STATE BOARD OF EDUCATION MEETING

October 11, 2006
Red Lion Inn
October 12-13, 2006
Lewis-Clark State College
Williams Conference Center
Lewiston, Idaho

Wednesday, October 11, 2006, 6:00 p.m.
And
Thursday and Friday, October 12-13, 2006 8:00 a.m.

Wednesday, October 11, 2006, 6:00 p.m.

EXECUTIVE SESSION (Closed to the Public) – Red Lion Inn (621 21st Lewiston, ID) **– Port One**

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, October 12-13, 8:00 a.m.

BOARDWORK

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

OPEN FORUM

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
www. boardofed.idaho.gov

CONSENT AGENDA

BAHR – SECTION I - HR

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

BAHR – SECTION II - FINANCE

5. FY 2008 Capital Budget Request
6. FY 2007 Sources & Uses of Funds
7. Second Reading, Amendment to Idaho State Board of Education Governing Policies & Procedures, Section V.J.4.c – Travel and Moving Expenses

PPGAC

8. Alcohol Permits Issued by University Presidents

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Presidents' Council Report
2. Lewis Clark State College Progress Report
3. Idaho State Historical Society Progress Report
4. PTE Update on State Plan for Federal Funds under the Carl D. Perkins Career and Technical Education Act of 2006
5. Second Reading - Amendment to By-Laws H and J
6. Approval of Pending IDLA Rule
7. MPC Bowl Alcohol Permit Request

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. Idaho State Board of Education Report on Commonalities and Differences among Colleges and Schools within Idaho's Public Higher Education Institutions (Engineering Programs)
2. Idaho State Board of Education Report on Dual Credit Activity within Idaho's Postsecondary Institutions
3. First Reading, Amendment to Idaho State Board of Education Governing Policies & Procedures, Section II.G.6.b.2, Acquisition of Tenure

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K-12

4. Deaf and Blind Education Work Group – Recommendations
5. Update on the Just for the Kids (JFTK)
6. Best Practice Idaho: Wallace High School Seniors in Transition Program

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. Lewis-Clark State College – Appointment of Vice President for Administrative Services

Section II – Finance

1. Boise State University - Interactive Learning Center Project
2. Boise State University - Update of Stadium Suite Project
3. University of Idaho - CH2MHill Sublease Amendment
4. University of Idaho - Chilled Water Service Project
5. University of Idaho - Salmon Residential Facility Project
6. University of Idaho - IPTV Memorandum of Agreement
7. FY 2007 Budget Revisions
8. FY 2006 Carryover Funds

DEPARTMENT OF EDUCATION

A. Superintendent's Report
B. Public Schools Budget Request for FY 2008
C. Annual Report Albion Elementary Hardship Petition
D. Report on Schools Requesting to Operate with Less than 10 Students
E. Procedural Update Regarding Idaho Accreditation
F. Praxis II Assessment Requirements for Teacher Certification: #0069: Middle School Mathematics
G. Northwest Nazarene Teacher Preparation Program Review Report
H. Lewis-Clark State College Teacher Preparation Program Review Report
I. Adoption of Curricular Material for the Content Area of Research Based Reading
J. Approval of "Connections 2004: Statewide Plan for Technology in Idaho"
K. Current K-20 Tech Plan Update

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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.

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1. Agenda Approval

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

2. Minutes Approval

   BOARD ACTION

   To approve the minutes from August 9-11, 2006 as submitted.

3. Rolling Calendar

   BOARD ACTION

   To approve October 11-12, 2007 as the date and Lewis Clark State College as the location for the October 2007 regularly scheduled Board meeting.

   To approve November 1, 2006 as the date and Boise, Idaho as the location for the November 2006 special Board meeting.

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

DRAFT MINUTES
STATE BOARD OF EDUCATION
August 9-11, 2006
Eastern Idaho Technical College
Idaho Falls, Idaho

A regular meeting of the State Board of Education was held August 9-11, 2006 at Eastern Idaho Technical College in the John E. Christofferson. Board President Laird Stone presided. Members present were:

Laird Stone, President
Blake Hall
Karen McGee
Marilyn Howard, State Superintendent
Paul Agidius, Secretary
Rod Lewis
Sue Thilo

Absent: Milford Terrell

The Board convened at 4:00 p.m. on August 9, 2006 in Room 331 of the John E. Christofferson Building at Eastern Idaho Technical College. Board President Laird Stone was unable to attend this portion of the meeting. Paul Agidius presided.

