,300 |
| 9 | | | | | | |
| 10 | 4 | Centennial Heritage Revitalization Initiative | 60-61 | 4.50 | 226,700 | 226,700 |
| 11 | | | | | | |
| 12 | 5 | Historic Property Preservation & Conservation | 62-63 | | 146,800 | 146,800 |
| 13 | | | | | | |
| 14 | 6 | Cemetery Preservation Initiative | 64-65 | 1.00 | 199,300 | 199,300 |
| 15 | | | | | | |
| 16 | Total Line Items | | | 10.50 | \$ 866,300 | \$ 866,300 |
| 17 | Percentage Increase Over FY 2008 Base | | | 20.85% | 38.68% | 18.20% |

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho State Historical Society
 FUNCTION: Historic Preservation & Education
 ACTIVITY:

Agency No.: 522
 Function No.: 01
 Activity No.:

FY 2008 Request
 Page _1_ of _2_ Pages
 Original Submission ___ or Revision No. ___

| A: Decision Unit No: 12.01 | | Descriptive Title: Museum Restoration Initiative | | | Agency Priority Ranking 1 of 6 |
|--|---------|--|---------|-------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 2.00 | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 68,000 | | | | 68,000 |
| 2. Benefits | 30,600 | | | | 30,600 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 98,600 | 0 | 0 | 0 | 98,600 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Supplies | 20,000 | | | | 20,000 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 20,000 | 0 | 0 | 0 | 20,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | 0 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 118,600 | 0 | 0 | 0 | 118,600 |

B: 1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

The Idaho State Historical Museum was the first museum west of the Mississippi accredited by the American Museums Association(AMA) more than 30 years ago and will soon lose this important designation due primarily to a lack of adequate staffing and funding support for exhibit development and the preservation of the historic artifacts it holds. This request is for 2 museum curators to assist in the development of public exhibits and the accessioning, cataloging, and preservation of the growing backlog of unprocessed prehistoric and historic artifacts and other material held at the Idaho Historical Museum. There is currently one full-time curator on staff (although the museum manager qualifies as a curator but primarily handles administrative duties). Improvements to exhibits and conservation activity are entirely funded through small dedicated funds allocated to that purpose and from financial contributions from the public. The AMA has cited the lack of funding support from the State of Idaho for the operation of the museum for which it is responsible as a primary contributor to the anticipated denial of reaccreditation due in 2007.

2. What resources are necessary to implement this request?

The request is for two museum curator positions to handle the accessioning and cataloging of the backlog of prehistoric and historic artifacts and other material at the Idaho Historical Museum, as well as to assist with the upgrading of existing and development of new public exhibits at the facility. Some capital expenditures would be required for material to process artifacts and create new exhibits.

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Two permanent museum curators (2 FTE; pay grade 38; both full-time; both full benefits; both with a hiring date of July 1, 2007 with not set time for position expiration).

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted. Other than an adjustment in supervisory responsibilities by administrative personnel to coordinate individual work assignments for an expanded staff, there would be no shifting of duties within the agency. Existing operations and the public would benefit from updated and new exhibits at the museum, as well as access to artifacts processed and preserved by the additional personnel for use in creation of such public displays.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho State Historical Society

Agency No.: 522

FY 2008 Request

FUNCTION: Historic Preservation & Education

Function No.: 01

Page 2 of 2 Pages

ACTIVITY:

Activity No.:

Original Submission or Revision No.

A: Decision Unit No: 12.01

Descriptive Title: Museum Restoration Initiative

Agency Priority Ranking 1 of 6

c. List any additional operating funds and capital items needed.

Operating expenditures of \$20,000 will be required to meet the needs for office and curatorial supplies to be used by the new positions to adequately fulfill their responsibilities.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests). Non-general funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

(See matrix above). All requested allocations for this item would come from General Funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded, who and what are impacted?

If this request is not funded, the state of Idaho will assure that the national accreditation of its State Historical Museum will end and the number and quality of its offerings (particularly traveling exhibits of national stature) will be reduced. In addition, the ability to attract support for museum operations will deteriorate due to the perceived lack of professionalism that results from a loss of accreditation. The backlog of accessions (new items) coming to the Idaho Historical Museum but due for appropriate cataloguing and preservation will continue to grow, thus restricting children and adult citizens of Idaho from learning about Idaho history through the exhibits and programs produced using these artifacts and other materials.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho State Historical Society
 FUNCTION: Historic Preservation & Education
 ACTIVITY:

Agency No.: 522
 Function No.: 01
 Activity No.:

FY2008 Request
 Page 1 of 2
 Original Submission or Revision No. ____

| 12.02 | Historic Records Reclamation Initiative | | | Agency Priority R Ranking 2 of 6 | |
|---|---|-----------|----------|----------------------------------|----------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 2.00 | | | | 2.00 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 46,800 | | | | 46,800 |
| 2. Benefits | 28,800 | | | | 28,800 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 75,600 | 0 | 0 | 0 | 75,600 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 5700 | 40,000 | | | | 40,000 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 40,000 | 0 | 0 | 0 | 40,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 6700 | 7,000 | | | | 7,000 |
| 6800 | 1,000 | | | | 1,000 |
| 6400 | 2,000 | | | | 2,000 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 10,000 | 0 | 0 | 0 | 10,000 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 125,600 | 0 | 0 | 0 | 125,600 |

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. Attach as many pages as necessary to respond in a narrative fashion to the following questions:

1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

The workload for processing incoming government records (as required by Idaho State Code) and accessing public information requests at the Public Archives and Research Library has increased substantially due to escalated transfer of stored records by state and local government entities as well as homeland security mandates that have taken place since 9/11/2001. Staffing is already well below national standard for handling the agency's records holdings and is increasingly inadequate due to skyrocketing requests for public records held in the State Archives (which have increased by 600 percent in four years). There are currently three full-time archivists on staff (of the 13-15 recommended by national standards) with archival funding of approximately \$148,000 from the General Fund in the base. A federal grant from the National Archives and Records Administration of \$40,000 (but currently unauthorized for 2006-7) has covered some travel for record retrieval for the past two years.

2. What resources are necessary to implement this request?

The request is for one receptionist to handle the requests for records from government agencies and the public, and an archivist to research records requests and to professionally catalogue and process incoming records and documents. Equipment (computers, desks) would be required to meet the requirements placed on these positions and office and archival supplies would also be necessary.

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

One permanent receptionist (1 FTE; pay grade 25; full-time status; full benefits; hire date of July 1, 2007 with not set time for position expiration) and one permanent archivist (1 FTE; pay grade 37; full time status; full benefits; hire date of July 1, 2007 with no set time for position expiration).

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted. Other than an adjustment in supervisory responsibilities by administrative personnel to coordinate individual work assignments for an expanded staff, there would be no shifting of duties within the agency. Existing operations and the public would benefit from access to records and documents processed by the additional personnel.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho State Historical Society
FUNCTION: Historic Preservation & Education
ACTIVITY:

Agency No.: 522
Function No.: 01
Activity No.:

FY2008 Request
Page 2 of 2
Original Submission or Revision No. ____

| 12.02 | Historic Records Reclamation Initiative | Agency Priority R Ranking 2 of 6 |
|---|---|----------------------------------|
| <p>c. List any additional operating funds and capital items needed. Equipment costs expect to be about \$10,000 in order for the new employees to meet the requirements for workstations, including desks, chairs, telephones, file cabinets, computers, and other such capital equipment as deemed necessary to fulfill their responsibilities. An additional \$40,000 will be needed for office and archival supplies to be used by the new positions.</p> <p>3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests). Non-general funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc. (See matrix above). All requested allocations for this item would come from General Funds.</p> <p>4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded, who and what are impacted? The Public Archives and Research Library processes, stores and retrieves records and documents as deemed necessary by Idaho statute. (Although some records are provided by other entities, those of a permanent and/or historical nature will always be requested from the PARL). All citizens of Idaho and individuals/organizations from the other states and countries have need for public records, such as birth, death, wedding, military, and legal documents. With the increased need for personal and medical histories in conjunction with homeland security inquiries, citizens are requesting such records at an increasing rate. With the handling of such material up by 600 percent in four years, the need for adequate archival staffing has gone beyond critical at the agency. If this request is not funded, the workload will continue to spiral out of control for the current staff and historical public records will not be available, due to the backlog that is already plaguing the Archives staff. Failure to meet requests in a timely manner increases the possibility of legal action against the state for failure to comply with open records statutes.</p> | | |

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho State Historical Society
 FUNCTION: Historic Preservation & Education
 ACTIVITY:

Agency No.: 522
 Function No.: 01
 Activity No.:

FY 2008 Request
 Page 1 of 2
 Original Submission X or Revision No. ____

| 12.03 | History Day Enhancement Project | | | Agency Priority R Ranking 3 of 6 | |
|---|---------------------------------|-----------|----------|----------------------------------|---------------|
| Description | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 1.00 | | | | 1.00 |
| PERSONNEL COSTS: | | | | | |
| 1. Salary | 34,000 | | | | 34,000 |
| 2. Benefits | 15,300 | | | | 15,300 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 49,300 | 0 | 0 | 0 | 49,300 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | 0 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 0 | 0 | 0 | 0 | 0 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | 0 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 49,300 | 0 | 0 | 0 | 49,300 |

B: 1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

The Idaho History Day education program coordinated statewide by the Idaho Historical Museum has grown rapidly due to increased promotion and interest throughout the state. Students in grades 6 through 12 complete research projects based on a theme related to history, and conduct presentations in the form of static exhibits, written reports, oral presentations or plays with multiple cast members during competition that takes place in the spring at a regional and state level. State winners are eligible for the National History Day competition in Maryland. Participation in the program has grown 84% in the past four years (from 659 students in 2003 to 1,213 students in 2006). With the strong possibility that Idaho History Day projects will qualify as being among those identified by the Idaho Department of Education as fulfilling a research project requirement for high school seniors to graduate, an additional and substantial increase in competitors is being anticipated in grade 12. One staff member at the museum has been assigned part time duty to coordinate the program, along with carrying out all other duties related to education programs offered by the museum. There is an overdue need for an additional full-time education specialist to coordinate Idaho History Day and support other educational programs at the museum. Funding for basic operational needs have come primarily from fees charged to participant, but are not adequate to cover the cost of an additional staff member.

2. What resources are necessary to implement this request?
 The request is for one full-time permanent education specialist to coordinate Idaho History Day and support other educational programs in place at the State Historical Museum.

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 One permanent education specialist at the Idaho History Museum (1 FTE; pay grade 38; full-time permanent; full benefits; hiring date of July 1, 2007 with no set time for position expiration).

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho State Historical Society

Agency No.: 522

FY 2008 Request

FUNCTION: Historic Preservation & Education

Function No.: 01

Page 2 of 2

ACTIVITY:

Activity No.:

Original Submission X or Revision No. ____

12.03

History Day Enhancement Project

Agency Priority R Ranking 3 of 6

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted. Other than an adjustment in supervisory responsibilities by administrative personnel to coordinate individual work assignments for an expanded staff, there would be no shifting of duties within the agency. Existing operation, educators and students would benefit from adequate resources to better coordinate Idaho History Day and other services provided by the museum.

c. List any additional operating funds and capital items needed.

None directly related to this request.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests). Non-general funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

(See matrix above). All requested allocations for this request would come from General Funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded, who and what are impacted?

This request will impact all schools in Idaho serving grades 6 through 12, plus home schooled students in those grades, who are eligible to participate in the Idaho History Day competition, as well as receive information and services provided by the Idaho Historical Museum. In 2006 there were 1,213 Idaho students involved in IHD competition at the regional, state and national level. If this request is not funded, the ability to adequately coordinate Idaho History Day and provide appropriate services to the increasing number of participants will be in jeopardy.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho State Historical Society
 FUNCTION: Historic Preservation & Education
 ACTIVITY:

Agency No.: 522
 Function No.: 01
 Activity No.:

FY 2008 Request
 Page 1 of 2
 Original Submission X or Revision No. ____

| 12.04 | | Centennial Heritage Revitalization Initiative | | | Agency Priority Ranking 4 of 6 |
|---|----------------|---|----------|----------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 4.50 | | | | 4.50 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | 0 |
| 2. Benefits | | | | | 0 |
| 3. Group Position Funding | 73,700 | | | | 73,700 |
| TOTAL PERSONNEL COSTS: | 73,700 | 0 | 0 | 0 | 73,700 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 5700 | 18,000 | | | | 18,000 |
| 2. | | | | | 0 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 18,000 | 0 | 0 | 0 | 18,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 6400 | 10,000 | | | | 10,000 |
| 6200 | 125,000 | | | | 125,000 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 135,000 | 0 | 0 | 0 | 135,000 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 226,700 | 0 | 0 | 0 | 226,700 |

B: 1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 In conjunction with the 2007 celebration that will take place during the centennial year of the agency's creation, the Historical Society proposes that a three-year Centennial Heritage Revitalization Initiative be funded to support a series of special projects that will deal with a growing backlog of preservation needs that exist throughout the various divisions of the agency. In essence, the initiative would mirror the original intent of the agency to preserve the heritage of Idaho by recognizing the importance of preserving our state's heritage. The request is intended to provide temporary staffing to work on needs that have continued to accumulate over several decades due to a lack of both staffing and funding for these activities.

2. What resources are necessary to implement this request?
 To successfully implement the first year of a three-year project, the agency is requesting a General Fund allocation for Personnel Costs of \$73,725 for 4.5 temporary FTEs; \$135,000 in Capital Outlay; and \$18,000 in Operating Expense (for a total of \$226,725 in year one) Year two and year three will request \$350,000 in each year.

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 The first year of the initiative calls for the addition of 1 temporary professional museum curator (1.0 FTP, pay grade 38, full-time temporary, no benefits, expected 1 to 3 year service); 1 temporary professional archival conservator (1.0 FTP, pay grade 37, full-time temporary, no benefits, expected 1 to 3 year service), 1 professional archaeology conservator (1.0 FTP, pay grade 38, full-time temporary, no benefits, expected 1 to 3 year service); 1 temporary professional interpretive specialist (1.0 FTP, pay grade 36, full-time temporary, no benefits, expected 1 to 3 year service); and a part-time temporary office assistant (.5 FTP, pay grade 25, full-time temporary, no benefits, expected 1 or 2 year service) to accomplish the goals. All would be hired in July of 2007 for a one year period (with additional one year extensions depending on the specific position and funding availability for the second and third year of the initiative).

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted. Other than an adjustment in supervisory responsibilities by administrative personnel to coordinate initiative projects in each division, there would be no shifting of duties within the agency. Existing operations and the public would benefit from access to resources made available in the material earmarked for processing by the additional temporary personnel.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho State Historical Society

FUNCTION: Historic Preservation & Education

ACTIVITY:

Agency No.: 522

Function No.: 01

Activity No.:

FY 2008 Request

Page 2 of 2

Original Submission X or Revision No. ____

12.04

Centennial Heritage Revitalization Initiative

Agency Priority R Ranking 4 of 6

c. List any additional operating funds and capital items needed.

Equipment needed to accomplish goals of the initiative will include computers for the specialized tasks to be completed at the various divisions and locations of the Historical Society, including use to input the backlog of records, documents, artifacts, textiles, archaeological items and material, and oral histories. Supplies will include acid free paper, boxes, file folders, binders, and other archival and preservation supplies to protect and store these records and items for future generations. The capital expenditure for the Old Pen Visitor Entry restoration and repairs project would be coordinated by contract through the Division of Public Works.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests). Non-general funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

(See matrix above). All requested allocations for this item would come from General Funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded, who and what are impacted?

This first-year component will take place at sites where divisions of the Idaho State Historical Society are located. The State Historical Museum and its storage warehouse will be the location of artifact and exhibit restoration work. The Idaho History Center will be the home base for historic records and documents processing. It will also be the location for indexing and digitizing Japanese-American oral histories. The 1871 Assay Office will be used in conducting the preservation of the backlog of archaeological artifacts. The Old Idaho Penitentiary will be the base for creation of interpretive information and signage as well as at the site of the restoration and repair work to deal with safety issues at the Old Pen Visitor Entry.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

REQUEST BY DECISION UNIT
HISTORICAL SOCIETY
Historic Sites Maintenance & Interpretation
ACTIVITY:

Agency No.: 522
Function No.: 04
Activity No.:

FY 2008 Request
Page 1 of 2
Original Submission X or Revision No. ____

| 12.04 | Historic Property Preservation & Conservation | | | Agency Priority R Ranking 5 of 6 | |
|---|---|-----------|---------|----------------------------------|----------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | |
| 2. Benefits | | | | | |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | | | | | |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Repair & Maint. Services/Supplies | 146,800 | | | | 146,800 |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 146,800 | | | | 146,800 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 146,800 | | | | 146,800 |

B: 1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

The request is being made for an allocation of additional resources from the General Fund to provide for the preservation and conservation of the historic sites of the State. In fiscal year 2001 the Historical Society began an effort to increase its maintenance and repair budget for buildings over a four-year period. Due to the holdbacks in fiscal year 2002, the sites maintenance appropriation of \$93,200 was reduced by \$31,000 and completely eliminated in fiscal year 2003. The agency was allocated \$93,200 for FY07 to restore the previous amount it had received five years earlier. The Society has three individuals assigned to maintenance and repair and is asking for no increase in personnel. The agency is responsible for repairing and maintaining historic sites around the State of Idaho. In addition to the Old Idaho Penitentiary Historic District in Boise, the Society maintains the Rock Creek Station and Stricker Homesite near Hansen, four structures at the Franklin Historic Site, the Pierce Courthouse Historic Site, the 1871 Assay Office in Boise, and the 1910 Bureau of Reclamation Building in Boise. All sites and structures continue to deteriorate without sufficient funds to see to their preservation and restoration to an appropriate condition.

2. What resources are necessary to implement this request?

According to State formula, an agency's budget should allocate a minimum of three percent of the value of buildings for which it is responsible to handle routine repairs and upkeep. The Division of Risk Management values the historical buildings, for which the Historical Society has responsibility, at more than \$8 million. That would require an allocation of \$240,000 to a building repair and maintenance budget to meet those guidelines. The current allocation is \$93,200.

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipates dates of hire, and terms of service.

No additional personnel are being requested in this decision unit.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted. The Historic Sites Administrator, as well as two Maintenance Craftsmen, will continue to see that historic sites are restored and maintained with portions of the additional funds. In addition, time will be allocated from current hands-on work to identify and oversee contracting for some major projects, thus allowing increased work to be done on buildings without the addition of permanent staff. In other words, only new projects will be implemented that have been delayed due to the current lack of funding resources.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

HISTORICAL SOCIETY

Historic Sites Maintenance & Interpretation

ACTIVITY:

Agency No.: 522

Function No.: 04

Activity No.:

FY 2008 Request

Page of

Original Submission X or Revision No. ____

12.04

Historic Property Preservation & Conservation

Agency Priority R Ranking 5 of 6

c. List any additional operating funds and capital items needed.

All the additional \$146,800 requested would be allocated for expenditures related to dealing with the more than \$2 million backlog in maintenance and repair needs identified in the 2003 Site and Structure Status Report prepared on the 61 buildings for which the agency is responsible.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests). Non-general funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

(See matrix above). All requested allocations for this item would come from General Funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded, who and what are impacted?

Adequate maintenance and repair of state-owned buildings is of long-term benefit to all citizens of Idaho due to the reduced cost of major restoration or renovation that is likely to otherwise be required place later at a much greater expense. If this request for an additional \$146,800 is not funded for fiscal year 2008, the state-owned historic sites will continue to deteriorate, creating even more expensive restoration in the future, and the citizens of the State of Idaho will ultimately lose some important historic and cultural sites for visiting and utilizing.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho State Historical Society
 FUNCTION: Historic Preservation & Education
 ACTIVITY:

Agency No.: 522
 Function No.: 01
 Activity No.:

FY 2008 Request
 Page 1 of 2
 Original Submission X or Revision No. ____

| 12.06 | CEMETERY PRESERVATION INITIATIVE | | | Agency Priority R Ranking 6 of 6 | |
|---|----------------------------------|-----------|----------|----------------------------------|----------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 1.00 | | | | 1.00 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 34,000 | | | | 34,000 |
| 2. Benefits | 15,300 | | | | 15,300 |
| 3. Group Position Funding | | | | | 0 |
| TOTAL PERSONNEL COSTS: | 49,300 | 0 | 0 | 0 | 49,300 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Computer Services | 10,000 | | | | 10,000 |
| 2. Professional Services | 130,000 | | | | 130,000 |
| | | | | | 0 |
| | | | | | 0 |
| TOTAL OPERATING EXPENDITURES: | 140,000 | 0 | 0 | 0 | 140,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. Computer Equipment | 6,000 | | | | 6,000 |
| 2. Office Equipment | 4,000 | | | | 4,000 |
| 3. | | | | | 0 |
| 4. | | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 10,000 | 0 | 0 | 0 | 10,000 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 199,300 | 0 | 0 | 0 | 199,300 |

B: 1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?
 The Cemetery Records Preservation Program is a three year, two-phase program that will provide the means for gathering and preserving valuable cemetery records – information that contains important data on the history of Idaho’s communities. Phase I requires that cemeteries throughout the state be inventoried so that historic site information (including burial data, cemetery size and historical significance) can be gathered and then made available for use. Phase II provides for the establishment of a grant program that will assist individual cemeteries with development of both a computerized database of all burials in a particular cemetery and a computerized Geographic Information System (GIS) map showing grave locations. Cities, counties, cemetery districts, private cemeteries and others will be able to apply for grant money through this initiative. There is currently no staff and no funding for this proposal.

2. What resources are necessary to implement this request?
 Implementing Phase I of the initiative and a portion of Phase II (issuing grants) will require an allocation of \$199,300 in fiscal year 2008, followed by a commitment of \$250,000 each in FY09 and FY10 for the remainder of Phase II (a total of \$700,000 over three years) .

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 One temporary professional grant/contact operations analyst (1.0 FTP, pay grade 38, full-time temporary, full benefits, expected 1 to 3 year service). Engineering and computer consultant needs would be done on a contractual basis.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
 Other than an adjustment in responsibilities by administrative personnel to supervise the additional temporary employee coordinating the initiative, there would be no shifting of duties within the agency. Existing operations (particularly within the Public Archives and Research Library Division) would benefit from the availability of a database for all statewide burial and family history information

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho State Historical Society
FUNCTION: Historic Preservation & Education
ACTIVITY:

Agency No.: 522
Function No.: 01
Activity No.:

FY 2008 Request
Page 2 of 2
Original Submission X or Revision No. ____

| | | |
|--|----------------------------------|----------------------------------|
| 12.06 | CEMETERY PRESERVATION INITIATIVE | Agency Priority R Ranking 6 of 6 |
| <p>c. List any additional operating funds and capital items needed. Engineering/GIS consultant contracting of \$15,000 and contracted computer consulting of \$15,000 will be needed. Grant funds will be made available to local cemetery entities totaling \$100,000 in the first year. Operating expenditures of \$13,800 will be required to meet the needs for office equipment, communications, and travel.</p> <p>3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests). Non-general funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc. (See matrix above). All requested allocations for this item would come from General Funds.</p> <p>4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded, who and what are impacted? Governmental agencies and the public will benefit from the information that will be gathered, both in long range planning (as in routing decisions for transportation planning decisions) and as a research tool for students, historians, genealogists, and citizens studying family history.</p> | | |

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**INSTITUTION / AGENCY AGENDA
AGENCY LINE ITEMS
IDAHO COMMISSION FOR LIBRARIES**

MOTION

A motion to include for final FY 2008 budget development the following specific Line Items, in priority order, for the Idaho Commission for Libraries, as displayed on Page 69.

1. Read to Me @ \$207,200 (General Funds)

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**Idaho Commission for Libraries
FY 2008 Line Items**

| | | | FTP | General | Other Funds | Total |
|---|--|--------------------------|------------------------|--------------|--------------|--------------|
| 1 | FY 2008 BASE (Information Only) | | 41.00 | \$ 2,663,900 | \$ 1,574,400 | \$ 4,238,300 |
| 2 | LINE ITEMS | | | | | |
| 3 | Priority | FY2008 Line Items | Detail Page | | | |
| 4 | 1 | Read To Me | 70-71 | 207,200 | | 207,200 |
| 5 | | | | | | |
| 6 | Total Line Items | | | 207,200 | | 207,200 |
| 7 | Percent Change From Base | | | 7.78% | | 4.89% |

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho Commission for Libraries Agency No.: 521
 FUNCTION: Function No.:
 ACTIVITY: Activity No.:

FY 2008_ Request
 Page _1_ of _2_ Pages
 Original Submission ___ or Revision No. ___

| A: Decision Unit No: 12.01 | | Descriptive Title: Read to Me | | | Agency Priority Ranking 1 of 1 |
|---|----------------|-------------------------------|----------|----------|--------------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 20,000 | | | | 20,000 |
| 2. Benefits | 12,200 | | | | 12,200 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 32,200 | 0 | 0 | 0 | 32,200 |
| OPERATING EXPENDITURES by subobject: | | | | | |
| 1. Educational materials | 30,000 | | | | 30,000 |
| 2. Professional services | 30,000 | | | | 30,000 |
| 3. Printing | 25,000 | | | | 25,000 |
| 4. Travel/supplies/surveys | 15,000 | | | | 15,000 |
| TOTAL OPERATING EXPENDITURES: | 100,000 | 0 | 0 | 0 | 100,000 |
| CAPITAL OUTLAY by subobject: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| TOTAL CAPITAL OUTLAY: | 0 | 0 | 0 | 0 | 0 |
| T/B PAYMENTS: | 75,000 | | | | 75,000 |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 207,200 | 0 | 0 | 0 | 207,200 |

B: 1. What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

Idaho Reading Indicator scores show many children entering kindergarten lack early literacy skills. Data from the past five years show that while subtle improvements have been made in skills of students entering kindergarten, those most at-risk students, including those who do not speak English, begin school far behind their counterparts. This funding request for the Read to Me program would focus on increasing kindergarten readiness among all children and maintaining or increasing reading skills during the summer months for early elementary students. It would establish and strengthen local libraries as centers for early literacy, parent education, and family support using the national Family Place library model.

The Idaho Commission for Libraries' (ICFL) mission is to "assist libraries to build the capacity to better serve their clientele". The project fits into the Commission's mission by providing leadership, training, print and electronic resources, seed money and incentive programs to encourage libraries to reach families with critical literacy needs. Libraries will use the funds to develop deposit collections and programs for daycares, bilingual materials, translation services, books in a bag projects, early literacy workshops for parents and care givers and other ways to expand outreach efforts in local communities to children in the 0-6 age range. Public and school libraries will work together to better meet the needs of all children by enhancing summer reading outreach efforts to involve more students in the early grades.

The program will focus on Idaho children 0-6 with at least one risk factor. Nearly half of all children entering kindergarten come from families with one or more risk factors, defined as: (1) having a mother with less than a high school education; (2) living in a family that received foods stamps or welfare payments; (3) living in a single-parent household; or, (4) having parents whose primary language is not English.

Although not all children who are at risk do poorly in school, those with risk factors are, on average, more prone to lower achievement. [From Entering Kindergarten: Findings from The Condition of Education 2000. National Center for Education Statistics, U.S. Department of Education] More than 15 percent of Idaho's children under the age of five are Hispanic. [Source: Hispanic Profile Data Book for Idaho, published by the Idaho Commission on Hispanic Affairs] All indications are that this population is projected to increase slightly in the next three years.

Idaho schools cannot currently serve children under five by law. While a few programs like Success by Six serve preschool age children, programs have long waiting lists and do not begin to meet the identified need. No other public institution focuses on summer reading. Idaho public libraries are established in 150 communities around the state and have programs that enhance early reading skills in a fun and inviting manner. Programs funded through the Read to Me line item request will utilize best practices to strengthen kindergarten readiness capabilities and allow libraries to reach more families.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REQUEST BY DECISION UNIT

AGENCY: Idaho Commission for Libraries Agency No.: 521
FUNCTION: Function No.:
ACTIVITY: Activity No.:

FY 2008_ Request
Page 2_ of 2_ Pages
Original Submission ___ or Revision No. ___

A: Decision Unit No: 12.01 Descriptive Title: Read to Me Agency Priority Ranking 1 of 1

B: Continued

Measurable performance criteria include:

- a significant increase (20%) in the number of Idaho children who are utilizing library resources in targeted areas;
- more libraries will establish or strengthen partnerships with schools and organizations serving families with children;
- more child care providers and parents in Idaho will use library resources and increase best practices in early literacy;
- more children will enter kindergarten with early literacy skills (as indicated by an increase in fall kindergarten IRI scores);
- families with children ages 0-6 in Idaho will be exposed to information about early literacy in a variety of locations; and,
- more children will participate in Idaho Summer Reading Programs.

As the Idaho Commission for Libraries expands development services to enhance the capacity of Idaho libraries to serve their customers, extended time of support services staff is required to provide a greater degree of ongoing assistance for professional staff. Adding a full time position will provide support services to our internal and external customers.

If not funded, parents will have fewer community resources to help them prepare their children for school. More at-risk children will continue to fall behind their peers.

Although not all children who are at risk do poorly in school, those with risk factors are, on average, more prone to lower achievement. [From Entering Kindergarten: Findings from The Condition of Education 2000. National Center for Education Statistics, U.S. Department of Education] More than 15 percent of Idaho's children under the age of five are Hispanic. [Source: Hispanic Profile Data Book for Idaho, published by the Idaho Commission on Hispanic Affairs] All indications are that this population is projected to increase slightly in the next three years.

Idaho schools cannot currently serve children under five by law. While a few programs like Success by Six serve preschool age children, programs have long waiting lists and do not begin to meet the identified need. No other public institution focuses on summer reading. Idaho public libraries are established in 150 communities around the state and have programs that enhance early reading skills in a fun and inviting manner. Programs funded through the Read to Me line item request will utilize best practices to strengthen kindergarten readiness capabilities and allow libraries to reach more families.

Measurable performance criteria include:

- a significant increase (20%) in the number of Idaho children who are utilizing library resources in targeted areas;
- more libraries will establish or strengthen partnerships with schools and organizations serving families with children;
- more child care providers and parents in Idaho will use library resources and increase best practices in early literacy;
- more children will enter kindergarten with early literacy skills (as indicated by an increase in fall kindergarten IRI scores);
- families with children ages 0-6 in Idaho will be exposed to information about early literacy in a variety of locations; and,
- more children will participate in Idaho Summer Reading Programs.

As the Idaho Commission for Libraries expands development services to enhance the capacity of Idaho libraries to serve their customers, extended time of support services staff is required to provide a greater degree of ongoing assistance for professional staff. Adding a full time position will provide support services to our internal and external customers.

2. What resources are necessary to implement this request?

ICFL is requesting \$100,000 in operating; \$32,200 in personnel; and \$75,000 in trustee and benefits from the general fund for ongoing statewide program beginning in FY08.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)
General Fund

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

If not funded, parents will have fewer community resources to help them prepare their children for school. More at-risk children will continue to fall behind their peers.

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT

FY08 Capital Budget Requests

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8.c.

BACKGROUND

Capital projects are considered and recommended by the Permanent Building Fund Advisory Council (PBFAC), so the capital projects request process is separate from the operating budget request process. The PBFAC (staffed by the Division of Public Works (DPW)), has several major areas of focus: new, renovated or remodeled projects; Americans with Disabilities Act (ADA) projects; asbestos abatement/removal, and building demolition. The State Board of Education reviews and prioritizes major capital projects (as defined by DPW) only, and the DPW staff determines priorities for the remaining areas, such as renovations/remodels.

Major capital projects approved by the State Board of Education are forwarded to the Permanent Building Fund Advisory Council, which reviews and prioritizes all capital projects statewide. The legislature appropriates funds to DPW specifically for major capital projects and makes available funding for renovation and repair and other projects statewide. The Governor also makes a recommendation regarding major capital projects to the legislature.

In the last few years the Board has chosen to not prioritize or recommend any capital facilities to the Permanent Building Fund, requesting that all funding efforts be directed primarily toward Alternation & Repairs, asbestos abatement, etc.

DISCUSSION

Institutions and agencies have prepared and submitted their FY 2008 capital budget requests to the Board office and DPW, as shown on Page 3.

IMPACT

Only Board-approved major capital projects can be forwarded to the PBFAC. The PBFAC, Governor and Legislature will then be informed of the Board's emphasis based upon the priorities indicated (if any), at the Board's discretion.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
AGENCIES AND INSTITUTIONS OF THE STATE BOARD - continued

STAFF COMMENTS AND RECOMMENDATIONS

Projects listed on the following schedule have been prioritized by each institution or agency. Many of these projects were included in the FY 2007 institution request list.

During its 2003 session, the Idaho Legislature approved a slate of projects that were funded by bonds issued by the State Building Authority, commonly referred to as the "bonded projects". Because of that new construction, there were no capital projects requested by the Board for either FY 2005 or FY 2006. There was a general understanding that bonding and constructing several new facilities now was better than having one new educational building each year spread over several years. These bonds will be paid off by annual revenues into the PBFAC.

During the past three years the PBFAC has placed its emphasis on Alteration & Repairs because of the significant backlog in all agencies and institutions. For FY 2008 the PBFAC might choose to recommend one or several major facilities if they were extremely critical. Doing so would cause fewer funds to be recommended for Alteration & Repair projects or other items.

Board action could be to recommend some or all of the projects to the Permanent Building Fund Advisory Council for consideration at its October 2006 meeting, or to recommend no major capital facilities for FY 2008 and have the PBFAC concentrate upon Alteration and Repair and other non-major projects. Previous discussions of the Board have concluded that a project's past ranking on any list should not influence future decisions about where that project should be ranked. Another option available to the Board is to recommend a portion of a project or projects, for planning and design in FY 2008.

Staff recommends the Board recommend to the PBFAC that it continue to concentrate on Alteration and Repair and other non-major capital projects for FY 2008.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
AGENCIES AND INSTITUTIONS OF THE STATE BOARD - continued

BOARD ACTION

This item is for informational purposes only. Any action, including prioritizing the major capital projects requested, will be at the Board's discretion.

SAMPLE MOTION, IF NEEDED:

A motion to recommend to the Permanent Building Fund Advisory Council the following major capital project(s), in priority order, for consideration in the FY 2008 budget process, and to forward, for information purposes only, the current list of projects to the Permanent Building Fund Advisory Council so it is aware of the ongoing needs of the institutions.

1. _____ <select from Tab 12f, Page 5>
2. _____ “
3. _____ “
4. _____ “

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**State Board of Education
FY08 Major Capital Request Summary
(\$ in 000's)**

| Board Priority | Institution/Agency & Project | Detail Page | Total Project Cost | | FY 2008 Request |
|-------------------|--|----------------|------------------------|--------------|--------------------|
| | | | Perm. Building Fund | Total Funds | |
| 1 | Boise State University | | | | |
| 2 | Center for Environmental Science & Economic Development | 7 | 20,300.0 | 20,300.0 | 15,000.0 |
| 3 | Idaho State University | | | | |
| 4 | Addition to and Renovation of the Life Science Complex | 11 | 32,996.0 | 32,996.0 | 32,996.0 |
| 5 | Idaho Museum of Natural History Building | 14 | 25,338.0 | 25,338.0 | 25,338.0 |
| 6 | Addition to Family Medicine Clinic | 18 | 8,724.0 | 8,724.0 | 8,724.0 |
| 7 | University of Idaho | | | | |
| 8 | East Campus Chilled Water Production Plant | 21 | 4,500.0 | 4,500.0 | 4,500.0 |
| 9 | Science & New Technologies Laboratory/Interdisciplinary Research & Education Facility (Planning/Pre-Design) | 27 | 3,111.0 | 62,223.0 | 3,111.0 |
| 10 | Northern Idaho Classroom/Office Facility (Planning/Pre-Design) | 31 | 400.8 | 8,000.0 | 400.8 |
| 11 | Lewis-Clark State College | | | | |
| 12 | Health Science Building | 35 | 16,000.0 | 16,000.0 | 16,000.0 |
| 13 | Coeur D'Alene Center | 36 | 3,500.0 | 3,500.0 | 3,500.0 |
| 14 | Upgrade and Renovation of Administration Building- Phase I (Silverthorne Theatre) | 37 | 1,000.0 | 1,000.0 | 1,000.0 |
| 15 | Renovation of Spalding Hall | 38 | 2,500.0 | 2,500.0 | 2,500.0 |
| 16 | Upgrade and Renovation of Administration Building- Phase II (Offices and Classrooms) | 39 | 3,500.0 | 3,500.0 | 3,500.0 |
| 17 | Remodel and Expansion of Old Science Building | 40 | 1,960.2 | 1,960.2 | 1,960.2 |
| 18 | Renovation and Purchase of New Music Building | 41 | 808.5 | 808.5 | 808.5 |
| 19 | College of Southern Idaho | | | | |
| 20 | Health Sciences and Human Services Building | 43 | 21,111.6 | 21,111.6 | 21,111.6 |
| 21 | North Idaho College | | | | |
| 22 | Seiter Hall Remodel | 47 | 3,950.0 | 3,950.0 | 3,950.0 |
| 23 | Property Acq. and Development for Education Corridor | 48 | 6,527.3 | 6,527.3 | 6,527.3 |
| 24 | Professional Technical Building | 49 | 14,028.5 | 14,028.5 | 14,028.5 |
| 25 | Eastern Idaho Technical College | | | | |
| 26 | Construct parking lot for new Health Care Bldg | 51 | 865.5 | 865.5 | 865.5 |
| 27 | Renovate Technical Building #2 | 52 | 940.5 | 940.5 | 940.5 |
| 28 | | | | | |
| 29 | | | | | |
| 30 | Total | | \$ 172,061.9 | \$ 238,773.1 | \$ 166,761.9 |

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

Project Title: Center for Environmental Science and Economic Development, Boise Campus

Institution/Agency: Boise State University

Brief Description: The proposed building will support education, research, and outreach involving environmental science and economic development. The facility will be the first new science and engineering building to be located in the southeast expansion zone consistent with the 2005 Campus Master Plan. The building will be adjacent to the Engineering Technology building, the Micron Engineering Center, and the Harry Morrison Laboratory. The building will have science and engineering laboratories and the layout of the building will promote collaboration between scientists and engineers on important research problems. Laboratories and work areas will be an open design with state-of-the-art flexibility to permit rapid and inexpensive reconfiguration in response to changes in research participants, project needs, and extramural funding.

Project Scope: 45,000 **NASF** 70,500 **GSF**

Estimated Total Cost: \$24,000,000

Date Approved by State Board of Education: June 2006, SBOE approved increase in budget for planning and through design development of \$1,680,000

Source of Construction Funds (by fund source and amount):

| <u>Total Project Cost</u> | |
|---------------------------------------|----------------------|
| <u>Fund Source</u> | <u>Amount</u> |
| HUD Grants | \$6,000,000 |
| Permanent Building Fund | \$15,000,000 |
| Private Funding | \$3,000,000 |
| <u>Previous Appropriations</u> | |
| <u>Fund Source</u> | <u>Amount</u> |
| N/A | N/A |
| <u>Budget Year Request</u> | |
| <u>Fund Source</u> | <u>Amount</u> |
| Permanent Building Fund | \$15,000,000 |

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

1. PROJECT DESCRIPTION AND JUSTIFICATION

The proposed building will be the first new science and engineering building to be located in the southeast expansion zone consistent with the 2005 Campus Master Plan. The building will be adjacent to the Engineering Technology building, the Micron Engineering Center, and the Harry Morrison Laboratory. Eventually, the southeast expansion zone will support a science and engineering complex designed to promote interdisciplinary research, education, and outreach. Each building of the complex will have science and engineering laboratories and facilities appropriate to certain themes, while departmental culture will be preserved in office clusters. The layout of buildings will promote collaboration between scientists and engineers on important research problems, and will include an expansion plan to accommodate new science and engineering facilities consistent with future needs. Laboratories and work areas will be an open design with state-of-the-art flexibility to permit rapid and inexpensive reconfiguration in response to changes in research participants, project needs, and extramural funding.

The proposed building closely fits the requirements of federal (HUD) funding that will partially pay for the project. The HUD funding is awarded to support design and construction of a facility for education, research, and outreach involving environmental science and economic development. The idea is to contribute to the resolution of long-term environmental issues with the understanding that such issues present scientific, technical, legal, economic, historical, political, and ethical dimensions. Contemporary examples include mitigation of noxious weeds, protection of biodiversity, removal of natural and anthropogenic contaminants from groundwater, prediction of climate change, safe extraction of mineral and energy resources, and long-term storage of hazardous materials. Because of the complexity of environmental issues, work on them is most effectively carried out in a facility that promotes close collaboration within a diverse array of independent disciplinary experts. Boise State University is an optimum setting for a facility of this type because of its close proximity to state and federal agencies, emphases in engineering, business, and the social sciences (especially public policy), and a broad array of academic and research programs in the sciences.

Since no single facility can comprehensively address all environmental issues, academic and research activities in the proposed building will focus on geoenvironmental problems. The building will bring together faculty and students from hydrology (surface and ground water), civil and environmental engineering, transportation, near-surface geophysics, biogeochemistry, surficial processes, geology, public policy and administration, and political science. Preliminary analyses indicate that the building can house all of geosciences, all of public policy and political science, all of the civil engineering faculty and staff, and a significant number of new civil engineering labs to supplement those in the nearby Harry Morrison Laboratory. The building will promote better collaboration between scientists and engineers working on Earth systems, house a department with two Ph.D. programs, encourage direct interaction between environmental policy experts and geoscientists and civil engineers, and relocate the fledgling energy policy group to be near engineers and scientists working on alternative energy (wind, hydrogen, and geothermal especially).

Enrollment at Boise State University has grown by an average of 3.2 percent per year over the past five years, and that rate of increase is projected to continue into Fall 2005 and beyond. Graduate enrollment, specifically, has grown an average of 6 percent per

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

year and could experience double-digit increases next year. The headcount at Boise State University in Fall 2005 was 18,599. If this enrollment figure were extrapolated at a 1% annual growth rate to the end of the decade (Fall 2010), enrollment would reach 19,350. Furthermore, trends show that students are increasingly taking more credit hours. Full-time equivalent (FTE) enrollment is expected to increase from 13,513 in Fall 2005 to 14,800 by Fall 2010.

Boise State University currently has 1,167,404 net assignable square feet (NASF) of academic space. This amounts to 87.48 NASF/FTE, based on Fall 2005 enrollment data. The national benchmark (average) for the ratio of net assignable square feet of academic space to full-time equivalent enrollment is 100 NASF/FTE. By this benchmark, Boise State University currently has a deficit of 167,096 NASF.

Boise State University is funding the construction of the Interactive Learning Center on the Boise Campus. The Interactive Learning Center will provide approximately 35,000 NASF of additional academic space. By the end of the decade (Fall 2010), the deficit of net assignable square feet of academic space will increase to 295,000 NASF, if the University's enrollment continues to increase at its projected annual growth rate of 1 percent.

2. PROJECT COMPONENTS

This proposed facility blends academic and research units from the geosciences, civil engineering, public policy, and political science. The new building will support academic programs in these disciplines, and promote interdisciplinary research and community outreach on environmental problems related to complex natural and engineered Earth systems, including associated public policy and economic development issues. Program elements for this project includes teaching laboratories, classrooms, research laboratories, faculty offices, offices for lab technicians, administrative and staff offices, and office space for graduate students.

3. ALTERNATIVES

Modular classroom buildings could be utilized to provide additional classrooms and offices, but the use of these temporary structures should only be considered to meet the short-term needs for the institution. It would not be prudent to utilize modular buildings for research or class laboratory space. The University has purchased land in the expansion zone to accommodate this new facility. Investing in temporary modulares would not be cost effective nor would it meet academic and research needs.

4. VACATED SPACES

In addition to providing up-to-date laboratory, classroom, and office space for the Department of Geosciences and other academic departments, this project would permit the department to vacate some space it currently occupies in the Mathematics/Geosciences Building. These spaces would be made available to meet the critical classroom and faculty office space needs of the Mathematics Department and the University at large (since these uses do not require the laboratory infrastructure required by Geosciences).

THIS PAGE INTENTIONALLY LEFT BLANK

SET A

PROJECT APPROVAL FORM

PROJECT SUMMARY

Project Title: **Renovation of the Life Science Buildings**

Institution/Agency: Idaho State University

Brief Description: Renovation of the four buildings in the Life Science Complex and Addition to LS-A

Project Scope:

Net Assignable Square Feet: 94,340
Gross Square Feet: 147,626
Estimated Total Cost: \$32,996,000

Source of Construction Funds (by fund source and amount):

Total Project Cost

| <u>Fund Source</u> | <u>Amount</u> |
|--------------------|---------------|
| PBFAC | \$32,996,000 |

Previous Appropriations

| <u>Fund Source</u> | <u>Amount</u> |
|--------------------|---------------|
| PBFAC | 0 |

Budget Year Request

| <u>Fund Source</u> | <u>Amount</u> |
|--------------------|---------------|
| PBFAC | \$32,996,000 |

Project Title: Renovation of the Life Science Buildings

Institution: ISU

1. **Project Description and Justification:**

The four science buildings of the Life Science Complex were constructed in 1970 and have served as science classrooms and laboratories for the health professions and the biological sciences. The buildings are structurally sound but the interiors are functionally obsolete.

With the University's health care mission, biological and other health care centers are developing and require additional laboratory space. This project will add 40,000 sq ft of new space to the complex.

The interior spaces will be renovated to correct electrical and mechanical code problems and the classrooms and laboratories will be remodeled to modern teaching and research standards.

The project will also remove the asbestos from the Nursing Building. There is asbestos sprayed under all floors and in the air plenums.

2. **Functional and/or Design Characteristics or Type of Work to be Undertaken:**

The interior of the four buildings will be renovated to bring classrooms and laboratories up to modern standards. All code problems will be corrected and the electrical and mechanical systems will be renovated.

Asbestos will be removed from the Nursing Building as part of this project.

3. **Alternatives:**

The buildings need to be renovated. The alternative would be to construct new buildings.

4. **Vacated Space:**

No space will be vacated.

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: **Renovation and Addition to the Life Science Buildings**

Building Statistics:

NASF: 94,340

GSF: 147,626

Ratio of Net to Gross: 64%

| | Estimated Total Cost | Prior to Budget Year | Budget Year FY 07 | 2nd Year FY 08 | 3rd Year FY 09 | 4th Year FY 10 |
|--|-------------------------|-------------------------|----------------------|-------------------|-------------------|-------------------|
| Project Summary: | | | | | | |
| A. Arch. & Engr.(Planning) | \$2,520,000 | 0 | \$2,520,000 | | | |
| B. Asbestos Abatement Arch/Engr Hygienist Fees. | \$50,000 | | \$50,000 | | | |
| Subtotal, Arch & Engr. | \$2,570,000 | | \$2,570,000 | | | |
| C.Land Acquisition | 0 | | 0 | | | |
| D.Asbestos Abatement | \$1,950,000 | | \$1,950,000 | | | |
| E.Construction: | \$25,200,000 | 0 | \$25,200,000 | | | |
| F.Furnishings/Moveable Equipment: | \$2,016,000 | | \$2,016,000 | | | |
| G. Contingency (5%) | \$1,260,000 | | \$1,260,000 | | | |
| TOTAL PROJECT REQUEST: | \$32,996,000 | 0 | \$32,996,000 | | | |
| SOURCE OF FUNDS: | | | | | | |
| Permanent Building Fund | \$32,996,000 | | | | | |
| General Education | | | | | | |
| Federal | | | | | | |
| Bond Sale | | | | | | |
| Bond Reserves | | | | | | |
| Parking | | | | | | |
| Housing food Service Revenue | | | | | | |
| Other | | | | | | |
| TOTAL: | \$32,996,000 | | | | | |
| IMPACT ON OPERATING BUDGET: | | | | | | |
| UTILITIES | Reduced | | | | | |
| CUSTODIAL | No Change | | | | | |
| REPAIRS & MAINTENANCE | No Change | | | | | |

SET A

PROJECT APPROVAL FORM

PROJECT SUMMARY

Project Title: **New Idaho Museum of Natural History Building**

Institution/Agency: Idaho State University

Brief Description: This project will construct a new Idaho Museum of Natural History Building on the Idaho State University Campus

Project Scope:

| | |
|-----------------------------|--------------|
| Net Assignable Square Feet: | 75,000 |
| Gross Square Feet: | 100,000 |
| Estimated Total Cost: | \$25,338,000 |

Source of Construction Funds (by fund source and amount):

Total Project Cost

| <u>Fund Source</u> | <u>Amount</u> |
|--------------------|---------------|
| PBFAC | \$25,338,000 |

Previous Appropriations

| <u>Fund Source</u> | <u>Amount</u> |
|--------------------|---------------|
| PBFAC | 0 |

Budget Year Request

| <u>Fund Source</u> | <u>Amount</u> |
|--------------------|---------------|
| PBFAC | \$25,338,000 |

Project Title: New Idaho Museum of Natural History Building

Institution: ISU

1. Project Description and Justification:

Founded in 1934, the Idaho Museum of Natural History is situated on the Idaho State University Campus. The museum was established to collect and preserve the natural and cultural heritage of the region. In 1986, the state legislature designated the Idaho Museum of Natural History as the state museum of natural history.

Currently, the Idaho Museum of Natural History maintains over 400,000 specimens and artifacts in the collecting disciplines of anthropology, earth sciences and life sciences. The museum has an active education program as well as changing exhibits. The museum is accredited by the American Association of Museums.

The museum is currently housed in 38,000 gsf of a building that was constructed as the university library in 1954. There is not sufficient space for the museum to adequately prepare, catalog, store, research, and display the materials the State of Idaho has charged them with collecting and researching. Much of the space they have is not adequate for storing artifacts.

To adequately accomplish the mission given to the Idaho Museum of Natural History by the people of Idaho, a new building must be constructed to preserve, increase and disseminate knowledge of the natural history of the State of Idaho and the Northern Intermountain West and, by doing so, to enhance in the citizens of Idaho and visitors an understanding of the delight in their natural heritage. The new facility will also allow the faculty of the College of Education to give education students experience in the teaching of informal science education courses. The building will serve as a Science Education Center on the ISU campus.

This project will construct a 100,000 GSF building on Idaho State University property located on the southeast section above Bartz Field. The building will be constructed in such a way that additions can be easily added as private or federal funds become available in the future. It is estimated that the final museum building will be over 200,000 gsf.

2. Functional and/or Design Characteristics or Type of Work to be Undertaken:

This building will be constructed south of Bartz Field, adjacent to the University's performing arts center. It will be constructed of materials that compliment the natural environment of the area and the architectural character of the performing arts center.

The building will have classrooms, offices, collection preparation and research, storage, and display areas. The building will serve as the Idaho Museum of Natural History and as a Science Education Center for the ISU campus.

The design of the building must meet the standards established by the American Association of Museums.

Set A

Project Approval Form **New Idaho Museum of Natural History Building**

3. **Alternatives:**

The alternative is to continue operating in the existing space. This space is not adequate for the Idaho Museum of Natural History to meet its mission as established by the people of Idaho.

4. **Vacated Space:**

The space vacated by the Idaho Museum of Natural History will be used to consolidate student services and enrollment management.

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: **New Idaho Museum of Natural History Building**

Building Statistics:
NASF: 75,000
GSF: 100,000
Ratio of Net to Gross: 75%

| | Estimated Total Cost | Prior to Budget Year | Budget Year FY 07 | 2nd Year FY 08 | 3rd Year FY 09 | 4th Year FY 10 |
|--|-------------------------|-------------------------|----------------------|-------------------|-------------------|-------------------|
| Project Summary: | | | | | | |
| A. Arch. & Engr.(Planning) | \$2,060,000 | 0 | \$2,060,000 | | | |
| B. Asbestos Abatement Arch/Engr Hygienist Fees. | 0 | | 0 | | | |
| Subtotal, Arch & Engr. | \$2,060,000 | | \$2,060,000 | | | |
| C.Land Acquisition | 0 | | 0 | | | |
| D.Asbestos Abatement | 0 | | | | | |
| E.Construction: | \$20,600,000 | 0 | \$20,600,000 | | | |
| F.Furnishings/Moveable Equipment: | \$1,648,000 | | \$1,648,000 | | | |
| G. Contingency (5%) | \$1,030,000 | 0 | \$1,030,000 | | | |
| TOTAL PROJECT REQUEST: | \$25,338,000 | | \$25,338,000 | | | |
| SOURCE OF FUNDS: | | | | | | |
| Permanent Building Fund | \$25,338,000 | | \$25,338,000 | | | |
| General Education | | | | | | |
| Federal | | | | | | |
| Bond Sale | | | | | | |
| Bond Reserves | | | | | | |
| Parking | | | | | | |
| Housing food Service Revenue | | | | | | |
| Other | | | | | | |
| TOTAL: | \$25,338,000 | | \$25,338,000 | | | |
| IMPACT ON OPERATING BUDGET: | | | | | | |
| UTILITIES | \$115,000 | | | | | |
| CUSTODIAL | \$66,077 | | | | | |
| REPAIRS & MAINTENANCE | \$300,000 | | | | | |

SET A

PROJECT APPROVAL FORM

PROJECT SUMMARY

Project Title: **Addition to the Family Medicine Clinic**

Institution/Agency: Idaho State University

Brief Description: This project will add a 25,000 gsf addition to the Family Medicine Clinic

Project Scope:

Net Assignable Square Feet: 18,750
Gross Square Feet: 25,000
Estimated Total Cost: \$8,724,000

Source of Construction Funds (by fund source and amount):

Total Project Cost

| <u>Fund Source</u> | <u>Amount</u> |
|--------------------|---------------|
| PBFAC | \$8,724,000 |

Previous Appropriations

| <u>Fund Source</u> | <u>Amount</u> |
|--------------------|---------------|
| PBFAC | 0 |

Budget Year Request

| <u>Fund Source</u> | <u>Amount</u> |
|--------------------|---------------|
| PBFAC | \$8,724,000 |

Project Title: Addition to the Family Medicine Clinic

1. Project Description and Justification:

This project will add an addition to the Family Medicine Clinic located on upper campus. The current building houses the Family Medical and Dental Residency Programs. The IDEP and Dental Hygiene programs are located on lower campus in two buildings that were converted to the present use. One building is the old LDS Institute constructed in 1929, and the other was a small dormitory constructed in 1954.

The Dental Hygiene and IDEP programs will be moved into the new addition to consolidate the programs, which will allow the programs to share personnel and equipment. Putting these programs together will make much better use of space and resources.

Operating costs will be reduced with the removal of the two older buildings.

2. Functional and/or Design Characteristics or Type of Work to be Undertaken:

The addition will be added to the north side of the Family Medicine Clinic. The design and site will compliment the existing building.

The addition will have offices, dental clinic teaching spaces and dental hygiene training and practical experience laboratories. It will be designed to provide students with modern clinical experience.

3. Alternatives:

The alternative is to continue using the two existing buildings. West Hall, the old dormitory, is in need of extensive repairs that will be required within the next five years if the building is to continue in operation. The floors on the east and west wings are settling and severe cracking is occurring.

4. Vacated Space:

West Hall will be removed. The Dental Arts Building will be evaluated for potential use and will continue service if the cost of renovation is not too high.

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: **Addition to the Family Medicine Clinic**

Building Statistics:
NASF: 18,750
GSF: 25,000
Ratio of Net to Gross: 75%

| | Estimated Total Cost | Prior to Budget Year | Budget Year FY 07 | 2nd Year FY 08 | 3rd Year FY 09 | 4th Year FY 10 |
|--|-------------------------|---|----------------------|-------------------|-------------------|-------------------|
| Project Summary: | | | | | | |
| A. Arch. & Engr.(Planning) | \$710,700 | 0 | \$710,700 | | | |
| B. Asbestos Abatement Arch/Engr Hygienist Fees. | 0 | | | | | |
| Subtotal, Arch & Engr. | \$710,700 | | \$710,700 | | | |
| C. Land Acquisition | 0 | | 0 | | | |
| D. Asbestos Abatement | 0 | | 0 | | | |
| E. Construction: | \$7,107,000 | 0 | \$7,107,000 | | | |
| F. Furnishings/Moveable Equipment: | \$569,000 | | \$569,000 | | | |
| G. Contingency (5%) | \$355,300 | | \$355,300 | | | |
| TOTAL PROJECT REQUEST: | \$8,742,000 | 0 | \$8,742,000 | | | |
| SOURCE OF FUNDS: | | | | | | |
| Permanent Building Fund | \$8,742,000 | | | | | |
| General Education | | | | | | |
| Federal | | | | | | |
| Bond Sale | | | | | | |
| Bond Reserves | | | | | | |
| Parking | | | | | | |
| Housing food Service Revenue | | | | | | |
| Other | | | | | | |
| TOTAL: | \$8,742,000 | | | | | |
| IMPACT ON OPERATING BUDGET: | | | | | | |
| UTILITIES | | Reduced with the removal of the dental clinic | | | | |
| CUSTODIAL | | No Change, existing staff | | | | |
| REPAIRS & MAINTENANCE | | No Change, existing staff | | | | |

OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: East Campus Chilled Water Production Plant Construction/Installation

Institution/Agency: University of Idaho

Brief Description:

To meet the strategic goals of the university, expectations and demands of students, faculty, and other partners and constituents, many university instructional and research programs are operating on a twelve-month basis rather than the traditional nine-month model. This situation requires cooling capacity on-demand year around in order to provide educational and research environments conducive to learning and supporting operation of sensitive computer and laboratory equipment.

The East Campus Chilled Water Production Plant project is the third in a series of facilities developed on campus to provide chilled water production capacity in support of building and process cooling needs across campus. This approach to providing chilled water was identified and recommended in a comprehensive infrastructure study for campus funded by the Permanent Building Fund and prepared by CH2M Hill Engineers in 1991. The CH2M Hill study found that there were significant long term and life cycle cost savings to be realized by utilizing central production plants operating steam absorption chillers as opposed to individual building scale chillers for the delivery of building and process cooling capacity.

As currently designed, plant capacity within the two existing campus chilled water production facilities totals 4,510 tons of cooling. Additional projects are either currently funded, or in planning and design, to install chillers in these plants taking them to full capacity. Physical space limitations at those two existing chilled water production plants prevent expansion in their current locations to provide additional bays for additional chillers. At the same time, building projects and substantial renovations are either in construction or in planning and design that will require additional cooling capacity bringing the total central plant system cooling demand to approximately 4,600 tons. This situation will leave the university without any excess capacity or back up capacity in the central cooling system. In addition, new building initiatives and major renovations identified in the university's Six Year Capital Improvement Plan and Long Range Campus Development Plan (LRCDP) will not have access to central cooling capacity without development of the new plant.

| | | |
|--|-------------|-------------|
| Project Scope: | NASF | GSF |
| Production Plant Building Construction (includes a minimum of three large chiller bays and two-three small, process load chiller bays) | 8,750 | 10,500 |
| <ul style="list-style-type: none"> • Installation of an initial 750 ton chiller • Appropriate distribution headers and control systems as required • Construction of approximately 630 feet of tunnel & installation of steam and chilled water lines. • Minor revisions to existing infrastructure to allow the proposed plant to be constructed on the identified site | | |
| Estimated Total Cost: | | \$4,500,000 |

Date Approved by State Board of Education:

First request, August 1998 (FY 00)

Second request, July 1999 (FY 01)

Third request, July 2000 (FY 02)

NOTE: For the FY 03 through FY 07 requests, the scope of this request was included Set A Document for the Lionel Hampton Center Education, Preservation and Performance Facility

Fourth, individual request, July 2006 (FY 08)

Source of Construction Funds (by fund source and amount):

Total Project Cost

| <u>Fund Source</u> | <u>Amount</u> |
|-------------------------|---------------|
| Permanent Building Fund | \$4,500,000 |

Previous Appropriations

| <u>Fund Source</u> | <u>Amount</u> |
|--------------------|---------------|
| NA | 0 |

Budget Year Request

| <u>Fund Source</u> | <u>Amount</u> |
|-------------------------|---------------|
| Permanent Building Fund | \$4,500,000 |

1. PROJECT DESCRIPTION AND JUSTIFICATION

In 1991 CH2M Hill Engineers prepared a study, funded by the Permanent Building Fund, evaluating options for delivering chilled water to university facilities. This study came in response to mounting concern from faculty, students, and administration regarding critical cooling needs for campus buildings. This need addresses the fact that many campus programs are twelve-month and that technology use requiring cooling is pervasive. This study was a

component of the 1991 Power Plant Critical Maintenance Upgrade Study and a companion to the 1990 Water Systems Improvement Plan and the 1991 Power Distribution Study also prepared by CH2M Hill Engineers. These studies have provided the data and recommendations necessary for the university to systematically upgrade critical infrastructure elements in an efficient, cost effective and timely manner. These studies were further refined, updated, and brought current in 1997 by CH2M Hill as a part of a Utility Infrastructure Review and Assessment report funded by the university.

In their study, CH2M Hill evaluated the two primary means of delivering chilled water to buildings for building and process cooling needs. These two alternate means were central chilled water production and distribution and the use of independent, building scale chillers. CH2M Hill found that the development and use of centralized production facilities for chilled water production was significantly more cost effective than relying on independent, building scale systems, especially when life-cycle cost modeling was used.

As a result of the CH2M Hill study, the university, in partnership with the Division of Public Works, has followed the strategy recommended in the study and developed central chilled water production capacity rather than relying on independent building scale chiller systems. To date, two central chiller plants have been developed. The first chiller plant was developed as an addition to Renfrew Hall. All chiller bays of this plant are now full. The plant has three medium sized steam absorption chillers and one process chilled water chiller and provides a total capacity of 1,275 tons. The second chiller plant was developed in space formerly occupied by coal storage in the university's power plant. It has a maximum design capacity of 3,210 tons and all chiller bays are now filled with operational chillers via PBF allocations in FY 99, FY 00 and FY 01.

The combined capacity of the two existing plants currently provides chilled water for building and process cooling in the following buildings:

- Library;
- Renfrew Hall;
- Agricultural Science 1951 Wing;
- College of Forestry Building (Natural Resources);
- Engineering/Physics Building;
- Engineering/Physics Renovations;
- Idaho Commons;
- Agricultural Biotechnology Laboratory;
- Teaching and Learning Center (University Classroom Center Renovation);
- College of Business and Economics;
- Student Recreation Center;
- and Buchanan Engineering Laboratory.

The university has already realized several benefits of adopting this approach to the delivery of chilled water. The university has saved maintenance costs on the building systems converted to the central chilled water production system and the per unit cost to produce the chilled water for each building compared to the cost of production from the independent systems has also decreased. A secondary benefit with this approach is that the university currently has capacity in the system to pick up the cooling loads for buildings should an independent building scale system fail. Such an instance occurred in the summer of 1996 when a stand-alone chiller at the Agricultural Sciences complex failed. The university was able to make connection to the central chilled water distribution system at a cost less than providing a replacement stand-alone chiller.

Operation and maintenance costs at the Ag. Science complex are now lower as the result of the elimination of one stand-alone chiller. The university anticipates additional operational and maintenance savings, as further reductions in the numbers of stand-alone chillers occur campus wide.

Another important consideration in choosing to adopt this approach to the delivery of chilled water is that cooling loads have greatly increased with the marked increase in use of computer technology and laboratory facilities. The university functions on a twelve-month basis today to meet the demands and expectations for instructional access and for the operation of research and extension activities. Approximately one-third of the university's fall/spring semester enrollment typically carries over to summer session courses taught on campus. It is important to provide and maintain instructional environments that are conducive to learning. One of the most requested items heard from instructors, researchers, and students participating in summer session courses and activities is the need to meet and work in a comfortable environment. Temperature control is an important component of meeting this need.

Additionally, most research programs continue operating during the summer and in some disciplines, actually increase in activity. As research programs and equipment usage continue to become more sophisticated and complex, cooling demands increase. It is vital to the operation of these programs to have consistent cooling available at all times. The CH2M Hill study found that the use of central production and distribution facilities providing the required redundancy is the most efficient method to maintain these cooling levels.

As indicated above, the CH2M Hill study found that the operation of central chilled water production facilities is much more cost effective than operation of independent chillers serving separate buildings. The university is placing great emphasis on effective and efficient management of operations as a strategy to make the best use of available operating funds. In addition, implementation of the university's strategic plan and the Long Range Campus Development Plan (LRCDP) rely heavily on efficient operation and creative approaches to service delivery. Development of the third chilled water production plant is consistent with these operating principles.

2. PROJECT COMPONENTS

Development of the East Campus Chilled Water Production Plant includes construction of the production building (10,500 gsf) to provide space to house three 750 ton steam absorption chillers and up to three 100 ton or smaller steam absorption chillers. It includes the purchase and installation of the first 750 ton chiller and associated manifolds and controls. In addition, approximately 650 feet of utility tunnel will be constructed from the project site north of Idaho Avenue and east of Ash Street along Idaho Avenue to Line Street where it will tie in with an existing utility tunnel leading to the campus power plant. Chilled water supply, return, and distribution piping will also be installed from the new plant to existing lines in the Line Street tunnel connecting the new production plant to the existing production and distribution system. Valves and tees will be provided in the steam distribution, condensate return, and chilled water distribution and return lines as necessary and required to accommodate future loops and improvements in these systems.

3. ALTERNATIVES

Three alternatives, including no action, were evaluated during development of this request. The university's adopted alternative is to construct the new chilled water production plant and install the initial 750 ton chiller and construct the utility tunnel and install the piping linking the new plant with the existing central production and distribution systems.

Alternative 1 (Adopted): Construction of Production Plant & Installation of the Initial 750 ton Chiller and Tunnel Construction/Piping Installation

This alternative involves the construction of the new chilled water production plant, installation of the initial 750 ton chiller, construction of the utility tunnel from the plant to the existing utility tunnel and installation of the associated piping connecting the new plant with the existing production and distribution system. This alternative provides 750 tons of capacity that immediately provides system backup capacity and sufficient expansion capacity to handle demands from new building projects and substantial renovations identified in the mid-term years of the university's Six-Year Capital Improvement Plan. Development identified for the later-term of the Six-Year Capital Improvement Plan would be served by the installation of a second 750-ton chiller in the proposed plant. This approach is the most cost-effective long-term means of providing chilled water to buildings on campus. This alternative is the preferred and adopted approach to providing the needed expanded capacity for chilled water production for building and process cooling needs on campus.

Alternative 2: Rely on Individual Building Chilled Water Production Systems and the Existing Central Chilled Water Production System to Meet Future Demand for Chilled Water

This alternative involves reliance on the existing central chilled water production system and on the installation of individual building scale chillers in new buildings and in buildings substantially renovated to meet the demand for chilled water for building and process cooling. The existing central chilled water production system will be at full designed capacity with the completion of projects currently in planning and design or in the queue for funding. There would be no backup capacity provided in the central system under this alternative. In addition, the CH2M Hill study clearly determined that central production of chilled water for building and process cooling using steam absorption chillers is significantly more cost effective and reliable than using individual building chiller systems. For this reason, this alternative is not favored.

Alternative 3: No Action

This alternative implies the reliance on current levels of cooling in existing buildings and the limited installation of cooling capability in new buildings. This alternative is not acceptable for two primary reasons. Today, operations on campus in many areas including a wide variety of instructional programs and in the majority of research programs continue twelve months a year. In addition, the use of, and reliance on computer equipment and sophisticated laboratory equipment in the instructional, research and administrative functions of the university has grown significantly in the last decade. Building and process cooling is required to maintain temperatures and environments capable of supporting these activities.

4. VACATED SPACE

There will be no vacated space created by the proposed project.

SET A
PROJECT APPROVAL FORM

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: East Campus Chilled Water Production Plant (Construction/Installation) Building Statistics: NASF: 8,750
GSF: 10,500
Net to Gross 83%

| | Estimated Total Cost | Prior to Budget Year | Budget Year - FY08 | 2nd Year FY09 | 3rd Year FY10 | 4th Year FY11 | 5th Year FY12 | 6th Year FY13 |
|---|-------------------------|----------------------------|-----------------------|------------------|------------------|------------------|------------------|------------------|
| PROJECT SUMMARY: | | | | | | | | |
| A. Arch. & Engr. (Project Planning & Design) | 375,000 | | 375,000 | | | | | |
| Schematic Design | | | | | | | | |
| Definitive Design | | | | | | | | |
| Construction Documents* | | | | | | | | |
| Construction Supervision** | | | | | | | | |
| B. Asbestos Abatement Arch/Eng/Hygienist Fees | | | | | | | | |
| C. Tests, Permits | 5,000 | | 5,000 | | | | | |
| SUBTOTAL ARCH. & ENGR. | 380,000 | 0 | 380,000 | | | | | |
| D. Moving, Administration | | | | | | | | |
| E. Asbestos Abatement | | | | | | | | |
| F. Construction*** (UI Preliminary Estimate) | 3,710,000 | | 3,710,000 | | | | | |
| G. Furnishings/Moveable Equipment | | | | | | | | |
| H. Contingency (Project) | 410,000 | | 410,000 | | | | | |
| TOTAL PROJECT REQUEST | 4,500,000 | 0 | 4,500,000 | | | | | |
| SOURCE OF FUNDS: | | | | | | | | |
| Permanent Building Fund | 4,500,000 | | 4,500,000 | | | | | |
| General Education | | | | | | | | |
| Federal | | | | | | | | |
| Bond Sale | | | | | | | | |
| Bond Reserve | | | | | | | | |
| Parking Funds | | | | | | | | |
| Housing/Food Service Revenue | | | | | | | | |
| Other Funds, including Gifts (UI Funds) | | | | | | | | |
| Other Funds, Including Gifts (PBF Asbestos) | | | | | | | | |
| TOTAL | 4,500,000 | 0 | 4,500,000 | | | | | |

| | | | | | | | |
|-----------------------|--|--|--|--------|--------|--------|--------|
| Utilities | | | | 10,500 | 10,500 | 10,500 | 10,500 |
| Custodial | | | | 0 | 0 | 0 | 0 |
| Repairs & Maintenance | | | | 5,250 | 5,250 | 5,250 | 5,250 |

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.)

General Education

- * Includes Reimbursable Expenses
- ** Includes Fees for On-Site Observation
- *** CH2M Hill Report/MW Engineers Report, cited in text

OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: Interdisciplinary Research & Education Facility (Planning/Pre-Design)

Institution/Agency: University of Idaho

Brief Description:

The Interdisciplinary Research & Education Facility project involves construction of a new laboratory facility providing modern, well-equipped spaces supporting a broad range of undergraduate and graduate instructional and research programs in selected scientific and technical disciplines at the university. The facility will be designed to foster interdisciplinary collaboration and interaction and will include flexible systems and support infrastructure, allowing reconfiguration of spaces supporting changes in programs and research needs over time. The initial phase of the project will include a comprehensive building and system assessment that will be used to define the overall scope of the project and prepare a refined cost estimate.

| Project Scope: | NASF | GSF |
|---------------------------------------|---------------|----------------|
| Building size: | 60,000-70,000 | 90,000-100,000 |
| Site and Utility infrastructure | | |
| Furnishings, Fixtures and Equipment | | |
| All project fees and related expenses | | |

Estimated Total Cost: \$62,223,000

Date Approved by State Board of Education:

- First request, July 1999
- Second request, July 2000
- Third request, July 2001
- Fourth request, July 2002
- Fifth request, July 2003
- Sixth request, July 2004
- Seventh request, July 2005
- Eighth request, July 2006

Source of Construction Funds (by fund source and amount):

| <u>Fund Source</u> | <u>Total Project Cost</u> | <u>Amount</u> |
|---------------------------|---------------------------|---------------|
| Permanent Building Fund | | \$10,000,000 |
| Federal Funding | | \$22,223,000 |
| Other Funding (inc Gifts) | | \$30,000,000 |

| <u>Previous Appropriations</u> | |
|--------------------------------|---------------|
| <u>Fund Source</u> | <u>Amount</u> |
| Fed FY05 Federal Funding | \$892,500 |
| <u>Budget Year Request</u> | |
| <u>Fund Source</u> | <u>Amount</u> |
| Permanent Building Fund | \$3,111,000 |

1. PROJECT DESCRIPTION AND JUSTIFICATION

As the land grant university for the State of Idaho, the University of Idaho places emphasis on problems and challenges facing Idaho and Idahoans. In both undergraduate and graduate education disciplines, especially in scientific and technical fields, enrollment growth and focus upon the university's interdisciplinary programs is leading to a need for additional modern, technically-equipped laboratory and support space. Further, as Idaho's research university, the UI is a main force for research and development in the state with emphasis on selected areas that are key to the economic health and development of Idaho industry. Areas of emphasis in which laboratory space is critical are: Food and Fiber Production, Molecular Biology, Environmental Sciences and Technology, Materials Science, Infrastructure/Construction and Transportation, Computing/Software Systems, and Telecommunications.

The UI Long Range Campus Development Plan identifies 2-3 potential sites that are optimal for this type of facility complex. In some locations it would be necessary to relocate existing programs housed in buildings slated for eventual removal. Selecting a location for the project will be made after the program is fully defined.

This project addresses the specialized laboratory needs of these disciplines for undergraduate, graduate and research programs. The synergies among the various levels of study and scholarship will be fostered in a facility integrating a broad cross section of technical and scientific personnel and programs. Specific facility features and attributes will be detailed during the pre-design phase.

2. PROJECT COMPONENTS

The majority of the project complex will consist of instructional and graduate/research laboratories and laboratory support areas (e.g., instrument labs, specialized containment labs, shared equipment rooms, computer laboratories, seminar and conference areas, and offices). It is anticipated that the size of the building will be approximately 90,000 – 100,000 GSF. Purchase of major furnishings, fixtures and equipment necessary to outfit the laboratories, support areas and connections, and necessary enhancements to the university's infrastructure systems will also be included in the project.

3. ALTERNATIVES

Three alternatives have been studied to date.

Alternative 1: Construct Multiple Smaller Laboratory Additions

This alternative involves construction of separate undergraduate, graduate and research laboratories, by discipline, as additions to, or immediately adjacent to, existing College buildings. This alternative would provide the necessary space to support the programs, however, project costs are expected to be significantly higher since there would be multiple sites and projects. In addition, this approach does not readily support interdisciplinary interaction and collaboration. The university rejected this alternative.

Alternative 2: Construct Separate Laboratory Complexes for Undergraduate and Graduate/Research Programs

This alternative consists of construction of an interdisciplinary laboratory complex for undergraduate instructional and research programs and one for graduate and research programs. This alternative would provide the necessary space to support the programs, however, project costs are expected to be higher since there would be two projects with unnecessary duplication. In addition, this approach does not readily support interdisciplinary interaction and collaboration between undergraduate and graduate students, and researchers. The university rejected this alternative.

Alternative 3: Construct a Single Interdisciplinary Laboratory Facility

This option would entail constructing a single complex that integrates undergraduate and graduate/research laboratories into an interdisciplinary science and technology center facilitating collaboration and creating new synergies across academic levels and disciplines. Overall project expenses are expected to be less under this approach since there will be only one site and construction of a single building allows elimination of unnecessary duplication of building systems. This is the university's preferred alternative.

4. VACATED SPACE

It is not anticipated that a great deal of space will be vacated upon completion of the proposed project. Space currently used for instructional laboratories and some research laboratories that may be vacated may be reused to meet additional laboratory space demand. Other prospective uses of vacated space may be for offices and specialized learning areas including computer laboratories, seminar areas, team and group rooms, etc.

SET A
PROJECT APPROVAL FORM

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: Interdisciplinary Research & Education Facility

Building Statistics:

NASF: ~60,000
GSF: ~100,000
Net to Gross 60%

| | Estimated Total Cost | Prior to Budget Year | Budget Year - FY08 | 2nd Year FY09 | 3rd Year FY10 | 4th Year FY11 | 5th Year FY12 | 6th Year FY13 |
|--|-------------------------|----------------------------|-----------------------|------------------|------------------|------------------|------------------|------------------|
| PROJECT SUMMARY: | | | | | | | | |
| A. Arch. & Engr. (Project Planning & Pre-Design) | 3,111,000 | 892,500 | 3,111,000 | | | | | |
| Schematic Design | | | | | | | | |
| Design Development | | | | | | | | |
| Construction Documents* | 3,111,000 | | | | | | | |
| Construction Supervision** | | | | | | | | |
| B. Asbestos Abatement Arch/Eng/Hygienist Fees | | | | | | | | |
| C. Tests, Permits | 948,000 | | | | | | | |
| SUBTOTAL ARCH. & ENGR. | 7,170,000 | 892,500 | 3,111,000 | 0 | 0 | 0 | 0 | 0 |
| D. Moving, Administration | | | | | | | | |
| E. Asbestos Abatement*** | | | | | | | | |
| F. Construction*** (UI Preliminary Estimate) | 45,156,000 | | | | | | | |
| G. Furnishings/Moveable Equipment | 3,971,000 | | | | | | | |
| H. Contingency (Project) | 5,926,000 | | | | | | | |
| TOTAL PROJECT REQUEST | 62,223,000 | 892,500 | 3,111,000 | TBD | TBD | TBD | TBD | TBD |
| SOURCE OF FUNDS: | | | | | | | | |
| Permanent Building Fund | 10,000,000 | | 3,111,000 | TBD | TBD | TBD | TBD | TBD |
| General Education | | | | | | | | |
| Federal | 22,223,000 | 892,500 | | | | | | |
| Bond Sale | | | | | | | | |
| Bond Reserve | | | | | | | | |
| Parking Funds | | | | | | | | |
| Housing/Food Service Revenue | | | | | | | | |
| Other Funds, including Gifts (UI Funds) | 30,000,000 | | | | | | | |
| TOTAL | 62,223,000 | 892,500 | 3,111,000 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | |
|-----------------------|-----|--|--|--|--|--|-----|-----|
| Utilities | TBD | | | | | | TBD | TBD |
| Custodial | TBD | | | | | | TBD | TBD |
| Repairs & Maintenance | TBD | | | | | | TBD | TBD |

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.)

General Education

* Includes Reimbursable Expenses

** Includes Fees for On-Site Observation

*** UI Preliminary Estimate

OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: Northern Idaho Classroom/Office Facility (Planning/Pre-Design)

Institution/Agency: University of Idaho

Brief Description:

The University of Idaho has responsibility to deliver education, outreach, and extension programs across the State of Idaho. With the tremendous growth in the northern part of the state, there is an ever increasing demand for University of Idaho programs and course delivery. We anticipate the need for an additional facility in the Coeur d' Alene vicinity to meet the classroom and office needs for expanding university programs. This facility will support collaborative programs that provide increased access to education and that ensure relevant education, training, and information services are available in the northern Idaho region. The facility will also enhance regional and statewide economic development by supporting comprehensive educational offerings for building, attracting, and retaining a highly skilled workforce.

| Project Scope: | NASF | GSF |
|---------------------------------------|-------------|--------------------|
| Building size: | -24,000 | -32,000 |
| Site and utility infrastructure | | |
| Furnishings, Fixtures and Equipment | | |
| All project fees and related expenses | | |
| Estimated Total Cost: | | \$8,000,000 |

Date Approved by State Board of Education:

First request, July 2006

Source of Construction Funds (by fund source and amount):

| <u>Fund Source</u> | <u>Total Project Cost</u> | <u>Amount</u> |
|-------------------------|---------------------------|--------------------|
| Permanent Building Fund | | \$4,000,000 |
| Other (private) sources | | <u>\$4,000,000</u> |
| | Total: | \$8,000,000 |

| <u>Fund Source</u> | <u>Previous Appropriations</u> | <u>Amount</u> |
|--------------------|--------------------------------|---------------|
| NA | | 0 |

| <u>Fund Source</u> | <u>Budget Year Request</u> | <u>Amount</u> |
|-------------------------|----------------------------|---------------|
| Permanent Building Fund | | \$400,000 |

1. PROJECT DESCRIPTION AND JUSTIFICATION

The University, in collaboration with North Idaho College and the City of Coeur d' Alene, envisions the creation of an education corridor in the vicinity of the North Idaho College campus. The University presently leases facilities from the City nearby the NIC campus. Higher education program growth in the region will be concentrated in this education corridor. Expanded facilities are needed to serve the burgeoning population and the corresponding growing demand for higher education services in the region. This new facility will allow the University of Idaho to serve the program needs of citizens in the area, in accordance with its institutional role-and-mission statements.

2. PROJECT COMPONENTS

This facility will be approximately 32,000 square feet and will house classrooms and faculty and staff offices, along with ancillary support spaces. The building will support local interests in expanding science and technology education in Northern Idaho. The preliminary cost estimate for the building is \$8,000,000. The University requests \$400,000 in initial funding (5% of overall project budget) to support initial programming and pre-design work. Work products from this pre-design phase will include detailed program definition, site analysis and feasibility review, infrastructure needs and impacts, room data sheets, adjacency diagrams, and a refined project cost estimate. Graphical materials will also be generated to assist in private fundraising efforts in support of the project.

3. VACATED SPACE

It is not anticipated that space will be vacated upon completion of the proposed facilities. Rather, the new space created by these facilities will allow for expansion of programs that meet the needs of citizens in this important geographic region of the state.

SET A
PROJECT APPROVAL FORM

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: Northern Idaho Classroom/Office Facility

Building Statistics:

NASF: ~24,000
GSF: ~32,000
Net to Gross 75%

| | Estimated Total Cost | Prior to Budget Year | Budget Year - FY08 | 2nd Year FY09 | 3rd Year FY10 | 4th Year FY11 | 5th Year FY12 | 6th Year FY13 |
|--|-------------------------|----------------------------|-----------------------|------------------|------------------|------------------|------------------|------------------|
| PROJECT SUMMARY: | | | | | | | | |
| A. Arch. & Engr. (Project Planning & Pre-Design) | 400,000 | | 400,000 | | | | | |
| Schematic Design | | | | | | | | |
| Design Development | | | | | | | | |
| Construction Documents* | 400,000 | | | 400,000 | | | | |
| Construction Supervision** | | | | | | | | |
| B. Asbestos Abatement Arch/Eng/Hygienist Fees | | | | | | | | |
| C. Tests, Permits | 120,000 | | | 120,000 | | | | |
| SUBTOTAL ARCH. & ENGR. | 920,000 | 0 | 400,000 | 520,000 | 0 | 0 | 0 | 0 |
| D. Moving, Administration | 0 | | | | | | | |
| E. Asbestos Abatement*** | 0 | | | | | | | |
| F. Construction*** (UI Preliminary Estimate) | 5,800,000 | | | 5,800,000 | | | | |
| G. Furnishings/Moveable Equipment | 480,000 | | | 480,000 | | | | |
| H. Contingency (Project) | 800,000 | | | 800,000 | | | | |
| TOTAL PROJECT REQUEST | 8,000,000 | 0 | 400,000 | 7,600,000 | | | | |
| SOURCE OF FUNDS: | | | | | | | | |
| Permanent Building Fund | 4,000,000 | | 400,000 | 3,600,000 | | | | |
| General Education | | | | | | | | |
| Federal | | | | | | | | |
| Bond Sale | | | | | | | | |
| Bond Reserve | | | | | | | | |
| Parking Funds | | | | | | | | |
| Housing/Food Service Revenue | | | | | | | | |
| Other Funds, including Gifts (UI Funds) | 4,000,000 | | | 4,000,000 | | | | |
| TOTAL | 8,000,000 | 0 | 400,000 | 7,600,000 | 0 | 0 | 0 | 0 |

Utilities TBD
Custodial TBD
Repairs & Maintenance TBD

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.)

General Education

- * Includes Reimbursable Expenses
- ** Includes Fees for On-Site Observation
- *** UI Preliminary Estimate

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**CAPITAL BUDGET REQUEST
FY 2008**

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

| | |
|-----------------------------------|----------------------------|
| AGENCY: Lewis-Clark State College | AGENCY PROJECT PRIORITY: 1 |
|-----------------------------------|----------------------------|

| |
|---|
| PROJECT DESCRIPTION/LOCATION: Health Science Building |
|---|

| | |
|------------------------------|---------------------------|
| CONTACT PERSON: Ronald Smith | TELEPHONE: (208) 792-2240 |
|------------------------------|---------------------------|

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.
This project would provide funds needed to build and equip a new Health Sciences facility at Lewis-Clark State College. The proposed building will be approximately 50,000 square feet comprised of laboratory and specialized classroom space as well as faculty offices, conference rooms, and general use classrooms. It will be constructed on property owned currently by the College.

(B) What is the existing program and how will it be improved?
Meriwether Lewis Hall, built in 1970, is 38,860 square feet. It currently houses the Division of Nursing and Health Sciences and the Division of Natural Sciences and Mathematics.
Since the late 1970s, the student body at Lewis-Clark State College has more than doubled in size to nearly 3,500, with 564 Nursing and Health Sciences majors and 235 Natural Sciences majors in 2005. Laboratory, classroom, and office space in Meriwether Lewis Hall is at capacity, which severely limits the growth of our programs; especially those in the health sciences. New programs in Radiologic Technology and Licensed Practical Nursing, proposed new programs in Medical Diagnostic Imaging and the continued growth of our BSN program require significantly more space in order to meet the health care needs of the State of Idaho.

(C) What will be the impact on your operating budget?
Utility and maintenance support by formula.

(D) What are the consequences if this project is not funded?
The consequence is to stop the growth of health care programs at Lewis-Clark State College and keep them at their present levels of enrollment.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|------|-------------------|--|----------|----|------------------|--------------|----|-------------------|----------------|----|----------------|---------|----|----------------|-------|--|--|-------|----|-------------------|---|-----|----|-------------------|-----------------|--|--|--------------|--|--|---------------|--|--|-------|--|--|-------|----|-------------------|
| <p>ESTIMATED BUDGET:</p> <table style="width:100%"> <tr><td>Land</td><td style="text-align:right">\$</td><td></td></tr> <tr><td>A/E fees</td><td style="text-align:right">\$</td><td style="text-align:right"><u>1,550,000</u></td></tr> <tr><td>Construction</td><td style="text-align:right">\$</td><td style="text-align:right"><u>13,175,000</u></td></tr> <tr><td>5% Contingency</td><td style="text-align:right">\$</td><td style="text-align:right"><u>775,000</u></td></tr> <tr><td>F F & E</td><td style="text-align:right">\$</td><td style="text-align:right"><u>500,000</u></td></tr> <tr><td>Other</td><td></td><td></td></tr> <tr><td>Total</td><td style="text-align:right">\$</td><td style="text-align:right"><u>16,000,000</u></td></tr> </table> | Land | \$ | | A/E fees | \$ | <u>1,550,000</u> | Construction | \$ | <u>13,175,000</u> | 5% Contingency | \$ | <u>775,000</u> | F F & E | \$ | <u>500,000</u> | Other | | | Total | \$ | <u>16,000,000</u> | <p>FUNDING:</p> <table style="width:100%"> <tr><td>PBF</td><td style="text-align:right">\$</td><td style="text-align:right"><u>16,000,000</u></td></tr> <tr><td>General Account</td><td></td><td></td></tr> <tr><td>Agency Funds</td><td></td><td></td></tr> <tr><td>Federal Funds</td><td></td><td></td></tr> <tr><td>Other</td><td></td><td></td></tr> <tr><td>Total</td><td style="text-align:right">\$</td><td style="text-align:right"><u>16,000,000</u></td></tr> </table> | PBF | \$ | <u>16,000,000</u> | General Account | | | Agency Funds | | | Federal Funds | | | Other | | | Total | \$ | <u>16,000,000</u> |
| Land | \$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A/E fees | \$ | <u>1,550,000</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Construction | \$ | <u>13,175,000</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5% Contingency | \$ | <u>775,000</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F F & E | \$ | <u>500,000</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | \$ | <u>16,000,000</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PBF | \$ | <u>16,000,000</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Account | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agency Funds | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Federal Funds | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | \$ | <u>16,000,000</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**CAPITAL BUDGET REQUEST
FY 2008**

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

| | |
|-----------------------------------|----------------------------|
| AGENCY: Lewis-Clark State College | AGENCY PROJECT PRIORITY: 2 |
|-----------------------------------|----------------------------|

| |
|--|
| PROJECT DESCRIPTION/LOCATION: Coeur D'Alene Center |
|--|

| | |
|------------------------------|---------------------------|
| CONTACT PERSON: Ronald Smith | TELEPHONE: (208) 792-2240 |
|------------------------------|---------------------------|

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.
 This project would provide funds needed to build and equip a new classroom and office building for the Coeur d'Alene area for Lewis-Clark State College. The proposed building will be approximately 15,000 square feet comprised multi-media classroom space as well as faculty offices, conference rooms, and general use classrooms. It will be constructed on property acquired by the College.

(B) What is the existing program and how will it be improved?
 Currently, the Coeur d'Alene site uses leased office space from Harbor Center owned by the University of Idaho. Classroom capacity is limited and Lewis-Clark State College now uses short term leases to provide space in various venues near downtown Coeur d'Alene and the Harbor Plaza. The proposed new building would provide space to provide access to the growing need in the Coeur d'Alene area. Lewis-Clark State has experiences annual double digit growth in student population for several years, and the trend is expected to continue into the foreseeable future.

(C) What will be the impact on your operating budget?
 Utility and maintenance support by formula.

(D) What are the consequences if this project is not funded?
 The consequence is to deny access to students in the Coeur d'Alene area because of the lack of space for instruction, and/or increase costs to students to pay for additional leased property.

| | |
|---|---|
| <p>ESTIMATED BUDGET:</p> <p>Land \$</p> <p>A/E fees \$ <u>330,000</u></p> <p>Construction \$ <u>2,750,000</u></p> <p>5% Contingency \$ <u>170,000</u></p> <p>F F & E \$ <u>250,000</u></p> <p>Other</p> <p>Total \$ <u>3,500,000</u></p> | <p>FUNDING:</p> <p>PBF \$ <u>3,500,000</u></p> <p>General Account</p> <p>Agency Funds</p> <p>Federal Funds</p> <p>Other</p> <p>Total \$ <u>3,500,000</u></p> |
|---|---|

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**CAPITAL BUDGET REQUEST
FY 2008**

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

| | |
|-----------------------------------|----------------------------|
| AGENCY: Lewis-Clark State College | AGENCY PROJECT PRIORITY: 3 |
|-----------------------------------|----------------------------|

| |
|---|
| PROJECT DESCRIPTION/LOCATION: Upgrade and Renovation of Administration Building- Phase I (Silverthorne Theatre) |
|---|

| | |
|------------------------------|---------------------------|
| CONTACT PERSON: Ronald Smith | TELEPHONE: (208) 792-2240 |
|------------------------------|---------------------------|

| |
|---|
| <p>PROJECT JUSTIFICATION:</p> <p>(A) Concisely describe what the project is. This project would provide renovation funds needed for renovation of the Silverthorne Theatre in the Administration Building which was constructed in 1921. The project would bring the theatre up to code and provide for needed improvements for classroom functions as well as enhance theatre experience on campus.</p> <p>(B) What is the existing program and how will it be improved? This project would address needs in the area of theatre arts experience on campus as well as providing an updated common classroom for campus use by renovation of the present theatre which is located in the Administration Building. The theatre is vital if the college is to serve student needs relating to visual and performing arts, music and all facets of human communications. The college now provides a theatre experience by staging productions and practices in the Administration Building auditorium which was constructed in 1921. The present scene shop and dressing room are located in the basement rooms which were not designed for that purpose, are too cramped and do not meet current code requirements. The balcony of the theatre is currently not usable because of the front half of the stage, which was added in the 1970's, is not visible from most of the balcony. Additionally, there are safety issues which would need to be addressed with a renovation of the balcony. While these facilities have been well maintained and are currently in use by our programs, the 1989 evaluation by the Northwest Association of Schools and colleges described the facilities as "deplorable."</p> <p>(C) What will be the impact on your operating budget? N/A</p> <p>(D) What are the consequences if this project is not funded? The alternative to this remodeling project is to remain "as-is", whereby the students at Lewis-Clark State College would be denied access or appropriate use of approximately 8,430 GSF of space. This facility cannot be utilized in all consciousness when considering Life-Safety Code and other code issues, and the need of our students to have classrooms that meet accreditation standards. Classroom areas in this building are not acceptable environments for education if quality is of concern. The breadth of this remodel and expansion project far exceeds the normal physical maintenance capabilities of the college.</p> |
|---|

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|------|------------------|--|----------|----|----------------|--------------|----|----------------|----------------|----|---------------|---------|--|--|-------|--|--|-------|----|------------------|---|-----|----|------------------|-----------------|--|--|--------------|--|--|---------------|--|--|-------|--|--|-------|----|------------------|
| <p>ESTIMATED BUDGET:</p> <table style="width:100%"> <tr><td>Land</td><td style="text-align:right">\$</td><td></td></tr> <tr><td>A/E fees</td><td style="text-align:right">\$</td><td style="text-align:right"><u>100,000</u></td></tr> <tr><td>Construction</td><td style="text-align:right">\$</td><td style="text-align:right"><u>850,000</u></td></tr> <tr><td>5% Contingency</td><td style="text-align:right">\$</td><td style="text-align:right"><u>50,000</u></td></tr> <tr><td>F F & E</td><td></td><td></td></tr> <tr><td>Other</td><td></td><td></td></tr> <tr><td>Total</td><td style="text-align:right">\$</td><td style="text-align:right"><u>1,000,000</u></td></tr> </table> | Land | \$ | | A/E fees | \$ | <u>100,000</u> | Construction | \$ | <u>850,000</u> | 5% Contingency | \$ | <u>50,000</u> | F F & E | | | Other | | | Total | \$ | <u>1,000,000</u> | <p>FUNDING:</p> <table style="width:100%"> <tr><td>PBF</td><td style="text-align:right">\$</td><td style="text-align:right"><u>1,000,000</u></td></tr> <tr><td>General Account</td><td></td><td></td></tr> <tr><td>Agency Funds</td><td></td><td></td></tr> <tr><td>Federal Funds</td><td></td><td></td></tr> <tr><td>Other</td><td></td><td></td></tr> <tr><td>Total</td><td style="text-align:right">\$</td><td style="text-align:right"><u>1,000,000</u></td></tr> </table> | PBF | \$ | <u>1,000,000</u> | General Account | | | Agency Funds | | | Federal Funds | | | Other | | | Total | \$ | <u>1,000,000</u> |
| Land | \$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A/E fees | \$ | <u>100,000</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Construction | \$ | <u>850,000</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5% Contingency | \$ | <u>50,000</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F F & E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | \$ | <u>1,000,000</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PBF | \$ | <u>1,000,000</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Account | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agency Funds | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Federal Funds | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | \$ | <u>1,000,000</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**CAPITAL BUDGET REQUEST
FY 2008**

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

| | |
|-----------------------------------|----------------------------|
| AGENCY: Lewis-Clark State College | AGENCY PROJECT PRIORITY: 4 |
|-----------------------------------|----------------------------|

| |
|--|
| PROJECT DESCRIPTION/LOCATION: Renovation of Spaulding Hall |
|--|

| | |
|------------------------------|---------------------------|
| CONTACT PERSON: Ronald Smith | TELEPHONE: (208) 792-2240 |
|------------------------------|---------------------------|

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.
This project would provide funds to renovate and equip the offices and classrooms in Spaulding Hall. Spaulding Hall was constructed in 1924. The project would bring the building up to code and provide for needed improvements for classroom functions as well as enhance the offices contained within the building.

(B) What is the existing program and how will it be improved?
Spaulding Hall currently houses all of the Education division programs for the College, the Humanities division, and the Social Sciences division. The Education division is one of our most popular programs, with a historical link to the original mission of the College of providing teacher education and certification and labeled the "Normal School" for the state of Idaho.

The renovation will allow expansion of badly needed classroom space, and updating of heating, electrical and air conditioning systems in the building. From the outside, Spaulding Hall is a unique building that compliments the history and culture of the campus. However, the interior is in disrepair and needs to be brought up to code to address life safety issues caused by old wiring, and a deteriorating infrastructure.

(C) What will be the impact on your operating budget? N/A

(D) What are the consequences if this project is not funded?
The alternative to this remodeling project is to remain "as-is", whereby the students and faculty in the Education division, Humanities division, and Social Sciences division at Lewis-Clark State College would be denied access or appropriate use of space. Classroom and faculty office areas in this building are not acceptable environments for education if quality is of concern. Providing a comfortable working environment for faculty and an acceptable learning environment for students would be sacrificed without the remodel. The breadth of this remodel and expansion project far exceeds the normal physical maintenance capabilities of the college.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|------|------------------|--|----------|----|----------------|--------------|----|------------------|----------------|----|----------------|---------|--|--|-------|--|--|-------|----|------------------|---|-----|----|------------------|-----------------|--|--|--------------|--|--|---------------|--|--|-------|--|--|-------|----|------------------|
| <p>ESTIMATED BUDGET:</p> <table style="width:100%"> <tr><td>Land</td><td style="text-align:right">\$</td><td></td></tr> <tr><td>A/E fees</td><td style="text-align:right">\$</td><td style="text-align:right"><u>250,000</u></td></tr> <tr><td>Construction</td><td style="text-align:right">\$</td><td style="text-align:right"><u>2,125,000</u></td></tr> <tr><td>5% Contingency</td><td style="text-align:right">\$</td><td style="text-align:right"><u>125,000</u></td></tr> <tr><td>F F & E</td><td></td><td></td></tr> <tr><td>Other</td><td></td><td></td></tr> <tr><td>Total</td><td style="text-align:right">\$</td><td style="text-align:right"><u>2,500,000</u></td></tr> </table> | Land | \$ | | A/E fees | \$ | <u>250,000</u> | Construction | \$ | <u>2,125,000</u> | 5% Contingency | \$ | <u>125,000</u> | F F & E | | | Other | | | Total | \$ | <u>2,500,000</u> | <p>FUNDING:</p> <table style="width:100%"> <tr><td>PBF</td><td style="text-align:right">\$</td><td style="text-align:right"><u>2,500,000</u></td></tr> <tr><td>General Account</td><td></td><td></td></tr> <tr><td>Agency Funds</td><td></td><td></td></tr> <tr><td>Federal Funds</td><td></td><td></td></tr> <tr><td>Other</td><td></td><td></td></tr> <tr><td>Total</td><td style="text-align:right">\$</td><td style="text-align:right"><u>2,500,000</u></td></tr> </table> | PBF | \$ | <u>2,500,000</u> | General Account | | | Agency Funds | | | Federal Funds | | | Other | | | Total | \$ | <u>2,500,000</u> |
| Land | \$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A/E fees | \$ | <u>250,000</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Construction | \$ | <u>2,125,000</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5% Contingency | \$ | <u>125,000</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F F & E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | \$ | <u>2,500,000</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PBF | \$ | <u>2,500,000</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Account | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agency Funds | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Federal Funds | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | \$ | <u>2,500,000</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**CAPITAL BUDGET REQUEST
FY 2008**

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

| | |
|-----------------------------------|----------------------------|
| AGENCY: Lewis-Clark State College | AGENCY PROJECT PRIORITY: 5 |
|-----------------------------------|----------------------------|

| |
|--|
| PROJECT DESCRIPTION/LOCATION: Upgrade and Renovation of Administration Building- Phase II (Offices and Classrooms) |
|--|

| | |
|------------------------------|---------------------------|
| CONTACT PERSON: Ronald Smith | TELEPHONE: (208) 792-2240 |
|------------------------------|---------------------------|

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.
This project would provide funds to renovate and equip the offices and classrooms in the Administration Building. The Administration Building was constructed in 1921. The project would bring the building up to code and provide for needed improvements for classroom functions as well as enhance the offices contained within the building.

(B) What is the existing program and how will it be improved?
The Main Administration Building currently houses the offices for the central administration for the College including the President, Provost and Academic Vice President, Vice President for Administrative Services, Institutional Research, Human Resources, Budget Officer, Purchasing and Controller's offices, as well as the Academic Business Department. In addition, it contains several classrooms that are used as general classrooms for the entire campus. It also houses the Silverthorne Theatre and classroom.
Since the late 1970s, the student body at Lewis-Clark State College has more than doubled in size to nearly 3,500. Because this building provides a significant amount of teaching and learning classroom space and is the main building visited by the general public in doing business with the College, it is important to provide an environment that supports and encourages the learning activity demanded as a part of the mission for the College with the technical enhancements needed to prepare today's students for success after college.

(C) What will be the impact on your operating budget? Utility and maintenance support by formula.

(D) What are the consequences if this project is not funded?
The alternative to this remodeling project is to remain "as-is", whereby the students at Lewis-Clark State College would be denied access or appropriate use of space. Classroom areas in this building are not acceptable environments for education if quality is of concern. The breadth of this remodel and expansion project far exceeds the normal physical maintenance capabilities of the college.

| | |
|---|---|
| <p>ESTIMATED BUDGET:</p> <p>Land \$</p> <p>A/E fees \$ <u>350,000</u></p> <p>Construction \$ <u>2,975,000</u></p> <p>5% Contingency \$ <u>175,000</u></p> <p>F F & E</p> <p>Other</p> <p>Total \$ <u>3,500,000</u></p> | <p>FUNDING:</p> <p>PBF \$ <u>3,500,000</u></p> <p>General Account</p> <p>Agency Funds</p> <p>Federal Funds</p> <p>Other</p> <p>Total \$ <u>3,500,000</u></p> |
|---|---|

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**CAPITAL BUDGET REQUEST
FY 2008**

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

| | |
|-----------------------------------|----------------------------|
| AGENCY: Lewis-Clark State College | AGENCY PROJECT PRIORITY: 6 |
|-----------------------------------|----------------------------|

| |
|---|
| PROJECT DESCRIPTION/LOCATION: Remodel and Expansion of Old Science Building |
|---|

| | |
|------------------------------|---------------------------|
| CONTACT PERSON: Ronald Smith | TELEPHONE: (208) 792-2240 |
|------------------------------|---------------------------|

| |
|--|
| <p>PROJECT JUSTIFICATION:</p> <p>(A) Concisely describe what the project is. The project would provide renovation funds needed to bring the Old Science Building, constructed in 1909, up to current code requirements and to an acceptable functioning level of operation for its current use as a classroom building. This request will remodel the facility for code compliance (electrical, structural, and mechanical) and make it useful for current and contemplated future classroom needs.</p> <p>(B) What is the existing program and how will it be improved? The remodel will allow expansion of badly needed classrooms for biology or nursing and general education.</p> <p>(C) What will be the impact on your operating budget? N/A</p> <p>(D) What are the consequences if this project is not funded? The building will continue to be utilized with the code issues listed and will not be utilized as efficiently and effectively as it would with a remodel.</p> |
|--|

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------------|--|----------|-------------------|--------------|---------------------|----------------|------------------|---------|-------------------|-------|--|-------|---------------------|---|-----|---------------------|-----------------|--|--------------|--|---------------|--|-------|--|-------|---------------------|
| <p>ESTIMATED BUDGET:</p> <table style="width:100%"> <tr><td>Land</td><td></td></tr> <tr><td>A/E fees</td><td>\$ <u>111,430</u></td></tr> <tr><td>Construction</td><td>\$ <u>1,153,747</u></td></tr> <tr><td>5% Contingency</td><td>\$ <u>57,793</u></td></tr> <tr><td>F F & E</td><td>\$ <u>637,230</u></td></tr> <tr><td>Other</td><td></td></tr> <tr><td>Total</td><td>\$ <u>1,960,200</u></td></tr> </table> | Land | | A/E fees | \$ <u>111,430</u> | Construction | \$ <u>1,153,747</u> | 5% Contingency | \$ <u>57,793</u> | F F & E | \$ <u>637,230</u> | Other | | Total | \$ <u>1,960,200</u> | <p>FUNDING:</p> <table style="width:100%"> <tr><td>PBF</td><td>\$ <u>1,960,200</u></td></tr> <tr><td>General Account</td><td></td></tr> <tr><td>Agency Funds</td><td></td></tr> <tr><td>Federal Funds</td><td></td></tr> <tr><td>Other</td><td></td></tr> <tr><td>Total</td><td>\$ <u>1,960,200</u></td></tr> </table> | PBF | \$ <u>1,960,200</u> | General Account | | Agency Funds | | Federal Funds | | Other | | Total | \$ <u>1,960,200</u> |
| Land | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A/E fees | \$ <u>111,430</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Construction | \$ <u>1,153,747</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5% Contingency | \$ <u>57,793</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F F & E | \$ <u>637,230</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | \$ <u>1,960,200</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PBF | \$ <u>1,960,200</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Account | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agency Funds | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Federal Funds | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | \$ <u>1,960,200</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**CAPITAL BUDGET REQUEST
FY 2008**

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

| | |
|-----------------------------------|----------------------------|
| AGENCY: Lewis-Clark State College | AGENCY PROJECT PRIORITY: 7 |
|-----------------------------------|----------------------------|

| |
|---|
| PROJECT DESCRIPTION/LOCATION: Renovation and Purchase of New Music Building |
|---|

| | |
|------------------------------|---------------------------|
| CONTACT PERSON: Ronald Smith | TELEPHONE: (208) 792-2240 |
|------------------------------|---------------------------|

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.
The project would provide renovation funds needed to bring the Music Building up to an acceptable functioning level of operation. Funds would also be used to repay the college for the acquisition cost of the property. Remodeling work will include HVAC consolidation, acoustical treatments, ADA approved restrooms and several Life-Safety Code upgrades.

(B) What is the existing program and how will it be improved?
The Music Building is a former church adjacent to the LCSC campus that became available for purchase. Recognizing the value and understanding that the opportunity to purchase the property could not be delayed, LCSC sought and received State Board of Education approval for the purchase. The purchase was with the hope that the Permanent Building Fund would reimburse the College for the acquisition and refurbish the facility for needed classroom space.

The remodel will be designed so that student classrooms in the discipline of music can be utilized effectively. This remodel will allow an area of instruction that has been neglected to work in an acceptable educational environment. Remodeling work will include HVAC consolidation, acoustical treatments, ADA approved restrooms and several Life-Safety Code upgrades.

The acquisition of this building with Permanent Building Funds will allow LCSC to reallocate critically needed physical plant funds into other areas of operation needing major consideration.

(C) What will be the impact on your operating budget? N/A

(D) What are the consequences if this project is not funded?
The building will continue to be utilized with the code issues listed and will not be utilized as efficiently and effectively as it would with a remodel.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-------------------|-------------------|----------|------------------|--------------|-------------------|----------------|------------------|---------|------------------|-------|--|-------|-------------------|---|-----|-------------------|-----------------|--|--------------|--|---------------|--|-------|--|-------|-------------------|
| <p>ESTIMATED BUDGET:</p> <table style="width:100%"> <tr><td>Land</td><td style="text-align:right">\$ <u>281,000</u></td></tr> <tr><td>A/E fees</td><td style="text-align:right">\$ <u>40,215</u></td></tr> <tr><td>Construction</td><td style="text-align:right">\$ <u>415,761</u></td></tr> <tr><td>5% Contingency</td><td style="text-align:right">\$ <u>20,809</u></td></tr> <tr><td>F F & E</td><td style="text-align:right">\$ <u>50,715</u></td></tr> <tr><td>Other</td><td></td></tr> <tr><td>Total</td><td style="text-align:right">\$ <u>808,500</u></td></tr> </table> | Land | \$ <u>281,000</u> | A/E fees | \$ <u>40,215</u> | Construction | \$ <u>415,761</u> | 5% Contingency | \$ <u>20,809</u> | F F & E | \$ <u>50,715</u> | Other | | Total | \$ <u>808,500</u> | <p>FUNDING:</p> <table style="width:100%"> <tr><td>PBF</td><td style="text-align:right">\$ <u>808,500</u></td></tr> <tr><td>General Account</td><td></td></tr> <tr><td>Agency Funds</td><td></td></tr> <tr><td>Federal Funds</td><td></td></tr> <tr><td>Other</td><td></td></tr> <tr><td>Total</td><td style="text-align:right">\$ <u>808,500</u></td></tr> </table> | PBF | \$ <u>808,500</u> | General Account | | Agency Funds | | Federal Funds | | Other | | Total | \$ <u>808,500</u> |
| Land | \$ <u>281,000</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A/E fees | \$ <u>40,215</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Construction | \$ <u>415,761</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5% Contingency | \$ <u>20,809</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F F & E | \$ <u>50,715</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | \$ <u>808,500</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PBF | \$ <u>808,500</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Account | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agency Funds | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Federal Funds | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | \$ <u>808,500</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

CAPITAL BUDGET REQUEST

Set A

FY 2008

Project Approval Form

Agency: College of Southern Idaho

Agency Project Priority: 1

Project Description/Location: The project consists of the construction of a 67,700 square foot Health Sciences and Human Services Building on the north campus of the College of Southern Idaho in Twin Falls, Idaho. The estimated cost is \$21,111,600.

Contact Person: Mike Mason

Telephone: 208-732-6203

Project Title: Health Sciences and Human Services Building

Project Justification:

A. Concisely describe what the project is.

The project is a 67,700 square foot new building located just north of the main campus on campus property. The project includes space for approximately 12 classrooms, 15 specialized health sciences labs, 7 general science labs, 2 conference rooms, student reception/lounge area, 35 two person offices, 18 single person offices, adjunct faculty workroom and a student services area. The student services common area will have spaces for registration, advising and cashiering.

The building will be the first building in the development of the second campus circle in property owned by the college across North College Road. The college has already developed access to sewer near the site but will have to provide for electrical, gas, telephone and water. The fiber optic conduit is already in place. Additionally, a street with curb and gutter and new parking will have to be developed. The piping or covering of a portion of an irrigation ditch will also have to be addressed.

B. What is the existing program and how will it be improved.

The existing program involves the following programs: Registered Nursing, Licensed Practical Nursing, Medical Assisting, Certified Nurse Assistant, Phlebotomy, Surgical Technology, Dental Assisting, Emergency Medical Technician, Human Services, Medication Assistant, Paramedic, Radiological Technology, Addiction Studies and Respiratory Therapy.

The Aspen Building currently houses these programs. In 2001, a 14,000 square foot addition to the existing 19,000 square foot Aspen Building was completed. Since 2001, we have added three new programs and expanded all programs. We need space for the addition of at least two more new educational programs. Currently there are over 1,500 students enrolled in the Health Sciences and Human Service programs.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

Our Biology program has grown over 60% over the last three years. This growth is driven by students in the health services field. New labs located in a new facility will allow us to meet the needs of this ever growing program.

Governor Risch outlined the need for health care professionals in his inaugural address. This building request is in direct response to that need. The building will allow us to increase the capacity of our existing programs by giving us the physical space for instruction. It is also critical that we have additional space to develop new programs in response to community and state wide immediate needs.

Many of our students are place bound and are unable to travel to obtain the needed training for a better job. Within a limited amount of time, we can take a person making minimum wage and provide them training in a health care field that will allow them to earn wages in the \$13 to \$20 per hour range. This is essential for the economic health of our community and state.

Vacated space in the Aspen Building will be utilized for additional classroom spaces for College of Southern Idaho Students as well as higher education students utilizing our campus. We also need to expand our testing center and increase the number of faculty offices. With limited remodeling, this facility could meet those needs.

C. What will be the impact on your operating budget?

CSI will seek operating funds through the Idaho State Board of Education Occupancy Cost Formula. The formula provides funding for custodial/cleaning, utilities and maintenance of the building.

The estimated budgetary impact of a 67,700 square foot building is approximately \$279,100 in direct operating costs. An additional 1.5% of construction cost is added for maintenance adequacy. This amount would be approximately \$316,700.

D. What are the consequences if this project is not funded?

With the dramatic increases we have seen in our Health Sciences and Human Services over the last few years, we will not be able to meet the demand of students seeking training in these fields. If the project is not funded, we will be in the position of capping programs due to limited physical space and access to specialized training laboratories.

Lack of physical space will also keep us from opening new programs in response to community needs such as workforce training. This will have a negative impact on the economic well being of the state.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

E. Cost Estimates

Rough estimated infrastructure costs are as follows:

| | | |
|---|--------------|--------------|
| Electrical Transformer and Service | \$113,400 | |
| Natural Gas | 17,000 | |
| Telephone | 11,400 | |
| City Water Service With Fire Hydrants | 90,800 | |
| City Sewer Hook-Up | 35,000 | |
| Fiber Optic Connection to Campus | 30,000 | |
| Street and Sidewalks | 110,000 | |
| Parking Lot for 200 Vehicles | 200,000 | |
| Irrigation Ditch Covering | 31,800 | |
| Trees, Landscaping, Signage | 56,700 | |
| | ----- | |
| Total Infrastructure Costs | | \$ 696,100 |
| | | |
| Building Construction Contract - \$180 SF | \$ 8,100,000 | |
| Construction Contingency – 5% | 405,000 | |
| | ----- | |
| Projected Building Cost | | 8,505,000 |
| | | |
| Furnishings – Labs and Classrooms | 589,800 | |
| Architectural and Engineering Services | 648,000 | |
| A/E Reimbursables | 27,800 | |
| Project Contingency | 200,000 | |
| Plan Check Fees | 15,000 | |
| Advertising | 1,000 | |
| Testing During Construction | 18,000 | |
| Site Survey | 3,500 | |
| Soil Investigation | 15,000 | |
| | ----- | |
| Total Building Cost | | 1,518,100 |
| | | ----- |
| Total Project Cost | | \$10,719,200 |

Estimated Budget:

Funding:

| | | | |
|----------------|--------------|-----------------|--------------|
| Land | \$ 0 | PBF | \$10,719,200 |
| A/E Fees | 648,000 | General Account | 0 |
| Construction | 8,100,000 | Agency Fund | 0 |
| 5% Contingency | 405,000 | Federal Funds | 0 |
| F F & E | 870,100 | Other | 0 |
| Infrastructure | 696,100 | | |
| | ----- | | ----- |
| Total | \$10,719,200 | Total | \$10,719,200 |

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**CAPITAL BUDGET REQUEST
FY 2008**

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

| | |
|------------------------------------|-----------------------------------|
| AGENCY: North Idaho College | AGENCY PROJECT PRIORITY: 1 |
|------------------------------------|-----------------------------------|

| |
|---|
| PROJECT DESCRIPTION/LOCATION: Seiter Hall Remodel/Renovation |
|---|

| | |
|-------------------------------|-------------------------|
| CONTACT PERSON: Rolly Jurgens | TELEPHONE: 208-769-3340 |
|-------------------------------|-------------------------|

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is. To remodel the former Science building (Seiter Hall) into general classroom space, which in the past was primarily a laboratory classroom facility. Will include substantial mechanical, electrical, energy conservation upgrades, and roof repair. Remodel will bring the building into current ADA code standards.

(B) What is the existing program and how will it be improved? All existing programs have been moved to the new Meyer Health Science Building, which opened in fall of 2005. Remodel could add 15 plus classrooms and two classroom auditoriums. Other educational and staff departments will gain much needed office and classroom space.

(C) What will be the impact on your operating budget? Upgrading with energy efficient systems, and making needed roof repairs will reduce the overall operating budget as the building comes on line.

(D) What are the consequences if this project is not funded? NIC is in desperate need of general classroom and office space. If funding is not provided, Seiter Hall and its unused lab space will not be conducive for general classroom educational activities. The learning environment will be less than desired, and will reduce educational opportunities in North Idaho, especially in light of current Growth Trends. The building will be under used.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------|------------------|--|----------|----------------|--|--------------|------------------|--|----------------|----------------|--|---------|-----------------------|--|-------|--|--|--------------|--|------------------|---|-----|---------------------|-----------------|--|--------------|--|---------------|--|-------|--|--------------|--------------------|
| <p>ESTIMATED BUDGET:</p> <table style="width:100%"> <tr><td>Land</td><td align="right">\$</td><td></td></tr> <tr><td>A/E fees</td><td align="right">275,000</td><td></td></tr> <tr><td>Construction</td><td align="right">3,166,200</td><td></td></tr> <tr><td>5% Contingency</td><td align="right">158,300</td><td></td></tr> <tr><td>F F & E</td><td align="right"><u>350,500</u></td><td></td></tr> <tr><td>Other</td><td></td><td></td></tr> <tr><td>Total</td><td></td><td align="right">3,950,000</td></tr> </table> | Land | \$ | | A/E fees | 275,000 | | Construction | 3,166,200 | | 5% Contingency | 158,300 | | F F & E | <u>350,500</u> | | Other | | | Total | | 3,950,000 | <p>FUNDING:</p> <table style="width:100%"> <tr><td>PBF</td><td align="right">\$ 3,950,000</td></tr> <tr><td>General Account</td><td></td></tr> <tr><td>Agency Funds</td><td></td></tr> <tr><td>Federal Funds</td><td></td></tr> <tr><td>Other</td><td></td></tr> <tr><td>Total</td><td align="right">\$3,950,000</td></tr> </table> | PBF | \$ 3,950,000 | General Account | | Agency Funds | | Federal Funds | | Other | | Total | \$3,950,000 |
| Land | \$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A/E fees | 275,000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Construction | 3,166,200 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5% Contingency | 158,300 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F F & E | <u>350,500</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | 3,950,000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PBF | \$ 3,950,000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Account | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agency Funds | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Federal Funds | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | \$3,950,000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**CAPITAL BUDGET REQUEST
FY 2008**

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

| | |
|------------------------------------|-----------------------------------|
| AGENCY: North Idaho College | AGENCY PROJECT PRIORITY: 2 |
|------------------------------------|-----------------------------------|

| |
|--|
| PROJECT DESCRIPTION/LOCATION: Property Acquisition for Education Corridor next to NIC |
|--|

| | |
|-------------------------------|-------------------------|
| CONTACT PERSON: Rolly Jurgens | TELEPHONE: 208-769-3340 |
|-------------------------------|-------------------------|

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is. To acquire the lumber mill property north of campus, and to construct the infrastructure required to support the future needs and growth of the NIC campus.

(B) What is the existing program and how will it be improved? Currently, the college cannot expand its campus east, west or south, as it is bordered by Cd'A lake, Spokane River, and the historic Fort Grounds neighborhood. With the tremendous growth trends taking place in north Idaho, this land acquisition would allow the future growth of the college; meet the future educational needs of the community, and its other northern counties.

(B) What will be the impact on your operating budget? At first, it would be limited to site lighting and not greatly affected. As parking lots or other site work and infrastructure are added, there would indeed be additional operating costs, but those are unknown until future plans and funding happens.

(D) What are the consequences if this project is not funded? The college will not be able to expand beyond its current 46 acres of property, denying additional space for growth and would not be able to meet the future educational needs and growth of the community and north Idaho.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------------------|------------------|----------|----------------|--------------|------------------|----------------|----------------------|---------|--|-------|--|--------------|--------------------|--|-----|--------------------|-----------------|--|--------------|--|---------------|--|-------|--|--------------|--------------------|
| <p>ESTIMATED BUDGET:</p> <table style="width:100%"> <tr><td>Land</td><td align="right">4,125,000</td></tr> <tr><td>A/E fees</td><td align="right">375,000</td></tr> <tr><td>Construction</td><td align="right">1,930,800</td></tr> <tr><td>5% Contingency</td><td align="right"><u>96,500</u></td></tr> <tr><td>F F & E</td><td></td></tr> <tr><td>Other</td><td></td></tr> <tr><td>Total</td><td align="right">\$6,527,300</td></tr> </table> | Land | 4,125,000 | A/E fees | 375,000 | Construction | 1,930,800 | 5% Contingency | <u>96,500</u> | F F & E | | Other | | Total | \$6,527,300 | <p>FUNDING:</p> <table style="width:100%"> <tr><td>PBF</td><td align="right">\$6,527,300</td></tr> <tr><td>General Account</td><td></td></tr> <tr><td>Agency Funds</td><td></td></tr> <tr><td>Federal Funds</td><td></td></tr> <tr><td>Other</td><td></td></tr> <tr><td>Total</td><td align="right">\$6,527,300</td></tr> </table> | PBF | \$6,527,300 | General Account | | Agency Funds | | Federal Funds | | Other | | Total | \$6,527,300 |
| Land | 4,125,000 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A/E fees | 375,000 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Construction | 1,930,800 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5% Contingency | <u>96,500</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F F & E | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | \$6,527,300 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PBF | \$6,527,300 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Account | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agency Funds | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Federal Funds | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | \$6,527,300 | | | | | | | | | | | | | | | | | | | | | | | | | | |

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006**

**CAPITAL BUDGET REQUEST
FY 2008**

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

| | |
|------------------------------------|-----------------------------------|
| AGENCY: North Idaho College | AGENCY PROJECT PRIORITY: 3 |
|------------------------------------|-----------------------------------|

| |
|--|
| PROJECT DESCRIPTION/LOCATION: Professional Technical Building – Post Falls, Id. |
|--|

| | |
|-------------------------------|-------------------------|
| CONTACT PERSON: Rolly Jurgens | TELEPHONE: 208-769-3340 |
|-------------------------------|-------------------------|

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is. To construct a new Professional Technical Building to create additional space for existing programs, expansion of new professional technical education programs, and to partner with local school districts to provide facilities to support their professional technical education programs as well.

(B) What is the existing program and how will it be improved? Currently there are business and professional programs, health professions and trades an industry programs. These programs are near capacity with 12% of the student body enrolled in those programs. Nationally, 40% or more enrollments would be in these programs. Construction of this facility would expand professional technical education opportunities, keep up with rapid changes in technology, and increase student enrollments.

(C) What will be the impact on your operating budget? Would increase in the areas of staffing, utilities and maintenance costs.

(D) What are the consequences if this project is not funded? In coming and continuing students, local businesses and industries, and local public school districts would not be able to rely on NIC to provide expanded programs or enrollments.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-------------------------|----|----------|------------------|--------------|-------------------|----------------|----------------|---------|-------------------------|-------|--|--------------|-------------------|--|-----|---------------------|-----------------|--|--------------|--|---------------|--|-------|--|--------------|---------------------|
| <p>ESTIMATED BUDGET:</p> <table style="width:100%"> <tr><td>Land</td><td align="right">\$</td></tr> <tr><td>A/E fees</td><td align="right">1,156,900</td></tr> <tr><td>Construction</td><td align="right">11,156,900</td></tr> <tr><td>5% Contingency</td><td align="right">557,800</td></tr> <tr><td>F F & E</td><td align="right"><u>1,156,900</u></td></tr> <tr><td>Other</td><td></td></tr> <tr><td>Total</td><td align="right">14,028,500</td></tr> </table> | Land | \$ | A/E fees | 1,156,900 | Construction | 11,156,900 | 5% Contingency | 557,800 | F F & E | <u>1,156,900</u> | Other | | Total | 14,028,500 | <p>FUNDING:</p> <table style="width:100%"> <tr><td>PBF</td><td align="right">\$14,028,500</td></tr> <tr><td>General Account</td><td></td></tr> <tr><td>Agency Funds</td><td></td></tr> <tr><td>Federal Funds</td><td></td></tr> <tr><td>Other</td><td></td></tr> <tr><td>Total</td><td align="right">\$14,028.500</td></tr> </table> | PBF | \$14,028,500 | General Account | | Agency Funds | | Federal Funds | | Other | | Total | \$14,028.500 |
| Land | \$ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A/E fees | 1,156,900 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Construction | 11,156,900 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5% Contingency | 557,800 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F F & E | <u>1,156,900</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 14,028,500 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PBF | \$14,028,500 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Account | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agency Funds | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Federal Funds | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | \$14,028.500 | | | | | | | | | | | | | | | | | | | | | | | | | | |

THIS PAGE INTENTIONALLY LEFT BLANK

CAPITAL BUDGET REQUEST FY 2008

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

AGENCY: Eastern Idaho Technical College

AGENCY PROJECT PRIORITY: 1.

PROJECT DESCRIPTION/LOCATION: Construct parking lot for New Health Care Bld

CONTACT PERSON: Steve T. Bunnell

TELEPHONE: 208-524-3000 ext 3393

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

Construct a parking lot on Campus to provide parking for faculty, staff and students that will be using new Health Care Building. This would include design, site work, lighting, concrete, asphalt, striping and signage.

(B) What is the existing program and how will it be improved?

All programs that will operate within the Health Care Building. Adequate parking in proximity of the facility is essential.

(C) What will be the impact on your operating budget?

Minimum impact will occur only power for lighting and snow removal.

(D) What are the consequences if this project is not funded?

Insufficient number of parking spaces adjacent to the new facility.

ESTIMATED BUDGET:

| | | |
|-----------------|-----------|----------------|
| Land | \$ | |
| A/E fees | \$ | 75,000 |
| Construction | \$ | 750,000 |
| 5 % Contingency | \$ | 37,500 |
| FF & E | \$ | |
| Other | | 3,000 |
| Total | \$ | 865,500 |

FUNDING:

| | | |
|-----------------|-----------|----------------|
| PBF | \$ | <u>865,500</u> |
| General Account | | |
| Agency Funds | | |
| Federal Funds | | |
| Other | | |
| Total | \$ | 865,500 |

Agency Head Signature: _____

Date: _____

Robertson
5/24/06

CAPITAL BUDGET REQUEST FY 2008

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

AGENCY: Eastern Idaho Technical College

AGENCY PROJECT PRIORITY: 2.

PROJECT DESCRIPTION/LOCATION: Renovate Technical Building 2

CONTACT PERSON: Steve T. Bunnell

TELEPHONE: 208-524-3000 ext 3393

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.
Design, and renovate for new usage of the Technical Building 2 after Health Professions programs move into Health Care Building.

(B) What is the existing program and how will it be improved?
Existing instructional programs & services offered by the College will be served by this renovation and facility improvement.

(C) What will be the impact on your operating budget?
No impact on operating budget.

(D) What are the consequences if this project is not funded?
Underutilization of existing instructional space may result.

| ESTIMATED BUDGET: | | FUNDING: | |
|-------------------|--------------------------|-----------------|-------------------|
| Land | \$ | PBF | \$ <u>940,500</u> |
| A/E fees | 75,000 | General Account | |
| Construction | 750,000 | Agency Funds | |
| 5% Contingency | 37,500 | Federal Funds | |
| F F & E | 75,000 | Other | |
| Other | 3,000 | Total | \$ <u>940,500</u> |
| Total | \$ <u>940,500</u> | | |

Agency Head Signature: _____



Date: _____

5/24/06

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection B: Budget Policies

April, 2002

B. Budget Policies

8. Major Capital Improvement Project -- Budget Requests

c. Submission of Approved Major Capital Budget Requests

The Board is responsible for the submission of major capital budget requests for the institutions, school and agencies under this subsection to the Division of Public Works. Only those budget requests which have been formally approved by the Board will be submitted by the office to the executive and legislative branches.

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA

SUBJECT

1st Reading of Proposed Amendments to Board Policy, Section V.J.4.c – Travel and Moving Expenses.

APPLICABLE STATUTE, RULE, OR POLICY

Section 67-5337, Idaho Code (SB 1363, 2006)
Idaho State Board of Education Governing Policies & Procedures, Sections I.A.4. & 5.

BACKGROUND

In July 2004, the State Board of Examiners adopted a statewide maximum moving expense reimbursement not to exceed 10% of an employee's base salary, or \$15,000, whichever is less. In the 2006 legislative session, the Legislature passed Senate Bill 1363 which adopted the same limitations on reimbursement for moving expenses.

DISCUSSION

Board policy needs to be updated in order to reflect the current Idaho statute and Board of Examiners rules pertaining to moving expense reimbursement.

IMPACT

n/a

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends updating Board policy to reflect the updated Idaho code and Board of Examiners moving policy. Note the exception to the maximum reimbursement that has been included in proposed Board policy, to coincide with newly-enacted state law.

BOARD ACTION

A motion to approve for first reading the changes to Idaho State Board of Education Governing Policies & Procedures, Section V.J.4.c. – Travel and Moving Expenses.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

FIRST READING

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: J. Travel and Moving Expenses

August 2006

J. Travel and Moving Expenses

1. Limitations

Reimbursable travel is restricted to institutional, school and agency business. Reimbursable travel, whether in-state or out-of-state, requires prior approval by the chief executive officer or his or her designee of the institution, school or agency.

2. Economic Travel

All travel must be accomplished in the most economic manner overall, taking into account travel time and expense and office or teaching responsibilities.

3. Certified Airline Travel

Nonscheduled airline travel by students, or by employees of an institution, school or agency, must be only by aircraft and airline certified by the Federal Aviation Administration.

4. Policy on Moving Expenses

a. Institutional, School or Agency Policies

Each institution, school and agency must establish a policy and procedures on reimbursement for or payment of moving expenses consistent with policies approved by the State Board of Examiners.

b. Approval of Expenses

Reimbursement for or payment of moving expenses requires approval by the chief executive officer before the move and must be consistent with the policy approved by the Board. [Exceptions to the maximum reimbursement, as specified in Idaho Code 67-5338 and any rules for the reimbursement of moving expenses promulgated by the Idaho Division of Human Resources, must be approved in advance by the Executive Director.](#)

c. ~~Reports to the Board~~

~~All reimbursements for, or payment of, moving expenses which exceed a total of ten thousand dollars (\$10,000) for any one (1) employee must be reported to the Board upon request, along with an explanation of the need for the expenditure. Annual reports of all moving expense reimbursements must be reported on each October 1 to the Division of Financial Management and Legislative Services Office.~~

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

IDAHO STATUTES
TITLE 67
STATE GOVERNMENT AND STATE AFFAIRS
CHAPTER 53
PERSONNEL SYSTEM

67-5337. MOVING EXPENSE REIMBURSEMENT. In order for the state to attract
1 and retain professional staff, it may be necessary to defray normal intrastate
2 and interstate moving expenses. The head of any department, office or institu-
3 tion of the state shall have the authority to decide whether or not to reim-
4 burse moving expenses for current or newly-hired state employees on a case-by-
5 case basis up to ten percent (10%) of the employee's base salary or fifteen
6 thousand dollars (\$15,000), whichever is less, and in compliance with rules
7 for the reimbursement of moving expenses promulgated by the division of human
8 resources. Exceptions to the maximum moving expense reimbursement may
be
9 granted if approved in advance by the department director. Agencies shall sub-
10 mit a report to the division of financial management and the legislative ser-
11 vices office by October 1 on all moving expense reimbursements granted in the
12 preceding 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.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University requests permission to revise its institutional license plate decal, which is available through the Idaho Transportation Department.

APPLICABLE STATUTE, RULE OR POLICY

Section 49-418A, Idaho Code

BACKGROUND

Idaho State University (ISU) sought and received Board approval when the Collegiate License Plate Program first began. Since inception of the program in 1998, sales of the plate have consistently been extremely low. Currently the number of ISU plates sold is 128, vs. 616 for Boise State University and 601 for the University of Idaho. The most common reason given for lack of interest in the current plate is that the 'tiger face' decal does not provide recognition as an ISU plate. While ISU is not changing its institutional logos, the new decal, approved by the university president, is a commonly recognized logo from the Athletics Department. As additional information, the decal on the bottom of the plate reading 'Idaho State University', is not being changed. Similar decals are part of each individual collegiate plate issued in Idaho. ISU is seeking Board approval for this new Collegiate License Plate design in order to increase sales which, in turn, will increase funds for scholarships.

DISCUSSION

The statute, in pertinent part, provides as follows:

"(4) All special college and university plates shall be of a color and design comparable to the standard issue of license plates with blue numerals on a red, white and blue background and shall indicate the participating institution.

(a) The standard red, white and blue graphic shall be used, except that the word "Idaho" and "Famous Potatoes" shall appear on every plate, the identification of county shall be omitted, and the inscription "Scenic Idaho" may be omitted.

(b) Each college or university that chooses to participate in this program shall provide that portion of the design which features the particular institution and such design shall be acceptable to the president of the institution. For public colleges and universities, approval of the state board of education and board of regents of the university of Idaho shall also be required.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY - continued

Each version of the special college and university plate featuring the participating college or university shall be approved by the department, utilizing a numbering system as determined by the department. Initial costs of the plate program, including the cost of plate design, shall be paid by the participating college or university.”

A sample of the proposed design will be distributed at the Board meeting.

IMPACT

Current revenues from the ISU Collegiate License Plate program is approximately \$2,275 based on 90 renewals and 37 new sales in 2006. As a comparison the University of Montana has 6,639 Collegiate License Plates registered and has received over \$2M in scholarship money since the late 1980s. Montana State University has over 3,000 such plates sold and registered and generates well over \$100,000 annually for scholarships. While achieving those kinds of numbers may be unrealistic, a strong renewed marketing effort of the new plate will substantially increase much needed scholarship money for ISU.

STAFF COMMENTS

Idaho State University will be responsible for paying the costs of plate design, per *Idaho Code*.

Staff recommends approval.

BOARD ACTION

A motion to approve the request by Idaho State University to approve a new Collegiate License Plate design.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

IDAHO STATUTES

TITLE 49
MOTOR VEHICLES
CHAPTER 4

MOTOR VEHICLE REGISTRATION

49-418A. IDAHO COLLEGE AND UNIVERSITY PLATES. (1) Any person who is the owner of a vehicle registered under the provisions of section 49-402 or 49-434(1), Idaho Code, may apply for special plates featuring one (1) of Idaho's colleges or universities. The provisions of this section shall not apply to any vehicle with a registered maximum gross weight over twenty-six thousand (26,000) pounds. Availability of Idaho college and university special license plates for other vehicles may be authorized by rule of the board.

(2) In addition to the regular operating fee, the applicant shall be charged a fee of thirty-five dollars (\$35.00) for the initial issuance of the plates, and twenty-five dollars (\$25.00) upon each succeeding annual registration. Ten dollars (\$10.00) of the initial fee and ten dollars (\$10.00) of the renewal fee shall be deposited in the state highway account to be used by the department to fund highway, road and bridge construction projects and to fund the cost of administration of this special license plate program. The department shall transfer twenty-five dollars (\$25.00) of the initial fee and fifteen dollars (\$15.00) of the renewal fee for deposit to the institution designated on the license plate.

(3) Whenever title or interest in a vehicle registered under the provisions of this section is transferred or assigned, the owner may transfer the special plates to another vehicle upon payment of the required transfer fees. The owner may only display the plates after receipt of new registration from the department.

(4) All special college and university plates shall be of a color and design comparable to the standard issue of license plates with blue numerals on a red, white and blue background and shall indicate the participating institution.

(a) The standard red, white and blue graphic shall be used, except that the word "Idaho" and "Famous Potatoes" shall appear on every plate, the identification of county shall be omitted, and the inscription "Scenic Idaho" may be omitted.

(b) Each college or university that chooses to participate in this program shall provide that portion of the design which features the particular institution and such design shall be acceptable to the president of the institution. For public colleges and universities, approval of the state board of education and board of regents of the university of Idaho shall also be required.

Each version of the special college and university plate featuring the participating college or university shall be approved by the department, utilizing a numbering system as determined by the department. Initial costs of the plate program, including the cost of plate design, shall be paid by the participating college or university.

(5) The state board of education and board of regents of the university of Idaho shall adopt rules to account for receipt and distribution of revenues accruing to participating

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

public colleges and universities from the special license plate program. Revenues from the special plate program shall be used to:

(a) Fund scholarships for Idaho residents attending that college or university.

(b) Match funds contributed in equal amounts from nonstate sources for academic programs, provided that such expenditures for public colleges and universities shall be subject to prior approval by the state board of education and board of regents of the university of Idaho.

(6) For the purposes of this section, nonpublic colleges and universities shall mean and are limited to: Albertson College of Idaho located in Caldwell, Idaho; Northwest Nazarene University located in Nampa, Idaho; and Brigham Young University-Idaho located in Rexburg, Idaho.

(7) Sample college and university license plates may be purchased from the department for a fee of thirty dollars (\$30.00), ten dollars (\$10.00) of which shall be retained by the department for deposit to the state highway account and twenty dollars (\$20.00) shall be transferred by the department to the college or university designated on the license plate. No additional fee shall be charged for personalizing sample plates.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Boise State University requests approval to purchase real property per the property acquisition strategy presented to the SBOE.

APPLICABLE STATUE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.1 & 2.

BACKGROUND

The property acquisition strategy for the south expansion zone was presented to the Board in August 2003 and a letter updating the Board on the progress of the property acquisition process was presented to the Executive Director in August 2005. This is the final property purchase in that area and consists of 9 properties that are owned by one owner.

DISCUSSION

As Boise State University completes the planned purchase in the south expansion zone, the final purchase is from one owner. The university has purchased additional properties in the planned expansion zone.

IMPACT

A final purchase price has been negotiated with the owner and will be paid from institutional reserves (carry forward funds) at the September 18, 2006, closing.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments.

BOARD ACTION

A motion to authorize Boise State University to expend institutional resources to purchase real property as part of the campus master plan acquisition.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: I. Real and Personal Property and Services

April 2002

I. Real and Personal Property and Services

1. Authority

- a. The Board may acquire, hold, and dispose of real and personal property pursuant to Article IX, Section 2 and Article IX, Section 10, Idaho Constitution, pursuant to various sections of Idaho Code.
- b. Leases of office space or classroom space by any institution, school or agency except the University of Idaho are acquired by and through the Department of Administration pursuant to Section 67-5708, Idaho Code.
- c. All property that is not real property must be purchased consistent with Sections 67-5715 through 67-5737, Idaho Code, except that the University of Idaho may acquire such property directly and not through the Department of Administration. Each institution, school and agency must designate an officer with overall responsibility for all purchasing procedures.
- d. Sale, surplus disposal, trade-in, or exchange of property must be consistent with Section 67-5722, Idaho Code, except that the University of Idaho may dispose of such property directly and not through the Department of Administration.
- e. If the executive director finds or is informed that an emergency exists, he or she may consider and approve a purchase or disposal of equipment or services otherwise requiring prior Board approval. The institution, school or agency must report the transaction in the Business Affairs and Human Resources agenda at the next regular Board meeting together with a justification for the emergency action.

2. Acquisition of Real Property

- a. Any interest in real property acquired for the University of Idaho must be taken in the name of the Board of Regents of the University of Idaho.
- b. Any interest in real property acquired for any other institution, school or agency under the governance of the Board must be taken in the name of the state of Idaho by and through the State Board of Education.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 9-11, 2006

- c. This does not preclude a foundation or other legal entity separate and apart from an institution, school or agency under Board governance from taking title to real property in the name of the foundation or other organization for the present or future benefit of the institution, school or agency. (See Section V.E.)
- d. Acquisition of an option, lease, or any other present or future interest in real property by or on behalf of an institution, school or agency requires prior Board approval if the term of the lease exceeds five (5) years or if the cost exceeds two hundred fifty thousand dollars (\$250,000) annually.
- e. Appraisal.

An independent appraiser must be hired to give an opinion of fair market value before an institution, school or agency acquires fee simple title to real property.

- f. Method of sale - exchange of property.

The Board will provide for the manner of selling real property under its control, giving due consideration to Section 33-601(4), applied to the Board through Section 33- 2211(5), and to Chapter 3, Title 58, Idaho Code. The Board may exchange real property under the terms, conditions, and procedures deemed appropriate by the Board.

- g. Execution.

All easements, deeds, and leases excluding easements, deeds, and leases delegated authority granted to the institutions, school and agencies must be executed and acknowledged by the president of the Board or another officer designated by the Board and attested to and sealed by the secretary of the Board as being consistent with Board action.

THIS PAGE INTENTIONALLY LEFT BLANK

**State Department of Education
Public Schools Agenda**

STATE BOARD OF EDUCATION

August 10-11, 2006

Eastern Idaho Technical College, Idaho Falls

- A. Superintendent's Report, Marilyn Howard**
- B. Professional Standards Commission Reappointments and Appointments, Jana Jones**
- C. Adoption of Curricular Materials, Jana Jones**
- D. Requests for Approval to Transport Students Less Than One and One-Half Miles, Ray Merical**
- E. Approval of Idaho Council for Technology in Learning Administrative Budget, Jana Jones**
- F. Revisions to IDAPA 08.02.03.110.01, Rules Governing Thoroughness: Definition of At-Risk Youth, Jana Jones**
- G. Proposal to Rezone Meadows Valley School District No. 11, Jana Jones**
- H. Procedural Update Regarding Idaho Accreditation, Shannon Page**

A. SUBJECT:

Superintendent's Report

B. SUBJECT:

Professional Standards Commission Reappointments and Appointments

BACKGROUND:

Idaho Code Section 33-1252 requires that “. . . three (3) nominees for each position on the commission shall be submitted to the state superintendent of public instruction, for the consideration of the state board of education.”

DISCUSSION:

Idaho Code 33-1252 provides a specific breakdown of the membership required on the Professional Standards Commission. The nominations are submitted for appointment/reappointment consideration by the State Board of Education to fill the eight (8) positions that became vacant June 30, 2006 due to completion of term of service or resignation.

RECOMMENDATIONS:

The State Department of Education recommends the following nominations for appointment/reappointment consideration to fill the eight (8) positions that became vacant June 30, 2006.

State Division of Professional-Technical Education (submitted by the State Division of Professional-Technical Education)

Glenn Orthel, State Division of Professional-Technical Education
(appointment)

School Boards Association (submitted by the Idaho School Boards Association)

Don Soltman, Lakeland Joint School District #272 **(reappointment)**

Secondary Classroom Teacher (submitted by the Idaho Education Association)

Sue Skeen, Oneida County School District #351 **(reappointment)**

Elementary Classroom Teacher (submitted by the Idaho Education Association)

Sharlea Alsager, Middleton School District #134 **(appointment)**

Public Higher Education/Letters and Sciences Representation (submitted by the deans of the colleges of education)

Judith Parrish, University of Idaho; College of Science (**appointment**)

Elementary School Principal (submitted by the Idaho Association of Elementary School Principals)

Loretta Stowers, Genesee School District #282 (**reappointment**)

Special Education Administrator (submitted by the Idaho Association of School Administrators)

Bonnie Gallant, Meridian School District #2 (**appointment**)

Public Higher Education (submitted by the deans of the colleges of education)

Jannette R. Hill, Lewis-Clark State College (**appointment**)

BOARD ACTION:

A motion to approve the reappointments and appointments to the Professional Standards Commission as submitted.

Moved by _____ Seconded by _____ Carried Yes ___ No ___

ATTACHMENTS:

1. Resume for Glenn Orthel
2. Resume for Don Soltman
3. Resume for Sue Skeen
4. Resume for Sharlea Alsager
5. Resume for Judith Parrish
6. Resume for Loretta Stowers
7. Resume for Bonnie Gallant
8. Resume for Jannette R. Hill

GLENN ORTHEL

526 E. Kingsford Drive • Meridian, Idaho 83642 • 208.888.5923 • grorthel@yahoo.com

SUMMARY

Educational Professional with emphasis in administration, teaching and agriculture education. Proven abilities in student academics and activities, budgeting, program planning, curriculum, hiring, staff development and evaluation, data assessment and reporting, research, written communication and public relations.

EXPERIENCE

KUNA JOINT SCHOOL DISTRICT NO. 3, Kuna, Idaho 1997-Present

Secondary Middle School Science Teacher 2005-Present

Taught 7th grade life science, participating in an interdisciplinary team.

- Member of PLATO implementation team, helping students improve their ISAT scores.
- Created and distributed monthly team newsletter to students and parents.

Director, Alternative Education 2002-2005

Directed the Kuna Evening School and Kuna Summer School. Directed staff and student programs including academics, discipline and activities; managed budgeting, reporting and communications.

- Improved student academic success, realizing a 5% increase in credits achieved, and a 5% decrease in student dropout rate.
- Integrated technology into all curriculum areas.
- Established student discipline program achieving 25% reduction in discipline referrals.
- Implemented staff development program, improving technology training and alternative education teaching methods.

Transition Principal 2001-2002

Coordinated construction of the new high school and transitioning of existing schools into new school configurations. District liaison to City of Kuna, Kuna Planning and Zoning Commission and Ada County Planning and Zoning agencies.

Principal, Kuna High School 1997-2001

Educational leader of a 900-student high school, with a staff of 100. Hired, trained and evaluated staff. Directed student academics and activities, curriculum, facilities, budget and reporting.

- Ensured reporting compliance with district, state, and federal guidelines.
- Increased student curricular and extra-curricular opportunities by adding technology, college prep, advanced placement and professional-technical courses.
- Chaired a school-wide design committee that defined and developed building requirements for a new high school.
- Teamed with district patrons and school personnel to achieve a successful bond campaign needed to build the new high school.

MERIDIAN JOINT SCHOOL DISTRICT NO. 2, Meridian, Idaho 1991-1997
Assistant Principal, Meridian High School 1993-1997

Administrative team member of 2600-student high school with a staff of 200. Supervised teacher evaluation and student attendance, discipline, academics, and activities.

- Served as administrative representative to the Meridian FFA Ag. Advisory Committee.
- Participated in various FFA activities including judging Career Development activities.

TWIN FALLS SCHOOL DISTRICT NO. 411, Twin Falls, Idaho 1977-1989
Vocational Agriculture Department Head and Instructor

- Chaired The Idaho Agricultural Science and Technology Curriculum writing team.
- Organized local Vocational Agriculture Advisory Committee and school administrators to address declining student enrollment. After achieving a 100+% increase in enrollment, the committee was named Outstanding Idaho Vocational Advisory Committee.
- Coordinated with the College of S. Idaho, and the University of Idaho, regional and statewide contests and activities for FFA and 4-H student, and teachers.
- Served as Idaho Vocational Agriculture Teachers' Association President.

OTHER RELEVANT EXPERIENCE

Transportation Supervisor, Meridian Joint School District No. 2
Director of Training and Development for DARIGOLD, INC.
Consultant to Idaho Div. of Professional-Technical Education – Carl Perkins Research Project
Expo Idaho/Western Idaho Fair Board – President, and Board Member

EDUCATION AND PROFESSIONAL CERTIFICATION

Specialist in Education, University of Idaho. Major in Education Administration
Masters of Science in Agriculture, University of Idaho. Major in Agriculture Education
Bachelor of Science in Agriculture, University of Idaho. Major in Animal Science

Professional Certificates:

Administration: School Principal – K/12, Vocational Administrator
Teaching: Ag. Education and Technology; Biological Science and Natural Science
Technology: Basic technology Competency

PROFESSIONAL DEVELOPMENT

Numerous educational and management programs, seminars, courses, focusing on state and federal legislation, school management, program improvement, technology, alternative education, education law, curriculum

TECHNICAL SKILLS

Word, Excel, PowerPoint, Publisher, Schoolmaster, SASSI, PLATO

AFFILIATIONS

Idaho and National Associations of Secondary School Principals; American Society of Training and Development; Idaho and National Agriculture Teachers' Associations; University of Idaho Alumni Association

PSC CANDIDATES BIO FORM

Personal Information

Name: Don Soltman Occupation: Hospital Administrator

Spouse's Name: n/a Occupation: n/a

Do you now have children in public schools? Yes / No

In the past, have you had children in public schools? Yes / No

Years served as a board member: 9 District Name: Lakeland 272

Size of School District: 4500 District Region No: 1

What have you accomplished while serving on your local school board?

Chair - 4 years All schools accredited with Merit, 4 elementaries A+ designation. 3 years named district as "what parents want" list. Passed 3 bond levies and built 3 schools.

Why do you wish to become a member of the PSC?

I think serving on this

committee would be a natural extension of my daily job. I work in a professional setting and deal with ethical and relationship issues daily. As a board member I have been involved in several teacher conduct issues and have been objective and fair in resolving these these in the best interest of students, the district and the teacher.

Education: (list schools and/or colleges attended)

- Diploma - Grangeville High School 1967
- BS United States Air Force Academy 1971
- MH. Baylor University 1982

Jul-16-2004 07:09am From-KMC ADMIN

+2086663288

T-761 P 002/003 F-584

What other activities are you involved in? (Clubs, other associations, etc.)

Rotary - Past President West Kootenai

Chamber - Past President Rathdrum Chamber

United Way - Board Member

Other Information: (Military services, etc.)

U; Air Force - 1971-1983 Captain, Medical Service Corps

* Please attach a brief resume - not to exceed 100 words.

BIOGRAPHICAL INFORMATION**DON SOLTMAN**

Born and raised in Grangeville, Idaho.

Graduated from the U.S. Air Force Academy with a BS degree and Baylor University with a Masters of Healthcare Administration.

Served in the Air Force for ten years in various locations. Has lived in the Coeur d'Alene area for the past 21 years. Employed by Kootenai Medical Center as VP / Ancillary-Support Services. Has a daughter, Hilary, who is a third year law student at the University of Idaho.

Mr. Soltman is past President, Rathdrum Chamber of Commerce, Past President, West Kootenai rotary Club and serves as Chairman, Lakeland Joint School District Board of Trustees.

Sue Skeen

375 W. 500 N.
Malad, Idaho 83252
208-766-2953

Objective

I am seeking to improve my knowledge and its use in my live and in the lives of my students and peers.

Employment

ENGLISH, SPEECH TEACHER 1986 - Present
Malad High School, Oneida Co. School District #351 Malad, Idaho 83252

Teach English III, English IV, and Speech; Speech Coach; National Honor Society advisor; Junior Class Advisor, which involves fund-raising, prom, and homecoming supervision; and Ticket Taker at all paid events. Have taught reading, drama, pre-algebra, and competitive speech.

ENGLISH TEACHER/LIBRARIAN 1979 - 1980; 1981 - 1986
Oelrichs Independent School District Oelrichs, South Dakota

Taught English I, English II, English III, English IV. Was responsible for the video Spanish class, testing and assignments without the aid of a teacher's key. Acted as English Department Head, School Librarian, Cheer Advisor, and Drama Advisor.

SUBSTITUTE 1977 - 1979
Hot Springs School District Hot Springs, South Dakota

Education

BACHELORS OF SCIENCE 1970 - 1973
Utah State University Logan, Utah

English Major; Math Minor; Teacher's Certificate

CREDITS TOWARD BACHELORS DEGREE 1967 - 1968
University of Michigan Ann Arbor, Michigan

CONTINUING EDUCATION
Idaho State University
Brigham Young University
University of Idaho
College of Southern Idaho
Chadron State University

1975 - PRESENT
Pocatello, Idaho
Provo, Utah
Moscow, Idaho
Twin Falls, Idaho
Chadron, Nebraska

Accomplishments/Awards

- **NEA's Campaigning to Win**
- **IEA Region V Vice-President**
- **Oneida Education Association President, Vice-President, Secretary**
- **Fellowship for Teaming Teachers with Industry**
- **Fifth District Speech/Arts President**
- **Oneida Education Foundation member and historian**
- **School to Work Steering Committee**
- **Member Idaho Speech/Arts Teacher's Association**
- **Developed a Drama Program at Malad High School and Oelrichs High School**
- **Member of Idaho Education Association/National Education Association**
- **Established a competitive Dram team at Malad High School**
- **Oelrichs Education Association President and negotiator**
- **Received a grant from the Idaho Arts Council**
- **Mellon Grant Recipient**
- **Work with local youth groups**
- **Judged 4-H and open class at the Oneida County and Bear Lake County Fairs**
- **President of the YOUR Child Development Center**
- **Single mom who raised three daughters and sent them to college**
- **Dean's List at Utah State University**

References

References will be provided upon request.

Sharlea Rae Alsager

Functional Summary

Self-directed, passionate and reliable educator with a commitment to student development and the learning experience. Experienced in motivating, challenging and engaging students at the middle level through differentiated and enriched activities that address the diverse needs of Middle School students. Possesses strong communication and organization skills. Goal oriented and committed to the highest level of professional and personal experience. Active team member who effectively collaborates with team partner and staff members and establishes quality relationships with students, parents, and staff.

Education

2005 - Present University of Phoenix Meridian, Idaho
Masters of Arts in Education/Curriculum and Instruction
Currently Pursuing – Graduate September, 2006

1991-1999 Boise State University Boise, Idaho
Bachelor of Arts/Elementary Education
Associate of Science/Criminal Justice

Accreditations

Certified Standard Elementary K/8
Basic Technology Competency

Employment

1999 - Present Middleton School District Middleton, Idaho

6th Grade Teacher

- Curriculum Design and Development
- Teaming and Integrating Content into Daily Lessons
- Differentiated Instruction
- Classroom Management
- Student Motivation
- Student Assessment
- Analyzing and Interpreting Data to Improve Student Test Scores
- Record Keeping
- Communication with Parents
- Teaming and Integrating Content

Coaching Responsibilities

Basketball/7th grade girls
Track/7th and 8th Grade

- Selecting Teams
- Organizing and Running Daily Practices
- Overseeing Games
- Record Keeping

Middle School Gifted and Talented Program

- Great Books
- Academic Bowl
- Stock Market

Professional Memberships

2006 – 2007 Region 3 Co-President Elect
2005 – Present Idaho PTA
2005 – Present Idaho Education Association Region 3 Secretary
2005 – Present Idaho Children’s Fund Board of Directors
2004 – Present Idaho Education Association/Board of Directors
2005 – 2006 Middleton Education Association Co-President
2004 – 2005 Middleton Education Association Newsletter Chair
2003 – 2004 Middleton Education Association President
2000 – 2003 Building Rep.

Professional Responsibilities

2005 – 2006 – MMS Leadership Team Representative
2004 – 2005 – MMS Trip Coordinator – Washington D.C. and New York
2004 – 2005 – Presenter -Turning Points Literacy
2004 – 2005 – Presenter - Looking at Student Work Using Protocols
2004 – 2005 – Peer Mentor
2002 – 2004 – District Leadership Team
2001 – 2003 – Idaho Education Association Sparks Facilitator
2001 – 2002 – Presenter -Middle Level Institute – Differentiated Instruction
2001 – 2002 – District Language Arts Curriculum Committee
2000 – 2003 – Middle School Technology Coach
2000 – 2001 – District Social Studies Curriculum Committee
1999 – 2002 – Team Leader

Awards Received

2000 – Rookie of the Year – Outstanding 1st year Teacher
2003 – Teacher of the Year

References

Molly Burger
Principal Middleton Middle School
200 S. 4th Ave West
Middleton, Idaho 83644
208-585-3251

Allen Lake
Curriculum Director
200 S. 4th Ave West
Middleton, Idaho 83644
208-585-3027

Jennifer Warwick
Team Teacher
200 S. 4th Ave West
Middleton, Idaho 83644
208-585-3251

Jim Shackelford
Director Idaho Education Association
P.O. Box 2638
Boise, Idaho 83701
208-336-6967

CURRICULUM VITAE

University of Idaho

NAME: Parrish, Judith Totman**DATE:** January 20, 2004**RANK OR TITLE:** Dean, Professor**DEPARTMENT:** College of Science**OFFICE LOCATION AND CAMPUS ZIP:** Mines 321D (3025)**OFFICE PHONE:** (208)885-6195**FAX:** (208)885-5724**EMAIL:** parrish@uidaho.edu**DATE OF FIRST EMPLOYMENT AT UI:** August 2003**DATE OF TENURE:** 2003**DATE OF PRESENT RANK OR TITLE:** August 2003**EDUCATION BEYOND HIGH SCHOOL:****Degrees:**

Ph.D., University of California, Santa Cruz, California, 1979. Earth Sciences. "Problems in the Biogeography of Recent and Fossil Benthic Marine Invertebrates."

M.S., University of California, Santa Cruz, California, 1977. Earth Sciences. By examination.

M.A., University of California, Santa Cruz, California, 1976. Biology, "Movements of the Northern Elephant Seal (*Mirounga angustirostris*) along the North American Coast."

B.A., University of California, Santa Cruz, California, 1972. Biology. "Female-female Interactions among Northern Elephant Seals."

EXPERIENCE:**Teaching, Extension and Research Appointments:**

Professor, Department of Geosciences, University of Arizona, Tucson, Arizona, August 1992-present.

Visiting Scholar, Department of Geological and Environmental Sciences, Stanford University, 1994.

Associate Professor, Department of Geosciences, University of Arizona, Tucson, Arizona, January 1988-July 1992.

Research Geologist, GS-14, U.S. Geological Survey, Branch of Oil and Gas Resources, Denver, Colorado. Project chief: "Upwelling and petroleum resources" and "High-latitude Cretaceous climates." Project participant: "Geological and geophysical studies of the coastal plain of the Arctic National Wildlife Refuge," "North Slope basin analysis studies," and "Federal lands classification - oil and gas resources," July 1984-January 1988.

Research Geologist, GS-12, U.S. Geological Survey, Branch of Oil and Gas Resources, Denver, Colorado. Project chief: "The carbon cycle." Project participant: "Petroleum geology of carbonate rocks, People's Republic of China" March 1982-July 1984.

Consultant, University of Oklahoma, for U.S. Geological Survey, *Compilation of worldwide data on petroleum source rocks*, November 1981-March 1982.

Lecturer, University of California, Santa Cruz, March 1980-June 1980.

Research Associate, University of Chicago, Geophysical Sciences Department, Project head: "Paleogeography of petroleum source beds," March 1978-November 1981.

Academic Administrative Appointments:

Associate Dean, College of Science, University of Arizona, Tucson, Arizona, January 2000-present

Interim Head/Director, Department of Atmospheric Sciences/Institute of Atmospheric Physics, University of Arizona, Tucson, Arizona, July 2001-December 2001

Director, Department of Geosciences, University of Arizona, Summer Field Camp Program, 1995-97

PARRISH, Judith Totman

Page 2

TEACHING ACCOMPLISHMENTS:**Courses Taught:**

- "Paleoclimatology," undergraduate and graduate seminar
- "Geosciences Field Camp," field course (with S. Beck)
- "Life on Earth" (NATS 104), lecture (with J. Overpeck, O. Davis)
- "Geoscience Communication," undergraduate writing emphasis course
- "Introduction to the Physical Sciences" (NATS 101), lecture (with J. Ruiz)
- "Applying and Interviewing for Faculty Positions," informal workshop (with S. Boardman)
- "Technical Writing, Geoscience," undergraduate writing emphasis course
- "Minerals and Paleoclimate," graduate seminar
- "Writing Proposals," informal workshop
- "Stratigraphy/Paleontology," lecture
- Directed readings in paleoclimatology, informal seminar, Stanford University
- "Sedimentary Basin Analysis," lecture
- "Climate Change in Earth History," undergraduate honors seminar
- "Petroleum Geology," graduate seminar (with Bartholomew Nagy)
- "Sedimentary Geochemistry," seminar (with J. Ruiz)
- "Paleoclimates and Economic Geology," SEPM Short Course (Note: I was invited by SEPM to organize and teach this course.)
- "The Fossil Record," upper division paleontology, University of California, Santa Cruz
- "Mammals of the Sea," Field Museum of Natural History, Chicago, adult education course
- "Natural History of the Santa Cruz Campus," University of California, Santa Cruz
- "Introductory Swedish," semi-formal, full-term course, University of California, Santa Cruz

Students Advised:**Graduate Dissertations and Theses Directed:**

- Shipman T., 2003, Alluvial architecture, paleosols, and paleoclimate of the Ischigualasto Formation (Triassic), Ischigualasto Basin, Argentina (tentative title): PhD thesis, University of Arizona.
- Curtin, T.C., 2001, Linking time-equivalent paleosols and lacustrine rocks to reconstruct paleoclimate in the Ischigualasto Basin, NW Argentina: PhD thesis, University of Arizona, 173 p.
- Montague-Judd, D.D., 1999, *Paleo-Upwelling and the Distribution of Mesozoic Marine Reptiles*: PhD thesis, University of Arizona, 456 p.
- Moore, T.L., Jr., 1999, *Paleoclimate Studies for Controversial Continental Paleogeographies: The Application of Spherical Geodesic Grids and Climate Models to Gondwana's Devonian Apparent Polar Wander Path*: PhD thesis, University of Arizona, 344 p.
- Rigali, M.J., 1997, Chemical characterization of Solid Graphitic Carbonaceous Matter Associated with the Oklo Natural Fission Reactors and Uranium Ore Deposits, Gabon (West Africa): PhD thesis, University of Arizona, 188 p.
- Tanck, G.S., 1997, *Distribution and Origin of Organic Carbon in the Upper Cretaceous Niobrara Formation and Sharon Springs Member of the Pierre Shale, Western Interior, United States*: PhD thesis, University of Arizona, 411 p.
- Demko, T.M., 1995, *Taphonomy of Fossil Plants in the Upper Triassic Chinle Formation*: PhD thesis, University of Arizona, 259 p.
- González-Léon, C.M., 1994, *Stratigraphy, Depositional Environments, and Origin of the Cabullona Basin, Northeastern Sonora, Mexico*: PhD thesis, University of Arizona, 144 p.
- Kwok, J., 1991, *Species Longevity and Extinction Rates in the Globigerinacea (Cenozoic Planktic Foraminifera)*: MS thesis, University of Arizona, 26 p.
- Lawson, G.R., 1991, *Evolutionary Patterns in North American Trilobite Genera*: MS thesis, University of Arizona, 23 p.

PARRISH, Judith Totman

Page 3

Non-credit Classes, Workshops, Seminars, Invited Lectures, etc.:

Selected Invited Lectures and/or Participation (last 10 years only, excluding declined invitations)

2002

College of Charleston
 Wichita State University
 Oregon State University

2001

SEPM 75th Jubilee, Denver, CO, June 2 (invited panel chair)
 College of Charleston
 Wichita State University

2000

Conference on Philosophy, Science, and Society, Center for Environmental Philosophy,
 Denton, TX, April 7-9 (invited participant)
 Extreme Events Workshop, Center for Science, Policy, and Outcomes, Boulder, CO, June
 7-9 (invited speaker and panel chair)
 Pardee Symposium, Geological Society of American Annual Meeting, Reno, NV,
 November 14 (invited speaker)
 Arizona State University

1999

Department of Atmospheric Sciences, University of Arizona
 Lunar and Planetary Science Laboratory, University of Arizona
 University of Montana
 National Museum of Natural History

1998

Arizona Geological Society
 University of Utah
 Northern Arizona University
 New Mexico State University
 Society of Earth Science Students, University of Arizona

1997

Invited Delegate for Paleoclimatology; Paleontology, Frankfurt, Germany. Principal
 author of "Paleoclimatology in the 21st Century," the topic statement for this
 meeting, with Paul Koch and Rubén Cúneo
 Invited Participant, Climate System Model Workshop
 17th International Exchange Conference, panel on Global Climate Change, Lewis and
 Clark College, Lewiston, ID

1996

Basterfield Lectureship, University of Regina, Saskatchewan
 University of Michigan (2 lectures)
 University of Arizona, Department of Atmospheric Sciences

1995

Harvard University (2 lectures)

1994

University of California, Davis
 Stanford University

1994

University of California, Santa Cruz (Biology Department)
 Eastern Washington University
 Hungarian Academy of Sciences (2 lectures)

1993

Southern Methodist University
 California Institute of Technology
 Arizona State University

PARRISH, Judith Totman

Page 4

Non-credit Classes, Workshops, Seminars, Invited Lectures, etc. (cont.):

Selected Invited Lectures and/or Participation (cont.):

1993 (cont.):

- Royal Society of London Meeting for Discussion on "Palaeoclimates and their modelling, with special reference to the Mesozoic Era"
- Royal Society of London Meeting for Discussion on "Quantification of Sedimentary Geochemical Processes"
- Canadian Society of Petroleum Geologists/Global Sedimentary Geology Program 1993 Pangea Symposium, August, 1993, invited organizer of two sessions on Pangean climates
- SEPM Theme meeting, "The Stratigraphic Record of Global Change: Climate, Eustacy, and Life," invited "overview" speaker

1992

- University of Chicago, *Journal of Geology* Centennial Symposium
- Keynote speaker for SEPM Theme Meeting, "Mesozoic of the Western Interior"
- AAPG Research Conference on "Paleogeography, Paleoclimate, and Source Rocks," Paris, France (invited talk)
- Symposium, "Cretaceous Dinosaurs and Associated Terrestrial and Near Shore Records: Implications and Challenges," International Conference on Arctic Margins, Anchorage (invited talk)
- Association of Women Geoscientists, Tucson

Career to 1992: 76 invited lectures in US, Canada, UK, and Australia

SCHOLARSHIP ACCOMPLISHMENTS:**Refereed/Adjudicated:****Books:**

- Parrish, J.T., 1998, *Interpreting Pre-Quaternary Climate from the Geologic Record* New York, Columbia University Press, 338 p.
- McCabe, P.J., and Parrish, J.T., eds., 1992, *Controls on the Distribution and Quality of Cretaceous Coals*: Geological Society of America Special Paper 267, 407 p.
- Parrish, J.T., and Barron, E.J., 1986, *Paleoclimates and Economic Geology*: Society of Economic Paleontologists and Mineralogists Short Course 18, 162 p.

Chapters in Books and Symposia:

- Chase, C.G., Gregory-Wodzicki, K.M., Parrish, J.T., and DeCelles, P.D., 1998, Topographic history of the western Cordillera of North America and the etiology of climate, in Crowley, T.J., and Burkner, K.C., eds., *Tectonic Boundary Conditions for Climate Reconstructions*: Oxford, Oxford University Press, p. 73-115.
- Parrish, J.T., 1995, Geologic evidence of Permian climate, in Scholle, P.A., Peryt, T., and Ulmer-Scholle, D.S., eds., *The Permian of Northern Pangea*, v. 1: Berlin, Springer-Verlag, p. 53-61.
- Parrish, J.T., 1995, Paleogeography of organic-rich rocks and the preservation vs. production controversy, Huc, A.Y., ed., *Paleogeography, Paleoclimate, and Source Rocks*: American Association of Petroleum Geologists *Studies in Geology*, v. 40, p. 1-20.

Chapters in Books and Symposia (cont.):

- Klein, G.D., and Beauchamp, B., with contributions from Parrish, J.T., and other, 1994, Introduction: Project PANGEA and workshop recommendations, in Klein, G.D., ed., *Pangea: Paleoclimate, Tectonics, and Sedimentation During Accretion, Zenith, and Breakup of a Supercontinent*: Geological Society of America Special Paper 288, p. 1-12.
- Parrish, J.T., 1993, The paleogeography of the opening South Atlantic, in George, W., and Lavocat, R., eds., *The Africa-South America Connection*: Oxford University Press, Oxford, p. 8-27.
- Parrish, J.T., 1993, The paleoclimatology of the opening South Atlantic, in George, W., and Lavocat, R., eds., *The Africa-South America Connection*: Oxford University Press, Oxford, p. 28-43.
- Parrish, J.T., and Gautier, D.L., 1993, Sharon Springs Member of Pierre Shale: Upwelling in the Cretaceous Interior Seaway? in Caldwell, W.G.E., and Kauffman, E.G., eds., *Evolution of the Western Interior Basin*., Geological Association of Canada Special Paper 39, p. 319-332.
- McCabe, P.J., and Parrish, J.T., 1992, Tectonic and climatic controls on the distribution and quality of Cretaceous coals, in McCabe, P.J., and Parrish, J.T., eds., *Controls on the Distribution and Quality of Cretaceous Coals*: Geological Society of America Special Paper 267, p. 1-15.
- Parrish, J.T., 1992, Jurassic climate and oceanography of the circum-Pacific region, in Westermann, G.E.G., ed., *The Jurassic of the Circum-Pacific*. IGCP Project 171, Oxford University Press, p. 365-379.
- Spicer, R.A., Parrish, J.T., and Grant, P.R., 1992, Evolution of vegetation and coal-forming environments in the Late Cretaceous of the North Slope of Alaska, in McCabe, P.J., and Parrish, J.T., eds., *Controls on the Distribution and Quality of Cretaceous Coals*, Geological Society of America Special Paper 267, 177-192.
- Parrish, J.T., 1990, Paleogeographic and paleoclimatic setting of the Miocene phosphogenic episode, in Burnett, W.C., and Riggs, S.R., eds., *Phosphate Deposits of the World, Vol. 3, Genesis of Neogene to Recent Phosphorites*: Cambridge, Cambridge University Press, p. 223-240.
- Parrish, J.T., 1990, Gondwanan paleogeography and paleoclimatology, in Taylor, T.N., and Taylor, E.L., eds., *Antarctic Paleobiology*: New York, Springer-Verlag, p. 15-26.
- Hein, J.R., and Parrish, J.T., 1987, Distribution of siliceous deposits in space and time, in Hein, J.R., ed., *Siliceous Sedimentary Rock-Hosted Ores and Petroleum*: New York, Van Nostrand Reinhold, p. 10-57.
- Parrish, J.T., 1987, Global palaeogeography and palaeoclimate of the Late Cretaceous and Early Tertiary, in Friis, E.M., Chaloner, W.G., and Crane, P.R., eds., *The Origin of Angiosperms and Their Ecological Consequences*: Cambridge, Cambridge University Press, p. 51-73.
- Parrish, J.T., 1987, Lithology, geochemistry, and depositional environment of the Shublik Formation (Triassic), northern Alaska, in Tailleux, I.L., and Weimer, P., eds., *Alaskan North Slope Geology*, v. 1: Pacific Section, Society of Economic Paleontologists and Mineralogists and Alaska Geological Society, Book 50, p. 391-396.
- Parrish, J.T., 1987, Palaeo-upwelling and the distribution of organic-rich rocks, in Brooks, J., and Fleet, A.J., eds., *Marine Petroleum Source Rocks*: Geological Society of London Special Publication no. 26, p. 199-205.

Chapters in Books and Symposia (cont.):

- Parrish, J.M., Parrish, J.T., and Ziegler, A.M., 1986, Permian-Triassic paleogeography and paleoclimatology and implications for therapsid distribution, in Hotton, N. III, MacLean, P.D., Roth, J.J., and Roth, E.C., eds., *The Ecology and Biology of Mammal-Like Reptiles*: Washington, D.C., Smithsonian Press, p. 109-132.
- Parrish, J.T., Ziegler, A.M., Scotese, C.R., Humphreville, R.G., and Kirschvink, J.L., 1986, Early Cambrian palaeogeography, palaeoceanography, and phosphorites, in Cook, P.J., and Shergold, J.H., eds., *Phosphate Deposits of the World, Vol. 1, Proterozoic and Cambrian Phosphorites*: Cambridge, Cambridge University Press, p. 280-294.
- Raymond, A., Parker, W.C., and Parrish, J.T., 1985, Phytogeography and paleoclimate of the Early Carboniferous, in Tiffney, B.R., ed., *Geological Factors and Evolution of Plants*: New Haven, Yale University Press, p. 169-222.
- Halley, R.B., Parrish, J.T., Xie Zhan, Hu Wenhai, and Scholle, P.A., 1984, Thermal and cementation histories of Permian shelf-edge carbonates near Ziyun, Guizhou Province, PRC. Their bearing on petroleum potential of the Nanpanjiang Basin: Beijing Petroleum Conference, Beijing, People's Republic of China, *Proceedings* (no page numbers).
- Parrish, J.T., Gaynor, G.C., and Swift, D.J.P., 1984, Circulation in the Cretaceous Western Interior Seaway of North America. A review, in Stott, D.F., and Glass, D.J., eds., *Mesozoic of Middle North America*: Canadian Society of Petroleum Geologists, Memoir 9, p. 221-231.
- Parrish, J.T., Ziegler, A.M., and Humphreville, R.E., 1983, Paleozoic paleogeography and upwelling, in Thiede, J., and Suess, E., eds., *Coastal Upwelling: Its Sediment Record*, v. B: New York, Plenum Press, p. 553-578.
- Ziegler, A.M., Bambach, R.K., Parrish, J.T., Barrett, S.F., Gierlowski, E.G., Parker, W.C., Raymond, A., and Sepkoski, J.J., Jr., 1981, Paleozoic biogeography and climatology, in Niklas, K.J., ed., *Paleobotany, Paleocology, and Evolution*: New York, Praeger Publ., v. II, p. 231-266.

Journals:

- Parrish, J.T., Droser, M.L., and Bottjer, D.J., 2001, Reply to "Discussion of 'A Triassic upwelling zone: The Shublik Formation, Arctic Alaska, USA'": *Journal of Sedimentary Research*.
- Demko, T.M., Dubiel, R.F., and Parrish, J.T., 1998, Interpreting climate from fossil plants: Control of incised-valley hydrology on plant taphonomy: *Geology*, v. 26, p. 1119-1122.
- Demko, T.M., and Parrish, J.T., 1998, Paleoclimatic setting of the Morrison Formation: *Modern Geology*, v. 22, p. 283-296.
- Parrish, J.T., Daniel, I.L., Spicer, R.A., and Kennedy, E.M., 1998, Paleoclimatic significance of mid-Cretaceous floras from the middle Clarence Valley, New Zealand: *Palaios*, v. 13, p. 149-159.
- Parrish, J.T., Bradshaw, M.T., Brakel, A.T., Mulholland, S., Totterdell, J.M. Yeates, A.N., 1996, Paleoclimatology of Australia during the Pangaeian interval: *Palaeoclimates - Data and Modelling*, v. 1, p. 241-281.
- Parrish, J.T., 1993, Mesozoic climates of the Colorado Plateau, in Morales, M., ed., *Aspects of Mesozoic Geology and Paleontology of the Colorado Plateau*: Museum of Northern Arizona *Bulletin*, v. 59, p. 1-11.

Journals (cont.):

- Parrish, J.T., 1993, A brief discussion of the history, strengths, and limitations of conceptual climate models for pre-Quaternary time: *Philosophical Transactions of the Royal Society of London*, Ser. B, v. 341, p. 263-266.
- Parrish, J.T., 1993, Climate of the supercontinent Pangea: *Journal of Geology*, v. 101, p. 215-233.
- Parrish, J.T., Demko, T.M., and Tanck, G.S., Sedimentary paleoclimatic indicators: what they are and what they tell us: *Philosophical Transactions of the Royal Society of London*, Ser. A, v. 344, p. 21-25.
- Ziegler, A.M., Parrish, J.M., Yao J.P., Gyllenhaal, E.D., Rowley, D.B., Parrish, J.T., Nie S.Y., Bekker, A., and Hulver, M.L., 1993, Early Mesozoic phytogeography and climate: *Philosophical Transactions of the Royal Society of London*, v. 341, p. 297-305.
- Dubiel, R.F., Parrish, J.T., Parrish, J.M., and Good, S.C., 1991, The Pangaeian megamonsoon - evidence from the Upper Triassic Chinle Formation, Colorado Plateau: *Palaeos*, v. 6, p. 347-370.
- Spicer, R.A., and Parrish, J.T., 1990, Latest Cretaceous woods of the central North Slope, Alaska: *Palaeontology*, v. 33, p. 225-242.
- Spicer, R.A., and Parrish, J.T., 1990, Late Cretaceous-Early Tertiary palaeoclimates of northern high latitudes: A quantitative view: *Journal of the Geological Society of London*, v. 147, p. 329-341.
- Parrish, J.T., and Peterson, F., 1988, Wind directions predicted from global circulation models and wind directions determined from eolian sandstones of the western United States - A comparison: *Sedimentary Geology*, v. 56, p. 261-282.
- Parrish, J.T., and Spicer, R.A., 1988, Middle Cretaceous woods from the Nanushuk Group, central North Slope, Alaska: *Palaeontology*, v. 31, p. 19-34.
- Parrish, J.T., and Spicer, R.A., 1988, Late Cretaceous vegetation: A near-polar temperature curve: *Geology*, v. 16, p. 22-25.
- Parrish, J.M., Parrish, J.T., Hutchison, J.H., and Spicer, R.A., 1987, Late Cretaceous vertebrate fossils from the North Slope of Alaska and implications for dinosaur ecology: *Palaeos*, v. 2, p. 377-389.
- Parrish, J.T., 1986, Bibliographic reference storage and operations using DECWORD: *Geobyte*, v. 1, p. 62-65.
- Spicer, R.A., and Parrish, J.T., 1986, Paleobotanical evidence for cool North Polar climates in middle Cretaceous (Albian-Cenomanian) time: *Geology*, v. 14, p. 703-706.
- Rowley, D.B., Raymond, A., Parrish, J.T., Lottes, A.L., Scotese, C.R., and Ziegler, A.M., 1985, Carboniferous paleogeographic, phytogeographic, and paleoclimatic reconstruction: *International Journal of Coal Geology*, v. 5, p. 7-42.
- Parrish, J.T., 1982, Upwelling and petroleum source beds, with reference to the Paleozoic: *American Association of Petroleum Geologists Bulletin*, v. 66, p. 750-774.
- Parrish, J.T., and Curtis, R.L., 1982, Atmospheric circulation, upwelling, and organic-rich rocks in the Mesozoic and Cenozoic: *Palaeogeography, Palaeoclimatology, Palaeoecology*, v. 40, p. 31-66.

PARRISH, Judith Totman

Page 8

Parrish, J.T., Ziegler, A.M., and Scotese, C.R., 1982, Rainfall and the distribution of coals and evaporites in the Mesozoic and Cenozoic: *Palaeogeography, Palaeoclimatology, Palaeoecology*, v. 40, p. 67-101.

Other:**Chapters in Books and Symposia:**

Parrish, J.T., Whalen, M.T., and Hulm, E.J., 2001, Shublik Formation lithofacies, environments, and sequence stratigraphy, Arctic Alaska, U.S. *In* Houseknecht, D.W., ed., NPRA Core Workshop - Petroleum Plays and Systems in the National Petroleum Reserve-Alaska: SEPM Core Workshop No. 21, p. 89-110.

Parrish, J.T., 1999, Pangaea und das Klima der Trias, in Wilde, V., and Hauschke, N., eds., *Trias: Eine ganz andere Welt*: München, Verlag Dr. Friedrich Pfeil, p. 37-42. (translated into German)

Miscellaneous publications (editorials, commentaries, encyclopedia entries, popular articles):

Parrish, J.T., in press, Paleoclimatology, in *Encyclopedia of Life Sciences*: London, Macmillan.

Parrish, J.T., and Valdes, P.J., 1994, Editorial, Inaugural Issue. *Palaeoclimates - Data and Modelling*, v. 1, p. 1-2.

Parrish, J.T., Pre-Pleistocene paleoclimatic methods, in Schmidt, V.A., and Harbert, W., eds., *Planet Earth and the New Geoscience*, 2nd edition: Dubuque, Kendall/Hunt Publ. Co.

Parrish, J.T., 1993, Paleoclimatology: *McGraw-Hill Encyclopedia of Science and Technology*, 8th edition: McGraw-Hill Publishing Company, New York, p. 33-36.

Parrish, J.T., 1992, letter to editor under heading, "Advice to Foreign and Following Speakers," *Physics Today*, v. 45, no. 2, p. 124.

Parrish, J.T., 1991, Hot or cold? Wet or dry? How and why: *Palaios*, v. 6, p. 109-110.

Parrish, J.T., 1990, Paleoclimatology: *McGraw-Hill Encyclopedia of Science and Technology*, 7th edition: McGraw-Hill Publishing Company, New York.

Parrish, J.T., Parrish, J.M., Hutchison, J.H., and Spicer, R.A., 1989, Reply to Comment on "Late Cretaceous vertebrate fossils from the North Slope of Alaska and implications for dinosaur ecology": *Palaios*, v. 4, p. 298-300.

Parrish, J.T., 1985, Latitudinal distribution of land and shelf and absorbed solar radiation during the Phanerozoic: U.S. Geological Survey *Open-File Report* 85-31, 21 p.

Parrish, J.T., 1985, Pre-Pleistocene paleoclimatic methods, in Schmidt, V.A., ed., *Planet Earth and the New Geoscience*: Dubuque, Kendall/Hunt Publ. Co., p. 272-274.

Parrish, J.T., 1985, Global paleogeography, atmospheric circulation, and rainfall in the Barremian Age (late Early Cretaceous): U.S. Geological Survey *Open-File Report* 85-728, 13.p.

Parrish, J.T., 1982, Paleoclimatology, paleoceanography, and phosphorites: *Cross-Section*, v. 13, p. 8-10.

Technical Reports:

Parrish, J.T., 1998, Preliminary report on plant taphonomy in the southern portion of the Morrison

PARRISH, Judith Totman

Page 9

Formation (Jurassic, Western U.S.): Report to the U.S. Geological Survey and National Park Service, 11 p.

Technical Reports (cont.):

- Tennyson, M.E., and Parrish, J.T., 1987*, Review of geologic framework and hydrocarbon potential of eastern Oregon and Washington: U.S. Geological Survey *Open-File Report 87-450-O*, 41 p. (*published in 1988).
- Parrish, J.T., 1981, Atmospheric circulation, upwelling, and petroleum source beds in the Mesozoic and Cenozoic: Report to Amoco International and Mobil Exploration and Producing Services, 4 p., 39 maps.
- Parrish, J.T., 1980, Cenomanian (middle Cretaceous) paleogeography of North America, with map and bibliography: Report to Amoco International, 56 p., 1 map.
- Parrish, J.T., 1979, Atmospheric circulation and upwelling - Models of atmospheric circulation and upwelling in the Paleozoic: Report to Amoco International, section I, 28 p.; Section II, 9 p.
- Parrish, J.T., 1979, Famennian (latest Devonian) paleogeography of North America, with map: Report to Amoco International, 18 p., 1 map

Abstracts (last 5 years only):

- Parrish, J.T., Falcon-Lang, H.J., and Shipman, T., 2002, Carbonate and noncarbonate springs and trees in the eolian Navajo Sandstone, near Tenmile Canyon, SE Utah. *Geological Society of America Annual Meeting Programs with Abstracts*, v. 34, no. 6, p. 507 (#222-8).
- Montague-Judd, D., Parrish, J.T., Parrish, J.M., 2000, Paleo-upwelling and the distribution of Mesozoic marine reptiles, in McCord, R.D., and Boaz, D., eds., *Southwest Paleontological Symposium - Proceedings 2000: Mesa Southwest Museum Bulletin No. 7*, p. 61.
- Parrish, J.T., (2000, in press), Global warming uncertainty and societal response: Geological Society of America, *Programs with Abstracts*. (invited, Pardee Keynote Symposium).
- Parrish, J.T., 2000, Paleoclimate and coal: American Association of Petroleum Geologists Annual Meeting, *Abstracts CD-ROM*, #509. (invited)
- Parrish, J.T., 2000, Extreme events - The geological perspective, in Sarewitz, D., and Pielke, R.A., Jr., *Extreme Events: Developing a Research Agenda for the 21st Century*. Report of workshop held 7-9 June 2000 in Boulder, Colorado. Environmental and Societal Impacts Group, National Center for Atmospheric Research, p. 78.
- Parrish, J.T., 1999, High-latitude warm climates through time: Geological Society of America *Abstracts with Programs*, v.31, p. A120.
- Parrish, J.T., Peterson, F., and Turner, C.E., 1999, Plant Taphonomy of the Morrison Formation and implications for paleoclimate: Geological Society of America *Abstracts with Programs*, v. 31, p. A417.
- Tong, J., and Parrish, J.T., 1999, The Pangean megamonsoon and climate change in South China during the Triassic: Proceedings of the International Conference on Pangea and the Paleozoic-Mesozoic Transition, Wuhan, China University of Geosciences Press, p. 152.

PARRISH, Judith Totman

Page 10

Kennedy, E.M., Spicer, R.A., Herman, A.B., Parrish, J.T., and Daniel, I.L., 1998, Albian-Cenomanian palaeoclimates of New Zealand and the Arctic compared: Geological Society of New Zealand Miscellaneous Publication, v. 101A, p. 132.

Abstracts (last 5 years only) (cont.):

Curtin, T., and Parrish, J.T., 1998, Climatic limitations of paleosol orders and the use of paleosols as paleoclimatic indicators - preliminary report: Geological Society of America Abstracts with Programs, v. 30 (7), p. A-219.

Parrish, J.T., 1998, Controls on the distribution of Cretaceous coals: Geological Society of America Abstracts with Programs, v. 30 (7), p. A-48. INVITED

Parrish, J.T., and Lamberson, M.N., 1998, Cretaceous (Nanushuk Group, Albian-Cenomanian) wetland environments of the North Slope of Alaska: Geological Society of America Abstracts with Programs, v. 30 (7), p. A-366.

Parrish, J.T., and Tanck, G.S., 1998, High-resolution analysis of the subsurface stratigraphy and organic-matter content of the Niobrara Formation and Sharon Springs Member of the Pierre Shale, Cretaceous, Western Interior seaway: American Association of Petroleum Geologists Annual Meeting, Abstracts and Program.

Alcober, O., Milana, J.P., Martinez, R., and Parrish, J., 1997, Evidencias del cambio climatico global triásico en el sud sudamericano. III Reunión Argentina del Triásico. La Rioja, Argentina, Mayo 1997.

Montague-Judd, D.J., and Parrish, J.T., 1997, A test of the productivity hypothesis in the Upper Triassic Luning Formation at the Shoshone Mountains, Nevada: Geological Society of America Annual Meeting, *Abstracts with Programs*, v. 29, p. A-96.

Moore, T.M., and Parrish, J.T., Problems in occurrence definitions of climate-sensitive lithofacies: An example from the Devonian: Geological Society of America Annual Meeting, *Abstracts with Programs*, v. 29, p. A-96.

Parrish, J.T., Alcober, O., Milana, J.P., and Martinez, R., 1997, The Pangean Monsoon Maximum in South and North America: Geological Society of America Annual Meeting, *Abstracts with Program*, v. 29, p. A-211.

Parrish, J.T., 1997, Near-polar environments during the Cretaceous Period: Inferences about climate from extinct terrestrial ecosystems: Ecological Society of America Annual Meeting, *Abstracts*, p. 27.

Parrish, J.T., and Tanck, G.S., 1997, 3D Patterns of Organic Carbon in the Cretaceous Western Interior Seaway: Implications for Paleooceanography. *American Association of Petroleum Geologists Annual Meeting, Abstracts*.

Career to 1997: 69 abstracts, 14 book reviews 1979-2002

Refereed/Adjudicated (currently scheduled or submitted):

Journals:

Parrish, J.T., and Fiorillo, A.R., The Kedavik Formation: New stratigraphic unit and its implications for the paleogeography and paleoclimate of southwestern Alaska: to be submitted to *Journal of Sedimentary Research*.

PARRISH, Judith Totman

Page 11

Fiorillo, A.R., and Parrish, J.T., The first record of a Cretaceous dinosaur from western Alaska and the ecosystem in which it lived: to be submitted to *Cretaceous Research*.

Parrish, J.T., Falcon-Lang, H., and Shipman, T., Springs, lakes, and trees in the Navajo Sandstone, Tenmile Canyon, Grand County, Utah: to be submitted to *Palaaios*.

Journals (cont.):

Parrish, J.T., Climate of the Chinle Formation - Evidence from growth rings in the fossil trees of Petrified Forest National Park, Arizona: to be submitted to *Palaaios*.

Parrish, J.T., Peterson, F., and Turner, C.E., Plant taphonomy and climate of the Morrison Formation (Jurassic, Western U.S.A.) and its equivalents in Canada: *Sedimentary Geology*.

Grants and Contracts Awarded:

National Park Service, Chinle Formation Paleosols and Triassic Ecosystem Reconstruction in the Petrified Forest National Park; submitted, \$99,936 (with Keith B. Miller, Tom McCahon, Kansas State University).

National Park Service, The Navajo Sandstone - A Biologically Rich Desert of the Past, submitted, \$13,442.

National Science Foundation, International Research: Evolution of the southwestern Pangean megamonsoon: Plant taphonomy and paleosols in Triassic sedimentary rocks of the Ischigualasto Basin, San Juan and La Rioja Provinces, Argentina. 2002, \$16,827.

National Geographic Society, The southwest quadrant of the Pangean monsoon - Ischigualasto Basin, Argentina, 2000, \$21,250 (with B. Currie, I. Montañez).

National Science Foundation, SGER Proposal: Calibration of soil climate parameters and application to paleoclimates, 2000, \$21,397 (with J. Pelletier).

University of Arizona Teaching Teams Program, Development of Workshops for a new NATS 104, "Life on Earth," 2000, \$3,160 (with O. Davis, J. Overpeck).

National Park Service, Growth-ring analysis of the petrified woods of Petrified Forest, 1997, \$2,000.

National Science Foundation, *Interpreting paleoclimate when continental positions are uncertain: the effects of sampling, modeling, and reconstructing*, 1996, \$82,000.

National Geographic Society, Paleoclimatic significance of near-South Polar floras during the Cretaceous Period, 1993, \$12,612 (with R.A. Spicer).

National Science Foundation, *Phytotaphonomy in the Upper Triassic Chinle Formation: Implications for depositional and paleoclimatic settings*, 1993, \$83,000.

National Science Foundation, *Faculty Award for Women in Science and Engineering*, 1992, \$250,000.

National Science Foundation, Polar terrestrial climate during the Coniacian Age (middle Late Cretaceous), 1991, \$40,000 (with R.A. Spicer).

National Geographic Society, Paleoclimate of the Cretaceous South Polar Dinosaur Site, Australia, 1991, \$5,575 (with R.A. Spicer, obtained on our behalf by P. Vickers-Rich and T. Rich).

University of Arizona Foreign Travel Grant, \$800.

PARRISH, Judith Totman

Page 12

University of Arizona International Development Program, Permo-Triassic Geology and Paleoclimate - Field Studies for Comparison of the Colorado Plateau and Poland, 1990, \$4,000.

Mobil Exploration and Producing Services, Inc., Amoco Production Co., Chevron Overseas, Global Database on Hydrocarbon Source Rocks, 1990, \$30,000.

Grants and Contracts Awarded (cont.):

Petrified Forest Museum Association, Paleoclimatic Data Obtained from Growth Rings in Fossil Trees, Chinle Formation, Petrified Forest National Park, 1989, \$1,291.

Marie Skodowska-Curie Fund, 1989, approx. \$2,500.

American Chemical Society, Petroleum Research Fund, Cretaceous Paleocommunity Gradient Analysis and Coal Quality, 1989, \$40,000 (with R.A. Spicer).

Mobil Exploration and Producing Services, Inc., Amoco Production Co., Chevron Overseas, Global Database on Hydrocarbon Source Rocks, 1989, \$30,000.

National Science Foundation, Australian History of Marine Upwelling and Continental Paleoclimates, 1989, \$5,540.

National Science Foundation, Paleoclimates of the Supercontinent Pangaea, 1989, \$109,995 (with W.D. Sellers).

University of Arizona Travel Grant, 1989, \$450.

Geological Society of London Travel Grant, 1989, £150.

Mobil Exploration and Producing Services, Inc., Maps of Paleozoic Upwelling, 1988, \$1,312.

University of Saskatchewan Travel Grant, Canada, 1987, \$1,000..

North Atlantic Treaty Organization (with R.A. Spicer), High Latitude Cretaceous Paleoclimate, 1985, 1986, \$12,000.

Amoco International Oil Company and Mobil Exploration and Producing Services (with A.M. Ziegler), Atmospheric circulation, upwelling, and petroleum source rocks in the Phanerozoic, 1978-81, approximately \$50,000.

Honors and Awards:

Watkins Visiting Professorship, Wichita State University, 2002

Paleontological Society Distinguished Lecturer, 2001-02

NASA/Space Grant Mentor, 1999-2000

Basterfield Lectureship, University of Regina, Saskatchewan, 1996

Fellow, Geological Society of America, elected 1994

Outstanding Mentor, New-Traditional Students, University of Arizona, 1994

American Association of Petroleum Geologists Distinguished Lecturer, 1992-93

NSF Faculty Awards for Women Scientists and Engineers, 1991-96

Phillips-AWG Distinguished Lecture, University of California, Riverside, 1990

Don R. and Patricia Boyd Lecturer in Petroleum Exploration, University of Texas, Austin, 1990

Coal Geology Division, Geological Society of America, Best Paper Award, 1988 GSA Annual Meeting (with R.A. Spicer and P.R. Grant), 1988

J.C. "Cam" Sproule Award, American Association of Petroleum Geologists, 1984

PARRISH, Judith Totman

Page 13

Assistant Chief Geologist's Distinguished Lecturer, U.S. Geological Survey, 1983
 Best of Session Award, "Upwelling and phosphorites in the Paleozoic," poster session with R.G. Humphreville, AAPG/SEPM annual meeting, 1981
 Junior Residential Fellowship, Stevenson College, University of California, Santa Cruz, 1973

SERVICE:**Major Committee Assignments:**

National Science Foundation:

Advisory Committee for the Geoscience Directorate, 1999-2001
 Committee of Visitors, CAREER Program, 2001
 NSF-NATO Postdoctoral Fellowships review panel, 1999
 Women in Science Conference, 1995, invited
 Panel member, Geologic Record of Global Change program, 1991-93
 NSF/Joint Oceanographic Institutions Board of Governors, Performance Evaluation Committee for the Ocean Drilling Program, 1991-92
 Advisory Committee for the Earth Sciences, (1989-1992; Executive Committee; Chairman for 1990), liaison to Advisory Committee for the Atmospheric Sciences (1989-1992)

University of Arizona:

PreK-20 Council (2001-03)
 University Advising Implementation Task Force, 2002-03
 Finance Subcommittee on Course Availability, 2001-03
 College Academic Administrators Council, 2000-03
 Chair, 2002-03
 Comprehensive Campus Plan Steering Committee, 2000-02
 Acting Chair, Fall 2002
 Strategic Planning and Budget Advisory Committee, 1996-99; re-elected 1999-2002; reappointed 2002-03
 Restructuring Subcommittee
 Subcommittee on the Environment for Scholarship and Research, Chair, 1996-97
 Subcommittee on Undergraduate Education; Steering Committee, 1996-97
 Graduate Council subcommittee on minimum course enrollments, 1999-2001
 Graduate and Professional Student Council task force on GTA workloads
 Arizona Faculties Council, Dialog on Higher Education (web-based caucus): Moderator, Global Interests and Research, 1998-99
 Graduate College Representative, 1998-2000
 College of Science, Representative to the Graduate Council; ad hoc committee on minimum enrollment policy, Subcommittee on GTAs, 1998-2002
 Faculty (now College) of Science Promotion and Tenure Committee, 1992
 Department of Geosciences Performance Evaluation Committee, 1991
 Chair 1997-98

Other Review and Study Panels:

EarthScope/USArray steering committee, 2000-01
 External program review committee, Department of Geosciences, University of Nebraska, 2001
 External member, proposal review panel for U.S. Geological Survey Minerals Research Program, 1999
 Smithsonian Institution Research Opportunities, 1998-2000
 Earth Sciences, Energy, and Marine Technology review panel, Texas Advanced Research/Advanced Technology Programs, 1993, 1995
 National Academy of Sciences/National Research Council study project, "Status and Research

PARRISH, Judith Totman

Page 14

Objectives in the Solid Earth Sciences: A Critical Assessment"; Steering Committee member and Panel Chairman for Paleoclimatology, Paleoceanography, and Paleogeography, 1988-90
 External member, U.S. Geological Survey Branch of Geochemistry Promotion Review Panel, 1987
 Branch of Oil and Gas Resources, Promotion Review Panel, 1985-86
 U.S. Geological Survey Chief Geologist's Science Advisory Committee, 1987

Professional and Scholarly Organizations:

American Association for the Advancement of Science, 1972-78
 American Association of Petroleum Geologists, 1979-present
 American Geophysical Union, 1988-present
 American Society of Mammalogists, 1972-74
 Geological Society of America, 1983-present
 Council 2002-04
 Nominating Committee, 1992
 International Geological Correlation Programme, Project 156, Phosphorites, 1980-89
 Paleontological Society, 1977-present
 Phosphorite Research Group, Co-founder
 Councilor for Paleontology, 1999-2001
 Goals and Strategy Committee, 1996
 Research Committee member, Nominating Committee, 1987
 Chairman, 1982-84
 Vice chairman, 1981-82
 Society of Sedimentary Geology (SEPM), 1977-80, 1982-present

Editorships:

Co-chief editor, *Palaeoclimates - Data and Modelling*, 1995-99
 Editorial Board, *Geotimes*, 1998-2000
 Associate Editor, *Palaios*, 1989-2002
 Associate Editor, *Geology*, 1990-92
 Associate Editor, American Association of Petroleum Geologists *Bulletin*, 1985-87

Reviewer (last 4 years only):

National Science Foundation, NSERC (Canada), NERC (UK), National Geographic Society, Jeffries Memorial Trust, American Chemical Society, Earthwatch, Ocean Drilling Program
Science, *Proceedings of the Royal Society of Victoria: Geophysical Research Letters*, 5th International Symposium on the Jurassic System, *Geology*, American Association of Petroleum Geologists *Bulletin*, *Sedimentary Geology*, *Terra Nova*, *Sedimentology*, *Palaeogeography Paleoclimatology Palaeoecology*, *Tectonophysics*, *Marine Geology*, Society for Sedimentary Geology, Gordon + Breach, Island Press, Columbia University Press

Media and Other Contacts (last 4 years only):

Interviewed about work in Alaska by Alexandra Witze, *Dallas Morning News*
 Interviewed by Julie Mirocha for "Animal Planet"
 Interviewed by Discovery.com and *Newsday* about article by Ivany et al. in *Nature*
 Contacted for information on paleoclimate by the BBC, a New Zealand television writer, a couple of out-of-state newspaper reporters, private parties writing for Time-Life Books, and Michael Milstein of Discovery Channel Online.
 Consulted by Scott Ciencin for children's book on Jurassic dinosaurs of the Southwest
 Consulted by Harry Gural, The Discovery Channel, for program on the Cretaceous seas

PARRISH, Judith Totman

Page 15

Interviewed for University of Arizona press release (release date 10/15/98), May, 1998. This interview was picked up by the Cambridge Conference Network; by Yahoo.com for their global warming news page; by "Science and You," a Chinese-language science news service out of Hong Kong (Dominic Yip, reporter); by Brigitta Svennevig, free-lance reporter in Denmark; by Ann Dinosian, Tucson *Citizen*

Interviewed by Michael Milstein, San Diego *Union Tribune*, for story on the Morrison Formation

Outreach Service:**Meetings Organized or Chaired:**

Applications of Plant Taphonomy to Paleoenvironmental, Paleogeographic, and Paleoclimatic Problems, primary organizer with R.A. Gastaldo, sponsored by SEPM; GSA Theme Session, 1997 Annual Meeting

Co-Chairman (invited), Global Sedimentary Geology Program (IUGS), Project Pangea, Working Group 1a: Paleoclimate, 1991-1993; Invited organizer, 3 sessions on Pangean climates, Canadian Society of Petroleum Geologists/Global Sedimentary Geology Program 1993 Pangea Symposium, August, 1993

Symposium Chairman, 1990 Geological Society of America, Cordillera Section, meeting Co-convenor, Geological Society of America Coal Division Symposium, "Controls on the Deposition and Quality of Cretaceous Coals," Annual Meeting (1988)

Society of Economic Paleontologists and Mineralogists Short Course, "Paleoclimates and Economic Geology," AAPG/SEPM annual meeting (organizer and primary lecturer) (1986)

Chairman, Symposium on Marine Biotic Productivity and Paleooceanography, AAPG/SEPM annual meeting, Calgary (1982)

Community Service:**K-12 activities (2000-03):**

Talks at Toltec Elementary School

Interviewed by several individual middle and high school students from the East and Midwest for projects on "famous" women scientists

Talk at Tucson High School, program to increase girl's awareness of science

Public lecture for Earth Science Week

Talk at Vesey Elementary School

Teacher and volunteer pilot for Wright Flight, program targeting at-risk children

Loretta M. Stowers

1

Loretta M. Stowers
913 Warner Avenue
Lewiston, Idaho 83501
208 746-9379
E-mail: lstowers@genesee.uidaho.edu

Experience:

2001-Present: K-12 Principal; Genesee Elementary, Jr/Sr. High School;
Genesee School District

1995-2001: K-8 Principal/Director of Federal Funds (Including Title I, Title II, Title VI, Title VI Class Size Reduction, Title VIB Preschool and School Age), State Funds (Limited English Proficient, Inclusion and Reading Moneys)/Education Media Generalist.
Culdesac School District

1993-1994: 9-12 Principal/Title I Director/Education Media Generalist
Culdesac School District

1990-1993: K-8 Principal/8th and 10th grade English, 9th grade Reading
Culdesac School District

1986-1989: Head Elementary Teacher
Culdesac School District

1978-1986: Elementary Teacher (3rd/4th grade Combination, 4th/5th grade combination, 4th grade) Culdesac School District

1976-1978: Chapter I Reading and Junior High English
Troy Elementary and Junior High School
Troy, Idaho

1972-1974: English and History Teacher
Donald High School
Donald, Victoria Australia

1971-1972: Graduate Teaching Assistant in English and Composition
University of Idaho
Moscow, Idaho

Loretta M. Stowers

2

Education:

1967-1969: Lewis Clark State College
Lewiston, Idaho

1969-1971: University of Idaho
Moscow, Idaho B.S. Ed.
Major: English Minor: Speech/Drama

1971-1972: University of Idaho
Moscow, Idaho
Graduate Studies in English

1975-1977: University of Idaho
Moscow, Idaho
M. Ed. In Elementary Education
Major Area of Study: Reading

1986-1991: University of Idaho
Moscow, Idaho
Certification: School Principal K-12
Certification: Education Media Generalist

1997: Lewis Clark State College
Lewiston, Idaho
Technology for K-12 Teachers and Positive Discipline

1996-1999: Boise State University
Boise, Idaho
Intern Accreditation Evaluation by Visiting Team and Reasonable Suspicion

1992-2000: University of Idaho
Moscow, Idaho
School Law, Teaming for Success, National Teacher Training Institute, Idaho
Administrators Technical Academy, K8 and Administrators Reading Strands I-III.

Certification:

Advanced Elementary: All Subjects K-8; Education Media Generalist
Standard Secondary: English 6-12; Speech/Drama 6-12
Administrator: School Principal K-12

Technology Competence Certification: April 1, 1999 through Lewis Clark State College

Professional:

- 2002:** Idaho Administrator Leadership with Technology Academy.
- 2002:** ISAT leadership training for administration and data analysis of ISATs.
- 2001-2002:** School Improvement Plan for Genesee Schools, for accreditation through Northwest School Accrediation.
- 2000-2001:** *VALNet for Culdesac Media Center.* Director and grant writer for LSTA grant to enable Culdesac School Library to become a member of the Valley Network of Libraries.
- 2000-2001:** Reflections Chairman for Culdesac PTSA.
- 2001:** Presenter to Culdesac PTSA on Federal and State Programs. (See attached.)
- 1999-to present:** Region II Representative for Idaho Association of Elementary Principals.
- 2000:** Presenter to Idaho Association of Elementary Principals
"IRI: The Culdesac Way."
- 2000:** Completion of Strand I-III Reading Classes as required by Idaho Reading Initiative.
- 1994-to present:** Gifted and Talented Supervisor
- 1994:** Chairman, *SOARS: Science Objectives Assessment and Restructuring System* grant through the University of Idaho
- 1988-1993:** State of Idaho Elementary Approval Committee
Department of Education
Boise, Idaho
- 1992-1994:** Secretary/Treasurer
District II Secondary Principals' Association
- 1993-1994:** U.S. West Grant Recipient – *Preschool for the Future*
Preschool funding for Culdesac School District
- 1992:** Innovative Grant Administrator – *Pre-K for the Future*
Department of Education
Preschool Funding for Culdesac School District

Loretta M. Stowers

4

1991: Washington Water Power Grant recipient
"CD-ROMarkable Library Technology"

1989, 1990, 1991, 1992, 1993: Artist in Education Grants recipient
Idaho Commission on the Arts

1993: Presenter: *"Pre-K for the Future"*
Department of Education
Early Childhood Education Workshop

1993: Presenter: *"Reading Readiness for Pre-K"*
Culdesac Preschool Parents Organization

1987-88: Chairman, *Onward to Excellence* for effective schooling practices

1989: Awarded the *Teaching Excellence Award* from the University of Idaho
Alumni Association.

Professional Organizations: National Association of Elementary Principals
Idaho Association of Elementary Principals
National Association of Secondary Principals
Idaho Association of Secondary Principals
Phi Kappa Phi
Idaho Council of Teachers of English

Bonnie Gallant

2582 E. Tablerock Rd. 208-363-0223
Boise, ID 83712

Summary Experience in performing a variety of teaching and supervisory duties, budget management, curriculum adaptation, legal compliance, problem solving, strategic planning and continuous improvement.

Experience **2004-2005 Area Director for the Borah Quadrant, Boise School District, No. 1**

1995 – 2004 Director of Special Services, Joint School District No. 2, Meridian, Idaho

- Monitor and manage Special Education Title VI-B budget for the school district
- Supervise and evaluate special education supervisors, consulting teachers and all other related service providers for the district
- Plan, update and review special education issues regarding technology, curriculum, teacher supervision and evaluation
- Plan and support construction needs for new school facilities
- Partner with the Department of Health and Welfare to provide a Therapeutic Learning Center Program to students, at all grade levels, who need psychiatric and counseling services in order to meet their Individual Education Plan requirements
- Align school district with the training and paperwork requirements necessary to meet Section 504 needs within the school
- Provide training to new teachers on the needs to be professionally aware of Individual Education Plans and how to evaluate curriculum alignments to meet the needs of special students
- Represented the district in a due process hearing regarding a special education student. The hearing officer found in favor of the district
- Established off campus programs for special needs students aged 18-21 who need daily living, job opportunities and independent living skills in order to become more independent

1993 – 1994

- Facilitator trained in Frameworks as of 1993
- Co-taught Frameworks for Northwest Nazarene College, Spring, 1994 Payette, Idaho

1992 – 1995 Assistant Director of Special Services, Vallivue School District, Caldwell, Idaho

- Chaired Child Study Team meetings developing Individual Education Plans for variety of students with disabilities
- Completed classroom observations regarding teacher interactions; classroom management, curriculum accommodations
- Structured and designed behavior management plans for specific student needs
- Consulted with classroom teachers in making curriculum and behavior modifications, environmental adjustments
- Presented district workshop topics including Section 504, Teacher Assistance Teams
- Assisted with design and curriculum for extended resource room
- Chaired committee in determining ADD/ADHD responsibilities within the public schools

1985 – 1992 Supervisor, Special Education Services, Nampa School District, Nampa, Idaho

- Chaired Teacher Assistance Teams, Child Study Teams and Annual Reviews including all state-acknowledged eligibility's
- Completed supervision and evaluation process with multiple special education teachers
- Supervised program for adapting curriculum for lower performing students in the regular classroom
- Assisted with transition programming for secondary special education students
- Assisted with design and implementation for preschool program for developmentally delayed students
- Designed programs for behaviorally challenged students
- Provided monitoring and supervision of junior high vocational education program
- Redesigned referral forms/individual education plans to meet state guidelines
- Supervised student teachers from Idaho State University

1978 – 1988 Science Research Associates

- Consultant in direct instruction materials

1979 – 1985 Consulting Teacher, Nampa School District

- Assisted in developing public school programming for severely challenged students
- Collaborated with the Idaho State School and Hospital in providing appropriate programming for school-aged clients
- Redesigned referral forms/individual education plans to meet state guidelines

- Redesigned self contained classroom structure and philosophy to become extended resource room
- Assisted in developing district's first program for severely emotionally disturbed students
- Worked with teachers regarding curriculum, behavior management and classroom design to meet the needs of children with disabilities
- Chaired Child Study Team meetings and Annual Reviews
- Presented district workshops on direct instruction, spelling mastery, accommodating students with special needs, and writing behavior management programs

1976 – 1979 Special Education Teacher, Nampa School District

- Taught a multiple category of resource room students, Lakeview School
- Co-Chaired building's referral team process
- Developed Individual Education Plans
- Designed behavior plans for specific students

1975 – 1976 Graduate Assistant, Idaho State University

- Assisted Dr. Gary Horton with undergraduate special needs classes

1974 – 1975 Teacher, Adult Learning Center, Fort Ord, California

- Taught reading and English to students in GED program

1972 – 1973 Teacher, Comanche County Learning Center, Lawton, Oklahoma

- Taught students with special needs

Education

2004 Completing Doctorate in Educational Administration

1999 University of Idaho, Boise Campus, Boise, Idaho

- Specialist Degree in School Administration
- Building Administrator's Credential

1985 University of Idaho, Boise Campus, Boise, Idaho

- Special Education Supervisor and Director's Credentials

1977 Idaho State University, Pocatello, Idaho

- Master's of Education, Special Education

1971 Dominican College, Houston, Texas

- Bachelor of Arts, History and Social Studies

Professional Service

University of Idaho Summer, 2000 Spring, 2000, 2001, 2002, 2003, 2004

- Co-taught Special Education Law class with Elaine Eberharter-Maki and Diane Tappen

University of Idaho Spring 2001 Fall 2002 Spring 2003

- Taught Special Education Administration Classes

Idaho State Board of Education January, 2000

- School Psychologist Standards Task Group Idaho's MOST

Current Legal Issues in Special Education May, 2000

- Presented with Elaine Eberharter-Make and Diane Tappen

Idaho Association of School Administrators 1985 to present

Idaho Association of Special Education Administrators 1985 to present

- Region II President for IASEA 1996 – 1999
- Member of IASEA Legislative Committee 1987 – 1989, 1993 to present
- President of IASEA, State-Wide position 2001-2002

Served on Legislative Committee for IASA 1990 – 1993

Co-chaired Issues Task Force Committee 1990 – 1992

Council for Exceptional Children 1975 – 1995

Terry Reilly Health Clinic CONNECT Board 1988 – 1992

Nampa Education Association 1976 – 1980

Meridian School District- Administrator of the Year 2002-2003

**Idaho Association of Special Education Administrators' Administrator of the Year Award
2000-2001**

Meridian Arbor Award Winner Administrator of the Year Award 2003-2004

Nampa Education Association's Teacher of the Year 1979

Special Olympics 1975 – 1978

VITA

JANNETTE R. HILL
2005-06

Division of Education
Lewis Clark State College
Lewiston, Idaho 83501
(208)-792-2260

EDUCATION

- 1990 Ph.D. Washington State University - Pullman, Wa.
 Elementary and Secondary Education
 Administration/ Curriculum
- 1985 M.Ed. Washington State University - Pullman, Wa.
 Reading
- 1967 B.A. Rhodes College - Memphis, Tenn.
 English/Secondary Education

EXPERIENCE - HIGHER EDUCATION

- 1998 - Present Chair, Division of Education, Lewis-Clark State College
- 1997 - 98 Interim Chair, Division of Education, Lewis-Clark State College
- 1995 - 97 Professor, Lewis-Clark State College
- 1993 - 95 Associate Professor, Lewis-Clark State College
- 1989 - 93 Assistant Professor, Lewis-Clark State College

EXPERIENCE - PRESCHOOL THROUGH HIGH SCHOOL

- 1989-05 Student Intern supervisor, K-12
- 1985-86 Jefferson Elementary School - Pullman, Wa., Principal Intern
- 1979-82 Spokane Falls Community College - Spokane, Wa., Preschool Director
- 1970-73 Hickman High School - Columbia, Mo., Language Arts Teacher
- 1968-70 Northside High School - Memphis, Tenn., Language Arts Teacher

CLASSES TAUGHT:

- ED 105 – Learning Community
- ED 287 – Introduction to Teaching
- RE 335 – Young Adult Literature
- RE 334 – Children’s Literature
- RE 468 – Assessing and Improving Reading
- ED 426 – Intern Supervision
- ED 481 – Professional Seminar
- ED 468 – Issues in Literacy

ED 564 – Advanced Children’s Literature

PRESENTATIONS AND WORKSHOPS

- 2005-2006 “New Clientele, New Visions.” Presentation at AACTE Conference in San Diego, CA, January 2006.
- “A Collaborative On-line Special Education Major for Idaho.” Presentation at CEC Conference in Sun Valley, Idaho. October 2005.
- 2004-2005 “Teacher Preparation at LCSC.” Presentation to Idaho Senate and House Education Committees, Boise Idaho, March 2005.
- “Status of Teacher Education Programs in Idaho.” Presented at Idaho School Boards Association in Boise, Idaho, November 2004.
- 2002-2003 “Idaho’s Professional Development Plan.” Presented with Dawn Justice at Standards-Based Accountability - Staying the Course Conference in Boise, Idaho, July 2002.
- “Teacher Education Programs in Idaho.” Presented at Idaho School Boards Association in Boise, Idaho, November 2003.
- 2001-2002 “Accountability Through Performance Assessment Systems: Promises and Possibilities.” Presentation at AACTE in New York, New York, February 2002.
- “Christmas Books.” Presented in collaboration with Jennifer Ashby and Gwen Taylor for LCSC Book Series, December 2001.
- 2000-2001 “Redesigning Teacher Education.” Panel presentation with Idaho Deans of Teacher Education at AACTE in Dallas, Texas, March 2001.
- “Christmas Books.” Presented in collaboration with Jennifer Ashby and Gwen Taylor for LCSC Book Series, December 2000.
- “Redesigning Teacher Education Programs in Idaho.” Presented at Idaho School Boards Association in Boise, Idaho, November 2000.
- 1999-2000 “Christmas Books.” Presented in collaboration with Jennifer Ashby and Gwen Taylor for LCSC Book Series, December 1999.
- “Innovation and Redesign in Preparation of School Personnel.” Presented at Idaho School Boards Association in Coeur d’Alene, Idaho, November 1999.
- 1998-99 “Christmas Books.” Presented in collaboration with Jennifer Ashby and Gwen Taylor for LCSC Book Series, December 1998.

“Millennium Renaissance: Performance-Based Teacher Education.” Presented with Gary Mayton, Gwen Taylor and Wayne Carroll at the National Association of State Directors of Teacher Education and Certification in Bellevue, Washington, March 1999.

“Teacher Education in Africa.” Presented with Gwen Taylor at LCSC’s International Exchange Conference, October 1998.

GRANT MANAGEMENT:

Transition to Teaching. Grant funded by U.S. Department of Education, 2002-2007. \$1,609,301

“Grow Your Own” Scholarships. Grant funded by Idaho State Department of Education, 2003. \$56,500.

“Millennium Renaissance: Redesigning Teacher Education.” Funded by the Albertson Foundation, 1998-2002. \$790,500.

“Initiating Results.” Grant funded by Idaho State Department of Education to support scholarships for special education majors, particularly for minority candidates, 2000-2002. \$50,000.

COMMITTEE MEMBERSHIPS:

State

Member, Idaho State Transition to Teaching Executive Committee
Member, Idaho State Task Force on Recruitment and Retention of Special Educators
Chair-Elect, Idaho Association of Colleges for Teacher Education
Co-chair, Idaho’s MOST Professional Development Task Force
Member, Idaho’s MOST Advisory Board
Member, Idaho's MOST Teacher Policy Committee
Member, Deans' Council - U of I, BSU, ISU, LCSC, NNU, BYU-Idaho, ACI
Member, Idaho Comprehensive Literacy Committee
Member, Idaho Council for Technology in Learning
Member, Idaho Professional Standards Commission

Regional

Region II Superintendents' Council
Teacher Recruitment Advisory Board
Member, Idaho’s ITEACH Advisory Board

PROGRAM ACCREDITATION

Member, NCATE Accreditation Team, Salisbury College, Salisbury, MD

Member, NCATE Accreditation Team, Western Washington University,
Bellingham, WA

Member, NCATE Accreditation Team, Siena College, NY

Chair, Idaho State Accreditation Team, BYU – Idaho

Chair, Idaho State Accreditation Team, Albertson College

Member, Idaho State Accreditation Team, Boise State University

Member, Idaho State Accreditation Team, Idaho State University

C. SUBJECT:

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

BACKGROUND:

The Administrative Rules of the State Board of Education, IDAPA 08.02.03.128.01 and 128.02 describe the adoption process for curricular materials as an adoption cycle of six (6) years. Curricular materials are defined as "textbook and instructional media including software, audio/visual media and internet resources" (Idaho Code 33-118A). Idaho is a multiple adoption state. The Curricular Materials Selection Committee is charged with the responsibility to screen, evaluate, and recommend curricular materials for adoption by the State Board of Education.

DISCUSSION:

For 2006, the main adoption cycle is curricular materials in the subject areas of Language Arts, Part I: Literature, grades 6-12 and Drivers Education. Interim adoption clause allows for submissions in the subject areas of Language Arts Part I: Literature; Drivers Education; Science; Health, and Handwriting. Annual adoption continues for Limited English Proficiency and Computer Applications.

This year the curricular materials review week was held June 19-23rd. Forty content area specialists assisted the eighteen standing committee members in the evaluation of the curricular materials.

RECOMMENDATION:

The State Department of Education recommends the adoption of curricular materials as outlined in the 2006 Curricular Materials Recommendations Book.

BOARD ACTION:

A motion to approve adoption of curricular materials and related instructional materials as recommended by the Curricular Materials Selection Committee as submitted.

Moved by _____ Seconded by _____ Carried Yes ___ No ___

ATTACHMENTS:

1. 2006 Curricular Materials Recommendations Book

2006
Recommendations Book

**Curricular Materials
Adoption Process**

THE IDAHO STATE DEPARTMENT OF EDUCATION
DR. MARILYN HOWARD
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION



INTRODUCTION

The State Curricular Materials Selection Committee is pleased to submit the following materials for your consideration for adoption in the state of Idaho. The 2006 *regular* adoption cycle called for curricular materials in the subject areas of Language Arts, Part II: English; Spelling; Composition; Grammar and Usage, and Humanities: Art; Music; and World Language.

The 1st year of the *interim* adoption clause allowed for additional submissions of materials in the subject areas of Language Arts Part I: Literature grades six through twelve.

The 2nd year of the *interim* adoption clause allowed for additional submissions of materials in the subject areas of Science, Health and Handwriting.

Curricular materials in the categories of Research-Based Reading and Intervention Reading for *Reading First*, Limited English Proficiency and Computer Applications will be adopted on an annual basis.

Several of these materials have accompanying electronic instructional media. Others are deliverable via CD-ROM or the Internet.

The Curricular Materials Selection Committee considers their work an important contribution to the educational process in Idaho. This Committee reflects the diversity of Idaho's population both geographically and philosophically. Occasionally the approval of a certain material is not a unanimous decision by the Committee.



CURRICULAR MATERIALS ADOPTION PROCEDURES FOR THE STATE OF IDAHO

The Curricular Materials adoption process has its basis in Idaho Code (33-118, 333-118A). It is further defined in the Administrative Rules of the State Board of Education (SBOE), IDAPA 08.02.03, subsection 128.

The Adoption Process in Idaho provides for the continuous review and evaluation of new curricular materials. This process ensures that Idaho schools have quality products available to purchase at a guaranteed low price, and equal availability to all of Idaho's school districts. These materials are screened in order to eliminate any of inferior quality or undesirable content. This process maintains local control in the choice of instruction materials by providing a multiple list of approved materials. The adoption process also provides, through a contract with each publisher, a contract price that is good for the length of the adoption cycle. This ensures quality for each school district and allows for the best materials at the lowest possible price for Idaho's schools.

Idaho adopts materials in the areas of literature, drivers education, science, health, handwriting, mathematics, business education, career education, counseling, social studies, reading, English, applied English, spelling, dictionary, thesaurus, speech, journalism, foreign languages, art, drama, and music, vocational/technical education, business computer applications (adopted annually), limited English proficiency (adopted annually), Research Based Reading (adopted annually)

Materials are adopted in Idaho on a six-year rotating schedule. Publishers have an additional two years after the regular adoption year to submit new copyrights for a particular content area, allowing each content area submissions for a total of three years. The intent of the adoption process is to generally approve all materials meeting the established criteria and to reject those items that are unsuitable for use in the designated subject area.

Schools are required to select curricular materials from the state multiple-adoption list. Deviation points are subtracted from the school's accreditation report if this is not followed. Materials that serve as supplements to the core curricular materials do not have to be selected from the adoption listings.

Schools may submit a waiver to the Executive Secretary of the Committee requesting to use materials that do not appear in the Adoption Guide. Local school boards must approve this request prior to sending it to the Executive Secretary of the Committee. Requests are granted for new copyrights not currently under adoption, or materials not submitted to the Committee for consideration. No requests are granted for any materials denied by the Committee nor for old copyrights.

Curricular Materials Adoption Procedures (continued)

There are advantages to adopting curricular materials at the state level:

- Contract prices are adhered to for five years, which saves money for the schools.
- Publishers are required to lower the price to Idaho if they lower it to any other state after the contract has been signed.
- Most textbook publishers maintain inventory at the state depository, Caxton Printers, which reduces delivery time and shipping costs.
- Contracts help ensure adopted materials will be available for the life of the contract (5 years).
- Materials are screened for quality and textbooks are required to meet Textbook Manufacturing Standards and Specifications as well as organization, vocabulary and graphic presentation.
- Materials are screened for fair representation on such issues as environment and industry.
- Instructional materials are screened and thoroughly reviewed by subject area experts to ensure that essential elements are covered.
- Any materials reflecting adversely upon individuals or groups due to race, ethnicity, class, gender, or religion are not approved.
- Small school districts are guaranteed of getting the same textbooks and complementary materials as larger school systems.

Curricular materials in Idaho are defined as textbooks and instructional media including software, audio/visual media and Internet resources (Idaho Code 33-118A). Idaho is a multiple adoption state and adopts a number of materials in a designated subject area from a variety of publishing companies. This is consistent with the belief that a variety of materials has value and usefulness to the schools.

The Curricular Materials Selection Committee, which is appointed by the SBOE, has the responsibility of overseeing the adoption process for the state. The Executive Secretary to this Committee is an employee of the State Department of Education (SDE).