1. Discussion of the State Board of Education Strategic Plan and Agency Profile

Executive Director Dwight Johnson presented a draft of the Board's strategic plan. He outlined the process for submitting the final document to the Division of Financial Management. The Board discussed the draft and recommended several changes. Recommendations for edits were noted by Board staff.

2. Executive Session

EXECUTIVE SESSION

M/S (Hall/Thilo): To move into executive session at 4:40 p.m., pursuant to Idaho Code Section 67-2345(1), on August 9, 2006 in Room 331 of the John E. Christofferson Building at Eastern Idaho Technical College. *A roll call vote was taken; motion carried unanimously.*

M/S (McGee/Hall): To go out of Executive Session at 6:00 p.m. *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 8:15 a.m. on August 10, 2006. He mentioned that Milford Terrell was excused due to illness. Greeting cards for Mr. Terrell were circulated for people to sign.

BOARDWORK

1. Agenda Review

The Board agreed to table item number 7 (EPSCoR) under the Instruction, Research and Student Affairs agenda.

By consensus, the Board agreed to accept the agenda as modified.

2. Minutes Approval

M/S (Lewis/McGee): To approve the minutes from June 14-16, 2006 as submitted. *Motion carried unanimously.*

3. Rolling Calendar

M/S (McGee/Howard): 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. *Motion carried unanimously.*

OPEN FORUM

Representative Janice McGeachin thanked the Board for their dedication to the students of Idaho. She encouraged an economic focus as the Board continued to address high school reform and the community college initiative. She pointed out that a community college system would allow more high school graduates to go to college because it would make education more affordable and accessible. Representative McGeachin explained that approximately 50% of Idaho's population is rural, and that rural communities often rely on a single industry. She observed that delivering college courses at various community, school district, or industry buildings would keep costs down. She asked the Board to involve more parents in the reform effort and reported that a group of Idaho Falls parents were interested in a program called Project Appleseed. Board member Thilo thanked Representative McGeachin for her input.

Fred Gunderson, Professor of Engineering at University of Idaho in Idaho Falls and a member of the Eastern Idaho Technical College Advisory Council, discussed the purpose and the activities of the Advisory Council. He reported that the Advisory Council had demonstrated successful

contributions to professional-technical education and that it had also worked effectively to meet the needs of the community. He pointed out that Idaho Falls has representatives from the University of Idaho and Idaho State University located there along with EITC. Mr. Gunderson noted that more effective coordination and collaboration between the institutions had taken place in recent years. He encouraged the Board to not be influenced by parochial or political pressures when considering the future of EITC. He offered the assistance of the EITC Advisory Council to the Board.

CONSENT AGENDA

Board member Lewis asked to have item 10 of the Consent agenda (the second reading of the Board's Bylaws) moved to the Planning, Policy and Governmental Affairs Committee agenda.

By unanimous consent, the Board agreed to this change.

M/S (Agidius/McGee): To approve the Consent Agenda as amended. *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-one (31) new positions supported by appropriated and local funds; and title, term, salary and FTE changes to four (4) 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 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.

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

By unanimous consent, the Board approved the request by the University of Idaho to establish sixteen (16) new positions supported by appropriated and non-appropriated funds.

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

By unanimous consent, the Board approved 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.

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 appropriated funds.

6. BAHR – Section II – Idaho State University – Renaming of Building

Information item only.

7. BAHR – Section II – Amendment of Board Policy – Amendment to Board Policy Section V.R. – 2nd Reading – Establishment of Tuition and Fees

By unanimous consent, the Board approved for second and final reading revisions to the Idaho Sate Board of Education Governing Policies and Procedures, Sections V.R., Establishment of Tuition and Fees.

8. PPGAC – Alcohol Permits Issued by University President

Information item only.

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

By unanimous consent, the Board approved the second reading of the amendment to Idaho State Board of Education Governing 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

10. PPGAC – Second Reading of Amendment to Bylaws H. and J.

This item was moved to the regular agenda.