The membership on the 19-member Selection Committee consists of:

- one representative from each of the state's four colleges of education
- one secondary administrator
- one elementary administrator
- two secondary teachers
- two elementary teachers
- one district school board member
- one representative from private/parochial schools
- three parent representatives
- one member who is not a public school educator nor trustee
- one content area specialist from the SDE
- one representative from the Division of Professional-Technical Education.
- the Executive Secretary

Curricular Materials Adoption Procedures (continued)

All members are appointed by the SBOE for five-year terms with the exception of the SDE content specialist and the representative from Professional-Technical Education who serve for one year. Current Committee members are listed in this publication.

The Committee, assisted by subject area content specialists from throughout the state, meet for one week in June to review and correlate all materials to the Idaho Content Standards. Materials are given a percentage rating for their correlation. The Committee votes on the materials and those recommended are forwarded to the SBOE for official adoption for Idaho Schools. All meetings of the Committee are open to the public.

Following formal adoption (August, 2006), contracts are mailed to the publishing companies (August, 2006). After the return of signed contracts, the listing of newly adopted materials, along with their percentage ratings to the Standards, is published by October 1, 2006 in the annual Adoption Guide found on the Internet at www.sde.state.id.us/instruct/curriculum

A state curriculum library is maintained at the SDE as required by Idaho Code 118A. Adopted materials are housed in this library and available to the public. In addition, seven (7) Regional Centers maintain libraries of adopted materials that are available to the public as well as college students and local schools. The Regional Centers are located as follows:

N.L. Terteling Library
Albertson College of Idaho
Caldwell, Idaho

Curriculum Library
Lewis-Clark State College
Lewiston, Idaho

Albertson Library
Boise State University
Boise, Idaho

Riley Library
Northwest Nazarene University
Nampa, Idaho

David O. McKay Library
Brigham Young University-Idaho
Rexburg, Idaho

Instructional Materials Technology Center
University of Idaho
Moscow, Idaho

Instructional Materials Center
Idaho State University
Pocatello, Idaho

Citizens of Idaho may request the Committee to reconsider any material under adoption. A form titled *Textbook Adoption Process: Request for Reconsideration of Materials* is available from the SDE. The Committee considers all requests and maintains the right to either recommend continued adoption or removal of materials from the adopted list.

Idaho
STATE CURRICULAR MATERIALS SELECTION COMMITTEE
COMMITTEE MEMBERS LIST AS OF JUNE, 2006

| | | |
|--|---|---|
| <p>Harold Nevill State Div. of Voc-Tech Education PO Box 83720 Boise ID 83720-0095</p> | <p>Gail Rochelle, Ph.D., English Language Arts Coordinator State Department of Education PO Box 83720 Boise ID 83720-0027</p> | <p>Nick Smith Secondary Teacher Bliss School 601 E Hwy 30 Bliss ID 83314</p> |
| <p>Judith Walling Elementary Teacher Eagle Middle School 1000 W Floating Feather Eagle ID 83616</p> | <p>Dr. Bruce Roberts, Asst Supt. Bonneville School Dist. 3497 North Ammon Road Idaho Falls, ID 83401-1301</p> | <p>Nancy Swanger Trustee Troy School District 337 Big Meadow Road Troy Idaho 83871</p> |
| <p>Stacey Jensen Elementary Teacher Edahow Elementary School 2020 Pocatello Creek Road Pocatello, ID 83201</p> | <p>JANICE BURKHOLDER Parent Representative Boise State University 1910 University Drive Boise, ID 83725</p> | <p>Darlene Matson Dyer, Secondary Teacher Wood River High School 950 Fox Acres Road Hailey, ID 83333.</p> |
| <p>Dr. Beverly Bengé College of Education Lewis-Clark State College Lewiston ID 83501</p> | <p>Dr. John Davis College of Education ED 405B University of Idaho Moscow ID 83844</p> | <p>Dr. David Squires College of Education Idaho State University #62 381 Box 8059 Pocatello ID 83209</p> |
| <p>Norma Jeanne Wellman, Idaho PTA 3831 W. Park Creek Drive Meridian ID 83642</p> | <p>Marcia Beckman, Principal St. Mary's Catholic Grade School 2620 West State Street Boise ID 83702</p> | <p>Kathy Hurley Parent Representative 3392 S Ashbury Place Boise ID 83706</p> |
| <p>George Grant, Assistant Superintendent Vallivue School District #139 5207 S. Montana Ave. Caldwell ID 83607</p> | <p>Val Fenske, Executive Secretary Curriculum & Technology Center 650 West State Street, B-25 Boise ID 83702</p> | <p>Dr. William Medlin, Parent Representative. PO Box 8493 Moscow ID 83843</p> |

2006 Curricular Materials Adoption Recommendations

Curricular Materials Recommendations - Regular Adoptions

It was moved by David Squires, seconded by Norma Jean Wellman, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Regular Adoption* of Language Arts, Part II and Humanities materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

Curricular Materials Recommendations – Annual Adoptions

It was moved by Kathy Hurley, seconded by Judith Walling, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Annual Adoption* of Computer Applications and Limited English Proficiency (LEP) materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

Curricular Materials Recommendations - Interim Adoptions

It was moved by Norma Jean Wellman, seconded by Kathy Hurley, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Interim Adoption* of Language Arts Part I, Science, Health, and Handwriting, materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

Adjournment

Motion for adjournment was made by David Squires, seconded by Unanimous Vote, and carried to adjourn the meeting on June 22, 2006.

Respectfully submitted,
Val Fenske
Executive Secretary



**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE RECOMMENDATIONS**

Language Arts Part II:

English, Spelling, Composition, Grammar and Usage

2006

**Language Arts Part II
Grades K-5**

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | |
|---------------------------------------|--|---------------------------------------|------------------|--------------------|---------------------|-------------------------------------|--|
| Achievement Technologies, Inc. | K2 Learning Milestones – Language Arts (web based material) | Achievement Technologies, Inc. | 2003 | K | web based | R 20% overall | |
| | Adopted as “resource” material. Meets 60% of standard 5 (spelling & grammar). Key Features: | | | | | | |
| Achievement Technologies, Inc. | K2 Learning Milestones – Language Arts (web based material) | Achievement Technologies, Inc. | 2003 | 1 | web based | R 25% overall | |
| | Adopted as “resource” material. Meets 71% of standard 5 (spelling & grammar). Key Features: | | | | | | |
| Achievement Technologies, Inc. | K2 Learning Milestones – Language Arts (web based material) | Achievement Technologies, Inc. | 2003 | 2 | web based | R 24% overall | |
| | Adopted as “resource” material. Meets 75% of standard 5 (spelling & grammar). Key Features: | | | | | | |
| Achievement Technologies, Inc. | SkillsTutor – Language Arts A (web based material) | Achievement Technologies, Inc. | 2005 | 3 | web based | R 25% overall | |
| | Adopted as “resource” material. Meets 87% of standard 5 (spelling & grammar). Key Features: | | | | | | |
| Achievement Technologies, Inc. | SkillsTutor – Language Arts A (web based material) | Achievement Technologies, Inc. | 2005 | 4 | web based | R 20% overall | |
| | Adopted as “resource” material. Meets 75% of standard 5 (spelling & grammar). Key Features: | | | | | | |
| Achievement Technologies, Inc. | SkillsTutor – Language Arts B (web based material) | Achievement Technologies, Inc. | 2005 | 5 | web based | R 19% overall | |
| | Adopted as “resource” material. Meets 75% of standard 5 (spelling & grammar). Key Features: | | | | | | |
| Barker Creek | Kidphonics Activity Kit | n/a | n/a | K | 704068024007 | 100% | |
| | Must be purchased and used as a kit to meet correlation. Key Features: | | | | | | |
| | E-Z Edit Tablet | | | | | | |
| | My Big Book | | | | | | |
| Barker Creek | Super Kidread Activity Kit | n/a | n/a | K | 704068023451 | 80% | |
| | Must be purchased and used as a kit to meet correlation. Key Features: | | | | | | |
| Barker Creek | Kidphonics Activity Kit | n/a | n/a | 1 | 704068024007 | 95% | |
| | Must be purchased and used as a kit to meet correlation. Key Features: | | | | | | |
| | E-Z Edit Tablet | | | | | | |
| | My Big Book | | | | | | |

**Language Arts Part II
Grades K-5**

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|--------------------------------------|---|---------------------------|------------------|------------------------|---------------------|--|
| Barker Creek | Super Kidread Activity Kit | n/a | n/a | 1 | 704068023451 | 85% |
| | Must be purchased and used as a kit to meet correlation. Key Features: | | | | | |
| Barker Creek | Super Kidread Activity Kit | n/a | n/a | 2 | 704068023451 | R 28% |
| | Adopted as "resource" material. Must be purchased and used as a kit to meet correlation. Key Features: | | | | | |
| Educator's Publishing Service | Writing Skills A | Diana Hanbury-King | 2003 | 2 - 4 | 0838820492 | Grade 2 = 72% Grade 3 = 67% Grade 4 = 77% |
| Educator's Publishing Service | Writing Skills 1 2nd Edition | Diana Hanbury-King | 2004 | 5 - 6 (5-6) | 0838825656 | Grade 5 = 65% Grade 6 = 45% |
| Educator's Publishing Service | Words I Use When I Write | Alana Trisler | 1989 | 1 | 0838860435 | 35% overall 100% Spelling |
| | Adopted as "resource" material, must be used Words I Use When I Write teacher's guide.. Key Features: | | | | | |
| | Words I Use When I Write TG | | | (1-6) | 0838863213 | |
| Educator's Publishing Service | Words I Use When I Write | Alana Trisler | 1989 | 2 | 0838860435 | 28% overall 67% Spelling |
| | Adopted as "resource" material, must be used Words I Use When I Write teacher's guide Key Features: | | | | | |
| | Words I Use When I Write TG | | | (1-6) | 0838863213 | |
| Educator's Publishing Service | More Words I Use When I Write | Alana Trisler | 1990 | 3 | 0838860702 | R 21% overall 34% Spelling |
| | Adopted as "resource" material, must be used Words I Use When I Write teacher's guide Key Features: | | | | | |
| | Words I Use When I Write TG | | | (1-6) | 0838863213 | |
| Educator's Publishing Service | More Words I Use When I Write | Alana Trisler | 1990 | 4 | 0838860702 | R 16%overall 67%pelling |
| | Adopted as "resource" material, must be used Words I Use When I Write teacher's guide Key Features: | | | | | |
| | Words I Use When I Write TG | | | (1-6) | 0838863213 | |
| Educator's Publishing Service | Advanced Words I Use When I Write | Alana Trisler | 2000 | 5 (5-6) | 0838862179 | R 10% overall 0% Spelling |
| | Adopted as "resource" material, must be used Words I Use When I Write teacher's guide Key Features: | | | | | |
| | Words I Use When I Write TG | | | 1-6 | 0838863213 | |

**Language Arts Part II
Grades K-5**

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|--------------------------------------|---|---|------------------|--------------------|--------------------|--|
| Educator's Publishing Service | Write About Me | Elsie S Wilmerding | 2004 | 1 | 0838826229 | R 45% |
| | Adopted as "resource" material, must be used with Write About Me teacher's guide Key Features: Write About Me and My World TG | | | | 0838826245 | |
| | | | | | | |
| Educator's Publishing Service | Write About My World | Elsie S Wilmerding | 2004 | 1 | 0838826237 | R 50% |
| | Adopted as "resource" material, must be used with Write About Me teacher's guide Key Features: Write About Me and My World TG | | | | 0838826245 | |
| | | | | | | |
| Educator's Publishing Service | Just Write Book 1 | Elsie S Wilmerding & Alexandra S Bigelow | 2001 | 2 | 0838826256 | R 68% |
| | Adopted as "resource" material, must be used Just Write teacher's guide 77% Writing and grammar standards. Key Features: Just Write Book 1 TG | | | | 0838826261 | |
| | | | | | | |
| Educator's Publishing Service | Just Write Book 2 | Elsie S Wilmerding & Alexandra S Bigelow | 2002 | 3 | 083882627x | R 68% |
| | Adopted as "resource" material, must be used Just Write teacher's guide Meets 85% writing standards. Key Features: Just Write Book 2 TG | | | | 0838826288 | |
| | | | | | | |
| Educator's Publishing Service | Just Write Book 3 | Elsie S Wilmerding & Alexandra S Bigelow | 2005 | 4 | 0838826296 | R 40% |
| | Adopted as "resource" material, must be used Just Write teacher's teacher's guide Key Features: Just Write Book 3 TG | | | | 083882630x | |
| | | | | | | |
| Educator's Publishing Service | Spellwell A | Nancy M Hall | 2000 | 2 | 083882191x | R 12% overall 100% Spelling |
| | Adopted as "resource" material, must be used teacher's guide Key Features: Spellwell A & AA TG | | | | 0838821871 | |
| | | | | | | |

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | |
|--------------------------------|---|-----------------------|--------------|-------------|--------------------|--|------------|
| Educator's Publishing Service | Spellwell AA | Nancy M Hall | 1999 | 2 | 0838821928 | R 12% overall 100% Spelling | |
| | Adopted as "resource" material, must be used teacher's guide Key Features: | | | | | | |
| | Spellwell A & AA TG | | | | 0838821871 | | |
| Educator's Publishing Service | Spellwell B | Nancy M Hall | 2001 | 3 | 0838821936 | R 25% overall 100% Spelling | |
| | Adopted as "resource" material, must be used teacher's guide Key Features: | | | | | | |
| | Spellwell B & BB TG | | | | 083882188x | | |
| Educator's Publishing Service | Spellwell BB | Nancy M Hall | 2001 | 3 | 0838821944 | R 28% overall 100% Spelling | |
| | Adopted as "resource" material, must be used teacher's guide Key Features: | | | | | | |
| | Spellwell B & BB TG | | | | 083882188x | | |
| Educator's Publishing Service | Spellwell C | Nancy M Hall | 2001 | 4 | 0838821952 | R 10% overall 100% Spelling | |
| | Adopted as "resource" material, must be used teacher's guide Key Features: | | | | | | |
| | Spellwell C & CC TG | | | | 1999 | | 0838821898 |
| Educator's Publishing Service | Spellwell CC | Nancy M Hall | 2001 | 4 | 0838821960 | R 10% overall 100% Spelling | |
| | Adopted as "resource" material, must be used teacher's guide Key Features: | | | | | | |
| | Spellwell C & CC TG | | Nancy M Hall | | 1999 | | 0838821898 |
| Educator's Publishing Service | Spellwell D | Nancy M Hall | 1999 | 5 | 0838821979 | R 13% overall 100% Spelling | |
| | Adopted as "resource" material, must be used teacher's guide Key Features: | | | | | | |
| | Spellwell D & DD TG | | | | 1999 | | 0838821901 |
| Educator's Publishing Service | Spellwell DD | Nancy M Hall | 2000 | 5 | 0838821987 | R 10% overall 100% Spelling | |
| | Adopted as "resource" material, must be used teacher's guide Key Features: | | | | | | |
| | Spellwell D & DD TG | | | | 1999 | | 0838821901 |
| Egger Publishing Company, Inc. | Rebecca Sitton's Sourcebook for Teaching Spelling and Word Skills | Rebecca Sitton | 2006 | 1 | 188605071-6 | 100% Spelling | |
| | Key Features: Student Practice Books (5 pack) | | | | 188605072-4 | | |
| Egger Publishing Company, Inc. | Rebecca Sitton's Sourcebook for Teaching Spelling and Word Skills | Rebecca Sitton | 2006 | 2 | 188605066-X | 100% Spelling | |

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|--------------------------------|--|----------------------------|-----------|-------------|-----------------------------|--------------------------|
| | Key Features: Student Practice Books (5 pack) | | | | 188605073-2 | |
| Egger Publishing Company, Inc. | Rebecca Sitton's Sourcebook for Teaching Spelling and Word Skills | Rebecca Sitton | 2006 | 3 | 188605067-8 | 100% Spelling |
| | Key Features: Student Practice Books (5 pack) | | | | 18886050740 | |
| Egger Publishing Company, Inc. | Rebecca Sitton's Sourcebook for Teaching Spelling and Word Skills | Rebecca Sitton | 2006 | 4 | 188605068-6 | 100% Spelling |
| | Key Features: Student Practice Books (5 pack) | | | | 18886050759 | |
| Egger Publishing Company, Inc. | Rebecca Sitton's Sourcebook for Teaching Spelling and Word Skills | Rebecca Sitton | 2006 | 5 | 188605069-4 | 100% Spelling |
| | Key Features: | | | | | |
| Great Source Education Group | The Writing Spot Big Book | Kemper, et al. | 2006 | K | 0669530026 | 73% see notation |
| | Note: Program Guide must be used with Big Book to meet correlation. Key Features: The Writing Spot Program Guide | | | | Kemper, et al. 2006 K | |
| Great Source Education Group | Write Source, Gr. 1 Student Book Hardcover | Kemper, Sebranek and Meyer | 2007 | 1 | 0669537845 | 95% |
| | Key Features: Write Source, Grade 1 Softcover | | | | 0669537853 | |
| Great Source Education Group | Write Source, Gr. 2 Student Book - Hardcover | Kemper, Sebranek and Meyer | 2006 | 2 | 0669518042 | 96% |
| | Key Features: Write Source, Grade 2 Softcover | | | | 0669518093 | |
| Great Source Education Group | Write Source, Gr. 3 Student Book Hardcover | Kemper, Sebranek and Meyer | 2006 | 3 | 0669518069 | 93% |
| | Key Features: Write Source, Grade 3 Softcover | | | | 0669518107 | |
| Great Source Education Group | Write Source, Gr. 4 Student Book Hardcover | Kemper, Sebranek and Meyer | 2006 | 4 | 0669518077 | 93% |
| | Key Features: Write Source, Grade 4 Softcover | | | | 0669518115 | |
| Great Source Education Group | Write Source, Gr. 5 Student Book Hardcover | Kemper, Sebranek and Meyer | 2006 | 5 | 0669518085 | 94% |
| | Key Features: | | | | | |

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | |
|------------------------------|--|--|-------------|---------------------|--------------------|--------------------------|--|
| | Write Source, Grade 5 Softcover | | | | 0669518123 | | |
| Great Source Education Group | Write Traits Classroom Kit Gr. 1 | Vicki Spandel and Jeff Hicks | 2003 | 1 | 066950467x | 90% | |
| | Key Features: | | | | | | |
| Great Source Education Group | Write Traits Classroom Kit Gr. 2 | Vicki Spandel and Jeff Hicks | 2003 | 2 | 0669504742 | 92% | |
| | Key Features: | | | | | | |
| Great Source Education Group | Write Traits Classroom Kit Gr. 3 | Vicki Spandel and Jeff Hicks | 2002 | 3 | 0669490296 | 90% | |
| | Key Features: | | | | | | |
| Great Source Education Group | Write Traits Classroom Kit Gr. 4 | Vicki Spandel and Jeff Hicks | 2002 | 4 | 066949030x | 93% | |
| | Key Features: | | | | | | |
| Great Source Education Group | Write Traits Classroom Kit Gr. 5 | Vicki Spandel and Jeff Hicks | 2002 | 5 | 0669490326 | 97% | |
| | Key Features: | | | | | | |
| Great Source Education Group | Spelling for Writers, Grade 1 Kit | Mary Jo Fresch and Aileen Wheaton | 2005 | 1 (1 – 6) | 0669522325 | 100% Spelling | |
| | Key Features: | | | | | | |
| Great Source Education Group | Spelling for Writers, Grade 2 Kit | Mary Jo Fresch and Aileen Wheaton | 2005 | 2 (1 – 6) | 0669522333 | 100% Spelling | |
| | Key Features: | | | | | | |
| Great Source Education Group | Spelling for Writers, Grade 3 Kit | Mary Jo Fresch and Aileen Wheaton | 2005 | 3 (1 – 6) | 0669522341 | 100% Spelling | |
| | Key Features: | | | | | | |
| Great Source Education Group | Spelling for Writers, Grade 4 Kit | Mary Jo Fresch and Aileen Wheaton | 2005 | 4 (1 – 6) | 066952235x | 84% Spelling | |
| | Key Features: | | | | | | |
| Great Source Education Group | Spelling for Writers, Grade 5 Kit | Mary Jo Fresch and Aileen Wheaton | 2005 | 5 (1 – 6) | 0669522368 | 83% Spelling | |
| | Key Features: | | | | | | |
| Houghton Mifflin Company | Houghton Mifflin English: Teacher's Edition & Resource Masters, Level K | Templeton, et al | 2006 | K (K - 8) | 061861124-X | 100% | |
| | Key Features: | | | | | | |
| | Audio CD Level K | | | | 061819658-7 | | |

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|---------------------------|--|------------------|-----------|--------------|--------------------|--------------------------|
| Houghton Mifflin Company | Houghton Mifflin English: Student Book Level 1 | Templeton, et al | 2006 | 1 (K - 8) | 061861117-7 | 85% |
| | Key Features | | | | | |
| | eBook CD-ROM Level 1 | | | | 061833771-7 | |
| | Audio CD Level 1 | | | | 061819659-5 | |
| | Teacher's Edition & Resource Masters Level 1 | | | | 061861125-8 | |
| | Support for Writing Tests (4 point rubric) Level 1 | | | | 061819468-1 | |
| | Support for Writing Tests (6 point rubric) Level 1 | | | | 061812826-3 | |
| | Leveled Practice CD Level 1 | | | | 061850229-7 | |
| Test Generator CD Level 1 | | | | 061850237-8 | | |
| Houghton Mifflin Company | Houghton Mifflin English: Student Book) Level 2 | Templeton, et al | 2006 | 2 (K - 8) | 061861149-5 | 96% |
| | Key Features | | | | | |
| | eBook CD-ROM Level 2 | | | | 061833772-5 | |
| | Audio CD Level 2 | | | | 061819660-9 | |
| | Teacher's Edition & Resource Masters Level 2 | | | | 061861126-6 | |
| | Support for Writing Tests (4 point rubric) Level 2 | | | | 061819469-X | |
| | Support for Writing Tests (6 point rubric) Level 2 | | | | 061812827-1 | |
| | Leveled Practice CD Level 2 | | | | 061850230-0 | |
| Test Generator CD Level 2 | | | | 061850238-6 | | |
| Houghton Mifflin Company | Houghton Mifflin English: Student Book Level 3 | Templeton, et al | 2006 | 3 (K - 8) | 061861119-3 | 93% |
| | Key Features | | | | | |
| | eBook CD-ROM Level 3 | | | | 061833773-3 | |
| | Audio CD Level 3 | | | | 061819661-7 | |
| | Teacher's Edition & Resource Masters Level 3 | | | | 061861127-4 | |
| | Support for Writing Tests (4 point rubric) Level 3 | | | | 061819470-3 | |
| | Support for Writing Tests (6 point rubric) Level 3 | | | | 061812828-X | |
| | Leveled Practice CD Level 3 | | | | 061850231-9 | |
| Test Generator CD Level 3 | | | | 061850239-4 | | |

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | |
|--|--|------------------|-----------|--------------|--------------------|--------------------------------------|-------------|
| Houghton Mifflin Company | Houghton Mifflin English: Student Book Level 4 | Templeton, et al | 2006 | 4 (K - 8) | 061861120-7 | 87% | |
| | Key Features | | | | | | |
| | eBook CD-ROM Level 4 | | | | | | 061833774-1 |
| | Audio CD Level 4 | | | | | | 061819662-5 |
| | Teacher's Edition & Resource Masters Level 4 | | | | | | 061861128-2 |
| | Support for Writing Tests (4 point rubric) Level 4 | | | | | | 061819471-1 |
| | Support for Writing Tests (6 point rubric) Level 4 | | | | | | 061812829-8 |
| | Leveled Practice CD Level 4 | | | | | | 061850232-7 |
| | Test Generator CD Level 4 | | | | | | 061850240-8 |
| Houghton Mifflin Company | Houghton Mifflin English: Student Book Level 5 | Templeton, et al | 2006 | 5 (K - 8) | 061861121-5 | 90% | |
| | Key Features | | | | | | |
| | eBook CD-ROM Level 5 | | | | | | 061833775-X |
| | Audio CD Level 5 | | | | | | 061819663-3 |
| | Teacher's Edition & Resource Masters Level 5 | | | | | | 061861129-0 |
| | Support for Writing Tests (4 point rubric) Level 5 | | | | | | 061819472-X |
| | Support for Writing Tests (6 point rubric) Level 5 | | | | | | 061812830-1 |
| | Leveled Practice CD Level 5 | | | | | | 061850233-5 |
| | Test Generator CD Level 5 | | | | | | 061850241-6 |
| Houghton Mifflin Company | Houghton Mifflin Spelling & Vocabulary, Student Edition Level 1 Ball & Stick | Templeton, et al | 2006 | 1 (1 - 6) | 061847350-5 | 60% overall 100% Spelling | |
| | Houghton Mifflin Spelling & Vocabulary, Student Edition Level 1 Continuous Stroke | Templeton, et al | 2006 | 1 (1 - 6) | 061849192-9 | | |
| | Teacher's Edition Level 1 | | | | | | 061847351-3 |
| | Teacher's Resource Book Level 1 | | | | | | 061849214-3 |
| | Word Power: Daily Vocabulary Enrichment Level 1 | | | | | | 061857615-0 |
| | Word Sort Cards Level 1 | | | | | | 061858725-X |
| | Overhead Transparencies & BLM Level 1 | | | | | | 061857627-4 |
| | Lesson Planner & TR CD-ROM w/Booklet Level 1 | | | | | | 061858733-0 |
| | Tests BLMs Level 1 (alternate format) | | | | | | 061857621-5 |
| | Test Generator CD-ROM & User's Guide Level 1 | | | | | | 061859227-X |
| ELL Support Booklet & Audio CD Level 1 | | | | | 061859233-4 | | |

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|--|---|------------------|-----------|--------------|-------------|------------------------------|
| Houghton Mifflin Company | Houghton Mifflin Spelling & Vocabulary, Student Edition Level 2 Ball & Stick | Templeton, et al | 2006 | 2 (1 - 6) | 061849199-6 | 84% overall 67% Spelling |
| | Houghton Mifflin Spelling & Vocabulary, Student Edition Level 2 Continuous Stroke | Templeton, et al | 2006 | 2 (1 - 6) | 061849187-2 | |
| | Teacher's Edition Level 2 | | | | 061849209-7 | |
| | Teacher's Resource Book Level 2 | | | | 061849215-1 | |
| | Word Power: Daily Vocabulary Enrichment Level 2 | | | | 061857616-9 | |
| | Word Sort Cards Level 2 | | | | 061858726-8 | |
| | Overhead Transparencies & BLM Level 2 | | | | 061857628-2 | |
| | Lesson Planner & TR CD-ROM w/Booklet Level 2 | | | | 061858734-9 | |
| | Tests BLMs Level 2 | | | | 061857622-3 | |
| | Test Generator CD-ROM & User's Guide Level 2 | | | | 061859228-8 | |
| ELL Support Booklet & Audio CD Level 2 | | | | 061859234-2 | | |
| Houghton Mifflin Company | Houghton Mifflin Spelling & Vocabulary, Student Edition Level 3 Ball & Stick | Templeton, et al | 2006 | 3 (1 - 6) | 061849200-3 | 90% overall 67% Spelling |
| | Houghton Mifflin Spelling & Vocabulary, Student Edition Level 3 Continuous Stroke | Templeton, et al | 2006 | 3 (1 - 6) | 061849188-0 | |
| | Teacher's Edition Level 3 | | | | 061849210-0 | |
| | Teacher's Resource Book Level 3 | | | | 061849216-X | |
| | Word Power: Daily Vocabulary Enrichment Level 3 | | | | 061857617-7 | |
| | Word Sort Cards Level 3 | | | | 061858727-6 | |
| | Overhead Transparencies & BLM Level 3 | | | | 061857629-0 | |
| | Lesson Planner & TR CD-ROM w/Booklet Level 3 | | | | 061858735-7 | |
| | Tests BLMs Level 3 | | | | 061857623-1 | |
| | Test Generator CD-ROM & User's Guide Level 3 | | | | 061859229-6 | |
| ELL Support Booklet & Audio CD Level 3 | | | | 061859235-0 | | |
| Houghton Mifflin Company | Houghton Mifflin Spelling & Vocabulary, Student Edition Level 4 | Templeton, et al | 2006 | 4 (1 - 6) | 061849189-9 | 90% Overall 100% Spelling |
| | Teacher's Edition Level 4 | | | | 061849211-9 | |
| | Teacher's Resource Book Level 4 | | | | 061849217-8 | |
| | Word Power: Daily Vocabulary Enrichment Level 4 | | | | 061857618-5 | |
| | Word Sort Cards Level 4 | | | | 061858728-4 | |
| | Overhead Transparencies & BLM Level 4 | | | | 061857630-4 | |
| | Lesson Planner & TR CD-ROM w/Booklet Level 4 | | | | 061858736-5 | |
| | Tests BLMs Level 4 | | | | 061857624-X | |
| | Test Generator CD-ROM & User's Guide Level 4 | | | | 061859230-X | |
| | ELL Support Booklet & Audio CD Level 4 | | | | 061859236-9 | |

Language Arts Part II
Grades K-5

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | |
|--|--|------------------|-----------|--------------|--------------------|--------------------------------------|-------------|
| Houghton Mifflin Company | Houghton Mifflin Spelling & Vocabulary, Student Edition Level 5 | Templeton, et al | 2006 | 5 (1 - 6) | 061849190-2 | 87% Overall 100% Spelling | |
| | Teacher's Edition Level 5 | | | | | | 061849212-7 |
| | Teacher's Resource Book Level 5 | | | | | | 061849218-6 |
| | Word Power: Daily Vocabulary Enrichment Level 5 | | | | | | 061857619-3 |
| | Word Sort Cards Level 5 | | | | | | 061858729-2 |
| | Overhead Transparencies & BLM Level 5 | | | | | | 061857631-2 |
| | Lesson Planner & TR CD-ROM w/Booklet Level 5 | | | | | | 061858737-3 |
| | Tests BLMs Level 5 | | | | | | 061857625-8 |
| | Test Generator CD-ROM & User's Guide Level 5 | | | | | | 061859231-8 |
| ELL Support Booklet & Audio CD Level 5 | 061859237-7 | | | | | | |
| Macmillan / McGraw- Hill | Macmillan/McGraw-Hill Language Arts Pupil Edition | Hasbrouck, et al | 2005 | K (K – 6) | 002245556-6 | 73% | |
| | Teacher's Edition | | | | | | 002245565-5 |
| | Teacher's Resource Package | | | | | | 002245439-X |
| Macmillan / McGraw- Hill | Macmillan/McGraw-Hill Language Arts Pupil Edition | Hasbrouck, et al | 2005 | 1 (K – 6) | 002245557-4 | 80% | |
| | Key Features: | | | | | | |
| | Teacher's Edition | | | | | | 002245566-3 |
| | Teacher's Resource Package | 002245441-1 | | | | | |
| Macmillan / McGraw- Hill | Macmillan/McGraw-Hill Language Arts Pupil Edition | Hasbrouck, et al | 2005 | 2 (K – 6) | 002245559-0 | 96% | |
| | Key Features: | | | | | | |
| | Teacher's Edition | | | | | | 002245567-1 |
| | Teacher's Resource Package | 002245442-X | | | | | |
| Macmillan / McGraw- Hill | Macmillan/McGraw-Hill Language Arts Pupil Edition | Hasbrouck, et al | 2005 | 3 (K – 6) | 002245561-2 | 90% | |
| | Key Features: | | | | | | |
| | Teacher's Edition | | | | | | 002245568-X |
| | Teacher's Resource Package | 002245443-8 | | | | | |
| Macmillan / McGraw- Hill | Macmillan/McGraw-Hill Language Arts Pupil Edition | Hasbrouck, et al | 2005 | 4 (K – 6) | 002245562-0 | 93% | |
| | Teacher's Edition | | | | | | 002245569-8 |
| | Teacher's Resource Package | | | | | | 002245444-6 |
| Macmillan / McGraw- Hill | Macmillan/McGraw-Hill Language Arts Pupil Edition | Hasbrouck, et al | 2005 | 5 (K – 6) | 002245563-9 | 89% | |
| | Key Features: | | | | | | |
| | Teacher's Edition | | | | | | 002245571-X |

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|---|--|---------------------------|-------------|----------------------|----------------------|--------------------------|
| | Teacher's Resource Package | | | | 002245445-4 | |
| Pearson Scott Foresman | EVERYDAY SPELLING Student Edition | James Beers, et al | 2008 | 1 (1 – 8) | 0-328-22291-7 | 100% Spelling |
| | Key Features: | | | | | |
| | Student Edition, D'Nealian | | | | 0-328-22306-9 | |
| | Teacher's Edition | | | | 0-328-23368-4 | |
| | Practice Masters | | | | 0-673-28988-5 | |
| | Practice Masters, D'Nealian | | | | 0-673-28996-6 | |
| | Home-School Activities | | | | 0-673-28955-9 | |
| | Home-School Activities, D'Nealian | | | | 0673-28963-X | |
| | Spelling and Writing | | | | 0673-28977-X | |
| Spelling and Writing, D'Nealian | | | | 0-673-28985-0 | | |
| Everyday Spelling CD-ROM Pkg (MAC/WIN Compatible) | | | | 0-673-30145-1 | | |
| Pearson Scott Foresman | EVERYDAY SPELLING Student Edition | James Beers, et al | 2008 | 2 (1 – 8) | 0-328-22299-2 | 100% Spelling |
| | Key Features: | | | | | |
| | Student Edition, D'Nealian | | | | 0-328-22309-3 | |
| | Teacher's Edition | | | | 0-328-23369-2 | |
| | Practice Masters | | | | 0-673-61809-9 | |
| | Practice Masters, D'Nealian | | | | 0-673-61810-2 | |
| | Practice for Standardized Tests | | | | 0-673-61811-0 | |
| | Home-School Activities | | | | 0-673-61812-9 | |
| | Home-School Activities, D'Nealian | | | | 0-673-61813-7 | |
| Spelling and Writing | | | | 0673-61803-X | | |
| Spelling and Writing, D'Nealian | | | | 0-673-61804-8 | | |
| Everyday Spelling CD-ROM Pkg (MAC/WIN Compatible) | | | | 0-673-62855-8 | | |
| Pearson Scott Foresman | EVERYDAY SPELLING Student Edition | James Beers, et al | 2008 | 3 (1 – 8) | 0328-22300-X | 100% Spelling |
| | Key Features: | | | | | |
| | Student Edition, D'Nealian | | | | 0-328-22310-7 | |
| | Teacher's Edition | | | | 0-328-23370-6 | |
| | Practice Masters | | | | 0-673-28990-7 | |
| | Practice Masters, D'Nealian | | | | 0-673-28998-2 | |
| | Practice for Standardized Tests | | | | 0-673-28949-4 | |
| | Home-School Activities | | | | 0-673-28957-5 | |
| | Home-School Activities, D'Nealian | | | | 0-673-28965-6 | |
| Spelling and Writing | | | | 0-673-28979-6 | | |
| Spelling and Writing, D'Nealian | | | | 0-673-28987-7 | | |
| Everyday Spelling CD-ROM Pkg (MAC/WIN Compatible) | | | | 0-673-30147-8 | | |

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | |
|---|---|---------------------------|-------------|---------------------|----------------------|----------------------------------|---------------|
| Pearson Scott Foresman | EVERYDAY SPELLING Student Edition | James Beers, et al | 2008 | 4 (1 – 8) | 0-328-22301-8 | 100% Spelling | |
| | Key Features: | | | | | | |
| | Teacher's Edition | | | | | | 0-328-23371-4 |
| | Practice Masters | | | | | | 0-673-28991-5 |
| | Practice for Standardized Tests | | | | | | 0-673-28950-8 |
| | Home-School Activities | | | | | | 0-673-28958-3 |
| | Spelling and Writing | | | | | | 0673-28980-X |
| Everyday Spelling CD-ROM Pkg (MAC/WIN Compatible) | | | | | 0-673-30148-6 | | |
| Pearson Scott Foresman | EVERYDAY SPELLING Student Edition | | 2008 | 5 (1 – 8) | 0-328-22302-6 | R 100% Spelling | |
| | Adopted as "resource" material Key Features: | | | | | | |
| | Teacher's Edition | | | | | | 0-328-23372-2 |
| | Practice Masters | | | | | | 0-673-28992-3 |
| | Practice for Standardized Tests | | | | | | 0-673-28951-6 |
| | Home-School Activities | | | | | | 0-673-28959-1 |
| | Spelling and Writing | | | | | | 0-673-28981-8 |
| Everyday Spelling CD-ROM Pkg (MAC/WIN Compatible) | | | | | 0-673-30149-4 | | |
| Saxon | Saxon Phonics and Spelling K – 32-Student Kit | Lorna Simmons | 2006 | K (K – 6) | 1591416418 | 100% Spelling | |
| | Key Features: | | | | | | |
| | Saxon Phonics and Spelling K – 24-Student Kit | | | | | | 159141640X |
| | Saxon Phonics and Spelling K – 32-Student Refill | | | | | | 1591410770 |
| | Saxon Phonics and Spelling K – 24-Student Refill | | | | | | 1591410762 |
| | Saxon Phonics and Spelling K – Student Workbook and Materials | | | | | | 1591410800 |
| | Saxon Phonics and Spelling K – Teacher's Manual | | | | | | 1591416280 |
| | Saxon Phonics and Spelling K – Classroom Materials | | | | | | 1591410797 |
| | Saxon Phonics and Spelling K – Fluency Readers, Easy | | | | | | 1591410827 |
| | Saxon Phonics and Spelling K – Fluency Readers, Average | | | | | | 1591410835 |
| | Saxon Phonics and Spelling K – Fluency Readers, Challenging | | | | | | 1591410843 |
| | Saxon Phonics and Spelling K – Color Decodable Readers | | | | | | 1591410851 |
| | Saxon Phonics and Spelling K – Homework Folders/32-Student | | | | | | 1591415047 |
| | Saxon Phonics and Spelling K – Homework Folders/24-Student | | | | | | 1591415039 |
| Saxon Phonics and Spelling K – Max the Bear | | | | | 1565773934 | | |
| Saxon Phonics and Spelling K – Max the Bear Big Book of Songs and Sing-Along CD | | | | | 1565774965 | | |

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|--|---|----------------------|-------------|----------------------|-------------------|-----------------------------|
| Saxon | Saxon Phonics and Spelling 1 – 32-Student Kit | Lorna Simmons | 2006 | 1 (K – 6) | 1591416434 | R 50% Spelling |
| | Saxon Phonics and Spelling 1 – 24-Student Kit | | | | 1591416426 | |
| | Saxon Phonics and Spelling 1 – 32-Student Refill | | | | 1591410894 | |
| | Saxon Phonics and Spelling 1 – 24-Student Refill | | | | 1591410886 | |
| | Saxon Phonics and Spelling 1 – Student Workbook and Materials | | | | 1591410924 | |
| | Saxon Phonics and Spelling 1 – Teacher’s Manual | | | | 1591416299 | |
| | Saxon Phonics and Spelling 1 – Classroom Materials | | | | 1591410916 | |
| | Saxon Phonics and Spelling 1 – Fluency Readers, Easy | | | | 1591410940 | |
| | Saxon Phonics and Spelling 1 – Fluency Readers, Average | | | | 1591410959 | |
| | Saxon Phonics and Spelling 1 – Fluency Readers, Challenging | | | | 1591410967 | |
| | Saxon Phonics and Spelling 1 – Color Decodable Readers | | | | 1591410975 | |
| | Saxon Phonics and Spelling 1 – Homework Folders/32-Student | | | | 1591415020 | |
| Saxon Phonics and Spelling 1 – Homework Folders/24-Student | 1591415012 | | | | | |
| Saxon | Saxon Phonics and Spelling 2 – 32-Student Kit | Lorna Simmons | 2006 | 2 (K – 6) | 1591416450 | 100% Spelling |
| | Saxon Phonics and Spelling 2 – 24-Student Kit | | | | 1591416442 | |
| | Saxon Phonics and Spelling 2 – 32-Student Refill | | | | 1591411017 | |
| | Saxon Phonics and Spelling 2 – 24-Student Refill | | | | 1591411009 | |
| | Saxon Phonics and Spelling 2 – Student Workbook and Materials | | | | 1591411041 | |
| | Saxon Phonics and Spelling 2 – Teacher’s Manual | | | | 1591416302 | |
| | Saxon Phonics and Spelling 2 – Classroom Materials | | | | 1591411033 | |
| | Saxon Phonics and Spelling 2 – Fluency Readers, Easy | | | | 1591411068 | |
| | Saxon Phonics and Spelling 2 – Fluency Readers, Average | | | | 1591411076 | |
| | Saxon Phonics and Spelling 2 – Fluency Readers, Challenging | | | | 1591411084 | |
| | Saxon Phonics and Spelling 2 – Color Decodable Readers | | | | 1591411092 | |
| | Saxon Phonics and Spelling 2 – Homework Folders/32-Student | | | | 1591415004 | |
| Saxon Phonics and Spelling 2 – Homework Folders/24-Student | 1591414997 | | | | | |
| Saxon | Saxon Phonics and Spelling 3 – 32-Student Kit | Lorna Simmons | 2003 | 3 (K – 6) | 1591411246 | 100% Spelling |
| | Saxon Phonics and Spelling 3 – 24-Student Kit | | | | 1565775023 | |
| | Saxon Phonics and Spelling 3 – 32-Student Refill | | | | 1591411130 | |
| | Saxon Phonics and Spelling 3 – 24-Student Refill | | | | 1591411122 | |
| | Saxon Phonics and Spelling 3 – Student Workbook and Materials | | | | 1591411165 | |
| | Saxon Phonics and Spelling 3 – Teacher’s Manual | | | | 1591411149 | |
| | Saxon Phonics and Spelling 3 – Classroom Materials | | | | 1591411157 | |
| | Saxon Phonics and Spelling 3 – Fluency Readers, Easy | | | | 1591411181 | |
| | Saxon Phonics and Spelling 3 – Fluency Readers, Average | | | | 159141119X | |
| | Saxon Phonics and Spelling 3 – Fluency Readers, Challenging | | | | 1591411203 | |
| | Saxon Phonics and Spelling 3 – Color Decodable Readers | | | | 1591411211 | |
| | Saxon Phonics and Spelling 3 – Homework Folders/32-Student | | | | 1591414989 | |
| Saxon Phonics and Spelling 3 – Homework Folders/24-Student | 1591414970 | | | | | |

Language Arts Part II
Grades K-5

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|----------------------------------|---|---------------|-----------|-----------------|---------------|--|
| Sopris West Educational Services | STEP UP TO WRITING Manual 2 nd Edition | Maureen Auman | 2005 | K - 5 (K-12) | 157035457-X | K = 87% Grade 1 = 84% Grade 2 = 84% Grade 3 = 82% Grade 4 = 83% Grade 5 = 84% |
| Sopris West Educational Services | STEP UP TO WRITING Primary Classroom Set | Maureen Auman | 2005 | K | 1-57035-925-3 | 80% |
| Sopris West Educational Services | STEP UP TO WRITING Primary Classroom Set | Maureen Auman | 2005 | 1 - 2 | 1-59318-301-1 | Grade 1 = 95% Grade 2 = 96% |
| | Handy Pages Primary Level | | | | 1-59318-724-6 | |
| | Primary Level Poster Set | | | | 1-57035-924-5 | |
| | Primary Steps Reproducibles | | | | 1-57035-810-9 | |
| Sopris West Educational Services | STEP UP TO WRITING Elementary Classroom Set | Maureen Auman | 2005 | 3 - 5 (3-6) | 1-57035-898-2 | Grade 3 = 100% Grade 4 = 100% Grade 5 = 100% |
| | Classroom Reproducibles | | | | 1-57035-524-X | |
| | Handy Pages Level 1 | | | | 1-57035-257-7 | |
| SRA / McGraw Hill | CURSIVE WRITING PROGRAM Workbook | Engelmann | 2004 | 2 | 0076003507 | R 100% Handwriting |
| | Notes: Adopted as "resource" material. Correlation to handwriting content standards. Key Features: | | | | | |
| | Presentation Book | | | | 0076003493 | |
| | Alphabet Wallcards | | | | 0076003523 | |
| | Alphabet Desk Strips | | | | 0076003531 | |
| SRA / McGraw Hill | CURSIVE WRITING PROGRAM Workbook | Engelmann | 2004 | 3 | 0076003507 | R 100% Handwriting |
| | Notes: Adopted as "resource" material. Correlation to handwriting content Standards. Key Features: | | | | | |
| | Presentation Book | | | | 0076003493 | |
| | Alphabet Wallcards | | | | 0076003523 | |
| | Alphabet Desk Strips | | | | 0076003531 | |
| SRA / McGraw Hill | CURSIVE WRITING PROGRAM Workbook | Engelmann | 2004 | 4 | 0076003507 | R 100% Handwriting |
| | Notes: Adopted as "resource" material. Correlation to handwriting content standards. Key Features: | | | | | |
| | Presentation Book | | | | 0076003493 | |
| | Alphabet Wallcards | | | | 0076003523 | |
| | Alphabet Desk Strips | | | | 0076003531 | |

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | |
|---|---|---|--------------|--------------------|-------------------|--|-------------------|
| SRA / McGraw Hill | EXPRESSIVE WRITING Workbook - Level 1 | Engelmann | 2005 | 4 (4-8) | 0076035891 | R 100% Handwriting | |
| | Notes: Adopted as "resource" material. Correlation to handwriting Content Standards. Key Features: | | | | | | |
| | Teacher Presentation Book - Level 1 | | | | | | 0076035875 |
| | Workbook - Level 2 | | | | | | 0076035905 |
| | Teacher Presentation Book - Level 2 | | | | | | 0076035883 |
| SRA / McGraw Hill | EXPRESSIVE WRITING Workbook - Level 1 | Engelmann | 2005 | 5 (4-8) | 0076035891 | R 100% Handwriting | |
| | Notes: Adopted as "resource" material. Correlation to handwriting Content Standards. Key Features: | | | | | | |
| | Teacher Presentation Book - Level 1 | | | | | | 0076035875 |
| | Workbook - Level 2 | | | | | | 0076035905 |
| | Teacher Presentation Book - Level 2 | | | | | | 0076035883 |
| SRA / McGraw Hill | HIGH-PERFORMANCE WRITING Beginning Writing Complete Package | DODDS | 2005 | 1-2 | 0076004333 | Grade 1 = 75% Grade 2 = 82% | |
| | Notes: Adopted as "resource" material. Correlation to writing Content Standards. Key Features: | | | | | | |
| | Practical Writing | | | | | | 0076004341 |
| | Descriptive Writing | | | | | | 007600435X |
| | Narrative Writing | | | | | | 0076004368 |
| | Persuasive Writing | | | | | | 0076004376 |
| | Expository Writing | | | | | | 0076004384 |
| | Report Writing | | | | | | 007601763X |
| | Writer's Guide | | | | | | 0076004392 |
| | SRA / McGraw Hill | HIGH-PERFORMANCE WRITING Intermediate Writing Complete Package | Dodds | 2005 | 3 - 4 | | 0076004406 |
| Notes: Adopted as "resource" material. Correlation to writing Content Standards. Key Features: | | | | | | | |
| Practical Writing | | | | | 0076004414 | | |
| Descriptive Writing | | | | | 0076004422 | | |
| Narrative Writing | | | | | 0076004430 | | |
| Persuasive Writing | | | | | 0076004449 | | |
| Expository Writing | | | | | 0076004457 | | |
| Report Writing | | | | | 0076017648 | | |
| Writer's Guide | | | | | 0076004465 | | |

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|----------------------|--|------------------|-------------|--------------------|-------------------|--|
| SRA / McGraw Hill | HIGH-PERFORMANCE WRITING Advanced Writing Complete Package | Dodds | 2005 | 5 (5-6) | 0076004473 | 74% |
| | Practical Writing | | | | 0076004481 | |
| | Descriptive Writing | | | | 007600449X | |
| | Narrative Writing | | | | 0076004503 | |
| | Persuasive Writing | | | | 0076004511 | |
| | Expository Writing | | | | 007600452X | |
| | Report Writing | | | | 0076017656 | |
| | Writer's Guide | | | | 0076004538 | |
| | Program Guide | | | | 0076004546 | |
| SRA / McGraw Hill | LANGUAGE FOR WRITING Textbook | ENGELMANN | 2006 | 2-5 | 0076003566 | |
| | Workbook | | | | 0076003574 | |
| | Teacher Materials | | | | 0076003612 | |
| SRA / McGraw Hill | REASONING AND WRITING, Level A Teacher Material | ENGELMANN | 2001 | K-1 | 0026849240 | R K= 86% Grade 1 = 83% Standard 3 |
| | Notes: Adopted as "resource" material. Correlation to Standard 3 Recommend professional development to use. Key Features: | | | | | |
| | Workbook 1 | | | | 0026847523 | |
| | Workbook 2 | | | | 0026847531 | |
| | Writing Extensions | | | | 0026847566 | |
| | Level B, Teacher Material | | | | 0026849259 | |
| | Workbook | | | | 0026847620 | |
| | Workbook 2 | | | | 0026847639 | |
| | Writing Extensions | | | | 0026847671 | |
| | Level C, Teacher Material | | | | 0026849267 | |
| | Workbook | | | | 0026847736 | |
| | Textbook | | | | 002684771X | |
| | Writing Extensions | | | | 0026847779 | |
| | Level D, Teacher Material | | | | 0026849275 | |
| | Textbook | | | | 0026847817 | |
| | Writing Extensions | | | | 002684785X | |
| | Level E, Teacher Material | | | | 0026849283 | |
| | Textbook | | | | 0026847884 | |
| | Writing Extensions | | | | 0075725401 | |
| | Level F, Teacher Material | | | | 0026849291 | |
| Textbook | | | | 0026847957 | | |
| Writing Extensions | | | | 007572541X | | |
| Lesson Sampler | | | | 0026848058 | | |

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | |
|-------------------------------|---|-------------|-----------|--------------|-------------|--|------------|
| SRA / McGraw Hill | SPECIFIC SKILLS SERIES FOR L.A. Primary Set: Levels A-D | BONING | 2005 | 1-4 | 007600421X | Grade 1 = 70% Grade 2 = 88% Grade 3 = 71% Grade 4 = 76% | |
| | Notes: Does not contain penmanship in program. | | | | | | |
| | Key Features: | | | | | | |
| | Middle Set: Levels C-F | | | | | | 0076004228 |
| | Upper Elementary Set: Levels E-H | | | | | | 0076004236 |
| | Complete Elementary Set: Levels A-F | | | | | | 0076004244 |
| | Level A Starter Set | | | | | | 0076004252 |
| | Level B Starter Set | | | | | | 0076004260 |
| | Level C Starter Set | | | | | | 0076004279 |
| | Level D Starter Set | | | | | | 0076004287 |
| | Level E Starter Set | | | | | | 0076004295 |
| | Level F Starter Set | | | | | | 0076004309 |
| | Level G Starter Set | | | | | | 0076004317 |
| Level H Starter Set | 0076004325 | | | | | | |
| SRA / McGraw Hill | SRA SPELLING Teacher Resource Book | ROSER ET.AL | 2002 | K (K – 6) | 0026749092 | R 100% Spelling | |
| | Notes: Adopted as “resource” material. Correlation to Spelling content standards. | | | | | | |
| | Key Features: | | | | | | |
| Package of Spelling Resources | 0028309731 | | | | | | |
| SRA / McGraw Hill | SRA SPELLING Student Edition: Continuous Stroke | ROSER ET.AL | 2002 | 1 (K – 6) | 0075722844 | R 100% Spelling | |
| | Notes: Adopted as “resource” material. Correlation to Spelling content standards. | | | | | | |
| | Key Features: | | | | | | |
| | Student Edition: Ball and Stick | | | | | | 0075722852 |
| | Teacher Edition | | | | | | 0075722925 |
| | Teacher Resource Book: Continuous Stroke | | | | | | 0026749122 |
| | Teacher Resource Book: Ball and Stick | | | | | | 0075796643 |
| | Word List Flip Chart | | | | | | 0026749130 |
| | Package of Spelling Resources | | | | | | 002830974X |
| | CD-ROM Package | | | | | | 0026840251 |
| | Teacher Edition | | | | | | 0075722976 |
| | Resource Book: Continuous Stroke | | | | | | 0026749394 |
| | Resource Book: Ball and Stick | | | | | | 0026749416 |
| Word List Flip Chart | 0026749475 | | | | | | |

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | | | |
|----------------------|--|-------------|-----------|--------------|-------------|-----------------------------|--|--|--|
| SRA / McGraw Hill | SRA SPELLING Student Edition: Continuous Stroke | ROSER ET.AL | 2002 | 2 (K – 6) | 0075722860 | R 100% Spelling | | | |
| | Notes: Adopted as “resource” material. Correlation to Spelling content standards. Key Features: | | | | | | | | |
| | Student Edition: Ball and Stick | | | | 0075722879 | | | | |
| | Teacher Edition | | | | 0075722933 | | | | |
| | Teacher Resource Book: Continuous Stroke | | | | 0026749173 | | | | |
| | Teacher Resource Book: Ball and Stick | | | | 0075796651 | | | | |
| | Word List Flip Chart | | | | 0026749181 | | | | |
| | Package of Spelling Resources | | | | 0028309758 | | | | |
| | CD-ROM Package | | | | 0026749432 | | | | |
| SRA / McGraw Hill | SRA SPELLING Student Edition | ROSER ET.AL | 2002 | 3 (K – 6) | 0075722887 | R 100% Spelling | | | |
| | Notes: Adopted as “resource” material. Correlation to Spelling content standards. Key Features: | | | | | | | | |
| | Teacher Edition | | | | 0075722941 | | | | |
| | Teacher Resource Book | | | | 0026749238 | | | | |
| | Word List Flip Chart | | | | 0026749246 | | | | |
| | CD-ROM Packages | | | | 0026749440 | | | | |
| SRA / McGraw Hill | SRA SPELLING Student Edition | ROSER ET.AL | 2002 | 4 (K – 6) | 0075722895 | R 100% Spelling | | | |
| | Notes: Adopted as “resource” material. Correlation to Spelling content standards. Key Features: | | | | | | | | |
| | Teacher Edition | | | | 007572295X | | | | |
| | Teacher Resource Book | | | | 0026749289 | | | | |
| | Word List Flip Chart | | | | 0026749297 | | | | |
| | CD-ROM Package | | | | 0026749459 | | | | |
| SRA / McGraw Hill | SRA SPELLING Student Edition | ROSER ET.AL | 2002 | 5 (K – 6) | 0075722909 | R 100% Spelling | | | |
| | Notes: Adopted as “resource” material. Correlation to Spelling content standards. Key Features: | | | | | | | | |
| | Teacher Edition | | | | 0075722968 | | | | |
| | Teacher Resource Book | | | | 0026749343 | | | | |
| | Word List Flip Chart | | | | 0026749351 | | | | |
| | CD-ROM Package | | | | 0026749467 | | | | |

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|-------------------|--|------------------|-------------|----------------------|-------------------|-----------------------------|
| SRA / McGraw Hill | SPELLING MASTERY Teacher Presentation Book, Level A | DIXON | 1999 | 1 (K – 6) | 0026876353 | R 100% Spelling |
| | Notes: Adopted as “resource” material. Correlation to Spelling content standards. Key Features: S. E. Wkbk (pkg. of 5) Level A | | | | 0026876299 | |
| | | | | | | |
| SRA / McGraw Hill | SPELLING MASTERY Teacher Presentation Book, Level B | | 1999 | 2 (K – 6) | 0026876361 | R 100% Spelling |
| | Notes: Adopted as “resource” material. Correlation to Spelling content standards. Key Features: S. E. Wkbk (pkg. of 5) Level B | | | | 0026876302 | |
| | | | | | | |
| SRA / McGraw Hill | SPELLING MASTERY Teacher Presentation Book, Level C | DIXON | 1999 | 3 (K – 6) | 002687637X | R 100% Spelling |
| | Notes: Adopted as “resource” material. Correlation to Spelling content standards. Key Features: S. E. Wkbk (pkg. of 5) Level C | | | | 0026876310 | |
| | | | | | | |
| SRA / McGraw Hill | SPELLING MASTERY Teacher Presentation Book, Level D | DIXON | 1999 | 4 (K – 6) | 0026876388 | R 100% Spelling |
| | Notes: Adopted as “resource” material. Correlation to Spelling content standards. Key Features: S. E. Wkbk (pkg. of 5) Level D | | | | 0026876329 | |
| | | | | | | |
| SRA / McGraw Hill | SPELLING MASTERY Teacher Presentation Book, Level E | DIXON | 1999 | 5 (K – 6) | 0026876396 | R 100% Spelling |
| | Notes: Adopted as “resource” material. Correlation to Spelling content standards. Key Features: S. E. Wkbk (pkg. of 5) Level E | | | | 0026876337 | |
| | | | | | | |
| SRA / McGraw Hill | SPELLING THROUGH MORPHOGRAPHS Student Workbook | ENGELMANN | 2001 | 4 (4-12) | 0026848651 | R 100% Spelling |
| | Notes: Adopted as “resource” material. Correlation to Spelling content standards. Key Features: Reproducible Student Wkbk | | | | 0026848678 | |
| | Teacher Materials Package | | | | 002684866X | |
| | | | | | | |
| SRA / McGraw Hill | SPELLING THROUGH MORPHOGRAPHS Student Workbook | ENGELMANN | 2001 | 5 (4-12) | 0026848651 | R 100% Spelling |
| | Notes: Adopted as “resource” material. Correlation to Spelling content standards. Key Features: Reproducible Student Wkbk | | | | 0026848678 | |
| | Teacher Materials Package | | | | 002684866X | |
| | | | | | | |

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|--------------------------------------|--|--------------------------------|-------------|-------------|-------------------|--|
| Steck Vaughn/ Harcourt Achieve | Steck-Vaughn Spelling: Linking Words to Meaning – Level 1 Softcover Edition | John R. Pescosolido | 2002 | 1 | 0739836099 | R 100% Spelling 40% Overall |
| | Notes: Adopted as “resource” material. Correlation to Spelling content standards. Higher overall correlation when used with teacher’s edition. Key Features: Steck-Vaughn Spelling: Linking Words to Meaning – Level 1 Teacher’s Edition | | | | 0739836153 | |
| | | | | | | |
| Steck Vaughn/ Harcourt Achieve | Steck-Vaughn Spelling: Linking Words to Meaning – Level 2 Softcover Edition | John R. Pescosolido | 2002 | 2 | 0739836102 | R 100% Spelling 60% Overall |
| | Notes: Adopted as “resource” material. Correlation to Spelling content standards. Higher overall correlation when used with teacher’s edition. Key Features: Steck-Vaughn Spelling: Linking Words to Meaning – Level 2 Teacher’s Edition | | | | 0739836161 | |
| | | | | | | |
| Steck Vaughn/ Harcourt Achieve | Steck-Vaughn Spelling: Linking Words to Meaning – Level 3 Softcover Edition | John R. Pescosolido | 2002 | 3 | 0739836110 | R 100% Spelling 11% Overall |
| | Notes: Adopted as “resource” material. Correlation to Spelling content standards. Higher overall correlation when used with teacher’s edition. Key Features: Steck-Vaughn Spelling: Linking Words to Meaning – Level 3 Teacher’s Edition | | | | 073983617X | |
| | | | | | | |
| Steck Vaughn/ Harcourt Achieve | Steck-Vaughn Spelling: Linking Words to Meaning – Level 4 Softcover Edition | John R. Pescosolido | 2002 | 4 | 0739836129 | R 100% Spelling 33% Overall |
| | Notes: Adopted as “resource” material. Correlation to Spelling content standards. Higher overall correlation when used with teacher’s edition. Key Features: Steck-Vaughn Spelling: Linking Words to Meaning – Level 4 Teacher’s Edition | | | | 0739836188 | |
| | | | | | | |
| Steck Vaughn/ Harcourt Achieve | Steck-Vaughn Spelling: Linking Words to Meaning – Level 5 Softcover Edition | John R. Pescosolido | 2002 | 5 | 0739836137 | R 100% Spelling 65% Overall |
| | Notes: Adopted as “resource” material. Correlation to Spelling content standards. Higher overall correlation when used with teacher’s edition. Key Features: Steck-Vaughn Spelling: Linking Words to Meaning – Level 5 Teacher’s Edition | | | | 0739836196 | |
| | | | | | | |
| Steck Vaughn/ Harcourt Achieve | Vocabulary Advantage for Science | Vivian Bernstein, et al | 2007 | 3-5 | 1419018957 | R |
| | Notes: Adopted as “resource” material. Key Features: | | | | | |

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|--------------------------------------|--|-----------------------------------|-------------|----------------------|-------------------|-----------------------------|
| Steck Vaughn/ Harcourt Achieve | Vocabulary Advantage for Social Studies | Vivian Bernstein, et al | 2007 | 3-5 | 1419019252 | R |
| | Notes: Adopted as "resource" material. Key Features: | | | | | |
| Zaner-Bloser, Inc. | Spelling Connections Pupil Edition - softcover | Richard Gentry, PhD, et al | 2004 | K (K – 5) | 0736720588 | R 100% Spelling |
| | Notes: Adopted as "resource" material. Correlation to Spelling content standards. Key Features: | | | | | |
| | Teacher Edition | | | | | 073672074X |
| Zaner-Bloser, Inc. | Spelling Connections Pupil Edition - softcover | Richard Gentry, PhD, et al | 2004 | 1 (K – 5) | 0736720596 | R 100% Spelling |
| | Notes: Adopted as "resource" material. Correlation to Spelling content standards. Key Features: | | | | | |
| | Teacher Edition | | | | | 0736720758 |
| Zaner-Bloser, Inc. | Spelling Connections Pupil Edition - softcover | Richard Gentry, PhD, et al | 2004 | 2 (K – 5) | 073672060X | R 100% Spelling |
| | Notes: Adopted as "resource" material. Correlation to Spelling content standards. Key Features: | | | | | |
| | Spelling Connections Pupil Edition -hardcover | | | | | 0736720677 |
| | Teacher Edition | | | | | 0736720766 |
| | Teacher Resource Book | | | | | 0736720847 |
| Zaner-Bloser, Inc. | Spelling Connections Pupil Edition - softcover | Richard Gentry, PhD, et al | 2004 | 3 (K – 5) | 0736720618 | R 100% Spelling |
| | Notes: Adopted as "resource" material. Correlation to Spelling content standards. Key Features: | | | | | |
| | Spelling Connections Pupil Edition -hardcover | | | | | 0736720685 |
| | Teacher Edition | | | | | 0736720774 |
| | Teacher Resource Book | | | | | 0736720855 |
| Zaner-Bloser, Inc. | Spelling Connections Pupil Edition - softcover | Richard Gentry, PhD, et al | 2004 | 4 (K – 5) | 0736720626 | R 100% Spelling |
| | Notes: Adopted as "resource" material. Correlation to Spelling content standards. Key Features: | | | | | |
| | Spelling Connections Pupil Edition -hardcover | | | | | 0736720693 |
| | Teacher Edition | | | | | 0736720782 |
| | Teacher Resource Book | | | | | 0736720863 |

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | |
|-----------------------|--|-------------------------------|-----------|--------------|-------------|-----------------------------|------------|
| Zaner-Bloser, Inc. | <i>Spelling Connections</i> Pupil Edition - softcover | Richard Gentry, PhD, et al | 2004 | 5 (K – 5) | 0736720634 | R 100% Spelling | |
| | Notes: Adopted as “resource” material. Correlation to Spelling content standards. Key Features: | | | | | | |
| | Spelling Connections Pupil Edition -hardcover | | | | | | 0736720707 |
| | Teacher Edition | | | | | | 0736720790 |
| | Teacher Resource Book | | | | | | 0736720871 |

Language Arts Part II
Grades 6 - 8

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|---------------------------------------|---|---------------------------------------|------------------|--------------------|--------------------|---|
| Achievement Technologies, Inc. | SkillsTutor – Language Arts (web based material) | Achievement Technologies, Inc. | 2001 | 6 | web based | R 23% overall 88% to std 5 |
| | Adopted as “resource” material.. Key Features: | | | | | |
| Achievement Technologies, Inc. | SkillsTutor – Language Arts B (web based material) | Achievement Technologies, Inc. | 2005 | 6 | web based | R 23% overall 88% to std 5 |
| | Adopted as “resource” material.. Key Features: | | | | | |
| Achievement Technologies, Inc. | SkillsTutor – Writing (web based material) | Achievement Technologies, Inc. | 2001 | 6 | web based | R 16% overall 50% to std 5 |
| | Adopted as “resource” material.. Key Features: | | | | | |
| Achievement Technologies, Inc. | SkillsTutor – Language Arts (web based material) | Achievement Technologies, Inc. | 2001 | 7 | web based | R 10% overall 56% to std 5 |
| | Adopted as “resource” material.. Key Features: | | | | | |
| Achievement Technologies, Inc. | SkillsTutor – Language Arts C (web based material) | Achievement Technologies, Inc. | 2005 | 7 | web based | R 10% overall 56% to std 5 |
| | Adopted as “resource” material.. Key Features: | | | | | |
| Achievement Technologies, Inc. | SkillsTutor – Writing (web based material) | Achievement Technologies, Inc. | 2001 | 7 | web based | R 19% |
| | Adopted as “resource” material.. Focuses on editing Key Features: | | | | | |
| Achievement Technologies, Inc. | SkillsTutor – Language Arts (web based material) | Achievement Technologies, Inc. | 2001 | 8 | web based | R 25% |
| | Adopted as “resource” material.. Key Features: | | | | | |
| Achievement Technologies, Inc. | SkillsTutor – Language Arts C (web based material) | Achievement Technologies, Inc. | 2005 | 8 | web based | R 26% |
| | Adopted as “resource” material.. Meets 66% to standards 5.2. Key Features: | | | | | |
| Achievement Technologies, Inc. | SkillsTutor – Writing (web based material) | Achievement Technologies, Inc. | 2001 | 8 | web based | R 29% |
| | Adopted as “resource” material.. Primarily meets standards 3.2; 3.3 & standard 5.3 Key Features: | | | | | |

Language Arts Part II
Grades 6 - 8

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | |
|---|--|---------------------------|------------------|--------------------|--------------------|--|-------------------|
| Educator's Publishing Service | Writing Skills 1 2nd Edition | Diana Hanbury-King | 2004 | 6 (5-6) | 0838825656 | R 45% | |
| | Adopted as "resource" material.. Key Features: | | | | | | |
| Educator's Publishing Service | Writing Skills 2 2nd Edition | Diana Hanbury-King | 2004 | 7-8 | 0838825664 | R Grade 7 = 16% Grade 8 = 19% | |
| | Adopted as "resource" material.. Key Features: | | | | | | |
| | Writing Skills Teacher Handbook | | | | 2-12 | | 0838825613 |
| Educator's Publishing Service | Advanced Words I Use When I Write | Alana Trisler | 2000 | 6 (5-6) | 0838862179 | R 100% Spelling | |
| | Adopted as "resource" material.. Must be used with Words I Use When I Write teacher's Guide.. Key Features: | | | | | | |
| | Words I Use When I Write TG | | | | | | 0838863213 |
| Egger Publishing Company | Rebecca Sitton's Sourcebook for Teaching Spelling and Word Skills | Rebecca Sitton | 2006 | 6 | 188605070-8 | R 100% Spelling | |
| | Student Practice Books (5 pack) | | | | | | 188605077-5 |
| Egger Publishing Company | Rebecca Sitton's Sourcebook for Teaching Spelling and Word Skills | Rebecca Sitton | 2002 | 7 | 188605034-1 | R 100% Spelling | |
| Egger Publishing Company | Rebecca Sitton's Sourcebook for Teaching Spelling and Word Skills | Rebecca Sitton | 2002 | 8 | 188605035-X | R 100% Spelling | |
| Glencoe / McGraw-Hill | Writer's Choice: Grammar & Composition, Grade 6 | Lester, et al | 2005 | 6 | 0078298148 | 93% | |
| | Key Features: | | | | | | |
| | Teacher Wraparound Edition | | | | | | 0078298075 |
| | Teacher Classroom Resources | | | | | | 0078237890 |
| TCR Components Include: (subject to change) Block Scheduling Guide 6-8; Taking Standardized Tests 6-8; Tests w/Answer Key; Writing Assessment and Evaluation; ITBS Prep & Practice Wkbk TAE; SAT 9 Prep & Practice Wkbk TAE; Terra Nova Prep & Practice Wkbk TAE; Business & Technical Writing Activities; Composition Enrichment; Composition Practice; Composition Reteaching; Research Paper and Report Writing 6-8; Revising w/Style 6-8; Sentence-Combining Practice; Sentence Diagramming 6-8; Writing Across the Curriculum; Writing in the Real World; Grammar and Language Wkbk TAE; Grammar Enrichment; Grammar Practice Wkbk TAE; Grammar Practice; Grammar Reteaching; Cooperative Learning Activities; Dinah Zike's Foldables; Language Arts Guide to using the Internet...; Listening and Speaking Activities; Literature Connections 6-8; Spelling Power Wkbk TAE; Thinking and Study Skills; Viewing & Representing Activities; Vocabulary and Spelling Strategies & Practice; Vocabulary Power Wkbk TAE | | | | | | | |

Language Arts Part II
Grades 6 - 8

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|--|---|----------------------|-------------|-------------|-------------------|-----------------------------|
| Glencoe / McGraw-Hill | Writer's Choice: Grammar & Composition, (continued) | | | 6 | | |
| | Available Additional Resources Include: (subject to change) ITBS Prep & Practice Wkbk; SAT-9 Prep & Practice Wkbk; Terra Nova Prep & Practice Wkbk; Grammar and Composition Handbook (Teacher Guide also available); Grammar Language Wkbk; Grammar Practice Wkbk; Humanities Across TIME; InTIME (Teacher Guide also avail); Spelling Power Wkbk (or BLM); Vocabulary Power Wkbk (or BLM); Bellringer Activities Transparencies; Daily Language Practice Transparencies; Fine Art Transparencies; Two-Minute Skills Drill Transparencies; Writing Process Transparencies; Spanish Resource Binder; TroubleShooter Notepads | | | | | |
| | Available Technology Resources Include: (subject to change) StudentWorks™ CD-ROM; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Mindjogger Videoquizzes DVD; Interactive Grammar and Language Wkbk CD-ROM; Interactive Tutor Self-Assessment CD-ROM; Language Arts PASS CD-ROM; Presentation Plus! CD-ROM; Revising w/Style CD-ROM; Sentence Diagramming CD-ROM; Vocabulary Puzzlemaker CD-ROM; Writer's Assistant CD-ROM | | | | | |
| Glencoe / McGraw-Hill | Writer's Choice: Grammar & Composition, Grade 7 | Lester, et al | 2005 | 7 | 0078298156 | 97% |
| | Key Features: | | | | | |
| | Teacher Wraparound Edition | | | | | 0078298083 |
| | Teacher Classroom Resources | | | | | 0078237904 |
| | TCR Components Include: (subject to change) Block Scheduling Guide 6-8; Taking Standardized Tests 6-8; Tests w/Answer Key; Writing Assessment and Evaluation; ITBS Prep & Practice Wkbk TAE; SAT 9 Prep & Practice Wkbk TAE; Terra Nova Prep & Practice Wkbk TAE; Business & Technical Writing Activities; Composition Enrichment; Composition Practice; Composition Reteaching; Research Paper and Report Writing 6-8; Revising w/Style 6-8; Sentence-Combining Practice; Sentence Diagramming 6-8; Writing Across the Curriculum; Writing in the Real World; Grammar and Language Wkbk TAE; Grammar Enrichment; Grammar Practice Wkbk TAE; Grammar Practice; Grammar Reteaching; Cooperative Learning Activities; Dinah Zike's Foldables; Language Arts Guide to using the Internet...; Listening and Speaking Activities; Literature Connections 6-8; Spelling Power Wkbk TAE; Thinking and Study Skills; Viewing & Representing Activities; Vocabulary and Spelling Strategies & Practice; Vocabulary Power Wkbk TAE | | | | | |
| | Available Additional Resources Include: (subject to change) ITBS Prep & Practice Wkbk; SAT-9 Prep & Practice Wkbk; Terra Nova Prep & Practice Wkbk; Grammar and Composition Handbook (Teacher Guide also available); Grammar Language Wkbk; Grammar Practice Wkbk; Humanities Across TIME; InTIME (Teacher Guide also avail); Spelling Power Wkbk (or BLM); Vocabulary Power Wkbk (or BLM); Bellringer Activities Transparencies; Daily Language Practice Transparencies; Fine Art Transparencies; Two-Minute Skills Drill Transparencies; Writing Process Transparencies; Spanish Resource Binder; TroubleShooter Notepads | | | | | |
| Available Technology Resources Include: (subject to change) StudentWorks™ CD-ROM; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Mindjogger Videoquizzes DVD; Interactive Grammar and Language Wkbk CD-ROM; Interactive Tutor Self-Assessment CD-ROM; Language Arts PASS CD-ROM; Presentation Plus! CD-ROM; Revising w/Style CD-ROM; Sentence Diagramming CD-ROM; Vocabulary Puzzlemaker CD-ROM; Writer's Assistant CD-ROM | | | | | | |

Language Arts Part II
Grades 6 - 8

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | |
|--|---|--|------------------|--------------------|--------------------|---------------------------------|------------|
| Glencoe / McGraw-Hill | Writer's Choice: Grammar & Composition, Grade 8 | Lester, et al | 2005 | 8 | 0078298164 | 97% | |
| | Key Features: | | | | | | |
| | Teacher Wraparound Edition | | | | | | 0078298091 |
| | Teacher Classroom Resources | | | | | | 0078237912 |
| | TCR Components Include: (subject to change) Block Scheduling Guide 6-8; Taking Standardized Tests 6-8; Tests w/Answer Key; Writing Assessment and Evaluation; ITBS Prep & Practice Wkbk TAE; SAT 9 Prep & Practice Wkbk TAE; Terra Nova Prep & Practice Wkbk TAE; Business & Technical Writing Activities; Composition Enrichment; Composition Practice; Composition Reteaching; Research Paper and Report Writing 6-8; Revising w/Style 6-8; Sentence-Combining Practice; Sentence diagramming 6-8; Writing Across the Curriculum; Writing in the Real World; Grammar and Language Wkbk TAE; Grammar Enrichment; Grammar Practice Wkbk TAE; Grammar Practice; Grammar Reteaching; Cooperative Learning Activities; Dinah Zike's Foldables; Language Arts Guide to using the Internet...; Listening and Speaking Activities; Literature Connections 6-8; Spelling Power Wkbk TAE; Thinking and Study Skills; Viewing & Representing Activities; Vocabulary and Spelling Strategies & Practice; Vocabulary Power Wkbk TAE | | | | | | |
| | Available Additional Resources Include: (subject to change) ITBS Prep & Practice Wkbk; SAT-9 Prep & Practice Wkbk; Terra Nova Prep & Practice Wkbk; Grammar and Composition Handbook (Teacher Guide also available); Grammar Language Wkbk; Grammar Practice Wkbk; Humanities Across TIME; InTIME (Teacher Guide also avail); Spelling Power Wkbk (or BLM); Vocabulary Power Wkbk (or BLM); Bellringer Activities Transparencies; Daily Language Practice Transparencies; Fine Art Transparencies; Two-Minute Skills Drill Transparencies; Writing Process Transparencies; Spanish Resource Binder; TroubleShooter Notepads | | | | | | |
| Available Technology Resources Include: (subject to change) StudentWorks™ CD-ROM; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Mindjogger Videoquizzes DVD; Interactive Grammar and Language Wkbk CD-ROM; Interactive Tutor Self-Assessment CD-ROM; Language Arts PASS CD-ROM; Presentation Plus! CD-ROM; Revising w/Style CD-ROM; Sentence Diagramming CD-ROM; Vocabulary Puzzlemaker CD-ROM; Writer's Assistant CD-ROM | | | | | | | |
| Great Source Education Group | All Write Student Handbook (Hardcover) | Kemper, Sebranek and Meyer | 2003 | 6 (6-8) | 066949951x | 94% | |
| | Key Features: | | | | | | |
| Great Source Education Group | Spelling for Writers, Grade 6 Kit | Mary Jo Fresch and Aileen Wheaton | 2005 | 6 (1-6) | 0669522376 | R 83% Spelling | |
| | Adopted as "resource" material.. Key Features: | | | | | | |
| Great Source Education Group | Write Source, Grade. 6 Student Book (Hardcover) | Kemper, Sebranek and Meyer | 2005 | 6 (1-10) | 0669507040 | 87% | |
| | Key Features: | | | | | | |
| Great Source Education Group | Write Traits Classroom Kit Grade. 6 | Vicki Spandel and Jeff Hicks | 2002 | 6 (1-8) | 0669490334 | R 48% | |
| | Adopted as "resource" material.. Meets 94% of Standards 3 & 4. Key Features: | | | | | | |
| Great Source Education Group | All Write Student Handbook (Hardcover) | Kemper, Sebranek and Meyer | 2003 | 7 (6-8) | 066949951x | 97% | |
| | Key Features: | | | | | | |

Language Arts Part II
Grades 6 - 8

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|---|--|-------------------------------------|------------------|--------------------|--------------------|-------------------------------------|
| Great Source Education Group | Write Source, Grade. 7 Student Book Hardcover | Kemper, Sebranek and Meyer | 2005 | 7 (1-10) | 0669507059 | 68% |
| | Key Features: | | | | | |
| Great Source Education Group | Write Traits Classroom Kit Gr. 7 | Vicki Spandel and Jeff Hicks | 2002 | 7 (1-8) | 0669490342 | R 55% |
| | Adopted as "resource" material.. Meets 71% of Standard 3& 4. Great into to writing. Key Features: | | | | | |
| Great Source Education Group | All Write Student Handbook (Hardcover) | Kemper, Sebranek and Meyer | 2003 | 8 (6-8) | 066949951x | 94% |
| | Key Features | | | | | |
| Great Source Education Group | Write Source, Grade. 8 Student Book Hardcover | Kemper, Sebranek and Meyer | 2006 | 8 (1-10) | 0669507067 | 96.7% |
| | Key Features: | | | | | |
| Great Source Education Group | Write Traits Classroom Kit Gr. 8 | Vicki Spandel and Jeff Hicks | 2002 | 8 (1-8) | 0669490350 | 70% |
| | Notes: Excellent writing resource. Key Features: | | | | | |
| Holt, Rinehart and Winston | Elements of Language Student Edition, Introductory Course | Odell, et al. | 2007 | 6 | 0030796776 | 97% |
| | Key Features: | | | | | |
| | Premier Online Edition, Introductory Course | | | | | 0030664322 |
| | Annotated Teacher's Edition, Introductory Course | | | | | 0030796865 |
| | Developmental Language Skills, Introductory Course | | | | | 0030700582 |
| | Developmental Language Skills, Teacher's Notes and Answer Key, Introductory Course | | | | | 0030700671 |
| | Grammar, Usage and Mechanics Language Skills Practice, Introductory Course | | | | | 0030563496 |
| | Vocabulary Workshop, Introductory Course | | | | | 0030560233 |
| | Vocabulary Workshop Answer Key | | | | | 0030574161 |
| | Teaching Resources, Introductory Course | | | | | 0030645484 |
| | Assessment, Introductory Course | | | | | 0030645573 |
| | Daily Language Activity Transparencies, Introductory Course | | | | | 0030560128 |
| | Lesson Planner, Introductory Course | | | | | 0030640369 |
| | Teaching Strategies for English-Language Learners, Introductory Course | | | | | 003064738x |
| | One-Stop Planner CD-ROM with Test Generator for Macintosh® and Windows®, introductory Course | | | | | 0030702372 |
| | Spelling, Introductory Course | | | | | 0030563267 |
| | Spelling Teacher's Guide, Introductory Course | | | | | 0030575818 |
| | Spanish Resources, Introductory Course | | | | | 0030646693 |
| | Media Literacy and Communication Skills, Introductory Course | | | | | 003057398x |
| | Designing Your Writing, Strategies for Middle School Students, Grades 6-8 | | | | | 0030563291 |
| Holt Interactive Spelling CD-ROM, Level 1 | | | | | 0030676495 | |

Language Arts Part II
Grades 6 - 8

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | |
|--|---|---|----------------------|--------------------|--------------------|-------------------------------------|-------------------|
| Holt, Rinehart and Winston | Elements of Language Student Edition, First Course | Odell, et al | 2007 | 7 | 0030796784 | 100% | |
| | Key Features: | | | | | | |
| | Premier Online Edition, First Course | | | | | | 0030664330 |
| | Annotated Teacher's Edition, First Course | | | | | | 0030796873 |
| | Developmental Language Skills, First Course | | | | | | 0030700590 |
| | Developmental Language Skills, Teacher's Notes and Answer Key, First Course | | | | | | 003070068x |
| | Grammar, Usage and Mechanics Language Skills Practice, First Course | | | | | | 0030563518 |
| | Vocabulary Workshop, First Course | | | | | | 0030560241 |
| | Vocabulary Workshop Answer Key | | | | | | 0030574161 |
| | Teaching Resources, First Course | | | | | | 0030645492 |
| | Assessment, First Course | | | | | | 0030645581 |
| | Daily Language Activity Transparencies, First Course | | | | | | 0030560136 |
| | Lesson Planner, First Course | | | | | | 0030641128 |
| | Teaching Strategies for English-Language Learners, First Course | | | | | | 0030647398 |
| | One-Stop Planner CD-ROM with Test Generator for Macintosh® and Windows®, First Course | | | | | | 0030702380 |
| | Spelling, First Course | | | | | | 0030563275 |
| | Spelling Teacher's Guide, First Course | | | | | | 0030639980 |
| | Holt, Rinehart and Winston | Elements of Language® Student Edition, Second Course | Odell, et al. | 2007 | 8 | | 0030796792 |
| Key Features: | | | | | | | |
| Premier Online Edition, Second Course | | | | | 0030664349 | | |
| Annotated Teacher's Edition, Second Course | | | | | 0030796881 | | |
| Developmental Language Skills, Second Course | | | | | 0030700612 | | |
| Developmental Language Skills, Teacher's Notes and Answer Key, Second Course | | | | | 0030700698 | | |
| Grammar, Usage and Mechanics Language Skills Practice, Second Course | | | | | 0030563526 | | |
| Vocabulary Workshop, Second Course | | | | | 0030560276 | | |
| Vocabulary Workshop Answer Key | | | | | 0030574161 | | |
| Teaching Resources, Second Course | | | | | 0030645514 | | |
| Assessment, Second Course | | | | | 003064559x | | |
| Daily Language Activity Transparencies, Second Course | | | | | 0030560144 | | |
| Lesson Planner, Second Course | | | | | 0030641136 | | |
| Teaching Strategies for English-Language Learners, Second Course | | | | | 003064741x | | |
| One-Stop Planner CD-ROM with Test Generator for Macintosh® and Windows®, Second Course | | | | | 0030702623 | | |
| Spelling, Second Course | | | | | 0030563283 | | |
| Spelling Teacher's Guide, Second Course | | | | | 0030640342 | | |
| Spanish Resources, Second Course | | | | | 0030646723 | | |
| Holt Interactive Spelling CD-ROM, Level 3 | | | | | 0030676525 | | |

Language Arts Part II
Grades 6 - 8

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|--|--|-------------------------|------------------|----------------------|--------------------|-------------------------------------|
| Holt, Rinehart and Winston | Elements of Language® Student Edition, Second Course (Continued) | | | 8 | | |
| | Media Literacy and Communication Skills, Second Course | | | | | 0030574013 |
| | Designing Your Writing, Strategies for Middle School Students | | | | | 0030563291 |
| | Annotated Teacher's Edition, Introductory Course | | | | | 0030661331 |
| | Student Edition CD-ROM | | | | | 0030730562 |
| | Support Package, Introductory Course | | | | | 0030674883 |
| | Support Package, Introductory Course | | | | | 0030674883 |
| | One-Stop Planner® CD-ROM with Test Generator and State Specific Resources, Introductory Course | | | | | 0030377919 |
| Activities and Test Online, Introductory Course | | | | | 0030731283 | |
| Holt, Rinehart and Winston | Holt Handbook, Student Edition, Introductory Course | HRW | 2003 | 6 | 0030661420 | 81% |
| | Annotated Teacher's Edition, Introductory Course | | | | | 0030661331 |
| | Student Edition CD-ROM | | | | | 0030730562 |
| | Support Package, Introductory Course | | | | | 0030674883 |
| | Support Package, Introductory Course | | | | | 0030674883 |
| | One-Stop Planner® CD-ROM with Test Generator and State Specific Resources, Introductory Course | | | | | 0030377919 |
| | Activities and Test Online, Introductory Course | | | | | 0030731283 |
| Holt, Rinehart and Winston | Holt Handbook, Student Edition, First Course | HRW | 2003 | 7 | 0030661439 | 65% |
| | Annotated Teacher's Edition, First Course | | | | | 003066134x |
| | Student Edition CD-ROM, First Course | | | | | 0030730570 |
| | Support Package, First Course | | | | | 0030674980 |
| | Activities and Test Online, First Course | | | | | 0030731291 |
| | One-Stop Planner® CD-ROM with ExamView® Test Generator CD-ROM, First Course | | | | | 0030377927 |
| Holt, Rinehart and Winston | Holt Handbook, Student Edition, Second Course | HRW | 2003 | 8 | 0030661447 | 65% |
| | Annotated Teacher's Edition, Second Course | | | | | 0030661366 |
| | Student Edition CD-ROM, Second Course | | | | | 0030730589 |
| | Support Package, Second Course | | | | | 0030674891 |
| | Activities and Test Online, Second Course | | | | | 0030731313 |
| One-Stop Planner® CD-ROM with ExamView® Test Generator CD-ROM, Second Course | | | | | 0030377935 | |
| Houghton Mifflin Company | Houghton Mifflin English: Student Book Level 6 | Templeton, et al | 2004 | 6 (4 – 8) | 061861122-3 | 90.3% |
| | Key Features: | | | | | |
| | eBook CD-ROM Level 6 | | | | | 061833776-8 |
| | Audio CD Level 6 | | | | | 061819664-1 |
| | Teacher's Edition & Resource Masters Level 6 | | | | | 061861265-3 |
| | Support for Writing Tests (4 point rubric) Level 6 | | | | | 061819473-8 |
| | Support for Writing Tests (6 point rubric) Level 6 | | | | | 061812831-X |
| | Leveled Practice CD Level 6 | | | | | 061850234-3 |
| Test Generator CD Level 6 | | | | | 061850242-4 | |

Language Arts Part II
Grades 6 - 8

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | |
|--|--|-------------------------|------------------|----------------------|--------------------|---|-------------|
| Houghton Mifflin Company | Houghton Mifflin English eBook CD-ROM Level 7 | Templeton, et al | 2001 | 7 (4 – 8) | 061833777-6 | 90% | |
| | Key Features: | | | | | | |
| | Audio CD Level 7 | | | | | | 061819665-X |
| | Support for Writing Tests (4 point rubric) Level 7 | | | | | | 061819474-6 |
| | Support for Writing Tests (6 point rubric) Level 7 | | | | | | 061812832-8 |
| | Leveled Practice CD Level 7 | | | | | | 061850235-1 |
| | Test Generator CD Level 7 | | | | | | 061850243-2 |
| Houghton Mifflin Company | Houghton Mifflin English eBook CD-ROM Level 8 | Templeton, et al | 2001 | 8 (4 – 8) | 061833778-4 | 93% | |
| | Key Features: | | | | | | |
| | Audio CD Level 8 | | | | | | 061819666-8 |
| | Support for Writing Tests (4 point rubric) Level 8 | | | | | | 061819475-4 |
| | Support for Writing Tests (6 point rubric) Level 8 | | | | | | 061812833-6 |
| | Leveled Practice CD Level 8 | | | | | | 061850236-X |
| | Test Generator CD Level 8 | | | | | | 061850244-0 |
| Houghton Mifflin Company | Houghton Mifflin Spelling & Vocabulary, Student Edition Level 6 | Templeton, et al | 2006 | 6 (1 – 6) | 061849191-0 | R 65% overall 100% Spelling | |
| | Key Features: | | | | | | |
| | Teacher's Edition Level 6 | | | | | | 061849213-5 |
| | Teacher's Resource Book Level 6 | | | | | | 061849219-4 |
| | Word Power: Daily Vocabulary Enrichment Level 6 | | | | | | 061857620-7 |
| | Word Sort Cards Level 6 | | | | | | 061858730-6 |
| | Overhead Transparencies & BLM Level 6 | | | | | | 061857632-0 |
| | Lesson Planner & TR CD-ROM w/Booklet Level 6 | | | | | | 061858738-1 |
| | Tests BLMs Level 6 | | | | | | 061857626-6 |
| Test Generator CD-ROM & User's Guide Level 6 | | | | | 061859232-6 | | |
| ELL Support Booklet & Audio CD Level 6 | | | | | 061859238-5 | | |
| LearnStar, Inc. | Language Arts | Courtney Denton | 2006 | 6 (6-12) | N/A | R 16% overall 62% Standard 5 | |
| | Adopted as "resource" material. Key Features: | | | | | | |
| LearnStar, Inc. | Language Arts | Courtney Denton | 2006 | 7 (6-12) | N/A | R 19% overall 75% Standard 5 | |
| | Adopted as "resource" material. Key Features: | | | | | | |

Language Arts Part II
Grades 6 - 8

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|---|---|-----------------------------|------------------|--------------------|--------------------|---|
| LearnStar, Inc. | Language Arts | Courtney Denton | 2006 | 8 (6-12) | N/A | R 25% overall 88% Standard 5 |
| | Adopted as "resource" material. Key Features: | | | | | |
| Macmillan / McGraw- Hill | Macmillan/McGraw-Hill Language Arts Pupil Edition | Hasbrouck, et al | 2005 | 6 (K-6) | 002245564-7 | 95% |
| | Teacher's Edition | | | | 002245572-8 | |
| | Teacher's Resource Package | | | | 002245446-2 | |
| McDougal Littell Company | Language Network Pupil Edition | Bruder, Mary, et al. | 2001 | 6 | 0395967368 | 90% |
| | Teacher Edition | | | | 0395967430 | |
| | Power Presentations CD-ROM | | | | 0618053735 | |
| | Media Focus: Analyzing and Producing Media-Video with Resource Book | | | | 0618098100 | |
| | Electronic Teacher Tools CD-ROM with User's Guide | | | | 0618166548 | |
| | Teacher's Resource Package | | | | 0618118942 | |
| | Test Generator | | | | 061818242X | |
| | Writing Research Reports | | | | 0618052720 | |
| | Grammar, Usage, and Mechanics Workbook Pupil Edition | | | | 0618153683 | |
| | Speaking and Listening Workbook, Pupil Edition | | | | 0618153667 | |
| | Vocabulary and Spelling Workbook, Pupil Edition | | | | 0618136673 | |
| | Wordskills Workbook, Pupil Edition | | | | 0395979773 | |
| | Grammar Coach CD-ROM with User's Guide | | | | 0618053751 | |
| | eEdition CD-ROM | | | | 0618245847 | |
| | InterActive Reader Plus, Grade 6 | | | | 0618309853 | |
| McDougal Littell Company | Language Network Pupil Edition | Bruder, Mary, et al. | 2001 | 7 | 0395967376 | 97% |
| | Teacher Edition | | | | 0395967449 | |
| | Power Presentations CD-ROM | | | | 0618053735 | |
| | Media Focus: Analyzing and Producing Media-Video with Resource Book | | | | 0618098127 | |
| | Electronic Teacher Tools CD-ROM with User's Guide | | | | 0618166556 | |
| | Teacher's Resource Package | | | | 0618118950 | |
| | Test Generator | | | | 0618182519 | |
| | Writing Research Reports | | | | 0618052720 | |
| | Grammar, Usage, and Mechanics Workbook Pupil Edition | | | | 0618153764 | |
| | Speaking and Listening Workbook, Pupil Edition | | | | 0618153721 | |
| | Vocabulary and Spelling Workbook, Pupil Edition | | | | 0618136681 | |
| | Wordskills Workbook, Pupil Edition | | | | 039597979X | |
| | Grammar Coach CD-ROM with User's Guide | | | | 0618053751 | |
| | eEdition CD-ROM | | | | 0618245855 | |
| | InterActive Reader Plus, Grade 7 | | | | 0618309861 | |

Language Arts Part II
Grades 6 - 8

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|----------------------------------|--|-----------------------------|------------------|--------------------|--------------------|---------------------------------|
| McDougal Littell Company | Language Network Pupil Edition | Bruder, Mary, et al. | 2001 | 8 | 0395967384 | 77% |
| | Teacher Edition | | | | 0395967457 | |
| | Power Presentations CD-ROM | | | | 0618053735 | |
| | Media Focus: Analyzing and Producing Media-Video with Resource Book | | | | 0618098143 | |
| | Electronic Teacher Tools CD-ROM with User's Guide | | | | 0618166564 | |
| | Teacher's Resource Package | | | | 0618168141 | |
| | Test Generator | | | | 061830987X | |
| | Writing Research Reports | | | | 0618182527 | |
| | Grammar, Usage, and Mechanics Workbook Pupil Edition | | | | 0618153829 | |
| | Speaking and Listening Workbook, Pupil Edition | | | | 0618153802 | |
| | Vocabulary and Spelling Workbook, Pupil Edition | | | | 061813669X | |
| | Wordskills Workbook, Pupil Edition | | | | 0395979811 | |
| | Grammar Coach CD-ROM with User Guide | | | | 0618053751 | |
| | eEdition CD-ROM | | | | 0618245863 | |
| InterActive Reader Plus, Grade 8 | 061830987X | | | | | |
| Pearson Prentice Hall | Writing and Grammar: Communication in Action, Student Edition, Copper | Carroll, et al. | 2004 | 6 | 0130374830 | 97% |
| | Teacher's Edition, Copper | | | | 0130374962 | |
| | Handbook, Copper | | | | 0130375462 | |
| | Interactive Text CD-ROM, Copper | | | | 0130530484 | |
| | Resource Pro CDROM (with Assessment Resources Software), Copper | | | | 0130530166 | |
| Pearson Prentice Hall | Writing and Grammar: Communication in Action, Student Edition, Bronze | Carroll, et al. | 2004 | 7 | 013037492X | 97% |
| | Teacher's Edition, Bronze | | | | 0130374970 | |
| | Handbook, Bronze | | | | 0130375470 | |
| | Interactive Text CD-ROM, Bronze | | | | 0130530492 | |
| | Resource Pro CD-ROM (with Assessment Resources Software), Bronze | | | | 0130530174 | |
| Pearson Prentice Hall | Writing and Grammar: Communication in Action, Student Edition, Silver | Carroll, et al. | 2004 | 8 | 0130374938 | 94% |
| | Adopted as "resource" material. Key Features: | | | | | |
| | Teacher's Edition, Silver | | | | 0130374997 | |
| | Handbook, Silver | | | | 0130375489 | |
| | Interactive Text CD-ROM, Silver | | | | 0130530506 | |
| | Resource Pro CD-ROM (with Assessment Resources Software), Silver | | | | 0130530190 | |

Language Arts Part II
Grades 6 - 8

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | |
|--------------------------------|--|---------------------------|------------------|-----------------------|--------------------|--|------------|
| Pearson Scott Foresmsan | EVERYDAY SPELLING Student Edition Pearson SF | James Beers, et al | 2008 | 6 (1 – 8) | 0328223034 | R 10% overall 100% Spelling | |
| | Adopted as “resource” material.. Key Features: | | | | | | |
| | Teacher’s Edition | | | | | | 0328233730 |
| | Practice Masters | | | | | | 0673289931 |
| | Practice for Standardized Tests | | | | | | 0673289524 |
| | Home-School Activities | | | | | | 0673289605 |
| | Spelling and Writing | | | | | | 0673289826 |
| | Everyday Spelling CD-ROM Pkg (MAC/WIN Compatible) | | | | | | 0673301508 |
| Pearson Scott Foresmsan | EVERYDAY SPELLING Student Edition | James Beers, et al | 2008 | 7 (1 – 8) | 0328223042 | R 10% overall 100% Spelling | |
| | Adopted as “resource” material.. Key Features: | | | | | | |
| | Teacher’s Edition | | | | | | 0328233749 |
| | Practice Masters | | | | | | 067328994X |
| | Practice for Standardized Tests | | | | | | 0673289532 |
| | Home-School Activities | | | | | | 0673289613 |
| | Spelling and Writing | | | | | | 0673289834 |
| | | | | | | | |
| Pearson Scott Foresmsan | EVERYDAY SPELLING Student Edition | James Beers, et al | 2008 | 8 (1 – 8) | 0328223050 | R 10% overall 100% Spelling | |
| | Adopted as “resource” material.. Key Features: | | | | | | |
| | Teacher’s Edition | | | | | | 0328233757 |
| | Practice Masters | | | | | | 0673289958 |
| | Practice for Standardized Tests | | | | | | 0673289540 |
| | Home-School Activities | | | | | | 0673289621 |
| | Spelling and Writing | | | | | | 0673289842 |
| | | | | | | | |
| Prestwick House, Inc. | Vocabulary from Latin and Greek Roots: A Study of Word Families - Book I | Elizabeth Osborne | 2003 | 7 (7 – 12) | 1580492053 | R 3% Overall 33% Spelling | |
| | Adopted as “resource” material.. Key Features: | | | | | | |
| Prestwick House, Inc. | Vocabulary from Latin and Greek Roots: A Study of Word Families - Book II | Elizabeth Osborne | 2003 | 8 (7 – 12) | 158049207X | R 3% Overall 33% Spelling | |
| | Adopted as “resource” material.. Key Features: | | | | | | |

Language Arts Part II
Grades 6 - 8

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|---|---|----------------------|------------------|----------------------|--------------------|--|
| Sopris West Educational Services | STEP UP TO WRITING Manual 2nd Edition | Maureen Auman | 2005 | 6 (K-12) | 157035457X | 94% |
| | Key Features: | | | | | |
| Sopris West Educational Services | STEP UP TO WRITING Manual 2nd Edition | Maureen Auman | 2005 | 7 (K-12) | 157035457X | 90% |
| | Key Features: | | | | | |
| Sopris West Educational Services | STEP UP TO WRITING Manual 2nd Edition | Maureen Auman | 2005 | 8 (K-12) | 157035457X | 90% |
| | Key Features: | | | | | |
| Sopris West Educational Services | Step Up To Writing Elementary Classroom Set | Maureen Auman | 2005 | 6 (3-6) | 1570358982 | 97% |
| | Classroom Reproducibles | | | | 157035524X | |
| | Handy Pages Level 1 | | | | 1570352577 | |
| Sopris West Educational Services | STEP UP TO WRITING Secondary Classroom Set | Maureen Auman | 2005 | 6-8 (6-12) | 1570358990 | Grade 6 = 74% Grade 7 = 71% Grade 8 = 71% |
| | Overhead Masters | | | | 1570355142 | |
| | Handy Pages Level 2 | | | | 157035217-8 | |
| | Poster Set, Level 1 and 2 | | | | 1570358974 | |
| | 101 Reproducibles for Beginning Writers in Spanish with English Translation | | | | 1593182600 | |
| | Training Supply Packet | | | | 412692018117 | |
| SRA / McGraw - Hill | EXPRESSIVE WRITING Workbook - Level 1 | Engelmann | 2005 | 6-8 (4-8) | 0076035891 | R Grade 6 = 10% Grade 7 = 23% Grade 7 = 23% |
| | Adopted as "resource" material.. Recommended as remedial. Key Features: | | | | | |
| | Teacher Presentation Book - Level 1 | | | | 0076035875 | |
| | Workbook - Level 2 | | | | 0076035905 | |
| | Teacher Presentation Book - Level 2 | | | | 0076035883 | |
| SRA / McGraw - Hill | HIGH-PERFORMANCE WRITING, Advanced Writing, Complete Package | Dodds | 2005 | 6 (5-6) | 0076004473 | 100% |
| | Notes: Requires professional development. | | | | | |
| | Practical Writing | | | | 0076004481 | |
| | Descriptive Writing | | | | 007600449X | |
| | Narrative Writing | | | | 0076004503 | |
| | Persuasive Writing | | | | 0076004511 | |
| | Expository Writing | | | | 007600452X | |
| | Report Writing | | | | 0076017656 | |

Language Arts Part II
Grades 6 - 8

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | |
|---|--|-----------------------------------|------------------|---------------------------|--------------------|--|------------|
| SRA / McGraw - Hill | SRA SPELLING Student Edition | ROSER ET.AL | 2002 | 6 (4 – 6) | 0075722917 | R 10% Overall 100% Spelling | |
| | Adopted as “resource” material.. | | | | | | |
| | Key Features: | | | | | | |
| | Teacher Edition | | | | | | 0075722976 |
| | Teacher Resource Book | | | | | | 0026749394 |
| Word List Flip Chart | | | | | 0026749416 | | |
| CD-ROM Package | | | | | 0026749475 | | |
| SRA / McGraw - Hill | Spelling Mastery Teacher Presentation Book, Level F | DIXON | 1999 | 6 (1 – 6) | 002687640X | R 10% Overall 100% Spelling | |
| | Adopted as “resource” material.. | | | | | | |
| | Key Features: | | | | | | |
| | Student Edition Softcover Level F | | 0026876280 | | | | |
| Student Edition Wkbk (pkg. of 5) Level F | | 0026876345 | | | | | |
| Series Guide | | 0026746670 | | | | | |
| SRA / McGraw - Hill | SPELLING THROUGH MORPHOGRAPHS Student Workbook | ENGELMANN | 2001 | 6 - 8 (4 – 12) | 0026848651 | R 5% Overall 50% Spelling | |
| | Adopted as “resource” material.. | | | | | | |
| | Key Features: | | | | | | |
| Reproducible Student Wkbk | | | | | 0026848678 | | |
| Teacher Materials Package | | | | | 002684866X | | |
| Steck Vaughn/ Harcourt Achieve | Steck-Vaughn Spelling: Linking Words to Meaning – Level 6 Softcover Edition | John R. Pescosolido | 2002 | 6 (1 – 6) | 0739836145 | R 5% Overall 50% Spelling | |
| | Adopted as “resource” material.. | | | | | | |
| Key Features: | | | | | | | |
| Steck-Vaughn Spelling: Linking Words to Meaning – Level 6 Teacher’s Edition | | | | | 073983620X | | |
| Zaner-Bloser, Inc. | Spelling Connections Pupil Edition – (softcover) | Richard Gentry, PhD, et al | 2004 | 6 (K – 8) | 0736720642 | R 10% overall 100% Spelling | |
| | Adopted as “resource” material.. | | | | | | |
| | Key Features: | | | | | | |
| | Pupil Edition -hardcover | | | | | | 0736720715 |
| Teacher Edition | | | | | 0736720804 | | |
| <i>Spelling Connections</i> Teacher Resource Book | | | | | 073672088X | | |

Language Arts Part II
Grades 6 - 8

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | |
|---------------------------|---|-----------------------------------|------------------|----------------------|--------------------|--|------------|
| Zaner-Bloser, Inc. | Spelling Connections Pupil Edition - (softcover) | Richard Gentry, PhD, et al | 2004 | 7 (K – 8) | 0736720650 | R 13% overall 100% Spelling | |
| | Adopted as “resource” material.. Key Features: | | | | | | |
| | Pupil Edition -hardcover | | | | | | 0736720723 |
| | Teacher Edition | | | | | | 0736720812 |
| | Teacher Resource Book | | | | 0736720898 | | |
| Zaner-Bloser, Inc. | Spelling Connections Pupil Edition - (softcover) | Richard Gentry, PhD, et al | 2004 | 8 (K – 8) | 0736750669 | R 13% overall 100% Spelling | |
| | Adopted as “resource” material.. Key Features: | | | | | | |
| | Pupil Edition -hardcover | | | | | | 0736720731 |
| | Teacher Edition | | | | | | 0736720820 |
| | Teacher Resource Book | | | | 0736720901 | | |

**Language Arts Part II: Writing
Grades 9-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|---------------------------------------|---|---------------------------------------|------------------|--------------------|--------------------|-------------------------------------|
| Achievement Technologies, Inc. | SkillsTutor – Writing (web based material) | Achievement Technologies, Inc. | 2001 | 9 | N/A | R 67% |
| | Adopted as “resource” material.. Key Features: | | | | | |
| Achievement Technologies, Inc. | SkillsTutor – Writing (web based material) | Achievement Technologies, Inc. | 2001 | 10 | N/A | R 67% |
| | Adopted as “resource” material.. Key Features: | | | | | |
| Achievement Technologies, Inc. | SkillsTutor – Writing (web based material) | Achievement Technologies, Inc. | 2001 | 11 | N/A | R 62% |
| | Adopted as “resource” material.. Key Features: | | | | | |
| Achievement Technologies, Inc. | SkillsTutor – Writing (web based material) | Achievement Technologies, Inc. | 2001 | 12 | N/A | R 62% |
| | Adopted as “resource” material.. Key Features: | | | | | |
| Achievement Technologies, Inc. | SkillsTutor – Language Arts (web based material) | Achievement Technologies, Inc. | 2001 | 9 | N/A | R 41% |
| | Adopted as “resource” material.. Key Features: | | | | | |
| Achievement Technologies, Inc. | SkillsTutor – Language Arts (web based material) | Achievement Technologies, Inc. | 2001 | 10 | N/A | R 41% |
| | Adopted as “resource” material.. Key Features: | | | | | |
| Achievement Technologies, Inc. | SkillsTutor – Language Arts (web based material) | Achievement Technologies, Inc. | 2001 | 11 | N/A | R 57% |
| | Adopted as “resource” material.. Key Features: | | | | | |
| Achievement Technologies, Inc. | SkillsTutor – Language Arts (web based material) | Achievement Technologies, Inc. | 2001 | 12 | N/A | R 57% |
| | Adopted as “resource” material.. Key Features: | | | | | |

**Language Arts Part II: Writing
Grades 9-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|--------------------------------------|---|---------------------------|------------------|--------------------|--------------------|-------------------------------------|
| Educator's Publishing Service | Writing Skills 3 | Diana Hanbury-King | 2002 | 9-12 | 0838820522 | R 40% |
| | Adopted as "resource" material.. Recommended for low level students and high level LEP students. Correlation of 40% is for grades 9-12. Key Features: | | | | | |
| | Writing Skills Teacher Handbook | Diana Hanbury-King | 2004 | 9-12 | 0838825613 | |
| Glencoe / McGraw-Hill | Writer's Choice: Grammar & Composition | Royster, et al | 2005 | 9 | 0078298172 | 100% |
| | Teacher Wraparound Edition | | | | | |
| | Teacher Classroom Resources | | | | | |
| | TCR Components Include: (subject to change) Block Scheduling Guide 9-12; Taking Standardized Tests 9-10; Tests w/Answer Key; Writing Assessment and Evaluation; ITBS Prep & Practice Wkbk TAE; SAT 9 Prep & Practice Wkbk TAE; Terra Nova Prep & Practice Wkbk TAE; Business & Technical Writing Activities; Composition Enrichment; Composition Practice; Composition Reteaching; Research Paper and Report Writing 9-12; Revising w/Style 9-12; Sentence-Combining Practice; Sentence Diagramming 9-12; Writing Across the Curriculum; Writing in the Real World; Grammar and Language Wkbk TAE; Grammar Enrichment; Grammar Practice Wkbk TAE; Grammar Practice; Grammar Reteaching; Cooperative Learning Activities; Dinah Zike's Foldables; Language Arts Guide to using the Internet...; Listening and Speaking Activities; Literature Connections 9-12; Spelling Power Wkbk TAE; Thinking and Study Skills; Viewing & Representing Activities; Vocabulary and Spelling Strategies & Practice; Vocabulary Power Wkbk TAE; Style & Documentation Sourcebook for Writers TAE | | | | | |
| | Available Additional Resources Include: (subject to change) ITBS Prep & Practice Wkbk; SAT-9 Prep & Practice Wkbk; Terra Nova Prep & Practice Wkbk; Grammar and Composition Handbook (Teacher Guide also available); Grammar Language Wkbk; Grammar Practice Wkbk; Humanities Across TIME; InTIME (Teacher Guide also avail); Spelling Power Wkbk (or BLM); Vocabulary Power Wkbk (or BLM); Bellringer Activities Transparencies; Daily Language Practice Transparencies; Fine Art Transparencies; Two-Minute Skills Drill Transparencies; Writing Process Transparencies; Spanish Resource Binder; Style & Documentation Sourcebook for Writers | | | | | |
| | Available Technology Resources Include: (subject to change) StudentWorks™ CD-ROM; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Mindjogger Videoquizzes DVD; Interactive Grammar and Language Wkbk CD-ROM; Interactive Tutor Self-Assessment CD-ROM; Language Arts PASS CD-ROM; Presentation Plus! CD-ROM; Revising w/Style CD-ROM; Sentence Diagramming CD-ROM; Vocabulary Puzzlemaker CD-ROM; Writer's Assistant CD-ROM | | | | | |
| Glencoe / McGraw-Hill | Writer's Choice: Grammar & Composition | Royster, et al | 2005 | 10 | 0078298180 | 100% |
| | Teacher Wraparound Edition | | | | | |
| | Teacher Classroom Resources | | | | | |
| | TCR Components Include: (subject to change) Block Scheduling Guide 9-12; Taking Standardized Tests 9-10; Tests w/Answer Key; Writing Assessment and Evaluation; ITBS Prep & Practice Wkbk TAE; SAT 9 Prep & Practice Wkbk TAE; Terra Nova Prep & Practice Wkbk TAE; Business & Technical Writing Activities; Composition Enrichment; Composition Practice; Composition Reteaching; Research Paper and Report Writing 9-12; Revising w/Style 9-12; Sentence-Combining Practice; Sentence Diagramming 9-12; Writing Across the Curriculum; Writing in the Real World; Grammar and Language Wkbk TAE; Grammar Enrichment; Grammar Practice Wkbk TAE; Grammar Practice; Grammar Reteaching; Cooperative Learning Activities; Dinah Zike's Foldables; Language Arts Guide to using the Internet...; Listening and Speaking Activities; Literature Connections 9-12; Spelling Power Wkbk TAE; Thinking and Study Skills; Viewing & Representing Activities; Vocabulary and Spelling Strategies & Practice; Vocabulary Power Wkbk TAE; Style & Documentation Sourcebook for Writers TAE | | | | | |
| | Available Additional Resources Include: (subject to change) ITBS Prep & Practice Wkbk; SAT-9 Prep & Practice Wkbk; Terra Nova Prep & Practice Wkbk; Grammar and Composition Handbook (Teacher Guide also available); Grammar Language Wkbk; Grammar Practice Wkbk; Humanities Across TIME; InTIME (Teacher Guide also avail); Spelling Power Wkbk (or BLM); Vocabulary Power Wkbk (or BLM); Bellringer Activities Transparencies; Daily Language Practice Transparencies; Fine Art Transparencies; Two-Minute Skills Drill Transparencies; Writing Process Transparencies; Spanish Resource Binder; Style & Documentation Sourcebook for Writers | | | | | |
| | Available Technology Resources Include: (subject to change) StudentWorks™ CD-ROM; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Mindjogger Videoquizzes DVD; Interactive Grammar and Language Wkbk CD-ROM; Interactive Tutor Self-Assessment CD-ROM; Language Arts PASS CD-ROM; Presentation Plus! CD-ROM; Revising w/Style CD-ROM; Sentence Diagramming CD-ROM; Vocabulary Puzzlemaker CD-ROM; Writer's Assistant CD-ROM | | | | | |

**Language Arts Part II: Writing
Grades 9-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|------------------------------|--|-----------------------|------------------|--------------------|--------------------|-------------------------------------|
| Glencoe / McGraw-Hill | Writer's Choice: Grammar & Composition (continued) | | | 10 | | |
| | Available Technology Resources Include: (subject to change) StudentWorks™ CD-ROM; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Mindjogger Videoquizzes DVD; Interactive Grammar and Language Wkbk CD-ROM; Interactive Tutor Self-Assessment CD-ROM; Language Arts PASS CD-ROM; Presentation Plus! CD-ROM; Revising w/Style CD-ROM; Sentence Diagramming CD-ROM; Vocabulary Puzzlemaker CD-ROM; Writer's Assistant CD-ROM | | | | | |
| Glencoe / McGraw-Hill | Writer's Choice: Grammar & Composition | Royster, et al | 2005 | 11 | 0078298199 | 100% |
| | Key Features: | | | | | |
| | Teacher Wraparound Edition | | | | | 0078298121 |
| | Teacher Classroom Resources | | | | | 0078237947 |
| | TCR Components Include: (subject to change) Block Scheduling Guide 9-12; Taking Standardized Tests 11-12; Tests w/Answer Key; Writing Assessment and Evaluation; College Entrance Exam Prep & Practice Wkbk TAE; Business & Technical Writing Activities; Composition Enrichment; Composition Practice; Composition Reteaching; Research Paper and Report Writing 9-12; Revising w/Style 9-12; Sentence-Combining Practice; Sentence Diagramming 9-12; Writing Across the Curriculum; Writing in the Real World; Grammar and Language Wkbk TAE; Grammar Enrichment; Grammar Practice Wkbk TAE; Grammar Practice; Grammar Reteaching; Cooperative Learning Activities; Dinah Zike's Foldables; Language Arts Guide to using the Internet...; Listening and Speaking Activities; Literature Connections 9-12; Spelling Power Wkbk TAE; Thinking and Study Skills; Viewing & Representing Activities; Vocabulary and Spelling Strategies & Practice; Vocabulary Power Wkbk TAE; Style & Documentation Sourcebook for Writers TAE | | | | | |
| | Available Additional Resources Include: (subject to change) College Entrance Exam Prep & Practice Wkbk Grammar and Composition Handbook (Teacher Guide also available); Grammar Language Wkbk; Grammar Practice Wkbk; Humanities Across TIME; InTIME (Teacher Guide also avail); Spelling Power Wkbk (or BLM); Vocabulary Power Wkbk (or BLM); Bellringer Activities Transparencies; Daily Language Practice Transparencies; Fine Art Transparencies; Two-Minute Skills Drill Transparencies; Writing Process Transparencies; Spanish Resource Binder; Style & Documentation Sourcebook for Writers | | | | | |
| | Available Technology Resources Include: (subject to change) StudentWorks™ CD-ROM; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Mindjogger Videoquizzes DVD; Interactive Grammar and Language Wkbk CD-ROM; Interactive Tutor Self-Assessment CD-ROM; Language Arts PASS CD-ROM; Presentation Plus! CD-ROM; Revising w/Style CD-ROM; Sentence Diagramming CD-ROM; Vocabulary Puzzlemaker CD-ROM; Writer's Assistant CD-ROM | | | | | |
| Glencoe / McGraw-Hill | Writer's Choice: Grammar & Composition | Royster, et al | 2005 | 12 | 0078298202 | 100% |
| | Key Features: | | | | | |
| | Teacher Wraparound Edition | | | | | 007829813X |
| | Teacher Classroom Resources | | | | | 0078237955 |
| | TCR Components Include: (subject to change) Block Scheduling Guide 9-12; Tests w/Answer Key; Writing Assessment and Evaluation; College Entrance Exam Prep & Practice Wkbk TAE; Business & Technical Writing Activities; Composition Enrichment; Composition Practice; Composition Reteaching; Research Paper and Report Writing 9-12; Revising w/Style 9-12; Sentence-Combining Practice; Sentence Diagramming 9-12; Writing Across the Curriculum; Writing in the Real World; Grammar and Language Wkbk TAE; Grammar Enrichment; Grammar Practice Wkbk TAE; Grammar Practice; Grammar Reteaching; Cooperative Learning Activities; Dinah Zike's Foldables; Language Arts Guide to using the Internet...; Listening and Speaking Activities; Literature Connections 9-12; Spelling Power Wkbk TAE; Thinking and Study Skills; Viewing & Representing Activities; Vocabulary and Spelling Strategies & Practice; Vocabulary Power Wkbk TAE; Style & Documentation Sourcebook for Writers TAE | | | | | |
| | Available Additional Resources Include: (subject to change) ITBS Prep & Practice Wkbk; College Entrance Exam Prep & Practice Wkbk Grammar and Composition Handbook (Teacher Guide also available); Grammar Language Wkbk; Grammar Practice Wkbk; Humanities Across TIME; InTIME (Teacher Guide also avail); Spelling Power Wkbk (or BLM); Vocabulary Power Wkbk (or BLM); Bellringer Activities Transparencies; Daily Language Practice Transparencies; Fine Art Transparencies; Two-Minute Skills Drill Transparencies; Writing Process Transparencies; Spanish Resource Binder; Style & Documentation Sourcebook for Writers | | | | | |
| | Available Technology Resources Include: (subject to change) StudentWorks™ CD-ROM; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Mindjogger Videoquizzes DVD; Interactive Grammar and Language Wkbk CD-ROM; Interactive Tutor Self-Assessment CD-ROM; Language Arts PASS CD-ROM; Presentation Plus! CD-ROM; Revising w/Style CD-ROM; Sentence Diagramming CD-ROM; Vocabulary Puzzlemaker CD-ROM; Writer's Assistant CD-ROM | | | | | |

**Language Arts Part II: Writing
Grades 9-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|-------------------------------------|--|---|------------------|-----------------------|--------------------|--|
| Glencoe / McGraw-Hill | Writer's Choice: Grammar & Composition (continued) | | | 12 | | |
| | Available Technology Resources Include: (subject to change) StudentWorks™ CD-ROM; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Mindjogger Videoquizzes DVD; Interactive Grammar and Language Wkbk CD-ROM; Interactive Tutor Self-Assessment CD-ROM; Language Arts PASS CD-ROM; Presentation Plus! CD-ROM; Revising w/Style CD-ROM; Sentence Diagramming CD-ROM; Vocabulary Puzzlemaker CD-ROM; Writer's Assistant CD-ROM | | | | | |
| Great Source Education Group | Write Source, Gr. 9 Student Book (Hardcover) | Kemper, Sebranek and Meyer | 2007 | 9 (1 – 10) | 0669531340 | 99% |
| Great Source Education Group | Write Source, Gr. 10 Student Book (Hardcover) | Kemper, Sebranek and Meyer | 2007 | 10 (1 – 10) | 0669531359 | 100% |
| Great Source Education Group | Write Ahead Student Handbook (Hardcover) | Kemper, Sebranek and Meyer | 2004 | 9-10 | 0669507873 | Grade 9= 100% Grade 10 = 100% |
| Great Source Education Group | Writers INC Student Handbook (Hardcover) | Sebranek, Kemper , and Meyer | 2006 | 9-12 | 066952994x | Grade 9= 100% Grade 10 = 100% Grade11= 100% Grade 12 = 100% |
| Great Source Education Group | The College Writer (Hardcover) w/ CD-ROM | VanderMey, Meyer, Van Rys, Kemper and Sebranek | 2007 | 11-12 | 0618742522 | Grade11= 99.9% Grade 12 = 99.9% |
| Great Source Education Group | Write for Business: A Compact Guide to Writing & Communicating in the Workplace Book and CD-ROM Package | Meyer, Sebranek, and Van Rys | 2004 | 11-12 | 1932436006 | R Grade11= 65% Grade 12 = 65% |
| Great Source Education Group | Write Traits Advanced, Level 1 | Vicki Spandel and Jeff Hicks | 2006 | 11-12 | 0669529230 | Grade11= 80% Grade 12 = 80% |
| Great Source Education Group | Write Traits Advanced, Level 2 | Vicki Spandel and Jeff Hicks | 2006 | 9-12 | 0669529249 | R Grade11= 79.2% Grade 12 = 79.2% |
| | Adopted as "resource" material.. Key Features: | | | | | |

**Language Arts Part II: Writing
Grades 9-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | |
|---|--|----------------------|------------------|--------------------|--------------------|-------------------------------------|------------|
| Holt, Rinehart and Winston/ Harcourt | Elements of Language® Student Edition, Third Course | Odell, et al. | 2007 | 9 | 0030796814 | 100% | |
| | Note: Cover and graphics are not appealing. Key Features: | | | | | | |
| | Premier Online Edition, Third Course | | | | | | 0030664365 |
| | Annotated Teacher's Edition, Third Course | | | | | | 003079689x |
| | Developmental Language Skills, Third Course | | | | | | 0030700620 |
| | Developmental Language Skills, Teacher's Notes and Answer Key, Third Course | | | | | | 003070071x |
| | Vocabulary Workshop, Third Course | | | | | | 0030560284 |
| | Vocabulary Workshop Answer Key | | | | | | 0030574161 |
| | Teaching Resources, Third Course | | | | | | 0030645522 |
| | Grammar, Usage and Mechanics Language Skills Practice, Third Course | | | | | | 0030563534 |
| | Assessment, Third Course | | | | | | 0030645611 |
| | Daily Language Activity Transparencies, Third Course | | | | | | 0030560179 |
| | Lesson Planner, Third Course | | | | | | 0030641179 |
| | Teaching Strategies for English-Language Learners, Third Course | | | | | | 0030647428 |
| | One-Stop Planner CD-ROM with Test Generator for Macintosh® and Windows®, Third Course | | | | | | 0030702631 |
| Holt, Rinehart and Winston/ Harcourt | Elements of Language® Student Edition, Fourth Course | Odell, et al. | 2007 | 10 | 0030796822 | 100% | |
| | Key Features: | | | | | | |
| | Premier Online Edition, Fourth Course | | | | | | 0030664373 |
| | Annotated Teacher's Edition, Fourth Course | | | | | | 0030796911 |
| | Developmental Language Skills, Fourth Course | | | | | | 0030700639 |
| | Developmental Language Skills, Teacher's Notes and Answer Key, Fourth Course | | | | | | 0030700728 |
| | Vocabulary Workshop, Fourth Course | | | | | | 0030560292 |
| | Vocabulary Workshop Answer Key | | | | | | 0030574161 |
| | Teaching Resources, Fourth Course | | | | | | 0030645530 |
| | Assessment, Fourth Course | | | | | | 003064562x |
| | Daily Language Activity Transparencies, Fourth Course | | | | | | 0030560187 |
| | Lesson Planner, Fourth Course | | | | | | 0030641373 |
| | Teaching Strategies for English-Language Learners, Fourth Course | | | | | | 0030647436 |
| | One-Stop Planner CD-ROM with Test Generator for Macintosh® and Windows®, Fourth Course | | | | | | 003070264x |
| | Spanish Resources, Fourth Course | | | | | | 003064674x |
| Media Literacy and Communication Skills, Fourth Course | | | | | 003057403x | | |
| Designing Your Writing, Strategies for High School Students Grades 9-12 | | | | | 0030563313 | | |
| Grammar, Usage and Mechanics Language Skills Practice, Fourth Course | | | | | 0030563542 | | |

**Language Arts Part II: Writing
Grades 9-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | |
|---|---|--|----------------------|--------------------|--------------------|-------------------------------------|-------------------|
| Holt, Rinehart and Winston/ Harcourt | Elements of Language® Student Edition, Fifth Course | Odell, et al. | 2007 | 11 | 0030796830 | 100% | |
| | Key Features: | | | | | | |
| | Premier Online Edition, Fifth Course | | | | | | 0030664381 |
| | Annotated Teacher's Edition, Fifth Course | | | | | | 003079692x |
| | Developmental Language Skills, Fifth Course | | | | | | 0030700647 |
| | Developmental Language Skills, Teacher's Notes and Answer Key, Fifth Course | | | | | | 0030700736 |
| | Vocabulary Workshop, Fifth Course | | | | | | 0030562147 |
| | Vocabulary Workshop Answer Key | | | | | | 0030574161 |
| | Teaching Resources, Fifth Course | | | | | | 0030645549 |
| | Assessment, Fifth Course | | | | | | 0030645638 |
| | Daily Language Activity Transparencies, Fifth Course | | | | | | 0030560195 |
| | Lesson Planner, Fifth Course | | | | | | 0030641845 |
| | Teaching Strategies for English-Language Learners, Fifth Course | | | | | | 0030647444 |
| | One-Stop Planner CD-ROM with Test Generator for Macintosh® and Windows®, Fifth Course | | | | | | 0030702666 |
| | Grammar, Usage and Mechanics Language Skills Practice, Fifth Course | | | | | | 0030563569 |
| | Holt, Rinehart and Winston/ Harcourt | Elements of Language® Student Edition, Sixth Course | Odell, et al. | 2007 | 12 | | 0030796849 |
| Key Features: | | | | | | | |
| Premier Online Edition, Sixth Course | | | | | 003066439x | | |
| Annotated Teacher's Edition, Sixth Course | | | | | 0030796938 | | |
| Developmental Language Skills, Sixth Course | | | | | 0030700663 | | |
| Developmental Language Skills, Teacher's Notes and Answer Key, Sixth Course | | | | | 0030700744 | | |
| Vocabulary Workshop, Sixth Course | | | | | 0030562961 | | |
| Vocabulary Workshop Answer Key | | | | | 0030574161 | | |
| Teaching Resources, Sixth Course | | | | | 0030645565 | | |
| Assessment, Sixth Course | | | | | 0030645646 | | |
| Daily Language Activity Transparencies, Sixth Course | | | | | 0030560225 | | |
| Lesson Planner, Sixth Course | | | | | 0030641918 | | |
| Teaching Strategies for English-Language Learners, Sixth Course | | | | | 0030647460 | | |
| One-Stop Planner CD-ROM with Test Generator for Macintosh® and Windows®, Sixth Course | | | | | 0030702674 | | |
| Spanish Resources, Sixth Course | | | | | 0030646774 | | |
| Media Literacy and Communication Skills, Sixth Course | | | | | 0030574064 | | |
| Designing Your Writing, Strategies for High School Students Grades 9-12 | | | | | 0030563313 | | |
| Grammar, Usage and Mechanics Language Skills Practice, Sixth Course | | | | | 0030563577 | | |

**Language Arts Part II: Writing
Grades 9-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | |
|---|--|------------------------|------------------|------------------------|--------------------|-------------------------------------|------------|
| Holt, Rinehart and Winston/ Harcourt | Holt Handbook, Student Edition, Third Course | HRW | 2003 | 9 | 0030661463 | R 95% Standard 5 | |
| | Adopted as "resource" material. Key Features: | | | | | | |
| | Annotated Teacher's Edition, Third Course | | | | | | 0030661374 |
| | Student Edition CD-ROM, Third Course | | | | | | 0030731097 |
| | Support Package, Third Course | | | | | | 0030674913 |
| | Activities and Test Online, Third Course | | | | | | 0030731321 |
| | One-Stop Planner® CD-ROM with ExamView® Test Generator CD-ROM, Third Course | | | | | | 0030377943 |
| Holt, Rinehart and Winston/ Harcourt | Holt Handbook, Student Edition, Fourth Course | HRW | 2003 | 10 | 0030661471 | R 100% Standard 5 | |
| | Adopted as "resource" material. Key Features: | | | | | | |
| | Annotated Teacher's Edition, Fourth Course | | | | | | 0030661382 |
| | Student Edition CD-ROM, Fourth Course | | | | | | 0030731119 |
| | Support Package, Fourth Course | | | | | | 0030674921 |
| | One-Stop Planner® CD-ROM with ExamView® Test Generator CD-ROM, Fourth Course | | | | | | 003037796x |
| | Activities and Test Online, Fourth Course | | | | | | 003073133x |
| Holt, Rinehart and Winston/ Harcourt | Holt Handbook, Student Edition, Fifth Course | HRW | 2003 | 11 | 003066148x | R 100% Standard 5 | |
| | Adopted as "resource" material. Key Features: | | | | | | |
| | Annotated Teacher's Edition, Fifth Course | | | | | | 0030661390 |
| | Student Edition CD-ROM, Fifth Course | | | | | | 0030731127 |
| | Support Package, Fifth Course | | | | | | 003067493x |
| | One-Stop Planner® CD-ROM with ExamView® Test Generator CD-ROM, Fifth Course | | | | | | 0030377978 |
| | Activities and Test Online, Fifth Course | | | | | | 0030731348 |
| Holt, Rinehart and Winston/ Harcourt | Holt Handbook, Student Edition, Sixth Course | HRW | 2003 | 12 | 0030661498 | R 100% Standard 5 | |
| | Adopted as "resource" material. Key Features: | | | | | | |
| | Annotated Teacher's Edition, Sixth Course | | | | | | 0030661412 |
| | Student Edition CD-ROM, Sixth Course | | | | | | 0030731135 |
| | Support Package, Sixth Course | | | | | | 0030674948 |
| | One-Stop Planner® CD-ROM with ExamView® Test Generator CD-ROM, Sixth Course | | | | | | 0030377986 |
| | Activities and Test Online, Sixth Course | | | | | | 0030731364 |
| LearnStar. Inc. | Language Arts | Courtney Denton | 2006 | 9-12 (6-12) | N/A | R | |
| | Adopted as "resource" material. Key Features: | | | | | | |

**Language Arts Part II: Writing
Grades 9-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|-------------------------------------|--|-----------------------------|------------------|------------------------|--------------------|-------------------------------------|
| McDougal Littell Company | Language Network Pupil Edition | Bruder, Mary, et al. | 2001 | 9 (6 – 12) | 0395967392 | 97% |
| | Teacher Edition | | | | 0395967465 | |
| | Power Presentations CD-ROM | | | | 0618053727 | |
| | Media Focus: Analyzing and Producing Media-Video with Resource Book | | | | 061809816X | |
| | Electronic Teacher Tools CD-ROM with User's Guide | | | | 0618053816 | |
| | Teacher's Resource Package | | | | 0618053328 | |
| | Test Generator | | | | 0618212728 | |
| | Writing Research Reports | | | | 0618053247 | |
| | Grammar, Usage, and Mechanics Workbook Pupil Edition | | | | 0618052615 | |
| | Wordskills Workbook, Pupil Edition | | | | 0395979838 | |
| | Grammar Coach CD-ROM with User's Guide | | | | 0618053743 | |
| | eEdition CD-ROM | | | | 0618245871 | |
| | A Guide to MLA Documentation | | | | 0618646949 | |
| InterActive Reader Plus, Grade 9 | 0618309888 | | | | | |
| McDougal Littell Company | Language Network Pupil Edition | Bruder, Mary, et al. | 2001 | 10 (6 – 12) | 0395967406 | 93% |
| | Teacher Edition | | | | 0395967473 | |
| | Power Presentations CD-ROM | | | | 0618053727 | |
| | Media Focus: Analyzing and Producing Media-Video with Resource Book | | | | 0618098186 | |
| | Electronic Teacher Tools CD-ROM with User Guide | | | | 0618053808 | |
| | Teacher's Resource Package | | | | 0618053336 | |
| | Test Generator | | | | 0618212744 | |
| | Writing Research Reports | | | | 0618053247 | |
| | Grammar, Usage, and Mechanics Workbook Pupil Edition | | | | 0618052623 | |
| | Wordskills Workbook, Pupil Edition | | | | 0395979862 | |
| | Grammar Coach CD-ROM with User Guide | | | | 0618053743 | |
| | eEdition CD-ROM | | | | 061824588X | |
| | A Guide to MLA Documentation | | | | 0618646949 | |
| InterActive Reader Plus, Grade10 | 0618309896 | | | | | |
| McDougal Littell Company | Language Network Pupil Edition | Bruder, Mary, et al. | 2001 | 11 (6 – 12) | 0395967414 | 94% |
| | Teacher Edition | | | | 0395967481 | |
| | Power Presentations CD-ROM | | | | 0618053727 | |
| | Media Focus: Analyzing and Producing Media-Video with Resource Book | | | | 0618098208 | |
| | Electronic Teacher Tools CD-ROM with User's Guide | | | | 0618053794 | |
| | Teacher's Resource Package | | | | 0618053344 | |
| | Test Generator | | | | 0618212760 | |
| | Writing Research Reports | | | | 0618053247 | |

**Language Arts Part II: Writing
Grades 9-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | |
|-----------------------------------|---|---------------|-----------------------------|--------------------|------------------------|-------------------------------------|--------------------|
| McDougal Littell Company | Language Network (Continued) | | | 11 | | | |
| | Grammar, Usage, and Mechanics Workbook Pupil Edition | | | | 0618052631 | | |
| | Wordskills Workbook, Pupil Edition | | | | 0395979889 | | |
| | Grammar Coach CD-ROM with User Guide | | | | 0618053743 | | |
| | eEdition CD-ROM | | | | 0618245898 | | |
| | A Guide to MLA Documentation | | | | 0618646949 | | |
| InterActive Reader Plus, Grade 11 | | | | | 061830990X | | |
| McDougal Littell Company | Language Network Pupil Edition | | Bruder, Mary, et al. | 2001 | 12 (6 – 12) | 0395967422 | 94% |
| | Teacher Edition | | | | 039596749X | | |
| | Power Presentations CD-ROM | | | | 0618053727 | | |
| | Media Focus: Analyzing and Producing Media-Video with Resource Book | | | | 0618098224 | | |
| | Electronic Teacher Tools CD-ROM with User's Guide | | | | 0618053786 | | |
| | Teacher's Resource Package | | | | 0618053352 | | |
| | Test Generator | | | | 0618212787 | | |
| | Writing Research Reports | | | | 0618053247 | | |
| | Grammar, Usage, and Mechanics Workbook Pupil Edition | | | | 061805264X | | |
| | Wordskills Workbook, Pupil Edition | | | | 0395979900 | | |
| | Grammar Coach CDROM with User Guide | | | | 0618053743 | | |
| | eEdition CD-ROM | | | | 0618245901 | | |
| | A Guide to MLA Documentation | | | | 0618646949 | | |
| | InterActive Reader Plus, Grade 12 | | | | 0618309918 | | |
| McDougal Littell Company | The Riverside Reader, Pupil Edition | | Trimmer, et al. | 2005 | 11-12 | 0618433856 | R 42% |
| | Adopted as "resource" material.. Recommended for Honors class. Key Features: | | | | | | |
| | Instructor's Resource Manual | | | | 0618433864 | | |
| | A Guide to MLA Documentation | | | | 0618646949 | | |
| McDougal Littell Company | The New Writing With a Purpose Pupil Edition | | Trimmer, et al. | 2004 | 11-12 | 0618318488 | R 80.6% |
| | Adopted as "resource" material.. Recommended for Honors class. Key Features: | | | | | | |
| | Teaching With a Purpose (Instuctional Resource Manual) | | | | 0618318496 | | |
| | A Guide to MLA Documentation | | | | 0618646949 | | |
| Pearson Prentice Hall | Writing and Grammar: Communication in Action, Student Edition, Gold | | Carroll, et al. | 2004 | 9 (6 – 12) | 0130374946 | 100% |
| | Teacher's Edition, Gold | | | | 0130375004 | | |
| | Handbook, Gold | | | | 0130375497 | | |
| | Interactive Text CD-ROM ,Gold | | | | 0130530514 | | |
| | Resource Pro CD-ROM (with Assessment Resources Software), Gold | | | | 0130530204 | | |

**Language Arts Part II: Writing
Grades 9-12**

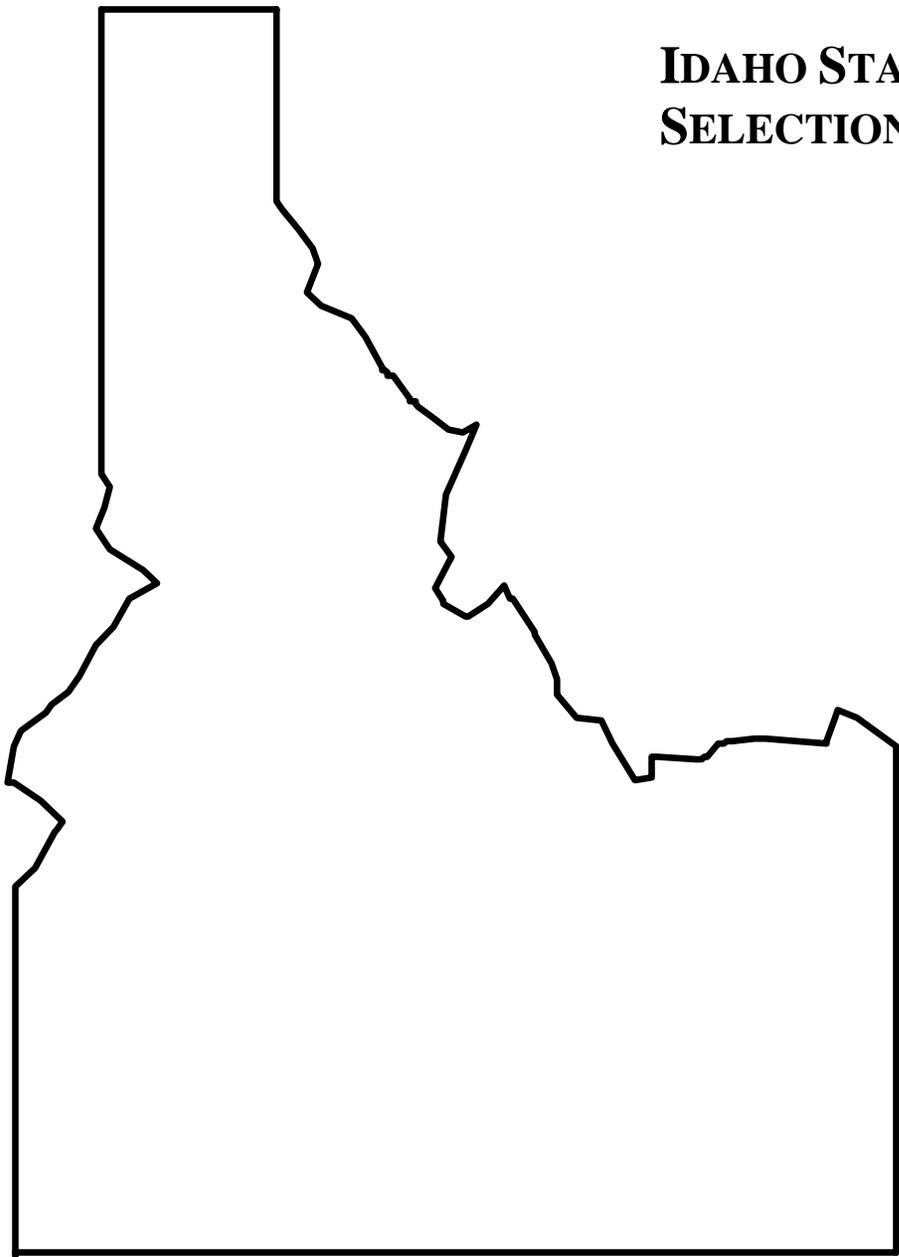
| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|---|--|------------------------|------------------|--------------------------|--------------------|-------------------------------------|
| Pearson Prentice Hall | Writing and Grammar: Communication in Action, Student Edition, Platinum | Carroll, et al. | 2004 | 10 (6 – 12) | 0131166344 | 100% |
| | Teacher's Edition, Platinum | | | | 0130375012 | |
| | Handbook, Platinum | | | | 0130375500 | |
| | Writing and Grammar: Communication in Action Interactive Text CD-ROM, Platinum | | | | 0130530522 | |
| | Resource Pro CD-ROM (with Assessment Resources Software), Platinum | | | | 0130530212 | |
| Pearson Prentice Hall | Writing and Grammar: Communication in Action, Student Edition, Ruby | Carroll, et al. | 2004 | 11 (6 – 12) | 0131166352 | 100% |
| | Teacher's Edition, Ruby | | | | 0130375020 | |
| | Handbook, Ruby | | | | 0130375519 | |
| | Interactive Text CD-ROM, Ruby | | | | 0130530530 | |
| | Resource Pro CD-ROM (with Assessment Resources Software), Ruby | | | | 0130530220 | |
| Pearson Prentice Hall | Writing and Grammar: Communication in Action, Student Edition, Diamond | Carroll, et al. | 2004 | 12 (6 – 12) | 0130374954 | 100% |
| | Teacher's Edition, Diamond | | | | 0130375039 | |
| | Handbook, Diamond | | | | 0130375527 | |
| | Interactive Text CD-ROM, Diamond | | | | 0130530549 | |
| | Resource Pro CD-ROM (with Assessment Resources Software), Diamond | | | | 0130530239 | |
| Sopris West Educational Services | STEP UP TO WRITING Manual 2nd Edition | Maureen Auman | 2005 | 9 - 12 (K-12) | 157035457X | 80.6% |
| | Key Features: | | | | | |
| Sopris West Educational Services | STEP UP TO WRITING Secondary Classroom Set | Maureen Auman | 2005 | 9 - 12 (6-12) | 1570358990 | 80.6% |
| | Notes: Focus on process not mechanics and grammar. Correlation is to grades 9-12. Key Features: | | | | | |
| | Overhead Masters | | | | 1570355142 | |
| | Handy Pages Level 2 | | | | 1570352178 | |
| | Poster Set, Level 1 and 2 | | | | 1570358974 | |
| | 101 Reproducibles for Beginning Writers in Spanish with English Translation | | | | 1593182600 | |
| | Training Supply Packet | | | | 412692018117 | |

**Language Arts Part II: Writing
Grades 9-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|-------------------------|---|--------------------------|------------------|--------------------|--------------------|-------------------------------------|
| Thomson Learning | Better Writing | Carbone | 2006 | 9-12 | 0538727918 | R 79% |
| | Key Features | | | | | |
| | Instructor's Resource CD | | | | 0538727926 | |
| Thomson Learning | Hodges' Harbrace Handbook | Glenn/ Gray | 2007 | 9-10 | 1413010318 | R 94% |
| | Notes: Upper level text. | | | | | |
| | Instructor's Manual Flexfile Package (Due to be published 05/12/06) | | | | 1413016790 | |
| | Comp 21 Passcard | | | | 1413016804 | |
| Thomson Learning | Hodges' Harbrace Handbook | Glenn/ Gray | 2007 | 11-12 | 1413010318 | 94% |
| | Notes: Recommended for honors or upper level classes. | | | | | |
| | Instructor's Manual Flexfile Package (Due to be published 05/12/06) | | | | 1413016790 | |
| | Comp 21 Passcard | | | | 1413016804 | |
| Thomson Learning | Frames of Mind: A Rhetorical Reader with Occasions for Writing | Diyanni/ Hoy | 2005 | 9-11 | 0838460895 | R 87% |
| | Notes: Recommended for honors or upper level classes. | | | | | |
| | Instructor's Manual | | | | 1413002641 | |
| | WebSite | | | | 141300265X | |
| Thomson Learning | Frames of Mind: A Rhetorical Reader with Occasions for Writing | Diyanni/ Hoy | 2005 | 12 | 0838460895 | 87% |
| | Notes: Recommended for honors or upper level classes. | | | | | |
| | Instructor's Manual | | | | 1413002641 | |
| | WebSite | | | | 141300265X | |
| Thomson Learning | Readings for Writers | McCuen/ Winkler | 2007 | 9-12 | 1413016294 | R 87% |
| | Key Features: | | | | | |
| | Instructor's Manual | | | | 1413016308 | |
| Thomson Learning | Literature: Reading, Reacting, Writing | Kirszner/ Mandell | 2007 | 9-12 | 1413019382 | R 60% |
| | Key Features | | | | | |
| | Instructor's Manual (Due to be published 05/05/06) | | | | 1413022863 | |
| | Web Site | | | | 141302940X | |

**Language Arts Part II: Writing
Grades 9-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|---|--|--------------------------------|------------------|------------------------|--------------------|-------------------------------------|
| Thomson Learning | Perrine's Literature: Structure, Sound and Sense | Arp/ Johnson | 2006 | 9-12 | 141300654X | 88% |
| | Note: Correlates 89% to language Arts Part I: Literature standards 89% Recommended for honors class. Key Features Web Site | | | | 1413006566 | |
| | Thomson Learning | Basic Grammar and Usage | Choy | 2006 | 9-12 | |
| Note: Correlations are for grades 9-12. Key Features: Instructor's Manual | | | | 1413008933 | | |
| Thomson Learning | Prose Models | Levin | 2002 | 9-12 | 0155064045 | R 42% |
| Note: Correlations are for grades 9-12. Key Features: Instructor's Manual | | | | 0155064134 | | |
| Thomson Learning | The Least You Should Know About English-Writing Skills, Form A | Wilson/ Glazier | 2006 | 9-12 | 1413008941 | |
| Note: Correlations are for grades 9-12. Key Features: | | | | | | |
| Thomson Learning | The Brief Wadsworth Handbook | Kirszner/ Mandell | 2007 | 9-12 | 1413020305 | 74% |
| Note: Correlations are for grades 9-12. Key Features: | | | | | | |
| The Writing Company | The Manual | Peter Daddone | 2006 | 9-12 (6-12) | 156004259-1 | 94% |
| | Notes: Student friendly. Recommended for Journalism I, grades 9-10. Key Features | | | | | |



**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE RECOMMENDATIONS**

Communications

Speech and Journalism

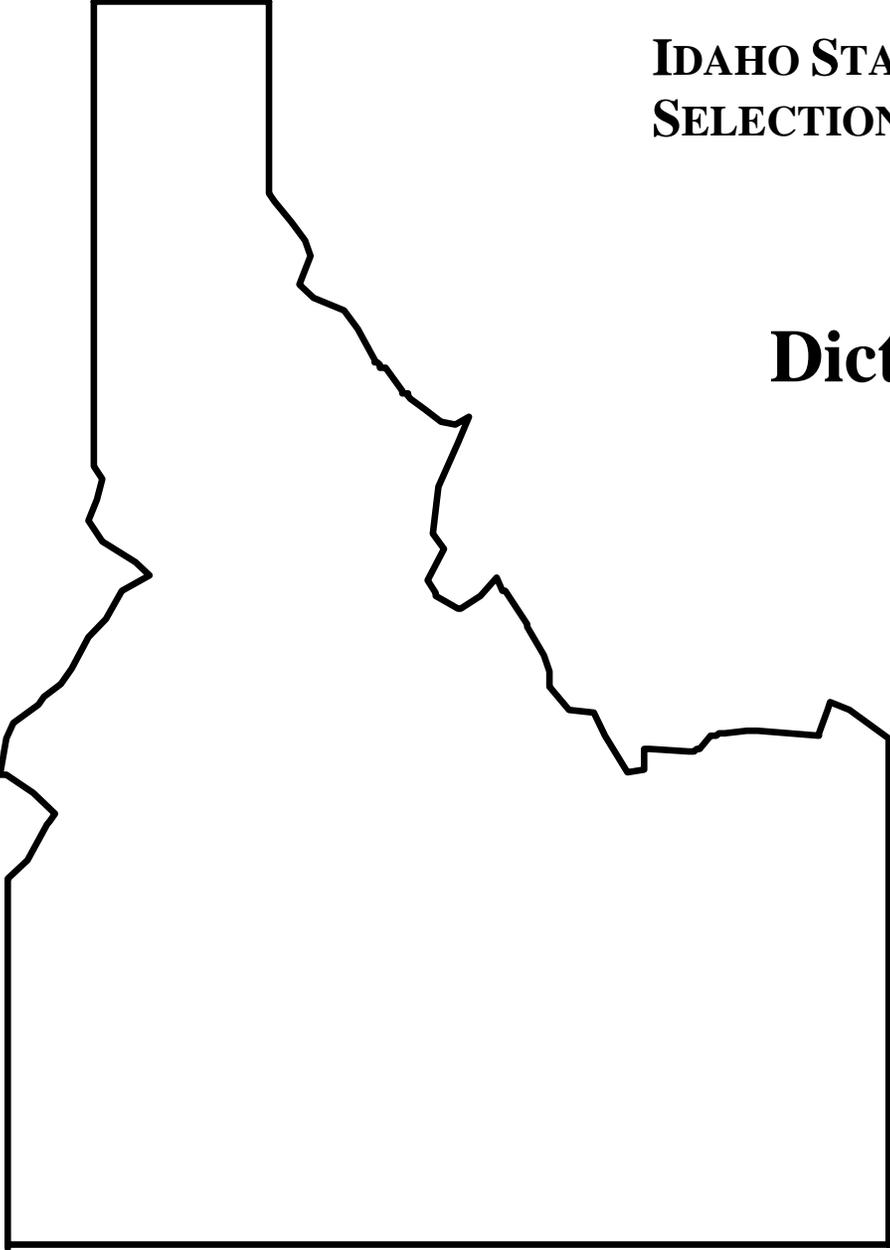
2006

**Language Arts Part II
Speech /Journalism**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | |
|---|--|------------------------------|------------------|--------------------|--------------------|---------------------------------|------------|
| Glencoe / McGraw - Hill | The Basics of Speech | Galvin, Cooper | 2005 | 8 | 0078616204 | 84% | |
| | Key Features: | | | | | | |
| | Teacher Annotated Edition | | | | | | 0078616212 |
| | Teacher Resource Binder | | | | | | 0078651158 |
| | Available Additional Resources Include: Workbook, and Workbook TAE | | | | | | |
| Available Technology Resources Include: Interactive Student Edition CD-ROM | | | | | | | |
| Glencoe / McGraw-Hill | The Basics of Speech | Galvin, Cooper | 2005 | 9-12 | 0078616204 | 80% | |
| | Key Features: | | | | | | |
| | Teacher Annotated Edition | | | | | | 0078616212 |
| | Teacher Resource Binder | | | | | | 0078651158 |
| | Available Additional Resources Include: Workbook, and Workbook TAE | | | | | | |
| Available Technology Resources Include: Interactive Student Edition CD-ROM | | | | | | | |
| Glencoe / McGraw-Hill | Glencoe Speech | McCutcheon, et al | 2005 | 9-12 | 0078616182 | 81% | |
| | Key Features: | | | | | | |
| | Teacher Annotated Edition | | | | | | 0078616190 |
| Teacher Resource Box - Includes: Lesson Plans and Planning Guide; Performance-Based Activities; Spanish Resources | | | | | 0078651123 | | |
| Glencoe / McGraw-Hill | Journalism Today | Ferguson, et al | 2005 | 9-12 | 0078616166 | 91% | |
| | Key Features: | | | | | | |
| | Teacher Manual | | | | | | 0078616174 |
| | Teacher Resource Binder | | | | | | 0078651255 |
| | Available Additional Resources Include: Workbook & Workbook TAE | | | | | | |
| | Interactive Student Edition CD-ROM | | | | | | |
| Holt, Rinhart and Winston | Speech for Effective Communication Student Edition | HRW | 1999 | 9-12 | 0030520045 | 95% | |
| | Key Features: | | | | | | |
| | Annotated Teacher's Edition | | | | | | 0030520231 |
| | Teacher's Resource Binder | | | | | | 0030981417 |
| | Audiovisual Resource Binder | | | | | | 0030982677 |
| | Communication @ Work | | | | | | 0030520347 |
| Speaking Out Videotape: Evaluating Speeches and Oral Interpretation | | | | | 003098341x | | |
| Perfection Learning Corporation | 38 Basic Speech Experiences, 11th Edition Student Textbook | Carlile & Hensley | 2005 | 9-12 | 75693494x | 95% | |
| | Key Features: | | | | | | |
| 38 Basic Speech 11 th Edition Experiences Teacher's Guide and Resource Binder | | | | | 789164353 | | |

**Language Arts Part II
Speech /Journalism**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|----------------------------|--|----------------------|------------------|-----------------------|--------------------|---|
| Thomson Learning | Online Journalism | Craig | 2005 | 9-12 | 0534531466 | 81% |
| | Key Features: Web Site | | | | 0534531482 | |
| Thomson Learning | Writing and Reporting News: A Coaching Method | Rich/ Harper | 2007 | 9-12 | 0495004235 | 84% |
| | Instructor's Manual | | | | 0495129631 | |
| | Web Site | | | | 0495129658 | |
| The Writing Company | The Manual | Peter Daddone | 2006 | 6-8 (6-12) | 156004259-1 | Grade 6= 71% Grade 7=74% Grade 8=84% Grade 9-12= 94% |
| | Key Features: | | | | | |



**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE RECOMMENDATIONS**

Dictionaries & Thesaurus

2006

**Language Arts Part II
Dictionary/Thesaurus**

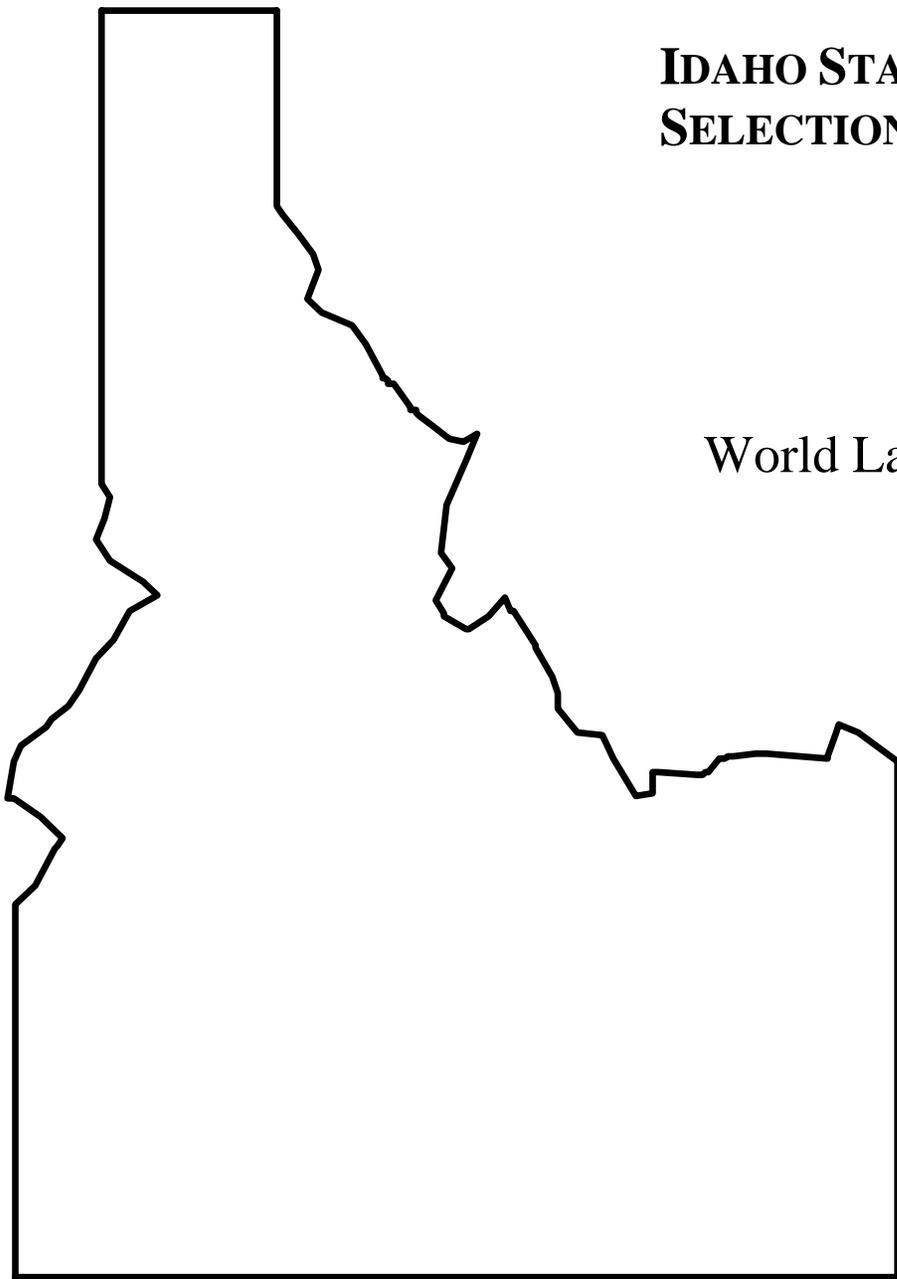
Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|-------------------------------|---|---|------------------|--------------------|--------------------|-------------------------------------|
| Educator's Publishing Service | My Word Book | Alana Trisler | 1994 | K | 0838861105 | R |
| Educator's Publishing Service | My Content Words | EPS | 2006 | 1 - 2 | 0838863299 | R |
| Educator's Publishing Service | More Content Words | EPS | 2006 | 3 - 4 | 0838863302 | R |
| Houghton Mifflin Company | My Very Own Big Dictionary | Editors of the American Heritage Dictionaries | 1994 | PreK - 1 | 039576320-7 | R |
| Houghton Mifflin Company | My Very Own Big Spanish Dictionary – Span/Eng | Editors of the American Heritage Dictionaries | 2005 | PreK - 1 | 061862126-1 | R |
| Houghton Mifflin Company | The American Heritage Picture Dictionary | Editors of the American Heritage Dictionaries | 2007 | K - 1 | 061870131-1 | R |
| Houghton Mifflin Company | The American Heritage First Dictionary | Editors of the American Heritage Dictionaries | 2007 | K - 2 | 061867766-6 | R |
| Houghton Mifflin Company | The American Heritage Children's Dictionary | Editors of the American Heritage Dictionaries | 2007 | 3 - 6 | 061870140-0 | R |
| Houghton Mifflin Company | The American Heritage Children's Thesaurus | Paul Hellweg with the Editors of the American Heritage Dictionaries | 2007 | 3 - 7 | 061870166-4 | R |
| Houghton Mifflin Company | The American Heritage Children's Science Dictionary | Editors of the American Heritage Dictionaries | 2003 | 4 - 6 | 061835401-8 | R |
| Houghton Mifflin Company | The American Heritage Student Dictionary | Editors of the American Heritage Dictionaries | 2007 | 6-8 (6-9) | 061870149-4 | R |

**Language Arts Part II
Dictionary/Thesaurus**

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation |
|--------------------------|---|---|------------------|--------------------|--------------------|-------------------------------------|
| Houghton Mifflin Company | The American Heritage Student Thesaurus | Paul Hellweg, Joyce LeBaron, Susannah LeBaron | 2007 | 7-8 (7-10) | 061870170-2 | R |
| Houghton Mifflin Company | The American Heritage Children’s Science Dictionary | Editors of the American Heritage Dictionaries | 2003 | 5-6 (4-6) | 061835401-8 | R |
| Houghton Mifflin Company | The American Heritage Student Science Dictionary | Editors of the American Heritage Dictionaries | 2002 | 7-8 (7-10) | 061818919-X | R |
| Houghton Mifflin Company | The American Heritage Children’s Science Dictionary | Editors of the American Heritage Dictionaries | 2003 | 4-6 | 061835401-8 | R |
| Houghton Mifflin Company | The American Heritage Student Science Dictionary | Editors of the American Heritage Dictionaries | 2002 | 7-10 | 061818919-X | R |



**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE RECOMMENDATIONS**

Humanities:

World Language, Art, Music, Theatre Dance,
and Interdisciplinary

2006

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|---|---|-----------------------------|------------------|--------------------|--------------------|------------------------------------|------------|
| Langenscheidt Publishing / Berlitz | Berlitz Spanish Dictionaries | Phil Turk | 2003 | 8-12 | 9812461922 | R | |
| | Adopted as "resource" material.. Key Features: | | | | | | |
| Langenscheidt Publishing / Berlitz | Berlitz Spanish Vocab. Handbook | Mike Zollo | 2005 | 8-12 | 9812466959 | R | |
| | Adopted as "resource" material.. Key Features: | | | | | | |
| Langenscheidt Publishing / Berlitz | Berlitz Spanish Grammar Handbook | Phil Turk | 2004 | 8-12 | 9812466134 | R | |
| | Adopted as "resource" material.. Key Features: | | | | | | |
| EMC/ Paradigm Publishing | Navegando 1A, Student Edition | James Funston, et al | 2005 | 6-12 | 0821928252 | See Note | |
| | Note: 93% when combined with Navegando 1B. Key Features: | | | | | | |
| | Interactive Textbook on CD-ROM | | | | | | 0821929836 |
| | Teacher's Edition | | | | | | 0821928260 |
| | Teacher's Edition on CD-ROM | | | | | | 0821928007 |
| | Workbook | | | | | | 0821928279 |
| | Workbook Teacher's Edition | | | | | | 0821928287 |
| | Middle School Resources Manual | | | | | | 0821928295 |
| | Communicative Activities | | | | | | 0821928031 |
| | Activities for Proficiency | | | | | | 082192804X |
| | Grammar & Vocabulary Exercises | | | | | | 0821928058 |
| | Grammar & Vocabulary Exercises TE | | | | | | 0821929992 |
| | TPR Storytelling Manual | | | | | | 0821928066 |
| | Program Mgr with Daily Lesson Plans | | | | | | 0821928074 |
| | Testing/Assessment Program CDs | | | | | | 0821928104 |
| | Test Generator CD | | | | | | 0821928147 |
| | <i>Materiales para hispanohablantes nativos</i> Set | | | | | | 082192950X |
| | Listening Activities on Audio CDs | | | | | | 0821928082 |
| | Overhead Transparencies | | | | | | 0821928244 |
| | Audio CD Program | | | | | | 0821928163 |
| Video Program | | | | | 082192821X | | |
| DVD Program | | | | | 0821928236 | | |
| <i>Publicaciones Navegando</i> – Interactive game on CD-ROM | | | | | 082192818X | | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|---|---|-----------------------------|------------------|--------------------|--------------------|--------------------------------|
| EMC/ Paradigm Publishing | Navegando 1B, Student Edition | James Funston, et al | 2005 | 7-8 | 0821928309 | See Note |
| | Note: 93% when combined with Navegando 1B. Key Features: | | | | | |
| | Interactive Textbook on CD-ROM | | | | | 0821929836 |
| | Teacher's Edition | | | | | 0821928317 |
| | Teacher's Edition on CD-ROM | | | | | 0821928007 |
| | Workbook | | | | | 0821928325 |
| | Workbook Teacher's Edition | | | | | 0821928333 |
| | Middle School Resources Manual | | | | | 0821928341 |
| | Program Mgr with Daily Lesson Plans | | | | | 0821928074 |
| | Communicative Activities | | | | | 0821928031 |
| | Activities for Proficiency | | | | | 082192804X |
| | Grammar & Vocabulary Exercises | | | | | 0821928058 |
| | Grammar & Vocabulary Exercises TE | | | | | 0821929992 |
| | TPR Storytelling Manual | | | | | 0821928066 |
| | Listening Activities on Audio CDs | | | | | 0821928082 |
| | Testing/Assessment Program CDs | | | | | 0821928104 |
| | Test Generator CD | | | | | 0821928147 |
| | <i>Materiales para hispanohablantes nativos Set</i> | | | | | 082192950X |
| | Middle school Bridge Program | | | | | 0821929488 |
| | Overhead Transparencies | | | | | 0821928244 |
| Audio CD Program | | | | | 0821928163 | |
| Video Program | | | | | 082192821X | |
| DVD Program | | | | | 0821928236 | |
| <i>Publicaciones Navegando – Interactive game on CD-ROM</i> | | | | | 082192818X | |
| EMC/ Paradigm Publishing | Navegando 1, Student Edition | James Funston, et al | 2005 | 9-12 | 0821927981 | 93% |
| | Note: Good for first level student. Key Features: | | | | | |
| | Interactive Textbook on CD-ROM | | | | | 0821929836 |
| | Teacher's Edition | | | | | 082192799X |
| | Teacher's Edition on CD-ROM | | | | | 0821928007 |
| | Workbook | | | | | 0821928015 |
| | Workbook Teacher's Edition | | | | | 0821928023 |
| | Communicative Activities | | | | | 0821928031 |
| | Activities for Proficiency | | | | | 082192804X |
| | Grammar & Vocabulary Exercises | | | | | 0821928058 |
| | Grammar & Vocabulary Exercises TE | | | | | 0821929992 |
| | TPR Storytelling Manual | | | | | 0821928066 |
| | Listening Activities on Audio CDs | | | | | 0821928082 |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|---|---|-----------------------------|------------------|--------------------|--------------------|------------------------------------|
| EMC/ Paradigm Publishing | Navegando 1, (Continued) | | 2005 | 9-12 | | |
| | Testing/Assessment Program CDs | | | | 0821928104 | |
| | Test Generator CD | | | | 0821928147 | |
| | <i>Materiales para hispanohablantes nativos</i> Set | | | | 082192950X | |
| | Program Mgr with Daily Lesson Plans | | | | 0821928074 | |
| | Overhead Transparencies | | | | 0821928244 | |
| | Audio CD Program | | | | 0821928163 | |
| | Video Program | | | | 082192821X | |
| | DVD Program | | | | 0821928236 | |
| <i>Publicaciones Navegando</i> – Interactive game on CD-ROM | | | | 082192818X | | |
| EMC/ Paradigm Publishing | Navegando 2, Student Edition | James Funston, et al | 2005 | 9-12 | 0821928392 | 83% |
| | Interactive Textbook on CD-ROM | | | | 0821929860 | |
| | Teacher's Edition | | | | 0821928406 | |
| | Teacher's Edition on CD-ROM | | | | 0821928414 | |
| | Workbook | | | | 0821928422 | |
| | Workbook Teacher's Edition | | | | 0821928430 | |
| | Communicative Activities | | | | 0821928449 | |
| | Activities for Proficiency | | | | 0821928457 | |
| | Program Mgr with Daily Lesson Plans | | | | 0821928473 | |
| | Grammar & Vocabulary Exercises | | | | 0821928465 | |
| | Grammar & Vocabulary Exercises TE | | | | 0821930001 | |
| | Listening Activities on Audio CDs | | | | 0821928481 | |
| | Testing/Assessment Program CDs | | | | 0821928503 | |
| | Test Generator CD | | | | 0821928546 | |
| | <i>Materiales para hispanohablantes nativos</i> Set | | | | 0821928554 | |
| | Overhead Transparencies | | | | 0821928619 | |
| Audio CD Program | | | | 0821928562 | | |
| Video Program | | | | 0821928589 | | |
| DVD Program | | | | 0821928600 | | |
| EMC/ Paradigm Publishing | Navegando 3, Student Edition | James Funston, et al | 2005 | 9-12 | 0821928643 | 78% |
| | Interactive Textbook on CD-ROM | | | | 0821929895 | |
| | Teacher's Edition | | | | 0821928651 | |
| | Teacher's Edition on CD-ROM | | | | 082192866X | |
| | Workbook | | | | 0821928678 | |
| | Workbook Teacher's Edition | | | | 0821928686 | |
| | Communicative Activities | | | | 0821928694 | |
| | Grammar & Vocabulary Exercises | | | | 0821928716 | |
| | Grammar & Vocabulary Exercises TE | | | | 082193001X | |
| Program Mgr with Daily Lesson Plans | | | | 0821928724 | | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|---|---|---|------------------|--------------------|--------------------|--------------------------------|
| EMC/ Paradigm Publishing | Navegando 1, (Continued) | | 2005 | 9-12 | | |
| | Listening Activities on Audio CDs | | | | 0821928732 | |
| | Testing/Assessment Program CDs | | | | 0821928759 | |
| | Test Generator CD | | | | 0821928791 | |
| | Overhead Transparencies | | | | 0821928856 | |
| | Audio CD Program | | | | 0821928805 | |
| | Video Program | | | | 0821928821 | |
| | DVD Program | | | | 0821928848 | |
| EMC/ Paradigm Publishing | Exploring Spanish, Student Edition | Joan Sheeran, et al | 2002 | 6-8 | 0821924044 | R 46% |
| | Adopted as "resource" material.. Key Features: | | | | | |
| | Activity Book | | | | 0821911929 | |
| | Teacher's Guide | | | | 0821911902 | |
| | Overhead Transparencies | | | | 0821915401 | |
| | Video Program | | | | 0821918206 | |
| | Implementation & Strategies Booklet | | | | 0821918788 | |
| | <i>Exploring Spanish</i> CD Kit | | | | 0821918281 | |
| EMC/ Paradigm Publishing | C'est a toi! Level One, Student Edition | Karla Winther Fawbush, et al | 2007 | 7-12 | 082193256X | 97% |
| | Key Features: | | | | | |
| | Interactive Textbook on CD-ROM | | | | 0821933523 | |
| | Teacher's Edition | | | | 0821932586 | |
| | Teacher's Edition on CD-ROM | | | | 0821932594 | |
| | Workbook | | | | 0821932608 | |
| | Workbook Teacher's Edition | | | | 0821932616 | |
| | Communicative Activities | | | | 0821932624 | |
| | Activities for Proficiency | | | | 0821932632 | |
| | Grammar & Vocabulary Exercises | | | | 0821932640 | |
| | TPR Storytelling Manual | | | | 0821932659 | |
| | Middle School Resources Part 1 | | | | 0821932675 | |
| | Middle School Resources Part 2 | | | | 0821932683 | |
| | Listening Activities on Audio CD | | | | 0821932691 | |
| | Testing/Assessment Program CDs | | | | 0821932713 | |
| | Test Generator CD | | | | 0821932764 | |
| Overhead Transparencies | | | | 0821932772 | | |
| Audio CD Program | | | | 0821932780 | | |
| DVD Program | | | | 0821932829 | | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|---|---|---|------------------|--------------------|-----------------------------------|--------------------------------|------------|
| EMC/ Paradigm Publishing | C'est a toi! Level Two, Student Edition | Karla Winther Fawbush, et al | 2007 | 9-12 | 0821932845 | 98% | |
| | | | | | Interactive Textbook on CD-ROM | | 082193354X |
| | | | | | Teacher's Edition | | 0821932861 |
| | | | | | Teacher's Edition on CD-ROM | | 082193287X |
| | | | | | Workbook | | 0821932888 |
| | | | | | Workbook Teacher's Edition | | 0821932896 |
| | | | | | Communicative Activities | | 082193290X |
| | | | | | Activities for Proficiency | | 0821932918 |
| | | | | | Grammar & Vocabulary Exercises | | 0821932926 |
| | | | | | Listening Activities on Audio CD | | 0821932942 |
| | | | | | Testing/Assessment Program | | 0821932969 |
| | | | | | Test Generator CD | | 0821933019 |
| | | | | | Overhead Transparencies | | 0821933027 |
| | | | | Audio CD Program | 0821933035 | | |
| | | | | DVD Program | 0821933078 | | |
| EMC/ Paradigm Publishing | C'est a toi! Level Three, Student Edition | Karla Winther Fawbush, et al | 2007 | 9-12 | 0821933094 | 98% | |
| | | | | | Interactive Textbook on CD-ROM | | 0821933566 |
| | | | | | Teacher's Edition | | 0821933116 |
| | | | | | Teacher's Edition on CD-ROM | | 0821933124 |
| | | | | | Workbook | | 0821933132 |
| | | | | | Workbook Teacher's Edition | | 0821933140 |
| | | | | | Communicative Activities | | 0821933159 |
| | | | | | Grammar & Vocabulary Exercises | | 0821933167 |
| | | | | | Listening Activities on Audio CDs | | 0821933183 |
| | | | | | Testing/Assessment Program CDs | | 0821933205 |
| | | | | | Test Generator CD | | 0821933256 |
| | | | | | Overhead Transparencies | | 0821933264 |
| | | | | | Audio CD Program | | 0821933272 |
| EMC/ Paradigm Publishing | Exploring French, Student Edition | Joan Sheeran, et al | 2002 | 6-8 | 0821924036 | R 46% | |
| | Adopted as "resource" material.. Key Features: | | | | | | |
| | Activity Book | | | | 0821911961 | | |
| | Teacher's Guide | | | | 0821911945 | | |
| | Overhead Transparencies | | | | 082191538X | | |
| | Video Program | | | | 0821918206 | | |
| | Implementation & Strategies Booklet | | | | 0821918788 | | |
| | Exploring French CD Kit | | | | 082191829X | | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|---|---|------------------------------|------------------|--------------------|--------------------|--------------------------------|------------|
| EMC/ Paradigm Publishing | Deutsch Aktuell 1, Student Edition | Wolfgang Kraft, et al | 2004 | 9-12 | 0821925377 | 91% | |
| | Key Features: | | | | | | |
| | Interactive Textbook on CD-ROM | | | | | | 0821929437 |
| | Teacher's Edition | | | | | | 0821925369 |
| | Teacher's Edition on CD-ROM | | | | | | 0821925385 |
| | Workbook | | | | | | 0821925393 |
| | Workbook Teacher's Edition | | | | | | 0821925407 |
| | Communicative Activities | | | | | | 0821925598 |
| | Grammar & Vocabulary Exercises | | | | | | 0821925423 |
| | TPR Storytelling Manual | | | | | | 0821925415 |
| | Listening Activities on Audio CD | | | | | | 0821925431 |
| | Testing/Assessment Program CDs | | | | | | 0821925458 |
| | Test Generator CD | | | | | | 0821925490 |
| | Overhead Transparencies | | | | | | 0821925555 |
| | Audio CD Program | | | | | | 0821925504 |
| Video Program | | | | | 0821925520 | | |
| DVD Program | | | | | 0821925547 | | |
| Interactive game on CD-ROM | | | | | 0821927043 | | |
| EMC/ Paradigm Publishing | Deutsch Aktuell 2, Student Edition | Wolfgang Kraft, et al | 2004 | 9-12 | 0821925601 | 65% | |
| | Note: 75% when used with additional support materials. Key Features: | | | | | | |
| | - Interactive Textbook on CD-ROM | | | | | | 0821929461 |
| | - Teacher's Edition | | | | | | 082192561X |
| | - Teacher's Edition on CD-ROM | | | | | | 0821925628 |
| | - Workbook | | | | | | 0821925636 |
| | - Workbook Teacher's Edition | | | | | | 0821925644 |
| | - Communicative Activities | | | | | | 0821926047 |
| | - Grammar & Vocabulary Exercises | | | | | | 0821925652 |
| | - Listening Activities on Audio CD | | | | | | 0821925660 |
| | - Testing/Assessment Program | | | | | | 0821925687 |
| | Test Generator CD | | | | | | 0821925725 |
| | Overhead Transparencies | | | | | | 0821926039 |
| | Audio CD Program | | | | | | 0821925733 |
| | Video Program | | | | | | 0821926004 |
| DVD Program | | | | | 0821926020 | | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|---|--|------------------------------|------------------|--------------------|--------------------|--------------------------------|------------|
| EMC/ Paradigm Publishing | Deutsch Aktuell 3, Student Edition | Wolfgang Kraft, et al | 2005 | 9-12 | 0821926055 | 84% | |
| | Key Features: | | | | | | |
| | Teacher's Edition | | | | | | 0821926063 |
| | Workbook | | | | | | 082192608X |
| | Workbook Teacher's Edition | | | | | | 0821926098 |
| | Testing/Assessment Program | | | | | | 0821926101 |
| | Audio CD Program | | | | | | 0821926136 |
| | Video Program | | | | | | 0821926152 |
| DVD Program | | | | | 0821926179 | | |
| EMC/ Paradigm Publishing | Exploring German, Student Edition | Joan Sheeran, et al | 2002 | 6-8 | 0821924052 | R 52% | |
| | Adopted as "resource" material.. | | | | | | |
| | Key Features: | | | | | | |
| | Activity Book | | | | | | 082191250X |
| | Teacher's Guide | | | | | | 0821911988 |
| | Overhead Transparencies | | | | | | 0821915398 |
| | Video Program | | | | | | 0821918206 |
| | Implementation & Strategies Booklet | | | | | | 0821918788 |
| Exploring German CD Kit | | | | | 0821918303 | | |
| EMC/ Paradigm Publishing | Forza! 1, Student Edition | Michael Sedunary | 2001 | 9-12 | 0821922254 | 42% | |
| | Note: Requires workbook and listening program. | | | | | | |
| | Teacher's Manual | | | | | | 0821922262 |
| | Teacher's Electronic Resource | | | | | | 0821924028 |
| | Workbook | | | | | | 0821922270 |
| | Audio CD Program | | | | | | 0821922297 |
| Workbook Answer Key | | | | | | | |
| EMC/ Paradigm Publishing | Forza! 2, Student Edition | Michael Sedunary | 2002 | 9-12 | 0821922300 | 65% | |
| | Key Features: | | | | | | |
| | Workbook | | | | | | 0821922327 |
| | Teacher's Activity Pack | | | | | | 0821922319 |
| | Audio CD Program | | | | | | 0821922343 |
| Workbook Answer Key | | | | | | | |
| EMC/ Paradigm Publishing | Forza! 3, Student Edition | Michael Sedunary | 2002 | 9-12 | 0821923714 | 84% | |
| | Key Features: | | | | | | |
| | Workbook | | | | | | 0821923722 |
| | Teacher's Electronic Resource | | | | | | 0821923730 |
| | Audio CD Program | | | | | | 0821923749 |
| Workbook Answer Key | | | | | | | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|--|--|--------------------------|------------------|--------------------|--------------------|--------------------------------|------------|
| EMC/ Paradigm Publishing | Ima! 1, Student Edition | Sue Burnham | 2001 | 9-12 | 0821922351 | 84% | |
| | Note: Not user friendly. Grammar not logical, no geographical information. | | | | | | |
| | Key Features | | | | | | |
| | Workbook | | | | | | 082192236X |
| | Teacher's Activity Pack | | | | | | 0821922394 |
| Audio CD Program | | | | | 0821922386 | | |
| Workbook Answer Key | | | | | | | |
| EMC/ Paradigm Publishing | Ima! 2, Student Edition | Nancy Posterino | 2002 | 9-12 | 0821922645 | 84% | |
| | Note: New or novice may have difficulty using. | | | | | | |
| | Key Features | | | | | | |
| | Workbook | | | | | | 0821923684 |
| | Teacher's Activity Pack | | | | | | 0821923692 |
| Audio CD Program | | | | | 0821923706 | | |
| Workbook Answer Key | | | | | | | |
| EMC/ Paradigm Publishing | Hai, Ima! , Student Edition | Sue Burnham | 2002 | 9-12 | 082192625X | 76% | |
| | Note: Better organization, vocabulary. No writing included. | | | | | | |
| | Key Features | | | | | | |
| | Workbook | | | | | | 0821926268 |
| | Teacher's Activity Pack | | | | | | 0821926284 |
| Audio CD Program | | | | | 0821926276 | | |
| Workbook Answer Key | | | | | | | |
| Glencoe / McGraw- Hill | ¡Buen Viaje! Level 1 | Schmitt, Woodford | 2005 | 9 | 0078465702 | 91% | |
| | Key Features | | | | | | |
| | Teacher Wraparound Edition | | | | | | 0078619513 |
| | Teacher Tools Set | | | | | | 0078659981 |
| | Available Additional Resources Include: Workbook & Audio Activities; World Languages Foldables Booklet, Fine Arts Transparency Binder; Transparency Binder | | | | | | |
| Available Technology Resources Include: StudentWorks™ Plus CD-ROM; Quia Online Workstation; eCoach Spanish CD-ROM; TeacherWorks™ CD-ROM; Audio CDs; Interactive Conversations CD-ROM; PowerTeach Interactive Chalkboard CD-ROM; Video Program DVD; Mindjogger Videoquizzes DVD; Listening Tests CD; ExamView® Pro Testmaker CD-ROM; Puzzlemaker CD-ROM | | | | | | | |
| Glencoe / McGraw- Hill | ¡Buen Viaje! Level 2 | Schmitt, Woodford | 2005 | 10 | 007861970X | 81% | |
| | Key Features: | | | | | | |
| | Teacher Wraparound Edition | | | | | | 0078619718 |
| | Teacher Tools Set | | | | | | 007865999X |
| | Available Additional Resources Include: Workbook & Audio Activities; World Languages Foldables Booklet, Fine Arts Transparency Binder; Transparency Binder | | | | | | |
| Available Technology Resources Include: StudentWorks™ Plus CD-ROM; Quia Online Workstation; TeacherWorks™ CD-ROM; Audio CDs; Interactive Conversations CD-ROM; PowerTeach Interactive Chalkboard CD-ROM; Video Program DVD; Mindjogger Videoquizzes DVD; Listening Tests CD; ExamView® Pro Testmaker CD-ROM; Puzzlemaker CD-ROM | | | | | | | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|--|--|-----------------------------|------------------|--------------------|--------------------|--------------------------------|
| Glencoe / McGraw-Hill | ¡Buen Viaje! Level 3 | Schmitt, Woodford | 2005 | 11 | 0078619904 | 73% |
| | Key Features: | | | | | |
| | Teacher Wraparound Edition | | | | 0078619912 | |
| | Teacher Tools Set | | | | 0078660157 | |
| | Available Additional Resources Include: Workbook & Audio Activities; World Languages Foldables Booklet, Fine Arts Transparency Binder; Transparency Binder | | | | | |
| Available Technology Resources Include: StudentWorks™ Plus CD-ROM; TeacherWorks™ CD-ROM; Audio CDs; PowerTeach Interactive Chalkboard CD-ROM; Video Program DVD, Listening Tests CD; ExamView® Pro Testmaker CD-ROM | | | | | | |
| Glencoe / McGraw-Hill | El español para nosotros Level 1 | Schmitt | 2006 | 6-12 | 0078271509 | 73% |
| | Note: Matches level 2 standards 83%. Key Features: | | | | | |
| | Teacher Wraparound Edition | | | | 0078640660 | |
| | Teacher Tools Set | | | | 0078660017 | |
| | Available Additional Resources Include: Workbook & Audio Activities; World Languages Foldables Booklet, Fine Arts Transparency Binder; Diagnostic Tests | | | | | |
| Available Technology Resources Include: StudentWorks™ Plus CD-ROM; TeacherWorks™ CD-ROM; Audio CDs; PowerTeach Interactive Chalkboard CD-ROM; Video Program DVD, ExamView® Pro Testmaker CD-ROM | | | | | | |
| EMC/ Paradigm Publishing | El español para nosotros Level 2 | Schmitt | 2006 | 6-12 | 0078620031 | 84% |
| | Note: For Native Speaker. Key Features: | | | | | |
| | Teacher Wraparound Edition | | | | 0078640652 | |
| | Teacher Tools Set | | | | 0078660025 | |
| | Available Additional Resources Include: Workbook & Audio Activities; World Languages Foldables Booklet, Fine Arts Transparency Binder; Diagnostic Tests | | | | | |
| Available Technology Resources Include: StudentWorks™ Plus CD-ROM; TeacherWorks™ CD-ROM; Audio CDs; PowerTeach Interactive Chalkboard CD-ROM; Video Program DVD, ExamView® Pro Testmaker CD-ROM | | | | | | |
| EMC/ Paradigm Publishing | Pasajes: Lengua | Bretz, et al | 2006 | AP | 0073254975 | 44% |
| | Note: Advanced level. 2. Recommended for honors class. Key Features: | | | | | |
| EMC/ Paradigm Publishing | Bon voyage! Level 1 | Schmitt, Brillé Lutz | 2005 | 9 | 0078656303 | 100% |
| | Key Features: | | | | | |
| | Teacher Wraparound Edition | | | | 0078656311 | |
| | Teacher Tools Set | | | | 0078659949 | |
| | Available Additional Resources Include: Workbook & Audio Activities; World Languages Foldables Booklet, Fine Arts Transparency Binder; Transparency Binder | | | | | |
| Available Technology Resources Include: StudentWorks™ Plus CD-ROM; TeacherWorks™ CD-ROM; Audio CDs; Interactive Conversations CD-ROM; PowerTeach Interactive Chalkboard CD-ROM; Video Program DVD, Mindjogger Videoquizzes DVD; Listening Tests CD; ExamView® Pro Testmaker CD-ROM; Puzzlemaker CD-ROM | | | | | | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|---|--|-----------------------------|------------------|--------------------|--------------------|--------------------------------|
| EMC/ Paradigm Publishing | Bon voyage! Level 2 | Schmitt, Brillé Lutz | 2005 | 10 | 0078656605 | 100% |
| | Teacher Wraparound Edition | | | | 0078656613 | |
| | Teacher Tools Set | | | | 0078659965 | |
| | Available Additional Resources Include: Workbook & Audio Activities; World Languages Foldables Booklet, Fine Arts Transparency Binder; Transparency Binder | | | | | |
| | Available Technology Resources Include: StudentWorks™ Plus CD-ROM; TeacherWorks™ CD-ROM; Audio CDs; Interactive Conversations CD-ROM; PowerTeach Interactive Chalkboard CD-ROM; Video Program DVD, Mindjogger Videoquizzes DVD; Listening Tests CD; ExamView® Pro Testmaker CD-ROM; Puzzlemaker CD-ROM | | | | | |
| EMC/ Paradigm Publishing | Bon voyage! Level 3 | Schmitt, Brillé Lutz | 2005 | 11 | 0078606616 | 100% |
| | Key Features: | | | | | |
| | Teacher Wraparound Edition | | | | 007865680X | |
| | Teacher Tools Set | | | | 0078659973 | |
| Available Additional Resources Include: Workbook & Audio Activities; World Languages Foldables Booklet, Fine Arts Transparency Binder; Transparency Binder | | | | | | |
| Available Technology Resources Include: StudentWorks™ Plus CD-ROM; TeacherWorks™ CD-ROM; Audio CDs; PowerTeach Interactive Chalkboard CD-ROM; Video Program DVD, Listening Tests CD; ExamView® Pro Testmaker CD-ROM | | | | | | |
| EMC/ Paradigm Publishing | Bon voyage! Middle School Part A | Schmitt, Brillé Lutz | 2005 | 6-8 | 0078656222 | 88% |
| | Key Features: | | | | | |
| | Teacher Wraparound Edition | | | | 0078656230 | |
| | Teacher Tools Set | | | | 0078659957 | |
| | Available Additional Resources Include: Workbook & Audio Activities | | | | | |
| Available Technology Resources Include: StudentWorks™ Plus CD-ROM | | | | | | |
| EMC/ Paradigm Publishing | Bon voyage! Middle School Part B | Schmitt, Brillé Lutz | 2005 | 6-8 | 0078656265 | 100% |
| | Key Features: | | | | | |
| | Teacher Wraparound Edition | | | | 0078656273 | |
| | Teacher Tools Set | | | | 0078659957 | |
| | Available Additional Resources Include: Workbook & Audio Activities | | | | | |
| Available Technology Resources Include: StudentWorks™ Plus CD-ROM | | | | | | |
| EMC/ Paradigm Publishing | Trésors du temps | Lenard | 2005 | 9-12 | 0078606551 | 96% |
| | Teacher Annotated Edition | | | | 0078607183 | |
| | Available Additional Resources Include: Writing Activities Workbook, Writing Activities Workbook TE, World Languages Foldables Booklet, Test Program | | | | | |
| | Available Technology Resources Include: Interactive Student Edition CD-ROM; Audio CD's; ExamView® Pro Testmaker CD-ROM | | | | | |
| Holt, Rinehart & Winston | Student Edition, Holt French 1A, Allez viens! En avant! | Demado, et al. | 2006 | 6-12 | 0030369711 | See Note |
| | Note: When combined with French 1B correlation of 91%. 1A & 1B combined are the same text as French 1. User friendly. | | | | | |
| | Key Features: | | | | | |
| | Premier Online Edition, (Contract length subscription) Holt French 1A | | | | 0030369770 | |
| | Premier Online Edition with Student Edition CD-ROM, (Contract length subscription) Holt French 1A | | | | 0030411742 | |
| Student Edition plus Reader Package, Holt French 1A | | | | 003043064x | | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|---|--|-----------------------|------------------|--------------------|--------------------|--------------------------------|--|
| Holt, Rinehart & Winston | Student Edition, Holt French 1B, Allez viens! En route! | Demado, et al. | 2006 | 6-12 | 003036972x | See Note | |
| | Note: When combined with French 1A correlation of 91%. 1A & 1B combined are the same text as French 1. User friendly. Key Features: | | | | | | |
| | Premier Online Edition, (Contract length subscription) Holt French 1B | | | | | 0030369789 | |
| | Premier Online Edition with Student Edition CD-ROM, (Contract length subscription) Holt French 1B | | | | | 0030411777 | |
| | Student Edition plus Reader Package, Holt French 1B | | | | | 0030430674 | |
| | Generic to Holt French 1A, En avant! and 1B, En route! Teacher's Edition | | | | | 0030369738 | |
| | Teaching Resources | | | | | 0030664470 | |
| Middle School Teaching Resources | | | | | 0030369797 | | |
| Holt, Rinehart & Winston | Holt French 1, Allez viens! Student Edition | Demado, et al. | 2006 | 6-12 | 0030369428 | 91% | |
| | Premier Online Edition, (Contract length subscription) Holt French 1 | | | | | 0030369533 | |
| | Premier Online Edition with Student Edition CD-ROM, (Contract length subscription), Holt French 1 | | | | | 0030411882 | |
| | Student Edition plus Reader Package, Holt French 1 | | | | | 0030430771 | |
| | Teacher's Edition, Holt French 1 | | | | | 0030369460 | |
| | Teaching Resources, Holt French 1 | | | | | 0030664470 | |
| | Generic to Holt French 1A, En avant!, 1B, en Route! and Holt French 1, Allez viens! | | | | | 0030389585 | |
| | Student Edition CD-ROM | | | | | 0030402425 | |
| | Lesson Planner with Differentiated Instruction, Holt French 1 | | | | | 0030369576 | |
| | One-Stop Planner CD-ROM with ExamView® ProTest Generator for Macintosh® and Windows®, Holt French 1 | | | | | 0030397626 | |
| | Standardized Assessment Tutor, Holt French 1 | | | | | 0030660025 | |
| | Exploratory Guide, Holt French 1 | | | | | 0030656761 | |
| | Travaux pratiques de grammaire, Student Edition, Holt French 1 | | | | | 0030649935 | |
| | Cahier d'activites, Student Edition, Holt French 1 | | | | | 003064996x | |
| | DVD Tutor, Holt French 1 | | | | | 0030658586 | |
| | Beginning Reader, Joie de lire! Holt French 1 | | | | | 0030656265 | |
| | Audio Compact Discs, Holt French 1 | | | | | 0030656699 | |
| | Video Program, Holt French 1 | | | | | 0030566169 | |
| | Teaching Transparencies, Holt French 1 | | | | | 0030658624 | |
| | Interactive CD-ROM Tutor for Macintosh® and Windows®, Holt French 1 | | | | | 0030658543 | |
| Interactive CD-ROM Tutor for Macintosh® and Windows®, (Site License) Holt French 1 | | | | | 0030702763 | | |
| Interactive CD-ROM Tutor for Macintosh® and Windows®, (Network License) Holt French 1 | | | | | 0030702771 | | |
| Holt, Rinehart & Winston | Student Edition, Holt French 2, Allez viens! | Demado, et al. | 2006 | 6-12 | 0030369436 | 100% | |
| | Premier Online Edition, (Contract length subscription), Holt French 2 | | | | | 0030369541 | |
| | Student Edition CD-ROM, Holt French 2 | | | | | 0030389593 | |
| | Student Edition CD-ROM, (Set of 25) Holt French 2 | | | | | 0030402433 | |
| | Premier Online Edition with Student Edition CD-ROM, (Contract length subscription), Holt French 2 | | | | | 0030411890 | |
| | Student Edition plus Reader Package, Holt French 2 | | | | | 003043078x | |
| | Teacher's Edition, Holt French 2 | | | | | 0030369479 | |
| | Teaching Resources, Holt French 2 | | | | | 0030664489 | |
| Diagnostic Tests and Rubrics, Holt French | | | | | 0030731496 | | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|---|---|------------------|------------------|--------------------|--------------------|------------------------------------|
| Holt, Rinehart & Winston | Student Edition, Holt French 2, Allez viens! (Continued) | | 2006 | 6-12 | | |
| | Travaux pratiques de grammaire, Holt French 2 | | | | 0030649986 | |
| | Cahier d'activite, Holt French 2 | | | | 0030650011 | |
| | Lesson Planner with Differentiated Instruction, Holt French 2 | | | | 0030369584 | |
| | DVD Tutor, Holt French 2 | | | | 0030658594 | |
| | One-Stop Planner CD-ROM with ExamView® ProTest Generator for Macintosh® and Windows®, Holt French 2 | | | | 0030397634 | |
| | Standardized Assessment Tutor, Holt French 2 | | | | 0030660033 | |
| | Intermediate Reader, Joie de lire! 2 | | | | 0030656273 | |
| | Audio Compact Discs, Holt French 2 | | | | 0030656788 | |
| | Video Program, Holt French 2 | | | | 0030566142 | |
| Teaching Transparencies, Holt French 2 | | 0030658632 | | | | |
| Holt, Rinehart & Winston | Student Edition, Holt French 3, Allez viens! | | 2006 | 6-12 | 0030369444 | 95% |
| | Key Features: | | | | | |
| | Premier Online Edition, (Contract length subscription), Holt French 3 | | | | 0030369568 | |
| | Student Edition CD-ROM, Holt French 3 | | | | 0030389615 | |
| | Student Edition CD-ROM, (Set of 25, with minimum purchase of 25 print student editions) Holt French 3 | | | | 0030402441 | |
| | Premier Online Edition with Student Edition CD-ROM, (Contract length subscription), Holt French 3 | | | | 0030411920 | |
| | Student Edition plus Reader Package, Holt French 3 | | | | 0030430798 | |
| | Teacher's Edition, Holt French 3 | | | | 0030369487 | |
| | Teaching Resources, Holt French 3 | | | | 0030664497 | |
| | Diagnostic Tests and Rubrics, Holt French | | | | 0030731496 | |
| | Travaux pratiques de grammaire, Holt French 3 | | | | 0030650062 | |
| | Cahier d'activite, Holt French 3 | | | | 0030650038 | |
| | Lesson Planner with Differentiated Instruction, Holt French 3 | | | | 0030369592 | |
| | DVD Program, Holt French 3 | | | | 0030369614 | |
| | One-Stop Planner CD-ROM with ExamView® ProTest Generator for Macintosh® and Windows®, Holt French 3 | | | | 0030397642 | |
| | Standardized Assessment Tutor, Holt French 3 | | | | 0030660041 | |
| | Advanced Reader, Joie de lire! 3 | | | | 0030656281 | |
| | Audio Compact Discs, Holt French 3 | | | | 0030656842 | |
| | Video Program, Holt French 3 | | | | 0030566134 | |
| | Teaching Transparencies, Holt French 3 | | | | 0030658640 | |
| | Interactive CD-ROM Tutor for Macintosh® and Windows®, Holt French 3 | | | | 0030658578 | |
| | Interactive CD-ROM Tutor for Macintosh® and Windows®, (Site License) Holt French 3 | | | | 0030703298 | |
| | Interactive CD-ROM Tutor for Macintosh® and Windows®, (Network License) Holt French 3 | | | | 003070331x | |
| | Generic to Holt French Allez, viens! All Levels | | | | | |
| | Holt PuzzlePro CD-ROM, Holt French | | | | 0030393981 | |
| Holt PuzzlePro CD-ROM, Site License, Holt French | | 0030413230 | | | | |
| Differentiated Practice and Assessment CD-ROM for Slower-Paced and Advanced Learners for Macintosh® and Windows®, Holt French | | 0030412536 | | | | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|--|--|------------------|------------------|--------------------|--------------------|--------------------------------|------------|
| Holt, Rinehart & Winston | Holt German 1, Komm mit! Student Edition | Winkler | 2006 | 6-12 | 0030372542 | 100% | |
| | Key Features: | | | | | | |
| | Premier Online Edition, (Contract length subscription) Holt German 1 | | | | | | 003037264x |
| | Premier Online Edition with Student Edition CD-ROM | | | | | | 0030411939 |
| | Student Edition plus Reader Package, Holt German 1 | | | | | | 0030430828 |
| | Teacher's Edition, Holt German 1 | | | | 0030372585 | | |
| | Teaching Resources, Holt German 1 | | | | 0030664519 | | |
| | Grammatikheft, Grammar and Vocabulary Workbook, Holt German 1 | | | | 0030650089 | | |
| | Übungsheft, Practice and Activity Book, Holt German 1 | | | | 0030650119 | | |
| | Beginning Reader, Lies mit mir! 1 | | | | 0030656370 | | |
| | One-Stop Planner CD-ROM with ExamView® Pro Test Generator for Macintosh® and Windows®, Holt German 1 | | | | 0030397677 | | |
| | Audio Compact Discs, Holt German 1 | | | | 0030658748 | | |
| | Teaching Transparencies, Holt German 1 | | | | 0030658713 | | |
| | Video Program, Holt German 1 | | | | 0030566126 | | |
| | Interactive CD-ROM Tutor for Macintosh® and Windows® | | | | 0030658683 | | |
| | Interactive CD-ROM Tutor for Macintosh® and Windows® | | | | 0030703328 | | |
| | Interactive CD-ROM Tutor for Macintosh® and Windows® | | | | 0030703336 | | |
| | DVD Tutor, Holt German 1 | | | | 0030372674 | | |
| Holt, Rinehart & Winston | Holt German 2, Komm mit! Student Edition | Winkler | 2006 | 6-12 | 0030372569 | 78% | |
| | Premier Online Edition, Holt German 2 | | | | | | 0030372666 |
| | Premier Online Edition with Student Edition CD-ROM | | | | | | 0030411947 |
| | Student Edition plus Reader Package, Holt German 2 | | | | | | 0030430836 |
| | Teacher's Edition, Holt German 2 | | | | | | 0030372593 |
| | Teaching Resources, Holt German 2 | | | | | | 0030664527 |
| | Grammatikheft, Grammar and Vocabulary Workbook, Holt German 2 | | | | | | 0030650135 |
| | Übungsheft, Practice and Activity Book, Holt German 2 | | | | | | 003065016x |
| | Intermediate Reader, Lies mit mir! 2 | | | | | | 0030656389 |
| | One-Stop Planner CD-ROM with ExamView® Pro Test Generator for Macintosh® and Windows®, Holt German 2 | | | | | | 0030397685 |
| | Audio Compact Discs, Holt German 2 | | | | | | 0030658764 |
| | Teaching Transparencies, Holt German 2 | | | | | | 0030658721 |
| | Video Program, Holt German 2 | | | | | | 0030566118 |
| | Interactive CD-ROM Tutor for Macintosh® and Windows®, | | | | | | 0030658691 |
| | Interactive CD-ROM Tutor for Macintosh® and Windows® | | | | | | 0030703344 |
| Interactive CD-ROM Tutor for Macintosh® and Windows® | | | | | 0030703360 | | |
| DVD Tutor, Holt German 2 | | | | | 0030372690 | | |
| Holt, Rinehart & Winston | Holt German 3, Komm mit! Student Edition | Winkler | 2006 | 6-12 | 0030372577 | 72% | |
| | Student Edition plus Reader Package, Holt German 3 | | | | | | 0030430844 |
| | Teacher's Edition, Holt German 3 | | | | | | 0030372615 |
| | Teaching Resources, Holt German 3 | | | | | | 0030664535 |
| | Grammatikheft, Grammar and Vocabulary Workbook, Holt German 3 | | | | | | 0030650194 |
| | Übungsheft, Practice and Activity Book, Holt German 3 | | | | | | 0030650216 |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|---|--|------------------------|------------------|--------------------|--------------------|--------------------------------|------------|
| Holt, Rinehart & Winston | Holt German 3, Komm mit! (Continued) | | 2006 | 6-12 | | | |
| | Advanced Reader, Lies mit mir! 3 | | | | 0030656397 | | |
| | One-Stop Planner CD-ROM with ExamView® Pro Test Generator for Macintosh® and Windows®, Holt German 3 | | | | 0030397693 | | |
| | Audio Compact Discs, Holt German 3 | | | | 0030658772 | | |
| | Teaching Transparencies, Holt German 3 | | | | 003065873x | | |
| | Video Program, Holt German 3 | | | | 0030566215 | | |
| | Generic to Holt German, Komm mit! Student Edition CD for Books 1, 2, 3 | | | | 0030361370 | | |
| | Student Edition CD-ROM (Set of 25) | | | | 0030402522 | | |
| | PuzzlePro CD-ROM for Macintosh® and Windows®, Holt German | | | | 003039399x | | |
| PuzzlePro CD-ROM for Macintosh® and Windows®, (Site License) Holt German | | | | 0030413249 | | | |
| Holt, Rinehart & Winston | Holt Spanish 1A, ¡Exprésate! Student Edition with Premier Online Edition and Live Ink Online Reading Help | Humbach et. al. | 2006 | 6-12 | 0030937043 | See Note | |
| | Note: 91% correlation when combined with 1B. Includes cultural connections. (not found in Holt Spanish 1 text) Key Features: | | | | | | |
| | Student Edition with Premier Online Edition and Soundbooth™(contract length subscription), Holt Spanish 1A | | | | | | 0030433231 |
| | Live Ink Online Reading Help (contract length subscription) Holt Spanish 1A, | | | | | | 0030937140 |
| | Soundbooth™ (one year subscription),Holt Spanish 1A | | | | | | 0030937035 |
| | Soundbooth™ (contract length subscription), Holt Spanish 1A | | | | | | 003043324X |
| | Student Edition CD-ROM, Holt Spanish 1A | | | | | | 0030397936 |
| | Student Edition CD-ROM, set of 25 (only with minimum purchase of 25 print textbooks), Holt Spanish 1A | | | | | | 0030402077 |
| | Teacher's Edition, Holt Spanish 1A | | | | | | 0030743575 |
| | Teaching Resources, Holt Spanish 1A | | | | | | 0030401224 |
| | Lesson Planner with Differentiated Instruction, Holt Spanish 1A | | | | | | 0030743885 |
| | Cuaderno de actividades, Holt Spanish 1A | | | | | | 0030743699 |
| | Online Cuaderno de actividades, Student Edition , Holt Spanish 1A, (Practice and Activity Book) (contract length subscription) | | | | | | 0030358035 |
| | Online Cuaderno de actividades, Student Edition, Holt Spanish 1A, ¡Exprésate! (Practice and Activity Book) (1 year subscription) | | | | | | 0030429285 |
| | Online Cuaderno de actividades, Student Edition, Holt Spanish 1A, ¡Exprésate! (Practice and Activity Book) | | | | | | 0030429293 |
| | Online Cuaderno de actividades, Student Edition, Holt Spanish 1A, ¡Exprésate! (Practice and Activity Book) | | | | | | 0030429420 |
| | Cuaderno de vocabulario y gramática, Student Edition | | | | | | 0030743745 |
| | Online Cuaderno de vocabulario y gramática, Student Edition, Holt Spanish 1A, (Grammar and Vocabulary Workbook) | | | | | | 0030358043 |
| Online Cuaderno de vocabulario y gramática, Student Edition, Holt Spanish 1A, (Grammar and Vocabulary Workbook | | | | | 0030429323 | | |
| Online Cuaderno de vocabulario y gramática, Student Edition, Holt Spanish 1A, (Grammar and Vocabulary Workbook) | | | | | 0030429331 | | |
| Online Cuaderno de vocabulario y gramática, Student Edition, Holt Spanish 1A, (Grammar and Vocabulary Workbook) | | | | | 0030429447 | | |
| Audio CD Program, Holt Spanish 1A | | | | | 0030743672 | | |
| Holt, Rinehart & Winston | Holt Spanish 1B, ¡Exprésate! Student Edition with Premier Online Edition and Live Ink® Online Reading Help | Humbach et. al. | 2006 | 6-12 | 003093706X | See Note | |
| | Note: 91% correlation when combined with 1B. Includes cultural connections. (not found in Holt Spanish 1 text) Key Features: | | | | | | |
| | Student Edition with Premier Online Edition and Soundbooth™(contract length subscription), Holt Spanish 1B | | | | | | 0030433282 |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|---|--|------------------------|------------------|--------------------|--------------------|--------------------------------|
| Holt, Rinehart & Winston | Holt Spanish 1B, ¡Exprésate! (Continued) | | 2006 | 6-12 | | |
| | Live Ink Online Reading Help (contract length subscription) Holt Spanish 1B | | | | 0030937191 | |
| | Soundbooth™ (one year subscription), Holt Spanish 1B | | | | 0030937051 | |
| | Soundbooth™ (contract length subscription), Holt Spanish 1B | | | | 0030433274 | |
| | Student Edition CD-ROM, Holt Spanish 1B | | | | 0030397936 | |
| | Student Edition CD-ROM, set of 25 (only with minimum purchase of 25 print textbooks), Holt Spanish 1B | | | | 0030402085 | |
| | Teacher's Edition, Holt Spanish 1B | | | | 0030743583 | |
| | Teaching Resources, Holt Spanish 1B | | | | 0030401631 | |
| | Lesson Planner with Differentiated Instruction, Holt Spanish 1B | | | | 0030743893 | |
| | Cuaderno de actividades, Holt Spanish 1B | | | | 0030743710 | |
| | Online Cuaderno de actividades, Student Edition, Holt Spanish 1B, (Practice and Activity Book) (contract length subscription) | | | | 003035806x | |
| | Online Cuaderno de actividades, Student Edition, Holt Spanish 1B, ¡Exprésate! (Practice and Activity Book) (1 year subscription) | | | | 003042934x | |
| | Online Cuaderno de actividades, Student Edition, Holt Spanish 1B, ¡Exprésate! (Practice and Activity Book) (1 year subscription) | | | | 0030429374 | |
| | Online Cuaderno de actividades, Student Edition, Holt Spanish 1B, ¡Exprésate! (Practice and Activity Book) (1 year subscription) | | | | 0030429439 | |
| | Cuaderno de vocabulario y gramática, Student Edition | | | | 0030743761 | |
| | Online Cuaderno de vocabulario y gramática, Student Edition, Holt Spanish 1B, (Grammar and Vocabulary Workbook) | | | | 0030358078 | |
| | Online Cuaderno de vocabulario y gramática, Student Edition, Holt Spanish 1B, (Grammar and Vocabulary Workbook (1 year subscription) | | | | 0030429382 | |
| | Online Cuaderno de vocabulario y gramática, Student Edition, Holt Spanish 1B, (Grammar and Vocabulary Workbook (1 year subscription - set of 25) | | | | 0030429390 | |
| | Online Cuaderno de vocabulario y gramática, Student Edition, Holt Spanish 1B, (Grammar and Vocabulary Workbook (1 year subscription - set of 75) | | | | 0030429471 | |
| | Audio CD Program, Holt Spanish 1B | | | | 0030743680 | |
| Generic to Holt Spanish 1A and 1B One-Stop Planner CD-ROM with Test Generator for Macintosh® and Windows® | | | | 0030744083 | | |
| Puente: Customized Level 1 Review with Audio CD, Holt Spanish 1 | | | | 0030796369 | | |
| Holt, Rinehart & Winston | Holt Spanish 1, ¡Exprésate! Student Edition with Premier Online Edition and Soundbooth™ | Humbach et. al. | 2006 | 7-12 | 0030433789 | 88% |
| | Note: 91% correlation when combined with | | | | | |
| | Student Edition with Premier Online Edition and Live Ink® Online Reading Help (contract length subscription) Holt Spanish 1, ¡Exprésate! | | | | 0030937086 | |
| | Soundbooth™ (contract length subscription) Holt Spanish 1 | | | | 003043338x | |
| | Soundbooth™ (one year subscription) Holt Spanish 1 | | | | 003043338x | |
| | Live Ink Online Reading Help (contract length subscription) Holt Spanish 1 | | | | 003043338x | |
| | Holt Spanish 1, Student Edition CD-ROM | | | | 0030937078 | |
| | Student Edition CD-ROM, set of 25 (requires minimum purchase of 25 print student editions) Holt Spanish 1 | | | | 0030937205 | |
| | Teacher's Edition Holt Spanish 1 | | | | 0030397979 | |
| | Teaching Resources, Holt Spanish 1 | | | | 003040214x | |
| | Cuaderno de actividades | | | | 0030732867 | |
| | One-Stop Planner CD-ROM with Test Generator For Macintosh® and Windows®, Holt Spanish 1 | | | | 0030401232 | |
| | Lesson Planner with Differentiated Instruction, Holt Spanish 1 | | | | 0030744660 | |
| | Cuaderno para hispanohablantes, Student Edition | | | | 0030745462 | |
| | Online Cuaderno de actividades, Holt Spanish 1, ¡ (Practice and Activity Book) (contract length subscription) | | | | 0030745217 | |
| Online Cuaderno de actividades, Holt Spanish 1, ¡ (Practice and Activity Book) (1 year subscription) | | | | 0030745292 | | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|-------------------------------------|---|------------------------|------------------|--------------------|--------------------|--------------------------------|
| Holt, Rinehart & Winston | Holt Spanish 1, ¡Exprésate! (Continued) | | 2006 | 7-12 | | |
| | Online Cuaderno de actividades, Holt Spanish 1, (Practice and Activity Book) (1 year subscription - set of 25) | | | | 0030358086 | |
| | Online Cuaderno de actividades, Holt Spanish 1, (Practice and Activity Book) (1 year subscription - set of 75) | | | | 003042948x | |
| | Cuaderno de vocabulario y gramática, Holt Spanish | | | | 0030429498 | |
| | Online Cuaderno de vocabulario y gramática, Holt Spanish 1, (Grammar and Vocabulary Workbook) (contract length subscription) | | | | 0030429692 | |
| | Online Cuaderno de vocabulario y gramática, Holt Spanish 1 (Grammar and Vocabulary Workbook (1 year subscription) | | | | 0030744962 | |
| | Online Cuaderno de vocabulario y gramática, Holt Spanish 1, (Grammar and Vocabulary Workbook (1 year subscription) (set of 25) | | | | 0030358094 | |
| | Online Cuaderno de vocabulario y gramática, Holt Spanish 1, (Grammar and Vocabulary Workbook (1 year subscription) (set of 75) | | | | 0030429528 | |
| | Puente: Customized Level 1 Review with Audio CD, Holt Spanish 1 | | | | 0030429536 | |
| | Puente: Customized Level 2 Review with Audio CD, Holt Spanish 2 | | | | 0030429749 | |
| | Audio Compact Discs, Holt Spanish 1 | | | | 0030796369 | |
| | Generic to Holt Spanish 1A, 1B and 1: | | | | 0030796393 | |
| | Independent Study Guide, Holt Spanish 1 | | | | 0030745136 | |
| | Standardized Assessment Tutor, Holt Spanish 1 | | | | 003074556x | |
| | DVD Tutor, Holt Spanish 1 | | | | 0030745071 | |
| | Interactive Tutor on CD-ROM for Macintosh® and Windows®, Holt Spanish 1 | | | | 0030744628 | |
| | Interactive Tutor on CD-ROM For Macintosh® and Windows®, Site License, Holt Spanish 1 | | | | 0030402328 | |
| | Interactive Tutor on CD-ROM For Macintosh® and Windows®, Network License, Holt Spanish 1 | | | | 0030402336 | |
| | Teaching Transparencias with Planning Guide, Holt Spanish 1 | | | | 0030745675 | |
| | Video Program, Holt Spanish 1 | | | | 0030732670 | |
| | Beginning Reader ¡Lee conmigo! 1 | | | | 0030656141 | |
| | Grammar Practice Bundle, Holt Spanish 1 | | | | 0030799406 | |
| | Grammar Practice Bundle, (Set of 25) Holt Spanish 1 | | | | 0030920280 | |
| | Extra Practice Bundle, Holt Spanish 1 | | | | 0030797020 | |
| | Extra Practice Bundle, (Set of 25) Holt Spanish 1 | | | | 0030920264 | |
| | Gramavisión Animated Grammar Presentations and Activities DVD, Holt Spanish 1 | | | | 0030796687 | |
| Holt, Rinehart & Winston | Holt Spanish 2, ¡Exprésate! Student Edition with Premier Online Edition and Soundbooth™ | Humbach et. al. | 2006 | 7-12 | 0030433797 | 82% |
| | Student Edition with Premier Online Edition and Live Ink Online Reading Help (contract length subscription) Holt Spanish 2, ¡Exprésate! | | | | 0030937108 | |
| | Soundbooth™ (contract length subscription) Holt Spanish 2 | | | | 0030433746 | |
| | Soundbooth™ (one year subscription) Holt Spanish 2 | | | | 0030937213 | |
| | Live Ink Online Reading Help (contract length subscription) Holt Spanish 2 | | | | 0030397987 | |
| | Holt Spanish 2, Student Edition CD-ROM | | | | 0030402174 | |
| | Student Edition CD-ROM, set of 25 (requires minimum purchase of 25 print student editions) Holt Spanish 2 | | | | 0030740223 | |
| | Teacher's Edition Holt Spanish 2 | | | | 0030401240 | |
| | Teaching Resources, Holt Spanish 2 | | | | 0030744776 | |
| | Cuaderno de actividades, Holt Spanish 2 | | | | 0030745470 | |
| | One-Stop Planner CD-ROM with Test Generator For Macintosh® and Windows®, Holt Spanish 2 | | | | 0030745225 | |
| | Lesson Planner with Differentiated Instruction, Holt Spanish 2 | | | | 0030745314 | |
| | Cuaderno para hispanohablantes, Holt Spanish 2 | | | | | |
| | Online Cuaderno de actividades, Holt Spanish 2, (Practice and Activity Book) (contract length subscription) | | | | 0030358116 | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|---|--|---|------------------------|--------------------|--------------------|--------------------------------|------------|
| Holt, Rinehart & Winston | Holt Spanish 2, ¡Exprésate! (Continued) | | 2006 | 7-12 | | | |
| | Online Cuaderno de actividades, Holt Spanish 2, (Practice and Activity Book) (1 year subscription) | | | | 0030429544 | | |
| | Online Cuaderno de actividades, Holt Spanish 2, (Practice and Activity Book) (1 year subscription) (set of 25) | | | | 0030429579 | | |
| | Online Cuaderno de actividades, Holt Spanish 2, (Practice and Activity Book) (1 year subscription) (set of 75) | | | | 0030429722 | | |
| | Cuaderno de vocabulario y gramática, Holt Spanish 2, [Student Edition] | | | | 0030744970 | | |
| | Online Cuaderno de vocabulario y gramática, Holt Spanish 2, (Grammar and Vocabulary Workbook) (contract length subscription) | | | | 0030358124 | | |
| | Online Cuaderno de vocabulario y gramática, Holt Spanish 2, (Grammar and Vocabulary Workbook (1 year subscription) | | | | 0030429587 | | |
| | Online Cuaderno de vocabulario y gramática, Holt Spanish 2, (Grammar and Vocabulary Workbook (1 year subscription) (set of 25) | | | | 0030429595 | | |
| | Online Cuaderno de vocabulario y gramática, Holt Spanish 2, (Grammar and Vocabulary Workbook (1 year subscription) (set of 75) | | | | 0030429773 | | |
| | Audio Compact Discs, Holt Spanish 2 | | | | 0030744326 | | |
| | Standardized Assessment Tutor, Holt Spanish 2 | | | | 0030745578 | | |
| | Interactive Tutor on CD-ROM with Before You Know It Flashcards for Macintosh® and Windows®, Holt Spanish 2 | | | | 0030744636 | | |
| | Interactive Tutor on CD-ROM For Macintosh® and Windows®, Site License, Holt Spanish 2 | | | | 0030402344 | | |
| Interactive Tutor on CD-ROM For Macintosh® and Windows®, Network License, Holt Spanish 2 | | | | 0030402379 | | | |
| | Teaching Transparencias with Planning Guide, Holt Spanish 2 | | | | 0030745683 | | |
| | Intermediate Reader ¡Lee conmigo! 2 | | | | 0030656168 | | |
| | DVD Tutor, Holt Spanish 2 | | | | 003074508x | | |
| | Video Program Holt Spanish 2 | | | | 0030732689 | | |
| | Gramavisión Animated Grammar Presentations and Activities with Master Teacher Introductions and Contextualized Skits (DVD), Holt Spanish 2 | | | | 0030796695 | | |
| | Puente: Customized Level 1 Review with Audio CD, Holt Spanish 1 | | | | 0030796369 | | |
| | Puente: Customized Level 2 Review with Audio CD, Holt Spanish 2 | | | | 0030796393 | | |
| | Grammar Practice Bundle, Holt Spanish 2 | | | | 0030799414 | | |
| | Grammar Practice Bundle, (Set of 25) Holt Spanish 2 | | | | 0030920299 | | |
| | Extra Practice Bundle, Holt Spanish 2 | | | | 003079708x | | |
| | Extra Practice Bundle, (Set of 25) Holt Spanish 2 | | | | 0030920272 | | |
| | Holt, Rinehart & Winston | Holt Spanish 3, ¡Exprésate! Student Edition with Premier Online Edition and Soundbooth™ | Humbach et. al. | 2006 | 7-12 | 0030433924 | 72% |
| | | Student Edition with Premier Online Edition and Live Ink Online Reading Help (contract length subscription) Holt Spanish 3, ¡Exprésate! | | | | 0030937124 | |
| Soundbooth™ (contract length subscription) Holt Spanish 3 | | | | | 0030433770 | | |
| Soundbooth™ (one year subscription) Holt Spanish 3 | | | | | 0030937116 | | |
| Live Ink Online Reading Help (contract length subscription) Holt Spanish 3 | | | | | 0030937221 | | |
| Premier Online Edition with Student Edition CD-ROM (Contract length subscription), Holt Spanish 3 | | | | | 0030411874 | | |
| Premier Online Edition (Contract length subscription), Holt Spanish 3 | | | | | 0030745667 | | |
| Student Edition CD-ROM, Holt Spanish 3 | | | | | 0030397995 | | |
| Student Edition CD-ROM, (Set of 25) Holt Spanish 3 | | | | | 0030402182 | | |
| Teacher's Edition, Holt Spanish 3 | | | | | 0030735335 | | |
| Teaching Resources, Holt Spanish 3 | | | | | 0030401275 | | |
| Lesson Planner with Differentiated Instruction, Holt Spanish 3 | | | | | 0030745233 | | |
| Standardized Assessment Tutor, Holt Spanish 3 | | | | | 0030745586 | | |
| Cuaderno de actividades, Holt Spanish 3 | | | | 0030744784 | | | |
| Online Cuaderno de actividades, Holt Spanish 3, (Practice & Activity) | | | | 0030358132 | | | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|---|---|------------------|------------------|--------------------|--------------------|------------------------------------|
| Holt, Rinehart & Winston | Holt Spanish 3, ¡Exprésate! (Continued) | | 2006 | 7-12 | | |
| | Online Cuaderno de actividades, Holt Spanish 3, (Practice & Activity) | | | | 0030429625 | |
| | Online Cuaderno de actividades, Holt Spanish 3, (Practice & Activity) | | | | 0030429633 | |
| | Online Cuaderno de actividades, Holt Spanish 3, (Practice & Activity) | | | | 0030429730 | |
| | Cuaderno de vocabulario y gramática, Holt Spanish 3 | | | | 0030744989 | |
| | Online Cuaderno de vocabulario y gramática, Holt Spanish 3, (Grammar and Vocabulary Workbook) | | | | 0030358140 | |
| | Online Cuaderno de vocabulario y gramática, Holt Spanish 3, (Grammar and Vocabulary Workbook (1 year subscription)) | | | | 0030429641 | |
| | Online Cuaderno de vocabulario y gramática, Holt Spanish 3, (Grammar and Vocabulary Workbook (1 year subscription) (set of 25)) | | | | 0030429676 | |
| | Online Cuaderno de vocabulario y gramática, Holt Spanish 3, (Grammar and Vocabulary Workbook (1 year subscription) (set of 75)) | | | | 0030429684 | |
| | Audio Compact Discs, Holt Spanish 3 | | | | 003074461x | |
| | One-Stop Planner CD-ROM with Test Generator for Macintosh® and Windows®, Holt Spanish 3 | | | | 0030745519 | |
| | Interactive Tutor on CD-ROM with Before You Know It Flashcards | | | | 0030744644 | |
| | Interactive Tutor on CD-ROM (Site License), Holt Spanish 3 | | | | 0030402387 | |
| | Interactive Tutor on CD-ROM (Network License), Holt Spanish 3 | | | | 0030402395 | |
| | Gramavisión Animated Grammar Presentations and Activities DVD, | | | | 0030796717 | |
| | Teaching Transparencias with Planning Guide, Holt Spanish 3 | | | | 0030745691 | |
| | Video Program, Holt Spanish 3 | | | | 0030732697 | |
| | DVD Program, Holt Spanish 3 | | | | 0030745098 | |
| | Puente: Customized Level 2 Review with Audio CD, Holt Spanish 2 | | | | 0030796393 | |
| | Advanced Reader ¡Lee conmigo! 3 | | | | 0030656176 | |
| Extra Practice Bundle, Holt Spanish 3 | | | | 0030797128 | | |
| Extra Practice Bundle, (Set of 25) Holt Spanish 3 | | | | 0030920302 | | |
| Generic to All Levels of Holt Spanish ¡Exprésate! Holt PuzzlePro CD-ROM, Holt Spanish | | | | 0030393973 | | |
| Holt PuzzlePro Site License , Holt Spanish | | | | 0030413222 | | |
| Grammar Tutor for Students of Spanish, Holt Spanish | | | | 0030745810 | | |
| Holt, Rinehart & Winston | Holt Advanced Spanish, Nuevas vistas, Curso de Introducción Student Edition, Holt Andaved Spanish | HRW | 2006 | 7-12 | 0030736919 | 96% |
| | Key Features: | | | | | |
| | Student Edition CD-ROM, Curso de introducción | | | | 0030386497 | |
| | Student Edition CD-ROM, (Set of 25) Curso de introducción | | | | 003040262x | |
| | Teacher's Resource Binder, Curso de introducción | | | | 0030741513 | |
| | Lesson Planner, Curso de introducción | | | | 0030745934 | |
| | Assessment Program, Curso de introducción | | | | 003074153x | |
| | Audio Compact Discs, Curso de introducción | | | | 0030741548 | |
| | Cuaderno de práctica, Curso de introducción | | | | 0030741521 | |
| | One-Stop Planner CD-ROM with ExamView® Pro Test Generator for Macintosh® and Windows®, Curso de introducción | | | | 0030741491 | |
| | Video Program, Curso de introducción | | | | 0030741564 | |
| | DVD Program, Curso de introducción | | | | 0030397782 | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|--|--|------------------|------------------|--------------------|--------------------|--------------------------------|------------|
| Holt, Rinehart & Winston | Holt Andaved Spanish, Nuevas vistas, Curso Uno, Student Edition | HRW | 2006 | 9-12 | 0030736927 | 96% | |
| | Note: Recommended for honors level. Intended for native speaker. Key Features: | | | | | | |
| | Student Edition CD-ROM, Curso uno | | | | | | 0030361281 |
| | Student Edition CD-ROM, (Set of 25) Curso uno | | | | | | 003040259x |
| | Teacher's Resource Binder, Curso uno | | | | | | 0030741572 |
| | Lesson Planner, Curso uno | | | | | | 003039774x |
| | Assessment Program, Curso uno | | | | | | 0030643880 |
| | Audio Compact Discs, Curso uno | | | | | | 0030643945 |
| | Cuaderno de práctica, Curso uno | | | | | | 0030643899 |
| | One-Stop Planner CD-ROM with ExamView® Pro Test Generator for Macintosh® and Windows®, Curso uno | | | | | | 0030741580 |
| | Video Program, Curso uno | | | | | | 0030643910 |
| | DVD Program, Curso uno | | | | | | 0030397790 |
| | Cuaderno de práctica, Curso uno | | | | | | 0030643899 |
| Curso avanzado Video Guide, Curso uno | | | | | 0030643929 | | |
| Holt, Rinehart & Winston | Holt Advanced Spanish, Nuevas vistas, Curso Dos Student Edition | HRW | 2006 | 9-12 | 0030736943 | 75% | |
| | Key Features: | | | | | | |
| | Student Edition CD-ROM, Curso dos | | | | | | 003036129x |
| | Student Edition CD-ROM, (Set of 25) Curso dos | | | | | | 0030402581 |
| | Teacher's Resource Binder, Curso dos | | | | | | 0030509424 |
| | Lesson Planner, Curso dos | | | | | | 0030397774 |
| | Assessment Program, Curso dos | | | | | | 0030643988 |
| | Audio Compact Discs, Curso dos | | | | | | 0030644046 |
| | Cuaderno de práctica, Curso dos | | | | | | 0030643996 |
| | One-Stop Planner CD-ROM with ExamView® Pro Test Generator for Macintosh® and Windows®, Curso dos | | | | | | 0030509394 |
| | Video Program, Curso dos | | | | | | 0030644011 |
| | DVD Program, Curso dos | | | | | | 0030397820 |
| | Cuaderno de práctica, Curso dos | | | | | | 0030643996 |
| | Curso avanzado Video Guide, Curso dos | | | | | | 003064402x |
| | Generic to Holt Advanced Spanish: | | | | | | |
| | Curso Avanzado Uno y Dos Advanced Placement® Literature Preparation Book | | | | | | 0030650666 |
| Holt PuzzlePro® CD-ROM for Macintosh® and Windows® | | | | | 0030394074 | | |
| Holt PuzzlePro® CD-ROM for Macintosh® and Windows® (Site License) | | | | | 0030413273 | | |
| Advanced Placement Language Preparation Program 2005 Test Edition with Audio CD, Holt Advanced Spanish | | | | | 0030425344 | | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|---------------------------------|---|------------------------|------------------|--------------------|--------------------|--------------------------------|-------------|
| McDougal Littell Company | Discovering French, <i>Nouveau! Bleu, Première Partie, Pupil Edition</i> | Valette, et al. | 2007 | 6-8 | 061865648-0 | See Note | |
| | Note: Correlates 91% when combined with 1AB Key Features: | | | | | | |
| | Teacher Edition | | | | | | 061865654-5 |
| | eEdition CD-ROM (PDF Format Only) | | | | | | 061839868-6 |
| | Video Program (DVD) | | | | | | 061834518-3 |
| | EasyPlanner CD-ROM | | | | | | 061834519-1 |
| | Power Presentations CD-ROM | | | | | | 061834520-5 |
| | Test Generator CD-ROM | | | | | | 061875496-2 |
| | Audio Program (Compact Disc) | | | | | | 061834537-X |
| | Take-Home Tutor | | | | | | 061851587-9 |
| | Overhead Transparencies and Copymasters | | | | | | 061829840-1 |
| | Francais pour hispanophones | | | | | | 061829875-4 |
| | Chansons CD | | | | | | 061834535-3 |
| | Workbook | | | | | | 061829834-7 |
| | Activités pour tous Workbook | | | | | | 061834951-0 |
| McDougal Littell Company | Discovering French, <i>Nouveau! Bleu, Deuxième Partie, Pupil Edition</i> | Valette, et al. | 2007 | 6-8 | 061865650-2 | See Note | |
| | Note: Correlates 91% when combined with 1A. Key Features: | | | | | | |
| | Teacher Edition | | | | | | 061865655-3 |
| | Workbook | | | | | | 061829874-6 |
| | Activités pour tous Workbook | | | | | | 061834948-0 |
| | eEdition CD-ROM (PDF Format Only) | | | | | | 061839869-4 |
| | Video Program (DVD) | | | | | | 061834518-3 |
| | EasyPlanner CD-ROM | | | | | | 061834519-1 |
| | Power Presentations CD-ROM | | | | | | 061834520-5 |
| | Test Generator CD-ROM | | | | | | 061875496-2 |
| | Audio Program (Compact Disc) | | | | | | 061834537-X |
| | Take-Home Tutor | | | | | | 061851587-9 |
| | Overhead Transparencies and Copymasters | | | | | | 061829840-1 |
| | Francais pour hispanophones | | | | | | 061829875-4 |
| | Chansons CD | | | | | | 061834535-3 |
| McDougal Littell Company | Discovering French, <i>Nouveau! Bleu Pupil Edition</i> | Valette et al. | 2007 | 9-12 | 061865651-0 | 91% | |
| | Note: Same contents as 1A and 1B combined. Key Features: | | | | | | |
| | Teacher Edition | | | | | | 061865657-X |
| | Teacher's Resource Package Level 1 | | | | | | 061834955-3 |
| | Lectures pour tous Pupil Edition | | | | | | 061877272-3 |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|---|--|-----------------------|------------------|--------------------|--------------------|--------------------------------|
| McDougal Littell Company | Discovering French, <i>Nouveau! Bleu</i> (Continued) | | 2007 | 9-12 | | |
| | Lectures Pour Tous Teacher Edition Bleu | | | | 061866118-2 | |
| | Workbook | | | | 061829825-8 | |
| | Activités pour tous Workbook | | | | 061829836-3 | |
| | Lectures Pour Tous with Audio CD Bleu | | | | 061866112-3 | |
| | eEdition CD-ROM (PDF Format Only) | | | | 061839756-6 | |
| | Warm-Up Transparencies Bleu | | | | 061866099-2 | |
| | Overhead Transparencies and Copymasters | | | | 061829840-1 | |
| | Teaching Proficiency Through Reading and Storytelling | | | | 061865813-0 | |
| | Video Program (DVD) | | | | 061834518-3 | |
| | EasyPlanner CD-ROM | | | | 061834519-1 | |
| | Power Presentations CD-ROM | | | | 061834520-5 | |
| | Test Generator | | | | 061875496-2 | |
| | Audio Program (Compact Disc) | | | | 061834537-X | |
| | Take-Home Tutor | | | | 061851587-9 | |
| McDougal Littell Company | Discovering French: <i>Nouveau! - Blanc Pupil Edition</i> | Valette et al. | 2007 | 9-12 | 061865652-9 | 91% |
| | Note: No historical content. Key Features: | | | | | |
| | Teacher Edition | | | | 061865658-8 | |
| | Lectures pour tous , Pupil Edition Blanc | | | | 061877274-X | |
| | Lectures pour tous , Teacher Edition Blanc | | | | 061866119-0 | |
| | Workbook | | | | 061829886-X | |
| | Activités pour tous Workbook | | | | 061829912-2 | |
| | Teaching Proficiency Through Reading and Storytelling | | | | 061865814-9 | |
| | Warm-Up Transparencies | | | | 061866110-7 | |
| | Lectures Pour Tous with Audio CD Blanc | | | | 061866113-1 | |
| | eEdition CD-ROM (PDF Format Only) | | | | 061839870-8 | |
| | Overhead Transparencies and Copymasters | | | | 061829920-3 | |
| | Chansons CD | | | | 061834535-3 | |
| | Video Program (DVD) | | | | 061834523-X | |
| | EasyPlanner CD-ROM | | | | 061834524-8 | |
| Power Presentations CD-ROM | | | | 061834525-6 | | |
| Test Generator | | | | 061875496-2 | | |
| Audio Program (Compact Disc) | | | | 061834538-8 | | |
| Take-Home Tutor Level 2 | | | | 061851588-7 | | |
| Francais pour hispanophones | | | | 061829875-4 | | |
| Sing-Along Grammar & Vocabulary CD with Booklet | | | | 061866479-3 | | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|--------------------------------------|--|-----------------------|------------------|--------------------|--------------------|--------------------------------|
| McDougal Littell Company | Discovering French: <i>Nouveau!</i> - Rouge Pupil Edition | Valette et al. | 2007 | 9-12 | 061865653-7 | 92% |
| | Teacher Edition | | | | 061865659-6 | |
| | Lectures pour tous, Pupil Edition | | | | 061877275-8 | |
| | Lectures pour tous Teacher Edition | | | | 061866120-4 | |
| | Workbook | | | | 061829924-6 | |
| | Activités pour tous Workbook | | | | 061829940-8 | |
| | Teaching Proficiency Through Reading and Storytelling | | | | 061865815-7 | |
| | eEdition CD-ROM (PDF format only) | | | | 061839871-6 | |
| | Warm-Up Transparencies | | | | 061866111-5 | |
| | Overhead Transparencies and Copymasters | | | | 061829943-2 | |
| | Lectures Pour Tous with Audio CD | | | | 061866114-X | |
| | Francais pour hispanophones | | | | 061829875-4 | |
| | Chansons CD | | | | 061834535-3 | |
| | Video Program (DVD) | | | | 061834529-9 | |
| | EasyPlanner CD-ROM | | | | 061834530-2 | |
| | Power Presentations CD-ROM | | | | 061834531-0 | |
| Test Generator | | | | 061875496-2 | | |
| Audio Program (CD) | | | | 061834539-6 | | |
| Take-Home Tutor Level 3 | | | | 061851589-5 | | |
| McDougal Littell Company | <i>¡Avancemos!</i> Level 1A Pupil Edition | Gahala, et al. | 2007 | 6-12 | 061861102-9 | See note |
| | Note: Correlatiron of 100% when combined with 1B. Combined text 1A & 1B are the same as <i>¡Avancemos! Level 1</i> . | | | | | |
| | Key Features: | | | | | |
| | Teacher Edition | | | | 061868729-7 | |
| | Middle School Lesson Plans | | | | 061875325-7 | |
| | Cuaderno: Práctica por niveles Teacher Edition | | | | 061875099-1 | |
| | Cuaderno para hispanohablantes Workbook Teacher Edition | | | | 061875225-0 | |
| | Cuaderno para hispanohablantes Pupil Edition | | | | 061876601-4 | |
| | Cuaderno: Práctica por niveles Pupil Edition | | | | 061876596-4 | |
| | Lecturas para hispanohablantes Pupil Edition | | | | 061876606-5 | |
| | Lecturas para hispanohablantes Teacher Edition | | | | 061875251-X | |
| | eEdition CD-ROM | | | | 061872455-9 | |
| | Test Generator | | | | 061875496-2 | |
| | Lecturas para todos Workbook Teacher Edition | | | | 061875231-5 | |
| | Lecturas para todos Pupil Edition | | | | 061876603-0 | |
| | Assessment Pack | | | | 061880131-6 | |
| Resource Manager Box | | | | 061876591-3 | | |
| AvanzaCómics | | | | 061876632-4 | | |
| Sing-Along Grammar and Vocabulary CD | | | | 061877680-X | | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|--------------------------------------|---|-----------------------|-------------|-------------|--------------------|-------------------------|--|
| McDougal Littell Company | ¡Avancemos! Level 1B Pupil Edition | Gahala, et al. | 2007 | 6-12 | 061861103-7 | See note | |
| | Note: Correlation of 100% when combined with 1A. Combined text 1A & 1B are the same as <i>¡Avancemos! Level 1</i> . | | | | | | |
| | Key Features: | | | | | | |
| | Teacher Edition | | | | | 061868730-0 | |
| | Cuaderno: Práctica por niveles Teacher Edition | | | | | 061875100-9 | |
| | Cuaderno para hispanohablantes Workbook Teacher Edition | | | | | 061875227-7 | |
| | Cuaderno para hispanohablantes Pupil Edition | | | | | 061876602-2 | |
| | Cuaderno: Práctica por niveles Pupil Edition | | | | | 061876596-4 | |
| | Lecturas para hispanohablantes Pupil Edition | | | | | 061876606-5 | |
| | Lecturas para hispanohablantes Teacher Edition | | | | | 061875251-X | |
| | eEdition CD-ROM | | | | | 061872456-7 | |
| | Test Generator | | | | | 061875496-2 | |
| | Lecturas para todos Workbook Teacher Edition | | | | | 061875231-5 | |
| | Lecturas para todos Pupil Edition | | | | | 061876603-0 | |
| | Assessment Pack | | | | | 061880131-6 | |
| Resource Manager Box | | | | | 061876591-3 | | |
| AvanzaCómics | | | | | 061876632-4 | | |
| Sing-Along Grammar & Vocabulary CD | | | | | 061877680-X | | |
| McDougal Littell Company | ¡Avancemos! Level 1 Pupil Edition | Gahala, et al. | 2007 | 9-12 | 061859406-X | 100% | |
| | Note: Same content as <i>¡Avancemos! Level 1A & 1B</i> . | | | | | | |
| | Key Features: | | | | | | |
| | Teacher Edition | | | | | 061871256-9 | |
| | Lesson Plans | | | | | 061875322-2 | |
| | Cuaderno: Práctica por niveles Pupil Edition | | | | | 061876593-X | |
| | Cuaderno: Práctica por niveles Teacher Edition | | | | | 061875101-7 | |
| | Cuaderno para hispanohablantes Pupil Edition | | | | | 061876598-0 | |
| | Cuaderno para hispanohablantes Workbook Teacher Edition | | | | | 061875228-5 | |
| | Lecturas para hispanohablantes Pupil Edition | | | | | 061876606-5 | |
| | Lecturas para hispanohablantes Teacher Edition | | | | | 061875251-X | |
| | Lecturas para todos Pupil Edition | | | | | 061876603-0 | |
| | Lecturas para todos Workbook Teacher Edition | | | | | 061875231-5 | |
| | Resource Manager Box | | | | | 061875295-1 | |
| | AvanzaCómics | | | | | 061876632-4 | |
| | Audio CD Program | | | | | 061872501-6 | |
| | DVD Program | | | | | 061858555-9 | |
| | edition CD-ROM | | | | | 061872452-4 | |
| EasyPlanner DVD | | | | | 061872480-X | | |
| Power Presentations CD-ROM | | | | | 061880281-9 | | |
| Test Generator | | | | | 061875496-2 | | |
| Assessment Pack | | | | | 061880131-6 | | |
| Sing-Along Grammar and Vocabulary CD | | | | | 061877680-X | | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|---|--|-----------------------|------------------|--------------------|--------------------|--------------------------------|
| McDougal Littell Company | ¡Avancemos! Level 2 Pupil Edition | Gahala, et al. | 2007 | 6-12 | 061868725-4 | 86% |
| | Teacher Edition | | | | 061868727-0 | |
| | Lesson Plans | | | | 061875323-0 | |
| | Cuaderno: Práctica por niveles Pupil Edition | | | | 061876594-8 | |
| | Cuaderno: Práctica por niveles Teacher Edition | | | | 061875102-5 | |
| | Lecturas para todos Pupil Edition | | | | 061876604-9 | |
| | Lecturas para todos Workbook Teacher Edition | | | | 061875232-3 | |
| | Cuaderno para hispanohablantes Pupil Edition | | | | 061876599-9 | |
| | Cuaderno para hispanohablantes Teacher Edition | | | | 061875229-3 | |
| | Lecturas para hispanohablantes Pupil Edition with Audio CD-ROM | | | | 061880230-4 | |
| | Lecturas para hispanohablantes Pupil Edition | | | | 061876607-3 | |
| | Lecturas para hispanohablantes Workbook Teacher Edition | | | | 061875252-8 | |
| | Resource Manager Box | | | | 061875296-X | |
| | AvanzaCómics | | | | 061876633-2 | |
| | Sing-Along Grammar & Vocabulary CD | | | | 061877681-8 | |
| | Audio CD Program | | | | 061872502-4 | |
| | DVD Program | | | | 061872447-8 | |
| | eEditionCD-ROM | | | | 061872453-2 | |
| EasyPlanner DVD | | | | 061872481-8 | | |
| Power Presentations CD-ROM | | | | 061880282-7 | | |
| Test Generator | | | | 061875496-2 | | |
| McDougal Littell Company | ¡Avancemos! Level 3 Pupil Edition | Gahala, et al. | 2007 | 9-12 | 061868726-2 | 90% |
| | Teacher Edition | | | | 061868728-9 | |
| | Lesson Plans | | | | 061875324-9 | |
| | Lecturas para hispanohablantes Pupil Edition | | | | 061876608-1 | |
| | Lecturas para hispanohablantes Teacher Edition | | | | 061875253-6 | |
| | Resource Manager Box | | | | 061875297-8 | |
| | Cuaderno: Práctica por niveles Pupil Edition | | | | 061876595-6 | |
| | Cuaderno: Práctica por niveles Teacher Edition | | | | 061875103-3 | |
| | Cuaderno para hispanohablantes Workbook Teacher Edition | | | | 061875230-7 | |
| | Cuaderno para hispanohablantes Pupil Edition | | | | 061876600-6 | |
| | AvanzaCómics | | | | 061876634-0 | |
| | | | | | 061872503-2 | |
| | Audio CD Program | | | | | |
| | | | | | 061876605-7 | |
| | Lecturas para todos Pupil Edition | | | | | |
| | | | | 061875233-1 | | |
| Lecturas para todos Workbook Teacher Edition | | | | | | |
| edition CD-ROM | | | | 061872454-0 | | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|---------------------------------|--|-----------------------|------------------|--------------------|--------------------|--------------------------------|
| | EasyPlanner DVD | | | | 061872493-1 | |
| | Power Presentations CD-ROM | | | | 061880283-5 | |
| | Test Generator | | | | 061875496-2 | |
| McDougal Littell Company | <i>¡Avancemos!</i> Level 4 Pupil Edition | Jarvis, et al. | 2007 | 10-12 | 061874991-8 | R 40% |
| | Adopted as “resource” material. Note: Remedial, review of previous three years. Key Features: | | | | | |
| | Teacher Edition | | | | 061874993-4 | |
| | Student Activities Workbook | | | | 061874994-2 | |
| | Textbook Companion Web site | | | | 061880103-9 | |
| | Teacher’s Resource Manual | | | | 061880100-6 | |
| | EasyPlanner CD-ROM | | | | 061880101-4 | |
| | Audio Program | | | | 061880099-9 | |
| | Video Program | | | | 061880102-2 | |
| McDougal Littell Company | Nuestro mundo Pupil Edition | Heath, et al. | 2002 | 7-12 | 061808589-0 | 78% |
| | Guía del maestro (Teacher’s Guide) | | | | 061808591-2 | |
| | Communicative Pair Activities:Nuestro mundo (Copymasters) | | | | 061808634-X | |
| | Complete Testing Program with Audio CD | | | | 061808643-9 | |
| | Cuaderno de actividades, Pupil Edition with Answer Key | | | | 061808600-5 | |
| | Fine Art Transparencies | | | | 039587212-X | |
| | Lecturas literarias Teacher Edition | | | | 061851818-5 | |
| | Placement Test 10-pack | | | | 061808649-8 | |
| | Tu mundo/Nuestro mundo Placement Test Package | | | | 061845453-5 | |
| | Audio CD Program | | | | 061808639-0 | |
| | Video Program (VHS) | | | | 066943430-2 | |
| McDougal Littell Company | Tu mundo Pupil Edition | 0-669-43430-2 | 2002 | 7-12 | 061808588-2 | 91% |
| | Guía del maestro (Teacher’s Guide) | | | | 061808590-4 | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|--------------------------------------|--|------------------------|------------------|--------------------|--------------------|------------------------------------|
| | Communicative Pair Activities Copymasters | | | | 061808633-1 | |
| | Complete Testing Program With Audio CD | | | | 061808642-0 | |
| | Cuaderno de actividades, Pupil Edition with Answer Key (Workbook) | | | | 061808599-8 | |
| | Lecturas para hispanohablantes Teacher Edition | | | | 061851817-7 | |
| | Overhead Transparencies | | | | 061808636-6 | |
| | Placement Test 10-pack | | | | 061808649-8 | |
| | Test Program Copymasters | | | | 061808644-7 | |
| | Tu mundo/Nuestro mundo Placement Test Package | | | | 061845453-5 | |
| | Audio CD Program: Tu mundo | | | | 061808638-2 | |
| | Video Program (VHS): Tu mundo | | | | 066943399-3 | |
| Pearson Prentice Hall | Realidades A, Student Edition | Boyles, et. al. | 2004 | 7-8 | 013035966-1 | See Note |
| | Note: Correlates 97% when combined with <i>Realides 1B</i> . Same text as <i>Realides 1</i> . Key Features: | | | | | |
| | Realidades A, Teacher's Edition | | | | 013035956-4 | |
| | Realidades A, Interactive Textbook CD-ROM | | | | 013116261-6 | |
| | Realidades A, Teacher Express CD-ROM | | | | 013036031-7 | |
| | Realidades A, Audio Program on CD | | | | 013035990-4 | |
| Pearson Prentice Hall | Realidades B, Student Edition | Boyles, et. al. | 2004 | 7-8 | 013035967-X | See Note |
| | Note: Correlates 97% when combined with <i>Realides 1A</i> . Same text as <i>Realides 1</i> . Key Features: | | | | | |
| | Realidades B, Teacher's Edition | | | | 013035958-0 | |
| | Realidades B, Interactive Textbook CD-ROM | | | | 013116262-4 | |
| | Realidades B, Teacher Express CD-ROM | | | | 013036031-7 | |
| | Realidades B, Audio Program on CD | | | | 013035990-4 | |
| Pearson Prentice Hall | Realidades 1, Student Edition | Boyles, et. al. | 2004 | 9-12 | 013101687-3 | 97% |
| | Note: Same text as <i>Realides 1A & 1B combined</i> . Key Features:. | | | | | |
| | Realidades 1, Teacher's Edition | | | | 013035959-9 | |
| | Realidades 1, Interactive Textbook CD-ROM | | | | 013116263-2 | |
| | Realidades 1, Teacher Express CD-ROM | | | | 013036032-5 | |
| | Realidades 1, Audio Program on CD | | | | 013035993-9 | |
| Pearson Prentice Hall | Realidades 2, Student Edition | Boyles, et. al. | 2004 | 9-12 | 013035951-3 | 87% |
| | Key Features: | | | | | |
| | Realidades 2, Teacher's Edition | | | | 013035960-2 | |
| | Realidades 2, Interactive Textbook CD-ROM | | | | 013116264-0 | |
| | Realidades 2, Teacher Express CD-ROM | | | | 013036033-3 | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|--|---|----------------------------------|------------------|--------------------|--------------------|--------------------------------|
| | Realidades 2, Audio Program on CD | | | | 013035994-7 | |
| Pearson Prentice Hall | Realidades 3, Student Edition | Boyles, et. al. | 2004 | 9-12 | 013035968-8 | 76% |
| | Key Features: | | | | | |
| | Realidades 3, Teacher's Edition | | | | 013035961-0 | |
| | Realidades 3, Interactive Textbook CD-ROM | | | | 013116265-9 | |
| | Realidades 3, Teacher Express CD-ROM | | | | 013036034-1 | |
| Realidades 3, Audio Program on CD | | | | 013035995-5 | | |
| Pearson Prentice Hall | Conexiones: Comunicación y cultura, Student Edition | Zayas-Bazán, et. al. | 2006 | 11-12 | 013194460-6 | 96% |
| | Key Features: | | | | | |
| | Conexiones: Comunicación y cultura, Teacher's Edition | | | | 013221559-4 | |
| | Conexiones: Comunicación y cultura, Audio CD for Student Text | | | | 013193523-2 | |
| Conexiones: Comunicación y cultura, Audio CD for Student Activities Manual | | | | 013193534-8 | | |
| Pearson Prentice Hall | Encuentros Maravillosos: Gramática a través de la literature, Student Edition | Kanter | 2005 | 11-12 | 013116363-9 | 84% |
| | Note: Recommended for honors class. Key Features: | | | | | |
| | Encuentros Maravillosos: Gramática a través de la literature, Teacher's Edition Test and Answer Key | | | | 067321598-9 | |
| Pearson Prentice Hall | Entre mundos, Student Edition | Alonso-Lyuintzis, et. al. | 2004 | 9-12 | 013119687-1 | 78% |
| | Note: Recommended for honors class. Key Features: | | | | | |
| | Entre mundos, Instructor's Resource Manual | | | | 013183411-8 | |
| Pearson Prentice Hall | Sendas literarias, Level 1, Student Edition | Walqui-van Lier, et. al. | 2005 | 9-12 | 013116355-8 | See note |
| | Note: Correlates 100% to Level 2 standards. Recommended for native speakers. Key Features: | | | | | |
| | Sendas literarias, Level 1, Teacher's Edition | | | | 013116357-4 | |
| Pearson Prentice Hall | Sendas literarias, Level 2, Student Edition | Walqui-van Lier, et. al. | 2005 | 9-12 | 013116356-6 | See note |
| | Note: Correlates 100% to Level 3 standards. Recommended for native speakers. Key Features: | | | | | |
| | Sendas literarias, Level 2, Teacher's Edition | | | | 013116358-2 | |
| Pearson Prentice Hall | Ecce Romani, Level 1, Student Edition | Lawall | 2005 | 9-12 | 013116370-1 | 97% |
| | Ecce Romani, Level 1, Teacher's Edition | | | | 013116375-2 | |
| | Ecce Romani, Level 1, Audio Program on CDs (4) | | | | 013116374-4 | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|--------------------------------------|--|---|------------------|--------------------|--------------------|------------------------------------|-------------|
| Pearson Prentice Hall | Ecce Romani, Level 2, Student Edition | Lawall | 2005 | 9-12 | 013116380-9 | 100% | |
| | Key Features: | | | | | | |
| | Ecce Romani, Level 2, Teacher's Edition | | | | | | 013116386-8 |
| | Ecce Romani, Level 2, Audio Program on CDs (4) | | | | | 013116384-1 | |
| Pearson Prentice Hall | Ecce Romani, Level 3, Student Edition | Lawall | 2005 | 9-12 | 013116387-6 | 100% | |
| | Key Features: | | | | | | |
| | Ecce Romani, Level 3, Teacher's Edition | | | | | 013116389-2 | |
| Thomson Learning | Bravo! | Muyskens/ Harlow/ Violet/ Briere | 2005 | 9-12 | 1413003184 | 96% | |
| | Key Features: | | | | | | |
| | Web Site | | | | | | 1413003249 |
| | Test Bank CD | | | | | | 1413003230 |
| | Lab Audio CD | | | | | | 1413003214 |
| | DVD | | | | | 1413012868 | |
| Thomson Learning | Quant A Moi | Bragger/ Rice | 2005 | 9-12 | 0838460437 | 92% | |
| | Key Features: | | | | | | |
| | Test Bank CD | | | | | | 0838460534 |
| | Annotated Instructor's Edition/ CD Package | | | | | | 0838460518 |
| | French Music CD | | | | | | 1413014402 |
| | French Café Music CD | | | | | | 1413023185 |
| | Web Site | | | | | | 0838460550 |
| | Audio CDs | | | | | | 0838460496 |
| DVD | | | | | 1413001017 | | |
| Thomson Learning | Interaction-Révision de grammaire française | Onge/ Onge / Kulick | 2007 | 9-12 | 1413016472 | 100% | |
| | Key Features: | | | | | | |
| | Answer Key/ Lab Audio Script | | | | | | 1413018092 |
| | Annotated Instructors Edition/ Audio CD Package | | | | | | 1413018149 |
| | Instructor's Resource CD | | | | | | 1413018114 |
| | Web Site | | | | | | 1413018130 |
| | French Café Music CD | | | | | | 1413023185 |
| | Lab Audio CDs | | | | | | 1413018106 |
| DVD | | | | | 1413018122 | | |
| Thomson Learning | Interacciones | Spinelli/ Garcia/ Flood | 2006 | 9-12 | 1413008739 | See note | |

**Humanities – World Languages
Grades 7 - 12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|-------------------------|---|---|------------------|--------------------|---|--------------------------------|
| | Note: Correlates 99% to Level 2 Key Features: Annotated Instructors Edition/ Audio CD Package Instructor's Resource Manual Video on DVD Student Multimedia CD-ROM | | | | 1413008712 1413008763 1413008658 1413008631 | |
| Thomson Learning | De Paseo: Curso intermedio de español Note: Recommended for honors class. Key Features: Annotated Instructor's Edition Web Site (http://depaseo.heinle.com) Test Bank CD Video on DVD Audio Tapes Workbook/ Lab Manual/ Audio CD Package | Long/ Macian | 2005 | 9-12 | 0838433944 0838441572 0838443362 083844315X 0838461077 1413002064 0838458807 | 73.9% |
| Thomson Learning | Rumbos Key Features: Annotated Instructor's Edition / Audio CD Package Test Bank Web Site Student Multimedia CD Lab Audio CDs | Pellettieri /Lopez- Burton/ Hershberger/ Gomez/ Navey- Davis | 2006 | 9-12 | 1413010199 1413010202 1413010377 1413010288 141301027X 1413010423 | 88% |

**Humanities – Visual Art
Grades K-12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation | |
|---|---|---------------------------------|------------------|--------------------|-------------------|--------------------------------|------------|
| Davis Publications, Inc. | Art: A Personal Journey, Pupil Edition | Katter & Stewart | 2002 | 6-8 | 0871925583 | 94% | |
| | Key Features: | | | | | | |
| | Art: A Personal Journey, Teacher's Edition | | | | | | 0871925591 |
| | Art: A Personal Journey, Teacher's Resource Binder, CD-ROM Version | | | | | | 0871927004 |
| | Art: A Personal Journey, Large Reproductions | | | | | | 0871925613 |
| | Art: A Personal Journey, Overhead Transparencies | | | | | | 0871925621 |
| | Art: A Personal Journey, Student Art Gallery, CD-ROM | | | | | | 087192563X |
| Art: A Personal Journey, Davis e-Gallery, CD-ROM | | | | | 0871925648 | | |
| Davis Publications, Inc. | Art: A Community Connection, Pupil Edition | Katter & Stewart | 2001 | 6-8 | 0871924919 | 91% | |
| | Key Features: | | | | | | |
| | Art: A Community Connection, Teacher's Edition | | | | | | 0871924927 |
| | Art: A Community Connection, Teacher's Resource Binder, CD-ROM Version | | | | | | 0871926997 |
| | Art: A Community Connection, Large Reproductions | | | | | | 0871924986 |
| | Art: A Community Connection, Overhead Transparencies | | | | | | 0871925001 |
| | Art: A Community Connection, Student Art Gallery, CD-ROM | | | | | | 0871925044 |
| Art A Community Connection, Davis e-Gallery, CD-ROM | | | | | 0871925036 | | |
| Davis Publications, Inc. | Art: A Global Pursuit, Pupil Edition | Katter & Stewart | 2001 | 6-8 | 0871924897 | 88% | |
| | Key Features: | | | | | | |
| | Art: A Global Pursuit, Teacher's Edition | | | | | | 0871924900 |
| | Art: A Global Pursuit, Teacher' Resource Binder, CD-ROM Version | | | | | | 0871926989 |
| | Art: A Global Pursuit, Large Reproductions | | | | | | 0871924978 |
| | Art: A Global Pursuit, Overhead Transparencies | | | | | | 0871924994 |
| | Art: A Global Pursuit, Student Art Gallery, CD-ROM | | | | | | 0871925028 |
| Art: A Global Pursuit, Davis e-Gallery, CD-ROM | | | | | 087192501X | | |
| Davis Publications, Inc. | The Visual Experience, Pupil Edition | Hobbs, Salome, and Vieth | 2005 | 9-12 | 087192627X | 94% | |
| | Key Features: | | | | | | |
| | The Visual Experience, Teacher's Edition | | | | | | 0871926407 |
| | The Visual Experience, Teacher's Resource Package, CD-ROM Version | | | | | | 0871926970 |
| | The Visual Experience, Large Reproductions | | | | | | 0871926571 |
| The Visual Experience, Overhead Transparencies | | | | | 0871926393 | | |
| Glencoe/ McGraw-Hill | Introducing Art | Mittler, Ragans | 2007 | 6-8 | 0078735556 | 91% | |
| | Key Features: | | | | | | |
| | Teacher Wraparound Edition | | | | | | 0078735564 |
| | Teacher Classroom Resources | | | | | | 0078741998 |
| | Additional Resources Include: Fine Art Transparencies and Prints TeacherWorks® CD-ROM; Art Interactions DVD; Artsource® Performing Arts Package; National Museum of Women in the ARTS CD-ROM | | | | | | |
| Glencoe/ McGraw-Hill | Exploring Art | Mittler, Ragans | 2007 | 6-8 | 0078735572 | 84% | |
| | Key Features: | | | | | | |
| | Teacher Wraparound Edition | | | | | | 0078735580 |
| | Teacher Classroom Resources | | | | | | 0078742056 |
| | Additional Resources Include: Fine Art Transparencies and Prints Available Technology Resources Include: TeacherWorks® CD-ROM; Art Interactions DVD; Artsource® Performing Arts Package; National Museum of Women in the ARTS CD-ROM | | | | | | |

**Humanities – Visual Art
Grades K-12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation |
|---|--|---|------------------|--------------------|----------------------|------------------------------------|
| Glencoe/ McGraw-Hill | Understanding Art | Mittler, Ragans | 2007 | 6-8 | 0078735599 | 88% |
| | Teacher Wraparound Edition | | | | 0078735602 | |
| | Teacher Classroom Resources | | | | 0078742110 | |
| | Additional Resources Include: Fine Art Transparencies and Prints | | | | | |
| | Available Technology Resources Include: TeacherWorks® CD-ROM; Art Interactions DVD; Artsource® Performing Arts Package; National Museum of Women in the ARTS CD-ROM | | | | | |
| Glencoe/ McGraw-Hill | ArtTalk | Ragans | 2005 | 9-12 | 0078305993 | 91% |
| | Teacher Wraparound Edition | | | | 0078306000 | |
| | Teacher Classroom Resources | | | | 0078306019 | |
| | TCR Components Include: Reproducible Lesson Plans; Studio Projects; Application and Perception Activities; Artist Profiles; Cross-Curricular Activities; Digital Studio Projects; English/Spanish Chapter Summaries; Historical and Cultural Heritage Activities; Study Guides and Concept Maps; Testing Program and Authentic Assessment; Portfolio and Assessment Techniques; Guide to Using Art.glencoe.com | | | | | |
| | Available Additional Resources Include: Fine Art Transparencies; Fine Arts Prints | | | | | |
| Available Technology Resources Include: Interactive Lesson Planner CD-ROM; Art Showcase DVD; ArtTalk and the Performing Arts; National Museum of Women in the ARTS CD-ROM | | | | | | |
| Glencoe/ McGraw-Hill | Art in Focus | Mittler | 2006 | 9-12 | 0078685451 | 82% |
| | Teacher Wraparound Edition | | | | 007868546X | |
| | Teacher Classroom Resources | | | | 0078694205 | |
| | Available Additional Resources Include: Fine Art Transparencies; Focus on World Arts Prints | | | | | |
| | Available Technology Resources Include: TeacherWorks® CD-ROM; Art Showcase DVD; National Museum of Women in the ARTS CD-ROM; ExamView® Pro Testmaker Software; Vocabulary Puzzlemaker CD-ROM | | | | | |
| Glencoe/ McGraw-Hill | Creating & Understanding Drawings | Mittler, Howze | 2006 | 9-12 | 0078682193 | 79% |
| | Key Features: | | | | | |
| | Teacher Resource Binder | | | | 0078682207 | |
| Harcourt School Publishers | HARCOURT ART EVERYWHERE Kindergarten Program | Jacqueline Chanda, Kristen Pederson Marstaller | 2006 | K | 0-15-344380-4 | 92% |
| | Note: Correlation to teacher edition. | | | | | |
| | Key Features: | | | | | |
| | Teacher Guide | | | | 0-15-341679-3 | |
| | Art | | | | 0-15-341680-7 | |
| | Art | | | | 0-15-341681-5 | |
| | Posters of Elements, Principles | | | | 015-339904-X | |
| | Electronic Art Gallery CD-ROM, Single-Computer Pack, Primary | | | | 0-15-339235-5 | |
| | Teacher Planning Resources CD-ROM, Single Computer Pack | | | | 0-15-346732-0 | |
| | Teacher Planning Resources CD-ROM, Site License | | | | 0-15-346734-7 | |
| | Picture Card Bank CD-ROM, Single-Computer Pack | | | | 015-338090-X | |
| | Picture Card Bank CD-ROM, 5-Computer Pack | | | | 0-15-338097-7 | |
| Picture Card Bank CD-ROM, 30-Computer Pack | | | | 0-15-338098-5 | | |
| Picture Card Bank CD-ROM, Site License Pack | | | | 0-15-338093-4 | | |

**Humanities – Visual Art
Grades K-12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation |
|---|--|---|------------------|--------------------|----------------------|--------------------------------|
| Harcourt School Publishers | HARCOURT ART EVERYWHERE Kindergarten Program (Continued) | | 2006 | K | | |
| | Picture Card Bank CD-ROM, Network Version | | | | 0-15-338095-0 | |
| | Picture Cards Collection | | | | 0-15-335480-1 | |
| | Electronic Art Gallery CD-ROM, 5-Computer Pack, Primary | | | | 015-339241-X | |
| | Electronic Art Gallery CD-ROM, 30-Computer Pack, Primary | | | | 0-15-339242-8 | |
| | Electronic Art Gallery CD-ROM, Site License Pack, Primary | | | | 0-15-340328-4 | |
| | Electronic Art Gallery CD-ROM, Network Version, Primary | | | | 0-15-340329-2 | |
| Harcourt School Publishers | HARCOURT ART EVERYWHERE Grade One, Student Edition | Jacqueline Chanda, Kristen Pederson Marstaller | 2006 | 1 | 0-15-336446-7 | 92% |
| | Big Book | | | | 0-15-339507-9 | |
| | Big Book Package (contains Big Book, Art Prints, Art Transparencies , Teacher Resource Book) | | | | 0-15-346269-8 | |
| | Teacher Edition | | | | 015-342012-X | |
| | Art Prints | | | | 0-15-339491-9 | |
| | Art Print Teaching Suggestion: Spanish | | | | 0-15-343246-2 | |
| | Picture Cards Collection | | | | 0-15-335480-1 | |
| | Posters of Elements, Principles, and Safety , Primary | | | | 015-339904-X | |
| | Teacher Resource Book | | | | 015-339496-X | |
| | Artist's Workshop Activities: English and Spanish | | | | 015-339899-X | |
| | Art Transparencies | | | | 0-15-341225-9 | |
| | Teacher Planning Resources CD-ROM, Single Computer Pack | | | | 0-15-346732-0 | |
| | Teacher Planning Resources CD-ROM, Site License | | | | 0-15-346734-7 | |
| | Student Edition Audiotext CD: Spanish | | | | 0-15-343700-6 | |
| | Electronic Art Gallery CD-ROM, Single-Computer Pack, Primary | | | | 0-15-339235-5 | |
| | Electronic Art Gallery CD-ROM, 5-Computer Pack, Primary | | | | 015-339241-X | |
| | Electronic Art Gallery CD-ROM, 30-Computer Pack, Primary | | | | 0-15-339242-8 | |
| | Electronic Art Gallery CD-ROM, Site License Pack, Primary | | | | 0-15-340328-4 | |
| | Electronic Art Gallery CD-ROM, Network Version, Primary | | | | 0-15-340329-2 | |
| | Picture Card Bank CD-ROM, Single-Computer Pack | | | | 015-338090-X | |
| Picture Card Bank CD-ROM, 5-Computer Pack | | 0-15-338097-7 | | | | |
| Picture Card Bank CD-ROM, 30-Computer Pack | | 0-15-338098-5 | | | | |
| Picture Card Bank CD-ROM, Site License Pack | | 0-15-338093-4 | | | | |
| Picture Card Bank CD-ROM, Network Version | | 0-15-338095-0 | | | | |
| Harcourt School Publishers | HARCOURT ART EVERYWHERE Grade Two, Student Edition | Jacqueline Chanda, Kristen Pederson Marstaller | 2006 | 2 | 0-15-336447-5 | 96% |
| | Big Book | | | | 0-15-339508-7 | |
| | Big Book Package | | | | 0-15-346270-1 | |
| | Teacher Edition | | | | 0-15-342013-8 | |
| | Art Prints | | | | 0-15-339492-7 | |
| | Art Print Teaching Suggestion: Spanish | | | | 0-15-343247-0 | |
| | Picture Cards Collection | | | | 0-15-335480-1 | |
| | Posters of Elements, Principles, and Safety, Primary | | | | 0-15-339904-X | |

**Humanities – Visual Art
Grades K-12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation | |
|---|--|------------------|------------------|--------------------|----------------------|------------------------------------|---------------|
| Harcourt School Publishers | HARCOURT ART EVERYWHERE Grade Two (Continued) | | 2006 | 2 | | | |
| | Teacher Resource Book | | | | 0-15-339497-8 | | |
| | Artist's Workshop Activities: English and Spanish | | | | 0-15-339900-7 | | |
| | Art Transparencies | | | | 0-15-341226-7 | | |
| | Teacher Planning Resources CD-ROM, Single Computer Pack | | | | 0-15-346732-0 | | |
| | Teacher Planning Resources CD-ROM, Site License | | | | 0-15-346734-7 | | |
| | Student Edition Audiotext CD: Spanish | | | | 0-15-343701-4 | | |
| | Electronic Art Gallery CD-ROM, Single-Computer Pack, Primary | | | | 0-15-339235-5 | | |
| | Electronic Art Gallery CD-ROM, 5-Computer Pack, Primary | | | | 0-15-339241-X | | |
| | Electronic Art Gallery CD-ROM, 30-Computer Pack, Primary | | | | 0-15-339242-8 | | |
| | Electronic Art Gallery CD-ROM, Site License Pack, Primary | | | | 0-15-340328-4 | | |
| | Electronic Art Gallery CD-ROM, Network Version, Primary | | | | 0-15-340329-2 | | |
| | Picture Card Bank CD-ROM, Single-Computer Pack | | | | 0-15-338090-X | | |
| | Picture Card Bank CD-ROM, 5-Computer Pack | | | | 0-15-338097-7 | | |
| | Picture Card Bank CD-ROM, 30-Computer Pack | | | | 0-15-338098-5 | | |
| Picture Card Bank CD-ROM, Site License Pack | | 0-15-338093-4 | | | | | |
| Picture Card Bank CD-ROM, Network Version | | 0-15-338095-0 | | | | | |
| Harcourt School Publishers | HARCOURT ART EVERYWHERE Grade Three, Student Edition | | 2006 | 3 | 0-15-336448-3 | 96% | |
| | Chanda, Kristen Pederson Marstaller | | | | | | |
| | Key Features: | | | | | | |
| | Big Book | | | | | | 0-15-343688-3 |
| | Big Book Package (contains Big Book, Art, Art Transparencies, Teacher Resource Book) | | | | | | 015-346271-X |
| | Teacher Edition | | | | | | 0-15-342014-6 |
| | Art Prints | | | | | | 0-15-339493-5 |
| | Art Print Teaching Suggestion: Spanish | | | | | | 0-15-343248-9 |
| | Picture Cards Collection | | | | | | 0-15-335480-1 |
| | Posters of Elements, Principles, and Safety, Intermediate | | | | | | 0-15-339905-8 |
| | Teacher Resource Book | | | | | | 0-15-339498-6 |
| | Artist's Workshop Activities: English and Spanish | | | | | | 0-15-339901-5 |
| | Art Transparencies | | | | | | 0-15-341227-5 |
| | Teacher Planning Resources CD-ROM, Single Computer Pack | | | | | | 0-15-346732-0 |
| | Teacher Planning Resources CD-ROM, Site License | | | | | | 0-15-346734-7 |
| | Student Edition Audiotext CD: Spanish | | | | | | 0-15-343702-2 |
| | Electronic Art Gallery CD-ROM, Single-Computer Pack, Primary | | | | | | 0-15-339235-5 |
| | Electronic Art Gallery CD-ROM, 5-Computer Pack, Primary | | | | | | 015-339241-X |
| | Electronic Art Gallery CD-ROM, 30-Computer Pack, Primary | | | | | | 0-15-339242-8 |
| | Electronic Art Gallery CD-ROM, Site License Pack, Primary | | | | | | 0-15-340328-4 |
| Electronic Art Gallery CD-ROM, Network Version, Primary | | 0-15-340329-2 | | | | | |
| Picture Card Bank CD-ROM, Single-Computer Pack | | 015-338090-X | | | | | |
| Picture Card Bank CD-ROM, 5-Computer Pack | | 0-15-338097-7 | | | | | |
| Picture Card Bank CD-ROM, 30-Computer Pack | | 0-15-338098-5 | | | | | |
| Picture Card Bank CD-ROM, Site License Pack | | 0-15-338093-4 | | | | | |
| Picture Card Bank CD-ROM, Network Version | | 0-15-338095-0 | | | | | |

**Humanities – Visual Art
Grades K-12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation | |
|---|---|--|------------------|--------------------|---------------------------|------------------------------------|---------------|
| Harcourt School Publishers | HARCOURT ART EVERYWHERE Grade Four, Student Edition | Chanda, Kristen Pederson Marstaller | 2006 | 4 | 0-15-336449- 1 | 96% | |
| | Big Book | | | | | | 0-15-343689-1 |
| | Big Book Package (contains Big Book, Art Prints, Art Transparencies, Teacher Resource Book) | | | | | | 0-15-346272-8 |
| | Teacher Edition | | | | | | 0-15-342015-4 |
| | Art Prints | | | | | | 0-15-339494-3 |
| | Art Print Teaching Suggestion: Spanish | | | | | | 0-15-343249-7 |
| | Picture Cards Collection | | | | | | 0-15-335480-1 |
| | Posters of Elements, Principles, and Safety, Intermediate | | | | | | 0-15-339905-8 |
| | Teacher Resource Book | | | | | | 0-15-339499-4 |
| | Artist's Workshop Activities: English and Spanish | | | | | | 0-15-339902-3 |
| | Art Transparencies | | | | | | 0-15-341228-3 |
| | Teacher Planning Resources CD-ROM, Single Computer Pack | | | | | | 0-15-346732-0 |
| | Teacher Planning Resources CD-ROM, Site License | | | | | | 0-15-346734-7 |
| | Student Edition Audiotext CD: Spanish | | | | | | 0-15-343703-0 |
| | Electronic Art Gallery CD-ROM, Intermediate | | | | | | 0-15-340330-6 |
| | Electronic Art Gallery CD-ROM, 5-Computer Pack, Intermediate | | | | | | 0-15-340326-8 |
| | Electronic Art Gallery CD-ROM, 30-Computer Pack, Intermediate | | | | | | 0-15-340327-6 |
| | Electronic Art Gallery CD-ROM, Site License Pack, Intermediate | | | | | | 0-15-340331-4 |
| | Electronic Art Gallery CD-ROM, Network Version, Intermediate | | | | | | 0-15-340332-2 |
| | Picture Card Bank CD-ROM, Single-Computer Pack | | | | | | 015-338090-X |
| Picture Card Bank CD-ROM, 5-Computer Pack | | | | | 0-15-338097-7 | | |
| Picture Card Bank CD-ROM, 30-Computer Pack | | | | | 0-15-338098-5 | | |
| Picture Card Bank CD-ROM, Site License Pack | | | | | 0-15-338093-4 | | |
| Picture Card Bank CD-ROM, Network Version | | | | | 0-15-338095-0 | | |
| Harcourt School Publishers | HARCOURT ART EVERYWHERE Grade Five, Student Edition | Chanda, Kristen Pederson Marstaller | 2006 | 5 | 0-15-336451- 3 | 93% | |
| | Big Book | | | | | | 0-15-343690-5 |
| | Big Book Package (contains Big Book, Art Prints, Art Transparencies, Teacher Resource Book) | | | | | | 0-15-346273-6 |
| | Teacher Edition | | | | | | 0-15-342016-2 |
| | Art Prints | | | | | | 0-15-339495-1 |
| | Art Print Teaching Suggestion: Spanish | | | | | | 0-15-343250-0 |
| | Picture Cards Collection | | | | | | 0-15-335480-1 |
| | Posters of Elements, Principles, and Safety, Intermediate | | | | | | 0-15-339905-8 |
| | Teacher Resource Book | | | | | | 015-339501-X |
| | Artist's Workshop Activities: English and Spanish | | | | | | 0-15-339903-1 |
| | Art Transparencies | | | | | | 0-15-341229-1 |
| | Teacher Planning Resources CD-ROM, Single Computer Pack | | | | | | 0-15-346732-0 |
| | Teacher Planning Resources CD-ROM, Site License | | | | | | 0-15-346734-7 |
| | Student Edition Audiotext CD: Spanish | | | | | | 0-15-343704-9 |
| | Electronic Art Gallery CD-ROM, Intermediate | | | | | | 0-15-340330-6 |
| | Electronic Art Gallery CD-ROM, 5-Computer Pack, Intermediate | | | | | | 0-15-340326-8 |
| Electronic Art Gallery CD-ROM, 30-Computer Pack, Intermediate | | | | | 0-15-340327-6 | | |

**Humanities – Visual Art
Grades K-12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation | |
|-----------------------------------|--|-----------------------------|-------------|-------------|--------------------|----------------------------|--|
| Harcourt School Publishers | HARCOURT ART EVERYWHERE Grade Five (Continued) | | 2006 | 5 | | | |
| | Electronic Art Gallery CD-ROM, Site License Pack, Intermediate | | | | 0-15-340331-4 | | |
| | Electronic Art Gallery CD-ROM, Network Version, Intermediate | | | | 0-15-340332-2 | | |
| | Picture Card Bank CD-ROM, Single-Computer Pack | | | | 015-338090-X | | |
| | Picture Card Bank CD-ROM, 5-Computer Pack | | | | 0-15-338097-7 | | |
| | Picture Card Bank CD-ROM, 30-Computer Pack | | | | 0-15-338098-5 | | |
| | Picture Card Bank CD-ROM, Site License Pack | | | | 0-15-338093-4 | | |
| | Picture Card Bank CD-ROM, Network Version | | | | 0-15-338095-0 | | |
| Pearson Scott Foresman | Scott Foresman Art Big Book | Robyn Montana Turner | 2005 | K | 032808025-X | 92% | |
| | Fine Art Prints, Set A | | | | 032808252-X | | |
| | Teacher Resource Package | | | | 032811616-5 | | |
| | Time Line of Art History, Grades K-8 | | | | 032808221-X | | |
| | Master Index, Grades K-8 | | | | 032808219-8 | | |
| | Teacher Online Access Pack, Grades K-8 | | | | 032814727-3 | | |
| | Interactive Art Studios CD-ROM in ENG/SP, Gr. K-8* | | | | 032814726-5 | | |
| Pearson Scott Foresman | Scott Foresman Art Student Edition | Robyn Montana Turner | 2005 | 1 | 032808031-4 | 84% | |
| | Big Book | | | | 032808026-8 | | |
| | Fine Art Prints, Set A | | | | 032808253-8 | | |
| | Teacher Resource Package | | | | 032811617-3 | | |
| Pearson Scott Foresman | Scott Foresman Art Student Edition | Robyn Montana Turner | 2005 | 2 | 032808032-2 | 96% | |
| | Big Book | | | | 032808027-6 | | |
| | Fine Art Prints, Set A | | | | 032808254-6 | | |
| | Teacher Resource Package | | | | 032811618-1 | | |
| Pearson Scott Foresman | Scott Foresman Art Student Edition | Robyn Montana Turner | 2005 | 3 | 032808033-0 | 88% | |
| | Big Book | | | | 032808028-4 | | |
| | Fine Art Prints, Set A | | | | 032808255-4 | | |
| | Teacher Resource Package | | | | 032811619-X | | |
| Pearson Scott Foresman | Scott Foresman Art Student Edition | Robyn Montana Turner | 2005 | 4 | 032808034-9 | 96% | |
| | Big Book | | | | 032808029-2 | | |
| | Fine Art Prints, Set A | | | | 032808256-2 | | |
| | Teacher Resource Package | | | | 032811620-3 | | |
| Pearson Scott Foresman | Scott Foresman Art Student Edition | Robyn Montana Turner | 2005 | 5 | 032808035-7 | 96% | |
| | Big Book | | | | 032808030-6 | | |
| | Fine Art Prints, Set A | | | | 032808257-0 | | |
| | Teacher Resource Package | | | | 032811621-1 | | |

**Humanities – Visual Art
Grades K-12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation | |
|---|--|-----------------------------|------------------|--------------------|--------------------------|------------------------------------|-------------|
| Pearson Scott Foresman | Scott Foresman Art Student Edition | Robyn Montana Turner | 2005 | 6 | 032808036-5 | 91% | |
| | | | | | Fine Art Prints, Set A | | 032808258-9 |
| | | | | | Teacher Resource Package | | 032811622-X |
| Pearson Scott Foresman | Scott Foresman Art Student Edition | Rebecca Brooks | 2005 | 7 | 032808037-3 | 88% | |
| | | | | | Fine Art Prints, Set A | | 032808259-7 |
| | | | | | Teacher Resource Package | | 032811623-8 |
| Pearson Scott Foresman | Scott Foresman Art Student Edition | Rebecca Brooks | 2005 | 8 | 032808038-1 | 86% | |
| | | | | | Fine Art Prints, Set A | | 032808260-0 |
| | | | | | Teacher Resource Package | | 032811624-6 |
| SRA /McGraw Hill | SRA ART CONNECTIONS Student Edition Level K | Ragans | 2005 | K | 0076018199 | 92% | |
| | Note: Correlation to teacher edition. Key Features: | | | | | | |
| | Big Book Level K | | | | | | 0076018261 |
| | Teacher Edition Level K | | | | | | 0076003906 |
| | Overhead Transparency Level K | | | | | | 0076018474 |
| | Artist Profiles Level K | | | | | | 0076018334 |
| | Large Prints Level K | | | | | | 0076018407 |
| | Reading & Writing Test Preparation | | | | | | 0076018849 |
| | Art Across the Curriculum Level K | | | | | | 0076038882 |
| | Assessment Level K | | | | | | 0076018598 |
| | Home & After-School Connections Level K | | | | | | 0076018660 |
| | Theatre Arts Connections Level K | | | | | | 0076018733 |
| | Literature and Art Video Package Level K | | | | | | 0026883627 |
| | Literature and Art DVD Level K | | | | | | 0026846071 |
| | ArtSource VHS & DVD Package Level K | | | | | | 0076018989 |
| | E-Presentation CD Level K | | | | | | 0076019055 |
| | Mathematics Art Connections Level K-6 | | | | | | 0076018814 |
| | Language Arts and Reading Art Connections Level K-6 | | | | | | 0076018806 |
| | Science Art Connections Level K-6 | | | | | | 0076018822 |
| | Social Studies Art Connections Level K-6 | | | | | | 0076018830 |
| | Professional Development Guide Level K-6 | | | | | | 0076018571 |
| | Program Index CD Level K-6 | | | | | | 007601858X |
| | E-Presentation - DVD K-6 | | | | | | 0076031578 |
| | Color Wheel Level K-6 | | | | | | 0076018563 |
| | Animals Through History Time Line K-6 | | | | | | 0026883740 |
| | Elements and Principles of Art Posters Level K-6 | | | | | | 0076018555 |
| | Art Around the World Collection Prints K-6 | | | | | | 0076018547 |
| Art Around the World Collection CD-ROM K-6 | | | | | 007603156X | | |
| National Museum of Women in the Arts Print Collection Level K-6 | | | | | 0026884917 | | |

**Humanities – Visual Art
Grades K-12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation |
|-------------------------|--|------------------|------------------|--------------------|-------------------|------------------------------------|
| SRA /McGraw Hill | SRA ART CONNECTIONS Level K (Continued) | | 2005 | K | | |
| | National Museum of Women in the Arts CD-ROM K-6 | | | | 0026884925 | |
| | Teacher Edition Level K | | | | 0076003906 | |
| | Large Prints Level K | | | | 0076018407 | |
| | Reading & Writing Test Preparation | | | | 0076018849 | |
| | Art Across the Curriculum Level K | | | | 0076038882 | |
| | Assessment Level K | | | | 0076018598 | |
| | Home & After-School Connections Level K | | | | 0076018660 | |
| | E-Presentation CD Level K | | | | 0076019055 | |
| | Program Index CD Level K-6 | | | | 007601858X | |
| | Elements and Principles of Art Posters Level K-6 | | | | 0076018555 | |
| | Teacher Edition Level K | | | | 0076003906 | |
| | Artist Profiles Level K | | | | 0076018334 | |
| | Reading & Writing Test Preparation | | | | 0076018849 | |
| | Art Across the Curriculum Level K | | | | 0076038882 | |
| | Assessment Level K | | | | 0076018598 | |
| | Home & After-School Connections Level K | | | | 0076018660 | |
| | E-Presentation CD Level K | | | | 0076019055 | |
| | Program Index CD Level K-6 | | | | 007601858X | |
| | Teacher Edition Level K | | | | 0076003906 | |
| SRA /McGraw Hill | SRA ART CONNECTIONS Student Edition Level 1 | Ragans | 2005 | 1 | 0076018202 | 96% |
| | Big Book Level 1 | | | | 007601827X | |
| | Teacher Edition Level 1 | | | | 0076003914 | |
| | Overhead Transparency Level 1 | | | | 0076018482 | |
| | Artist Profiles Level 1 | | | | 0076018342 | |
| | Large Prints Level 1 | | | | 0076018415 | |
| | Reading & Writing Test Preparation | | | | 0076018857 | |
| | Art Across the Curriculum Level 1 | | | | 0076038890 | |
| | Assessment Level 1 | | | | 0076018601 | |
| | Home & After-School Connections Level 1 | | | | 0076018679 | |
| | Theatre Arts Connections Level 1 | | | | 0076018741 | |
| | Literature and Art Video Package Level 1 | | | | 0026883635 | |
| | Literature and Art DVD Level 1 | | | | 002684608X | |
| | ArtSource VHS & DVD Package Level 1 | | | | 0076018997 | |
| | E-Presentation CD Level 1 | | | | 0076019063 | |
| | Teacher Edition Level 1 | | | | 0076003914 | |
| | Large Prints Level 1 | | | | 0076018415 | |
| | Reading & Writing Test Preparation | | | | 0076018857 | |
| | Art Across the Curriculum Level 1 | | | | 0076038890 | |
| | Assessment Level 1 | | | | 0076018601 | |

**Humanities – Visual Art
Grades K-12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation |
|-------------------------|--|------------------|------------------|--------------------|-------------------|------------------------------------|
| SRA /McGraw Hill | SRA ART CONNECTIONS Level 1 (Continued) | | 2005 | 1 | | |
| | Home & After-School Connections Level 1 | | | | 0076018679 | |
| | E-Presentation CD Level 1 | | | | 0076019063 | |
| | Program Index CD Level K-6 | | | | 007601858X | |
| | Elements and Principles of Art Posters Level K-6 | | | | 0076018555 | |
| | Teacher Edition Level 1 | | | | 0076003914 | |
| | Artist Profiles Level 1 | | | | 0076018342 | |
| | Reading & Writing Test Preparation | | | | 0076018857 | |
| | Art Across the Curriculum Level 1 | | | | 0076038890 | |
| | Assessment Level 1 | | | | 0076018601 | |
| | Home & After-School Connections Level 1 | | | | 0076018679 | |
| | E-Presentation CD Level 1 | | | | 0076019063 | |
| | Program Index CD Level K-6 | | | | 007601858X | |
| | Teacher Edition Level 1 | | | | 0076003914 | |
| SRA /McGraw Hill | SRA ART CONNECTIONS Student Edition Level 2 | Ragans | 2005 | 2 | 0076018210 | 96% |
| | Key Features: | | | | | |
| | Big Book Level 2 | | | | 0076018288 | |
| | Teacher Edition Level 2 | | | | 0076003922 | |
| | Overhead Transparency Level 2 | | | | 0076018490 | |
| | Artist Profiles Level 2 | | | | 0076018350 | |
| | Large Prints Level 2 | | | | 0076018423 | |
| | Reading & Writing Test Preparation 2 | | | | 0076018865 | |
| | Art Across the Curriculum Level 2 | | | | 0076038904 | |
| | Assessment Level 2 | | | | 007601861X | |
| | Home & After-School Connections Level 2 | | | | 0076018687 | |
| | Theatre Arts Connections Level 2 | | | | 007601875X | |
| | Literature and Art Video Package Level 2 | | | | 0026883643 | |
| | Literature and Art DVD Level 2 | | | | 0026846098 | |
| | ArtSource VHS & DVD Package Level 2 | | | | 0076019004 | |
| | Teacher Edition Level 2 | | | | 0076003922 | |
| | Large Prints Level 2 | | | | 0076018423 | |
| | Reading & Writing Test Preparation | | | | 0076018865 | |
| | Art Across the Curriculum Level 2 | | | | 0076038904 | |
| | Assessment Level 2 | | | | 007601861X | |
| | Home & After-School Connections Level 2 | | | | 0076018687 | |
| | Program Index CD Level K-6 | | | | 007601858X | |
| | Elements and Principles of Art Posters Level K-6 | | | | 0076018555 | |
| | Teacher Edition Level 2 | | | | 0076003922 | |
| | Artist Profiles Level 2 | | | | 0076018350 | |
| | Reading & Writing Test Preparation | | | | 0076018865 | |
| | Art Across the Curriculum Level 2 | | | | 0076038904 | |
| | Assessment Level 2 | | | | 007601861X | |
| | Home & After-School Connections Level 2 | | | | 0076018687 | |
| | E-Presentation CD Level 2 | | | | 0076019071 | |

**Humanities – Visual Art
Grades K-12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation |
|----------------------------|--|------------------|------------------|--------------------|-------------------|------------------------------------|
| SRA /McGraw Hill | SRA ART CONNECTIONS Level 2 (Continued) | | 2005 | 2 | | |
| | Program Index CD Level K-6 | | | | 007601858X | |
| | Teacher Edition Level 2 | | | | 0076003922 | |
| SRA /McGraw Hill | SRA ART CONNECTIONS Student Edition Level 3 | Ragans | 2005 | 3 | 0076018229 | 96% |
| | Key Features: | | | | | |
| | Big Book Level 3 | | | | 0076018296 | |
| | Teacher Edition Level 3 | | | | 0076003930 | |
| | Overhead Transparency Level 3 | | | | 0076018504 | |
| | Artist Profiles Level 3 | | | | 0076018369 | |
| | Large Prints Level 3 | | | | 0076018431 | |
| | Reading & Writing Test Preparation | | | | 0076018873 | |
| | Art Across the Curriculum Level 3 | | | | 0076038912 | |
| | Assessment Level 3 | | | | 0076018628 | |
| | Home & After-School Connections Level 3 | | | | 0076018695 | |
| | Theatre Arts Connections Level 3 | | | | 0076018768 | |
| | Literature and Art Video Package Level 3 | | | | 0026883651 | |
| | Literature and Art DVD Level 3 | | | | 002684611X | |
| | ArtSource VHS & DVD Package Level 3 | | | | 0076019012 | |
| | E-Presentation CD Level 3 | | | | 007601908X | |
| | Teacher Edition Level 3 | | | | 0076003930 | |
| | Large Prints Level 3 | | | | 0076018431 | |
| | Reading & Writing Test Preparation | | | | 0076018873 | |
| | Art Across the Curriculum Level 3 | | | | 0076038912 | |
| | Assessment Level 3 | | | | 0076018628 | |
| | Home & After-School Connections Level 3 | | | | 0076018695 | |
| | E-Presentation CD Level 3 | | | | 007601908X | |
| | Program Index CD Level K-6 | | | | 007601858X | |
| | Elements and Principles of Art Posters Level K-6 | | | | 0076018555 | |
| | Teacher Edition Level 3 | | | | 0076003930 | |
| | Artist Profiles Level 3 | | | | 0076018369 | |
| | Reading & Writing Test Preparation | | | | 0076018873 | |
| | Art Across the Curriculum Level 3 | | | | 0076038912 | |
| | Assessment Level 3 | | | | 0076018628 | |
| | Home & After-School Connections Level 3 | | | | 0076018695 | |
| E-Presentation CD Level 3 | | 007601908X | | | | |
| Program Index CD Level K-6 | | 007601858X | | | | |
| Teacher Edition Level 3 | | 0076003930 | | | | |
| SRA /McGraw Hill | SRA ART CONNECTIONS Student Edition Level 4 | Ragans | 2005 | 4 | 0076018237 | 83% |
| | Big Book Level 4 | | | | 007601830X | |
| | Teacher Edition Level 4 | | | | 0076003949 | |
| | Overhead Transparency Level 4 | | | | 0076018512 | |
| | Artist Profiles Level 4 | | | | 0076018377 | |

**Humanities – Visual Art
Grades K-12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation |
|-------------------------|--|------------------|------------------|--------------------|-------------------|------------------------------------|
| SRA /McGraw Hill | SRA ART CONNECTIONS Level 4 (Continued) | | 2005 | 4 | | |
| | Large Prints Level 4 | | | | 007601844X | |
| | Reading & Writing Test Preparation | | | | 0076018881 | |
| | Art Across the Curriculum Level 4 | | | | 0076038920 | |
| | Assessment Level 4 | | | | 0076018636 | |
| | Home & After School Connections Level 4 | | | | 0076018709 | |
| | Theatre Arts Connections Level 4 | | | | 0076018776 | |
| | Literature and Art Video Package Level 4 | | | | 002688366X | |
| | Literature and Art DVD Level 4 | | | | 0026846128 | |
| | ArtSource VHS & DVD Package Level 4 | | | | 0076019020 | |
| | E-Presentation CD Level 4 | | | | 0076019098 | |
| | Teacher Edition Level 4 | | | | 0076003949 | |
| | Large Prints Level 4 | | | | 007601844X | |
| | Reading & Writing Test Preparation | | | | 0076018881 | |
| | Art Across the Curriculum Level 4 | | | | 0076038920 | |
| | Assessment Level 4 | | | | 0076018636 | |
| | Home & After School Connections Level 4 | | | | 00760187-9 | |
| | E-Presentation CD Level 4 | | | | 0076019098 | |
| | Program Index CD Level K-6 | | | | 007601858X | |
| | Elements and Principles of Art Posters Level K-6 | | | | 0076018555 | |
| | Teacher Edition Level 4 | | | | 0076003949 | |
| | Artist Profiles Level 4 | | | | 0076018377 | |
| | Reading & Writing Test Preparation | | | | 0076018881 | |
| | Art Across the Curriculum Level 4 | | | | 0076038920 | |
| | Assessment Level 4 | | | | 0076018636 | |
| | Home & After School Connections Level 4 | | | | 00760187-9 | |
| | E-Presentation CD Level 4 | | | | 0076019098 | |
| | Program Index CD Level K-6 | | | | 007601858X | |
| Teacher Edition Level 4 | | 0076003949 | | | | |
| SRA /McGraw Hill | SRA ART CONNECTIONS Student Edition Level 5 | Ragans | 2005 | 5 | 0076018245 | 86% |
| | Big Book Level 5 | | | | 0076018318 | |
| | Teacher Edition Level 5 | | | | 0076003957 | |
| | Overhead Transparency Level 5 | | | | 0076018520 | |
| | Artist Profiles Level 5 | | | | 0076018385 | |
| | Large Prints Level 5 | | | | 0076018458 | |
| | Reading & Writing Test | | | | 007601889X | |
| | Art Across the Curriculum Level 5 | | | | 0076038939 | |
| | Assessment Level 5 | | | | 0076018644 | |
| | Home & After-School Connections Level 5 | | | | 0076018717 | |
| | Theatre Arts Connections Level 5 | | | | 0076018784 | |
| | Literature and Art Video Package Level 5 | | | | 0026883678 | |
| | Literature and Art DVD Level 5 | | | | 0026846136 | |
| | ArtSource VHS & DVD Package Level 5 | | | | 0076019039 | |

**Humanities – Visual Art
Grades K-12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation |
|---|--|------------------|------------------|--------------------|-------------------|------------------------------------|
| SRA /McGraw Hill | SRA ART CONNECTIONS Level 5 (Continued) | | 2005 | 5 | | |
| | E-Presentation CD Level 5 | | | | 0076019101 | |
| | Teacher Edition Level 5 | | | | 0076003957 | |
| | Large Prints Level 5 | | | | 0076018458 | |
| | Reading & Writing Test Preparation | | | | 007601889X | |
| | Art Across the Curriculum Level 5 | | | | 0076038939 | |
| | Assessment Level 5 | | | | 0076018644 | |
| | Home & After-School Connections Level 5 | | | | 0076018717 | |
| | E-Presentation CD Level 5 | | | | 0076019101 | |
| | Program Index CD Level K-6 | | | | 007601858X | |
| | Elements and Principles of Art Posters Level K-6 | | | | 0076018555 | |
| | Teacher Edition Level 5 | | | | 0076003957 | |
| | Artist Profiles Level 5 | | | | 0076018385 | |
| | Reading & Writing Test Preparation | | | | 007601889X | |
| | Art Across the Curriculum Level 5 | | | | 0076038939 | |
| | Assessment Level 5 | | | | 0076018644 | |
| | Home & After-School Connections Level 5 | | | | 0076018717 | |
| | E-Presentation CD Level 5 | | | | 0076019101 | |
| | Program Index CD Level K-6 | | | | 007601858X | |
| | Teacher Edition Level 5 | | | | 0076003957 | |
| SRA /McGraw Hill | SRA ART CONNECTIONS Student Edition Level 6 | Ragans | 2005 | 6 | 0076018253 | 91% |
| | Big Book Level 6 | | | | 0076018326 | |
| | Teacher Edition Level 6 | | | | 0076003965 | |
| | Overhead Transparency Level 6 | | | | 0076018539 | |
| | Artist Profiles Level 6 | | | | 0076018393 | |
| | Large Prints Level 6 | | | | 0076018466 | |
| | Reading & Writing Test Preparation | | | | 0076018903 | |
| | Art Across the Curriculum Level 6 | | | | 0076038947 | |
| | Assessment Level 6 | | | | 0076018652 | |
| | Home & After-School Connections Level 6 | | | | 0076018725 | |
| | Theatre Arts Connections Level 6 | | | | 0076018792 | |
| | Literature and Art Video Package Level 6 | | | | 007603626X | |
| | Literature and Art DVD Level 6 | | | | 0076038068 | |
| | ArtSource VHS & DVD Package Level 6 | | | | 0076019047 | |
| | E-Presentation CD Level 6 | | | | 007601911X | |
| | Teacher Edition Level 6 | | | | 0076003965 | |
| | Large Prints Level 6 | | | | 0076018466 | |
| | Reading & Writing Test Preparation | | | | 0076018903 | |
| | Art Across the Curriculum Level 6 | | | | 0076038947 | |
| | Assessment Level 6 | | | | 0076018652 | |
| Home & After-School Connections Level 6 | | 0076018725 | | | | |
| E-Presentation CD Level 6 | | 007601911X | | | | |
| Program Index CD Level K-6 | | 007601858X | | | | |

**Humanities – Visual Art
Grades K-12**

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation | |
|--------------------------------|--|------------------------|------------------|--------------------|-------------------|------------------------------------|------------|
| SRA /McGraw Hill | SRA ART CONNECTIONS Level 6 (Continued) | | 2005 | 6 | | | |
| | Elements and Principles of Art Posters Level K-6 | | | | 0076018555 | | |
| | Teacher Edition Level 6 | | | | 0076003965 | | |
| | Artist Profiles Level 6 | | | | 0076018393 | | |
| | Reading & Writing Test Preparation | | | | 0076018903 | | |
| | Art Across the Curriculum Level 6 | | | | 0076038947 | | |
| | Assessment Level 6 | | | | 0076018652 | | |
| | Home & After-School Connections Level 6 | | | | 0076018725 | | |
| | E-Presentation CD Level 6 | | | | 007601911X | | |
| | Program Index CD Level K-6 | | | | 007601858X | | |
| Teacher Edition Level 6 | | 0076003965 | | | | | |
| Thomson Learning | Gardner's Art Through the Ages | Kleiner/ Mamiya | 2005 | 9-12 | 0155050907 | R 15% | |
| | Adopted as "resource" material.. | | | | | | |
| | Key Features: | | | | | | |
| | ExamView | | | | | | 0534640826 |
| | Instructor's Manual/ Test Bank | | | | | | 0534640834 |
| | Multimedia Manager/ Instructor's Resource CD | | | | | | 0534640877 |
| | AP Instructors Guide, Online (http://art.wadsworth.com/gardner12/) | | | | | | 0534641024 |
| Study Guide, Volume I | | 0534640966 | | | | | |
| Study Guide, Volume II | | 0534640923 | | | | | |
| Thomson Learning | Design Basics | Lauer/ Pentak | 2007 | 9-12 | 0495128457 | R 29% | |
| | Adopted as "resource" material.. | | | | | | |
| Thomson Learning | Fleming's Arts and Ideas | Marien/ Fleming | 2005 | 9-12 | 0534613713 | R 64% | |
| | Adopted as "resource" material.. | | | | | | |
| | Notes: Recommended for honors class. Excellent college level . | | | | | | |
| | Key Features: | | | | | | |
| | ExamView | | | | | | 0534613764 |
| Instructor's Manual/ Test Bank | | 0534613756 | | | | | |
| Web Site | | 0534613888 | | | | | |

Humanities - Music
Grades Pre-K - 12

Contract period: 9/1/-6 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|------------------------------|---|-----------------------------------|------------------|--------------------|----------------------|--|
| EMC Notes | Teachers' Choice Music- grade 1 | Rinaldo, Grosso and Thorne | 1999 | 1 | 0-9689143-9-X | R |
| | Adopted as "resource" material.. Notes: Would work well for a regular classroom teacher. Key Features: | | | | | |
| EMC Notes | Take a Trip, a Musical Tour of the United States | Lori Kuntz | 2003 | 2-5 | 0-9689143-8-1 | R Grades 2-3=59% Grades 4-5=58% |
| | Adopted as "resource" material.. Notes: Great resource. Key Features: | | | | | |
| Glencoe McGraw-Hill | Experiencing Choral Music Beginning Grades 6-7: Beginning Sight-Singing | Glencoe, Hal Leonard Corp | 2005 | 6-7 | 0078611075 | 26.9% |
| | Notes: When combining all Beginning combining all beginning components, this makes a complete program. Key Features: | | | | | |
| Glencoe / McGraw-Hill | Experiencing Choral Music Beginning Grades 6-7: Unison, 2-Part/3-Part | Glencoe, Hal Leonard Corp | 2005 | 6-7 | 0078611040 | 69% |
| | Notes: When combining all components, this makes a complete program. Key Features: | | | | | |
| | Teacher Wraparound Edition | | | | | 0078611059 |
| | Teacher Resource Binder | | | | | 0078611180 |
| | Teacher Resource Binder Components Include: Teaching Masters; Evaluation masters; Music and History; Vocal Development Masters; Skill Builders masters; Sight-Singing Masters; Kodaly, Dalacroze, Interdisciplinary; Reference Resources; Listening Selections CD; Sight-Singing CD Available Technology Resources Include: Rehearsal/Performance CD Pak | | | | | |
| Glencoe / McGraw-Hill | Experiencing Choral Music Intermediate Grades 7-9: Intermediate Sight-Singing | Glencoe, Hal Leonard Corp | 2005 | 7-9 | 0078611172 | 19% |
| | Notes: Correlates 19% to grades 7-*9. When combining all components, this makes a complete program. Key Features: | | | | | |
| Glencoe / McGraw-Hill | Experiencing Choral Music Intermediate Grades 7-9: Mixed Voices | Glencoe, Hal Leonard Corp | 2005 | 7-9 | 0078611083 | 69% |
| | Notes: When combining all components, this makes a complete program. Key Features: | | | | | |
| | Teacher Wraparound Edition | | | | | 0078611091 |
| | Teacher Resource Binder | | | | | 0078611334 |
| | Teacher Resource Binder Components Include: Teaching Masters; Evaluation masters; Music and History; Vocal Development Masters; Skill Builders masters; Sight-Singing Masters; Kodaly, Dalacroze, Interdisciplinary; Reference Resources; Listening Selections CD; Sight-Singing CD Available Technology Resources Include: Rehearsal/Performance CD Pak | | | | | |

Humanities - Music
Grades Pre-K - 12

Contract period: 9/1/-6 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|------------------------------|---|----------------------------------|------------------|--------------------|--------------------|------------------------------------|------------|
| Glencoe / McGraw-Hill | Experiencing Choral Music Intermediate Grades 7-9: Treble Voices | Glencoe, Hal Leonard Corp | 2005 | 7-9 | 0078611113 | 7-8 = 69% 9 = 93% | |
| | Notes: When combining all components, this makes a complete program. Key Features: | | | | | | |
| | Teacher Wraparound Edition | | | | | | 0078611121 |
| | Teacher Resource Binder | | | | | | 0078611334 |
| | Teacher Resource Binder Components Include: Teaching Masters; Evaluation masters; Music and History; Vocal Development Masters; Skill Builders masters; Sight-Singing Masters; Kodaly, Dalacroze, Interdisciplinary; Reference Resources; Listening Selections CD; Sight-Singing CD Available Technology Resources Include: Rehearsal/Performance CD Pak | | | | | | |
| Glencoe / McGraw-Hill | Experiencing Choral Music Intermediate Grades 7-9: Tenor-Bass Voices | Glencoe, Hal Leonard Corp | 2005 | 7-9 | 0078611148 | 7-8 = 62% 9 = 56% | |
| | Notes: When combining all components, this makes a complete program. Key Features: | | | | | | |
| | Teacher Wraparound Edition | | | | | | 0078611156 |
| | Teacher Resource Binder | | | | | | 0078611334 |
| | Teacher Resource Binder Components Include: Teaching Masters; Evaluation masters; Music and History; Vocal Development Masters; Skill Builders masters; Sight-Singing Masters; Kodaly, Dalacroze, Interdisciplinary; Reference Resources; Listening Selections CD; Sight-Singing CD Available Technology Resources Include: Rehearsal/Performance CD | | | | | | |
| Glencoe / McGraw-Hill | Experiencing Choral Music Proficient Grades 9-12: Proficient Sight-Singing | Glencoe, Hal Leonard Corp | 2005 | 9-12 | 0078611288 | 29% | |
| | Notes: When combining all components, this makes a complete program. Key Features: | | | | | | |
| Glencoe / McGraw-Hill | Experiencing Choral Music Proficient Grades 9-12: Mixed Voices | Glencoe, Hal Leonard Corp | 2005 | 9-12 | 0078611199 | 93% | |
| | Notes: When combining all components, this makes a complete program. Key Features: | | | | | | |
| | Teacher Wraparound Edition | | | | | | 0078611202 |
| | Teacher Resource Binder | | | | | | 0078667275 |
| | Teacher Resource Binder Components Include: Teaching Masters; Evaluation masters; Music and History; Vocal Development Masters; Skill Builders masters; Sight-Singing Masters; Kodaly, Dalacroze, Interdisciplinary; Reference Resources; Listening Selections CD; Sight-Singing CD Technology Resources Include: Rehearsal/Performance CD Pak | | | | | | |

Humanities - Music
Grades Pre-K - 12

Contract period: 9/1/-6 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|---|---|----------------------------------|------------------|--------------------|--------------------|--------------------------------|------------|
| Glencoe / McGraw-Hill | Experiencing Choral Music Proficient Grades 9-12: Treble Voices | Glencoe, Hal Leonard Corp | 2005 | 9-12 | 0078611229 | 93% | |
| | Notes: When combining all components, this makes a complete program. | | | | | | |
| | Key Features: | | | | | | |
| | Teacher Wraparound Edition | | | | | | 0078611237 |
| | Teacher Resource Binder | | | | | | 0078667275 |
| Teacher Resource Binder Components Include: Teaching Masters; Evaluation masters; Music and History; Vocal Development Masters; Skill Builders masters; Sight-Singing Masters; Kodaly, Dalacroze, Interdisciplinary; Reference Resources; Listening Selections CD; Sight-Singing CD | | | | | | | |
| Technology Resources Include: Rehearsal/Performance CD Pak | | | | | | | |
| Glencoe / McGraw-Hill | Experiencing Choral Music Proficient Grades 9-12: Tenor-Bass Voices | Glencoe, Hal Leonard Corp | 2005 | 9-12 | 0078611253 | 93% | |
| | Notes: When combining all components, this makes a complete program. | | | | | | |
| | Key Features: | | | | | | |
| | Teacher Wraparound Edition | | | | | | 0078611261 |
| | Teacher Resource Binder | | | | | | 0078667275 |
| Teacher Resource Binder Components Include: Teaching Masters; Evaluation masters; Music and History; Vocal Development Masters; Skill Builders masters; Sight-Singing Masters; Kodaly, Dalacroze, Interdisciplinary; Reference Resources; Listening Selections CD; Sight-Singing CD | | | | | | | |
| Available Technology Resources Include: Rehearsal/Performance CD Pak | | | | | | | |
| Glencoe / McGraw-Hill | Experiencing Choral Music Advanced Grades 9-12: Advanced Sight-Singing | Glencoe, Hal Leonard Corp | 2005 | 9-12 | 0078611326 | 19% | |
| | Notes: Recommended for advance classes | | | | | | |
| Glencoe / McGraw-Hill | Experiencing Choral Music Advanced Grades 9-12: Mixed Voices | Glencoe, Hal Leonard Corp | 2005 | 9-12 | 0078611296 | 93% | |
| | Notes: When combining all components, this makes a complete program. | | | | | | |
| | Key Features: | | | | | | |
| | Teacher Wraparound Edition | | | | | | 007861130X |
| | Teacher Resource Binder | | | | | | 0078667283 |
| Teacher Resource Binder Components Include: Teaching Masters; Evaluation masters; Music and History; Vocal Development Masters; Skill Builders masters; Sight-Singing Masters; Kodaly, Dalacroze, Interdisciplinary; Reference Resources; Listening Selections CD; Sight-Singing CD | | | | | | | |
| Available Technology Resources Include: Rehearsal/Performance CD Pak | | | | | | | |

Humanities - Music
Grades Pre-K - 12

Contract period: 9/1/-6 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|---|---|---------------------------|------------------|--------------------|----------------------|---|---------------|
| Glencoe / McGraw-Hill | Music! It's Role and Importance in Our Lives | Fowler, et al | 2006 | 8-12 | 0078297567 | Grade 8 =89% Grade9-12=62% | |
| | Teacher Annotated Edition | | | | | | 0078297575 |
| | Teacher Resource Binder | | | | | | 0078297583 |
| | Teacher Resource Binder Components Include: Reading Guides, Chapter Tests, Chapter Projects, Perceptive Listening Grids; Notation; Music Theory Blackline Masters; CD Index | | | | | | |
| | Available Technology Resources Include: MIDI Activities and Audio CD; Audio Library (15 CD Set); From the Top CD; Command Performances DVD | | | | | | |
| Macmillan / McGraw-Hill | Spotlight on Music Big Book | Bond, Boyer, et al | 2005 | K | 0-02-295817-7 | 100% | |
| | Note: Correlation to teacher' guide. Key Features: | | | | | | |
| | Audio CD Package | | | | | | 0-02-296458-4 |
| | Teacher's Edition Package | | | | | | 0-02-296576-9 |
| | Teacher's Edition | | | | | | 0-02-296448-7 |
| | Piano Accompaniments | | | | | | 0-02-295855-X |
| | Teacher's Resource Package | | | | | | 0-02-296468-1 |
| | Teacher's Resource Masters | | | | | | 0-02-295830-4 |
| | Listening Map Transparencies | | | | | | 0-02-295833-9 |
| TeacherWorks Lesson Planner CD-ROM (Alternate format) | | | | | 0-02-296528-9 | | |
| Macmillan / McGraw-Hill | Spotlight on Music Student Edition | Bond, Boyer, et al | 2008 | 1 | 0-02-296438-X | 86% | |
| | Big Book (Alternate format) | | | | | | 0-02-296447-9 |
| | Audio CD Package | | | | | | 0-02-296526-2 |
| | Teacher's Edition Package | | | | | | 0-02-296577-7 |
| | Teacher's Edition | | | | | | 0-02-296449-5 |
| | Piano Accompaniments | | | | | | 0-02-295856-8 |
| | Grade Level DVD | | | | | | 0-02-296126-7 |
| | Teacher's Resource Package | | | | | | 0-02-296469-X |
| | Teacher's Resource Masters | | | | | | 0-02-295831-2 |
| | Listening Map Transparencies | | | | | | 0-02-295834-7 |
| | Spotlight on Orff Orchestrations | | | | | | 0-02-295864-9 |
| | TeacherWorks Lesson Planner CD-ROM (Alternate format) | | | | | | 0-02-296529-7 |
| | Global Voices DVD | | | | | | 0-02-296291-3 |
| | Electronic Listening Maps | | | | | | 0-02-296199-2 |
| Spotlight on MIDI with CD-ROM (Single User) | | | | | 0-02-295842-8 | | |
| Macmillan / McGraw-Hill | Spotlight on Music Student Edition | Bond, Boyer, et al | 2008 | 2 | 0-02-296439-8 | 93% | |
| | Spotlight on Music Projectables (Alternate format) | | | | | | 0-02-296527-0 |
| | Audio CD Package | | | | | | 0-02-296461-4 |
| | Teacher's Edition Package | | | | | | 0-02-296578-5 |
| | Teacher's Edition | | | | | | 0-02-296451-7 |
| | Piano Accompaniments | | | | | | 0-02-295857-6 |
| | Grade Level DVD | | | | | | 0-02-296127-5 |

Humanities - Music
Grades Pre-K - 12

Contract period: 9/1/-6 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|--|---|---------------------------|------------------|--------------------|----------------------|--------------------------------|
| Macmillan / McGraw-Hill | Spotlight on Music (Continued) | | 2008 | 2 | | |
| | Teacher's Resource Package | | | | 0-02-296470-3 | |
| | Teacher's Resource Masters | | | | 0-02-295851-7 | |
| | Listening Map Transparencies | | | | 0-02-295835-5 | |
| | Spotlight on Orff Orchestrations | | | | 0-02-295865-7 | |
| | Spotlight on Reading Music Transparencies | | | | 0-02-296052-X | |
| | Global Voices DVD | | | | 0-02-296292-1 | |
| | Electronic Listening Maps | | | | 0-02-296201-8 | |
| | Spotlight on MIDI with CD-ROM (<i>Single User</i>) | | | | 0-02-295843-6 | |
| Spotlight on MIDI with CD-ROM (<i>Single User</i>) | | | | 0-02-295844-4 | | |
| Macmillan / McGraw-Hill | Spotlight on Music Student Edition | Bond, Boyer, et al | 2008 | 3 | 0-02-296441-X | 100% |
| | Key Features: | | | | | |
| | Audio CD Package | | | | 0-02-296462-2 | |
| | Teacher's Edition Package | | | | 0-02-296579-3 | |
| | Teacher's Edition | | | | 0-02-296452-5 | |
| | Piano Accompaniments | | | | 0-02-295858-4 | |
| | Grade Level DVD | | | | 0-02-296128-3 | |
| | Teacher's Resource Package | | | | 0-02-296471-1 | |
| | Teacher's Resource Masters | | | | 0-02-295852-5 | |
| | Listening Map Transparencies | | | | 0-02-295836-3 | |
| | Spotlight on Orff Orchestrations | | | | 0-02-295866-5 | |
| | Spotlight on Reading Music Transparencies | | | | 0-02-296053-8 | |
| | Spotlight on Recorder | | | | 0-02-295824-X | |
| | TeacherWorks Lesson Planner CD-ROM (Alternate format) | | | | 0-02-296532-7 | |
| | Global Voices DVD | | | | 0-02-296293-X | |
| Electronic Listening Maps | | | | 0-02-296202-6 | | |
| Spotlight on MIDI with CD-ROM (<i>Single User</i>) | | | | 0-02-295844-4 | | |
| Macmillan / McGraw-Hill | Spotlight on Music Student Edition | Bond, Boyer, et al | 2008 | 4 | 0-02-296442-8 | 92% |
| | Key Features: | | | | | |
| | Audio CD Package | | | | 0-02-296463-0 | |
| | Teacher's Edition Package | | | | 0-02-296581-5 | |
| | Teacher's Edition | | | | 0-02-296453-3 | |
| | Piano Accompaniments | | | | 0-02-295859-2 | |
| | Grade Level DVD | | | | 0-02-296129-1 | |
| | Teacher's Resource Package | | | | 0-02-296472-X | |
| | Teacher's Resource Masters | | | | 0-02-295873-8 | |
| | Listening Map Transparencies | | | | 0-02-295837-1 | |
| | Spotlight on Orff Orchestrations | | | | 0-02-295867-3 | |
| | Spotlight on Reading Music Transparencies | | | | 0-02-296054-6 | |
| | Spotlight on Recorder | | | | 0-02-295824-X | |

Humanities - Music
Grades Pre-K - 12

Contract period: 9/1/-6 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|---|---|---------------------------|------------------|--------------------|----------------------|--------------------------------|
| Macmillan / McGraw-Hill | Spotlight on Music (Continued) | | 2008 | 2 | | |
| | TeacherWorks Lesson Planner CD-ROM (Alternate format) | | | | 0-02-296533-5 | |
| | Global Voices DVD | | | | 0-02-296294-8 | |
| | Electronic Listening Maps | | | | 0-02-296203-4 | |
| | Spotlight on MIDI with CD-ROM (Single User) | | | | 0-02-295845-2 | |
| Macmillan / McGraw-Hill | Spotlight on Music Student Edition | Bond, Boyer, et al | 2008 | 5 | 0-02-296443-6 | 92% |
| | Key Features: | | | | | |
| | Audio CD Package | | | | 0-02-296464-9 | |
| | Teacher's Edition Package | | | | 0-02-296582-3 | |
| | Teacher's Edition | | | | 0-02-296454-1 | |
| | Piano Accompaniments | | | | 0-02-295860-6 | |
| | Grade Level DVD | | | | 0-02-296131-3 | |
| | Teacher's Resource Package | | | | 0-02-296473-8 | |
| | Teacher's Resource Masters | | | | 0-02-295893-2 | |
| | Listening Map Transparencies | | | | 0-02-295838-X | |
| | Spotlight on Orff Orchestrations | | | | 0-02-295868-1 | |
| | Spotlight on Reading Music Transparencies | | | | 0-02-296055-4 | |
| | Spotlight on Recorder | | | | 0-02-295826-6 | |
| | TeacherWorks Lesson Planner CD-ROM (Alternate format) | | | | 0-02-296534-3 | |
| | Global Voices DVD | | | | 0-02-296295-6 | |
| Electronic Listening Maps | | | | 0-02-296204-2 | | |
| Spotlight on MIDI with CD-ROM (Single User) | | | | 0-02-295846-0 | | |
| Macmillan / McGraw-Hill | Spotlight on Music Student Edition | Bond, Boyer, et al | 2008 | 6 | 0-02-296444-4 | 93% |
| | Key Features: | | | | | |
| | Audio CD Package | | | | 0-02-296465-7 | |
| | Teacher's Edition Package | | | | 0-02-296583-1 | |
| | Teacher's Edition | | | | 0-02-296455-X | |
| | Piano Accompaniments | | | | 0-02-295861-4 | |
| | Grade Level DVD | | | | 0-02-296132-1 | |
| | Teacher's Resource Package | | | | 0-02-296474-6 | |
| | Teacher's Resource Masters | | | | 0-02-295894-0 | |
| | Listening Map Transparencies | | | | 0-02-295839-8 | |
| | Spotlight on Orff Orchestrations | | | | 0-02-295869-X | |
| | Spotlight on Reading Music Transparencies | | | | 0-02-296056-2 | |
| | Spotlight on Recorder | | | | 0-02-295826-6 | |
| | Spotlight on Guitar | | | | 0-02-295823-1 | |
| | TeacherWorks Lesson Planner CD-ROM (Alternate format) | | | | 0-02-296535-1 | |
| Global Voices DVD | | | | 0-02-296296-4 | | |
| Electronic Listening Maps | | | | 0-02-296205-0 | | |
| Spotlight on MIDI with CD-ROM (Single User) | | | | 0-02-295847-9 | | |

Humanities - Music
Grades Pre-K - 12

Contract period: 9/1/-6 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|--|--|---------------------------|------------------|--------------------|----------------------|--------------------------------|
| Macmillan / McGraw-Hill | Spotlight on Music Student Edition | Bond, Boyer, et al | 2008 | 7 | 0-02-296445-2 | 97% |
| | Audio CD Package | | | | 0-02-296466-5 | |
| | Teacher's Edition | | | | 0-02-296584-X | |
| | Spotlight on Music | | | | 0-02-296456-8 | |
| | Piano Accompaniments | | | | 0-02-296049-X | |
| | Grade Level DVD | | | | 0-02-296133-X | |
| | Teacher's Resource Package | | | | 0-02-296475-4 | |
| | Teacher's Resource Masters | | | | 0-02-295895-9 | |
| | Listening Map Transparencies | | | | 0-02-295840-1 | |
| | Spotlight on Guitar | | | | 0-02-295823-1 | |
| TeacherWorks Lesson Planner CD-ROM (Alternate format) | | | | 0-02-296536-X | | |
| Macmillan / McGraw-Hill | Spotlight on Music Student Edition | Bond, Boyer, et al | 2008 | 8 | 0-02-296446-0 | 92% |
| | Audio CD Package | | | | 0-02-296467-3 | |
| | Teacher's Edition Package | | | | 0-02-296585-8 | |
| | Teacher's Edition | | | | 0-02-296457-6 | |
| | Piano Accompaniments | | | | 0-02-296051-1 | |
| | Grade Level DVD | | | | 0-02-296134-8 | |
| | Teacher's Resource Package | | | | 0-02-296476-2 | |
| | Teacher's Resource Masters | | | | 0-02-295896-7 | |
| | Listening Map Transparencies | | | | 0-02-295841-X | |
| | Spotlight on Guitar | | | | 0-02-295823-1 | |
| | TeacherWorks Lesson Planner CD-ROM (Alternate format) | | | | 0-02-296537-8 | |
| | Spotlight on MIDI with CD-ROM (<i>Single User</i>) | | | | 0-02-295848-7 | |
| | Master Index | | | | 0-02-296525-4 | |
| Macmillan / McGraw-Hill | Spotlight on Music For English Language Learners ELL Handbook | Bond, Boyer, et al | 2005 | K-6 | 0-02-295935-1 | R |
| | Adopted as "resource" material.. | | | | | |
| | Key Features: | | | | | |
| | Help! I'm a Substitute Music Teacher | | | | 0-634-09047-X | |
| | Learning Music Through Movement, Primary | | | | 0-02-296122-4 | |
| | Learning Music Through Movement Audio CD, Primary | | | | 0-02-296193-3 | |
| | Learning Music Through Movement, Intermediate | | | | 0-02-296123-2 | |
| Learning Music Through Movement Audio CD, Intermediate | | | | 0-02-296195-X | | |
| Macmillan / McGraw-Hill | ¡Fiesta de canciones! Spanish Song Book, Prim | Bond, Boyer, et al | 2005 | K-6 | 0-02-295821-5 | R |
| | Adopted as "resource" material.. | | | | | |
| | Key Features: | | | | | |
| | ¡Fiesta de canciones! Spanish Song Book Audio CD's, Intermediate | | | | 0-02-295956-4 | |

Humanities - Music
Grades Pre-K - 12

Contract period: 9/1/-6 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|--|--|---------------------------|------------------|--------------------|----------------------|--------------------------------|
| Macmillan / McGraw-Hill | ¡Fiesta de canciones! Spanish Song Book, Interm | Bond, Boyer, et al | 2005 | K-6 | 0-02-295822-3 | R |
| | Adopted as "resource" material.. | | | | | |
| | Key Features: | | | | | |
| | ¡Fiesta de canciones! Spanish Song Book Audio CD's, Intermediate | | | | 0-02-295957-2 | |
| | | | | | 0-02-295946-7 | |
| Macmillan / McGraw-Hill | Festival of World Music | Bond, Boyer, et al | 2005 | 1-8 | 0-02-295994-7 | R |
| | Adopted as "resource" material.. | | | | | |
| | Key Features: | | | | | |
| | Festival of World Music Audio CD | | | | 0-02-295995-5 | |
| Macmillan / McGraw-Hill | Festival of Caribbean Music | Bond, Boyer, et al | 2005 | 3-5 | 0-02-295820-7 | R |
| | Adopted as "resource" material.. | | | | | |
| | Key Features: | | | | | |
| | Festival of Caribbean Music Audio CD | | | | 0-02-295954-8 | |
| Macmillan / McGraw-Hill | Spotlight on Music: DVD Resource Library Collection | Bond, Boyer, et al | 2005 | K-8 | 0-02-296223-9 | R |
| | Adopted as "resource" material.. | | | | | |
| | Key Features: | | | | | |
| | Variety Collection (10 DVD's and Guide) | | | | 0-02-296227-1 | |
| | Instrument Sounds DVD | | | | 0-02-296135-6 | |
| | Music and Movement DVD | | | | 0-02-296136-4 | |
| | Sounds of Percussion DVD | | | | 0-02-296137-2 | |
| | Blending Musical Styles DVD | | | | 0-02-296138-0 | |
| | The Mariachi Tradition DVD | | | | 0-02-296142-9 | |
| | Moving with Spotlight on Music DVD | | | | 0-02-296139-9 | |
| | Moving with Spotlight on Music DVD | | | | 0-02-296141-0 | |
| | John Jacobson's "Kids Gotta Move" DVD | | | | 0-634-08237-X | |
| | Canadian Brass's "Inside Brass" DVD | | | | 0-634-06708-7 | |
| Turntable Technique: The Art of the DJ DVD | | | | 0-876-39038-6 | | |
| Macmillan / McGraw-Hill | Composers Collection | Bond, Boyer, et al | 2005 | 4-8 | 0-02-296228-X | R |
| | Adopted as "resource" material.. | | | | | |
| | Key Features: | | | | | |
| | The Composers' Specials: Bach's Fight for Freedom DVD | | | | 1-89-444944-4 | |
| | The Composers' Specials: Bizet's Dream DVD | | | | 1-89-444964-9 | |

Humanities - Music
Grades Pre-K - 12

Contract period: 9/1/-6 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|--|--|---------------------------|------------------|--------------------|----------------------|--------------------------------|
| Macmillan / McGraw-Hill | Spotlight on Music: The Composers' Specials: Handel's Last Chance DVD | Bond, Boyer, et al | 2005 | 4-8 | 1-89-444946-0 | R |
| | Adopted as "resource" material.. Key Features: | | | | | |
| | The Composers' Specials: Liszt's Rhapsody DVD | | | | | 1-89-444965-7 |
| | The Composers' Specials: Rossini's Ghost DVD | | | | | 1-89-444966-5 |
| The Composers' Specials: Strauss: The King of Three-Quarter Time DVD | | | | | 1-89-444945-2 | |
| Macmillan / McGraw-Hill | Spotlight on Music Instrument Collection | Bond, Boyer, et al | 2005 | 4-8 | 0-02-296226-3 | R |
| | Adopted as "resource" material.. Key Features: | | | | | |
| | Play Trumpet Today! DVD | | | | | 0-02-296166-6 |
| | Play Clarinet Today! DVD | | | | | 0-02-296167-4 |
| | Play Flute Today! DVD | | | | | 0-02-296168-2 |
| | Play Drums Today! DVD | | | | | 0-02-296169-0 |
| | Play Piano Today! DVD | | | | | 0-02-296171-2 |
| | Play Guitar Today! DVD | | | | | 0-02-296172-0 |
| | Play Alto Sax Today! DVD | | | | | 0-02-296173-9 |
| | Play Bass Guitar Today! DVD | | | | | 0-02-296174-7 |
| Orchestral Instruments CD-ROM | | | | | 0-02-295947-5 | |
| World Instruments CD-ROM | | | | | 0-02-295955-6 | |
| Macmillan / McGraw-Hill | Music Ace | Bond, Boyer, et al | 2005 | 1-8 | 0-02-295318-3 | R |
| | Adopted as "resource" material.. Key Features: | | | | | |
| Macmillan / McGraw-Hill | Music Ace II | Bond, Boyer, et al | 2005 | 3-8 | 0-02-295333-7 | R |
| | Adopted as "resource" material.. Key Features: | | | | | |
| Macmillan / McGraw-Hill | MusicTime Deluxe | Bond, Boyer, et al | 2005 | 3-8 | 0-02-296107-0 | R |
| | Adopted as "resource" material.. Key Features: | | | | | |
| Macmillan / McGraw-Hill | Master Tracks Pro | Bond, Boyer, et al | 2005 | 3-8 | 0-02-296106-2 | R |
| | Adopted as "resource" material.. Key Features: | | | | | |

Humanities - Music
Grades Pre-K - 12

Contract period: 9/1/-6 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|-------------------------------|---|------------------------------|------------------|--------------------|----------------------|--------------------------------|---------------|
| Pearson Scott Foresman | Silver Burdett Making Music Step Into Music Complete Package | Jane Beethoven, et al | 2003 | Pre-K | 0-382-34986-5 | 63% | |
| | Note: Correlation to teacher guide and kindergarten standards. Key Features: | | | | | | |
| Pearson Scott Foresman | Silver Burdett Making Music Big Book | Jane Beethoven, et al | 2005 | K | 0-382-36578-X | 100% | |
| | Note: Correlation to teacher guide. Key Features: | | | | | | |
| | Audio CD Package | | | | | | 0-328-10435-3 |
| | Teacher's Resource Package | | | | | | 0-382-36754-5 |
| | Animated Listening Maps Enhanced Audio CD Pkg | | | | | | 0-382-36814-2 |
| | The Power of Performance Package | | | | | | 0-382-36855-X |
| | ¡A cantar! Audio CD Package, Primary Level | | | | | | 0-382-36778-2 |
| | Bridges to Asia Audio CD Package, Primary Level* | | | | | | 0-382-34091-4 |
| | New Activities for the Substitute Teacher Audio CD Package* | | | | | | 0-382-36780-4 |
| | Master Index & Correlations* | | | | | | 0-382-36774-X |
| Teacher Online Access Pack | | | | | 1-4182-5027-9 | | |
| Pearson Scott Foresman | Silver Burdett Making Music, Student Edition | Jane Beethoven, et al | 2005 | 1 | 0-382-36569-0 | 96% | |
| | Note: Critical to have teacher edition for instruction. Key Features: | | | | | | |
| | Big Book | | | | | | 0-382-36579-8 |
| | Audio CD Package | | | | | | 0-328-10436-1 |
| | Teacher's Resource Package | | | | | | 0-382-36755-3 |
| | Making Music with Movement & Dance | | | | | | 0-382-36781-2 |
| | Making Music DVD | | | | | | 0-328-12831-7 |
| | Teacher Online Access Pack | | | | | | 1-4182-5028-7 |
| Pearson Scott Foresman | Silver Burdett Making Music, Student Edition | Jane Beethoven, et al | 2005 | 2 | 0-382-36570-4 | 95% | |
| | Note: Critical to have teacher edition for instruction. Key Features: | | | | | | |
| | Big Book, Volumes 1 & 2 | | | | | | 0-382-36775-8 |
| | Audio CD Package | | | | | | 0-328-10437-X |
| | Teacher's Resource Package | | | | | | 0-382-36756-1 |
| | Making Music DVD | | | | | | 0-328-12832-5 |
| | Teacher Online Access Pack | | | | | | 1-4182-5029-5 |

Humanities - Music
Grades Pre-K - 12

Contract period: 9/1/-6 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|-------------------------------|--|------------------------------|------------------|--------------------|----------------------|--------------------------------|---------------|
| Pearson Scott Foresman | Silver Burdett Making Music, Student Edition | Jane Beethoven, et al | 2005 | 3 | 0-382-36571-2 | 91% | |
| | Note: Critical to have teacher edition for instruction. Key Features: | | | | | | |
| | Audio CD Package | | | | | | 0-328-10438-8 |
| | Teacher's Resource Package | | | | | | 0-382-36757-X |
| | Making Music DVD | | | | | | 0-328-12833-3 |
| Teacher Online Access Pack | | | | | 1-4182-5030-9 | | |
| Pearson Scott Foresman | Silver Burdett Making Music, Student Edition | Jane Beethoven, et al | 2005 | 4 | 0-382-36572-0 | 87% | |
| | Note: Critical to have teacher edition for instruction. Key Features: | | | | | | |
| | Audio CD Package | | | | | | 0-328-10439-6 |
| | Teacher's Resource Package | | | | | | 0-382-36758-8 |
| | Making Music DVD | | | | | | 0-328-12834-1 |
| Teacher Online Access Pack | | | | | 1-4182-5031-7 | | |
| Pearson Scott Foresman | Silver Burdett Making Music, Student Edition | Jane Beethoven, et al | 2005 | 5 | 0-382-36573-9 | 100% | |
| | Note: Critical to have teacher edition for instruction. Key Features: | | | | | | |
| | Audio CD Package | | | | | | 0-328-10440-X |
| | Teacher's Resource Package | | | | | | 0-382-36759-6 |
| | ¡A cantar! Audio CD Pkg, Intermediate Level | | | | | | 0-382-36779-0 |
| | Bridges to Asia Audio CD Pkg, Intermediate Level | | | | | | 0-382-34092-2 |
| | Making Music DVD | | | | | | 0-328-12835-X |
| Teacher Online Access Pack | | | | | 1-4182-5032-5 | | |
| Pearson Scott Foresman | Silver Burdett Making Music Student Edition | Jane Beethoven, et al | 2005 | 6 | 0-382-36574-7 | 89% | |
| | Note: Critical to have teacher edition for instruction. Key Features: | | | | | | |
| | Audio CD Package | | | | | | 0-328-10441-8 |
| | Teacher's Resource Package | | | | | | 0-382-36760-X |
| | Making Music DVD | | | | | | 0-328-12836-8 |
| Teacher Online Access Pack | | | | | 1-4182-5033-3 | | |

Humanities - Music
Grades Pre-K - 12

Contract period: 9/1/-6 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|---------------------------------------|--|------------------------------|------------------|--------------------|----------------------|--------------------------------|
| Pearson Scott Foresman | Silver Burdett Making Music, Student Edition | Jane Beethoven, et al | 2005 | 7 | 0-382-36575-5 | 100% |
| | Note: Critical to have teacher edition for instruction. Key Features: | | | | | |
| | Audio CD Package | | | | | 0-328-10442-6 |
| | Teacher's Resource Package | | | | | 0-382-36761-8 |
| | Making Music DVD | | | | | 0-328-12837-6 |
| Teacher Online Access Pack | | | | | 1-4182-5034-1 | |
| Pearson Scott Foresman | Silver Burdett Making Music, Student Edition | Jane Beethoven, et al | 2005 | 8 | 0-382-36576-3 | 100% |
| | Note: Critical to have teacher edition for instruction. Key Features: | | | | | |
| | Audio CD Package | | | | | 0-328-10443-4 |
| | Teacher's Resource Package | | | | | 0-382-36762-6 |
| | Making Music DVD | | | | | 0-328-12838-4 |
| Teacher Online Access Pack | | | | | 1-4182-5035-X | |

Humanities –Theater
Grades 2 - 12

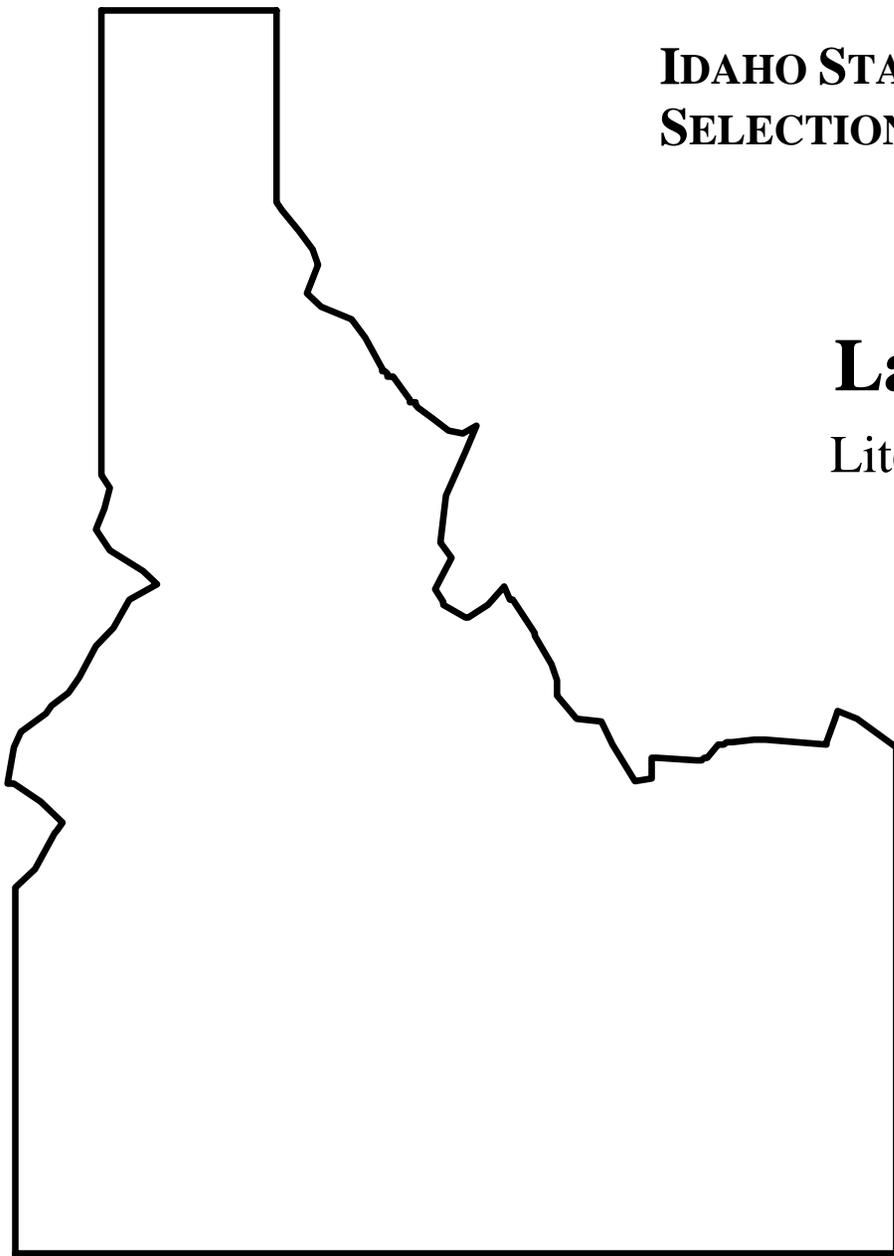
| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation |
|---------------------------------|--|---------------------------|------------------|--------------------|-------------------|---|
| Glencoe / McGraw-Hill | The Stage and the School | Schaner, Ommanney | 2005 | 6-12 | 0078616255 | Grade 6-8 =90% Grade 9-12= 85% |
| | Teacher Manual | | | | 0078616263 | |
| | Teacher Resource Binder | | | | 0078640237 | |
| | Interactive Student Edition CD-ROM | | | | | |
| Glencoe / McGraw-Hill | Theatre: Art in Action | Strickland, Taylor | 2005 | 6-12 | 007861614X | Grade 6-8 =86% Grade 9-12= 85% |
| | Teacher Manual | | | | 0078616158 | |
| | Teacher Resource Binder | | | | 0078640180 | |
| | Available Additional Resources Include: The Book of Monologues for Aspiring Actors, Student Edition and Teacher Manual; The Book of Scenes for Aspiring Actors, Student Edition and Teacher Manual | | | | | |
| | Interactive Student Edition CD-ROM | | | | | |
| Glencoe / McGraw-Hill | Exploring Theatre | Prince, Jackson | 2005 | 6-8 | 0078616166 | 97% |
| | Teacher Annotated Edition | | | | 0078616174 | |
| | Teacher Resource Binder | | | | 0078651255 | |
| | Interactive Student Edition CD-ROM | | | | | |
| | Available Additional Resources Include: Fine Art Transparencies; Focus on World Arts Prints | | | | | |
| | Available Technology Resources Include: TeacherWorks® CD-ROM; Art Showcase DVD; National Museum of Women in the ARTS CD-ROM; ExamView® Pro Testmaker Software; Vocabulary Puzzlemaker CD-ROM | | | | | |
| Perfection Learning Corp | Basic Drama Projects, 8th Edition Student Textbook | Tanner | 2004 | 9-12 | 756916402 | 92% |
| | Basic Drama Projects, 8 th Edition Annotated Teacher's Edition | | | | 789161761 | |
| | Basic Drama Projects, 8 th Edition Teacher Resource Binder | | | | 789162067 | |
| Thomson Learning | Fleming's Arts and Ideas | Marien/ Fleming | 2005 | 9-12 | 0534613713 | R 64% |
| | Adopted as "resource" material.. Recommended for honors class. Excellent college level text. | | | | | |
| | Key Features: | | | | | |
| | ExamView | | | | 0534613764 | |
| | Instructor's Manual/ Test Bank | | | | 0534613756 | |
| Web Site | | | | 0534613888 | | |

**Humanities –Dance
Grades 9 - 12**

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation |
|-----------------------------|---|---|------------------|--------------------|-------------------|------------------------------------|
| Human Kinetics, Inc. | A Sense of Dance 2nd Edition | C. Schrader | 2005 | 9 - 12 | 0736051899 | 71% |
| | A Sense of Dance Instructor Guide 2nd Edition | | | | 0736055061 | |
| Human Kinetics, Inc. | Experiencing Dance 1st Edition | H. Scheff, M. Sprague, & S. McGreevy-Nichols | 2005 | 9 - 12 | 0736051872 | 95% |
| | Experiencing Dance Instructor Guide 1st Edition | | | | 0736054545 | |

**Humanities –Interdisciplinary
Grades 2 - 12**

| Publisher | Title of Material | Author(s) | Copyri ght | Grade Level | ISBN | R=Resource *Correlation |
|-----------------|--|------------|---------------|----------------|---------------|--|
| EMC Notes, Inc. | Take a Trip, a Musical Tour of the United States Adopted as "Resource" Note: No elementary standards, correlation is to secondary level standards. Key Features: | Lori Kuntz | 2003 | 2-5 | 0-9689143-8-1 | R Grades 2-3 = 42% Grades 4-5 = 42% |



**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE RECOMMENDATIONS**

Language Arts Part I:
Literature Grade 6-12 – Interim 1
2006

**Language Arts Part I: Literature
Grades 6-8**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN | R= Resource *Correlation |
|--|--|---------------------------------------|------------------|--------------------|------------------|---------------------------------------|
| Achievement Technologies, Inc. (Interim I- 2006) | SkillsTutor – Reading (web based material) | Achievement Technologies, Inc. | 2001 | 6 | web based | R 46% |
| | Adopted as “resource” material.. Key Features: | | | | | |
| Achievement Technologies, Inc. (Interim I- 2006) | SkillsTutor – Reading Comprehension B (web based material) | Achievement Technologies, Inc. | 2001 | 6 | web based | R 42% |
| | Adopted as “resource” material.. Key Features: | | | | | |
| Achievement Technologies, Inc. (Interim I- 2006) | SkillsTutor – Reading Vocabulary B (web based material) | Achievement Technologies, Inc. | 2001 | 6 | web based | R 15% |
| | Adopted as “resource” material.. 33% to standards 1. Key Features: | | | | | |
| Achievement Technologies, Inc. (Interim I- 2006) | SkillsTutor – Reading (web based material) | Achievement Technologies, Inc. | 2001 | 7 | web based | R 40% |
| | Adopted as “resource” material.. Key Features: | | | | | |
| Achievement Technologies, Inc. (Interim I- 2006) | SkillsTutor – Reading Vocabulary C (web based material) | Achievement Technologies, Inc. | 2001 | 7 | web based | R 9% Overall 25% std 1 |
| | Adopted as “resource” material.. Key Features: | | | | | |
| Achievement Technologies, Inc. (Interim I- 2006) | SkillsTutor – Reading Comprehension C (web based material) | Achievement Technologies, Inc. | 2001 | 7 | web based | R 19% |
| | Adopted as “resource” material.. 25 % to standard 1. Key Features: | | | | | |
| Achievement Technologies, Inc. (Interim I- 2006) | SkillsTutor – Reading (web based material) | Achievement Technologies, Inc. | 2001 | 8 | web based | R 48% |
| | Adopted as “resource” material.. Key Features: | | | | | |
| Achievement Technologies, Inc. (Interim I- 2006) | SkillsTutor – Reading Comprehension C (web based material) | Achievement Technologies, Inc. | 2001 | 8 | web based | R 28% |
| | Adopted as “resource” material.. Key Features: | | | | | |
| Achievement Technologies, Inc. (Interim I- 2006) | SkillsTutor – Reading Vocabulary C (web based material) | Achievement Technologies, Inc. | 2001 | 8 | web based | R 20% |
| | Adopted as “resource” material.. Meets 42% of standard 1. Key Features: | | | | | |

**Language Arts Part I: Literature
Grades 6-8**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN | R= Resource *Correlation |
|---|---|----------------|------------------|--------------------|-------------------|---|
| Glencoe / McGraw-Hill (Interim I- 2006) | Glencoe Vocabulary Builder, Course 1, Student Edition | Glencoe | 2005 | 6 (6-12) | 0078616603 | R 27% overall 41% standard 1 |
| | Adopted as “resource” material.. Good for learning by application. Key Features: | | | | | |
| | Teacher Annotated Edition | | | | | |
| Glencoe / McGraw-Hill (Interim I- 2006) | Glencoe Vocabulary Builder, Course 1, Student Edition | Glencoe | 2005 | 7 (6-12) | 0078616603 | R 27% overall |
| | Adopted as “resource” material.. Good for learning by application. Key Features: | | | | | |
| | Teacher Annotated Edition | | | | | |
| Glencoe / McGraw-Hill (Interim I- 2006) | Glencoe Vocabulary Builder, Course 1, Student Edition | Glencoe | 2005 | 8 (6-12) | 0078616603 | R 24% overall |
| | Adopted as “resource” material.. Key Features: | | | | | |
| | Teacher Annotated Edition | | | | | |
| Glencoe / McGraw-Hill (Interim I- 2006) | Glencoe Vocabulary Builder, Course 2, Student Edition | Glencoe | 2005 | 6 (6-12) | 007861662X | R 23% overall |
| | Adopted as “resource” material.. Good for learning by application. Key Features: | | | | | |
| | Teacher Annotated Edition | | | | | |
| Glencoe / McGraw-Hill (Interim I- 2006) | Glencoe Vocabulary Builder, Course 2, Student Edition | Glencoe | 2005 | 7 (6-12) | 007861662X | R 19% overall |
| | Adopted as “resource” material.. Good for learning by application. Key Features: | | | | | |
| | Teacher Annotated Edition | | | | | |
| Glencoe / McGraw-Hill (Interim I- 2006) | Glencoe Vocabulary Builder, Course 2, Student Edition | Glencoe | 2005 | 8 (6-12) | 007861662X | R 20% overall |
| | Adopted as “resource” material.. Good for learning by application. Key Features: | | | | | |
| | Teacher Annotated Edition | | | | | |
| Glencoe / McGraw-Hill (Interim I- 2006) | Glencoe Vocabulary Builder, Course 3, Student Edition | Glencoe | 2005 | 6 (6-12) | 0078616646 | R 23% overall |
| | Adopted as “resource” material.. Good for learning by application. Key Features: | | | | | |
| | Teacher Annotated Edition | | | | | |

**Language Arts Part I: Literature
Grades 6-8**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN | R= Resource *Correlation | |
|---|---|----------------|------------------|--------------------|-------------------|---------------------------------|------------|
| Glencoe / McGraw-Hill (Interim I- 2006) | Glencoe Vocabulary Builder, Course 3, Student Edition | Glencoe | 2005 | 7 (6-12) | 0078616646 | R 22% overall | |
| | Adopted as "resource" material.. Good for learning by application. Key Features: | | | | | | |
| | Teacher Annotated Edition | | | | | | 0078616654 |
| Glencoe / McGraw-Hill (Interim I- 2006) | Glencoe Vocabulary Builder, Course 3, Student Edition | Glencoe | 2005 | 8 (6-12) | 0078616646 | R 24% overall | |
| | Adopted as "resource" material.. Good for learning by application. Key Features: | | | | | | |
| | Teacher Annotated Edition | | | | | | 0078616654 |
| Glencoe / McGraw-Hill (Interim I- 2006) | Glencoe Vocabulary Builder, Course 4, Student Edition | Glencoe | 2005 | 6 (6-12) | 0078616662 | R 35% overall | |
| | Adopted as "resource" material.. Good for learning by application. Key Features: | | | | | | |
| | Teacher Annotated Edition | | | | | | 0078616670 |
| Glencoe / McGraw-Hill (Interim I- 2006) | Glencoe Vocabulary Builder, Course 4, Student Edition | Glencoe | 2005 | 7 (6-12) | 0078616662 | R 26% overall | |
| | Adopted as "resource" material.. Good for learning by application. Key Features: | | | | | | |
| | Teacher Annotated Edition | | | | | | 0078616670 |
| Glencoe / McGraw-Hill (Interim I- 2006) | Glencoe Vocabulary Builder, Course 4, Student Edition | Glencoe | 2005 | 8 (6-12) | 0078616662 | R 24% overall | |
| | Adopted as "resource" material.. Good for learning by application. Key Features: | | | | | | |
| | Teacher Annotated Edition | | | | | | 0078616670 |
| Glencoe / McGraw-Hill (Interim I- 2006) | Glencoe Vocabulary Builder, Course 5, Student Edition | Glencoe | 2005 | 6 (6-12) | 0078616689 | R 15% overall | |
| | Adopted as "resource" material.. Good for learning by application. Recommended for honors class. Key Features: | | | | | | |
| | Teacher Annotated Edition | | | | | | 0078616697 |
| Glencoe / McGraw-Hill (Interim I- 2006) | Glencoe Vocabulary Builder, Course 5, Student Edition | Glencoe | 2005 | 7 (6-12) | 0078616689 | R 18% overall | |
| | Adopted as "resource" material.. Good for learning by application. Recommended for honors class. Key Features: | | | | | | |
| | Teacher Annotated Edition | | | | | | 0078616697 |

**Language Arts Part I: Literature
Grades 6-8**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN | R= Resource *Correlation | |
|---|--|-----------------------|------------------|----------------------|-------------------|---------------------------------|------------|
| Glencoe / McGraw-Hill (Interim I- 2006) | Glencoe Vocabulary Builder, Course 5, Student Edition | Glencoe | 2005 | 8 (6-12) | 0078616689 | R 16% overall | |
| | Adopted as "resource" material.. Good for learning by application. Recommended for honors class. Key Features: | | | | | | |
| | Teacher Annotated Edition | | | | | | 0078616697 |
| Glencoe / McGraw-Hill (Interim I- 2006) | Glencoe Literature: Reading with Purpose Course 1 | Wilhelm, et al | 2007 | 6 (6 – 12) | 007845476X | 96% | |
| | Teacher Wraparound Edition | | | | | | 0078454875 |
| | Teacher Classroom Resources | | | | | | 0078755697 |
| | TCR Components Include: Fast File Booklets; Grammar & Language Workbook TAE; Grammar & Composition Handbook TG; Middle School, Career, College, Citizenship: Reading in the Real World; Real Success with Research & Reports; Spelling Power Workbook TAE; Selection Quick Checks; Active Learning & Notetaking Guide TAE/ELL; Selection & Unit Quick Checks; Writing Constructed Responses Sourcebook; Leveled Vocabulary Practice-ELL; Active Learning and Notetaking GuideTAE ; Active Learning and Notetaking Guide, TAE; Vocabulary Masters; Middle School, Rubrics for Assessing Student Writing, Listening, and Speaking; Standardized Test Prep & Practice TAE; Active Learning Guide TAE - Adapted; Assessment by Learning Objectives | | | | | | |
| | Available Additional Resources Include:Fluency Practice & Assessment Masters; Standardized Test Prep & Practice Wkbk; inTIIME Magazine ; Leveled Vocabulary Practice Masters; Revising with Style; Sentence Diagramming; Active Learning Notetaking Guide; Listening Library; Grammar and Language | | | | | | |
| | Available Technology Resources Include:StudentWorks™ Plus CD-Rom; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Glencoe Booklink CD-ROM; Literature Launchers DVD; Presentation Plus CD-ROM | | | | | | |
| | | | | | | | |
| Glencoe / McGraw-Hill (Interim I- 2006) | Glencoe Literature: Reading with Purpose Course 2 | Wilhelm, et al | 2007 | 7 (6 – 12) | 0078454778 | 100% | |
| | Teacher Wraparound Edition | | | | | | 0078454883 |
| | Teacher Classroom Resources | | | | | | 0078755700 |
| | TCR Components Include: Fast File Booklets; Grammar & Language Workbook TAE; Grammar & Composition Handbook TG; Middle School, Career, College, Citizenship: Reading in the Real World; Real Success with Research & Reports; Spelling Power Workbook TAE; Selection Quick Checks; Active Learning & Notetaking Guide TAE/ELL; Selection & Unit Quick Checks; Writing Constructed Responses Sourcebook; Leveled Vocabulary Practice-ELL; Active Learning and Notetaking Guide Enriched TAE ; Active Learning and Notetaking Guide, TAE; Vocabulary Practice Masters; Middle School, Rubrics for Assessing Student Writing, Listening, and Speaking; Standardized Test Prep & Practice TAE; Active Learning and Notetaking Guide TAE - Adapted; Assessment by Learning Objectives | | | | | | |
| | Available Additional Resources Include: Fluency Practice & Assessment Masters; Standardized Test Prep & Practice Wkbk; inTIIME Magazine (Spanish or English, TG also available); Leveled Vocabulary Practice Masters (Adapted or Enriched); Revising with Style; Sentence Diagramming; Active Learning Notetaking Guide (Adapted or Enriched); Listening Library (Spanish Or English); Grammar and Language | | | | | | |
| | Available Technology Resources Include: StudentWorks™ Plus CD-Rom; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Glencoe Booklink CD-ROM; Literature Launchers DVD; Presentation Plus CD-ROM | | | | | | |
| | | | | | | | |

**Language Arts Part I: Literature
Grades 6-8**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN | R= Resource *Correlation |
|--|--|-----------------------|------------------|--------------------------|-------------------|--|
| Glencoe / McGraw-Hill (Interim I- 2006) | Glencoe Literature: Reading with Purpose Course 3 | Wilhelm, et al | 2007 | 8 (6 – 12) | 0078454786 | 100% |
| | Teacher Wraparound Edition | | | | 0078454891 | |
| | Teacher Classroom Resources | | | | 0078755719 | |
| | TCR Components Include: Fast File Booklets; Grammar & Language Workbook TAE; Grammar & Composition Handbook TG; Middle School, Career, College, Citizenship: Reading in the Real World; Real Success with Research & Reports; Spelling Power Workbook TAE; Selection Quick Checks; Active Learning & Notetaking Guide TAE/ELL; Selection & Unit Quick Checks; Writing Constructed Responses Sourcebook; Leveled Vocabulary Practice-ELL; Active Learning and Notetaking Guide Enriched TAE ; Active Learning and Notetaking Guide, TAE; Vocabulary Practice Masters; Middle School, Rubrics for Assessing Student Writing, Listening, and Speaking; Standardized Test Prep & Practice TAE; Active Learning and Notetaking Guide TAE - Adapted; Assessment by Learning Objectives | | | | | |
| | Available Additional Resources Include:Fluency Practice & Assessment Masters; Standardized Test Prep & Practice Wkbk; inTIIME Magazine (Spanish or English, TG also available); Leveled Vocabulary Practice Masters (Adapted or Enriched); Revising with Style; Sentence Diagramming; Active Learning Notetaking Guide (Adapted or Enriched); Listening Library (Spanish Or English); Grammar and Language | | | | | |
| | Available Technology Resources Include:StudentWorks™ Plus CD-Rom; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Glencoe Booklink CD-ROM; Literature Launchers DVD; Presentation Plus CD-ROM | | | | | |
| Great Source Education Group (Interim I- 2006) | Reading Advantage, Level A | Robb, et al. | 2005 | 6 – 8 (6 – 12) | 0669531839 | Grade 6 = 80% Grade 7 = 77% Grade 8 = 84% |
| | Adopted as “resource” material.. Notes: Excellent for remediation.. Key Features: | | | | | |
| Great Source Education Group (Interim I- 2006) | Reading Advantage, Level B | Robb, et al. | 2005 | 6 – 8 (6 – 12) | 0669531847 | Grade 6 = 84% Grade 7 = 81% Grade 8 = 76% |
| | Adopted as “resource” material.. Notes: Excellent for remediation.. Key Features: | | | | | |
| Great Source Education Group (Interim I- 2006) | Reading Advantage, Level C | Robb, et al. | 2005 | 6 – 8 (6 – 12) | 0669531855 | Grade 6 = 76% Grade 7 = 85% Grade 8 = 76% |
| | Adopted as “resource” material.. Notes: Excellent for remediation.. Key Features: | | | | | |
| Great Source Education Group (Interim I- 2006) | Reading Advantage, Level D | Robb, et al. | 2005 | 6 – 8 (6 – 12) | 0669531863 | Grade 6 = 73% Grade 7 = 88% Grade 8 = 88% |
| | Adopted as “resource” material.. Notes: Excellent for remediation.. Key Features: | | | | | |
| Great Source Education Group (Interim I- 2006) | Reading Advantage, Level E | Robb, et al. | 2006 | 6 – 8 (6 – 12) | 0669506389 | Grade 6 = 73% Grade 7 = 81% Grade 8 = 80% |
| | Adopted as “resource” material.. Notes: Excellent for remediation.. Key Features: | | | | | |

**Language Arts Part I: Literature
Grades 6-8**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN | R= Resource *Correlation | |
|---|---|----------------------------|------------------|----------------------|-------------------|-----------------------------------|--|
| Great Source Education Group (Interim I- 2006) | Vocabulary for Achievement, Gr. 6 Student Book (5-pack) | Margaret Ann Richek | 2005 | 6 (1-12) | 066952042x | R 78% Standard 1 | |
| | Adopted as "resource" material.. Key Features: | | | | | | |
| Great Source Education Group (Interim I- 2006) | Vocabulary for Achievement, Gr. 7 Student Book (5-pack) | Margaret Ann Richek | 2005 | 7 (1-12) | 0669520446 | R 67% Standard 1 | |
| | Adopted as "resource" material.. Key Features: | | | | | | |
| Great Source Education Group (Interim I- 2006) | Vocabulary for Achievement, Gr. 8 Student Book (5-pack) | Margaret Ann Richek | 2005 | 8 (1-12) | 0669520454 | R 79% Standard 1 | |
| | Adopted as "resource" material.. Has vocabulary cards for Key Features: | | | | | | |
| Holt, Rinehart and Winston/Harcourt (Interim I- 2006) | Elements of Literature, Introductory Course, Student Edition with Live Ink® Online Reading Help | Beers | 2007 | 6 (6 – 12) | 0030925924 | 88% | |
| | Premier Online Edition, Introductory Course | | | | | 0030789567 | |
| | Elements of Literature © ©2007 with Live Ink® Online Reading Help Plus Elements of Language ©2007 Bundle, Introductory Course | | | | | 0030936756 | |
| | Elements of Literature © ©2007 with Live Ink® Online Reading Help Plus Holt Handbook ©2003 Bundle, Introductory Course | | | | | 0030936829 | |
| | Annotated Teacher's Edition, Introductory Course | | | | | 0030424224 | |
| | Resources for Teaching Advanced Students, Introductory Course | | | | | 0030434327 | |
| | Fine Art Transparencies, Introductory Course | | | | | 0030789842 | |
| | Holt Assessment, Literature, Reading and Vocabulary, Introductory Course | | | | | 0030789923 | |
| | Holt Assessment, Writing, Listening, and Speaking, Introductory Course | | | | | 0030790018 | |
| | The Holt Reader, Introductory Course | | | | | 0030790182 | |
| | The Holt Reader Teacher's Manual, Introductory Course | | | | | 0030790271 | |
| | Holt Adapted Reader, Introductory Course | | | | | 0030798019 | |
| | Holt Adapted Reader Answer Key, Introductory Through Second Courses | | | | | 0030359090 | |
| | Holt Reading Solutions, Introductory Course | | | | | 0030790360 | |
| | One-Stop Planner® with Test Generator and State-Specific Resources CD-ROM for Macintosh® and Windows®, Introductory Course | | | | | 0030790468 | |
| | Visual Connections Video Program on DVD, Introductory Course | | | | | 0030923549 | |
| | Vocabulary Development, Introductory Course | | | | | 0030790638 | |
| | PowerNotes® Lesson Presentations with Video CD-ROM, Introductory Course | | | | | 003042433x | |
| | Audio CD Library, Introductory Course | | | | | 0030789672 | |
| | Audio CD Library Selections and Summaries in Spanish, Introductory Course | | | | | 0030789761 | |
| | Daily Language Activities, Introductory Course | | | | | 0030738717 | |
| Family Involvement Activities in English and Spanish, Introductory Course | | | | | 0030738520 | | |
| Language Handbook Worksheets Answer Key, Introductory Course | | | | | 0030739276 | | |
| Language Handbook Worksheets, Introductory Course | | | | | 0030739179 | | |
| Supporting Instruction in Spanish, Introductory Course | | | | | 0030790549 | | |
| Workshop Resources, Writing, Listening & Speaking, Introductory Course | | | | | 0030790727 | | |
| Spelling, Introductory Course | | | | | 0030739470 | | |

**Language Arts Part I: Literature
Grades 6-8**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN | R= Resource *Correlation |
|--|--|---------------|------------------|-----------------------|-------------------|---------------------------------|
| Holt, Rinehart and Winston/ Harcourt (Interim I- 2006) | Elements of Literature, Introductory Course, (Continued) | | 2007 | 6 | | |
| | Spelling Teacher's Guide, Introductory Course | | | | 0030739519 | |
| | Holt Multicultural Reader, Introductory Course | | | | 003078591x | |
| | Holt Multicultural Reader Teacher's Guide, Introductory Course | | | | 0030785979 | |
| | Holt Leveled Library 6A with Teacher's Guide, Introductory Course | | | | 0030433177 | |
| | Holt Leveled Library 6B with Teacher's Guide, Introductory Course | | | | 0030433185 | |
| | Holt Leveled Library 6C with Teacher's Guide, Introductory Course | | | | 0030433193 | |
| | Holt Leveled Library 6D with Teacher's Guide, Introductory Course | | | | 0030433223 | |
| | Holt Leveled Library 6A-6D with Teacher's Guide, Introductory Course | | | | 0030433371 | |
| Holt Leveled Library 6A-6D with Teacher's Guide, Six Pack. Introductory Course | | 0030433398 | | | | |
| Holt, Rinehart and Winston/ Harcourt (Interim I- 2006) | Elements of Literature, First Course, Student Edition with Live Ink® Online Reading Help | | 2007 | 7 (6 – 12) | 0030925940 | 92% |
| | Premier Online Edition, First Course | | | | 0030789575 | |
| | Elements of Literature ® ©2007 with Live Ink® Online Reading Help Plus Elements of Language ©2007 Bundle, First Course | | | | 0030936764 | |
| | Elements of Literature ® ©2007 with Live Ink® Online Reading Help Plus Holt Handbook ©2003 Bundle, First Course | | | | 0030936837 | |
| | Annotated Teacher's Edition, First Course | | | | 0030424232 | |
| | Resources for Teaching Advanced Students, First Course | | | | 0030434335 | |
| | Fine Art Transparencies, First Course | | | | 0030789869 | |
| | Holt Assessment, Literature, Reading and Vocabulary, First Course | | | | 0030789931 | |
| | Holt Assessment, Writing, Listening, and Speaking, First Course | | | | 0030790026 | |
| | The Holt Reader, First Course | | | | 0030790190 | |
| | The Holt Reader Teacher's Manual, First Course | | | | 003079028x | |
| | Holt Adapted Reader, First Course | | | | 0030798027 | |
| | Holt Adapted Reader Answer Key, Introductory Through Second Courses | | | | 0030359090 | |
| | Holt Reading Solutions, First Course | | | | 0030790379 | |
| | One-Stop Planner® with Test Generator and State-Specific Resources CD-ROM for Macintosh® and Windows®, First Course | | | | 0030790476 | |
| | Supporting Instruction in Spanish, First Course | | | | 0030790573 | |
| | Visual Connections Video Program on DVD, First Course | | | | 0030923557 | |
| | Vocabulary Development, First Course | | | | 0030790646 | |
| | PowerNotes® Lesson Presentations with Video CD-ROM, First Course | | | | 0030424348 | |
| | Audio CD Library, First Course | | | | 0030789680 | |
| | Audio CD Library Selections and Summaries in Spanish, First Course | | | | 003078977x | |
| | Workshop Resources, Writing, Listening & Speaking, First Course | | | | 0030790735 | |
| | Daily Language Activities, First Course | | | | 0030738725 | |
| | Family Involvement Activities in English and Spanish, First Course | | | | 0030738539 | |
| | Language Handbook Worksheets, First Course | | | | 0030739187 | |
| | Language Handbook Worksheets Answer Key, First Course | | | | 0030739284 | |
| | Spelling, First Course | | | | 0030739489 | |
| | Spelling Teacher's Guide, First Course | | | | 0030739527 | |
| | Holt Multicultural Reader, First Course | | | | 0030785928 | |
| | Holt Multicultural Reader Teacher's Guide, First Course | | | | 0030785987 | |
| Holt Leveled Library 7A with Teacher's Guide, First Course | | 0030433681 | | | | |

**Language Arts Part I: Literature
Grades 6-8**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN | R= Resource *Correlation |
|---|--|------------------------|-------------|-----------------------|-------------------|--------------------------|
| Holt, Rinehart and Winston/Harcourt (Interim I- 2006) | Elements of Literature, First Course, (Continued) | | 2007 | 7 | | |
| | Holt Leveled Library 7B with Teacher's Guide, First Course | | | | 003043369x | |
| | Holt Leveled Library 7C with Teacher's Guide, First Course | | | | 003043372x | |
| | Holt Leveled Library 7D with Teacher's Guide, First Course | | | | 0030433738 | |
| | Holt Leveled Library 7A-D with Teacher's Guide, First Course | | | | 0030433894 | |
| | Holt Leveled Library 7A-D with Teacher's Guide, Six Pack, First Course | | | | 0030433932 | |
| Holt, Rinehart and Winston/Harcourt (Interim I- 2006) | Elements of Literature, Second Course Elements of Literature® Student Edition with Live Ink® Online Reading Help, | Beers /Live Ink | 2007 | 8 (6 – 12) | 0030926009 | 88% |
| | Premier Online Edition, Second Course | | | | 0030789583 | |
| | Elements of Literature ® ©2007 with Live Ink® Online Reading Help Plus Elements of Language ©2007 Bundle, Second Course | | | | 0030936772 | |
| | Elements of Literature ® ©2007 with Live Ink® Online Reading Help Plus Holt Handbook ©2003 Bundle, Second Course | | | | 0030936845 | |
| | Annotated Teacher's Edition, Second Course | | | | 0030424240 | |
| | Resources for Teaching Advanced Students, Second Course | | | | 0030434432 | |
| | Fine Art Transparencies, Second Course | | | | 0030789877 | |
| | Holt Assessment, Literature, Reading and Vocabulary, Second Course | | | | 003078994x | |
| | Holt Assessment, Writing, Listening, and Speaking, Second Course | | | | 0030790034 | |
| | The Holt Reader, Second Course | | | | 0030790212 | |
| | The Holt Reader Teacher's Manual, Second Course | | | | 0030790298 | |
| | Holt Adapted Reader, Second Course | | | | 0030798035 | |
| | Holt Adapted Reader Answer Key, Introductory Through Second Courses | | | | 0030359090 | |
| | Holt Reading Solutions, Second Course | | | | 0030790387 | |
| | One-Stop Planner® with Test Generator and State-Specific Resources CD-ROM for Macintosh® and Windows®, Second Course | | | | 0030790484 | |
| | Supporting Instruction in Spanish, Second Course | | | | 0030790573 | |
| | Visual Connections Video Program on DVD, Second Course | | | | 0030923565 | |
| | Vocabulary Development, Second Course | | | | 0030790662 | |
| | PowerNotes® Lesson Presentations with Video CD-ROM, Second Course | | | | 0030424372 | |
| | Audio CD Library, Second Course | | | | 0030789699 | |
| | Audio CD Library Selections and Summaries in Spanish, Second Course | | | | 0030789788 | |
| | Workshop Resources, Writing, Listening & Speaking, Second Course | | | | 0030790743 | |
| | Daily Language Activities, Second Course | | | | 0030738733 | |
| | Family Involvement Activities in English and Spanish, Second Course | | | | 0030738547 | |
| | Language Handbook Worksheets, Second Course | | | | 0030739195 | |
| | Language Handbook Worksheets Answer Key, Second Course | | | | 0030739292 | |
| | Spelling, Second Course | | | | 0030739497 | |
| | Spelling Teacher's Guide, Second Course | | | | 0030739535 | |
| | Holt Multicultural Reader, Second Course | | | | 0030785936 | |
| | Holt Multicultural Reader Teacher's Guide, Second Course | | | | 0030785995 | |
| | Holt Leveled Library 8A with Teacher's Guide, Second Course | | | | 003043422x | |
| | Holt Leveled Library 8B with Teacher's Guide, Second Course | | | | 0030434238 | |
| | Holt Leveled Library 8C with Teacher's Guide, Second Course | | | | 0030434246 | |
| Holt Leveled Library 8D with Teacher's Guide, Second Course | | 0030434270 | | | | |
| Holt Leveled Library 8A-D with Teacher's Guide, Second Course | | 0030434424 | | | | |
| Holt Leveled Library 8A-D with Teacher's Guide, Six Pack, Second Course | | 0030434440 | | | | |

**Language Arts Part I: Literature
Grades 6-8**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN | R= Resource *Correlation |
|--|--|--------------------------------|------------------|---------------------------|-------------------|--|
| SRA / McGraw- Hill (Interim I- 2006) | RAVENSCOURT BOOKS The Unexpected | WATKINS | 2004 | 6-8 (6 - 12) | 0076015785 | Grade 6 = 88% Grade 7 = 83% Grade 8 = 90% |
| | Chapter Books (Set of 8 titles) | | | | 0076016625 | |
| | Teacher's Guide | | | | 0076016056 | |
| | Fluency Audiocassettes | | | | 0076016323 | |
| | Fluency Audio CD's | | | | 0076016595 | |
| | Tracking & Evaluation Software Single Instructor version | | | | 0076024407 | |
| | Tracking & Evaluation Software Local Area Network (LAN) version | | | | | |
| SRA / McGraw- Hill (Interim I- 2006) | RAVENSCOURT BOOKS Overcoming Adversity | WATKINS | 2004 | 6-8 (6 - 12) | 0076015874 | Grade 6 = 92% Grade 7 = 85% Grade 8 = 84% |
| | Chapter Books (Set of 8 titles) | | | | 0076016633 | |
| | Teacher's Guide | | | | 0076016145 | |
| | Fluency Audiocassettes | | | | 0076016412 | |
| | Fluency Audio CD's | | | | 0076016609 | |
| | Tracking & Evaluation Software Single Instructor version | | | | 0076024415 | |
| | Tracking & Evaluation Software Local Area Network (LAN) version | | | | | |
| SRA / McGraw- Hill (Interim I- 2006) | RAVENSCOURT BOOKS Reaching Goals | WATKINS | 2004 | 6-8 (6 - 12) | 0076015963 | Grade 6 = 92% Grade 7 = 85% Grade 8 = 92% |
| | Chapter Books (Set of 8 titles) | | | | 0076016641 | |
| | Teacher's Guide | | | | 0076016234 | |
| | Fluency Audiocassettes | | | | 0076016501 | |
| | Fluency Audio CD's | | | | 0076016617 | |
| | Tracking & Evaluation Software Single Instructor version | | | | 0076024423 | |
| | Tracking & Evaluation Software Local Area Network (LAN) version | | | | | |
| Steck Vaughn/ Harcourt Achieve (Interim I- 2006) | Vocabulary Advantage for Life Science and Biology | Vivian Bernstein, et al | 2007 | 6 - 8 (6 - 12) | 1419018868 | R See note |
| | Adopted as "resource" material.. Correlates 100% to vocabulary standards. Key Features: | | | | | |
| Steck Vaughn/ Harcourt Achieve (Interim I- 2006) | Vocabulary Advanta ge for Earth and Physical Science | Vivian Bernstein, et al | 2007 | 6 - 8 (6 - 12) | 1419018876 | R See note |
| | Adopted as "resource" material.. Correlates 100% to vocabulary standards. Key Features: | | | | | |
| Steck Vaughn/ Harcourt Achieve (Interim I- 2006) | Vocabulary Advantage for American History | Vivian Bernstein, et al | 2007 | 6 - 8 (6 - 12) | 1419019163 | R See note |
| | Adopted as "resource" material.. Correlates 100% to vocabulary standards. Key Features: | | | | | |

**Language Arts Part I: Literature
Grades 6-8**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN | R= Resource *Correlation |
|--|--|--------------------------------|-------------|---------------------------|-------------------|--------------------------|
| Steck Vaughn/ Harcourt Achieve (Interim I- 2006) | Vocabulary Advantage for World History | Vivian Bernstein, et al | 2007 | 6 - 8 (6 – 12) | 1419019171 | R See note |
| | Adopted as “resource” material.. Correlates 100% to vocabulary standards. Key Features: | | | | | |

**Language Arts Part I: Literature
Grades 9-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN | R= Resource *Correlation | |
|--|--|---------------------------------------|------------------|----------------------|-------------------|---------------------------------|------------|
| Achievement Technologies, Inc. (Interim I- 2006) | SkillsTutor – Reading (web based material) | Achievement Technologies, Inc. | 2001 | 9 | N/A | R | |
| | Adopted as “resource” material.. Key Features: | | | | | | |
| Achievement Technologies, Inc. (Interim I- 2006) | SkillsTutor – Reading (web based material) | Achievement Technologies, Inc. | 2001 | 10 | N/A | R | |
| | Adopted as “resource” material.. Key Features: | | | | | | |
| Achievement Technologies, Inc. (Interim I- 2006) | SkillsTutor – Reading (web based material) | Achievement Technologies, Inc. | 2001 | 11 | N/A | R | |
| | Adopted as “resource” material.. Key Features: | | | | | | |
| Achievement Technologies, Inc. (Interim I- 2006) | SkillsTutor – Language Arts (web based material) | Achievement Technologies, Inc. | 2001 | 12 | N/A | R | |
| | Adopted as “resource” material.. Key Features: | | | | | | |
| Glencoe/ McGraw Hill (Interim I- 2006) | Glencoe Literature: The Reader's Choice Course 4 | Wilhelm, et al | 2007 | 9 (6 – 12) | 0078454794 | 100% | |
| | Key Features | | | | | | |
| | Teacher Wraparound Edition | | | | | | 0078454905 |
| | Teacher Classroom Resources | | | | | | 0078755727 |
| | TCR Components Include: Fast File Booklets; Grammar & Language Workbook TAE; Grammar & Composition Handbook TG; Middle School, Career, College, Citizenship: Reading in the Real World; Real Success with Research & Reports; Spelling Power Workbook TAE; Selection Quick Checks; Active Learning & Notetaking Guide TAE/ELL; Selection & Unit Quick Checks; Writing Constructed Responses Sourcebook; Leveled Vocabulary Practice-ELL; Active Learning and Notetaking Guide Enriched TAE ; Active Learning and Notetaking Guide, TAE; Vocabulary Practice Masters; Middle School, Rubrics for Assessing Student Writing, Listening, and Speaking; Standardized Test Prep & Practice TAE; Active Learning and Notetaking Guide TAE - Adapted; Assessment by Learning Objectives | | | | | | |
| | Available Additional Resources Include: Fluency Practice & Assessment Masters; Standardized Test Prep & Practice Wkbk; inTIIME Magazine (Spanish or English, TG also available); Leveled Vocabulary Practice Masters (Adapted or Enriched); Revising with Style; Sentence Diagramming; Active Learning Notetaking Guide (Adapted or Enriched); Listening Library (Spanish Or English); Grammar and Language | | | | | | |
| | Available Technology Resources Include: StudentWorks™ Plus CD-Rom; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Glencoe Booklink CD-ROM; Literature Launchers DVD; Presentation Plus CD-ROM | | | | | | |

**Language Arts Part I: Literature
Grades 9-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN | R= Resource *Correlation | |
|--|--|-----------------------|------------------|-----------------------|-------------------|---------------------------------|------------|
| Glencoe/ McGraw Hill (Interim I- 2006) | Glencoe Literature: The Reader's Choice Course 5 | Wilhelm, et al | 2007 | 10 (6 – 12) | 0078454808 | 97% | |
| | Key Features: | | | | | | |
| | Teacher Wraparound Edition | | | | | | 0078454913 |
| | Teacher Classroom Resources | | | | | | 0078755735 |
| | TCR Components Include: Fast File Booklets; Grammar & Language Workbook TAE; Grammar & Composition Handbook TG; Middle School, Career, College, Citizenship: Reading in the Real World; Real Success with Research & Reports; Spelling Power Workbook TAE; Selection Quick Checks; Active Learning & Notetaking Guide TAE/ELL; Selection & Unit Quick Checks; Writing Constructed Responses Sourcebook; Leveled Vocabulary Practice-ELL; Active Learning and Notetaking Guide Enriched TAE ; Active Learning and Notetaking Guide, TAE; Vocabulary Practice Masters; Middle School, Rubrics for Assessing Student Writing, Listening, and Speaking; Standardized Test Prep & Practice TAE; Active Learning and Notetaking Guide TAE - Adapted; Assessment by Learning Objectives | | | | | | |
| | Available Additional Resources Include: Fluency Practice & Assessment Masters; Standardized Test Prep & Practice Wkbk; inTIIME Magazine (Spanish or English, TG also available); Leveled Vocabulary Practice Masters (Adapted or Enriched); Revising with Style; Sentence Diagramming; Active Learning Notetaking Guide (Adapted or Enriched); Listening Library (Spanish Or English); Grammar and Language | | | | | | |
| | Available Technology Resources Include: StudentWorks™ Plus CD-Rom; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Glencoe Booklink CD-ROM; Literature Launchers DVD; Presentation Plus CD-ROM | | | | | | |
| Glencoe/ McGraw Hill (Interim I- 2006) | Glencoe Literature: The Reader's Choice, American Literature | Wilhelm, et al | 2007 | 11 (6 – 12) | 0078454816 | 100% | |
| | Key Features: | | | | | | |
| | Teacher Wraparound Edition | | | | | | 0078454921 |
| | Teacher Classroom Resources | | | | | | 0078755743 |
| | TCR Components Include: Fast File Booklets; Grammar & Language Workbook TAE; Grammar & Composition Handbook TG; Middle School, Career, College, Citizenship: Reading in the Real World; Real Success with Research & Reports; Spelling Power Workbook TAE; Selection Quick Checks; Active Learning & Notetaking Guide TAE/ELL; Selection & Unit Quick Checks; Writing Constructed Responses Sourcebook; Leveled Vocabulary Practice-ELL; Active Learning and Notetaking Guide Enriched TAE ; Active Learning and Notetaking Guide, TAE; Vocabulary Practice Masters; Middle School, Rubrics for Assessing Student Writing, Listening, and Speaking; Standardized Test Prep & Practice TAE; Active Learning and Notetaking Guide TAE - Adapted; Assessment by Learning Objectives | | | | | | |
| | Available Additional Resources Include: Fluency Practice & Assessment Masters; Standardized Test Prep & Practice Wkbk; inTIIME Magazine (Spanish or English, TG also available); Leveled Vocabulary Practice Masters (Adapted or Enriched); Revising with Style; Sentence Diagramming; Active Learning Notetaking Guide (Adapted or Enriched); Listening Library (Spanish Or English); Grammar and Language | | | | | | |
| | Available Technology Resources Include: StudentWorks™ Plus CD-Rom; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Glencoe Booklink CD-ROM; Literature Launchers DVD; Presentation Plus CD-ROM | | | | | | |
| Glencoe/ McGraw Hill (Interim I- 2006) | Glencoe Literature: The Reader's Choice, British Literature | Wilhelm, et al | 2007 | 12 (6 – 12) | 0078454824 | 100% | |
| | Key Features: | | | | | | |
| | Teacher Wraparound Edition | | | | | | 0078456061 |
| | Teacher Classroom Resources | | | | | | 0078755751 |
| | Available Additional Resources Include: Fluency Practice & Assessment Masters; Standardized Test Prep & Practice Wkbk; inTIIME Magazine (Spanish or English, TG also available); Leveled Vocabulary Practice Masters (Adapted or Enriched); Revising with Style; Sentence Diagramming; Active Learning Notetaking Guide (Adapted or Enriched); Listening Library (Spanish Or English); Grammar and Language; | | | | | | |
| | Available Technology Resources Include: StudentWorks™ Plus CD-Rom; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Glencoe Booklink CD-ROM; Literature Launchers DVD; Presentation Plus CD-ROM | | | | | | |

**Language Arts Part I: Literature
Grades 9-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN | R= Resource *Correlation |
|--|--|----------------|------------------|------------------------|-------------------|--|
| Glencoe/ McGraw Hill (Interim I- 2006) | Glencoe Vocabulary Builder, Course 1, Student Edition | Glencoe | 2005 | 9-12 (6-12) | 0078616603 | R Grade9 = 18% Grade 10 = 19% Grade 11 = 21% Grade 12 = 21% |
| | Adopted as “resource” material.. | | | | | |
| | Key Features: Teacher Annotated Edition | | | | | |
| Glencoe/ McGraw Hill (Interim I- 2006) | Glencoe Vocabulary Builder, Course 2, Student Edition | Glencoe | 2005 | 9-12 (6-12) | 007861662X | R Grade9 = 18% Grade 10 = 19% Grade 11 = 21% Grade 12 = 21% |
| | Adopted as “resource” material.. | | | | | |
| | Key Features: Teacher Annotated Edition | | | | | |
| Glencoe/ McGraw Hill (Interim I- 2006) | Glencoe Vocabulary Builder, Course 3, Student Edition | Glencoe | 2005 | 9-12 (6-12) | 0078616646 | R Grade9 = 18% Grade 10 = 19% Grade 11 = 21% Grade 12 = 21% |
| | Adopted as “resource” material.. | | | | | |
| | Key Features: Teacher Annotated Edition | | | | | |
| Glencoe/ McGraw Hill (Interim I- 2006) | Glencoe Vocabulary Builder, Course 4, Student Edition | Glencoe | 2005 | 9-12 (6-12) | 0078616662 | R Grade9 = 18% Grade 10 = 19% Grade 11 = 21% Grade 12 = 21% |
| | Adopted as “resource” material.. | | | | | |
| | Key Features: Teacher Annotated Edition | | | | | |
| Glencoe/ McGraw Hill (Interim I- 2006) | Glencoe Vocabulary Builder, Course 5, Student Edition | Glencoe | 2005 | 9-12 (6-12) | 0078616689 | R Grade9 = 18% Grade 10 = 19% Grade 11 = 21% Grade 12 = 21% |
| | Adopted as “resource” material.. | | | | | |
| | Key Features: Teacher Annotated Edition | | | | | |
| Glencoe/ McGraw Hill (Interim I- 2006) | Glencoe Vocabulary Builder, Course 6, Student Edition | Glencoe | 2005 | 9-12 (6-12) | 0078616700 | R Grade9 = 18% Grade 10 = 19% Grade 11 = 21% Grade 12 = 21% |
| | Adopted as “resource” material.. | | | | | |
| | Key Features: Teacher Annotated Edition | | | | | |
| Glencoe/ McGraw Hill (Interim I- 2006) | Glencoe Vocabulary Builder, Course 7, Student Edition | Glencoe | 2005 | 9-12 (6-12) | 0078616727 | R Grade9 = 18% Grade 10 = 19% Grade 11 = 21% |
| | Adopted as “resource” material.. | | | | | |
| Key Features: | | | | | | |

**Language Arts Part I: Literature
Grades 9-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN | R= Resource *Correlation |
|--|--|-------------------------|------------------|----------------------------|-------------------|--|
| | Teacher Annotated Edition | | | | 0078616735 | Grade 12 = 21% |
| Glencoe/ McGraw Hill (Interim I- 2006) | Literature: Reading Fiction, Poetry, and Drama | DiYanni | 2007 | 12 | 0073278963 | 71.4% |
| | Notes: Recommended for honors class. | | | | | |
| Glencoe/ McGraw Hill (Interim I- 2006) | Tradition in American Literature | Perkins, Perkins | 2007 | 11-12 | 0073281220 | 21.4% |
| | Notes: High level, recommended for honors class. | | | | | |
| Great Source Education Group (Interim I- 2006) | Reading Advantage, Level A | Robb, et al. | 2005 | 9 - 12 (6 – 12) | 0669531839 | R Grade9 = 31% Grade 10 = 31% Grade 11 = 28.5% Grade 12 = 28.5% |
| | Adopted as “resource” material.. Note: Remedial materials. Student journal format is too simplistic for high school level. Key Features: | | | | | |
| Great Source Education Group (Interim I- 2006) | Reading Advantage, Level B | Robb, et al. | 2005 | 9 - 12 (6 – 12) | 0669531847 | R Grade9 = 82% Grade 10 = 75% Grade 11 = 50% Grade 12 = 50% |
| | Adopted as “resource” material.. Note: Remedial materials. Student journal format is too simplistic for high school level. Key Features: | | | | | |
| Great Source Education Group (Interim I- 2006) | Reading Advantage, Level C | Robb, et al. | 2005 | 9 - 12 (6 – 12) | 0669531855 | R Grade9 = 58.8% Grade 10 = 58.8% Grade 11 = 28.5% Grade 12 = 28.5% |
| | Adopted as “resource” material.. Note: Remedial materials. Student journal format is too simplistic for high school level. Key Features: | | | | | |
| Great Source Education Group (Interim I- 2006) | Reading Advantage, Level D | Robb, et al. | 2005 | 9 - 12 (6 – 12) | 0669531863 | R Grade9 = 53% Grade 10 = 56% Grade 11 = 28.5% Grade 12 = 28.5% |
| | Adopted as “resource” material.. Note: Remedial materials. Student journal format is too simplistic for high school level. Key Features: | | | | | |
| Great Source Education Group (Interim I- 2006) | Reading Advantage, Level E | Robb, et al. | 2006 | 9 - 12 (6 – 12) | 0669506389 | R Grade9 = 69% Grade 10 = 69% Grade 11 = 50% Grade 12 = 50% |
| | Adopted as “resource” material.. Note: Remedial materials. Student journal format is too simplistic for high school level. Key Features: | | | | | |

**Language Arts Part I: Literature
Grades 9-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN | R= Resource *Correlation |
|--|--|----------------------------|------------------|-----------------------|-------------------|---------------------------------|
| Great Source Education Group (Interim I- 2006) | Vocabulary for Achievement, Gr. 9 Student Book (5-pack) | Margaret Ann Richek | 2005 | 9 (3 – 12) | 0669520462 | R 11.7% |
| | Adopted as “resource” material.. Correlates 100% to Vocabulary goal 1.8. Key Features: | | | | | |
| Great Source Education Group (Interim I- 2006) | Vocabulary for Achievement, Gr. 10 Student Book (5-pack) | Margaret Ann Richek | 2005 | 10 (3 – 12) | 0669520470 | R 12.5% |
| | Adopted as “resource” material.. Correlates 100% to Vocabulary goal 1.8. Key Features: | | | | | |
| Great Source Education Group (Interim I- 2006) | Vocabulary for Achievement, Gr. 11 Student Book 5-pack | Margaret Ann Richek | 2005 | 11 (3 – 12) | 0669520489 | R 14% |
| | Adopted as “resource” material.. Correlates 100% to Vocabulary goal 1.8. Key Features: | | | | | |
| Great Source Education Group (Interim I- 2006) | Vocabulary for Achievement, Gr. 12 Student Book 5-pack | Margaret Ann Richek | 2005 | 12 (3 – 12) | 0669520497 | R 14% |
| | Adopted as “resource” material.. Correlates 100% to Vocabulary goal 1.8. Key Features: | | | | | |
| Holt, Rinehart and Winston/ Harcourt (Interim I- 2006) | Elements of Literature, Third Course, Student Edition with Live Ink® Online Reading Help | Beers | 2007 | 9 (6 – 12) | 0030926017 | 100% |
| | Key Features: | | | | | |
| | Premier Online Edition, Third Course | | | | | 0030778190 |
| | Elements of Literature © ©2007 with Live Ink® Online Reading Help Plus Elements of Language ©2007 Bundle, Third Course | | | | | 0030936780 |
| | Elements of Literature © ©2007 with Live Ink® Online Reading Help Plus Holt Handbook ©2003 Bundle, Third Course | | | | | 0030936853 |
| | Annotated Teacher's Edition, Third Course | | | | | 0030424275 |
| | Resources for Teaching Advanced Students, Third Course | | | | | 0030434475 |
| | Fine Art Transparencies, Third Course | | | | | 0030789885 |
| | Holt Assessment, Literature, Reading and Vocabulary, Third Course | | | | | 0030789966 |
| | Holt Assessment, Writing, Listening, and Speaking, Third Course | | | | | 0030790042 |
| | The Holt Reader, Third Course | | | | | 0030790220 |
| | The Holt Reader Teacher's Manual, Third Course | | | | | 003079031x |
| | Holt Adapted Reader, Third Course | | | | | 0030798043 |
| | Holt Adapted Reader Answer Key, Third Through Sixth Courses | | | | | 0030359112 |
| | Holt Reading Solutions, Third Course | | | | | 0030790395 |
| | One-Stop Planner® with Test Generator and State-Specific Resources CD-ROM for Macintosh® and Windows®, Third Course | | | | | 0030790492 |
| | Supporting Instruction in Spanish, Third Course | | | | | 0030790581 |
| | Visual Connections Video Program on DVD, Third Course | | | | | 0030923573 |
| Vocabulary Development, Third Course | | | | | 0030790670 | |
| PowerNotes® Lesson Presentations with Video CD-ROM, Third Course | | | | | 0030424380 | |
| Audio CD Library, Third Course | | | | | 0030789710 | |

**Language Arts Part I: Literature
Grades 9-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN | R= Resource *Correlation |
|---|---|---------------|------------------|------------------------|-------------------|---------------------------------|
| | Audio CD Library Selections and Summaries in Spanish, Third Course | | | | 0030789796 | |
| | Workshop Resources, Writing, Listening & Speaking, Third Course | | | | 003079076x | |
| | Daily Language Activities, Third Course | | | | 0030738741 | |
| | Family Involvement Activities in English and Spanish, Third Course | | | | 0030738563 | |
| | Language Handbook Worksheets, Third Course | | | | 0030739217 | |
| | Language Handbook Worksheets Answer Key, Third Course | | | | 0030739314 | |
| Holt, Rinehart and Winston/Harcourt (Interim I- 2006) | Elements of Literature, Third Course, (Continued) | | 2007 | 9 | | |
| | Holt Multicultural Reader, Third Course | | | | 0030785944 | |
| | Holt Multicultural Reader Teacher's Guide, Third Course | | | | 0030786010 | |
| | Holt Leveled Library 9A with Teacher's Guide, Third Course | | | | 0030920817 | |
| | Holt Leveled Library 9B with Teacher's Guide, Third Course | | | | 0030920825 | |
| | Holt Leveled Library 9C with Teacher's Guide, Third Course | | | | 0030920833 | |
| | Holt Leveled Library 9D with Teacher's Guide, Third Course | | | | 0030920841 | |
| | Holt Leveled Library 9A-D with Teacher's Guide, Third Course | | | | 003092085x | |
| | Holt Leveled Library 9A-D with Teacher's Guide, Six Pack, Third Course | | | | 0030920868 | |
| Holt, Rinehart and Winston/Harcourt (Interim I- 2006) | Elements of Literature, Fourth Course, Student Edition with Live Ink® Online Reading Help | Beers | 2007 | 10 (6 – 12) | 0030926025 | 100% |
| | Key Features: | | | | | |
| | Premier Online Edition, Fourth Course | | | | 0030778298 | |
| | Elements of Literature © ©2007 with Live Ink® Online Reading Help Plus Elements of Language ©2007 Bundle, Fourth Course | | | | 0030936799 | |
| | Elements of Literature © ©2007 with Live Ink® Online Reading Help Plus Holt Handbook ©2003 Bundle, Fourth Course | | | | 0030936861 | |
| | Annotated Teacher's Edition, Fourth Course | | | | 0030424283 | |
| | Resources for Teaching Advanced Students, Fourth Course | | | | 0030434491 | |
| | Fine Art Transparencies, Fourth Course | | | | 0030789893 | |
| | Holt Assessment, Literature, Reading and Vocabulary, Fourth Course | | | | 0030789974 | |
| | Holt Assessment, Writing, Listening, and Speaking, Fourth Course | | | | 0030790069 | |
| | The Holt Reader, Fourth Course | | | | 0030790239 | |
| | The Holt Reader Teacher's Manual, Fourth Course | | | | 0030790328 | |
| | Holt Adapted Reader, Fourth Course | | | | 003079806x | |
| | Holt Adapted Reader Answer Key, Third Through Sixth Courses | | | | 0030359112 | |
| | Holt Reading Solutions, Fourth Course | | | | 0030790417 | |
| | One-Stop Planner® with Test Generator and State-Specific Resources CD-ROM for Macintosh® and Windows®, Fourth Course | | | | 0030790514 | |
| | Supporting Instruction in Spanish, Fourth Course | | | | 003079059x | |
| | Visual Connections Video Program on DVD, Fourth Course | | | | 0030923581 | |
| | Vocabulary Development, Fourth Course | | | | 0030790689 | |
| | PowerNotes® Lesson Presentations with Video CD-ROM, 4 th Course | | | | 0030424399 | |
| | Audio CD Library, Fourth Course | | | | 0030789729 | |
| | Audio CD Library Selections and Summaries in Spanish, 4th Course | | | | 0030789818 | |
| | Workshop Resources, Writing, Listening & Speaking, Fourth Course | | | | 0030790778 | |
| Daily Language Activities, Fourth Course | | | | 0030738768 | | |
| Family Involvement Activities in English and Spanish, Fourth Course | | | | 0030738571 | | |

**Language Arts Part I: Literature
Grades 9-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN | R= Resource *Correlation |
|---|--|---------------|------------------|------------------------|-------------------|---------------------------------|
| | Language Handbook Worksheets, Fourth Course | | | | 0030739233 | |
| | Language Handbook Worksheets Answer Key, Fourth Course | | | | 0030739322 | |
| | Holt Multicultural Reader, Fourth Course | | | | 0030785960 | |
| | Holt Multicultural Reader Teacher's Guide, Fourth Course | | | | 0030786029 | |
| | Holt Leveled Library 10A with Teacher's Guide, Fourth Course | | | | 0030921112 | |
| | Holt Leveled Library 10B with Teacher's Guide, Fourth Course | | | | 0030921120 | |
| Holt, Rinehart and Winston/Harcourt (Interim I- 2006) | Elements of Literature, Fourth Course, (Continued) | | 2007 | 10 | | |
| | Holt Leveled Library 10C with Teacher's Guide, Fourth Course | | | | 0030921139 | |
| | Holt Leveled Library 10D with Teacher's Guide, Fourth Course | | | | 0030921147 | |
| | Holt Leveled Library 10A-D with Teacher's Guide, Fourth Course | | | | 0030921155 | |
| | Holt Leveled Library 10A-D with Teacher's Guide, Six Pack, 4 th Course | | | | 0030921163 | |
| Holt, Rinehart and Winston/Harcourt (Interim I- 2006) | Elements of Literature, Fifth Course, Student Edition with Live Ink® Online Reading Help | Beers | 2007 | 11 (6 – 12) | 0030926033 | 100% |
| | Premier Online Edition, Fifth Course | | | | 0030789591 | |
| | Elements of Literature © ©2007 with Live Ink® Online Reading Help Plus Elements of Language ©2007 Bundle, Fifth Course | | | | 0030936802 | |
| | Elements of Literature © ©2007 with Live Ink® Online Reading Help Plus Holt Handbook ©2003 Bundle, Fifth Course | | | | 003093687x | |
| | Annotated Teacher's Edition, Fifth Course | | | | 0030424291 | |
| | Resources for Teaching Advanced Students, Fifth Course | | | | 0030434491 | |
| | Fine Art Transparencies, Fifth Course | | | | 0030789915 | |
| | Holt Assessment, Literature, Reading and Vocabulary, Fifth Course | | | | 0030789982 | |
| | Holt Assessment, Writing, Listening, and Speaking, Fifth Course | | | | 0030790077 | |
| | The Holt Reader, Fifth Course | | | | 0030790247 | |
| | The Holt Reader Teacher's Manual, Fifth Course | | | | 0030790336 | |
| | Holt Adapted Reader, Fifth Course | | | | 0030798078 | |
| | Holt Adapted Reader Answer Key, Third Through Sixth Courses | | | | 0030359112 | |
| | Holt Reading Solutions, Fifth Course | | | | 0030790425 | |
| | One-Stop Planner® with Test Generator and State-Specific Resources CD-ROM for Macintosh® and Windows®, Fifth Course | | | | 0030790522 | |
| | Supporting Instruction in Spanish, Fifth Course | | | | 0030790611 | |
| | Visual Connections Video Program on DVD, Fifth Course | | | | 003092359x | |
| | Vocabulary Development, Fifth Course | | | | 0030790697 | |
| | PowerNotes® Lesson Presentations with Video CD-ROM, 5th Course | | | | 0030424429 | |
| | Audio CD Library, Fifth Course | | | | 0030789737 | |
| | Audio CD Library Selections and Summaries in Spanish, Fifth Course | | | | 0030789826 | |
| | Workshop Resources, Writing, Listening & Speaking, Fifth Course | | | | 0030790786 | |
| | Daily Language Activities, Fifth Course | | | | 0030738784 | |
| | Family Involvement Activities in English and Spanish, Fifth Course | | | | 003073858x | |
| | Language Handbook Worksheets, Fifth Course | | | | 0030739241 | |
| | Language Handbook Worksheets Answer Key, Fifth Course | | | | 0030739330 | |
| Holt, Rinehart and Winston/Harcourt | Elements of Literature, Sixth Course, Student Edition with Live Ink® Online Reading Help | Beers | 2007 | 12 (6 – 12) | 0030926041 | 100% |
| | Premier Online Edition, Sixth Course | | | | 0030789613 | |
| | Elements of Literature © ©2007 with Live Ink® Online Reading Help Plus Elements of Language ©2007 Bundle, Sixth Course | | | | 0030936810 | |

**Language Arts Part I: Literature
Grades 9-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN | R= Resource *Correlation |
|---|---|--------------------------------|------------------|----------------------------|-------------------|--|
| (Interim I- 2006) | Elements of Literature © ©2007 with Live Ink® Online Reading Help Plus Holt Handbook ©2003 Bundle, Sixth Course | | | | 0030936888 | |
| | Annotated Teacher's Edition, Sixth Course | | | | 0030424321 | |
| | Resources for Teaching Advanced Students, Sixth Course | | | | 0030434521 | |
| | Fine Art Transparencies, Sixth Course | | | | 003079109x | |
| | Holt Assessment, Literature, Reading and Vocabulary, Sixth Course | | | | 0030789990 | |
| | Holt Assessment, Writing, Listening, and Speaking, Sixth Course | | | | 0030790085 | |
| | The Holt Reader, Sixth Course | | | | 0030790263 | |
| Holt, Rinehart and Winston/Harcourt (Interim I- 2006) | Elements of Literature, Sixth Course, (Continued) | | 2007 | 12 | | |
| | The Holt Reader Teacher's Manual, Sixth Course | | | | 0030790344 | |
| | Holt Adapted Reader, Sixth Course | | | | 0030798086 | |
| | Holt Adapted Reader Answer Key, Third Through Sixth Courses | | | | 0030359112 | |
| | Holt Reading Solutions, Sixth Course | | | | 0030790433 | |
| | One-Stop Planner® with Test Generator and State-Specific Resources CD-ROM for Macintosh® and Windows®, Sixth Course | | | | 0030790530 | |
| | Supporting Instruction in Spanish, Sixth Course | | | | 003079062x | |
| | Visual Connections Video Program on DVD, Sixth Course | | | | 0030923603 | |
| | Vocabulary Development, Sixth Course | | | | 0030790719 | |
| | PowerNotes® Lesson Presentations with Video CD-ROM, 6th Course | | | | 0030424437 | |
| | Audio CD Library, Sixth Course | | | | 0030789745 | |
| | Audio CD Library Selections and Summaries in Spanish, Sixth Course | | | | 0030789834 | |
| | Workshop Resources, Writing, Listening & Speaking, Sixth Course | | | | 0030790794 | |
| | Daily Language Activities, Sixth Course | | | | 0030738792 | |
| | Family Involvement Activities in English and Spanish, Sixth Course | | | | 0030738598 | |
| Language Handbook Worksheets, Sixth Course | | | | 0030739268 | | |
| Language Handbook Worksheets Answer Key, Sixth Course | | | | 0030739373 | | |
| Steck-Vaughn/Harcourt Achieve (Interim 1-2006) | Vocabulary Advantage for Life Science and Biology | Vivian Bernstein, et al | 2007 | 9 - 12 (6 – 12) | 1419018868 | R Grade9 = 40% Grade 10 = 37% Grade 11 = 33% Grade 12 = 36% |
| | Adopted as "resource" material.. Approved for use as science resource. Key Features | | | | | |
| Steck-Vaughn/Harcourt Achieve (Interim 1-2006) | Vocabulary Advantage for Earth and Physical Science | Vivian Bernstein, et al | 2007 | 9 - 12 (6 – 12) | 1419018876 | R Grade9 = 40% Grade 10 = 37% Grade 11 = 33% Grade 12 = 36% |
| | Adopted as "resource" material.. Approved for use as science resource. Key Features | | | | | |
| Steck-Vaughn/Harcourt Achieve (Interim 1-2006) | Vocabulary Advantage for American History | Vivian Bernstein, et al | 2007 | 9 - 12 (6 – 12) | 1419019163 | R Grade9 = 40% Grade 10 = 37% Grade 11 = 33% Grade 12 = 36% |
| | Adopted as "resource" material.. Key Features | | | | | |

**Language Arts Part I: Literature
Grades 9-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN | R= Resource *Correlation | |
|---|---|--------------------------------|------------------|----------------------------|-------------------|--|------------|
| Steck-Vaughn/ Harcourt Achieve (Interim 1-2006) | Vocabulary Advantage for World History | Vivian Bernstein, et al | 2007 | 9 - 12 (6 – 12) | 1419019171 | R Grade9 = 40% Grade 10 = 37% Grade 11 = 33% Grade 12 = 36% | |
| | Adopted as “resource” material.. Key Features | | | | | | |
| SRA / McGraw- Hill (Interim 1-2006) | RAVENSCOURT BOOKS : The Unexpected | WATKINS | 2004 | 9-12 (5-12) | 0076015785 | 43.7% | |
| | Note: Correlation is for grades 9-12. Key Features: | | | | | | |
| | Chapter Books (Set of 8 titles) | | | | | | 0076016625 |
| | Teacher’s Guide | | | | | | 0076016056 |
| | Fluency Audiocassettes | | | | | | 0076016323 |
| | Fluency Audio CD’s | | | | | | 0076016595 |
| | Tracking & Evaluation Software Single Instructor version | | | | | | 0076024407 |
| | Tracking & Evaluation Software Local Area Network (LAN) version | | | | | | |
| SRA / McGraw- Hill (Interim 1-2006) | RAVENSCOURT BOOKS: Overcoming Adversity | WATKINS | 2004 | 9-12 (5-12) | 0076015874 | 56.2% | |
| | Note: Correlation is for grades 9-12. Key Features: | | | | | | |
| | Chapter Books (Set of 8 titles) | | | | | | 0076016633 |
| | Teacher’s Guide | | | | | | 0076016145 |
| | Fluency Audiocassettes | | | | | | 0076016412 |
| | Fluency Audio CD’s | | | | | | 0076016609 |
| | Tracking & Evaluation Software Single Instructor version | | | | | | 0076024415 |
| | Tracking & Evaluation Software Local Area Network (LAN) version | | | | | | |
| SRA / McGraw- Hill (Interim 1-2006) | RAVENSCOURT BOOKS: Reaching Goals | WATKINS | 2004 | 9-12 (5-12) | 0076015963 | 56.2% | |
| | Note: Correlation is for grades 9-12. Key Features: | | | | | | |
| | Chapter Books (Set of 8 titles) | | | | | | 0076016641 |
| | Teacher’s Guide | | | | | | 0076016234 |
| | Fluency Audiocassettes | | | | | | 0076016501 |
| | Fluency Audio CD’s | | | | | | 0076016617 |
| | Tracking & Evaluation Software Single Instructor version | | | | | | 0076024423 |
| | Tracking & Evaluation Software Local Area Network (LAN) version | | | | | | |
| No F.W.O. with this program | | | | | | | |

**Language Arts Part I: Literature
Grades 9-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN | R= Resource *Correlation |
|---|--|---------------------|------------------|--------------------|-------------------|---------------------------------|
| Thomson Learning (Interim 1-2006) | Perrine's Literature: Structure, Sound and Sense | Arp/ Johnson | 2006 | 9-12 | 141300654X | 88% |
| | Note: Correlates 89% to language Arts Part I: Literature standards 89% Recommended for honors class. | | | | | |
| | Key Features | | | | | |
| | Web Site | | | | 1413006566 | |

**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE RECOMMENDATIONS**

Driver's Education

Interim 1

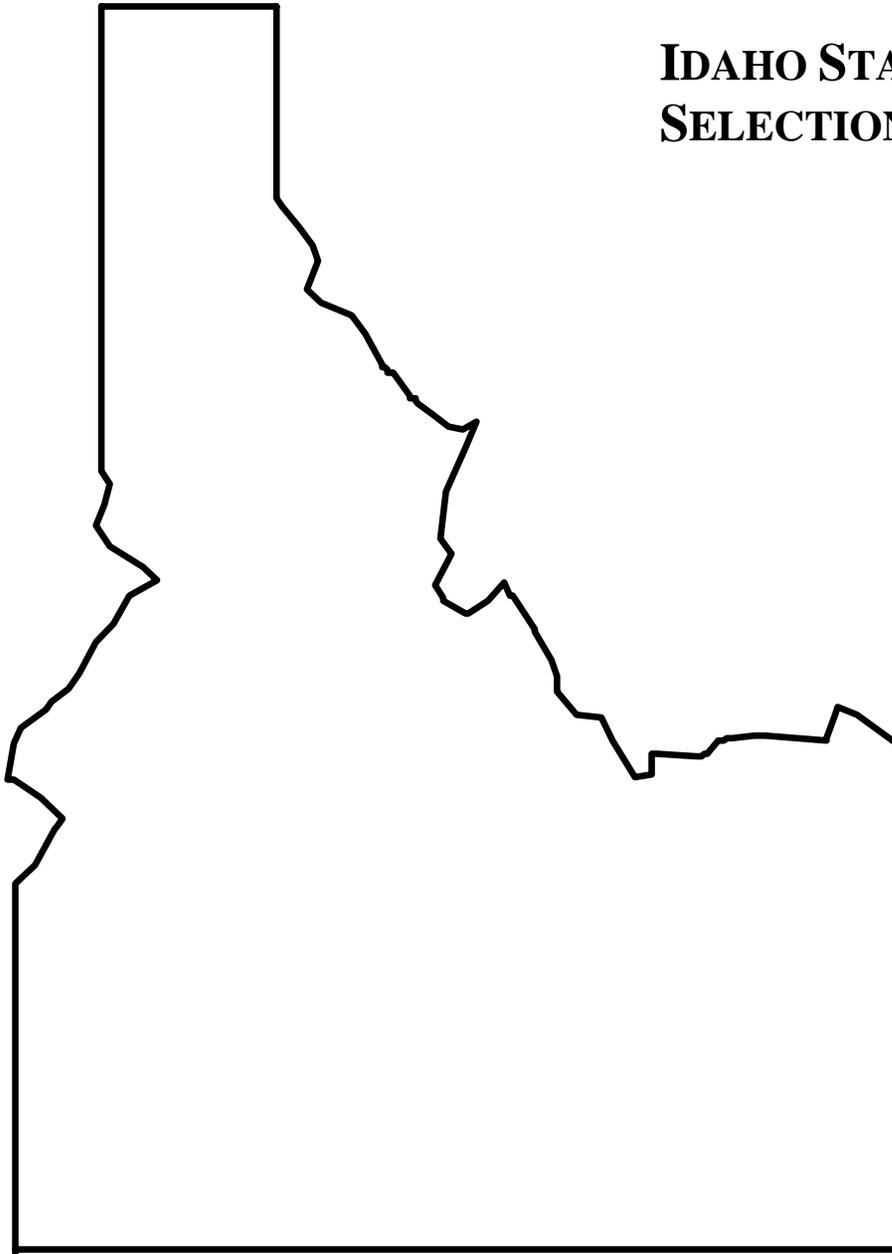
2006



**Driver's Education
Interim 1**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource Correlation |
|---|------------------------------|----------------------------------|------------------|--------------------|--------------------|--------------------------------|
| Thomson Learning (Interim 1-2006) | License to Drive | Alliance for Safe Driving | 2007 | 9-12 | 1401879764 | 93% |
| | Instructor's Manual | | | | 1418042250 | |
| | Electronic Classroom Manager | | | | 1401879772 | |

**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE RECOMMENDATIONS**



Science

Interim 2

2006

**Science – Interim 2
Grades K - 12**

Contract period: 9/1/06 – 8/31/2011

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation | |
|--|--|------------------------|------------------|--------------------|-------------------|-------------------------------------|------------|
| Glencoe / McGraw-Hill (Interim 2-2006) | Glencoe Biology | Lundgren, et al | 2007 | 9-12 | 0078695104 | 87.5% | |
| | Note: Correlation is to Biology content standards for grades 9-10. Key Features: | | | | | | |
| | Teacher Wraparound Edition | | | | | | 0078695112 |
| | Teacher Classroom Resources | | | | | | 0078741823 |
| | TCR Components Include: Probeware Lab Manual TE; Pre-AP Lab Manual TE; Forensics lab Manual TE; Open Inquiry in Biology; Guided Inquiry Lab Manual TE; Lab Manual TE; Reading Essentials TAE; Science Notebook TAE; Unit Resources; Lab Management & Safety in the Science Classroom; Dinah Zike's Teaching Science w/Foldables™ CD-ROM | | | | | | |
| | Available Additional Resources Include: Spanish SE; Reading Essentials (Spanish or English); Science Notebook; Laboratory Manual; Forensics Laboratory Manual; Guided Inquiry In Biology; Bellringer Transparencies | | | | | | |
| | Available Technology Resources Include: StudentWorks™ Plus CD ROM; TeacherWorks™ CD ROM; ExamView Testmaker CD ROM; Mindjogger Videoquizzes DVD; Interactive Chalkboard CD ROM; Virtual Labs CD ROM | | | | | | |
| Glencoe / McGraw-Hill (Interim 2-2006) | Physical Science with Earth Science | Glencoe | 2006 | 9-12 | 0078685540 | 100% Physical 100% Earth | |
| | Note: Questionable format, doesn't link well. Key Features: | | | | | | |
| | Teacher Wraparound Edition | | | | | | 0078685559 |
| | Teacher Classroom Resources | | | | | | 0078728916 |
| | TCR Components Include: Fast File Chapter Resource Books; Reading Essentials SE; Study Guide & Reinforcement SE; Mastering Standardized Tests TE; Performance Assessment in the Science Classroom; Content Outlines for Teaching; lab Manual TE; Science Notebook TE; Reading Essentials Answer Key; Reinforcement and Study Guide Answer Key; Probeware Lab Manual TE; Science Inquiry Lab Manual TE; Math Skill Activities TE; Reading and Writing Skill Activities TE; Critical Thinking/Problem Solving-Physical Science; Critical Thinking/Problem Solving- Earth Science; EII Strategies for Science; Lab Management and Safety in the Science Classroom; Reading & Writing in the Science Classroom | | | | | | |
| | Available Additional Resources Include: Spanish SE; Reading Essentials Spanish; Science Notebook; Laboratory Manual; Probeware Lab Manual; Science Inquiry Lab Manual; Math Skills Activities; Reading and Writing Skill Activities; Color Transparencies; Dinah Zike's Teaching Science/Math w/Foldables | | | | | | |
| | Available Technology Resources Include: StudentWorks™ Plus CD-Rom; TeacherWorks™ Plus CD-ROM; Interactive Chalkboard CD-Rom; ExamView® Pro Testmaker CD ROM; Mindjogger Videoquizzes DVD; Virtual Labs CD ROM; Super DVD; What's Science Got to do with It? DVD; Dinah Zike's Teaching Science with Foldables™ CD-ROM | | | | | | |
| Glencoe / McGraw-Hill (Interim 2-2006) | BSCS Biology | Greenberg | 2006 | 9-12 | 0078664276 | R 65% | |
| | Adopted as "resource" material.. Note: Correlation is to Biology content standards for grades 9-10. Recommended as text for pre-AP. Key Features: | | | | | | |
| | Annotated Teacher | | | | | | 0078664284 |
| | Teacher Classroom Resources | | | | | | 0078698642 |
| | TCR Components Include: Science Inquiry Lab Manual TE; Forensic Lab Manual TE; Probeware Lab Manual TE; Blackline Masters; Current Research & Inquiry Into Biology | | | | | | |
| | Available Additional Resources Include: Pre-AP Lab Manual; Science Inquiry Lab Manual; Forensic Lab manual; Probeware Lab Manual; Biolog Transparencies; Biochallenges and Enrichment; Practicing Scientific Methods: Labs and Analysis of Scientific Writing | | | | | | |
| | Available Technology Resources Include: StudentWorks™ Plus CD-ROM; TeacherWorks™ Plus CD-ROM; Interactive Chalkboard CD-Rom; ExamView® Pro Testmaker CD ROM; Virtual Labs CD ROM; What's Biology Got to do with It? DVD | | | | | | |

Contract period: 9/1/06 – 8/31/2011

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation |
|--|--|-----------|-----------|-------------|------------|-------------------------|
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, Life Science Student Edition with Live Ink® Online Reading Help | HRW | 2007 | 7 | 0030463882 | 100% |
| | Key Features: | | | | | |
| | Holt Science & Technology, Life Science, Spanish Student Edition | | | | | 0030461898 |
| | Student Edition CD-ROM, Life Science | | | | | 0030462193 |
| | Student Edition CD-ROM, Life Science (set of 25) | | | | | 003046174x |
| | Premier Online Edition, Life Science | | | | | 0030462479 |
| | Premier Online Edition with Student Edition CD-ROM | | | | | 0030463939 |
| | Teacher's Edition | | | | | 0030456223 |
| | One-Stop Planner® with Test Generator and State-Specific Resources, CD-ROM, Life Science | | | | | 0030463785 |
| | Chapter Resources, Life Science | | | | | 0030464226 |
| | Chapter Resources CD ROM, Life Science | | | | | 0030464277 |
| | Study Guide, Life Science | | | | | 0030455626 |
| | Reading Comprehension Guide, Life Science | | | | | 0030462371 |
| | Special Needs Workbook, Life Science | | | | | 0030461995 |
| | Lesson Plans, Life Science | | | | | 0030464080 |
| | Interactive Textbook, Life Science | | | | | 0030790824 |
| | Additional Transparencies, Life Science | | | | | 0030464374 |
| | Guided Reading Audio CD Program, Life Science | | | | | 0030464145 |
| | Study Guide, Spanish, Life Science | | | | | 0030459095 |
| | Assessments, Spanish, Life Science | | | | | 0030462142 |
| | Reading Comprehension Guide, Spanish, Life Science | | | | | 0030461944 |
| | Guided Reading Audio CD Program, Spanish, Life Science | | | | | 0030462096 |
| | Visual Concepts CD-ROM for Macintosh® and Windows®, Life Science | | | | | 0030369320 |
| | Brain Food Video Quizzes, Life Science | | | | | 0030360668 |
| | Brain Food Video Quizzes on DVD, Life Science | | | | | 0030374367 |
| | Lab Videos, Life Science | | | | | 0030358345 |
| | Lab Videos on DVD, Life Science | | | | | 003037376x |
| | Science Kit®, Consumable, Life Science | | | | | 0030692210 |
| | Science Kit®, Non-Consumable, Life Science | | | | | 0030692199 |
| | Holt Science Tutor CD-ROM, Life Science | | | | | 0030388023 |
| | Holt Science Tutor CD-ROM, Site License, Life Science | | | | | 0030401534 |
| | Holt Science Tutor CD-ROM, Network License, Life Science | | | | | 0030401585 |
| | Generic to Holt Science & Technology Life, Earth and Physical Science Professional Reference for Teachers | | | | | 0030798590 |
| Interactive Textbook Answer Key, Holt Science & Technology | | | | | 0030790921 | |
| Holt Science: Multilingual Glossary for Science, Holt Science & Technology | | | | | 0030790867 | |
| Transparencies CD-ROM, Holt Science & Technology | | | | | 0030454727 | |
| Virtual Investigations CD-ROM, Holt Science & Technology | | | | | 003079093x | |
| Virtual Investigations CD-ROM (Site License) , Holt Science & Technology | | | | | 0030935733 | |

**Science – Interim 2
Grades K - 12**

Contract period: 9/1/06 – 8/31/2011

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation | |
|---|---|------------------|------------------|--------------------|-------------------|------------------------------------|--|
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, Life Science (Continued) | | 2007 | 7 | | | |
| | Virtual Investigations CD-ROM (Network License) , Holt Science & Technology | | | | | 0030935741 | |
| | Lab Generator CD-ROM, Holt Science & Technology | | | | | 0030790913 | |
| | LabBank , Holt Science & Technology | | | | | 0030368847 | |
| | Program Teaching Resources , Holt Science & Technology | | | | | 0030368839 | |
| | Holt Anthology of Science Fiction | | | | | 0030529476 | |
| | Holt Science Posters | | | | | 0030544394 | |
| | Holt Science Skills Workshop Reading in the Content Area | | | | | 0030644240 | |
| | Holt Science Skills Workshop Reading in the Content Area, Teacher's Edition | | | | | 0030644232 | |
| | Forensic Kit, Consumable | | | | | 0030927242 | |
| Strategies for English Language Learners | | | | | 0030934540 | | |
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology ©2007, Earth Science | HRW | 2007 | 8 | 0030463890 | 88% | |
| | Note: labs are weak. Key Features: | | | | | | |
| | Holt Science & Technology, Earth Science, Spanish Student Edition | | | | | 0030461928 | |
| | Student Edition CD-ROM, Earth Science | | | | | 0030462223 | |
| | Student Edition CD-ROM, Earth Science | | | | | 0030461774 | |
| | Premier Online Edition, Earth Science | | | | | 0030462487 | |
| | Premier Online Edition with Student Edition CD-ROM, Earth Science | | | | | 0030463947 | |
| | Teacher's Edition, Earth Science | | | | | 0030457572 | |
| | One-Stop Planner® with Test Generator and State-Specific Resources, CD-ROM, Earth Science | | | | | 0030463793 | |
| | Chapter Resources, Earth Science | | | | | 0030464234 | |
| | Chapter Resources CD ROM, Earth Science | | | | | 0030464285 | |
| | Study Guide, Earth Science | | | | | 0030455723 | |
| | Reading Comprehension Guide, Earth Science | | | | | 003046238x | |
| | Special Needs Workbook, Earth Science | | | | | 0030462029 | |
| | Lesson Plans, Earth Science | | | | | 0030464099 | |
| | Interactive Textbook, Earth Science | | | | | 0030790832 | |
| | Additional Transparencies, Earth Science | | | | | 0030464382 | |
| | Guided Reading Audio CD Program, Earth Science | | | | | 003046417x | |
| | Study Guide, Spanish, Earth Science | | | | | 0030459192 | |
| | Assessments, Spanish, Earth Science | | | | | 0030462177 | |
| | Reading Comprehension Guide, Spanish, Earth Science | | | | | 0030461979 | |
| | Guided Reading Audio CD Program, Spanish, Earth Science | | | | | 0030462126 | |
| | Visual Concepts CD-ROM for Macintosh® and Windows®, Earth Science | | | | | 0030369339 | |
| | Brain Food Video Quizzes, Earth Science | | | | | 0030360676 | |
| | Brain Food Video Quizzes on DVD, Earth Science | | | | | 0030374375 | |
| Lab Videos, Earth Science | | | | | 003036051x | | |

Contract period: 9/1/06 – 8/31/2011

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation | |
|--|--|-----------|-------------|-------------|-------------------|----------------------------|------------|
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, ©2007, Earth Science (Continued) | | 2007 | 8 | | | |
| | Lab Videos on DVD, Earth Science | | | | 0030373778 | | |
| | HRW Earth Science Videotape | | | | 0030643171 | | |
| | Science Kit®, Consumable | | | | 0030692237 | | |
| | Science Kit®, Non-Consumable | | | | 0030692229 | | |
| | Holt Science Tutor CD-ROM, Earth Science | | | | 0030388031 | | |
| | Holt Science Tutor CD-ROM, Site License, Earth Science | | | | 0030401542 | | |
| | Holt Science Tutor CD-ROM, Network License, Earth Science | | | | 0030401593 | | |
| | Generic to Holt Science & Technology Life, Earth and Physical Science Professional Reference for Teachers | | | | 0030798590 | | |
| | Interactive Textbook Answer Key, Holt Science & Technology | | | | 0030790921 | | |
| | Holt Science: Multilingual Glossary for Science, Holt Science & Technology | | | | 0030790867 | | |
| | Transparencies CD-ROM, Holt Science & Technology | | | | 0030454727 | | |
| | Virtual Investigations CD-ROM, Holt Science & Technology | | | | 003079093x | | |
| | Virtual Investigations CD-ROM (Site License) , Holt Science & Technology | | | | 0030935733 | | |
| | Virtual Investigations CD-ROM (Network License) , Holt Science & Technology | | | | 0030935741 | | |
| | Lab Generator CD-ROM, Holt Science & Technology | | | | 0030790913 | | |
| | LabBank , Holt Science & Technology | | | | 0030368847 | | |
| | Program Teaching Resources , Holt Science & Technology | | | | 0030368839 | | |
| | Holt Anthology of Science Fiction | | | | 0030529476 | | |
| | Holt Science Posters | | | | 0030544394 | | |
| | Holt Science Skills Workshop Reading in the Content Area | | | | 0030644240 | | |
| | Holt Science Skills Workshop Reading in the Content Area, Teacher's Edition | | | | 0030644232 | | |
| Forensic Kit, Consumable | | | | 0030927242 | | | |
| Strategies for English Language Learners | | | | 0030934540 | | | |
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, Physical Science, Student Edition with Live Ink® Online Reading Help | | HRW | 2007 | 8 | 0030463920 | 93% |
| | Key Features: | | | | | | |
| | Holt Science & Technology, Physical Science, Spanish Student Edition | | | | 0030461936 | | |
| | Student Edition CD-ROM, Physical Science | | | | 0030462231 | | |
| | Live Ink® Online Reading Help, Physical Science | | | | 0030463874 | | |
| | Student Edition CD-ROM, Physical Science | | | | 003046188x | | |
| | Premier Online Edition, Physical Science | | | | 0030462495 | | |
| | Premier Online Edition with Student Edition CD-ROM, Physical Science | | | | 0030463971 | | |
| | Teacher's Edition, Physical Science | | | | 0030457688 | | |
| | One-Stop Planner® with Test Generator and State-Specific Resources, CD-ROM, Physical Science | | | | 0030463823 | | |
| | Chapter Resources, Physical Science | | | | 0030464242 | | |
| | Chapter Resources CD ROM, Physical Science | | | | 003046434x | | |
| | Study Guide, Physical Science | | | | 0030455928 | | |

Contract period: 9/1/06 – 8/31/2011

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation |
|---|--|-----------|-------------|-------------|-------------------|----------------------------|
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, ©2007, Physical Science (Continued) | | 2007 | 8 | | |
| | Reading Comprehension Guide, Physical Science | | | | 0030462398 | |
| | Special Needs Workbook, Physical Science | | | | 0030462088 | |
| | Lesson Plans, Physical Science | | | | 0030464129 | |
| | Interactive Textbook, Physical Science | | | | 0030790840 | |
| | Additional Transparencies, Physical Science | | | | 0030464390 | |
| | Guided Reading Audio CD Program, Physical Science | | | | 0030464196 | |
| | Study Guide, Spanish, Physical Science | | | | 0030461731 | |
| | Assessments, Spanish, Physical Science | | | | 0030462185 | |
| | Reading Comprehension Guide, Spanish, Physical Science | | | | 0030461987 | |
| | Guided Reading Audio CD Program, Spanish, Physical Science | | | | 0030462134 | |
| | Visual Concepts CD-ROM for Macintosh® & Windows®, Physical Science | | | | 0030369347 | |
| | Brain Food Video Quizzes, Physical Science | | | | 0030360684 | |
| | Brain Food Video Quizzes on DVD, Physical Science | | | | 0030374383 | |
| | Lab Videos, Physical Science | | | | 0030360528 | |
| | Lab Videos on DVD, Physical Science | | | | 0030373786 | |
| | Science Kit®, Consumable | | | | 0030692261 | |
| | Science Kit®, Non-Consumable | | | | 0030692245 | |
| | Holt Science Tutor CD-ROM, Physical Science | | | | 003038804x | |
| | Holt Science Tutor CD-ROM, Site License, Physical Science | | | | 0030401577 | |
| | Holt Science Tutor CD-ROM, Network License, Physical Science | | | | 0030401623 | |
| | Generic to Holt Science & Technology Life, Earth and Physical Science Professional Reference for Teachers | | | | 0030798590 | |
| | Interactive Textbook Answer Key, Holt Science & Technology | | | | 0030790921 | |
| | Holt Science: Multilingual Glossary for Science, Holt Science & Technology | | | | 0030790867 | |
| | Transparencies CD-ROM, Holt Science & Technology | | | | 0030454727 | |
| | Virtual Investigations CD-ROM, Holt Science & Technology | | | | 003079093x | |
| | Virtual Investigations CD-ROM (Site License) , Holt Science & Technology | | | | 0030935733 | |
| | Virtual Investigations CD-ROM (Network License) , Holt Science & Technology | | | | 0030935741 | |
| | Lab Generator CD-ROM, Holt Science & Technology | | | | 0030790913 | |
| | LabBank , Holt Science & Technology | | | | 0030368847 | |
| | Program Teaching Resources , Holt Science & Technology | | | | 0030368839 | |
| | Holt Anthology of Science Fiction | | | | 0030529476 | |
| | Holt Science Posters | | | | 0030544394 | |
| Holt Science Skills Workshop Reading in the Content Area | | | | 0030644240 | | |
| Holt Science Skills Workshop Reading in the Content Area, Teacher's Edition | | | | 0030644232 | | |
| Forensic Kit, Consumable | | | | 0030927242 | | |
| Strategies for English Language Learners | | | | 0030934540 | | |

**Science – Interim 2
Grades K - 12**

Contract period: 9/1/06 – 8/31/2011

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation | |
|---|--|------------------|------------------|--------------------|-------------------|---|------------|
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, Short Course A) Microorganisms, Fungi, and Plants Student Edition with Live Ink® Online Reading Help | HRW | 2007 | 6-8 | 0030472784 | Grade 6 = 63% Grade 7 = 100% Grade 8 = 76% | |
| | Note: Recommended use for grade 7. Does not meet enough standards for grades 6 and 8. Key Features: | | | | | | |
| | Premier Online Edition, A) Microorganisms, Fungi, and Plants | | | | | | 0030485649 |
| | Teacher's Edition, A) Microorganisms, Fungi, and Plants | | | | | | 0030359627 |
| | Chapter Resource Files for A) Microorganisms, Fungi, and Plants | | | | | | 0030465974 |
| | Guided Reading Audio CD Program, A) Microorganisms, Fungi, and Plants | | | | | | 0030466237 |
| | Spanish Student Edition, A) MICROORGANISMOS, HONGOS Y PLANTAS | | | | | | 0030359880 |
| | Spanish Resources For A) Microorganismos, Hongos Y Plantas/A Microorganisms, Fungi, And Plants | | | | | | 0030501873 |
| | Spanish Guided Reading Audio CD Program, A) Microorganismos, Hongos Y Plantas/A Microorganisms, Fungi, And Plants | | | | | | 0030503736 |
| | Science Kit®, Consumable, A) Microorganisms, Fungi, and Plants | | | | | | 0030676444 |
| Science Kit®, Non-Consumable, A) Microorganisms, Fungi, and Plants | | | | | 0030676126 | | |
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, Short Course B) Animals Student Edition with Live Ink® Online Reading Help | HRW | 2007 | 6-8 | 0030476097 | Grade 6 = 63% Grade 7 = 100% Grade 8 = 76% | |
| | Note: Recommended use for grade 7. Does not meet enough standards for grades 6 and 8. Key Features: | | | | | | |
| | Spanish Student Edition, B) Los Animales | | | | | | 0030359872 |
| | Premier Online Edition, contract length subscription B) Animals | | | | | | 0030486025 |
| | Teacher's Edition, B) Animals | | | | | | 0030359635 |
| | Chapter Resource Files for B) Animals | | | | | | 0030465982 |
| | Guided Reading Audio CD Program, B) Animals | | | | | | 0030466245 |
| | Spanish Resources For B) Los Animales/B Animals | | | | | | 0030501946 |
| | Spanish Guided Reading Audio CD Program, B) Los Animales/B Animals | | | | | | 0030503833 |
| | Science Kit®, Consumable, B) Animals | | | | | | 0030676320 |
| Science Kit®, Non-Consumable, B) Animals | | | | | 0030676134 | | |
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, Short Course C) Cells, Heredity, and Classification Student Edition with Live Ink® Online Reading | HRW | 2007 | 6-8 | 0030476690 | Grade 6 = 63% Grade 7 = 100% Grade 8 = 76% | |
| | Note: Recommended use for grade 7. Does not meet enough standards for grades 6 and 8. Key Features: | | | | | | |
| | Premier Online Edition, contract length subscription C) | | | | | | 003048622X |
| | Teacher's Edition, C) Cells, Heredity, and Classification | | | | | | 0030359678 |
| | Chapter Resource Files for C) Cells, Heredity, and Classification | | | | | | 0030465990 |
| Guided Reading Audio CD Program, C) Cells, Heredity, and Classification | | | | | 003046627X | | |

**Science – Interim 2
Grades K - 12**

Contract period: 9/1/06 – 8/31/2011

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation | | |
|---|--|--|------------------|--------------------|-------------------|---|-------------------|---|
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, Short Course C) Cells, Heredity, and Classification (Continued) | | 2007 | 6-8 | | | | |
| | Spanish Student Edition , C) Células, Herencia Y Clasificación | | | | 0030359996 | | | |
| | Spanish Resources For C) Células, Herencia Y Clasificación/C Cells, Heredity, And Classification | | | | 0030502241 | | | |
| | Spanish Guided Reading Audio CD Program, C) Células, Herencia Y Clasificación/C Cells, Heredity, And Classification | | | | 0030503930 | | | |
| | Science Kit®, Consumable, C) Cells, Heredity, and Classification | | | | 0030676339 | | | |
| | Science Kit®, Non-Consumable, C) Cells, Heredity, and Classification | | | | 0030676142 | | | |
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, Short Course D) Human Body Systems and Health Student Edition with Live Ink® Online Reading Help | HRW | 2007 | 6-8 | 0030476895 | Grade 6 = 63% Grade 7 = 100% Grade 8 = 76% | | |
| | Note: Recommended use for grade 7. Needs to be purchased as a set. Does not meet enough standards for grades 6 and 8. Key Features: | | | | | | | |
| | Premier Online Edition, contract length subscription D) Human Body Systems and Health | | | | 0030486521 | | | |
| | Teacher's Edition, D) Human Body Systems and Health | | | | 0030359716 | | | |
| | Chapter Resource Files for D) Human Body Systems and Health | | | | 0030466024 | | | |
| | Guided Reading Audio CD Program, D) Human Body Systems and Health | | | | 0030466288 | | | |
| | Spanish Student Edition ,D) Los Sistemas Del Cuerpo Humano Y La Salud | | | | 0030360013 | | | |
| | Spanish Resources For D) Los Sistemas Del Cuerpo Humano Y La Salud/D Human Body Systems And Health | | | | 0030502349 | | | |
| | Spanish Guided Reading Audio CD Program, D) Los Sistemas Del Cuerpo Humano Y La Salud/D Human Body Systems And Health | | | | 0030508576 | | | |
| | Science Kit®, Consumable, D) Human Body Systems and Health | | | | 0030676347 | | | |
| | Science Kit®, Non-Consumable, D) Human Body Systems and Health | | | | 0030676169 | | | |
| | Holt, Rinehart and Winston | Holt Science & Technology, Short Course E) Environmental Science Student Edition with Live Ink® Online Reading | HRW | 2007 | 6-8 | | 0030477174 | Grade 6 = 63% Grade 7 = 100% Grade 8 = 76% |
| | | Note: Recommended use for grade 7. Needs to be purchased as a set. Does not meet enough standards for grades 6 and 8. Key Features: | | | | | | |
| Premier Online Edition, contract length subscription E) Environmental Snc | | | | | 003048779X | | | |
| Teacher's Edition, E) Environmental Science | | | | | 0030359724 | | | |
| Chapter Resource Files for E) Environmental Science | | | | | 0030466032 | | | |
| Guided Reading Audio CD Program, E) Environmental Science | | | | | 0030466296 | | | |
| Spanish Student Edition, E) Ciencias Del Medio Ambiente | | | | | 0030360021 | | | |
| Spanish Resources For E) Ciencias Del Medio Ambiente/E Environmental | | | | | 0030502446 | | | |
| Spanish Guided Reading Audio CD Program, E) Ciencias Del Medio Ambiente/E Environmental Science | | | | | 0030370868 | | | |
| Science Kit®, Consumable, E) Environmental Science | | | | | 0030676363 | | | |
| Science Kit®, Non-Consumable, E) Environmental Science | | | | | 0030676177 | | | |

Contract period: 9/1/06 – 8/31/2011

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation | |
|--|--|---|-------------|--------------|-------------------|--|-------------------|
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, Short Course F) Inside the Restless Earth Student Edition with Live Ink® Online Reading Help | HRW | 2007 | 6 - 8 | 0030477433 | Grade 6 = 80% Grade 8 = 84% | |
| | Note: Recommended use for grade 6 and grade 8. Needs to be purchased as a set. Does not meet Grade 7 standards. Key Features: | | | | | | |
| | Premier Online Edition, contract length subscription F) Inside the Restless Earth | | | | | | 0030488230 |
| | Teacher's Edition, F) Inside the Restless Earth | | | | | | 0030359732 |
| | Chapter Resource Files for F) Inside the Restless Earth | | | | | | 0030466040 |
| | Guided Reading Audio CD Program, F) Inside the Restless Earth | | | | | | 0030466326 |
| | Spanish Student Edition, F) Explorando El Inquieto Planeta Tierra | | | | | | 003036003X |
| | Spanish Resources For F) Explorando El Inquieto Planeta Tierra/F Inside The Restless Earth | | | | | | 0030502543 |
| | Spanish Guided Reading Audio CD Program, F) Explorando El Inquieto Planeta Tierra/F Inside The Restless Earth | | | | | | 0030466679 |
| | Science Kit®, Consumable, F) Inside the Restless Earth | | | | | | 0030676371 |
| | Science Kit®, Non-Consumable, F) Inside the Restless Earth | | | | | | 0030676185 |
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, Short Course G) Earth's Changing Surface Student Edition with Live Ink® Online Reading Help | HRW | 2007 | 6-8 | 0030477530 | Grade 6 = 80% Grade 8 = 84% | |
| | Note: Recommended use for grade 6 and grade 8. Needs to be purchased as a set. Does not meet Grade 7 standards. Key Features: | | | | | | |
| | Premier Online Edition, contract length subscription G) Earth's Changing Surface | | | | | | 003048829X |
| | Teacher's Edition, G) Earth's Changing Surface | | | | | | 0030359740 |
| | Chapter Resource Files for G) Earth's Changing Surface | | | | | | 0030466075 |
| | Spanish Student Edition, G) La Cambiante Superficie De La Tierra | | | | | | 0030370426 |
| | Spanish Resources For G) La Cambiante Superficie De La Tierra/G Earth's Changing Surface | | | | | | 0030502640 |
| | Spanish Guided Reading Audio CD Program, G) La Cambiante Superficie De La Tierra/G Earth's Changing Surface | | | | | | 0030370434 |
| | Science Kit®, Consumable, G) Earth's Changing Surface | | | | | | 003067638x |
| | Science Kit®, Non-Consumable, G) Earth's Changing Surface | | | | | | 0030676193 |
| | Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, Short Course H) Water on Earth Student Edition with Live Ink® Online Reading Help | HRW | 2007 | 6-8 | | 0030477735 |
| Note: Recommended use for grade 6 and grade 8. Needs to be purchased as a set. Does not meet Grade 7 standards. Key Features: | | | | | | | |
| Premier Online Edition, contract length subscription H) Water on Earth | | | | | 0030490839 | | |
| Teacher's Edition, H) Water on Earth | | | | | 0030359783 | | |
| Chapter Resource Files for H) Water on Earth | | | | | 0030466083 | | |
| Guided Reading Audio CD Program, H) Water on Earth | | | | | 0030466342 | | |
| Spanish Student Edition, H) El Agua En La Tierra | | | | | 0030360048 | | |
| Spanish Guided Reading Audio CD Program, H) Water On Earth | | | | | 0030370442 | | |
| Science Kit®, Consumable, H) Water on Earth | | | | | 0030676398 | | |
| Science Kit®, Non-Consumable, H) Water on Earth | | | | | 0030676215 | | |

**Science – Interim 2
Grades K - 12**

Contract period: 9/1/06 – 8/31/2011

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation | |
|---|---|------------------|------------------|--------------------|-------------------|--|------------|
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, Short Course I) Weather and Climate Student Edition with Live Ink® Online Reading Help | HRW | 2007 | 6-8 | 0030477832 | Grade 6 = 80% Grade 8 = 84% | |
| | Note: Recommended use for grade 6 and grade 8. Needs to be purchased as a set. Does not meet Grade 7 standards. Key Features: | | | | | | |
| | Premier Online Edition, contract length subscription I) Weather and Climate | | | | | | 0030490871 |
| | Teacher's Edition, I) Weather and Climate | | | | | | 0030359791 |
| | Chapter Resource Files for I) Weather and Climate | | | | | | 0030466091 |
| | Guided Reading Audio CD Program, I) Weather and Climate | | | | | | 0030466474 |
| | Spanish Student Edition, I) El Clima Y El Tiempo | | | | | | 0030360064 |
| | Spanish Resources For I) El Clima Y El Tiempo/I Weather And Climate | | | | | | 0030502748 |
| | Spanish Guided Reading Audio CD Program, I) El Clima Y El Tiempo/I Weather And Climate | | | | | | 0030370469 |
| | Science Kit®, Consumable, I) Weather and Climate | | | | | | 003067641x |
| | Science Kit®, Non-Consumable, I) Weather and Climate | | | | | | 0030676223 |
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, Short Course J) Astronomy Student Edition with Live Ink® Online Reading Help | HRW | 2007 | 6-8 | 0030477891 | Grade 6 = 80% Grade 8 = 84% | |
| | Note: Recommended use for grade 6 and grade 8. Needs to be purchased as a set. Does not meet Grade 7 standards. Key Features: | | | | | | |
| | Premier Online Edition, contract length subscription J) Astronomy | | | | | | 0030491231 |
| | Teacher's Edition, J) Astronomy | | | | | | 0030359813 |
| | Chapter Resource Files for J) Astronomy | | | | | | 0030466121 |
| | Guided Reading Audio CD Program, J) Astronomy | | | | | | 0030466482 |
| | Spanish Student Edition, J) Astronomía | | | | | | 0030360072 |
| | Spanish Resources For J) Astronomía/J Astronomy | | | | | | 0030502934 |
| | Spanish Guided Reading Audio CD Program, J) Astronomía/J Astronomy | | | | | | 0030370477 |
| | Science Kit®, Consumable, J) Astronomy | | | | | | 0030676428 |
| | Science Kit®, Non-Consumable, J) Astronomy | | | | | | 0030676231 |
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, Short Course K) Introduction to Matter Student Edition with Live Ink® Online Reading Help | HRW | 2007 | 6-8 | 003047793X | Grade 6 = 73% Grade 8 = 93% | |
| | Note: Recommended use for grade 6 and grade 8. Needs to be purchased as a set. Does not meet Grade 7 standards. Key Features: | | | | | | |
| | Premier Online Edition, contract length subscription K) Introduction to Matter | | | | | | 0030491576 |
| | Teacher's Edition, K) Introduction to Matter | | | | | | 0030359821 |
| | Chapter Resource Files for K) Introduction to Matter | | | | | | 003046613X |
| | Guided Reading Audio CD Program, K) Introduction to Matter | | | | | | 0030466490 |
| | Spanish Student Edition, K) Introducción A La Materia | | | | | | 0030360080 |
| | Spanish Resources For K) Introducción A La Materia/K Introduction To Matter | | | | | | 0030503035 |

Contract period: 9/1/06 – 8/31/2011

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation | |
|--|--|---|------------------|--------------------|-------------------|--|--|
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, Short Course K) Introduction to Matter (Continued) | | 2007 | 6-8 | | | |
| | Spanish Guided Reading Audio CD Program, K) Introducción A La Materia/K Introduction To Matter | | | | | 0030370485 | |
| | Science Kit®, Consumable, K) Introduction to Matter | | | | | 0030676436 | |
| | Science Kit®, Non-Consumable, K) Introduction to Matter | | | | | 003067624x | |
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, Short Course L) Interactions of Matter Student Edition with Live Ink® Online Reading Help | HRW | 2007 | 6-8 | 003047809X | Grade 6 = 73% Grade 8 = 93% | |
| | Note: Recommended use for grade 6 and grade 8. Needs to be purchased as a set. Does not meet Grade 7 standards. Key Features: | | | | | | |
| | Premier Online Edition, contract length subscription L) Interactions of Matter | | | | | 0030493293 | |
| | Teacher's Edition, L) Interactions of Matter | | | | | 003035983X | |
| | Chapter Resource Files for L) Interactions of Matter | | | | | 0030466148 | |
| | Guided Reading Audio CD Program, L) Interactions of Matter | | | | | 0030466520 | |
| | Spanish Student Edition, L) Las Interacciones De La Materia | | | | | 0030360099 | |
| | Spanish Resources For L) Las Interacciones De La Materia/L Interactions Of Matter | | | | | 0030503132 | |
| | Spanish Guided Reading Audio CD Program, L) Las Interacciones De La Materia/L Interactions Of Matter | | | | | 0030370795 | |
| | Science Kit®, Consumable, L) Interactions of Matter | | | | | 0030676460 | |
| | Science Kit®, Non-Consumable, L) Interactions of Matter | | | | | 0030676266 | |
| | Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, Short Course M) Forces, Motion, and Energy Student Edition with Live Ink® Online Reading Help | HRW | 2007 | 6-8 | 0030478138 | Grade 6 = 73% Grade 8 = 93% |
| Note: Recommended use for grade 6 and grade 8. Needs to be purchased as a set. Does not meet Grade 7 standards. Key Features: | | | | | | | |
| Premier Online Edition, contract length subscription M) Forces, Motion, and Energy | | | | | 003049334X | | |
| Teacher's Edition, M) Forces, Motion, and Energy | | | | | 0030359848 | | |
| Chapter Resource Files for M) Forces, Motion, and Energy | | | | | 0030466172 | | |
| Guided Reading Audio CD Program, M) Forces, Motion, and Energy | | | | | 0030466539 | | |
| Spanish Student Edition, M) Fuerza, Movimiento Y Energía | | | | | 0030360110 | | |
| Spanish Resources For M) Fuerza, Movimiento Y Energía/M Forces, Motion, And Energy | | | | | 0030503140 | | |
| Spanish Guided Reading Audio CD Program, M) Fuerza, Movimiento Y Energía/M Forces, Motion, And Energy | | | | | 0030370817 | | |
| Science Kit®, Consumable, M) Forces, Motion, and Energy | | | | | 0030676479 | | |
| Science Kit®, Non-Consumable, M) Forces, Motion, and Energy | | | | | 0030676274 | | |
| Holt, Rinehart and Winston (Interim 2-2006) | | Holt Science & Technology, Short Course N) Electricity and Magnetism Student Edition with Live Ink® Online Reading Help | HRW | 2007 | 6-8 | 0030478235 | Grade 6 = 73% Grade 8 = 93% |
| | Note: Recommended use for grade 6 and grade 8. Needs to be purchased as a set. Does not meet Grade 7 standards. Key Features: | | | | | | |
| | Premier Online Edition, contract length subscription N) Electricity and Magnetism | | | | | 0030493641 | |

**Science – Interim 2
Grades K - 12**

Contract period: 9/1/06 – 8/31/2011

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation | |
|--|---|------------------|------------------|--------------------|-------------------|--|--|
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, Short Course I) Electricity and Magnetism (Continued) | | 2007 | 6-8 | | | |
| | Teacher's Edition, N) Electricity and Magnetism | | | | 0030359864 | | |
| | Chapter Resource Files for N) Electricity and Magnetism | | | | 0030466180 | | |
| | Guided Reading Audio CD Program, N) Electricity and Magnetism | | | | 0030466571 | | |
| | Spanish Student Edition, N) Electricidad Y Magnetismo | | | | 0030360129 | | |
| | Spanish Resources For N) Electricidad Y Magnetismo/N Electricity And Magnetism | | | | 003050323X | | |
| | Spanish Guided Reading Audio CD Program, N) Electricidad Y Magnetismo/N Electricity And Magnetism | | | | 0030370825 | | |
| | Science Kit®, Consumable, N) Electricity and Magnetism | | | | 0030676487 | | |
| Science Kit®, Non-Consumable, N) Electricity and Magnetism | | | | 0030676282 | | | |
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, Short Course O) Sound and Light Student Edition with Live Ink® Online Reading Help | HRW | 2007 | 6-8 | 0030478588 | Grade 6 = 73% Grade 8 = 93% | |
| | Note: Recommended use for grade 6 and grade 8. Needs to be purchased as a set. Does not meet Grade 7 standards. Key Features: | | | | | | |
| | Premier Online Edition, contract length subscription O) Sound and Light | | | | 0030493676 | | |
| | Teacher's Edition, O) Sound and Light | | | | 0030512182 | | |
| | Chapter Resource Files for O) Sound and Light | | | | 0030466199 | | |
| | Guided Reading Audio CD Program, O) Sound and Light | | | | 0030466695 | | |
| | Spanish Student Edition, O) El Sonido Y La Luz | | | | 0030360137 | | |
| | Spanish Resources For O) El Sonido Y La Luz/O Sound And Light | | | | 0030503337 | | |
| | Science Kit®, Consumable, O) Sound and Light | | | | 0030676312 | | |
| | Science Kit®, Non-Consumable, O) Sound and Light | | | | 0030676290 | | |
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, Short Course P) Introduction to Science Student Edition with Live Ink® Online Reading Help | HRW | 2007 | 6-8 | 0030479347 | Grade 6 = 73% Grade 8 = 93% | |
| | Note: Recommended use for grade 6 and grade 8. Needs to be purchased as a set. Does not meet Grade 7 standards. Key Features: | | | | | | |
| | Premier Online Edition, P) Introduction to Science | | | | 0030493749 | | |
| | Teacher's Edition, P) Introduction to Science | | | | 0030512190 | | |
| | Chapter Resource Files for P) Introduction to Science | | | | 0030466229 | | |
| | Guided Reading Audio CD Program, P) Introduction to Science | | | | 0030466725 | | |
| | Spanish Student Edition, P) Introducción A Las Ciencias | | | | 0030361311 | | |
| | Spanish Resources For P) Introducción A Las Ciencias/P Introduction To Science | | | | 003050337X | | |
| | Spanish Guided Reading Audio CD Program, P) Introducción A Las Ciencias/P Introduction To Science | | | | 0030370841 | | |
| | Holt Science & Technology, One-Stop Planner® with Test Generator and State-Specific Resources, CD-ROM, Short Courses A-E, Short Course P, Introduction to Science | | | | 0030471990 | | |
| | Holt Science & Technology, One-Stop Planner® with Test Generator and State-Specific Resources, CD-ROM, Short Courses F-J, Short Course P, Introduction to Science | | | | 0030472083 | | |

Contract period: 9/1/06 – 8/31/2011

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation |
|---|---|------------|-----------|-------------|------------|----------------------------|
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, Short Course P) Introduction to Science (Continued) | | 2007 | 6-8 | | |
| | Holt Science & Technology, One-Stop Planner® with Test Generator and State-Specific Resources, CD-ROM, Short Courses K-O, Short Course P, Introduction to Science | | | | 0030472687 | |
| | Holt Science & Technology, Life Science, Interactive Textbook | | | | 0030790824 | |
| | Holt Science & Technology, Earth Science, Interactive Textbook | | | | 0030790832 | |
| | Holt Science & Technology, Physical Science, Interactive Textbook | | | | 0030790840 | |
| | Holt Science & Technology, Interactive Textbook Answer Key | | | | 0030790921 | |
| | Holt Science-Professional Reference for Teachers | | | | 0030798590 | |
| | Holt Science Multilingual Glossary for Science, [student/teacher] | | | | 0030790867 | |
| | Holt Science & Technology Transparencies CD-ROM | | | | 0030454727 | |
| | Holt Science & Technology Virtual Investigations CD-ROM [student/teacher] | | | | 003079093X | |
| | Holt Science & Technology Virtual Investigations CD-ROM, Site License | | | | 0030935733 | |
| | Holt Science & Technology Virtual Investigations CD-ROM, Network License | | | | 0030935741 | |
| | Holt Science & Technology Lab Generator CD-ROM [student/teacher] | | | | 0030790913 | |
| | Holt Science & Technology, Lab Bank | | | | 0030368847 | |
| | Holt Science & Technology, Program Teaching Resources | | | | 0030368839 | |
| | Holt Science & Technology, Teaching Transparencies | | | | 0030356962 | |
| | Holt Anthology of Science Fiction | | | | 0030529476 | |
| | Holt Science Posters | | | | 0030544394 | |
| | Holt Science Skills Workshop Reading in the Content Area | | | | 0030644240 | |
| | Holt Science Skills Workshop Reading in the Content Area, Teacher's Edition | | | | 0030644232 | |
| | Holt Science & Technology, Life Science, Science Tutor, Single User | | | | 0030388023 | |
| | Holt Science & Technology, Life Science, Site License | | | | 0030401534 | |
| | Holt Science & Technology, Life Science, Network License | | | | 0030401585 | |
| | Holt Science & Technology, Life Science, Visual Concepts CD-ROM for Macintosh® and Windows® | | | | 0030369320 | |
| | Holt Science & Technology, Life Science, Brain Food Video Quizzes [VHS] | | | | 0030360668 | |
| | Generic to Holt Science & Technology Short Course: | | | | | |
| | Holt Science & Technology, Life Science, Brain Food Video Quizzes on DVD | | | | 0030374367 | |
| | Holt Science & Technology, Life Science, Lab Videos | | | | 0030358345 | |
| | Holt Science & Technology, Life Science, Lab Videos on DVD | | | | 003037376X | |
| | HRW Earth Science Videotape | | | | 0030643171 | |
| | Holt Science & Technology, Earth Science, Science Tutor, single user | | | | 0030388031 | |
| | Holt Science & Technology, Earth Science, Site License | | | | 0030401542 | |
| | Holt Science & Technology, Earth Science, Network License | | | | 0030401593 | |
| | Holt Science & Technology, Earth Science, Visual Concepts CD-ROM for Macintosh® and Windows® | | | | 0030369339 | |
| | Holt Science & Technology, Earth Science, Brain Food Video Quizzes [VHS] | | | | 0030360676 | |
| | Holt Science & Technology, Earth Science, Brain Food Video Quizzes on DVD | | | | 0030374375 | |
| Holt Science & Technology, Earth Science, Lab Videos | | 003036051X | | | | |
| Holt Science & Technology, Earth Science, Lab Videos on DVD | | 0030373778 | | | | |
| Holt Science & Technology, Physical Science, Science Tutor, Single User | | 003038804X | | | | |
| Holt Science & Technology, Physical Science, Site License | | 0030401577 | | | | |

Contract period: 9/1/06 – 8/31/2011

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation |
|--|--|--------------|-----------|-------------|-------------|----------------------------|
| Holt, Rinehart and Winston (Interim 2-2006) | Holt Science & Technology, Short Course (Continued) | | 2007 | 6-8 | | |
| | Holt Science & Technology, Physical Science, Network License | | | | 0030401623 | |
| | Holt Science & Technology, Physical Science, Visual Concepts CD-ROM for Macintosh® and Windows® | | | | 0030369347 | |
| | Holt Science & Technology, Physical Science, Brain Food Video Quizzes [VHS] | | | | 0030360684 | |
| | Holt Science & Technology, Physical Science, Brain Food Video Quizzes on DVD | | | | 0030374383 | |
| | Holt Science & Technology, Physical Science, Lab Videos | | | | 0030360528 | |
| | Holt Science & Technology, Physical Science, Lab Videos on DVD | | | | 0030373786 | |
| | Holt Science & Technology, Strategies for English Language Learners | | | | 0030934540 | |
| | Forensic Kit, Consumable | | | | 0030927242 | |
| Houghton Mifflin Company (Interim 2-2006) | Experience Science, Kindergarten, Units 1-5 | Poore | 2007 | K | | R 54% |
| | Adopted as "resource" material. Note: Correlations to teacher's edition. Needs to be purchased as a complete set Key Features: | | | | | |
| | Unit 1 – Matter and Heat Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866917-5 | |
| | Unit 2 – Sound Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061871503-7 | |
| | Unit 3 – Magnets Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061871504-5 | |
| | Unit 4 – Alive Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061871505-3 | |
| | Unit 5 – Earth Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061871506-1 | |
| | Teacher Edition Complete Set (5 volumes) | | | | 061863987-X | |
| | Unit 1 – Matter and Heat Teacher Guide | | | | 061865732-0 | |
| | Unit 2 – Sound Teacher Guide | | | | 061869381-5 | |
| | Unit 3 – Magnets Teacher Guide | | | | 061869382-3 | |
| | Unit 4 – Alive Teacher Guide | | | | 061869383-1 | |
| | Unit 5 – Earth Teacher Guide | | | | 061869384-X | |
| | Unit 1 – Matter and Heat Teacher Preparation DVDs | | | | 061871925-3 | |
| | Unit 2 – Sound Teacher Preparation DVDs | | | | 061871926-1 | |
| | Unit 3 – Magnets Teacher Preparation DVDs | | | | 061871927-X | |
| | Unit 4 – Alive Teacher Preparation DVDs | | | | 061871928-8 | |
| | Unit 5 – Earth Teacher Preparation DVDs | | | | 061871929-6 | |
| | Unit 1 – Matter and Heat Teacher Preparation Videos | | | | 061870731-X | |
| | Unit 2 – Sound Teacher Preparation Videos | | | | 061870732-8 | |
| | Unit 3 – Magnets Teacher Preparation Videos | | | | 061870733-6 | |
| | Unit 4 – Alive Teacher Preparation Videos | | | | 061870734-4 | |
| | Unit 5 – Earth Teacher Preparation Videos | | | | 061870735-2 | |
| | Unit 1 – Matter and Heat Teaching Transparencies | | | | 061870607-0 | |
| | Unit 2 – Sound Teaching Transparencies | | | | 061870608-9 | |
| | Unit 3 – Magnets Teaching Transparencies | | | | 061870609-7 | |
| | Unit 4 – Alive Teaching Transparencies | | | | 061870610-0 | |
| | Unit 5 – Earth Teaching Transparencies | | | | 06187060119 | |

Contract period: 9/1/06 – 8/31/2011

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation |
|--|---|--------------|-------------|-------------|-------------|----------------------------|
| Houghton Mifflin Company (Interim 2-2006) | Experience Science, Grade 1, Unites 1 - 5 | Poore | 2007 | 1 | | R 73% |
| | Adopted as "resource" material. Note: Inquiry Based modules. Key Features: | | | | | |
| | Unit 1 – Matter and Heat Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866917-5 | |
| | Unit 2 – Sound Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061871503-7 | |
| | Unit 3 – Magnets Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061871504-5 | |
| | Unit 4 – Alive Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061871505-3 | |
| | Unit 5 – Earth Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061871506-1 | |
| | Teacher Edition Complete Set (5 volumes) | | | | 061863987-X | |
| | Unit 1 – Matter and Heat Teacher Guide | | | | 061865732-0 | |
| | Unit 2 – Sound Teacher Guide | | | | 061869381-5 | |
| | Unit 3 – Magnets Teacher Guide | | | | 061869382-3 | |
| | Unit 4 – Alive Teacher Guide | | | | 061869383-1 | |
| | Unit 5 – Earth Teacher Guide | | | | 061869384-X | |
| | Unit 1 – Matter and Heat Teacher Preparation DVDs | | | | 061871925-3 | |
| | Unit 2 – Sound Teacher Preparation DVDs | | | | 061871926-1 | |
| | Unit 3 – Magnets Teacher Preparation DVDs | | | | 061871927-X | |
| | Unit 4 – Alive Teacher Preparation DVDs | | | | 061871928-8 | |
| | Unit 5 – Earth Teacher Preparation DVDs | | | | 061871929-6 | |
| | Unit 1 – Matter and Heat Teacher Preparation Videos | | | | 061870731-X | |
| | Unit 2 – Sound Teacher Preparation Videos | | | | 061870732-8 | |
| | Unit 3 – Magnets Teacher Preparation Videos | | | | 061870733-6 | |
| | Unit 4 – Alive Teacher Preparation Videos | | | | 061870734-4 | |
| | Unit 5 – Earth Teacher Preparation Videos | | | | 061870735-2 | |
| | Unit 1 – Matter and Heat Teaching Transparencies | | | | 061870607-0 | |
| | Unit 2 – Sound Teaching Transparencies | | | | 061870608-9 | |
| | Unit 3 – Magnets Teaching Transparencies | | | | 061870609-7 | |
| | Unit 4 – Alive Teaching Transparencies | | | | 061870610-0 | |
| | Unit 5 – Earth Teaching Transparencies | | | | 061870611-9 | |
| | Unit 1 – Organisms Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866918-3 | |
| | Unit 2 – Weather Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866919-1 | |
| | Unit 3 – Air Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866920-5 | |
| | Teacher Edition Complete Set (3 volumes) | | | | 061863988-8 | |
| | Unit 1 – Organisms Teacher Guide | | | | 061865733-9 | |
| | Unit 2 – Weather Teacher Guide | | | | 061865734-7 | |
| | Unit 3 – Air Teacher Guide | | | | 061865735-5 | |
| | Unit 1 – Organisms Teacher Preparation DVDs | | | | 061871930-X | |
| | Unit 2 – Weather Teacher Preparation DVDs | | | | 061871931-8 | |
| | Unit 3 – Air Teacher Preparation DVDs | | | | 061871932-6 | |
| | Unit 1 – Organisms Teacher Preparation Videos | | | | 061870736-0 | |
| | Unit 2 – Weather Teacher Preparation Videos | | | | 061870737-9 | |

Contract period: 9/1/06 – 8/31/2011

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation |
|---|--|--------------|-------------|-------------|-------------|-------------------------|
| Houghton Mifflin Company (Interim 2-2006) | Experience Science, Grade 1, Unites 1 – 5 (Continued) | | 2007 | 1 | | |
| | Unit 3 – Air Teacher Preparation Videos | | | | 061870738-7 | |
| | Unit 1 – Organisms Teaching Transparencies | | | | 061870612-7 | |
| | Unit 2 – Weather Teaching Transparencies | | | | 061870613-5 | |
| | Unit 3 – Air Teaching Transparencies | | | | 061870614-3 | |
| Houghton Mifflin Company (Interim 2-2006) | Experience Science, Grade 2, Units 1-3 | Poore | 2007 | 2 | | R 73% |
| | Adopted as "resource" material. Note: Inquiry Based modules. Key Features: | | | | | |
| | Unit 1 – Organisms Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866918-3 | |
| | Unit 2 – Weather Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866919-1 | |
| | Unit 3 –Air Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866920-5 | |
| | Teacher Edition Complete Set (3 volumes) | | | | 061863988-8 | |
| | Unit 1 – Organisms Teacher Guide | | | | 061865733-9 | |
| | Unit 2 – Weather Teacher Guide | | | | 061865734-7 | |
| | Unit 3 – Air Teacher Guide | | | | 061865735-5 | |
| | Unit 1 – Organisms Teacher Preparation DVDs | | | | 061871930-X | |
| | Unit 2 – Weather Teacher Preparation DVDs | | | | 061871931-8 | |
| | Unit 3 – Air Teacher Preparation DVDs | | | | 061871932-6 | |
| | Unit 1 – Organisms Teacher Preparation Videos | | | | 061870736-0 | |
| | Unit 2 – Weather Teacher Preparation Videos | | | | 061870737-9 | |
| | Unit 3 – Air Teacher Preparation Videos | | | | 061870738-7 | |
| | Unit 1 – Organisms Teaching Transparencies | | | | 061870612-7 | |
| | Unit 2 – Weather Teaching Transparencies | | | | 061870613-5 | |
| | Unit 3 – Air Teaching Transparencies | | | | 061870614-3 | |
| | Unit 1 – Life Cycles Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866921-3 | |
| | Unit 2 – Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866922-1 | |
| | Unit 3 – Forces, Motion, and Machines Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866923-X | |
| | Teacher Edition Complete Set (3 volumes) | | | | 061863989-6 | |
| | Unit 1 – Life Cycles Teacher Guide | | | | 061865736-3 | |
| | Unit 2 – Rocks, Soil and Fossils Teacher Guide | | | | 061865737-1 | |
| | Unit 3 – Forces, Motion, and Machines Teacher Guide | | | | 061865738-X | |
| | Unit 1 – Life Cycles Teacher Preparation DVDs | | | | 061871933-4 | |
| | Unit 2 – Rocks, Soil and Fossils Teacher Preparation DVDs | | | | 061871934-2 | |
| | Unit 3 – Forces, Motion, and Machines Teacher Preparation DVDs | | | | 061871935-0 | |
| | Unit 1 – Life Cycles Teacher Preparation Videos | | | | 061870739-5 | |
| | Unit 2 – Rocks, Soil and Fossils Teacher Preparation Videos | | | | 061870740-9 | |
| | Unit 3 – Forces, Motion, and Machines Teacher Preparation Videos | | | | 061870741-7 | |
| | Unit 1 – Life Cycles Teaching Transparencies | | | | 061870615-1 | |
| | Unit 2 – Rocks, Soil and Fossils Teaching Transparencies | | | | 061870616-X | |
| Unit 3 – Forces, Motion, and Machines Teaching Transparencies | | 061870617-8 | | | | |

Contract period: 9/1/06 – 8/31/2011

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation |
|---|--|--------------|-------------|-------------|-------------|----------------------------|
| Houghton Mifflin Company (Interim 2-2006) | Experience Science, Grade Three, Units 1-3 | Poore | 2007 | 3 | | R 73% |
| | Adopted as "resource" material. Note: Inquiry Based modules. Key Features: | | | | | |
| | Unit 1 – Life Cycles Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866921-3 | |
| | Unit 2 – Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866922-1 | |
| | Unit 3 – Forces, Motion, and Machines Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866923-X | |
| | Teacher Edition Complete Set (3 volumes) | | | | 061863989-6 | |
| | Unit 1 – Life Cycles Teacher Guide | | | | 061865736-3 | |
| | Unit 2 – Rocks, Soil and Fossils Teacher Guide | | | | 061865737-1 | |
| | Unit 3 – Forces, Motion, and Machines Teacher Guide | | | | 061865738-X | |
| | Unit 1 – Life Cycles Teacher Preparation DVDs | | | | 061871933-4 | |
| | Unit 2 – Rocks, Soil and Fossils Teacher Preparation DVDs | | | | 061871934-2 | |
| | Unit 3 – Forces, Motion, and Machines Teacher Preparation DVDs | | | | 061871935-0 | |
| | Unit 1 – Life Cycles Teacher Preparation Videos | | | | 061870739-5 | |
| | Unit 2 – Rocks, Soil and Fossils Teacher Preparation Videos | | | | 061870740-9 | |
| | Unit 3 – Forces, Motion, and Machines Teacher Preparation Videos | | | | 061870741-7 | |
| | Unit 1 – Life Cycles Teaching Transparencies | | | | 061870615-1 | |
| | Unit 2 – Rocks, Soil and Fossils Teaching Transparencies | | | | 061870616-X | |
| | Unit 3 – Forces, Motion, and Machines Teaching Transparencies | | | | 061870617-8 | |
| | Unit 1 – Aquarium Habitats Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866924-8 | |
| | Unit 2 – Space Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866925-6 | |
| | Unit 3 – Light Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866926-4 | |
| | Unit 4 – Energy and Matter Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866927-2 | |
| | Teacher Edition Complete Set (4 volumes) | | | | 061863990-X | |
| | Unit 1 – Aquarium Habitats Teacher Guide | | | | 061865739-8 | |
| | Unit 2 – Space Teacher Guide | | | | 061865740-1 | |
| | Unit 3 – Light Teacher Guide | | | | 061865741-X | |
| | Unit 4 – Energy and Matter Teacher Guide | | | | 061865742-8 | |
| | Unit 1 – Aquarium Habitats Teacher Preparation DVDs | | | | 061871936-9 | |
| | Unit 2 – Space Teacher Preparation DVDs | | | | 061871937-7 | |
| | Unit 3 – Light Teacher Preparation DVDs | | | | 061871938-5 | |
| | Unit 4 – Energy and Matter Teacher Preparation DVDs | | | | 061871939-3 | |
| | Unit 1 – Aquarium Habitats Teacher Preparation Videos | | | | 061870742-5 | |
| | Unit 2 – Space Teacher Preparation Videos | | | | 061870743-3 | |
| | Unit 3 – Light Teacher Preparation Videos | | | | 061870744-1 | |
| Unit 4 – Energy and Matter Teacher Preparation Videos | | | | 061870745-X | | |
| Unit 1 – Aquarium Habitats Teaching Transparencies | | | | 061870618-6 | | |
| Unit 2 – Space Teaching Transparencies | | | | 061870619-4 | | |
| Unit 3 – Light Teaching Transparencies | | | | 061870620-8 | | |
| Unit 4 – Energy and Matter Teaching Transparencies | | | | 061870621-6 | | |

Contract period: 9/1/06 – 8/31/2011

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation |
|--|--|--------------|-------------|-------------|--------------------|----------------------------|
| Houghton Mifflin Company (Interim 2-2006) | Experience Science, Grade 4, Units, 1-4 | Poore | 2007 | 4 | | R 73% |
| | Adopted as "resource" material. Note: Inquiry Based modules. Key Features: | | | | | |
| | Unit 1 – Aquarium Habitats Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866924-8 | |
| | Unit 2 – Space Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866925-6 | |
| | Unit 3 – Light Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866926-4 | |
| | Unit 4 – Energy and Matter Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866927-2 | |
| | Teacher Edition Complete Set (4 volumes) | | | | 061863990-X | |
| | Unit 1 – Aquarium Habitats Teacher Guide | | | | 061865739-8 | |
| | Unit 2 – Space Teacher Guide | | | | 061865740-1 | |
| | Unit 3 – Light Teacher Guide | | | | 061865741-X | |
| | Unit 4 – Energy and Matter Teacher Guide | | | | 061865742-8 | |
| | Unit 1 – Aquarium Habitats Teacher Preparation DVDs | | | | 061871936-9 | |
| | Unit 2 – Space Teacher Preparation DVDs | | | | 061871937-7 | |
| | Unit 3 – Light Teacher Preparation DVDs | | | | 061871938-5 | |
| | Unit 4 – Energy and Matter Teacher Preparation DVDs | | | | 061871939-3 | |
| | Unit 1 – Aquarium Habitats Teacher Preparation Videos | | | | 061870742-5 | |
| | Unit 2 – Space Teacher Preparation Videos | | | | 061870743-3 | |
| | Unit 3 – Light Teacher Preparation Videos | | | | 061870744-1 | |
| | Unit 4 – Energy and Matter Teacher Preparation Videos | | | | 061870745-X | |
| | Unit 1 – Aquarium Habitats Teaching Transparencies | | | | 061870618-6 | |
| | Unit 2 – Space Teaching Transparencies | | | | 061870619-4 | |
| | Unit 3 – Light Teaching Transparencies | | | | 061870620-8 | |
| | Unit 4 – Energy and Matter Teaching Transparencies | | | | 061870621-6 | |
| | Unit 1- Terrarium Habitats Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866928-0 | |
| | Unit 2 – Rocks, Erosion, and Weathering Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866929-9 | |
| | Unit 3 – Magnets and Electromagnetism Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866930-2 | |
| | Unit 4 – Electricity Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866931-0 | |
| | Teacher Edition Complete Set (4 volumes) | | | | 061863991-8 | |
| | Unit 1- Terrarium Habitats Teacher Guide | | | | 061865743-6 | |
| | Unit 2 – Rocks, Erosion, and Weathering Teacher Guide | | | | 061865744-4 | |
| | Unit 3 – Magnets and Electromagnetism Teacher Guide | | | | 061865745-2 | |
| | Unit 4 – Electricity Teacher Guide | | | | 061865746-0 | |
| | Unit 1- Terrarium Habitats Teacher Preparation DVDs | | | | 061871940-7 | |
| | Unit 2 – Rocks, Erosion, and Weathering Teacher Preparation DVDs | | | | 061871941-5 | |
| Unit 3 – Magnets and Electromagnetism Teacher Preparation DVDs | | | | 061871942-3 | | |
| Unit 4 – Electricity Teacher Preparation DVDs | | | | 061871943-1 | | |
| Unit 1- Terrarium Habitats Teacher Preparation Videos | | | | 061870746-8 | | |
| Unit 2 – Rocks, Erosion, and Weathering Teacher Preparation Videos | | | | 061870747-6 | | |
| Unit 3 – Magnets and Electromagnetism Teacher Preparation Videos | | | | 061870748-4 | | |

Contract period: 9/1/06 – 8/31/2011

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation |
|--|--|--------------|-----------|-------------|-------------|-------------------------|
| Houghton Mifflin Company (Interim 2-2006) | Experience Science, Grade 4, Units, 1-4 (Continued) | | 2007 | 4 | | |
| | Unit 4 – Electricity Teacher Preparation Videos | | | | 061870749-2 | |
| | Unit 1- Terrarium Habitats Teaching Transparencies | | | | 061870622-4 | |
| | Unit 2 – Rocks, Erosion, and Weathering Teaching Transparencies | | | | 061870623-2 | |
| | Unit 3 – Magnets and Electromagnetism Teaching Transparencies | | | | 061870624-0 | |
| | Unit 4 – Electricity Teaching Transparencies | | | | 061870625-9 | |
| Houghton Mifflin Company (Interim 2-2006) | Experience Science, Grade 5, Units 1 - 4 | Poore | 2007 | 5 | | R 73% |
| | Adopted as “resource” material. Note: Inquiry Based modules. Key Features: | | | | | |
| | Unit 1- Terrarium Habitats Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866928-0 | |
| | Unit 2 – Rocks, Erosion, and Weathering Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866929-9 | |
| | Unit 3 – Magnets and Electromagnetism Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866930-2 | |
| | Unit 4 – Electricity Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866931-0 | |
| | Teacher Edition Complete Set (4 volumes) | | | | 061863991-8 | |
| | Unit 1- Terrarium Habitats Teacher Guide | | | | 061865743-6 | |
| | Unit 2 – Rocks, Erosion, and Weathering Teacher Guide | | | | 061865744-4 | |
| | Unit 3 – Magnets and Electromagnetism Teacher Guide | | | | 061865745-2 | |
| | Unit 4 – Electricity Teacher Guide | | | | 061865746-0 | |
| | Unit 1- Terrarium Habitats Teacher Preparation DVDs | | | | 061871940-7 | |
| | Unit 2 – Rocks, Erosion, and Weathering Teacher Preparation DVDs | | | | 061871941-5 | |
| | Unit 3 – Magnets and Electromagnetism Teacher Preparation DVDs | | | | 061871942-3 | |
| | Unit 4 – Electricity Teacher Preparation DVDs | | | | 061871943-1 | |
| | Unit 1- Terrarium Habitats Teacher Preparation Videos | | | | 061870746-8 | |
| | Unit 2 – Rocks, Erosion, and Weathering Teacher Preparation Videos | | | | 061870747-6 | |
| | Unit 3 – Magnets and Electromagnetism Teacher Preparation Videos | | | | 061870748-4 | |
| | Unit 4 – Electricity Teacher Preparation Videos | | | | 061870749-2 | |
| | Unit 1- Terrarium Habitats Teaching Transparencies | | | | 061870622-4 | |
| | Unit 2 – Rocks, Erosion, and Weathering Teaching Transparencies | | | | 061870623-2 | |
| | Unit 3 – Magnets and Electromagnetism Teaching Transparencies | | | | 061870624-0 | |
| | Unit 4 – Electricity Teaching Transparencies | | | | 061870625-9 | |
| | Unit 1 – Human Body Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866932-9 | |
| | Unit 2 – Classification Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866933-7 | |
| | Unit 3 – Weather and Water Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866934-5 | |
| | Unit 4 – Exploring Space Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866935-3 | |
| | Unit 5 – Chemistry Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | 061866936-1 | |
| | Teacher Edition Complete Set (5 volumes) | | | | 061863992-6 | |
| | Unit 1 – Human Body Teacher Guide | | | | 061865747-9 | |
| | Unit 2 – Classification Teacher Guide | | | | 061865748-7 | |

Contract period: 9/1/06 – 8/31/2011

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation | |
|---|---|------------------|------------------|--------------------|-------------|------------------------------------|------------------|
| Houghton Mifflin Company (Interim 2-2006) | Experience Science, Grade 5, Units, 1-4 (Continued) | | 2007 | 5 | | | |
| | Unit 3 – Weather and Water Teacher Guide | | | | | 061865749-5 | |
| | Unit 4 – Exploring Space Teacher Guide | | | | | 061865750-9 | |
| | Unit 5 – Chemistry Teacher Guide | | | | | 061866937-X | |
| | Unit 1 – Human Body Teacher Preparation DVDs | | | | | 061871944-X | |
| | Unit 2 – Classification Teacher Preparation DVDs | | | | | 061871945-8 | |
| | Unit 3 – Weather and Water Teacher Preparation DVDs | | | | | 061871946-6 | |
| | Unit 4 – Exploring Space Teacher Preparation DVDs | | | | | 061871947-4 | |
| | Unit 5 – Chemistry Teacher Preparation DVDs | | | | | 061871948-2 | |
| | Unit 1 – Human Body Teacher Preparation Videos | | | | | 061870750-6 | |
| | Unit 2 – Classification Teacher Preparation Videos | | | | | 061870751-4 | |
| | Unit 3 – Weather and Water Teacher Preparation Videos | | | | | 061870752-2 | |
| | Unit 4 – Exploring Space Teacher Preparation Videos | | | | | 061870753-0 | |
| | Unit 5 – Chemistry Teacher Preparation Videos | | | | | 061870754-9 | |
| | Unit 1 – Human Body Teaching Transparencies | | | | | 061870626-7 | |
| | Unit 2 – Classification Teaching Transparencies | | | | | 061870627-5 | |
| | Unit 3 – Weather and Water Teaching Transparencies | | | | | 061870628-3 | |
| Unit 4 – Exploring Space Teaching Transparencies | | | | | 061870629-1 | | |
| Unit 5 – Chemistry Teaching Transparencies | | | | | 061870630-5 | | |
| Houghton Mifflin Company (Interim 2-2006) | Experience Science, Grade 6, Units 1-5 | | Poore | 2007 | 6 | | |
| | Adopted as “resource” material. Note: Inquiry Based modules. Key Features: | | | | | | R 73% |
| | Unit 1 – Human Body Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | | 061866932-9 | |
| | Unit 2 – Classification Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | | 061866933-7 | |
| | Unit 3 – Weather and Water Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | | 061866934-5 | |
| | Unit 4 – Exploring Space Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | | 061866935-3 | |
| | Unit 5 – Chemistry Module Kit (includes: Teacher Guide, Teacher Preparation Video VHS, Teaching Transparencies) | | | | | 061866936-1 | |
| | Teacher Edition Complete Set (5 volumes) | | | | | 061863992-6 | |
| | Unit 1 – Human Body Teacher Guide | | | | | 061865747-9 | |
| | Unit 2 – Classification Teacher Guide | | | | | 061865748-7 | |
| | Unit 3 – Weather and Water Teacher Guide | | | | | 061865749-5 | |
| | Unit 4 – Exploring Space Teacher Guide | | | | | 061865750-9 | |
| | Unit 5 – Chemistry Teacher Guide | | | | | 061866937-X | |
| | Unit 1 – Human Body Teacher Preparation DVDs | | | | | 061871944-X | |
| | Unit 2 – Classification Teacher Preparation DVDs | | | | | 061871945-8 | |
| | Unit 3 – Weather and Water Teacher Preparation DVDs | | | | | 061871946-6 | |
| | Unit 4 – Exploring Space Teacher Preparation DVDs | | | | | 061871947-4 | |
| | Unit 5 – Chemistry Teacher Preparation DVDs | | | | | 061871948-2 | |
| | Unit 1 – Human Body Teacher Preparation Videos | | | | | 061870750-6 | |

**Science – Interim 2
Grades K - 12**

Contract period: 9/1/06 – 8/31/2011

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation | |
|---|---|------------------|------------------------------|--------------------|-------------|------------------------------------|------------|
| Houghton Mifflin Company (Interim 2-2006) | Experience Science, Grade 6, Units 1-5 | | 2007 | 6 | | | |
| | Unit 2 – Classification Teacher Preparation Videos | | | | 061870751-4 | | |
| | Unit 3 – Weather and Water Teacher Preparation Videos | | | | 061870752-2 | | |
| | Unit 4 – Exploring Space Teacher Preparation Videos | | | | 061870753-0 | | |
| | Unit 5 – Chemistry Teacher Preparation Videos | | | | 061870754-9 | | |
| | Unit 1 – Human Body Teaching Transparencies | | | | 061870626-7 | | |
| | Unit 2 – Classification Teaching Transparencies | | | | 061870627-5 | | |
| | Unit 3 – Weather and Water Teaching Transparencies | | | | 061870628-3 | | |
| | Unit 4 – Exploring Space Teaching Transparencies | | | | 061870629-1 | | |
| Unit 5 – Chemistry Teaching Transparencies | | | | 061870630-5 | | | |
| McDougal Little (Interim 2-2006) | MCDUGAL LITTELL SCIENCE: PHYSICAL Pupil's Edition | | Trefil, James, et al. | 2006 | 9 | 061861557-1 | 93% |
| | Physical Science, Teacher's Edition | | | | 061861558-X | | |
| | Physical Science Unit Resource Materials | | | | 061841242-5 | | |
| | Physical Science Lab Manual, Pupil's Edition | | | | 061850877-5 | | |
| | Physical Science Notetaking/Reading Study Guide | | | | 061848554-6 | | |
| | <i>The following are common components for McDougal Littell Science: Life, Physical, and Earth Science:</i> | | | | | | |
| | Process and Lab Skills Pupil's Edition | | | | 061841364-2 | | |
| | Process and Lab Skills Pupil's Edition | | | | 061841365-0 | | |
| | Process and Lab Skills Pupil's Edition | | | | 061841366-9 | | |
| | Problem Solving and Critical Thinking Pupil's Edition | | | | 061841358-8 | | |
| | Problem Solving and Critical Thinking Pupil's Edition | | | | 061841359-6 | | |
| | Problem Solving and Critical Thinking Pupil's Edition | | | | 061841360-X | | |
| | Standardized Test Practice Pupil's Edition | | | | 061841370-7 | | |
| | Standardized Test Practice Pupil's Edition | | | | 061841371-5 | | |
| | Standardized Test Practice Pupil's Edition | | | | 061841372-3 | | |
| | Teacher's Resource Package: Program-wide Resources | | | | 061842976-X | | |
| | Science Toolkit | | | | 061841583-1 | | |
| | City Science | | | | 061841581-5 | | |
| | eEdition CD-ROM | | | | 061842030-4 | | |
| | Content Review CD-ROM | | | | 061842024-X | | |
| | Lab Generator CD-ROM | | | | 061842033-9 | | |
| | English Audio Readings CD | | | | 061843176-4 | | |
| | Scientific American Frontiers Video Program Kit (videocassette) | | | | 061843182-9 | | |
| | Scientific American Frontiers Video Program Kit (DVD) | | | | 061843180-2 | | |
| Test Generator CD-ROM | | | | 061842037-1 | | | |
| Power Presentations CD-ROM | | | | 061842034-7 | | | |

**Science – Interim 2
Grades K - 12**

Contract period: 9/1/06 – 8/31/2011

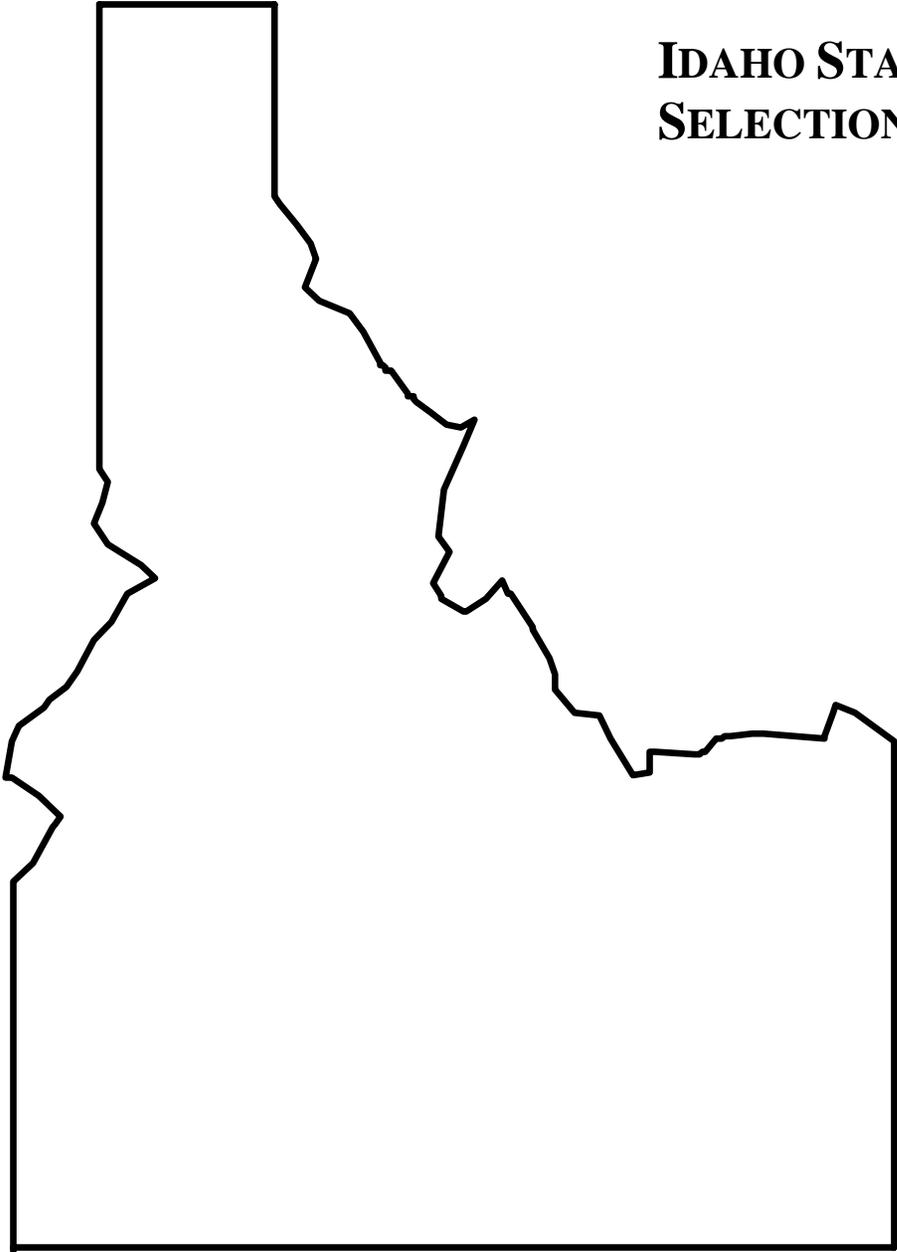
| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation | |
|--|--|--------------------------------|------------------|--------------------|-------------------|------------------------------------|--|
| Steck-Vaughn / Harcourt Achieve (Interim 2-2006) | Vocabulary Advantage for Science | Vivian Bernstein, et al | 2007 | 3-5 | 1419018957 | R | |
| | Adopted as "resource" material. Note: Approved for Language Arts Part 1: vocabulary. Key Features: | | | | | | |
| Steck-Vaughn / Harcourt Achieve (Interim 2-2006) | Vocabulary Advantage for Life Science and Biology | Vivian Bernstein, et al | 2007 | 6-12 | 1419018868 | R | |
| | Adopted as "resource" material. Note: Approved for Language Arts Part 1: vocabulary. Key Features: | | | | | | |
| Steck-Vaughn / Harcourt Achieve (Interim 2-2006) | Vocabulary Advantage for Earth and Physical Science | Vivian Bernstein, et al | 2007 | 6-12 | 1419018876 | R | |
| | Adopted as "resource" material. Note: Approved for Language Arts Part 1: vocabulary. Key Features: | | | | | | |
| | Multimedia Manager, Volume 1 | | | | | | |
| | Multimedia Manager, Volume 2 | | | | | | |
| | ExamView | | | | | | |
| AP Instructors Guide | | | | | | | |

| High Level Materials for Honor Classes | | | | | | | |
|--|--|-------------------|-----------|-------------|------------|----------------------------|------------|
| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R=Resource *Correlation | |
| Glencoe / McGraw-Hill (Interim 2-2006) | Biology | Mader | 2006 | Honors | 0073258393 | | |
| | Note: No content standards for honors. Key Features: | | | | | | |
| Glencoe / McGraw-Hill (Interim 2-2006) | Marine Biology | Castro, Huber | 2007 | Honors | 0073258385 | | |
| | Note: No content standards for honors. Key Features: | | | | | | |
| Glencoe / McGraw-Hill (Interim 2-2006) | Chemistry | Chang | 2007 | Honors | 0073268275 | | |
| | Note: No content standards for honors. Key Features: | | | | | | |
| Glencoe / McGraw-Hill (Interim 2-2006) | Environmental Science: A Global Concern | Cunningham, et al | 2007 | Honors | 0073258377 | | |
| | Note: No content standards for honors. Key Features: | | | | | | |
| Glencoe / McGraw-Hill (Interim 2-2006) | Human Genetics | Lewis | 2007 | Honors | 007305061X | | |
| | Note: No content standards for honors. Key Features: | | | | | | |
| Glencoe / McGraw-Hill (Interim 2-2006) | Hole's Human Anatomy & Physiology | Shier, et al | 2007 | Honors | 0073256994 | | |
| | Note: No content standards for honors. Key Features: | | | | | | |
| Thomson Learning (Interim 2-2006) | Fundamentals of Anatomy and Physiology | Rizzo | 2006 | 11-12 | 1401871887 | | |
| | Note: Recommended for Honors class. No content standards. Key Features: | | | | | | |
| | Electronic Classroom Master | | | | | | 1401871909 |
| Thomson Learning (Interim 2-2006) | Biology: The Unity and Diversity of Life | Starr/ Taggart | 2006 | 11-12 | 0495015997 | | |
| | Note: Recommended for Honors class. No content standards. Key Features: | | | | | | |
| | Power Lecture DVD | | | | | | 049512589X |
| | Instructor's Resource Manual | | | | | | 0495125857 |
| | ExamView | | | | | | 0495125830 |

Contract period: 9/1/06 – 8/31/2011

| | | | | | | | |
|---|--|--|-------------|--------------|-------------------|------------|--|
| Thomson Learning (Interim 2-2006) | Chemistry & Chemical Reactivity | Kotz/ Treichel/ Weaver | 2006 | 11-12 | 0495114502 | | |
| | Note: Recommended for Honors class. No content standards. Key Features: | | | | | | |
| | Instructor's Resource Manual | | | | | 0534998569 | |
| | ExamView | | | | | 0495018678 | |
| | Multimedia Manager/ Instructor CD | | | | | 0534998550 | |
| | AP Instructors Guide for Chemistry | | | | | 0495018929 | |
| Thomson Learning (Interim 2-2006) | Living in the Environment | Miller | 2005 | 11-12 | 0534997295 | | |
| | Note: Recommended for Honors class. No content standards. Key Features: | | | | | | |
| | Instructor's Manual/ Test Bank | | | | | 0534997317 | |
| | AP Instructor's Guide | | | | | 0495112305 | |
| | ExamView | | | | | 0534997341 | |
| | Environmental Science | | | | | 0534422500 | |
| | ExamView | | | | | 0534422543 | |
| Power Lecture CD | | | | | 0495013862 | | |
| Thomson Learning (Interim 2-2006) | College Physics | Serway/ Faughn/ Vuille/ Bennett | 2006 | 11-12 | 0534997236 | | |
| | Note: Recommended for Honors class. No content standards. Key Features: | | | | | | |
| | Instructor's Solutions Manual, Volume 1 | | | | | 0534999212 | |
| | Instructor's Solutions Manual, Volume 2 | | | | | 053499931X | |

**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE RECOMMENDATIONS**



Health

Interim 2

2006

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|---|---|-----------------------|------------------|--------------------|--------------------|------------------------------------|------------|
| Glencoe/ McGraw Hill (Interim 2-2006) | Teen Health, Course 1 | Bronson, et al | 2007 | 6 | 0078697603 | 100% | |
| | Key Features: | | | | | | |
| | Teacher Wraparound Edition | | | | | | 0078610966 |
| | Teacher Classroom Resources | | | | | | 0078620163 |
| | TCR Components Include: Student Activity Wkbk TAE; Reproducible Lesson Plans w/Block Scheduling; Daily Discussion Notes; Parent Letters & Activities (English/Spanish); Summaries, Quizzes, & Activities; Building Health Skills; Cross-Curriculum Activities; Decision-Making Activities; Enrichment Activities; Health labs; Inclusion Strategies; Internet Activities; Concept Mapping Activities; Dinah Zike's Reading & Study Skills Foldables; Reteaching Activities; Reading Tutor; Testing Program...; Performance Assessment Activities; Dealing With Sensitive Issues; Promoting Character Education; Planning a Coordinated Schools Health Program; Home, School & Community Involvement; Dinah Zike 4-Fold w/CD-ROM | | | | | | |
| | Available Additional Resources Include: Spanish Student Edition, Student Activity Workbook; Adolescence; Growing and Changing (SE & TAE); Building Character (SE & TAE); Conflict Resolution (SE & TAE;) Transparencies | | | | | | |
| | Available Technology Resources Include: StudentWorks™ CD-ROM; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Mindjogger Videoquizzes DVD; Audio Chapter Summaries CD-ROM (English or Spanish); PowerPoint Presentations CD-ROM; Teaching Health w/Foldables Video; Teen Health DVD Series (English or Spanish); Vocabulary Puzzlemaker CD-ROM; | | | | | | |
| Glencoe/ McGraw Hill (Interim 2-2006) | Teen Health, Course 2 | Bronson, et al | 2007 | 7 | 0078697611 | 100% | |
| | Key Features: | | | | | | |
| | Teacher Wraparound Edition | | | | | | 0078610982 |
| | Teacher Classroom Resources | | | | | | 0078620791 |
| | TCR Components Include: Student Activity Wkbk TAE; Reproducible Lesson Plans w/Block Scheduling; Daily Discussion Notes; Parent Letters & Activities (English/Spanish); Summaries, Quizzes, & Activities; Building Health Skills; Cross-Curriculum Activities; Decision-Making Activities; Enrichment Activities; Health labs; Inclusion Strategies; Internet Activities; Concept Mapping Activities; Dinah Zike's Reading & Study Skills Foldables; Reteaching Activities; Reading Tutor; Testing Program...; Performance Assessment Activities; Dealing With Sensitive Issues; Promoting Character Education; Planning a Coordinated Schools Health Program; Home, School & Community Involvement; Dinah Zike 4-Fold w/CD-ROM | | | | | | |
| | Available Additional Resources Include: Spanish Student Edition, Student Activity Workbook; Abstinence (SE & TAE); Safety & Injury Prevention (SE & TAE); Tobacco, Alcohol, & Other Drugs (SE & TAE); Transparencies | | | | | | |
| | Available Technology Resources Include: StudentWorks™ CD-ROM; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Mindjogger Videoquizzes DVD; Audio Chapter Summaries CD-ROM (English or Spanish); PowerPoint Presentations CD-ROM; Teaching Health w/Foldables Video; Teen Health DVD Series (English or Spanish); Vocabulary Puzzlemaker CD-ROM | | | | | | |
| Glencoe/ McGraw Hill (Interim 2-2006) | Teen Health, Course 3 | Bronson, et al | 2007 | 8 | 007869762X | 100% | |
| | Teacher Wraparound Edition | | | | | | 0078611008 |
| | Teacher Classroom Resources | | | | | | 0078620406 |
| | TCR Components Include: Student Activity Wkbk TAE; Reproducible Lesson Plans w/Block Scheduling; Daily Discussion Notes; Parent Letters & Activities (English/Spanish); Summaries, Quizzes, & Activities; Building Health Skills; Cross-Curriculum Activities; Decision-Making Activities; Enrichment Activities; Health labs; Inclusion Strategies; Internet Activities; Concept Mapping Activities; Dinah Zike's Reading & Study Skills Foldables; Reteaching Activities; Reading Tutor; Testing Program...; Performance Assessment Activities; Dealing With Sensitive Issues; Promoting Character Education; Planning a Coordinated Schools Health Program; Home, School & Community Involvement; Dinah Zike 4-Fold w/CD-ROM | | | | | | |
| | Available Additional Resources Include: Spanish Student Edition, Student Activity Workbook; Healthy Relationships & Sexuality (SE & TAE); HIV/AIDS (SE & TAE); Violence Prevention (SE & TAE); Transparencies | | | | | | |
| | Available Technology Resources Include: StudentWorks™ CD-ROM; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Mindjogger Videoquizzes DVD; Audio Chapter Summaries CD-ROM (English or Spanish); PowerPoint Presentations CD-ROM; Teaching Health w/Foldables Video; Teen Health DVD Series (English or Spanish); Vocabulary Puzzlemaker CD-Rom; | | | | | | |
| | | | | | | | |

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|--|--|-----------------------|------------------|--------------------|--------------------|------------------------------------|--|
| Glencoe/ McGraw Hill (Interim 2-2006) | Glencoe Health | Bronson, et al | 2007 | 9-12 | 0078726549 | 100% | |
| | Teacher Wraparound Edition | | | | 0078726573 | | |
| | Teacher Classroom Resources | | | | 0078750148 | | |
| | TCR Components Include: Student Wkbk TAE; Lesson Plans w/Block Scheduling; Inclusion Strategies; Dinah Zike's Reading and Study Skills Foldables; Daily Discussion Notes; Teaching Transparency Booklet; Parent Letters & Activities (English/Spanish); Reading Tutor; Guided Reading Activities; Concept Mapping Activities; Reteaching Activities; Chapter Summaries; Quizzes & Activities Booklet; Cross-Curriculum Activities; Current Health Issues; Decision-Making Activities; Health labs; Enrichment Activities; Internet Activities; Hands-On-Health: Creative Teaching Strategies; Lesson Quizzes; Assessment Chapter & Unit Tests; Performance Assessment Activities; Promoting Character Education; Dealing with Sensitive issues; Home, Schools &Community Involvement; Planning a Coordinated School Health Program; Dinah w/CD-ROM | | | | | | |
| | Available Additional Resources Include: Spanish Student Edition, Student Workbook; Human Sexuality (SE & TAE w/Testmaker Software) | | | | | | |
| | Available Technology Resources Include: StudentWorks™ CD-ROM; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Mindjogger Videoquizzes DVD; Audio Chapter Summaries CD-ROM (English or Spanish); PowerPoint Presentations CD-ROM; Teaching Health w/Foldables Video; Being Healthy Staying Healthy DVD (English or Spanish); Vocabulary Puzzlemaker CD-ROM; Interactive Chalkboard | | | | | | |
| Holt, Rinehart and Winston, a division of Harcourt, Inc (Interim 2-2006) | Decisions for Health, Level Green, Student Edition | HRW | 2007 | 6 | 0030674549 | 90% | |
| | Student Edition, Spanish, Level Green | | | | 0030788145 | | |
| | Student Edition CD-ROM, Level Green | | | | 0030787998 | | |
| | Premier Online Edition, Level Green | | | | 0030787718 | | |
| | Premier Online Edition with Student Edition CD-ROM, Level Green | | | | 0030787734 | | |
| | Teacher's Edition, Level Green | | | | 0030779693 | | |
| | One-Stop Planner® with Test Generator and State –Specific Resources CD-ROM, Level Green | | | | 0030787912 | | |
| | Study Guide, Level Green | | | | 0030788293 | | |
| | Chapter Resources, Level Green | | | | 0030787599 | | |
| | Teaching Transparencies, Level Green | | | | 0030788226 | | |
| | Transparencies CD-ROM, Level Green | | | | 0030788269 | | |
| | Guided Reading Audio CD Program, Level Green | | | | 0030787963 | | |
| | Study Guide, Spanish, Level Green | | | | 0030788188 | | |
| | Assessments, Spanish, Level Green | | | | 0030788072 | | |
| | Guided Reading Audio CD Program, Spanish, Level Green | | | | 0030788110 | | |
| | Decision-Making and Refusal Skills, Level Green | | | | 0030683467 | | |
| | Brain Food Video Quizzes, VHS, Level Green | | | | 0030380022 | | |
| Brain Food Video Quizzes on DVD, Level Green | | | | 0030380065 | | | |
| Holt, Rinehart and Winston, a division of Harcourt, Inc (Interim 2-2006) | Decisions for Health, Level Red, Student Edition | HRW | 2007 | 7 | 0030675227 | 100% | |
| | Student Edition, Spanish, Level Red | | | | 0030788161 | | |
| | Student Edition CD-ROM, Level Red | | | | 0030788021 | | |
| | Premier Online Edition, Level Red | | | | 003078767x | | |
| | Premier Online Edition with Student Edition CD-ROM, Level Red | | | | 0030787696 | | |
| | Teacher's Edition, Level Red | | | | 0030779715 | | |
| | One-Stop Planner® with Test Generator and State –Specific Resources CD-ROM, Level Red | | | | 0030787920 | | |
| | Study Guide, Level Red | | | | 0030788315 | | |
| | Chapter Resources, Level Red | | | | 0030787610 | | |
| | Teaching Transparencies, Level Red | | | | 0030788234 | | |

Contract period: 9/1/06 – 8/31/09

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|--|--|------------|-------------|-------------|-------------------|----------------------------|--|
| Holt, Rinehart and Winston, a division of Harcourt, Inc (Interim 2-2006) | Decisions for Health, Level Red,(Continued) | | 2007 | 7 | | | |
| | Transparencies CD-ROM, Level Red | | | | 0030788277 | | |
| | Guided Reading Audio CD Program, Level Red | | | | 0030787971 | | |
| | Study Guide, Spanish, Level Red | | | | 0030788196 | | |
| | Assessments, Spanish, Level Red | | | | 0030788080 | | |
| | Guided Reading Audio CD Program, Spanish, Level Red | | | | 0030788129 | | |
| | Decision-Making and Refusal Skills, Level Red | | | | 0030683513 | | |
| | Brain Food Video Quizzes, VHS, Level Red | | | | 0030380030 | | |
| Brain Food Video Quizzes on DVD, Level Red | | | | 0030380073 | | | |
| Holt, Rinehart and Winston, a division of Harcourt, Inc (Interim 2-2006) | Decisions for Health Level Blue Student Edition | HRW | 2007 | 8 | 0030677912 | 100% | |
| | Student Edition CD-ROM, Level Blue | | | | 0030788048 | | |
| | Student Edition, Spanish, Level Blue | | | | 003078817x | | |
| | Student Edition CD-ROM, Level Blue | | | | 0030788064 | | |
| | Premier Online Edition, Level Blue | | | | 0030787742 | | |
| | Premier Online Edition with Student Edition CD-ROM, Level Blue | | | | 0030787890 | | |
| | Teacher's Edition, Level Blue | | | | 0030779723 | | |
| | One-Stop Planner® with Test Generator and State –Specific Resources CD-ROM, Level Blue | | | | 0030787939 | | |
| | Study Guide, Level Blue | | | | 0030788323 | | |
| | Chapter Resources, Level Blue | | | | 0030787629 | | |
| | Teaching Transparencies, Level Blue | | | | 0030788242 | | |
| | Transparencies CD-ROM, Level Blue | | | | 0030788285 | | |
| | Guided Reading Audio CD Program, Level Blue | | | | 003078798x | | |
| | Study Guide, Spanish, Level Blue | | | | 0030788218 | | |
| | Assessments, Spanish, Level Blue | | | | 0030788099 | | |
| | Guided Reading Audio CD Program, Spanish, Level Blue | | | | 0030788137 | | |
| | Decision-Making and Refusal Skills, Level Blue | | | | 0030683564 | | |
| | Brain Food Video Quizzes, VHS, Level Blue | | | | 0030380049 | | |
| | Brain Food Video Quizzes on DVD, Level Blue | | | | 0030380081 | | |
| | Generic to all levels of Decisions for Health | | | | | | |
| | Health Posters | | | | | 0030930278 | |
| | Building Character Workbook | | | | | 003078834x | |
| | Exploring Food and Fitness Choices Interactive CD-ROM | | | | | 0030787947 | |
| | Risks of Sexual Activity, Student Edition | | | | | 0030796423 | |
| | Risks of Sexual Activity, Teacher's Edition | | | | | 0030796431 | |
| | Risks of Sexual Activity, Spanish Student Edition | | | | | 0030796644 | |
| | Risks of Sexual Activity, Resource File | | | | | 0030674964 | |
| | Health Emergency Wheel | | | | | 0030379865 | |
| | Holt Science, Skills Workshop Reading in the Content Area, Student Edition | | | | | 0030644240 | |
| | Holt Science, Skills Workshop Reading in the Content Area, Teacher's Edition | | | | | 0030644232 | |
| Discover Films Video Library | | | | | 0030668697 | | |
| ABC News 20/20 Video Library | | | | | 0030668719 | | |

Contract period: 9/1/06 – 8/31/09

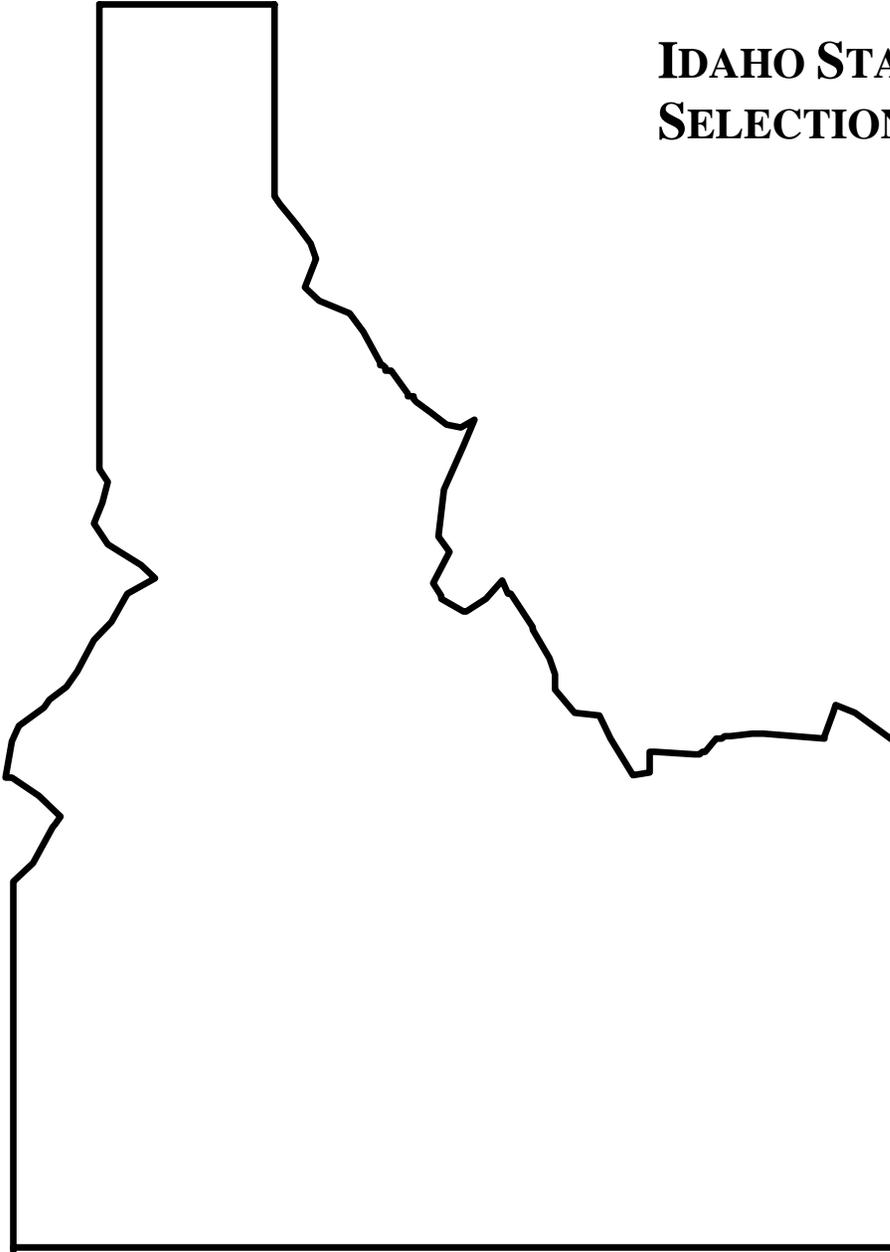
| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation |
|--|--|------------------------|-------------|-------------|--------------------|-------------------------|
| Holt, Rinehart and Winston, a division of Harcourt, Inc (Interim 2-2006) | Lifetime Health Student Edition | HRW | 2007 | 9-12 | 0030672015 | 94% |
| | Student Edition, Spanish | | | | 003078753x | |
| | Student Edition CD-ROM | | | | 0030787467 | |
| | Student Edition CD-ROM | | | | 0030787475 | |
| | Premier Online Edition | | | | 0030787424 | |
| | Premier Online Edition with Student Edition CD-ROM | | | | 0030787440 | |
| | Teacher's Edition | | | | 0030779731 | |
| | One-Stop Planner® with Test Generator and State-Specific Resources, CD-ROM | | | | 0030787416 | |
| | Study Guide | | | | 0030787483 | |
| | Life Skills Workbook | | | | 0030787394 | |
| | Chapter Resources | | | | 0030787319 | |
| | Teaching Transparencies | | | | 0030798124 | |
| | Transparencies CD-ROM | | | | 0030787491 | |
| | Guided Reading Audio CD Program | | | | 003078736x | |
| | Study Guide, Spanish | | | | 0030787548 | |
| | Assessments, Spanish | | | | 0030787513 | |
| | Guided Reading Audio CD Program, Spanish | | | | 0030787521 | |
| | Sexuality and Responsibility, Student Edition | | | | 0030779766 | |
| | Sexuality and Responsibility, Teacher's Edition | | | | 003077974x | |
| | Sexuality and Responsibility Teaching Resources | | | | 0030787297 | |
| | Sexuality and Responsibility, Student Edition, Spanish | | | | 0030787572 | |
| | Sexuality and Responsibility Spanish Resources | | | | 0030787580 | |
| | Sexuality and Responsibility Spanish Guided Reading Audio CD-Program | | | | 0030401194 | |
| | Health Posters | | | | 0030930278 | |
| | Exploring Food and Fitness Choices Interactive CD-ROM | | | | 0030787947 | |
| | Brain Food Video Quizzes VHS | | | | 003037989x | |
| | Brain Food Video Quizzes on DVD | | | | 0030379881 | |
| Video Resources and Video Resources Viewing Guide and Worksheets with Answer Key | | | | 0030665264 | | |
| Holt Science Skills Workshop Reading in the Content Area | | | | 0030644240 | | |
| Holt Science Skills Workshop Reading in the Content Area Teacher's Edition | | | | 0030644232 | | |
| Health Emergency Wheel | | | | 0030379865 | | |
| Pearson Education Inc., publishing as Pearson Prentice Hall (Interim 2-2006) | Prentice Hall Health, Student Edition | Pruitt, et. al. | 2007 | 9-12 | 013190567-8 | 100% |
| | Prentice Hall Health, Teacher's Edition | | | | 013181176-2 | |

**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE RECOMMENDATIONS**

Handwriting

Interim 2

2006



**Handwriting – Interim 2
Grades K-6**

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|---|--|----------------------------|------------------|--------------------|----------------------|------------------------------------|---------------|
| Pearson Scott Foresman (Interim 2-2006) | D’Nealian Handwriting Student Edition | Donald Neal Thurber | 2008 | K | 0-328-21196-6 | R | |
| | Adopted as “resource” material.. Correlates 100% to content standard 5.1. Key Features: | | | | | | |
| | Teacher’s Edition | | | | | | 0-328-21207-5 |
| | Practice and Review Workbook | | | | | | 0-673-57640-X |
| | Home/School Package | | | | | | 0-673-28575-8 |
| | Kindergarten Big Book (set of two) | | | | | | 0-673-28568-5 |
| Pearson Scott Foresman (Interim 2-2006) | D’Nealian Handwriting Student Edition | Donald Neal Thurber | 2008 | 1 | 0-328-21197-4 | R | |
| | Adopted as “resource” material.. Correlates 100% to content standard 5.1. Key Features: | | | | | | |
| | Teacher’s Edition | | | | | | 0-328-21208-3 |
| | Practice and Review Workbook | | | | | | 0-673-57637-X |
| | Practice Master | | | | | | 0-673-28763-7 |
| | Reteaching Book | | | | | | 0-673-28559-6 |
| | Class Big Book, Grades 1-2 | | | | | | 0-673-28567-7 |
| | Home/School Package | | | | | | 0-673-28576-6 |
| | Alpha Touch Letters, Manuscript | | | | | | 0-673-28562-6 |
| Pearson Scott Foresman (Interim 2-2006) | D’Nealian Handwriting Student Edition | Donald Neal Thurber | 2008 | 2 | 0-328-21198-2 | R | |
| | Adopted as “resource” material.. Correlates 100% to content standard 5.1. Key Features: | | | | | | |
| | Teacher’s Edition | | | | | | 0-328-21209-1 |
| | Practice and Review Workbook | | | | | | 0-673-57638-8 |
| | Practice Masters | | | | | | 0-673-28764-5 |
| | Reteaching Boo | | | | | | 0-673-28560-X |
| | Home/School Package | | | | | | 0-673-28577-4 |
| | Alpha Touch Letters, Cursive | | | | | | 0-673-28563-4 |
| Pearson Scott Foresman (Interim 2-2006) | D’Nealian Handwriting Student Edition | Donald Neal Thurber | 2008 | 3 | 0-328-21203-2 | R | |
| | Adopted as “resource” material.. Correlates 100% to content standard 5.1. Key Features: | | | | | | |
| | Teacher’s Edition | | | | | | 0-328-21210-5 |
| | Practice and Review Workbook | | | | | | 0-673-57639-6 |
| | Practice Masters | | | | | | 0-673-28765-3 |
| | Reteaching Book | | | | | | 0-673-28561-8 |
| | Home/School Package | | | | | | 0-673-28578-2 |

**Handwriting – Interim 2
Grades K-6**

Contract period: 9/1/06 – 8/31/12

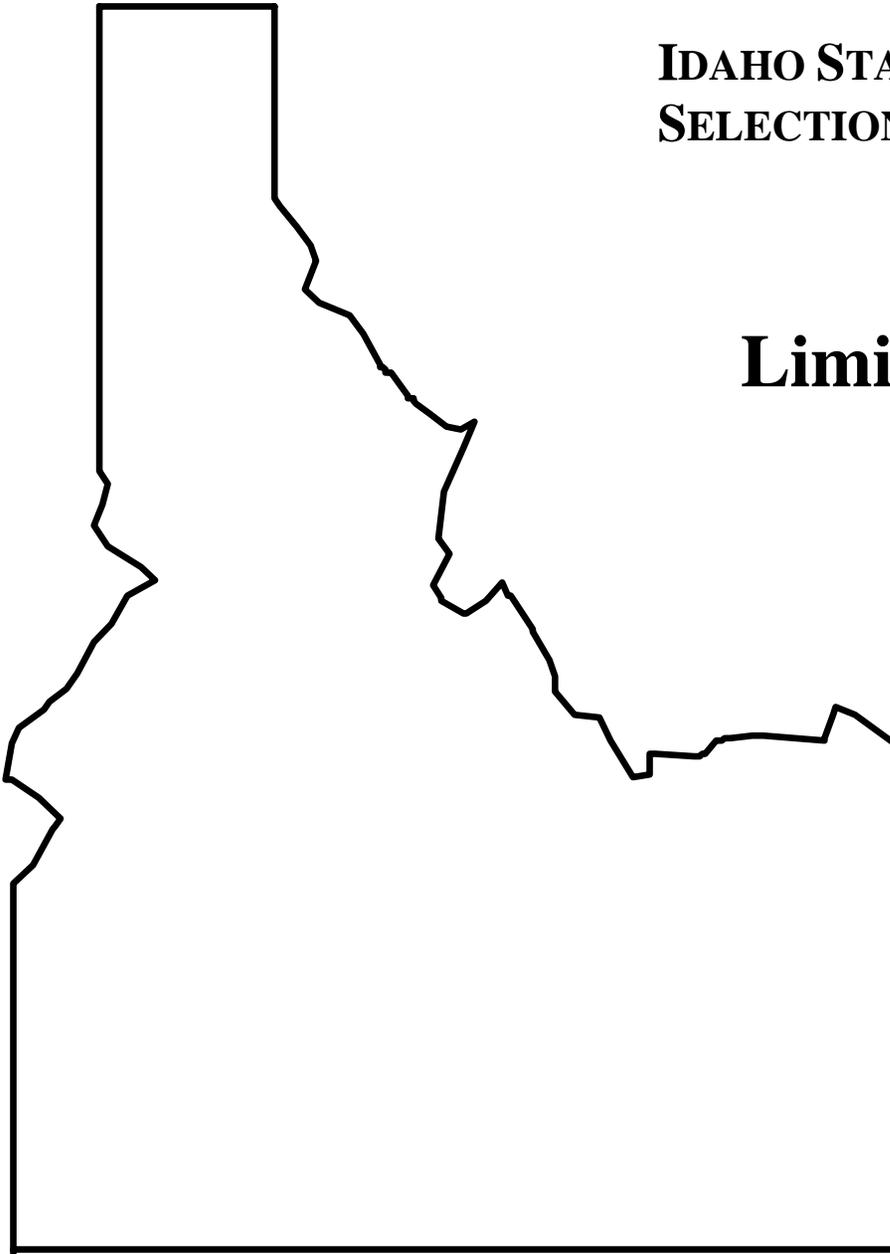
| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN Number | R=Resource *Correlation | |
|---|--|----------------------------|------------------|--------------------|----------------------|------------------------------------|---------------|
| Pearson Scott Foresman (Interim 2-2006) | D’Nealian Handwriting Student Edition | Donald Neal Thurber | 2008 | 4 | 0-328-21204-0 | R | |
| | Adopted as “resource” material.. Correlates 100% to content standard 5.1. Key Features: | | | | | | |
| | Teacher’s Edition | | | | | | 0-328-21211-3 |
| | Practice and Review Workbook | | | | | | 0-673-59284-7 |
| | Practice Masters | | | | | 0-673-28766-1 | |
| Pearson Scott Foresman (Interim 2-2006) | D’Nealian Handwriting Student Edition | Donald Neal Thurber | 2008 | 5 | 0-328-21205-9 | R | |
| | Adopted as “resource” material.. Correlates 100% to content standard 5.1. Key Features: | | | | | | |
| | Teacher’s Edition | | | | | | 0-328-21212-1 |
| | Practice and Review Workbook | | | | | | 0-673-59285-5 |
| | Practice Master | | | | | 0-673-28767-X | |
| Pearson Scott Foresman (Interim 2-2006) | D’Nealian Handwriting Student Edition | Donald Neal Thurber | 2008 | 6 | 0-328-21206-7 | R | |
| | Adopted as “resource” material.. Correlates 100% to content standard 5.1. Key Features: | | | | | | |
| | Teacher’s Edition | | | | | | 0-328-21213-X |
| | Practice Masters | | | | | | 0-673-28768-8 |

**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE RECOMMENDATIONS**

Limited English Proficiency

Annual

2006



Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R = Resource | |
|--------------------------|---|-----------------------------|------------------|--------------------|------------------|---------------------|--|
| Achieve 3000 | KidBiz3000® ELL Success | Achieve 3000 | 2005 | 2-8 | Web based | R | |
| | Adopted as "resource" material.. Key Features: | | | | | | |
| Achieve 3000 | TeenBiz3000® ELL Success | Achieve 3000 | 2005 | 9-12 | Web based | R | |
| | Adopted as "resource" material.. Key Features: | | | | | | |
| CTB / McGraw-Hill | LAS Links Benchmark Assessment Student books 1-3, Examiner's Guide | CTB/McGraw-Hill, LLC | 2006 | K-1 | | R | |
| | Adopted as "resource" material.. Key Features: | | | | | | |
| | LAS Links Instructional Guidance Activities | | | | | | |
| CTB / McGraw-Hill | LAS Links Benchmark Assessment Student books 1-3, Examiner's Guide | CTB/McGraw-Hill, LLC | 2006 | 2-3 | | R | |
| | Adopted as "resource" material.. Key Features: | | | | | | |
| | LAS Links Instructional Activities | | | | | | |
| CTB / McGraw-Hill | LAS Links Benchmark Assessment Student books 1-3, Student Answer Docum, Examiner's Guide | CTB/McGraw-Hill, LLC | 2006 | 4-5 | | R | |
| | Adopted as "resource" material.. Key Features: | | | | | | |
| | LAS Links Instructional Activities | | | | | | |
| CTB / McGraw-Hill | LAS Links Benchmark Assessment Student books 1-3, Student Answer Docum, Examiner's Guide | CTB/McGraw-Hill, LLC | 2006 | 6-8 | | R | |
| | Adopted as "resource" material.. Key Features: | | | | | | |
| | Instructional Guidance Activities | | | | | | |
| CTB / McGraw-Hill | LAS Links Benchmark Assessment Student books 1-3, Student Answer Docum, Examiner's Guide | CTB/McGraw-Hill, LLC | 2006 | 9-12 | | R | |
| | Adopted as "resource" material.. Key Features: | | | | | | |
| | Instructional Guidance Activities | | | | | | |

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R = Resource | |
|--|---|--|------------------|--------------------|--------------------|---------------------|-------------|
| Houghton Mifflin Company | My Very Own Big Spanish Dictionary – Span/Eng | Editors of the American Heritage Dictionaries | 2005 | PreK-1 | 061862126-1 | R | |
| | Adopted as “resource” material.. Also Approved under dictionary and thesaurus. Key Features: | | | | | | |
| Macmillan / McGraw-Hill | Macmillan/McGraw-Hill Treasure Chest for English Language Learners | Jana Echevarria | 2007 | K | 002193868-7 | | |
| | Notes: Committee recommends as a core program Key Features: | | | | | | |
| | Leveled Vocabulary Word Cards | | | | | | 002193972-1 |
| | Small Letter Cards | | | | | | 002193992-6 |
| | Small Alphabet and Sound/Spelling Cards | | | | | | 002194001-0 |
| | Comprehension Cards | | | | | | 002194761-9 |
| | Photo Cards | | | | | | 002193979-9 |
| | Oral Vocabulary Development Cards | | | | | | 002194708-2 |
| | High Frequency Word Cards | | | | | | 002197744-5 |
| | ELL Readers Library (12 each of 30 titles) | | | | | | 002197767-4 |
| | Listening Library CD's | | | | | | 002194341-9 |
| | Phonics: New Adventure with Buggles and Beezy (Stand-Alone) | | | | | | 002194399-0 |
| | ELL Teacher's Guide | | | | | | 002196005-4 |
| | ELL Assessment Book | | | | | | 002196246-4 |
| | ELL Practice Book | | | | | | 002196254-5 |
| | ELL Practice Book Teacher's Edition | | | | | | 002196262-6 |
| | ELL Unit Theme Posters | | | | | | 002196269-3 |
| | ELL Retelling Cards | | | | | | 002196295-2 |
| | ELL Retelling Cards Blackline Masters | | | | | | 002197800-X |
| | ELL Write On/Wipe Off Skills Boards | | | | | | 002196308-8 |
| Home School Connection | | | | | 002197654-6 | | |
| My New Words: Activity Book for Newcomers | | | | | 002197641-4 | | |
| My New Words: A Picture Wordbook for Newcomers | | | | | 002197639-2 | | |
| Graphic Organizer Transparencies | | | | | 002197660-0 | | |
| Macmillan / McGraw-Hill | Macmillan/McGraw-Hill Treasure Chest for English Language Learners | Jana Echevarria | 2007 | 1 | 002193869-5 | | |
| | Notes: Committee recommends as a core program Key Features: | | | | | | |
| | Leveled Vocabulary Word Cards | | | | | | 002197648-1 |
| | Small Letter Cards | | | | | | 002193992-6 |
| | Small Alphabet and Sound/Spelling Cards | | | | | | 002194001-0 |
| | Comprehension Cards | | | | | | 002194761-9 |
| | Photo Cards | | | | | | 002193979-9 |
| | High Frequency Word Cards | | | | | | 002197744-5 |
| | ELL Readers: Beginning Library (6 each of 30 titles) | | | | | | 002196579-X |
| | Listening Library CD's: Beginning | | | | | | 002197038-6 |

**Limited English Proficiency
Graded K - 12**

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R = Resource | |
|--|---|------------------------|------------------|--------------------|--------------------|---------------------|--|
| Macmillan / McGraw-Hill | Macmillan/McGraw-Hill Treasure Chest for English Language Learners (Continued) | | 2007 | 1 | | | |
| | ELL Readers: Intermediate Library (6 each of 30 titles) | | | | 002196718-0 | | |
| | Listening Library CD's: Intermediate | | | | 002196278-2 | | |
| | ELL Readers: Advanced Library (6 each of 30 titles) | | | | 002197768-2 | | |
| | Listening Library CD's: Advanced | | | | 002194342-7 | | |
| | Phonics: New Adventure with Buggles and Beezy (Stand-Alone) | | | | 002194399-0 | | |
| | ELL Teacher's Guide | | | | 002196006-2 | | |
| | ELL Assessment Book | | | | 002196247-2 | | |
| | ELL Practice Book | | | | 002196255-3 | | |
| | ELL Practice Book Teacher's Edition | | | | 002196263-4 | | |
| | ELL Unit Theme Posters | | | | 002196271-5 | | |
| | ELL Retelling Cards | | | | 002196296-0 | | |
| | ELL Retelling Cards Blackline Masters | | | | 002197801-8 | | |
| | ELL Write On/Wipe Off Skills Boards | | | | 002196308-8 | | |
| | Home School Connection | | | | 002197655-4 | | |
| | My New Words: Activity Book for Newcomers | | | | 002197641-4 | | |
| My New Words: A Picture Wordbook for Newcomers | | | | 002197639-2 | | | |
| Graphic Organizer Transparencies | | | | 002197660-0 | | | |
| Macmillan / McGraw-Hill | Macmillan/McGraw-Hill Treasure Chest For English Language Learners | Jana Echevarria | 2007 | 2 | 002193871-7 | | |
| | Notes: Committee recommends as a core program Key Features: | | | | | | |
| | Leveled Vocabulary Word Cards | | | | 002197649-X | | |
| | Small Letter Cards | | | | 002193992-6 | | |
| | Small Alphabet and Sound/Spelling Cards | | | | 002194001-0 | | |
| | Comprehension Cards | | | | 002194761-9 | | |
| | Photo Cards | | | | 002193979-9 | | |
| | High Frequency Word Cards | | | | 002197744-5 | | |
| | ELL Readers: Beginning Library (6 each of 30 titles) | | | | 002196581-1 | | |
| | Listening Library CD's: Beginning | | | | 002197039-4 | | |
| | ELL Readers: Intermediate Library (6 each of 30 titles) | | | | 002196754-7 | | |
| | Listening Library CD's: Intermediate | | | | 002196279-0 | | |
| | ELL Readers: Advanced Library (6 each of 30 titles) | | | | 002197769-0 | | |
| | Listening Library CD's: Advanced | | | | 002194343-5 | | |
| | Phonics: New Adventure with Buggles and Beezy (Stand-Alone) | | | | 002194402-4 | | |
| | ELL Teacher's Guide | | | | 002196007-0 | | |
| | ELL Assessment Book | | | | 002196248-0 | | |
| | ELL Practice Book | | | | 002196256-1 | | |
| | ELL Practice Book Teacher's Edition | | | | 002196264-2 | | |
| | ELL Unit Theme Posters | | | | 002196272-3 | | |
| ELL Retelling Cards | | | | 002196297-9 | | | |
| ELL Retelling Cards Blackline Masters | | | | 002197802-6 | | | |

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R = Resource | | | | |
|--|---|------------------|------------------------|--------------------|-------------|---------------------|-------------|--|--|--|
| Macmillan / McGraw-Hill | Macmillan/McGraw-Hill Treasure Chest for English Language Learners (Continued) | | 2007 | 2 | | | | | | |
| | ELL Write On/Wipe Off Skills Boards | | | | 002196308-8 | | | | | |
| | Home School Connection | | | | 002197656-2 | | | | | |
| | My New Words: Activity Book for Newcomers | | | | 002197641-4 | | | | | |
| | My New Words: A Picture Wordbook for Newcomers | | | | 002197639-2 | | | | | |
| | Graphic Organizer Transparencies | | | | 002197660-0 | | | | | |
| Macmillan / McGraw-Hill | Macmillan/McGraw-Hill Treasure Chest for English Language Learners | | Jana Echevarria | 2007 | 3 | 002193872-5 | | | | |
| | Notes: Committee recommends as a core program Key Features: | | | | | | | | | |
| | Leveled Vocabulary Word Cards | | | | | | 002197650-3 | | | |
| | Comprehension Cards | | | | | | 002194762-7 | | | |
| | ELL Readers: Beginning Library (6 each of 30 titles) | | | | | | 002196582-X | | | |
| | Listening Library CD's: Beginning | | | | | | 002197041-6 | | | |
| | ELL Readers: Intermediate Library (6 each of 30 titles) | | | | | | 002196789-X | | | |
| | Listening Library CD's: Intermediate | | | | | | 002196281-2 | | | |
| | ELL Readers: Advanced Library (6 each of 30 titles) | | | | | | 002197770-4 | | | |
| | Listening Library CD's: Advanced | | | | | | 002194344-3 | | | |
| | Phonics: New Adventure with Buggles and Beezy (Stand-Alone) | | | | | | 002194402-4 | | | |
| | ELL Teacher's Guide | | | | | | 002196008-9 | | | |
| | ELL Assessment Book | | | | | | 002196249-9 | | | |
| | ELL Practice Book | | | | | | 002196257-X | | | |
| | ELL Practice Book Teacher's Edition | | | | | | 002196265-0 | | | |
| | ELL Unit Theme Posters | | | | | | 002196273-1 | | | |
| | ELL Retelling Cards | | | | | | 002196298-7 | | | |
| | ELL Retelling Cards Blackline Masters | | | | | | 002197803-4 | | | |
| | ELL Write On/Wipe Off Skills Boards | | | | | | 002196309-6 | | | |
| | Home School Connection | | | | | | 002197657-0 | | | |
| My New Words: Activity Book for Newcomers | | | | 002197642-2 | | | | | | |
| My New Words: A Picture Wordbook for Newcomers | | | | 002197640-6 | | | | | | |
| Graphic Organizer Transparencies | | | | 002197660-0 | | | | | | |
| Macmillan / McGraw-Hill | Macmillan/McGraw-Hill Treasure Chest for English Language Learners | | Jana Echevarria | 2007 | 4 | 002193873-3 | | | | |
| | Notes: Committee recommends as a core program Key Features: | | | | | | | | | |
| | Leveled Vocabulary Word Cards | | | | | | 002197651-1 | | | |
| | Comprehension Cards | | | | | | 002194762-7 | | | |
| | ELL Readers: Beginning Library (6 each of 30 titles) | | | | | | 002196583-8 | | | |
| | Listening Library CD's: Beginning | | | | | | 002197042-4 | | | |
| | ELL Readers: Intermediate Library (6 each of 30 titles) | | | | | | 002196825-X | | | |
| | Listening Library CD's: Intermediate | | | | | | 002196282-0 | | | |
| | ELL Readers: Advanced Library (6 each of 30 titles) | | | | | | 002197771-2 | | | |

Contract period: 9/1/06 – 8/31/12

| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R = Resource |
|--|---|------------------------|-------------|----------------------------------|--|--------------|
| Macmillan / McGraw-Hill | Macmillan/McGraw-Hill Treasure Chest for English Language Learners (Continued) | | 2007 | 4 | | |
| | | | | | Listening Library CD's: Advanced | 002194345-1 |
| | | | | | ELL Teacher's Guide | 002196009-7 |
| | | | | | ELL Assessment Book | 002196251-0 |
| | | | | | ELL Practice Book | 002196258-8 |
| | | | | | ELL Practice Book Teacher's Edition | 002196266-9 |
| | | | | | ELL Unit Theme Posters | 002196274-X |
| | | | | | ELL Retelling Cards | 002196299-5 |
| | | | | | ELL Retelling Cards Blackline Masters | 002197804-2 |
| | | | | | ELL Write On/Wipe Off Skills Boards | 002196309-6 |
| | | | | | Home School Connection | 002197658-9 |
| | | | | | My New Words: Activity Book for Newcomers | 002197642-2 |
| | | | | | My New Words: A Picture Wordbook for Newcomers | 002197640-6 |
| | | | | Graphic Organizer Transparencies | 002197660-0 | |
| Macmillan / McGraw-Hill | Macmillan/McGraw-Hill Treasure Chest for English Language Learners | Jana Echevarria | 2007 | 5 | 002193874-1 | |
| | Notes: Committee recommends as a core program | | | | | |
| | Key Features: | | | | | |
| | Leveled Vocabulary Word Cards | | | | | 002197652-X |
| | Comprehension Cards | | | | | 002194762-7 |
| | ELL Readers: Beginning Library (6 each of 30 titles) | | | | | 002196584-6 |
| | Listening Library CD's: Beginning | | | | | 002197043-2 |
| | ELL Readers: Intermediate Library (6 each of 30 titles) | | | | | 002196861-6 |
| | Listening Library CD's: Intermediate | | | | | 002196283-9 |
| | ELL Readers: Advanced Library (6 each of 30 titles) | | | | | 002197772-0 |
| | Listening Library CD's: Advanced | | | | | 002194346-X |
| | ELL Teacher's Guide | | | | | 002196011-9 |
| | ELL Assessment Book | | | | | 002196252-9 |
| | ELL Practice Book | | | | | 002196259-6 |
| | ELL Practice Book Teacher's Edition | | | | | 002196267-7 |
| | ELL Unit Theme Posters | | | | | 002196275-8 |
| | ELL Retelling Cards | | | | | 002196301-0 |
| | ELL Retelling Cards Blackline Masters | | | | | 002197805-0 |
| ELL Write On/Wipe Off Skills Boards | | | | | 002196309-6 | |
| Home School Connection | | | | | 002197659-7 | |
| My New Words: Activity Book for Newcomers | | | | | 002197642-2 | |
| My New Words: A Picture Wordbook for Newcomers | | | | | 002197640-6 | |
| Graphic Organizer Transparencies | | | | | 002197660-0 | |

Contract period: 9/1/06 – 8/31/12

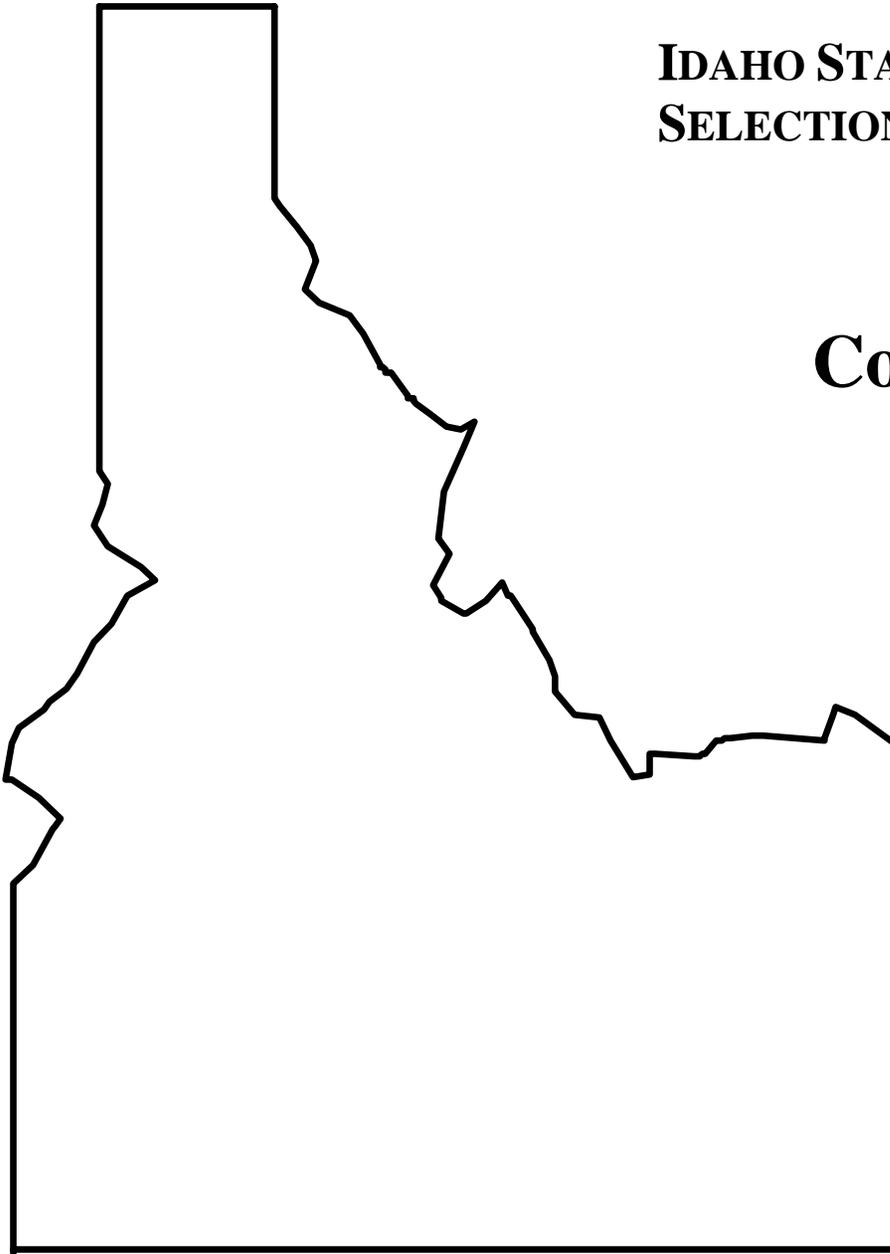
| Publisher | Title of Material | Author(s) | Copyright | Grade Level | ISBN | R = Resource | |
|--|---|--|------------------|--------------------|--------------------|---------------------|-------------|
| Macmillan / McGraw-Hill | Macmillan/McGraw-Hill Treasure Chest for English Language Learners | Jana Echevarria | 2007 | 6 | 002193875-X | | |
| | Notes: Committee recommends as a core program Key Features: | | | | | | |
| | Leveled Vocabulary Word Cards | | | | | | 002197653-8 |
| | Comprehension Cards | | | | | | 002194762-7 |
| | ELL Readers: Beginning Library (6 each of 30 titles) | | | | | | 002196585-4 |
| | Listening Library CD's: Beginning | | | | | | 002196284-7 |
| | ELL Readers: Intermediate Library (6 each of 30 titles) | | | | | | 002196896-9 |
| | Listening Library CD's: Intermediate | | | | | | 002197044-0 |
| | ELL Readers: Advanced Library (6 each of 30 titles) | | | | | | 002197773-9 |
| | Listening Library CD's: Advanced | | | | | | 002194347-8 |
| | ELL Teacher's Guide | | | | | | 002196012-7 |
| | ELL Assessment Book | | | | | | 002196253-7 |
| | ELL Practice Book | | | | | | 002196261-8 |
| | ELL Practice Book Teacher's Edition | | | | | | 002196268-5 |
| | ELL Unit Theme Posters | | | | | | 002196276-6 |
| | ELL Retelling Cards | | | | | | 002196302-9 |
| | ELL Retelling Cards Blackline Masters | | | | | | 002197806-9 |
| | ELL Write On/Wipe Off Skills Boards | | | | | | 002196309-6 |
| Home School Connection | | | | | 002197666-X | | |
| My New Words: Activity Book for Newcomers | | | | | 002197642-2 | | |
| My New Words: A Picture Wordbook for Newcomers | | | | | 002197640-6 | | |
| Graphic Organizer Transparencies | | | | | 002197660-0 | | |
| Scholastic, Inc. | Scholastic Zip Zoom English | Scholastic Inc., with academic advisors, Dr. Maria Carlo, Dr. Elfrieda Heibert, Dr. Chauncey Veatch | 2006 | K-3 | 0439827779 | | |
| Key Features: | | | | | | | |
| Scholastic, Inc. | Scholastic Zip Zoom Critical Word Readers | Scholastic Inc., with academic advisors, Dr. Maria Carlo, Dr. Elfrieda Heibert, Dr. Chauncey Veatch | 2005 | K-3 | 0439826020 | | |
| Key Features: | | | | | | | |
| Thomson Learning | Basic Grammar and Usage | Choy | 2006 | 9-12 | 1413008925 | R | |
| Adopted as "resource" material.. Key Features: Instructor's Manual | | | | | 1413008933 | | |

**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE RECOMMENDATIONS**

Computer Applications

Annual

2006



**Computer Applications – Annual
Grades K-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | Contract period | | | |
|---|---|--------------------------------|------------------|--------------------|----------------------|---------------------------------|------------------------|--|--|--|
| EMC/Paradigm Publishing (annual 2006) | Paradigm Keyboarding: Sessions 1-30, 5th edition Textbook and Snap User's Guide | William Mitchell, et al | 2006 | 9-12 | 0763823104 | R | 9/01/06-8/31/11 | | | |
| | Adopted as "resource" material. Key Features: | | | | | | | | | |
| | Instructor's Guide CD Internet Resource Center | | | | | | | | | |
| | | | | | 0763823074 | | | | | |
| EMC/Paradigm Publishing (annual 2006) | Paradigm Keyboarding: Sessions 1-60, 5th edition Textbook and Snap User's Guide | William Mitchell, et al | 2006 | 9-12 | 0763823066 | R | 9/01/06-8/31/11 | | | |
| | Adopted as "resource" material. Key Features: | | | | | | | | | |
| | Instructor's Guide CD Internet Resource Center | | | | | | | | | |
| | | | | | 0763823074 | | | | | |
| EMC/Paradigm Publishing (annual 2006) | Paradigm Keyboarding: Sessions 61-120, 5th edition Textbook and Snap User's Guide | William Mitchell, et al | 2006 | 9-12 | 0763823120 | R | 9/01/06-8/31/11 | | | |
| | Adopted as "resource" material. Key Features: | | | | | | | | | |
| | Instructor's Guide CD Internet Resource Center | | | | | | | | | |
| | | | | | 0763823074 | | | | | |
| Pearson/Prentice Hall (Annual 2006) | Adobe After Effects 6.5 Magic, Student Edition | Rankin | 2004 | 9-12 | 0-32-126723-0 | R | 9/01/06-8/31/11 | | | |
| | Adopted as "resource" material. Key Features: | | | | | | | | | |
| Pearson/Prentice Hall (Annual 2006) | Adobe Audition 1.5, Student Edition | Adobe Creative Team | 2005 | 9-12 | 0-32-126793-1 | R | 9/01/06-8/31/11 | | | |
| | Adopted as "resource" material. | | | | | | | | | |
| Pearson/Prentice Hall (Annual 2006) | JAVA Software Structures for AP Computer Science, Student Edition | Lewis | 2006 | 9-12 | 0-32-133161-3 | R | 9/01/06-8/31/11 | | | |
| | Adopted as "resource" material. | | | | | | | | | |
| Pearson/Prentice Hall (Annual 2006) | Learning Adobe Illustrator CS2, Student Edition | Skintik | 2006 | 9-12 | 0-13-187195-1 | R | 9/01/06-8/31/11 | | | |
| | Adopted as "resource" material. Key Features: | | | | | | | | | |
| | Learning Adobe Illustrator CS2, Instructor's Resource CD-ROM | | | | | | | | | |
| | | | | | 0-13-187194-3 | | | | | |
| Pearson/Prentice Hall (Annual 2006) | Learning Adobe InDesign CS2, Student Edition | Wempen | 2006 | 9-12 | 0-13-186893-4 | R | 9/01/06-8/31/11 | | | |
| | Adopted as "resource" material. Key Features: | | | | | | | | | |
| | Learning Adobe InDesign CS2, Instructor's Resource CD-ROM | | | | | | | | | |
| | | | | | 0-13-199031-4 | | | | | |

**Computer Applications – Annual
Grades K-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | Contract period | |
|---|---|----------------------------|------------------|--------------------|----------------------|---------------------------------|------------------------|--|
| Pearson/ Prentic Hall (Annual 2006) | Learning Adobe Photoshop CS2, Student Edition | Bucki | 2006 | 9-12 | 0-13-187046-7 | R | 9/01/06-8/31/11 | |
| | Learning Adobe Photoshop CS2, Instructor's Resource CD-ROM Adopted as "resource" material. | | | | | 0-13-199032-2 | | |
| Pearson/ Prentic Hall (Annual 2006) | Learning Macromedia Dreamweaver Studio 8, Student Edition | Skintik | 2006 | 9-12 | 0-13-186887-X | R | 9/01/06-8/31/11 | |
| | Adopted as "resource" material. | | | | | | | |
| Pearson/ Prentic Hall (Annual 2006) | Learning Macromedia Dreamweaver Studio 8, Instructor's Resource CD-ROM | | | | | R | 9/01/06-8/31/11 | |
| | Adopted as "resource" material. | | | | | 0-13-186894-2 | | |
| Pearson/ Prentic Hall (Annual 2006) | Learning Microsoft FrontPage 2003, Student Edition | Skintik | 2004 | 9-12 | 0-13-146452-3 | | 9/01/06-8/31/11 | |
| Pearson/ Prentic Hall (Annual 2006) | Learning Microsoft Publisher 2003, Student Edition | Wempen | 2004 | 9-12 | 0-13-147642-4 | | 9/01/06-8/31/11 | |
| Pearson/ Prentic Hall (Annual 2006) | Learning to Program with Alice, Student Edition | Dann | 2006 | 9-12 | 0-13-187289-3 | R | 9/01/06-8/31/11 | |
| | Adopted as "resource" material. | | | | | | | |
| Pearson/ Prentic Hall (Annual 2006) | Essentials for Design: Photoshop CS2, Level 1, Student Edition with CD-ROM | Behoriam | 2006 | 9-12 | 0-13-198891-3 | R | 9/01/06-8/31/11 | |
| | Adopted as "resource" material. | | | | | | | |
| Pearson/ Prentic Hall (Annual 2006) | Photoshop Elements CS2, Student Edition | Adobe Creative Team | 2005 | 9-12 | 0-32-127080-0 | R | 9/01/06-8/31/11 | |
| | Adopted as "resource" material. | | | | | | | |
| Pearson/ Prentic Hall (Annual 2006) | Simply JAVA Programming: An Application Driven Tutorial Approach, Student Edition | Deitel | 2004 | 9-12 | 0-13-142648-6 | R | 9/01/06-8/31/11 | |
| | Adopted as "resource" material. | | | | | | | |
| | Simply JAVA Programming: An Application Driven Tutorial Approach, Instructor's Resource CD-ROM Adopted as "resource" material. | | | | | 0-13-142659-1 | | |
| Pearson/ Prentic Hall (Annual 2006) | Small JAVA: How to Program, Student Edition | Deitel | 2005 | 9-12 | 0-13-148660-8 | R | 9/01/06-8/31/11 | |
| | Adopted as "resource" material. | | | | | | | |
| | Small JAVA: How to Program, Instructor's Resource Center CD-ROM Adopted as "resource" material. | | | | | 0-13-148664-0 | | |

**Computer Applications – Annual
Grades K-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | Contract period |
|---|---|---|------------------|--------------------|----------------------|---------------------------------|------------------------|
| Pearson/ Prentic Hall (Annual 2006) | Hand-On Training Premiere Pro 1.5, Student Edition | Schell | 2005 | 9-12 | 0-32-129398-3 | R | 9/01/06-8/31/11 |
| | Adopted as "resource" material. | | | | | | |
| Pearson/ Prentic Hall (Annual 2006) | JAVA: An Eventful Approach, Student Edition | Bruce | 2006 | 9-12 | 0-13-142415-7 | R | 9/01/06-8/31/11 |
| | Adopted as "resource" material. | | | | | | |
| Pearson/ Prentic Hall (Annual 2006) | JAVA Software Solutions for AP Computer Science, Student Edition | Lewis | 2007 | AP | 0-13-222251-5 | R | 9/01/06-8/31/11 |
| | Adopted as "resource" material. | | | | | | |
| Thomson Learning (Annual 2006) | Computer Literacy Basics | Ambrose/ Bergerud/ Busche/ Et Al | 2006 | 9-12 | 0619243821 | | 9/01/06-8/31/11 |
| | Instructor Resources | | | | | 0619243848 | |
| Thomson Learning (Annual 2006) | Microsoft Office 2003 Introductory Concepts and Techniques | Shelly/ Cashman | 2006 | 9-12 | 1418859680 | | 9/01/06-8/31/11 |
| | Instructor Resources | | | | | 1418859699 | |
| Thomson Learning (Annual 2006) | Macromedia Studio 8 Step-by-Step: Projects for Dreamweaver 8, Fireworks 8, Flash 8, and Contribute 3 | Tapley/ Pickle/ Heins/ Dharkar | 2001-2006 | 9-12 | 0619267097 | R | 9/01/06-8/31/11 |
| | Adopted as "resource" material. | | | | | | |
| | Instructor Resources | | | | | 1418865729 | |
| Thomson Learning (Annual 2006) | The Web Collection, Revealed: Macromedia Dreamweaver 8, Flash 8, and Fireworks 8 | Shuman/ Bishop/ Waxer | 2006 | 9-12 | 1418843075 | R | 9/01/06-8/31/11 |
| | Instructor Resources | | | | | 141886031X | |
| | Adopted as "resource" material. | | | | | | |
| Thomson Learning (Annual 2006) | Macromedia Dreamweaver 8 Revealed | Bishop/ Patel | 2006 | 9-12 | 1418843083 | R | 9/01/06-8/31/11 |
| | Adopted as "resource" material. | | | | | | |
| | Instructor Resources | | | | | 1418860212 | |
| Thomson Learning (Annual 2006) | Macromedia Flash 8 Revealed | Shuman/ Patel | 2006 | 9-12 | 1418843091 | R | 9/01/06-8/31/11 |
| | Instructor Resources | | | | | 1418860239 | |
| | Adopted as "resource" material. | | | | | | |
| Thomson Learning (Annual 2006) | Macromedia Fireworks 8 Revealed | Waxer | 2006 | 9-12 | 1418843113 | R | 9/01/06-8/31/11 |
| | Adopted as "resource" material. | | | | | | |
| | Instructor Resources | | | | | 1418860298 | |
| Adopted as "resource" material. | | | | | | | |

**Computer Applications – Annual
Grades K-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | Contract period |
|--|--|----------------------------------|------------------|--------------------|--------------------|---------------------------------|------------------------|
| Thomson Learning (Annual 2006) | Adobe Photoshop CS2 Basics (Due to be published 05/03/06) | Barksdale/ Morse | 2007 | 9-12 | 1418865001 | R | 9/01/06-8/31/11 |
| | Adopted as "resource" material. | | | | | | |
| | Instructor Resources (Due to be published 05/23/06) | | | | 141886501X | | |
| | Adopted as "resource" material. | | | | | | |
| Thomson Learning (Annual 2006) | Computer Concepts Basics | Ambrose/ Wells | 2007 | 9-12 | 1418865036 | | 9/01/06-8/31/11 |
| | Instructor Resources | | | | 1418865052 | | |
| Thomson Learning (Annual 2006) | Spotlight on Introduction to Computers (10 Pack Bundle) | Gipp | 2006 | 6-8 | 1423924088 | | 9/01/06-8/31/11 |
| | Instructor Resources (Due to be published 05/11/06) | | | | 1418865087 | | |
| Thomson Learning (Annual 2006) | Spotlight on Presentations (10 Pack Bundle) | Gipp | 2007 | 6-8 | 142392410X | | 9/01/06-8/31/11 |
| | Instructor Resources(Due to be published 05/11/06) | | | | 1418865087 | | |
| Thomson Learning (Annual 2006) | Spotlight on Spreadsheets (10 Pack Bundle) | Gipp | 2006 | 6-8 | 1423924118 | | 9/01/06-8/31/11 |
| | Instructor Resources (Due to be published 05/11/06) | | | | 1418865087 | | |
| Thomson Learning (Annual 2006) | Spotlight on Word Processing (10 Pack Bundle) | Gipp | 2006 | 6-8 | 1423924126 | | 9/01/06-8/31/11 |
| | Instructor Resources (Due to be published 05/11/06) | | | | 1418865087 | | |
| Thomson Learning (Annual 2006) | Century 21 Plus Computer Applications and Document Formatting | Hoggatt/ Shank/ Barksdale | 2007 | 9-12 | 0538439602 | | 9/01/06-8/31/11 |
| | Instructor's Wraparound Edition | | | | 0538440317 | | |
| | Instructor's Resource CD | | | | 0538442433 | | |
| | Web Site | | | | 0538443766 | | |
| | ExamView | | | | 053844245X | | |
| Thomson Learning (Annual 2006) | Century 21 Jr. Input Technologies and Computer Applications | Hoggatt/ Shank/ Barksdale | 2006 | 6-8 | 0538442654 | | 9/01/06-8/31/11 |
| | Wraparound Teacher's Edition | | | | 0538442646 | | |
| | Instructor's Resource CD | | | | 0538442603 | | |
| | Web Site (www.c21jr.swlearning.com) | | | | 0538442581 | | |
| | ExamView CD | | | | 0538442611 | | |
| Thomson Learning (Annual 2006) | Projects for Integrating Technology in Your K-2 Curriculum | Shelly/ Cashman/ Morrison | 2005 | K-2 | 0619255420 | | 9/01/06-8/31/11 |
| Thomson Learning (Annual 2006) | Projects for Integrating Technology in Your 3-5 Curriculum | Shelly/ Cashman/ Morrison | 2005 | 3-5 | 0619255439 | | 9/01/06-8/31/11 |

**Computer Applications – Annual
Grades K-12**

| Publisher | Title of Material | Author | Copyright | Grade Level | ISBN Number | R= Resource *Correlation | Contract period |
|--|---|-------------------------|------------------|--------------------|--------------------|---------------------------------|------------------------|
| Thomson Learning (Annual 2006) | Fundamentals of Java: AP Computer Science Essentials for the A and AB Exam | Lambert/ Osborne | 2007 | 9-12 | 0619267232 | R | 9/01/06-8/31/11 |
| | Adopted as "resource" material. | | | | | | |
| | Instructor's Resource CD | | | | 0619243937 | | |

D. SUBJECT:

Requests for Approval to Transport Students Less than One and One-Half Miles

BACKGROUND:

Idaho Code 33-1006 states, “The state board of education shall determine what costs of transporting pupils, including maintenance, operation and depreciation of basic vehicles, insurance, payments under contract with other public transportation providers whose vehicles used to transport pupils comply with federal transit administration regulations, ‘bus testing,’ 49 C.F.R. part 665, and any revision thereto, as provided in subsection (4)(d) of this section, or other state department of education approved private transportation providers, salaries of drivers, and any other costs, shall be allowable in computing the transportation support program of school districts.”

The transportation support program of a school district shall be based upon the allowable costs of, “Transporting pupils less than one and one-half (1½) miles as provided in section 33-1501, Idaho Code, when approved by the state board of education...”

Standards for Idaho School Buses and Operations states: “All school districts submitting applications for new safety busing reimbursement approval shall establish a board policy for evaluating and rating all safety busing requests. The State Department of Education staff shall develop and maintain a measuring instrument model, which shall include an element for validating contacts with responsible organizations or persons responsible for improving or minimizing hazardous conditions. Each applying district will be required to annually affirm that conditions of all prior approved safety busing requests are unchanged. The local board of trustees shall annually, by official action (33-1502, Idaho Code), approve all new safety busing locations. School districts that receive state reimbursement of costs associated with safety busing will re-evaluate all safety busing sites at intervals of at least every three years using the local board adopted measuring or scoring instrument. In order to qualify for reimbursement the local school board will, by official action, approve the initial safety-busing request and allow the students in question to be transported before the application is sent to the state.

The 2005-06 school year is the fourth year since the new rule was implemented. This is the second time that all safety-busing sites established prior to the 2002-03 school year must be reevaluated. The only exceptions to this rule are the sites that were established since the 2002-03 school year and submitted to the state using a local board approved measuring instrument which will require re-evaluation on the third year after their original submission to the state. Consideration for reimbursement will be contingent on the application for "Request for Safety Busing Reimbursement" being received by the State Department of Education Transportation section on or before March 31 of the school year in which the safety busing began. All requests are to be submitted on the Safety Busing form found on the Pupil Transportation web-site.

DISCUSSION:

The State Department of Education is submitting to the State Board of Education requests from various school districts to transport students less than one and one-half miles as provided in Section 33-1006, Idaho Code, for consideration.

RECOMMENDATION:

The State Department of Education recommends that the State Board of Education approve the safety busing requests for 30,740 students as submitted.

BOARD ACTION:

A motion to approve the requests to transport students less than one and one-half miles

Moved by _____ Seconded by _____ Carried Yes ___ No ___

ATTACHMENTS:

1. List of safety busing requests recommended for approval
2. Idaho Code sections 33-1006 and 33-1501
3. Safety busing cost spreadsheets for 2005-06 and 2004-05

Request to Transport Students Less than One and One-half Miles with Recommendation for Approval

The following is a list of previously approved and new safety busing requests from various school districts to transport students less than one and one-half miles to and from school. The requests were approved by the local school district boards, and the students in the respective districts are currently being transported. All applications have been reviewed by Department of Education Staff and, in our opinion, meet safety-busing criteria.

Boise Independent School District No. 1

This request involves 2,222 students attending grades K through 9.

Meridian Jt. School District No. 2

This request involves 3,287 students attending grades K through 12.

Kuna Jt. School District No. 3

This request involves 658 students attending grades K through 8.

Marsh Valley Jt. School District No. 21

This request involves 114 students attending grades K through 12.

Pocatello School District No. 25

This request involves 1,475 students attending grades K through 12.

Bear Lake Co. School District No. 33

This request involves 147 students attending grades K through 8.

St. Maries Jt. School District No. 41

This request involves 106 students attending grades Pre-school through 8.

Plummer/Worley Jt. School District No. 44

This request involves 49 students attending grades Pre-school through 12.

Snake River School District No. 52

This request involves 224 students attending grades K through 12.

Blackfoot School District No. 55

This request involves 433 students attending grades K through 12.

Aberdeen School District No. 58

This request involves 140 students attending grades K through 12.

Firth School District No. 59

This request involves 152 students attending grades K through 12.

Shelley Jt. School District No. 60

This request involves 197 students attending grades 1 through 8.

Blaine Co. School District No. 61

This request involves 424 students attending grades K through 12.

Garden Valley School District No. 71

This request involves 18 students attending grades K through 12.

Basin School District No. 72

This request involves 13 students attending grades K through 12.

Horseshoe Bend School District No. 73

This request involves 70 students attending grades K through 12.

West Bonner Co. School District No. 83

This request involves 49 students attending grades K through 6.

Lake Pend Oreille School District No. 84

This request involves 234 students attending grades K through 6.

Idaho Falls School District No. 91

This request involves 1,199 students attending grades K through 12.

Swan Valley School District No. 92

This request involves 9 students attending grades K through 8.

Bonneville Jt. School District No. 93

This request involves 1,783 students attending grades K through 12.

Boundary County School District No. 101

This request involves 59 students attending grades K through 5.

Butte County Jt. School District No. 111

This request involves 44 students attending grades Pre-school through 12.

Camas County School District No.121

This request involves 4 students attending grades K through 12.

Nampa School District No. 131

This request involves 1,550 students attending grades K through 12.

Caldwell School District No. 132

This request involves 1,149 students attending grades Pre-school through 12.

Wilder School District No. 133

This request involves 107 students attending grades K through 12.

Middleton School District No. 134

This request involves 537 students attending grades K through 12.

Notus School District No. 135

This request involves 98 students attending grades K through 12.

Melba Jt. School District No. 136

This request involves 34 students attending grades K through 12.

Parma School District No. 137

This request involves 55 students attending grades K through 5.

Vallivue School District No. 139

This request involves 711 students attending grades K through 12.

Grace Jt. School District No. 148

This request involves 22 students attending grades K through 12.

North Gem School District No. 149

This request involves 13 students attending grades K through 9.

Soda Springs Jt. School District No. 150

This request involves 180 students attending grades K through 12.

Cassia Co. Jt. School District No. 151

This request involves 652 students attending grades Pre-school through 12.

Clark Co. School District No. 161

This request involves 107 students attending grades Pre-school through 12.

Orofino Jt. School District No. 171

This request involves 119 students attending grades K through 8.

Challis Jt. School District No. 181

This request involves 28 students attending grades K through 12.

Mackay Jt. School District No. 182

This request involves 70 students attending grades Pre-school through 12.

Glenns Ferry Jt. School District No. 192

This request involves 172 students attending grades K through 12.

Mountain Home School District No. 193

This request involves 411 students attending grades K through 12.

Preston Jt. School District No. 201

This request involves 313 students attending grades K through 8.

West Side Jt. School District No. 202

This request involves 116 students attending grades K through 12.

Fremont Co. Jt. School District No. 215

This request involves 316 students attending grades K through 12.

Emmett Independent School District No. 221

This request involves 512 students attending grades K through 9.

Gooding Jt. School District No. 231

This request involves 240 students attending grades K through 12.

Wendell School District No. 232

This request involves 64 students attending grades K through 12.

Hagerman Jt. School District No. 233

This request involves 77 students attending grades K through 12.

Bliss Jt. School District No. 234

This request involves 71 students attending grades K through 12.

Grangeville Jt. School District No. 241

This request involves 133 students attending grades K through 12.

Cottonwood Jt. School District No. 242

This request involves 67 students attending grades K through 8.

Jefferson Co. Jt. School District No. 251

This request involves 355 students attending grades K through 12.

Ririe School District No. 252

This request involves 338 students attending grades K through 12.

West Jefferson School District No. 253

This request involves 44 students attending grades Pre-school through 12.

Jerome Jt. School District No. 261

This request involves 127 students attending grades K through 6.

Valley School District No. 262

This request involves 5 students attending grades K through 8.

Coeur d'Alene School District No. 271

This request involves 702 students attending grades K through 8.

Lakeland School District No. 272

This request involves 106 students attending grades K through 12.

Post Falls School District No. 273

This request involves 959 students attending grades K through 12.

Kootenai School District No. 274

This request involves 9 students attending grades K through 12.

Moscow School District No. 281

This request involves 241 students attending grades K through 12.

Genesee School District No. 282

This request involves 70 students attending grades K through 12.

Kendrick School District No. 283

This request involves 8 students attending grades K through 6.

Potlatch School District No. 285

This request involves 46 students attending grades K through 12.

Salmon School District No. 291

This request involves 180 students attending grades K through 12.

Kamiah Jt. School District No. 304

This request involves 47 students attending grades K through 12.

Shoshone Jt. School District No. 312

This request involves 145 students attending grades K through 12.

Richfield School District No. 316

This request involves 20 students attending K through 12.

Madison School District No. 321

This request involves 938 students attending grades K through 7.

Sugar-Salem Jt. School District No. 322

This request involves 114 students attending grades K through 12.

Minidoka Co. Jt. School District No. 331

This request involves 770 students attending grades K through 12.

Lapwai School District No. 341

This request involves 25 students attending grades K through 12.

Culdesac School District No. 342

This request involves 9 students attending grades K through 12.

Oneida Co. School District No. 351

This request involves 114 students attending grades K through 12.

Marsing Jt. School District No. 363

This request involves 83 students attending grades K through 7.

Homedale Jt. School District No. 370

This request involves 295 students attending grades K through 8.

Payette Jt. School District No. 371

This request involves 698 students attending grades K through 12.

New Plymouth School District No. 372

This request involves 70 students attending grades 1 through 10.

Fruitland School District No. 373

This request involves 138 students attending grades K through 8.

American Falls Jt. School District No. 381

This request involves 261 students attending grades K through 12.

Kellogg Jt. School District No. 391

This request involves 70 students attending grades K through 8.

Wallace School District No. 393

This request involves 18 students attending grades K through 12.

Avery School District No. 394

This request involves 4 students attending grades K through 8.

Teton Jt. School District No.401

This request involves 118 students attending grades K through 5.

Twin Falls School District No. 411

This request involves 744 students attending grades K through 12.

Buhl Jt. School District No. 412

This request involves 287 students attending grades K through 12.

Filer School District No. 413

This request involves 123 students attending grades K through 12.

Kimberly School District No. 414

This request involves 298 students attending grades K through 12.

Hansen School District No. 415

This request involves 75 students attending grades K through 12.

Castlefjord Jt. School District No. 417

This request involves 16 students attending grades K through 8.

McCall-Donnelly Jt. School District No. 421

This request involves 249 students attending grades K through 12.

Cascade School District No. 422

This request involves 14 students attending grades K through 9.

Weiser School District No. 431

This request involves 505 students attending grades K through 12.

Cambridge Jt. School District No. 432

This request involves 5 students attending grades K through 12.

Midvale School District No. 433

This request involves 22 students attending grades K through 12.

White Pine Charter School No. 93/543

This request involves 65 students attending grades K through 8.

Idaho Arts Charter No. 131/577

This request involves 80 students attending grades 1 through 10.

Victory Charter No. 451/868

This request involves 12 students attending grades 1 through 8.

Liberty Charter No. 458/587

This request involves 23 students attending grades 1 through 12.

Falcon Ridge Charter No. 456/576

This request involves 61 students attending grades 1 through 8.

TITLE 33
EDUCATION
CHAPTER 10
FOUNDATION PROGRAM --
STATE AID -- APPORTIONMENT

33-1006. TRANSPORTATION SUPPORT PROGRAM. (1) The state board of education shall determine what costs of transporting pupils, including maintenance, operation and depreciation of basic vehicles, insurance, payments under contract with other public transportation providers whose vehicles used to transport pupils comply with federal transit administration regulations, "bus testing," 49 C.F.R. part 665, and any revision thereto, as provided in subsection (4)(d) of this section, or other state department of education approved private transportation providers, salaries of drivers, and any other costs, shall be allowable in computing the transportation support program of school districts.

(2) Any costs associated with the addition of vehicle features that are not part of the basic vehicle shall not be allowable in computing the transportation support program of school districts. A basic vehicle is hereby defined as the cost of the vehicle without optional features, plus the addition of essential safety features and features necessary for the transportation of pupils with disabilities.

(3) Each school district shall maintain records and make reports as are required for the purposes of this section.

(4) The transportation support program of a school district shall be based upon the allowable costs of:

(a) Transporting public school pupils one and one-half (1 1/2) miles or more to school;

(b) Transporting pupils less than one and one-half (1 1/2) miles as provided in section 33-1501, Idaho Code, when approved by the state board of education;

(c) The costs of payments when transportation is not furnished, as provided in section 33-1503, Idaho Code;

(d) The transportation program for grades six (6) through twelve (12), upon the costs of payments pursuant to a contract with other public or private transportation providers entered into as provided in section 33-1510, Idaho Code, if the school district establishes that the reimbursable costs of transportation under the contract are equal to or less than the costs for school buses;

(e) The costs of providing transportation to and from approved school activities as may be approved by rules of the state board of education;

(f) The employer's share of contributions to the public employee retirement system and to social security.

(5) The state's share of the transportation support program shall be eighty-five percent (85%) of reimbursable transportation costs of the district incurred during the immediately preceding state fiscal year, provided the reimbursable costs do not exceed one hundred three percent (103%) of the statewide average reimbursable cost per mile or the state average reimbursable cost per student rider, whichever is more advantageous to the school district. If a school district's costs exceed the one hundred three percent (103%) limit when computed by the more advantageous of the two (2) methods, that school district shall be reimbursed at eighty-five percent (85%) of the maximum limit for whichever method is more favorable to the school district. A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less than the percentile limit requested by the school district. Any costs above the new level established by the state board of education shall not be reimbursed. Such a change shall only be granted by the state board of education if the

application can be justified based on uniquely difficult geographic circumstances, or extraordinary one (1) time circumstances outside the district's foresight and control. An application granted based on extraordinary one (1) time circumstances shall be effective for one (1) year only. An application based on uniquely difficult geographic circumstances shall be reviewed by the state board of education for continued validity at least every five (5) years.

(6) School districts that are unable to absorb the impact of the limitation on reimbursable expenses, through either efficiencies or the utilization of fund balances, may apply to the state board of education to receive a loan of moneys, not to exceed the amount of state funds lost through the application of the limitation on reimbursable expenses, from the public education stabilization fund. Any school district receiving such a loan shall cause its reimbursement of state transportation moneys to be reduced by a like amount in the subsequent fiscal year, and the moneys so reduced shall be deposited in the public education stabilization fund.

(7) Beginning on July 1, 2005, any eligible home-based public virtual school may claim transportation reimbursement for the prior fiscal year's cost of providing educational services to students. In order to be eligible, such a school shall have at least one (1) average daily attendance divisor, pursuant to section 33-1002, Idaho Code, that is greater than the median divisor shown for any category of pupils, among the actual divisors listed. For the purposes of paragraphs (a), (b) and (c) of this subsection (7), "education provider" means the home-based public virtual school or an entity that has legally contracted with the home-based public virtual school to supply education services. Reimbursable costs shall be limited to the costs of:

(a) Providing an internet connection service between the student and the education provider, not including the cost of telephone service;

(b) Providing electronic and computer equipment used by the student to transmit educational material between the student and the education provider;

(c) Providing a toll-free telephone service for students to communicate with the education provider;

(d) Providing education-related, face-to-face visits by representatives of the home-based public virtual school, with such reimbursements limited to the mileage costs set for state employee travel by the state board of examiners; and

(e) Any actual pupil transportation costs that would be reimbursable if claimed by a school district.

The total reimbursement for such home-based public virtual schools shall be exempt from the statewide average cost per mile limitations of this section. The state's share of reimbursable costs shall be eighty-five percent (85%), subject to the statewide cost per student rider provisions of this section. For the purposes of such home-based public virtual school, the number of student riders shall be the same as the number of pupils in average daily attendance.

TITLE 33
EDUCATION
CHAPTER 15

TRANSPORTATION OF PUPILS

33-1501. TRANSPORTATION AUTHORIZED. To afford more equal opportunity for public school attendance, the board of trustees of each district, including specially chartered school districts, shall, where practicable, provide transportation for the public school pupils within the district, and pupils resident within adjoining districts annually agreed to in writing by the districts involved, under conditions and limitations herein set forth. Nonpublic school students may be transported, where practicable, when the full costs for providing such transportation are recovered. In approving the routing of any school bus, or in the maintenance and operation of all such transportation equipment, or in the appointment or employment of chauffeurs, the primary requirements to be observed by the board of trustees are the safety and adequate protection of the health of the pupils. Nothing herein contained shall prevent any board of trustees from denying transportation to any pupil in any school bus operated by or under the authority of said board, upon good cause being given, in writing, to the parents or guardian, or either of them, of such pupil.

No board of trustees shall be required to provide transportation for any pupil living less than one and one-half (1 1/2) miles from the nearest appropriate school. A board of trustees may require pupils who live less than one and one-half (1 1/2) miles from the nearest established bus stop to walk or provide their own transportation to such bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the pupil's home and the nearest public road, to the nearest door of the schoolhouse he attends, or to the bus stop, as the case may be. The board may transport any pupil a lesser distance when in its judgment the age or health or safety of the pupil warrants.

A day care center, family day care home, or a group day care facility, as defined in section 39-1102, Idaho Code, may substitute for the student's residence for student transportation to and from school. School districts may not transport students between child care facilities and home. Student transportation between a child care facility and a school will qualify for state reimbursement providing that the child care facility is one and one-half (1 1/2) miles or more from the school to which the student is transported.

To effectuate the public policy hereby declared, the board of trustees of any school district may purchase or lease, and maintain and operate school buses and vans, which vans shall not have a seating capacity in excess of fifteen (15) persons; may enter into agreements or contracts for the use of a charter bus or buses; may enter into contracts with individuals, firms, corporations or private carriers; or may make payments to parents or guardians, subject to the limitations herein provided, when transportation is not furnished by the district.

2005-2006 safety busing *cost per pupil per year* with factors obtained from 2004-2005 pupil transportation financial summary

| DISTRICT | NO. | AREAS | STUDENT | UP | DOWN | COST/STD | COST | NEW | APPROVED | START DATE | GRADES | Date rated | SCORE |
|-------------------|-----|-------|---------|-----|------|------------|----------------|-----|-----------|------------|--------|------------|---|
| Boise | 1 | 64 | 2222 | 0 | 201 | \$1,071.00 | \$2,379,762.00 | 0 | 08/08/05 | | K-9 | 4/13/2004 | 9-117 |
| Meridian | 2 | 37 | 3287 | 531 | 0 | \$698.00 | \$2,294,326.00 | 1 | 08/23/05 | | K-12 | 1/6/2005 | 55-80 |
| Kuna | 3 | 4 | 658 | 0 | 29 | \$615.00 | \$404,670.00 | 0 | 08/01/05 | | K-12 | 9/9/2004 | 120/105/150/135 |
| Meadows Valley | 11 | 0 | 0 | 0 | 0 | \$2,917.00 | \$0.00 | 0 | | | | | |
| Council | 13 | 0 | 0 | 0 | 0 | \$856.00 | \$0.00 | 0 | | | | | |
| Marsh Valley | 21 | 5 | 114 | 4 | 0 | \$642.00 | \$73,188.00 | 0 | 03/01/05 | | K-12 | 3/1/2005 | 88/82/82/76/61 |
| Pocatello | 25 | 44 | 1475 | 64 | 0 | \$704.00 | \$1,038,400.00 | 0 | 08/16/05 | | K-12 | 1/5/2005 | 43/45/54/57/66/56/77/56/90/63/64/63/43/36/67/63/65/73/71/75/44/65/88/62/74/74/78/58/46/68/83/74/61/54/41/42 |
| Bear Lake | 33 | 7 | 147 | 0 | 7 | \$973.00 | \$143,031.00 | 0 | 08/09/05 | | K-12 | 3/15/2005 | 19/20/18/19/23/26/21 |
| St. Maries | 41 | 1 | 106 | 0 | 5 | \$1,259.00 | \$133,454.00 | 0 | 08/08/05 | | Pre-8 | 1/11/2005 | 98 |
| Plummer/Worley | 44 | 2 | 49 | 2 | 0 | \$1,319.00 | \$64,631.00 | 0 | 08/08/05 | | K-12 | 3/22/2005 | 54/69 |
| Snake River | 52 | 5 | 224 | 31 | 0 | \$535.00 | \$119,840.00 | 0 | 09/14/05 | | K-12 | 2/24/2005 | 94/110/95/118/91 |
| Blackfoot | 55 | 6 | 433 | 56 | 0 | \$484.00 | \$209,572.00 | 0 | 08/02/05 | | K-12 | 04/28/05 | 22/16/19/18/21/22 |
| Aberdeen | 58 | 2 | 140 | 0 | 0 | \$816.00 | \$114,240.00 | 0 | 03/15/06 | | K-12 | 3/14/2005 | 63/66 |
| Firth | 59 | 4 | 152 | 0 | 34 | \$560.00 | \$85,120.00 | 0 | 03/14/06 | | K-12 | 2/1/2005 | 60/35/35/45 |
| Shelley | 60 | 4 | 197 | 4 | 0 | \$447.00 | \$88,059.00 | 0 | 08/01/05 | | 1-12 | 2/15/2005 | 59/59/59/59 |
| Blaine Co. | 61 | 6 | 424 | 37 | 0 | \$903.00 | \$382,872.00 | 0 | 08/09/05 | | K-12 | 3/1/2005 | 66/40/68/68/31/42 |
| Garden Valley | 71 | 1 | 18 | 0 | 2 | \$1,675.00 | \$30,150.00 | 0 | 09/13/05 | | K-12 | 3/18/2004 | 70 |
| Basin | 72 | 1 | 13 | 0 | 15 | \$1,177.00 | \$15,301.00 | 0 | 08/16/05 | | K-12 | 8/5/2005 | 94/91 |
| Horseshoe Bend | 73 | 1 | 70 | 0 | 0 | \$739.00 | \$51,730.00 | 0 | 08/01/05 | | K-12 | 4/4/2005 | 75 |
| W. Bonner Co. | 83 | 1 | 49 | 1 | 0 | \$743.00 | \$36,407.00 | 0 | 08/10/05 | | K-6 | 2/8/2005 | 446 |
| Lake Pend Oreille | 84 | 5 | 234 | 89 | 0 | \$1,092.00 | \$255,528.00 | 0 | 08/23/05 | | K-6 | 10/13/2003 | 66/64/68/71 |
| Idaho Falls | 91 | 17 | 1199 | 0 | 356 | \$659.00 | \$790,141.00 | 0 | 8/1/2005 | | K-12 | 2/1/2005 | 51/58/65/64/58/50/55/61/59/62/63/50/59/62/44/58/43/60 |
| Swan Valley | 92 | 1 | 9 | 0 | 0 | \$1,641.00 | \$14,769.00 | 0 | 04/18/06 | | K-6 | 2/10/2006 | 70 |
| Bonneville | 93 | 9 | 1783 | 289 | 0 | \$499.00 | \$899,717.00 | 0 | 09/15/05 | | K-12 | 12/1/2005 | 60/62/60/75/57/75/67/58/73/70/70 |
| Boundary | 101 | 1 | 59 | 33 | | \$949.00 | \$55,991.00 | 0 | 08/01/05 | | K-5 | 5/8/2006 | 59 |
| Butte Co. | 111 | 4 | 44 | 0 | 2 | \$1,548.00 | \$68,112.00 | 0 | 08/17/05 | | P-12 | 3/16/2005 | 77/99/65/77 |
| Camas Co. | 121 | 2 | 4 | 0 | 0 | \$1,439.00 | \$5,756.00 | 0 | 03/28/06 | | K-12 | 3/15/2006 | 68/64 |
| Nampa | 131 | 13 | 1550 | 644 | 0 | \$669.00 | \$1,036,950.00 | 0 | 08/09/05 | | K-12 | 4/1/2003 | 52-98 |
| Caldwell | 132 | 9 | 1149 | 0 | 712 | \$814.00 | \$935,286.00 | 0 | 08/01/05 | | P-12 | 8/1/2004 | 90/215/75/255/60/165/150/130/225 |
| Wilder | 133 | 1 | 107 | 0 | 8 | \$563.00 | \$60,241.00 | 0 | 03/27/06 | | K-12 | 9/16/2003 | 81 |
| Middleton | 134 | 4 | 537 | 22 | 0 | \$563.00 | \$302,331.00 | 0 | 03/14/06 | | K-12 | 3/3/2006 | 75/100/90/91 |
| Notus | 135 | 2 | 98 | 0 | 2 | \$801.00 | \$78,498.00 | 0 | 03/14/06 | | K-12 | 3/7/2006 | 26 |
| Melba | 136 | 4 | 34 | 2 | 0 | \$880.00 | \$29,920.00 | 1 | 9/12/2005 | | K-12 | 8/31/2005 | 60/69/63/60 |
| Parma | 137 | 1 | 55 | 3 | 0 | \$848.00 | \$46,640.00 | 0 | 09/12/05 | | K-5 | 2/7/2005 | 19/22/23 |
| Vallivue | 139 | 8 | 711 | 83 | 0 | \$696.00 | \$494,856.00 | 1 | 08/01/05 | | K-12 | 9/17/2003 | 71/56/73/71/68/83/78 |
| Grace | 148 | 2 | 22 | 0 | 1 | \$1,285.00 | \$28,270.00 | 0 | 08/01/05 | | K-12 | 3/24/2005 | 24 |
| North Gem | 149 | 1 | 13 | 0 | 3 | \$1,001.00 | \$13,013.00 | 0 | 05/16/06 | | K-12 | 8/7/2004 | 63/67/ |
| Soda Springs | 150 | 6 | 180 | 0 | 54 | \$976.00 | \$175,680.00 | 0 | 08/25/05 | | K-12 | 2/14/2005 | 22/22/22/21/22/22/25 |
| Cassia Co. | 151 | 7 | 652 | 35 | 0 | \$638.00 | \$415,976.00 | 0 | 08/08/05 | | Pre-12 | 4/2/04 | 49/43/54/30/41/50/29 |
| Clark Co. | 161 | 2 | 107 | 10 | 0 | \$1,732.00 | \$185,324.00 | 0 | 08/08/05 | | P-12 | 8/8/2005 | 80 |
| Orofino | 171 | 4 | 119 | 8 | 0 | \$866.00 | \$103,054.00 | 0 | 08/15/05 | | K-8 | 1/20/05 | 73/71/72/84/71 |
| Challis | 181 | 4 | 28 | 0 | 29 | \$1,616.00 | \$45,248.00 | 0 | 08/08/05 | | K-12 | 3/17/2004 | 62/65/61/58 |
| Mackay | 182 | 1 | 70 | 0 | 5 | \$1,823.00 | \$127,610.00 | 0 | 03/14/06 | | K-12 | 8/1/2005 | 87 |
| Glenns Ferry | 192 | 5 | 172 | 11 | 0 | \$629.00 | \$108,188.00 | 0 | 08/01/05 | | K-12 | 3/2/2005 | 360/325/345/380/345 |
| Mt. Home | 193 | 4 | 411 | 27 | 0 | \$962.00 | \$395,382.00 | 0 | 03/21/06 | | K-12 | 2/25/2005 | 71/106/67/103 |
| Preston | 201 | 24 | 313 | 7 | 0 | \$456.00 | \$142,728.00 | 0 | 08/01/05 | | K-8 | 3/1/2006 | 62/53/60/61/64/60/65/ |
| West Side | 202 | 5 | 116 | 0 | 0 | \$549.00 | \$63,684.00 | 0 | 05/16/06 | | K-12 | 3/12/2005 | 79 |
| Fremont Co. | 215 | 3 | 316 | 52 | 0 | \$586.00 | \$185,176.00 | 0 | 08/18/05 | | K-12 | 3/1/2005 | 52/50/53 |
| Emmett | 221 | 6 | 512 | 0 | 137 | \$706.00 | \$361,472.00 | 0 | 3/9/2006 | | K-9 | 2/24/2005 | 90/125/94/84/118/83 |
| Gooding | 231 | 3 | 240 | 0 | 4 | \$584.00 | \$140,160.00 | 0 | 09/13/05 | | Pre-12 | 9/2/2003 | 69/68/75 |
| Wendell | 232 | 3 | 64 | 0 | 0 | \$1,162.00 | \$74,368.00 | 0 | 08/16/05 | | K-12 | 3/18/2005 | 78/88/101 |
| Hagerman | 233 | 1 | 77 | 44 | 0 | \$754.00 | \$58,058.00 | 0 | 03/13/06 | | K-12 | 3/7/2005 | 78 |
| Bliss | 234 | 1 | 71 | 1 | 0 | \$454.00 | \$32,234.00 | 0 | 08/01/05 | | K-12 | 4/22/2005 | 19 |
| Grangeville | 241 | 25 | 133 | 2 | 0 | \$1,123.00 | \$149,359.00 | 0 | 08/15/05 | | K-12 | 3/1/2005 | 45/60/70/73/58/55/56/37/44/34/62/62/42/61/59/63/64/60/74/47/62/62/62 |
| Cottonwood | 242 | 3 | 67 | 1 | 0 | \$747.00 | \$50,049.00 | 0 | 03/20/06 | | K-12 | 9/27/2004 | 71/71/71 |
| Jefferson Co. | 251 | 4 | 355 | 2 | 0 | \$600.00 | \$213,000.00 | 0 | 03/16/06 | | K-12 | 03/10/05 | 28/34/33/31/32 |
| Ririe | 252 | 6 | 338 | 2 | 0 | \$548.00 | \$185,224.00 | 0 | 03/08/06 | | K-12 | 2/22/2005 | 83/83/83/83/83/83/ |
| West Jefferson | 253 | 2 | 44 | 1 | 0 | \$890.00 | \$39,160.00 | 0 | 09/08/05 | | Pre-12 | 3/31/2005 | 38/39 |
| Jerome | 261 | 3 | 127 | 0 | 0 | \$709.00 | \$90,043.00 | 0 | 08/28/05 | | K-6 | 1/10/2005 | 77/81/81/ |
| Valley | 262 | 3 | 5 | 0 | 0 | \$1,069.00 | \$5,345.00 | 0 | 08/25/05 | | K-8 | 5/9/2006 | 59 |
| Coeur d'Alene | 271 | 13 | 702 | 0 | 152 | \$668.00 | \$468,936.00 | 0 | 08/09/05 | | K-8 | 9/23/2004 | 69/63/73/68/88/85/73/77/73/85/75/87/79/81 |
| Lakeland | 272 | 6 | 106 | 0 | 31 | \$771.00 | \$81,726.00 | 0 | 08/09/05 | | K-12 | 3/21/2005 | 16/21/18/17/15/21 |
| Post Falls | 273 | 8 | 959 | 0 | 19 | \$482.00 | \$462,238.00 | 0 | 08/08/05 | | K-12 | 3/1/2004 | 68/71/69/71/88/77/77/90 |
| Kootenai | 274 | 1 | 9 | 0 | 4 | \$912.00 | \$8,208.00 | 0 | 08/08/05 | | K-12 | 8/6/2005 | 100 |
| Moscow | 281 | 5 | 241 | 0 | 0 | \$898.00 | \$216,418.00 | 0 | 08/01/05 | | K-12 | 12/7/04 | 62/84/59/58/67 |
| Genesee | 282 | 4 | 70 | 9 | 0 | \$1,567.00 | \$109,690.00 | 0 | 03/01/05 | | K-12 | 3/1/2004 | 84/87/89/88 |
| Kendrick | 283 | 1 | 8 | 1 | 0 | \$779.00 | \$6,232.00 | 0 | 08/11/05 | | K-6 | 10/22/2004 | 49 |
| Potlatch | 285 | 3 | 46 | 7 | 0 | \$1,069.00 | \$49,174.00 | 1 | 07/12/05 | | K-12 | 11/10/2004 | 37/66/50 |
| Troy | 287 | 0 | 0 | | | \$1,198.00 | \$0.00 | 0 | | | | | |
| Whitepine | 288 | 0 | 0 | | | \$1,179.00 | \$0.00 | 0 | | | | | |

2004-2005 safety busing "cost per pupil per mile" with factors obtained from 2003-2004 pupil transportation financial summary

| DISTRICT | CPM | NO. BUSES | TOTAL | STUDENTS | TOTAL | MILES | TOTAL | TRIPS | TOTAL | DAYS | TOTAL | STUDENT | TOT S/B COST |
|-------------------|------|-----------|--------|----------|----------|-------|---------|-------|---------|------|-----------|---------|--------------|
| BOISE | 3.5 | 168 | 588 | 6652 | 0.088394 | 1.5 | 0.13259 | 2 | 0.26518 | 180 | 47.73301 | 2222 | \$106,062.75 |
| MERIDIAN | 3.31 | 229 | 757.99 | 12067 | 0.062815 | 1.5 | 0.09422 | 2 | 0.18845 | 180 | 33.92016 | 3287 | \$111,495.57 |
| KUNA | 2.64 | 38 | 100.32 | 1671 | 0.060036 | 1.5 | 0.09005 | 2 | 0.18011 | 180 | 32.41939 | 658 | \$21,331.96 |
| MEADOWS VALLEY | 3.24 | 3 | 9.72 | 37 | 0.262703 | 0 | 0.00000 | 0 | 0.00000 | 0 | 0.00000 | 0 | \$0.00 |
| COUNCIL | 2.19 | 6 | 13.14 | 82 | 0.160244 | 0 | 0.00000 | 0 | 0.00000 | 0 | 0.00000 | 0 | \$0.00 |
| MARSH VALLEY | 2.26 | 24 | 54.24 | 818 | 0.066308 | 1.5 | 0.09946 | 2 | 0.19892 | 180 | 35.80636 | 114 | \$4,081.92 |
| POCATELLO | 3.14 | 85 | 266.9 | 3955 | 0.067484 | 1.5 | 0.10123 | 2 | 0.20245 | 180 | 36.44147 | 1475 | \$53,751.16 |
| BEAR LAKE | 1.77 | 25 | 44.25 | 557 | 0.079443 | 1.5 | 0.11917 | 2 | 0.23833 | 145 | 34.55790 | 147 | \$5,080.01 |
| ST. MARIES | 2.72 | 26 | 70.72 | 461 | 0.153406 | 1.5 | 0.23011 | 2 | 0.46022 | 180 | 82.83905 | 106 | \$8,780.94 |
| PLUMMER/WORLEY | 2.61 | 13 | 33.93 | 263 | 0.129011 | 1.5 | 0.19352 | 2 | 0.38703 | 180 | 69.66616 | 49 | \$3,413.64 |
| SNAKE RIVER | 1.91 | 29 | 55.39 | 1087 | 0.050957 | 1.5 | 0.07644 | 2 | 0.15287 | 180 | 27.51665 | 224 | \$6,163.73 |
| BLACKFOOT | 2.61 | 37 | 96.57 | 2540 | 0.038020 | 1.5 | 0.05703 | 2 | 0.11406 | 180 | 20.53063 | 433 | \$8,889.76 |
| ABERDEEN | 2.47 | 16 | 39.52 | 382 | 0.103455 | 1.5 | 0.15518 | 2 | 0.31037 | 180 | 55.86597 | 140 | \$7,821.24 |
| FIRTH | 2.04 | 13 | 26.52 | 488 | 0.054344 | 1.5 | 0.08152 | 2 | 0.16303 | 180 | 29.34590 | 152 | \$4,460.58 |
| SHELLEY | 2.5 | 25 | 62.5 | 1075 | 0.058140 | 1.5 | 0.08721 | 2 | 0.17442 | 180 | 31.39535 | 197 | \$6,184.88 |
| BLAINE CO. | 3.03 | 35 | 106.05 | 1299 | 0.081640 | 1.5 | 0.12246 | 2 | 0.24492 | 180 | 44.08545 | 424 | \$18,692.23 |
| GARDEN VALLEY | 3.97 | 9 | 35.73 | 140 | 0.255214 | 1.5 | 0.38282 | 2 | 0.76564 | 180 | 137.81571 | 18 | \$2,480.68 |
| BASIN | 2.46 | 10 | 24.6 | 273 | 0.090110 | 1.5 | 0.13516 | 2 | 0.27033 | 180 | 48.65934 | 13 | \$632.57 |
| HORSESHOE BEND | 3.67 | 5 | 18.35 | 142 | 0.129225 | 1.5 | 0.19384 | 2 | 0.38768 | 180 | 69.78169 | 70 | \$4,884.72 |
| W. BONNER CO. | 2.3 | 21 | 48.3 | 732 | 0.065984 | 1.5 | 0.09898 | 2 | 0.19795 | 180 | 35.63115 | 49 | \$1,745.93 |
| Lake Pend Oreille | 2.42 | 50 | 121 | 1304 | 0.092791 | 1.5 | 0.13919 | 2 | 0.27837 | 180 | 50.10736 | 234 | \$11,725.12 |
| IDAHO FALLS | 3.42 | 73 | 249.66 | 3203 | 0.077946 | 1.5 | 0.11692 | 2 | 0.23384 | 180 | 42.09067 | 1199 | \$50,466.71 |
| SWAN VALLEY | 1.75 | 3 | 5.25 | 63 | 0.083333 | 1.5 | 0.12500 | 2 | 0.25000 | 180 | 45.00000 | 9 | \$405.00 |
| BONNEVILLE | 2.68 | 57 | 152.76 | 3265 | 0.046787 | 1.5 | 0.07018 | 2 | 0.14036 | 180 | 25.26505 | 1783 | \$45,047.59 |
| BOUNDARY | 2.26 | 29 | 65.54 | 750 | 0.087387 | 1.5 | 0.13108 | 2 | 0.26216 | 145 | 38.01320 | 59 | \$2,242.78 |
| BUTTE CO. | 2.39 | 12 | 28.68 | 251 | 0.114263 | 1.5 | 0.17139 | 2 | 0.34279 | 180 | 61.70199 | 44 | \$2,714.89 |
| CAMAS CO. | 1.46 | 7 | 10.22 | 55 | 0.185818 | 1.5 | 0.27873 | 2 | 0.55745 | 180 | 100.34182 | 4 | \$401.37 |
| NAMPA | 3.82 | 81 | 309.42 | 6312 | 0.049021 | 1.5 | 0.07353 | 2 | 0.14706 | 180 | 26.47129 | 1550 | \$41,030.50 |
| NAMPA CHARTER | 2.97 | 5 | 14.85 | 250 | 0.059400 | 0 | 0.00000 | 2 | 0.00000 | 0 | 0.00000 | 0 | \$0.00 |
| CALDWELL | 5.55 | 64 | 355.2 | 2976 | 0.119355 | 1.5 | 0.17903 | 2 | 0.35806 | 180 | 64.45161 | 1149 | \$74,054.90 |
| WILDER | 2.71 | 3 | 8.13 | 210 | 0.038714 | 1.5 | 0.05807 | 2 | 0.11614 | 180 | 20.90571 | 107 | \$2,236.91 |
| MIDDLETON | 3.79 | 33 | 125.07 | 1449 | 0.086315 | 1.5 | 0.12947 | 2 | 0.25894 | 180 | 46.60994 | 537 | \$25,029.54 |
| NOTUS | 2.3 | 7 | 16.1 | 188 | 0.085638 | 1.5 | 0.12846 | 2 | 0.25691 | 180 | 46.24468 | 98 | \$4,531.98 |
| MELBA | 2.6 | 15 | 39 | 333 | 0.117117 | 1.5 | 0.17568 | 2 | 0.35135 | 180 | 63.24324 | 34 | \$2,150.27 |
| PARMA | 2.58 | 15 | 38.7 | 435 | 0.088966 | 1.5 | 0.13345 | 2 | 0.26690 | 180 | 48.04138 | 55 | \$2,642.28 |
| VALLIVUE | 2.76 | 41 | 113.16 | 2646 | 0.042766 | 1.5 | 0.06415 | 2 | 0.12830 | 180 | 23.09388 | 711 | \$16,419.75 |
| GRACE | 2.53 | 13 | 32.89 | 256 | 0.128477 | 1.5 | 0.19271 | 2 | 0.38543 | 180 | 69.37734 | 22 | \$1,526.30 |
| NORTH GEM | 2.11 | 5 | 10.55 | 90 | 0.117222 | 1.5 | 0.17583 | 2 | 0.35167 | 180 | 63.30000 | 13 | \$822.90 |
| SODA SPRINGS | 3.05 | 16 | 48.8 | 279 | 0.174910 | 1.5 | 0.26237 | 2 | 0.52473 | 180 | 94.45161 | 180 | \$17,001.29 |
| CASSIA CO. | 2.24 | 65 | 145.6 | 2165 | 0.067252 | 1.5 | 0.10088 | 2 | 0.20176 | 180 | 36.31594 | 652 | \$23,677.99 |
| CLARK CO. | 1.95 | 7 | 13.65 | 79 | 0.172785 | 1.5 | 0.25918 | 2 | 0.51835 | 180 | 93.30380 | 107 | \$9,983.51 |
| OROFINO | 3.01 | 28 | 84.28 | 649 | 0.129861 | 1.5 | 0.19479 | 2 | 0.38958 | 145 | 56.48968 | 119 | \$6,722.27 |
| CHALLIS | 2.03 | 14 | 28.42 | 237 | 0.119916 | 1.5 | 0.17987 | 2 | 0.35975 | 145 | 52.16329 | 28 | \$1,460.57 |
| MACKAY | 2.26 | 7 | 15.82 | 144 | 0.109861 | 1.5 | 0.16479 | 2 | 0.32958 | 145 | 47.78958 | 70 | \$3,345.27 |
| GLENNS FERRY | 2.32 | 12 | 27.84 | 331 | 0.084109 | 1.5 | 0.12616 | 2 | 0.25233 | 180 | 45.41873 | 172 | \$7,812.02 |
| MT. HOME | 3.31 | 39 | 129.09 | 1278 | 0.101009 | 1.5 | 0.15151 | 2 | 0.30303 | 180 | 54.54507 | 411 | \$22,418.02 |
| PRESTON | 3.25 | 31 | 100.75 | 1165 | 0.086481 | 1.5 | 0.12972 | 2 | 0.25944 | 180 | 46.69957 | 313 | \$14,616.97 |
| WEST SIDE | 2.42 | 12 | 29.04 | 367 | 0.079128 | 1.5 | 0.11869 | 2 | 0.23738 | 180 | 42.72916 | 116 | \$4,956.58 |
| FREMONT CO. | 2.16 | 35 | 75.6 | 1234 | 0.061264 | 1.5 | 0.09190 | 2 | 0.18379 | 180 | 33.08266 | 316 | \$10,454.12 |
| EMMETT | 2.9 | 34 | 98.6 | 1757 | 0.056118 | 1.5 | 0.08418 | 2 | 0.16836 | 180 | 30.30393 | 512 | \$15,515.61 |
| GOODING | 3.56 | 15 | 53.4 | 563 | 0.094849 | 1.5 | 0.14227 | 2 | 0.28455 | 180 | 51.21847 | 240 | \$12,292.43 |
| WENDELL | 4.27 | 14 | 59.78 | 367 | 0.162888 | 1.5 | 0.24433 | 2 | 0.48866 | 180 | 87.95967 | 64 | \$5,629.42 |
| HAGERMAN | 3.04 | 4 | 12.16 | 120 | 0.101333 | 1.5 | 0.15200 | 2 | 0.30400 | 180 | 54.72000 | 77 | \$4,213.44 |
| BLISS | 1.9 | 4 | 7.6 | 125 | 0.060800 | 1.5 | 0.09120 | 2 | 0.18240 | 180 | 32.83200 | 71 | \$2,331.07 |
| GRANGEVILLE | 2.43 | 40 | 97.2 | 563 | 0.172647 | 1.5 | 0.25897 | 2 | 0.51794 | 180 | 93.22913 | 133 | \$12,399.47 |
| COTTONWOOD | 2.35 | 11 | 25.85 | 243 | 0.106379 | 1.5 | 0.15957 | 2 | 0.31914 | 180 | 57.44444 | 67 | \$3,848.78 |
| JEFFERSON CO. | 2.13 | 60 | 127.8 | 2246 | 0.056901 | 1.5 | 0.08535 | 2 | 0.17070 | 180 | 30.72663 | 355 | \$10,907.95 |
| RIRIE | 2.37 | 9 | 21.33 | 357 | 0.059748 | 1.5 | 0.08962 | 2 | 0.17924 | 180 | 32.26387 | 338 | \$10,905.19 |
| WEST JEFFERSON | 1.55 | 19 | 29.45 | 422 | 0.069787 | 1.5 | 0.10468 | 2 | 0.20936 | 180 | 37.68483 | 44 | \$1,658.13 |
| JEROME | 2.54 | 35 | 88.9 | 1010 | 0.088020 | 1.5 | 0.13203 | 2 | 0.26406 | 180 | 47.53069 | 127 | \$6,036.40 |
| VALLEY | 3.27 | 11 | 35.97 | 399 | 0.090150 | 1.5 | 0.13523 | 2 | 0.27045 | 180 | 48.68120 | 5 | \$243.41 |
| COEUR D'ALENE | 3.02 | 56 | 169.12 | 2664 | 0.063483 | 1.5 | 0.09523 | 2 | 0.19045 | 180 | 34.28108 | 702 | \$24,065.32 |
| LAKELAND | 2.28 | 47 | 107.16 | 1585 | 0.067609 | 1.5 | 0.10141 | 2 | 0.20283 | 180 | 36.50877 | 106 | \$3,869.93 |

E. SUBJECT:

Approval of the FY2007 Idaho Council for Technology in Learning (ICTL) Administrative Budget

BACKGROUND:

The Idaho Council for Technology in Learning (ICTL) “Public School Technology Grant” is set in JFAC intent language and approved by the Idaho Legislature each year.

The 2006 Joint Finance-Appropriations Committee and Legislature have established by appropriation bill HB846 Section 4, a total ICTL appropriation of \$9,800,000 including:

- FY07 ICTL administrative budget up to \$160,000
- an ICTL Libraries Linking Idaho (LiLI) Project appropriation of \$650,000
- an appropriation of \$5,100,000 for Public School Technology/Remediation Grants
- an appropriation of \$3,890,000 for Public School Technology Grants

Two factors necessitate the request for change in the ICTL Administrative budget of \$160,000 for FY07. The 2006 Legislature approved salary increases for state employees. ICTL staff members’ salaries have been increased by \$3,212. Further, the ICTL Public Education Information Technology Committee (PEITC) (K-12) no longer has federal funding support. PEITC has historically been funded by Federal Grants in the amount of approximately \$10,000 per year. Federal K-12 technology grants have been reduced to a minimal amount, resulting in no funds for PEITC committee work.

RECOMMENDATIONS:

The ICTL staff recommends an ICTL FY07 administrative budget of \$160,000 with the following changes from the FY06 Budget:

- Increase the ICTL staff salary appropriation from \$107,050 to \$110,262.
- Decrease Higher Education Information Technology Committee (HEITC) expense allotment from \$15,000 to \$10,000.

- The \$5,000 from HEITC budget will cover the salary increase as well as a \$500 increase in ICTL staff professional development with the remainder going to PEITC expenses.
- Increase PEITC expense allotment from \$0 to \$1,288.

BOARD ACTION:

A motion to approve the FY07 budget for the Idaho Council for Technology in Learning

Moved by _____ Seconded by _____ Carried Yes ___ No ___

ATTACHMENTS:

1. Proposed FY 07 ICTL budget
2. FY07 Legislative Intent Language HB846 Section 4
3. Idaho Code 33-4806

Idaho Council for Technology in Learning FY 07 Budget

| Personnel Costs | FY 2002 | FY 2003 | FY 2004 | FY 2005 | FY 2006 | FY 2007 |
|---|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Salary Networking Specialist | \$41,000.00 | \$41,000.00 | \$51,545.00 | \$51,545.00 | \$54,080.00 | \$55,702.00 |
| Benefits 1 FTE | \$12,300.00 | \$12,300.00 | \$16,000.00 | \$17,220.00 | \$17,750.00 | \$18,283.00 |
| ICTL Secretary | \$23,400.00 | \$23,400.00 | \$23,650.00 | \$23,650.00 | \$23,650.00 | \$24,360.00 |
| Benefits ICTL 1 FTE | \$8,273.00 | \$8,273.00 | \$10,560.00 | \$11,565.00 | \$11,570.00 | \$11,917.00 |
| SUBTOTAL PERSONNEL COSTS | \$84,973.00 | \$84,973.00 | \$101,755.00 | \$103,980.00 | \$107,050.00 | \$110,262.00 |
| Operating Expenses | | | | | | |
| Communications Services (Postage/Phones) | \$3,700.00 | \$3,700.00 | \$3,700.00 | \$3,700.00 | \$2,000.00 | \$2,000.00 |
| Total Employee Professional Development | \$500.00 | \$500.00 | \$500.00 | \$500.00 | \$500.00 | \$1,000.00 |
| Contracted Services (Assessment) | \$30,000.00 | \$30,000.00 | \$0.00 | \$11,000.00 | \$0.00 | \$0.00 |
| Total Sum Prof Services (Misc Grant Proc) | \$4,000.00 | \$4,000.00 | \$4,000.00 | \$4,000.00 | \$350.00 | \$350.00 |
| Repair and Maintenance | \$200.00 | \$200.00 | \$200.00 | \$200.00 | \$200.00 | \$200.00 |
| Administrative Services (Printing/Binding/Photocopying) | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$1,000.00 | \$1,000.00 |
| Total Sum of Employees Travel | \$8,000.00 | \$8,000.00 | \$8,000.00 | \$8,000.00 | \$8,000.00 | \$8,000.00 |
| Total Sum of Office Supplies | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 |
| Packaging and Shipping Supplies | \$300.00 | \$300.00 | \$300.00 | \$300.00 | \$300.00 | \$300.00 |
| Total Sum Data Proc Supplies | \$300.00 | \$300.00 | \$300.00 | \$300.00 | \$500.00 | \$500.00 |
| Total Specific Use & Photo Supplies | \$300.00 | \$300.00 | \$300.00 | \$300.00 | \$150.00 | \$150.00 |
| Total Sum Insurance | \$200.00 | \$200.00 | \$200.00 | \$200.00 | \$150.00 | \$150.00 |
| Total Sum Rentals | \$3,500.00 | \$3,500.00 | \$3,500.00 | \$3,520.00 | \$4,800.00 | \$4,800.00 |
| Misc (ICTL Members Travel & Meeting Exp) | \$19,000.00 | \$19,000.00 | \$19,000.00 | \$19,000.00 | \$19,000.00 | \$19,000.00 |
| Higher Ed Committee | \$15,000.00 | \$15,000.00 | \$15,000.00 | \$15,000.00 | \$15,000.00 | \$10,000.00 |
| K-12 Ed Committee | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$1,288.00 |
| Total Summary Capital Outlay | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| SUBTOTAL OPERATING EXPENSES | \$88,000.00 | \$88,000.00 | \$58,000.00 | \$69,020.00 | \$52,950.00 | \$49,738.00 |
| TOTAL ICTL ADMINISTRATIVE | \$172,973.00 | \$172,973.00 | \$159,755.00 | \$173,000.00 | \$160,000.00 | \$160,000.00 |
| LiLI Project to State Library | \$265,000.00 | \$300,000.00 | \$300,000.00 | \$300,000.00 | \$350,000.00 | \$650,000.00 |
| Gates Grant Match | | \$150,000.00 | | | | |
| District Flow Through Tech/Remediation Grants | | | | | \$5,100,000.00 | \$5,100,000.00 |
| ICTL Formula District Disbursements | \$9,962,027.00 | \$7,777,027.00 | \$7,940,245.00 | \$7,927,000.00 | \$3,890,000.00 | \$3,890,000.00 |
| SUBTOTAL ICTL LiLI & DISTRICT DISBURSEMENT | \$10,227,027.00 | \$8,227,027.00 | \$8,240,245.00 | \$8,227,000.00 | \$9,340,000.00 | \$9,640,000.00 |
| TOTAL BUDGET | \$10,400,000.00 | \$8,400,000.00 | \$8,400,000.00 | \$8,400,000.00 | \$9,500,000.00 | \$9,800,000.00 |

1 \$9,800,000 shall be expended by the Superintendent of Public Instruction as
2 follows:

3 (1) The Idaho Council for Technology in Learning shall distribute
4 \$4,050,000 for ongoing school district technology expenditures, through
5 the Public School Technology Grant Program, pursuant to Section 33-4806,
6 Idaho Code. Such expenditures may include the personnel costs associated
7 with school district information technology staff support. Of this amount,
8 up to \$160,000 may be expended by the Superintendent of Public Instruction
9 for staff support and various expenses related to the Idaho Council for
10 Technology in Learning, as approved by the State Board of Education;

11 (2) The Superintendent of Public Instruction shall transfer \$650,000 to
12 the Library Services Improvement Fund for ongoing costs associated with
13 the State Library's "Libraries Linking Idaho" (LiLI) projects;

14 (3) The Superintendent of Public Instruction shall distribute \$5,100,000
15 to school districts in a like manner as equalized, ongoing state discre-
16 tionary funds, with seventy-five percent (75%) of such funds being dis-
17 tributed by August 31, and twenty-five percent (25%) of such funds in the
18 final payment of the fiscal year. Such funds shall be expended, at the
19 discretion of the school district board of trustees, on either purchasing
20 technology equipment and software, or defraying costs associated with pro-
21 viding remedial instruction for students that fail to attain proficiency
22 in one (1) or more sections of the Idaho Standards Achievement Test, or
23 both. The Superintendent of Public Instruction shall submit a report on
24 the usage of such funds to the Joint Finance-Appropriations Committee, the
25 House Education Committee and the Senate Education Committee by February
26 1, 2007.

TITLE 33
EDUCATION
CHAPTER 48

IDAHO EDUCATIONAL TECHNOLOGY INITIATIVE

33-4806. PUBLIC SCHOOL TECHNOLOGY GRANTS. There is hereby established the public school technology grant program, which shall make available grants for schools to provide Idaho classrooms, including classrooms at the Idaho school for the deaf and blind, with the equipment and resources necessary to integrate information age technology with instruction and to further connect those classrooms with external telecommunications services. Grant applications shall include a project plan that describes proposed equipment and software purchases; how the proposed equipment and software will be used effectively in the classroom; provision for training teachers to make optimal use of the technology; provision for local matching funds as prescribed by the council; and other elements as prescribed by the council.

F. SUBJECT:

Revisions to IDAPA 08.02.03.110.01, Rules Governing Thoroughness: Definition of “At-Risk youth”

BACKGROUND:

Alternative secondary programs provide special instructional courses and offer special services to eligible at-risk youth to enable them to earn a high school diploma. Specific student eligibility qualifications are set forth in State Board Rule, IDAPA 08.02.03.110.01. Students who have been in a Limited English Proficiency (LEP) program for less than 3 years are at a greater risk for failing classes, not passing the ISAT, and possibly dropping out of school. These students may have increased difficulty in comprehending the curriculum material due to their English language skills. By including the subgroup of LEP students in the definition of an "At-Risk youth", these students will have access to additional accelerated services that will assist them not only in their English language acquisition, but also will increase their ability to participate fully in the classroom.

DISCUSSION:

The proposed rule change would add LEP students to the student qualifications in the definition of “At Risk youth” who are eligible to attend an alternative secondary program. The addition would include students who have been in an LEP program for less than 3 years as letter f. This addition would be to the area of the rule where the student must meet three of the listed criteria, a. through f. or one of the criteria g. through m.

RECOMMENDATION:

The State Department of Education recommends that the State Board of Education approve the recommendation for a proposed rule for addition of LEP students to the definition of “At-Risk youth” for eligibility to participate in an alternative high school program (08.02.03.110.01).

BOARD ACTION:

A motion to approve the request to proceed with proposed rule making by adding LEP students to the definition of “At-Risk youth” in IDAPA 08.02.03.110.01.

Moved by _____ Seconded by _____ Carried Yes ___ No ___

ATTACHMENTS:

1. Proposed Rule: 08.02.03.110.01 Student Qualifications.

110. ALTERNATIVE SECONDARY PROGRAMS (SECTION 33-1002; 33-1002C; 33-1002F, IDAHO CODE).

Alternative secondary programs are those that provide special instructional courses and offer special services to eligible at-risk youth to enable them to earn a high school diploma. Some designated differences must be established between the alternative school programs and the regular secondary school programs. Alternative secondary school programs will include course offerings, teacher/pupil ratios and evidence of teaching strategies that are clearly designed to serve at-risk youth as defined in this section. Alternative high school programs conducted during the regular school year will be located on a separate site from the regular high school facility or be scheduled at a time different from the regular school hours. (4-1-97)

01. Student Qualifications. An At-Risk youth is any secondary student grade seven through twelve (7-12) who meets any three (3) of the following criteria, Subsections 110.01.a. through 110.01.ef., or any one (1) of criteria in Subsections 110.01.fg. through 110.01.lm. (4-5-00)

a. Has repeated at least one (1) grade. (4-1-97)

b. Has absenteeism that is greater than ten percent (10%) during the preceding semester. (4-1-97)

c. Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program. (4-1-97)

d. Has failed one (1) or more academic subjects. (4-1-97)

e. Is two (2) or more semester credits per year behind the rate required to graduate. (4-1-97)

f. Is a limited English proficient student who has not been in a program more than three years. ()

fg. Has substance abuse behavior. (4-1-97)

gh. Is pregnant or a parent. (4-1-97)

hi. Is an emancipated youth. (4-1-97)

ij. Is a previous dropout. (4-1-97)

jk. Has serious personal, emotional, or medical problems. (4-1-97)

kl. Is a court or agency referral. (4-1-97)

lm. Upon recommendation of the school district as determined by locally developed criteria for disruptive student behavior. (4-1-97)

02. Instruction. Special instruction courses for at-risk youth enrolled in an alternative secondary program will include: (4-1-97)

a. Academic skills that include language arts and communication, mathematics, science, and social studies that meet or exceed minimum state standards. (4-1-97)

b. A personal and career counseling component. (4-1-97)

c. A physical fitness/personal health component. (4-1-97)

d. A state division approved vocational-technical component. (4-1-97)

e. A child care component with parenting skills emphasized. (4-1-97)

03. Graduation Credit. Graduation credit may be earned in the following areas: academic subjects, electives, and approved work-based learning experiences. Nonacademic courses, i.e., classroom and office aides do not qualify for credit unless they are approved work-based learning experiences. (4-5-00)

04. Special Services. Special services, where appropriate for at-risk youth enrolled in alternative secondary programs, include the following where appropriate: (4-1-97)

a. A day care center when enrollees are also parents. This center should be staffed by a qualified child care provider. (4-1-97)

b. Direct social services that may include officers of the court, social workers, counselors/psychologists. (4-1-97)

G. SUBJECT:

Proposal to Rezone Meadows Valley School District No. 11

BACKGROUND:

Idaho Code 33-313 states that the boundaries of the trustee zones in each school district shall be defined and drawn so that, as reasonably as may be, each such zone shall have approximately the same population. It also states that a proposal to redefine and change trustee zones of any district may be initiated by its board of trustees and submitted to the State Board of Education for approval.

DISCUSSION:

The trustees of Meadows Valley School District No. 11, realizing that growth within certain areas of the district had skewed the populations within the trustee zones, developed a proposal to redefine and change the trustee zones.

The Department of Education has made a review of the proposal, including legal descriptions and maps. The materials are in compliance with requirements of Idaho Code.

RECOMMENDATION:

It is recommended the proposal be approved by the State Board of Education.

BOARD ACTION:

A motion to approve the proposal for rezoning Meadows Valley School District No. 11.

Moved by _____ Seconded by _____ Carried Yes ___ No ___

ATTACHMENT:

1. Letter from Meadows Valley School District
2. Idaho Code 33-313



Meadows Valley School District No. 11

PO Drawer F

Miller & McLain Street

New Meadows, Idaho 83654

Ph. 208-347-2411 FAX 208-347-2624

Dr. Terrell Donicht, Superintendent of Schools

John Preston, Administrator

James Farmer, Administrator

June 5, 2006

Mr. Dwight Johnson
Executive Director
Idaho State Board of Education
Len B. Jordan Building, Room 307
650 State Street
Boise, Idaho 83720-0037

Dear Mr. Johnson:

The purpose of this letter is to convey to you the proposed descriptions of the new trustee boundaries for the Meadows Valley School District #011. The boundaries were revised by Dr. Paul Zelus, Idaho State University, in order to correct an imbalance in population between boundaries reflected by the 2000 census.

The Meadows Valley School District Board of Trustees approved the revised boundaries at their regular meeting on May 15, 2006. According to statute, the changes must now be approved by the Idaho State Board of Education.

Please let me know if you need further information regarding this request. Thank you.

Sincerely,

Terrell L. Donicht, Ph.D.
Superintendent

TITLE 33
EDUCATION
CHAPTER 3
SCHOOL DISTRICTS

33-313. TRUSTEE ZONES. Each elementary school district shall be divided into three (3) trustee zones and each other school district shall be divided into no fewer than five (5) or more than nine (9) trustee zones according to the provisions of section 33-501, Idaho Code. Any proposal to define the boundaries of the several trustee zones in each such school district shall include the determination, where appropriate, of the number of trustee zones in such district, and the date of expiration of the term of office for each trustee. The boundaries of the several trustee zones in each such school district shall be defined and drawn so that, as reasonably as may be, each such zone shall have approximately the same population.

Whenever the area of any district has been enlarged by the annexation of all or any part of another district, or by the correction of errors in the legal description of school district boundaries, any such additional territory shall be included in the trustee zone or zones contiguous to such additional territory until such time as the trustee zones may be redefined and changed. Trustee zones may be redefined and changed, but not more than once every five (5) years in the manner hereinafter provided.

A proposal to redefine and change trustee zones of any district may be initiated by its board of trustees and shall be initiated by its board of trustees at the first meeting following the report of the decennial census, and submitted to the state board of education, or by petition signed by not less than fifty (50) school electors residing in the district, and presented to the board of trustees of the district. Within one hundred twenty (120) days following the decennial census or the receipt of a petition to redefine and change the trustee zones of a district the board of trustees shall prepare a proposal for a change which will equalize the population in each zone in the district and shall submit the proposal to the state board of education. Any proposal shall include a legal description of each trustee zone as the same would appear as proposed, a map of the district showing how each trustee zone would then appear, and the approximate population each would then have, should the proposal to change any trustee zones become effective.

Within sixty (60) days after it has received the said proposal the state board of education may approve or disapprove the proposal to redefine and change trustee zones and shall give notice thereof in writing to the board of trustees of the district wherein the change is proposed. Should the state board of education disapprove a proposal the board of trustees shall within forty-five (45) days submit a revised proposal to the state board of education. Should the state board of education approve the proposal, the trustee zones shall be changed in accordance with the proposal.

At the next regular meeting of the board of trustees following the approval of the proposal the board shall appoint from its membership a trustee for each new zone to serve as trustee until that incumbent trustee's three (3) year term expires. If the current board membership includes two (2) incumbent trustees from the same new trustee zone, the board will select the incumbent trustee with the most seniority as a trustee to serve the remainder of his three (3) year term. If both incumbent trustees have equal seniority, the board will choose one (1) of the trustees by the drawing of lots. If there is a trustee vacancy in any of the new zones, the board of trustees shall appoint from the patrons resident in that new trustee zone, a person from that zone to serve as trustee until the next annual meeting. At the annual election a trustee shall be elected to serve during the term specified in the election for the zone. The elected trustee shall assume office at the annual meeting of the school district next following the election.

H. SUBJECT:

Procedural Update Regarding Idaho Accreditation

BACKGROUND:

In April 2005, the new State Board of Education Administrative Rule for accreditation, IDAPA 08.02.02.140, was enacted. Major changes in the state accreditation process were approved by the State Board for development and implementation by the State Department of Education. During the 2005-06 school year, the SDE:

1. developed and field-tested a web-based continuous improvement planning process for both districts and schools to meet the intent of sections 01-03 and 05 of the rule;
2. developed quality indicators for the State Board adopted district and school accreditation standards including scoring rubrics for use in self-assessment by the districts and schools and monitoring by the state accreditation committee and the State Department (for sections 04-06 of the rule); and
3. integrated the Northwest Association of Accredited Schools (NAAS) accreditation standards and the NAAS improvement planning process into the Idaho system so that Idaho schools seeking NAAS accreditation do not have to complete two separate accrediting processes.

The SDE is preparing to conduct a field test of the quality indicators and scoring rubrics for the Idaho Accreditation Standards during the 2006-07 school year. All Idaho public districts and schools and any private schools that have voluntarily sought state accreditation will participate in the field test.

DISCUSSION:

The State Department of Education has requested time on the Board agenda in order to:

1. provide a live demonstration of the finalized Continuous Improvement Planning Tool;
2. introduce the quality indicators for the Idaho Accreditation Standards and a sample scoring rubric prior to the field test; and

3. illustrate the alignment of state and Northwest Association of Accredited Schools (NAAS) standards.

BOARD ACTION:

Information item only

ATTACHMENTS:

1. Continuous improvement planning tool matrix
2. Quality Indicators for Idaho District Accreditation Standards
3. Quality Indicators for Idaho School Accreditation Standards
4. Self-Assessment: Idaho School Accreditation Quality Indicators
5. Sample rubric pages for self-assessment
6. Diagram of state and NAAS alignment
7. Proposed point values for state and NAAS accreditation and possible rating scale

IDAHO STATE DEPARTMENT OF EDUCATION CONTINUOUS IMPROVEMENT PLANNING TOOL MATRIX

Components marked with an “X” are required under that program. A shaded box means that once that component is completed for district or school accreditation (bolded “x”), it does not have to be completed again to fulfill the other program requirements.

| CIP COMPONENTS | DISTRICT LEVEL | | | | | | | SCHOOL LEVEL | | | | | | | | | |
|---|-----------------------------|----------------------|------------------------|-------------------|-------------|------------|---------------------------------------|---------------------------|------------------------|----------------------|---------------------|-------------|-------------------------------|--------------------------|----------------------|------------|------------------|
| | Idaho District Accred. Plan | Consol. Federal App. | NCLB District Improve. | Gifted & Talented | Special Ed. | Technology | Combined Dist. & Schools Accred. Plan | Idaho School Accred. Plan | NW School Accred. Plan | NCLB School Improve. | Title I | | Idaho Reading Indicator (K-3) | Safe & Drug Free Schools | 21st Century Schools | LEP (OSBE) | Prof - Technical |
| | | | | | | | | | | | Targeted Assistance | School-wide | | | | | |
| Strategic or Improvement Planning Committee | X | | X | | X | X | X | X | X | X | X | X | | | | | |
| Annual Progress Report | X | | | | X | | X | X | | | | X | | | | | |
| Mission Statement | X | | | | | | X | X | X | X | | X | | | | | |
| Vision | X | | | | | | X | | | | | | | | | | |
| Operational Philosophy | X | | | X | | | X | X | | | | | | | | | |
| District/School Information | X | X | X | X | X | X | X | X | X | X | X | X | | | | | |
| Overview of District/School Characteristics | X | | | | | | X | X | X | X | X | X | | | | | |
| Needs Assessment | X | X | X | | X | X | X | X | X | X | X | X | X | | | | |
| Action Plan (Goals/Objs/Strategies) | X | X | X | X | X | X | X | X | X | X | X | X | X | | | | |
| Instructional Strategies | | X | X | X | X | X | | | | X | X | X | X | | | | |
| Coordination of Programs | | X | X | X | X | X | | | | X | X | X | | | | | |
| Highly Qualified Staff and Professional Development | X | X | X | X | X | X | X | X | | X | X | X | | | | | |
| Parent & Family Involvement | | X | X | | X | X | | | | X | X | X | | | | | |
| Monitoring & Evaluation of Student Progress | X | X | X | X | X | X | X | X | | X | X | X | | | | | |
| School & Classroom Management Summary | | | X | X | X | X | X | X | | X | X | X | | | | | |
| State & Federal Requirements | | X | X | X | X | X | | | | X | X | X | | | | | |

QUALITY INDICATORS FOR IDAHO DISTRICT ACCREDITATION STANDARDS

STANDARD I – VISION, MISSION AND POLICIES

District and school vision and mission statements are to serve as directional statements that form the foundation of all policies, guidelines and practical decisions that support student achievement. Education stakeholders in the district and school communities will collaboratively develop these guiding principles and review them periodically. Vision, mission and policies will be aligned with the Thoroughness legislation defined by Idaho Code 33-1612 and referenced in the Thoroughness Chapter of Idaho State Board of Education Administrative Rules.

VISION, MISSION AND EXPECTATIONS FOR STUDENT LEARNING -- 24 points

(Unless otherwise noted in parentheses following the quality indicator, each indicator has a value of 3)

The district's vision and mission statements describe the essence of what the district is seeking to achieve for its students. The expectations for student learning are based on and drawn from the mission statement. These expectations are the fundamental goals by which the district continually assesses the effectiveness of the teaching and learning process in its schools. Every component must focus on enabling all students to achieve the district's expectations for student learning.

1. The district shall have clearly written vision and mission statements that guide the development of school vision and mission statements. (6)
2. The mission statement and expectations for student learning shall be developed by the community and be approved and supported by the professional staff, the school board and/or other district-wide governing organization.
3. The district's mission statement shall represent the community's fundamental values and beliefs about student learning.
4. The mission statement and the expectations for student learning shall guide the policies, procedures and decisions of the district. (6)
5. The vision and mission shall be regularly reviewed and communicated to the community. (6)

SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES -- 30 points

The local board of trustees develops and/or adopts district-wide policies. Schools within the district are subsequently responsible for developing, implementing and monitoring a comprehensive set of administrative procedures that are aligned with district policies.

1. The district has written policies congruent with its vision and mission and reflective of broad public input. (6)
2. The district has a parent/community involvement policy. (6)
3. District policies and procedures are available to students, parents, staff and the community. (6)
4. District policies are reviewed and updated regularly to reflect district needs. (6)
5. District policies and administrative procedures reflect, at a minimum, state and federal laws, rules and regulations. (6)

LEADERSHIP AND ORGANIZATION -- 18 points

The district administrators and school board members have the responsibility to coordinate the allocation and utilization of resources to maximize school capacity to meet the needs of all students. District decision-making

should be characterized by thoughtful, reflective and constructive discourse about practices that support student learning and well being.

1. The superintendent shall provide leadership in the school community by creating and maintaining a shared vision, direction and focus for student learning. (6)
2. The instructional schedule adopted by the school board shall be driven by the district's mission and expectations for student learning and shall support effective implementation of curriculum, instruction and assessment at the school building level. (6)
3. Meaningful roles in the decision-making process shall be accorded to students, parents and school staff to promote an atmosphere of participation, responsibility and ownership. (6)

STANDARD II – HIGHLY QUALIFIED PERSONNEL

The most important factor for improving student achievement is the quality of the classroom teacher. Placing and retaining a competent, caring and qualified teacher in every classroom will maximize opportunities for student learning. All educators of Idaho students will be highly qualified as defined by the Idaho State Board of Education Administrative Rules.

Individual professional development plans and a staff evaluation model that effectively promotes the continuous improvement of school personnel are required components of this standard.

STAFFING – 24 points

1. Certificated personnel meet all state and federal requirements. (18)
2. Non-certificated personnel meet all state and federal requirements. (6)

INDIVIDUAL PROFESSIONAL DEVELOPMENT – 18 points

1. The district involves staff in the development and implementation of district professional development plans that align with the goals defined in the district strategic plan. (6)
2. The district provides the organizational structure, support, time and resources to schools in order to meet the objectives of individual and school-wide professional development plans. (12)

STAFF EVALUATION – 18 points

1. The district uses a staff evaluation model that effectively promotes the continuous improvement of school personnel. (18)

STANDARD III – EDUCATIONAL PROGRAM

Schools will provide a comprehensive educational program focused on meeting the needs of all students. High expectations for student success and frequent monitoring of student progress are critically important to student learning. Deep alignment of curriculum, instruction and assessment to standards considered essential for all students is imperative.

A school's educational program must be aligned with the Thoroughness legislation, Idaho Code 33-1612; the State Board of Education's Idaho Content Standards K-12; and the testing and high school graduation requirements defined in the Thoroughness Chapter of the Idaho State Board of Education Administrative Rules.

ELEMENTS OF THOROUGHNESS – 6 points

1. The following Elements of Thoroughness, as cited in Idaho Code 33-1612, are integrated throughout the district's educational program: (6)
 - a. provision of a safe learning environment conducive to learning
 - b. educators empowered to maintain classroom discipline
 - c. emphasis on basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work
 - d. provision of instruction in effective communication skills
 - e. provision of a basic curriculum that enables students to enter academic or professional-technical postsecondary educational programs
 - f. instruction in skills necessary to enter the workforce
 - g. introduction of students to current technology
 - h. skill acquisition for responsible citizenship at home, school and in the community

CONTENT STANDARDS - 24 points

1. The district staff has aligned curriculum, instruction and assessments with the Idaho Content Standards. (18)
2. Non-traditional courses such as distance education, correspondence courses, web-based courses and the Portable Assistance Student Support (PASS) program are aligned with the Idaho Content Standards and district-approved for use in the schools. (6)

CURRICULUM – 36 points

The curriculum, which includes coursework, co-curricular activities and other school-approved educational experiences, is the district's formal plan to fulfill its mission statement and expectations for student learning. The curriculum links the district's beliefs and its expectations for student learning. The strength of that link is dependent upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

1. A written curriculum is provided and utilized for each subject area. (6)
2. The district effectively implements a well-defined plan for the review and adoption of curriculum and materials. (6)
3. The district selects primary curricular materials for all subject areas from the Idaho Adoption Guide as approved by the State Board of Education. (6)
4. The district effectively implements a well-defined plan for the integration of technology into its curriculum, instruction and assessments. (6)
5. Curricular coordination and articulation shall be evident between and among all academic areas and schools in the district. (6)

6. The district shall commit time, financial resources and personnel to the development, evaluation and revision of curriculum. (6)

INSTRUCTION – 27 points

The quality of instruction in a district's schools is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum and the assessment of student progress. Instructional practices must be grounded in the district's mission and expectations for student learning, supported by research in best practice and refined and improved based on identified student needs.

1. The district policies and procedures address: (15)
 - a. a parent-approved student learning plan by the end of eighth grade or by age 14 for special education students regardless of grade level. (N/A for grades K-7)
 - b. an individual learning plan that is aligned with the Idaho Content Standards for limited English proficient students who require testing accommodations.
 - c. a current individual education plan that is aligned with the Idaho Content Standards for all special education students.
 - d. provision of the opportunity to develop academic skills, professional-technical skills and life skills to all students.
 - e. allocation of instructional time to support student learning.
2. The district endeavors to meet the teacher/student ratios and teacher loads recommended by the state for each school: (12)
 - Elementary (K-3) = 20
 - Elementary (4-6) = 26
 - Middle/junior high = 160 teacher load
 - High school = 160 teacher load for traditional schedule (140 for trimester school schedules, 180 for block school schedules)
 - Alternative school (7-12) = 18 average daily class load

ASSESSMENT OF STUDENT LEARNING – 12 points

Assessment informs the district regarding student progress and ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the community the progress of students in achieving the district's expectations for student learning and course-specific learning goals. Assessment results must be continually utilized to improve curriculum and instruction.

1. The district participates in the annual statewide student assessment program as required by Administrative Rules.
2. The district regularly monitors student achievement.
3. The district uses data to improve student performance, facilitate high quality instruction and provide appropriate intervention.
4. The district communicates district and school progress in achieving all district-wide expectations for student learning to the community.

STANDARD IV – LEARNING ENVIRONMENT

Schools will provide a safe, nurturing, disciplined and orderly learning environment conducive to learning. School site, facilities, equipment and related services serve as a vehicle for the implementation of the school mission and factor into the functioning of the educational program. The school's learning environment should contribute to a positive educational atmosphere and address the physical, emotional and social health and safety of all persons in the school. Maintenance of discipline and attention to reducing student behavior problems will improve learning opportunities for students. The provision of a productive climate and culture is an essential factor impacting student achievement.

SCHOOL PLANT AND FACILITIES – 30 points

1. The district has established regulations regarding matters of public health including sanitation, sewage disposal, a safe water supply and emergency procedures. (6)
2. Facilities meet all building codes, safety standards and public health regulations required by state and local authorities. (6)
3. School sites, buildings, equipment and furnishings are designed and maintained to facilitate the safety of all occupants and to maintain the quality of the school's instructional and co-curricular programs. (6)
4. All district facilities are inspected annually per Idaho Uniform School Building Safety Act. (6)
5. A planned and adequately funded program of building and site management shall ensure the appropriate maintenance, repair and cleanliness of all school facilities within the district. (6)

SAFE, POSITIVE SCHOOL ENVIRONMENT – 30 points

1. According to IDAPA 08.02.03.160, the district has developed, written and annually reviewed comprehensive districtwide policies and procedures that provide for a safe learning environment conducive to learning and encompass the following: (30)
 - a. school climate
 - b. discipline
 - c. violence prevention
 - d. gun-free schools
 - e. substance abuse
 - f. suicide prevention
 - g. student harassment
 - h. drug-free school zones
 - i. contagious or infectious diseases
 - j. building safety including emergency drills

DISTRICT/COMMUNITY RESOURCES FOR LEARNING – 60 points

Student learning and well-being are dependent upon adequate and appropriate support programs and services. The district is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the district's mission and expectations.

1. The district employs classified and support personnel to meet the needs of the staff and students.
2. Students have access to the following school-based programs required in Idaho statutes: (21)

- a. comprehensive developmental school counseling
 - b. programs for gifted/talented and disabled students
 - c. school psychological services
 - d. health and school nursing services
 - e. physical therapy and/or occupational therapy services
 - f. supplemental academic support programs
 - g. extended time
3. Students have access to the following community-based services required in Idaho statutes: (18)
 - a. public health
 - b. community mental health
 - c. child protective services
 - d. vocational rehabilitation
 - e. job services
 - f. law enforcement and/or juvenile justice liaison
 4. The district works collaboratively with communities and families in a school readiness program to prepare children for success in school.
 5. The district shall foster business/community/higher education partnerships that support student learning.
 6. The district shall conduct ongoing planning to address future programs, enrollment changes, staffing, facility and technology needs as well as capital improvements.
 7. The district endeavors to meet state-recommended caseloads for pupil personnel services: counselors, social workers & psychologists = 400:1 (*student/district average)
 8. The district endeavors to meet the state-recommended ratios for building administrative personnel: not to exceed 500:1*
 9. The district endeavors to meet the state-recommended ratios for elementary/secondary media generalists and assistants: elementary = 500:1* /secondary = 500:1*

STANDARD V - CONTINUOUS SCHOOL IMPROVEMENT

Continual improvement of the educational program is essential in providing quality results. Idaho schools must be actively involved in a dynamic and data-driven school improvement planning process. Professional development programs and parent/community participation in the planning process are required elements that distinguish good schools. Successful improvement programs should focus on the systematic analysis of student performance data and how the school's instructional and organizational practices impact student achievement.

DISTRICT STRATEGIC PLAN – 36 points

1. The district develops and implements a comprehensive district strategic plan encompassing the priorities and needs of its schools. (12)
2. The district conducts an annual review of strategic and continuous school improvement plan progress with the local board of trustees. (12)
3. The district distributes strategic and continuous school improvement plan results to staff, parents and other stakeholders. (12)

PROFESSIONAL DEVELOPMENT – 24 points

1. The district has ensured that time and resources are made available to staff in order to meet professional development needs. (12)
2. Professional development is an integral part of and aligned with the district strategic plan. (12)

STANDARD VI – STUDENT ACHIEVEMENT

The primary focus for Idaho schools is student learning and growth. Districts and schools, in partnership with parents and the community, must be accountable for student achievement. Accountability refers to the systematic collection, analysis and use of data and information to provide for continuous improvement in student performance.

The State Board of Education’s accountability measures defined in Administrative Rules set forth the basic requirements contained in this standard.

ACCOUNTABILITY - 24 points

1. The district has established high school graduation requirements that, at a minimum, align with those of the State Board of Education.
2. The district reports attendance rates, student dropout rates, and graduation rates and incorporates goals for reducing the number of absences and dropouts in the district strategic plan.
3. The district develops and communicates written administrative policies and procedures to staff, students and patrons regarding: (18)
 - a. a comprehensive and effective plan for evaluating student achievement
 - b. grading and graduation requirements
 - c. attendance
 - d. promotion and retention
 - e. expulsion and suspension
 - f. persistently dangerous schools

STUDENT PROGRESS – 59 points

1. The district disaggregates all student data and reports progress annually, adhering to current state and federal guidelines. (6)
2. The district publishes annual report cards, which include state assessment data; makes them broadly available in understandable language to the public; and submits them as required by state and federal requirements. (6)
3. The district demonstrates student growth and/or progress on statewide assessments as measured by the Fall Idaho Standards Achievement Test (ISAT), and the Fall to Spring Idaho Reading Indicator (IRI). (47)
 - a. ISAT:
 - i. students do not meet typical (expected) growth
 - ii. students meet typical (expected) growth
 - iii. students exceed typical (expected) growth
 - iv. students demonstrate extraordinary growth
 - b. IRI:
 - i. students do not meet state established proficiency targets
 - ii. students are making progress toward the established proficiency targets
 - iii. students meet state established proficiency targets (85% etc)
 - iv. students exceed state established proficiency targets

QUALITY INDICATORS FOR IDAHO SCHOOL ACCREDITATION STANDARDS

STANDARD I – VISION, MISSION AND POLICIES

District and school vision and mission statements are to serve as directional statements that form the foundation of all policies, guidelines and practical decisions that support student achievement. Education stakeholders in the district and school communities will collaboratively develop these guiding principles and review them periodically. Vision, mission and policies will be aligned with the Thoroughness legislation defined by Idaho Code 33-1612 and referenced in the Thoroughness Chapter of Idaho State Board of Education Administrative Rules.

1.01. VISION, MISSION AND EXPECTATIONS FOR STUDENT LEARNING – 24 points

(Unless otherwise noted in parentheses following the quality indicator, each indicator has a point value of 3)

The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

1. The school shall have clearly written vision and mission statements that are aligned with the district vision and mission. (6)
2. The mission statement and expectations for student learning shall be developed by the school community and be approved and supported by the professional staff, the school board and/or other school-wide governing organization.
3. The school's mission statement shall represent the school community's fundamental values and beliefs about student learning.
4. The mission statement and the school's expectations for student learning shall guide the procedures, policies and decisions of the school and shall be evident in the culture of the school. (6)
5. The vision and mission shall be regularly reviewed and communicated to the school community. (6)

1.02. SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES – 24 points

The local board of trustees develops and/or adopts district-wide policies. The school is subsequently responsible for developing, implementing and monitoring a comprehensive set of administrative procedures that are aligned with district policies.

1. The school shall have written procedures aligned with district policies that promote the effective operation of the school. (12)
2. The school procedures shall promote parent/community involvement and shall be available to students, parents, staff and the community. (12)

1.03. LEADERSHIP AND ORGANIZATION -- 24 points

The way in which a school organizes learning for students, fosters leadership and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective and constructive discourse about decision-making and practices that support student learning and well being.

1. The principal shall provide leadership in the school community by creating and maintaining a shared vision, direction and focus for student learning.

2. Teachers as well as administrators other than the principal shall provide leadership essential to the improvement of the school.
3. The organization of the school and its educational programs shall promote the school's mission and expectations for student learning.
4. The instructional schedule shall be driven by the school's mission and expectations for student learning and shall support the effective implementation of the curriculum, instruction and assessment.
5. Meaningful roles in the decision-making process shall be accorded to students, parents and all members of the school staff to promote an atmosphere of participation, responsibility and ownership.
6. The professional staff shall collaborate in support of learning for all students.
7. Student grouping patterns shall reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices and support the achievement of the school's mission and expectations for student learning.
8. Student success shall be regularly acknowledged, celebrated and displayed.

STANDARD II – HIGHLY QUALIFIED PERSONNEL

The most important factor for improving student achievement is the quality of the classroom teacher. Placing and retaining a competent, caring and qualified teacher in every classroom will maximize opportunities for student learning. All educators of Idaho students will be highly qualified as defined by the Idaho State Board of Education Administrative Rules.

Individual professional development plans and a staff evaluation model that effectively promotes the continuous improvement of school personnel are required components of this standard.

2.01. STAFFING – 24 points

1. Certificated personnel meet all state and federal requirements. (18)
2. Non-certificated personnel meet all state and federal requirements. (6)

2.02. INDIVIDUAL PROFESSIONAL DEVELOPMENT – 30 points

1. The school has a process in place to create and monitor individual professional development plans. (9)
(9) The individual professional development plan:
 - a. engages the professional educator in examination of best practices for teaching and learning as defined by research. (3)
 - b. identifies the organizational structure and support needed to improve the educator's performance. (3)
 - c. is job-embedded, data-driven and supports increased student achievement. (3)
2. The school involves staff in the development and implementation of individual and school professional development plans that align with the goals defined in the district strategic plan and the continuous school improvement plan. (6)
3. Organizational structure, support, time and resources are provided to staff in order to meet the objectives of individual and school-wide professional development plans. (6)

2.03. STAFF EVALUATION – 18 points

1. The school uses a staff evaluation model that effectively promotes the continuous improvement of school personnel. (6)
2. Teacher supervision and evaluation processes shall be used to improve instruction for the purposes of enhancing student learning and meeting student needs. (6)
3. Teachers shall be expert in their content area, knowledgeable about current research on effective instructional approaches and reflective about their own practices. (6)

2.04. STAFF TURNOVER/RETENTION – 6 points

1. The school evaluates staff turnover and addresses any concerns about staff retention. (6)

STANDARD III – EDUCATIONAL PROGRAM

Schools will provide a comprehensive educational program focused on meeting the needs of all students. High expectations for student success and frequent monitoring of student progress are critically important to student learning. Deep alignment of curriculum, instruction and assessment to standards considered essential for all students is imperative.

A school's educational program must be aligned with the Thoroughness legislation, Idaho Code 33-1612; the State Board of Education's Idaho Student Achievement Standards K-12; and the testing and high school graduation requirements defined in the Thoroughness Chapter of the Idaho State Board of Education Administrative Rules.

3.01. ELEMENTS OF THOROUGHNESS -- 6 points

1. The following Elements of Thoroughness, as cited in Idaho Code 33-1612, are integrated throughout the educational program: (6)
 - a. provision of a safe learning environment conducive to learning
 - b. educators empowered to maintain classroom discipline
 - c. emphasis on basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work
 - d. provision of instruction in effective communication skills
 - e. provision of a basic curriculum that enables students to enter academic or professional-technical postsecondary educational programs
 - f. instruction in skills necessary to enter the workforce
 - g. introduction of students to current technology
 - h. skill acquisition for responsible citizenship at home, school and in the community

3.02. CONTENT STANDARDS -- 15 points

1. The curriculum, instruction and assessments shall be aligned with the Idaho Content Standards. (12)
2. Non-traditional courses such as distance education, correspondence courses, web-based courses and the Portable Assistance Student Support (PASS) program shall be aligned with the Idaho Content Standards. (N/A for elementary schools)

3.03. CURRICULUM – 27 points

The curriculum, which includes coursework, co-curricular activities and other school-approved educational experiences, is the school's formal plan to fulfill its mission statement and expectations for student learning. The curriculum links the school's beliefs, its expectations for student learning and its instructional practices. The strength of that link is dependent upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

1. Each curriculum area shall identify those school-wide academic expectations for which it is responsible.
2. A written curriculum for each subject area shall be utilized.
3. The curriculum shall be aligned with the school-wide academic expectations and shall ensure that all students have opportunity to practice and achieve each of those expectations.
4. Curricular coordination and articulation between and among all academic areas shall be evident within the school as well as with feeder schools in the district.
5. Instructional materials, technology, equipment, supplies, facilities, staffing levels and the resources of the library/media center shall allow for the implementation of the curriculum.

6. The professional staff shall be involved in the ongoing development, evaluation and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations.
7. The school or district shall commit time, financial resources and personnel to the development, evaluation and revision of curriculum.
8. The school selects primary curricular materials for all subject areas from the Idaho Adoption Guide as approved by the State Board of Education. (*include provision for waivers*)
9. Technology shall be integrated into and supportive of teaching and learning.

3.04. INSTRUCTION -- 24 points

The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum and the assessment of student progress. Instructional practices must be grounded in the school's mission and expectations for student learning, supported by research in best practice and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

1. Instructional strategies shall be consistent with the school's mission statement and expectations for student learning.
2. The teaching and learning program focuses on instructional best practices.
3. Instructional time is allocated and protected to support student learning.
4. All students have a parent-approved student learning plan by the end of eighth grade or by age for special education students regardless of grade level. (possible N/A for elementary schools)
5. Limited English proficient students who require testing accommodations have an individual learning plan that is aligned with the Idaho Content Standards.
6. All special education students have a current individual education plan that is aligned with the Idaho Content Standards.
7. The school or district endeavors to meet the teacher/student ratios and teacher loads recommended by the state: (6)
 - Elementary (K-3) = 20
 - Elementary (4-6) = 26
 - Middle/junior high = 160 teacher load
 - High school = 160 teacher load for traditional schedule (140 for trimester school schedules, 180 for block school schedules)
 - Alternative school (7-12) = 18 average daily class load

3.05. ASSESSMENT OF STUDENT LEARNING – 15 points

Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning and course-specific learning goals. Assessment results must be continually discussed to improve curriculum and instruction.

1. The school staff uses data to improve student performance, facilitate quality instruction and provide intervention as needed.
2. The school participates in the annual statewide student assessment program as required by Administrative Rules.

3. The school regularly monitors student achievement using multiple assessment measures.
4. Parents/guardians are informed of assessment results, invited to participate in the development of plans for improvement and are aware of methods to help their students.
5. The school's professional staff shall communicate the school's progress achieving all school-wide expectations to the school community.

STANDARD IV – LEARNING ENVIRONMENT

Schools will provide a safe, nurturing, disciplined and orderly learning environment conducive to learning. School site, facilities, equipment and related services serve as a vehicle for the implementation of the school mission and factor into the functioning of the educational program. The school's learning environment should contribute to a positive educational atmosphere and address the physical, emotional and social health and safety of all persons in the school. Maintenance of discipline and attention to reducing student behavior problems will improve learning opportunities for students. The provision of a productive climate and culture is an essential factor impacting student achievement.

4.01. SCHOOL PLANT AND FACILITIES – 21 points

1. Facilities meet all building codes, safety standards and public health regulations required by state and local authorities.
2. The site, buildings, equipment and furnishings are designed and maintained to facilitate the safety of all occupants and to maintain the quality of the school's instructional and co-curricular programs.
3. The school building is inspected annually per Idaho Uniform School Building Safety Act. (6)
4. A planned and adequately funded program of building and site management at the district and/or school level shall ensure the maintenance, repair and cleanliness of the school plant.
5. The school site and plant shall support and enhance all aspects of the educational program and the support services for student learning.
6. Equipment shall be adequate, properly maintained, catalogued and replaced when appropriate.

4.02. SAFE, POSITIVE SCHOOL ENVIRONMENT – 21 points

1. The school has a written code of student conduct that was cooperatively designed by members of the school community including students, staff, administration and patrons. (6)
2. Policies and procedures regarding student behavior are clearly communicated and consistently enforced and applied.
3. The climate of the school shall be safe, positive, respectful and supportive, resulting in a sense of pride and ownership.
4. The school has established a school safety team with representation from the school and community for development, implementation and monitoring of the safe learning environment.
5. The school has developed and implemented procedures for supervision and applicable training of employees to ensure a positive school environment.
6. Data is collected on student behavior referrals, suspensions and expulsions and, if applicable, used for the development and implementation of improvement goals and strategies.

4.03. SCHOOL RESOURCES FOR LEARNING – 21 points

Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

1. The district or school employs classified and support personnel to meet the needs of the staff and students.
2. Student records, including health and immunization records, shall be maintained in a confidential and secure

manner consistent with federal and state law.

3. The school has financial resources to provide services to students to meet the stated purposes of the school and to provide the educational program to the student.
4. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds.
5. The school endeavors to meet state-recommended caseloads for pupil personnel services: counselors, social workers & psychologists = 400:1 (*student/district average)
6. The school shall provide special education services related to the identification, monitoring and referral of students in accordance with local, state and federal laws.
7. The school endeavors to meet the state-recommended ratios for elementary/secondary media generalists and assistants: elementary = 500:1*/secondary = 500:1*

4.04. COMMUNITY RESOURCES FOR LEARNING – 9 points

Active community and parent participation, facilities that support school programs and services and dependable and adequate funding are necessary for the school to achieve its mission and expectations for student learning.

1. The school shall engage parents and families as partners in each student's education and shall encourage their participation in school programs and parent support groups.
2. The school shall foster business/community/higher education partnerships that support student learning.
3. There shall be ongoing planning to address future programs, enrollment changes, staffing, facility and technology needs as well as capital improvements.

STANDARD V - CONTINUOUS SCHOOL IMPROVEMENT

Continual improvement of the educational program is essential in providing quality results. Idaho schools must be actively involved in a dynamic and data-driven school improvement planning process. Professional development programs and parent/community participation in the planning process are required elements that distinguish good schools. Successful improvement programs should focus on the systematic analysis of student performance data and how the school's instructional and organizational practices impact student achievement.

CONTINUOUS SCHOOL IMPROVEMENT PLAN – 42 points

1. The school develops and implements a continuous school improvement plan focused on student achievement that is reviewed and revised on an ongoing basis.
2. The continuous school improvement plan utilizes school leadership teams and provides for a collaborative, organized process of planning and decision-making, which includes parental and community involvement.
3. There is a commitment to the school improvement process by the school leadership team and the school staff.
4. The school utilizes a continuous school improvement process that includes each of the following common core elements:
 - a. vision, mission and belief/commitment statements that guide school improvement and focus on student performance
 - b. ongoing collection, review and analysis of pertinent data that builds a profile of the school and assesses staff and student needs
 - c. utilization of data analysis/needs assessment results to select the most appropriate areas upon which to focus improvement efforts and to identify needed student support services
 - d. development of data-driven and measurable student achievement goals
 - e. assessment and analysis of staff strengths and challenges in relation to the student achievement goals
 - f. review of pertinent research and use of scientifically research-based models, programs and practices when selecting improvement strategies
 - g. strategies that focus on improving student performance
 - h. action plan and timeline for implementing strategies and achieving goals
 - i. professional development goals aligned with the continuous school improvement plan
 - j. monitoring and evaluation of the effect of the plan on student achievement and staff practices in order to make adjustments, as needed, to ensure success
5. Evidence of school improvement is identified, documented, utilized and communicated to all stakeholders.

PROFESSIONAL DEVELOPMENT – 30 points

1. The school has ensured that time and resources are made available to staff in order to meet professional development needs. (6)
2. Professional development is an integral part of and aligned with the continuous school improvement plan. (6)
3. The school is utilizing a staff development plan that reflects identified instructional needs. (6)

4. The school's professional development program shall provide opportunities for teachers to develop and improve their instructional strategies. (6)
5. The school's professional development program shall provide opportunities for teachers to collaborate in developing a broad range of student assessment strategies. (6)

STANDARD VI – STUDENT ACHIEVEMENT

The primary focus for Idaho schools is student learning and growth. Districts and schools, in partnership with parents and the community, must be accountable for student achievement. Accountability refers to the systematic collection, analysis and use of data and information to provide for continuous improvement in student performance.

The State Board of Education’s accountability measures defined in Administrative Rules set forth the basic requirements contained in this standard.

ACCOUNTABILITY – 27 points

1. The school follows or has established high school graduation requirements that, at a minimum, align with those of the State Board of Education. (NA for elementary & middle schools or if district is responsible)
2. The school reports attendance rates, student dropout rates and graduation rates and incorporates goals for reducing the number of absences and dropouts in the continuous school improvement plan as needed.
3. The school clearly documents student achievement on school records and ensures that all student records are physically secured against fire, misplacement, loss or other unauthorized access.
4. The school develops and communicates written procedures to staff, students and patrons regarding:
 - a. comprehensive and effective plan for evaluating student achievement
 - b. grading and graduation requirements
 - c. attendance
 - d. promotion and retention
 - e. expulsion and suspension
 - f. persistently dangerous schools

STUDENT PROGRESS – 92 points

1. The school disaggregates all student data, tracks subpopulations longitudinally and reports progress annually, adhering to current state and federal guidelines. (6)
2. The school publishes annual report cards, which include state assessment data; makes them broadly available in understandable language to the public; and submits them as required by state and federal requirements. (6)
3. The school demonstrates student growth and/or progress on statewide assessments as measured by the Fall Idaho Standards Achievement Test (ISAT), and the Fall to Spring Idaho Reading Indicator (IRI). (80)
 - a. ISAT:
 - i. students do not meet typical (expected) growth
 - ii. students meet typical (expected) growth
 - iii. students exceed typical (expected) growth
 - iv. students demonstrate extraordinary growth
 - b. IRI:
 - i. students do not meet state established proficiency targets
 - ii. students are making progress toward the established proficiency targets
 - iii. students meet state established proficiency targets (85% etc)
 - iv. students exceed state established proficiency targets

**SELF-ASSESSMENT
IDAHO SCHOOL ACCREDITATION QUALITY INDICATORS**

STANDARD I – VISION, MISSION AND POLICIES

District and school vision and mission statements are to serve as directional statements that form the foundation of all policies, guidelines and practical decisions that support student achievement. Education stakeholders in the district and school communities will collaboratively develop these guiding principles and review them periodically. Vision, mission and policies will be aligned with the Thoroughness legislation defined by Idaho Code 33-1612 and referenced in the Thoroughness Chapter of Idaho State Board of Education Administrative Rules.

1.01. VISION, MISSION AND EXPECTATIONS FOR STUDENT LEARNING – 24 points

The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

| QUALITY INDICATOR | Fully Met | Mostly Met | Partially Met | Not Presently Met |
|--|-----------|------------|---------------|-------------------|
| 1. The school shall have clearly written vision and mission statements that are aligned with the district vision and mission. | 6 | 4 | 2 | 0 |
| 2. The mission statement and expectations for student learning shall be developed by the school community and be approved and supported by the professional staff, the school board and/or other school-wide governing organization. | 3 | 2 | 1 | 0 |
| 3. The school's mission statement shall represent the school community's fundamental values and beliefs about student learning. | 3 | 2 | 1 | 0 |
| 4. The mission statement and the school's expectations for student learning shall guide the procedures, policies and decisions of the school and shall be evident in the culture of the school. | 6 | 4 | 2 | 0 |
| 5. The vision and mission shall be regularly reviewed and communicated to the school community. | 6 | 4 | 2 | 0 |

1.02. SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES – 24 points

The local board of trustees develops and/or adopts district-wide policies. The school is subsequently responsible for developing, implementing and monitoring a comprehensive set of administrative procedures that are aligned with district policies.

| QUALITY INDICATOR | Fully Met | Mostly Met | Partially Met | Not Presently Met |
|---|-----------|------------|---------------|-------------------|
| 1. The school shall have written procedures aligned with district policies that promote the effective operation of the school. | 12 | 8 | 4 | 0 |
| 2. The school procedures shall promote parent/community involvement and shall be available to students, parents, staff and the community. | 12 | 8 | 4 | 0 |

1.03. LEADERSHIP AND ORGANIZATION -- 24 points

The way in which a school organizes learning for students, fosters leadership and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective and constructive discourse about decision-making and practices that support student learning and well being.

| QUALITY INDICATOR | Fully Met | Mostly Met | Partially Met | Not Presently Met |
|---|-----------|------------|---------------|-------------------|
| 1. The principal shall provide leadership in the school community by creating and maintaining a shared vision, direction and focus for student learning. | 3 | 2 | 1 | 0 |
| 2. Teachers as well as administrators other than the principal shall provide leadership essential to the improvement of the school. | 3 | 2 | 1 | 0 |
| 3. The organization of the school and its educational programs shall promote the school’s mission and expectations for student learning. | 3 | 2 | 1 | 0 |
| 4. The instructional schedule shall be driven by the school’s mission and expectations for student learning and shall support the effective implementation of the curriculum, instruction and assessment. | 3 | 2 | 1 | 0 |

| QUALITY INDICATOR | Fully Met | Mostly Met | Partially Met | Not Presently Met |
|--|-----------|------------|---------------|-------------------|
| 5. Meaningful roles in the decision-making process shall be accorded to students, parents and all members of the school staff to promote an atmosphere of participation, responsibility and ownership. | 3 | 2 | 1 | 0 |
| 6. The professional staff shall collaborate in support of learning for all students. | 3 | 2 | 1 | 0 |
| 7. Student grouping patterns shall reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices and support the achievement of the school's mission and expectations for student learning. | 3 | 2 | 1 | 0 |
| 8. Student success shall be regularly acknowledged, celebrated and displayed. | 3 | 2 | 1 | 0 |

QUALITY INDICATORS FOR SCHOOL ACCREDITATION STANDARDS
DRAFT RUBRIC

STANDARD I – VISION, MISSION & POLICIES

1.01. Vision, Mission and Expectations for Student Learning

| QUALITY INDICATORS | LEVEL OF PERFORMANCE | | | | EXAMPLES OF SUPPORTING EVIDENCE |
|---|--|--|---|--|--|
| | Fully Met <i>Complete development & implementation; clear and comprehensive evidence</i> | Mostly Met <i>Significant development and implementation; considerable evidence</i> | Partially Met <i>Minimum development or implementation; limited evidence</i> | Not Presently Met <i>No action has been taken; no evidence</i> | |
| 1. The school shall have clearly written vision and mission statements that are aligned with the district vision and mission. | The school has clearly written vision and mission statements that are closely aligned with the district statements. | The school mission and vision statements are clearly written but not aligned with the district statements. | The school is in the process of writing and aligning vision and mission statements. | The school has not yet begun the process of vision/mission development. | School and district vision and mission statements |
| 2. The mission statement and expectations for student learning shall be developed by the school community and be approved and supported by the professional staff, the school board, and any other school-wide governing organization. | <p>During the development of the school's vision, mission, beliefs and goal statements, representatives of stakeholder groups confer with and obtain input from their constituent organizations.</p> <p>Drafts of these statements were presented by teams composed of representatives of stakeholder groups at open meetings, and public comment was sought and considered prior to final adoption.</p> | <p>Representatives of stakeholder groups reflecting the diversity of the school's learning community collaborate to draft and finalize the school's vision, mission, beliefs and goal statements.</p> <p>Drafts of these statements were presented to the general public at open meetings, and public comment was encouraged and considered prior to final adoption.</p> | <p>A collaborative process is established that involves teachers and administrators in defining the school's vision, beliefs, mission and goals; but it provides a limited role for other stakeholders (e.g., students, parents, community members).</p> <p>Drafts of these statements were presented to the general public at open meetings, but opportunity for public comment was not always provided.</p> | <p>No effort is made to establish a collaborative process to define the school's vision, mission, beliefs and goals.</p> <p>Drafts of these statements were not presented to the general public.</p> | <p>Annual Progress Report within Continuous School Improvement Plan</p> <p>School improvement committee meeting agendas and minutes</p> <p>Interviews with staff members, community members, parent/family members, and school improvement committee members</p> <p>Perception surveys</p> |

QUALITY INDICATORS FOR SCHOOL ACCREDITATION STANDARDS
DRAFT RUBRIC

| QUALITY INDICATORS | LEVEL OF PERFORMANCE | | | | EXAMPLES OF SUPPORTING EVIDENCE |
|---|---|---|---|--|--|
| | Fully Met <i>Complete development & implementation; clear and comprehensive evidence</i> | Mostly Met <i>Significant development and implementation; considerable evidence</i> | Partially Met <i>Minimum development or implementation; limited evidence</i> | Not Presently Met <i>No action has been taken; no evidence</i> | |
| 3. The school's mission statement shall represent the school community's fundamental values and beliefs about student learning. | There is evidence of extensive, ongoing community involvement. Community values and fundamental beliefs about student learning are fully integrated within the school's mission statement. | Community members are involved and the community's fundamental values and beliefs about student learning are reflected in the school's mission statement. | There is limited evidence of community involvement in the development process. | No community involvement is planned for the development process. | Annual Progress Report within Continuous School Improvement Plan School improvement committee meeting agendas and minutes Interviews with staff members, community members, parent/family members, and school improvement committee members Perception surveys |
| 4. The mission statement and the school's expectations for student learning shall guide the procedures, policies, and decisions of the school and shall be evident in the culture of the school. | School leadership establishes a systematic process to ensure that all policies, procedures and decisions are regularly reviewed and considered for modification to sustain alignment with the mission and belief statements. School leadership focuses the community on implementing the mission and belief statements by using them as a filter for school improvement initiatives. | School leadership continuously reinforces and supports the mission and belief statements of the school and uses them to guide decision-making. School leadership focuses the staff on implementing the mission and belief statements by using them as a foundation for designing instructional programs. | School leadership reinforces the vision, mission and belief statements but does not always use them to guide decision-making. School leadership does not always use the vision, mission and belief statements as a foundation when designing instructional programs. | School leadership neither reinforces the vision, mission and belief statements nor uses them to guide decision-making. School leadership does not refer to the vision, mission and belief statements when designing instructional programs. | Meeting announcements, agendas and minutes Displays of the vision, mission and belief statements Staff member, student, parent/family member and community member interviews Teacher/student/parent handbooks and school policy and procedures manuals Brochures Websites Press Releases |

QUALITY INDICATORS FOR SCHOOL ACCREDITATION STANDARDS
DRAFT RUBRIC

| QUALITY INDICATORS | LEVEL OF PERFORMANCE | | | | EXAMPLES OF SUPPORTING EVIDENCE |
|--|--|---|--|--|---|
| | Fully Met <i>Complete development & implementation; clear and comprehensive evidence</i> | Mostly Met <i>Significant development and implementation; considerable evidence</i> | Partially Met <i>Minimum development or implementation; limited evidence</i> | Not Presently Met <i>No action has been taken; no evidence</i> | |
| 5. The vision, mission and belief statements are regularly reviewed and communicated to the school community. | <p>Representatives of all stakeholder groups share the mission and belief statements throughout the school community.</p> <p>School leadership establishes a feedback loop to ensure that the mission and belief statements are reviewed and revised as necessary.</p> | <p>School leadership communicates the vision, mission and belief statements to stakeholders of the school community.</p> <p>School leadership provides updates to stakeholders on the progress toward accomplishment of the vision, mission and belief statements.</p> <p>Periodic opportunities for stakeholders to review and update the school's vision mission, and belief statements are provided.</p> | <p>School leadership distributes the vision, mission and belief statements to school staff.</p> <p>School leadership provides updates to school staff members on the progress toward accomplishment the vision, mission and belief statements.</p> <p>Periodic opportunities for staff members to review and update the school's vision mission, and belief statements are provided.</p> | <p>School leadership does not communicate the vision, mission and belief statements.</p> <p>School leadership does not provide updates on the progress toward accomplishment of the vision, mission and beliefs statements.</p> <p>Periodic opportunities for stakeholders to review and revise the school's vision, mission and belief statements are not provided.</p> | <p>Displays of the vision, mission and belief statements</p> <p>School board and school improvement planning committee meeting agendas and minutes</p> <p>Meeting announcements</p> <p>Teacher/student/parent handbooks</p> <p>Staff member, student, parent/family member and community member interviews</p> <p>Brochures</p> <p>Websites</p> <p>Press Releases</p> |

**QUALITY INDICATORS FOR SCHOOL ACCREDITATION STANDARDS
DRAFT RUBRIC**

1.02. School Board Policies and Administrative Procedures

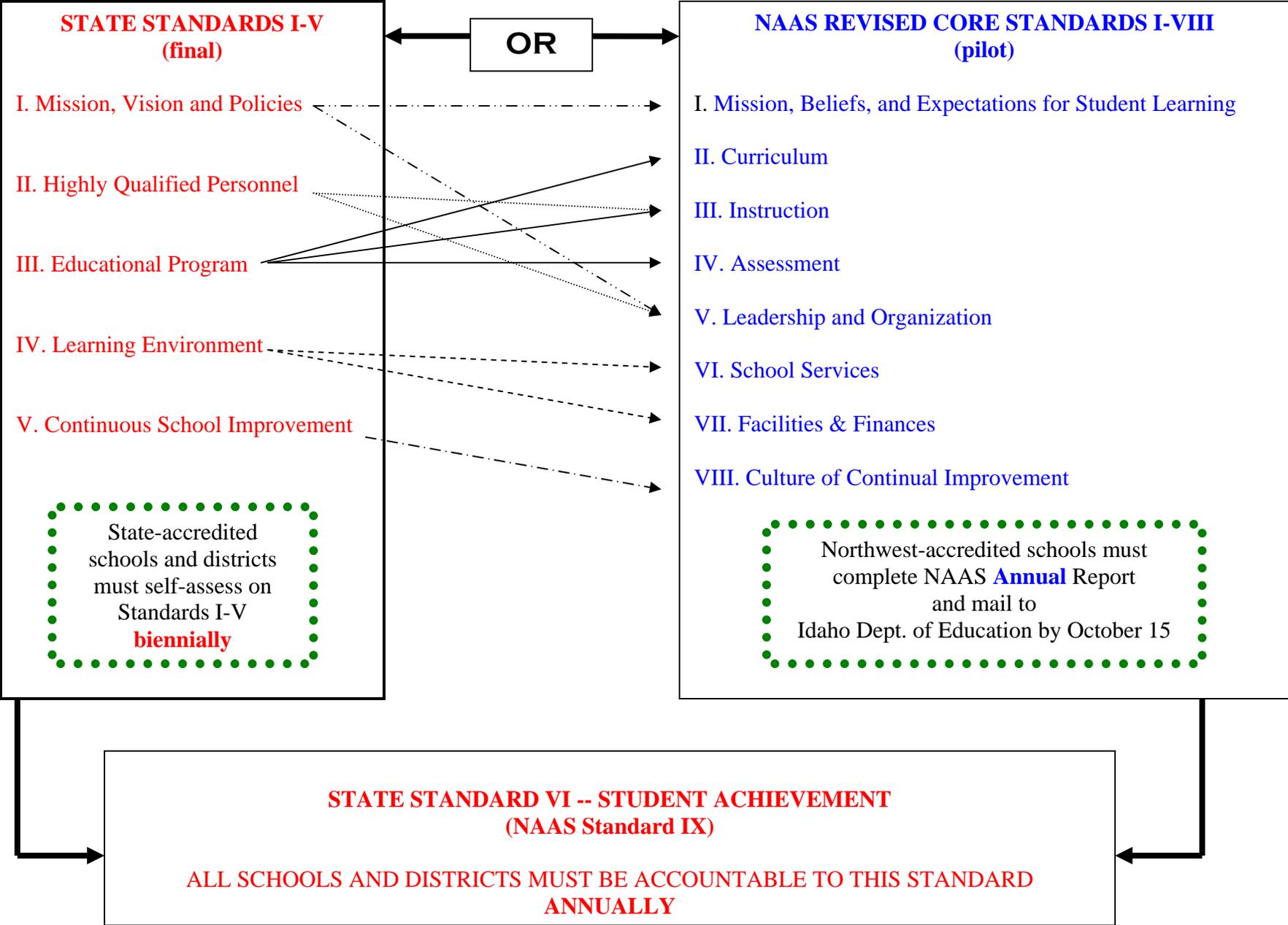
| QUALITY INDICATORS | LEVEL OF PERFORMANCE | | | | EXAMPLES OF SUPPORTING EVIDENCE |
|--|---|---|---|---|---|
| | Fully Met <i>Complete development & implementation; clear and comprehensive evidence</i> | Mostly Met <i>Significant development and implementation; considerable evidence</i> | Partially Met <i>Minimum development or implementation; limited evidence</i> | Not Presently Met <i>No action has been taken; no evidence</i> | |
| 1. The school has written procedures aligned with district policies that promote the effective operation of the school. | School procedures are well written, complete and clearly aligned with district policies. A direct correlation is evident. | School procedures are well written and significantly aligned with district policies. | School procedures may be in development and/or are partially aligned with district policies. | School procedures are incomplete and/or disorganized, as well as poorly aligned with district policies. | School procedures handbooks/documents District policy manuals Well-documented correlation between the two documents. |
| 2. The school procedures shall promote parent/community involvement and shall be available to students, parents, staff and community. | <p>School procedures are written that encourage and define meaningful parent/community involvement in the educational process and activities of the school.</p> <p>There is clear evidence of parent involvement throughout the school's educational program and extracurricular activities.</p> <p>The school improvement planning committee analyzes patterns of parent/community participation as a planning tool to maximize active and effective parent, community</p> | <p>School procedures are written that address parent/community involvement in the educational process and activities of the school.</p> <p>There is evidence of parent involvement in some aspects of the school, usually in the extracurricular program.</p> <p>The school improvement planning committee has adopted a committee policy and school leadership implements procedures that ensure active, effective</p> | <p>School procedures have begun to address parent/community involvement.</p> <p>Some effort is made to distribute school procedures and handbooks to parents and the community.</p> | <p>School procedures fail to or minimally address parent/community involvement.</p> <p>No evidence exists that school procedures and handbooks are distributed to parents or the community.</p> | <p>Parent/community involvement policies at the district level and procedures at the school level</p> <p>Distribution records for school procedures</p> <p>Examples of school-to-home communication</p> |

QUALITY INDICATORS FOR SCHOOL ACCREDITATION STANDARDS
DRAFT RUBRIC

| QUALITY INDICATORS | LEVEL OF PERFORMANCE | | | | EXAMPLES OF SUPPORTING EVIDENCE |
|--------------------|---|---|--|--|---------------------------------|
| | Fully Met <i>Complete development & implementation; clear and comprehensive evidence</i> | Mostly Met <i>Significant development and implementation; considerable evidence</i> | Partially Met <i>Minimum development or implementation; limited evidence</i> | Not Presently Met <i>No action has been taken; no evidence</i> | |
| | <p>and minority involvement in improvement planning work and the school's curricular and co-curricular programs.</p> <p>Interactive communication among home, school and community is consistently and intentionally proactive.</p> | <p>recruitment of parents, community members and minority representatives to serve on school committees and to be involved in curricular and co-curricular programs.</p> <p>Interactive communication between home and school is meaningful and regular. Parents and community members have easy access to school procedures.</p> | <p>Communication from the school to the home is generally reactive, dealing with issues of student behavior or academic performance.</p> | <p>Communication from the school to the home is minimal.</p> | |

SCHOOL ACCREDITATION

State and Northwest Association of Accredited Schools (NAAS) Alignment



PROPOSED POINT VALUES FOR STATE AND NORTHWEST ACCREDITATION STANDARDS and RATING SCALE

May 2006

| STATE (School) | | Points | % | NAAS (School) | | Points | % |
|----------------|-------------------------------|------------|----|---------------|---|------------|----|
| Standard 1 | Vision, Mission and Policies | 72 | 14 | Standard 1 | Mission/Beliefs/Expectations for Student Learning | 21 | 4 |
| Standard 2 | Highly Qualified Personnel | 78 | 16 | Standard 2 | Curriculum | 48 | 10 |
| Standard 3 | Educational Program | 87 | 17 | Standard 3 | Instruction | 45 | 9 |
| Standard 4 | Learning Environment | 72 | 14 | Standard 4 | Assessment | 30 | 6 |
| | | | | Standard 5 | Leadership & Organization | 45 | 9 |
| | | | | Standard 6 | School Services | 78 | 16 |
| | | | | Standard 7 | Facilities and Finances | 42 | 8 |
| Standard 5 | Continuous School Improvement | 72 | 14 | Standard 8 | Culture of Continual Improvement | 72 | 14 |
| Standard 6 | Student Achievement | 119 | 24 | Standard 9 | Student Achievement (Idaho) | 119 | 24 |
| TOTALS | | 500 | | | | 500 | |

| STATE (District) | | Points | % |
|------------------|-------------------------------|------------|----|
| Standard 1 | Vision, Mission and Policies | 72 | 14 |
| Standard 2 | Highly Qualified Personnel | 60 | 12 |
| Standard 3 | Educational Program | 105 | 21 |
| Standard 4 | Learning Environment | 120 | 24 |
| | | | |
| | | | |
| Standard 5 | Continuous School Improvement | 60 | 12 |
| Standard 6 | Student Achievement | 83 | 17 |
| TOTALS | | 500 | |

PROJECTED RATING SCALE:

Approved with Merit = 375 points (75% of total points) + students demonstrate extraordinary growth on ISAT and/or exceed state established proficiency targets on IRI

Approved = 375 points (75% of total points)

Approved with Comment = 350 points (70% of total points)

Advised = 325 points (65% of total points)

Warned = 300 points (60% of total points)

Not Approved = 275 points (55% of total points)