11. IRSA – Quarterly Report: Program changes Approved by Executive Director

Information item only.

12. Pending Rule Governing Thoroughness – Rewards

By unanimous consent, the Board approved the pending amendment to IDAPA 08.02.03., Rules Governing Thoroughness, Rewards.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Presidents Council Report

Board President Stone introduced President Vailas, Idaho State University's new president and welcomed him to Idaho. President Tim White, University of Idaho, reported that the presidents met with Governor Risch on August 1st. In addition, the presidents held their retreat on August 9th.

Dr. White explained that the presidents shared concerns related to the funding, accessibility, affordability and tax reform. Board member McGee reported on the GEAR UP grant which was obtained as a result of the combined efforts of the Department of Education, Professional-Technical Education and the Career Information System.

Board member Hall encouraged the presidents to continue addressing access. Board President Stone asked the presidents to remember the middle-ground students caught between need and merit; they may also need financial assistance. Board member Thilo indicated that the Board had a task force to work on the issue of financial aid; they will bring it to the attention of the legislature. President Dene Thomas, Lewis-Clark State College, mentioned that the Promise scholarships do not provide for students who don't go to college directly from high school. President Bob Kustra,

Boise State University, suggested that the Board keep in mind that the cost of professional-technical education at North Idaho College, College of Southern Idaho and Eastern Idaho Technical Colleges is much less than at BSU and ISU. Dr. Vailas urged the Board to engage the private sector in future discussions about industry partnerships.

2. Eastern Idaho Technical College Progress Report

President Bill Robertson welcomed the Board to EITC and reported on the progress and activities currently underway at college. He reviewed the mission of the institution and discussed the various areas it serves. He reminded the Board that they offer a number of pre-employment credit programs. Many of these programs are attended by non-traditional students. In addition to the credit programs a wide array of workforce training programs are offered based on the needs and requests of business and industry and governmental agencies. They are typically short-term in nature. Mr. Robertson discussed the cooperative education programs underway with the high schools. He noted that community education is also an activity EITC tries to accommodate when possible. He explained that over 60% of EITC's students receive financial aid and that EITC is a commuter college. It also has a number of outreach programs to the surrounding counties in order to reach those students who can't commute. Mr. Robertson spoke about the community partnerships and indicated that the EITC Foundation had been supportive and able to provide scholarships. He reported on the progress of the Health Science Building and mentioned that ISU will also occupy that building.

Dr. Howard thanked Mr. Robertson for the presentation. She agreed that the outreach efforts of EITC are an essential component of the college. She asked about the types of training offered to the prison populations. Mr. Robertson noted that EITC has a number of activities going on in the city jails and at St. Anthony Juvenile facility. Mr. Robertson noted that a mix of state and federal funds that are targeted to that population.

3. Idaho Commission for Libraries Progress Report

Ann Joslin reported to the Board on the Idaho Commission for Libraries. She introduced Dr. Frank Nelson from the Commission, who works out of the Idaho Falls office. Ms. Joslin noted that the change in the Library's status to a Commission was effective July 1, 2006. She reported on the LiLi data base system. The Commission plans to help library staff learn how to use LiLi as well the how to promote it to their communities including schools and patrons. The Commission distributes state public documents through the state depository system. It is an old system and the Commission hopes to move to new approaches and methodologies. An implementation plan is being developed along with a budget request to address this effort. The Commission has the Read-To-Me program in place to help increase the number of Idaho children who are reading as well as improving the reading skills of children. The strategic issue of reaching digital natives is one the Commission is working to address. Digital natives are those people who grew up using and relying on electronic devices almost exclusively. Ms. Joslin noted that a group of people are looking at trends in this area and hope to locate research studies. As far as resources for parents, there are some things available on the Commission's website. Ms. Joslin indicated that the Commission will look at what it can do to provide more information to parents.

4. Approval of Eastern Idaho Technical College Board Members

M/S (McGee/Agidius): 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. *Motion carried unanimously.*

5. Approval of Temporary and Proposed Rules for Idaho Division of Vocational Rehabilitation Governing Employment Services.

M/S (Agidius/Stone): To approve the temporary and proposed Rules and minimum Standards Governing Extended Employment Services. *Motion carried (McGee and Howard absent during this vote).*

6. Approval of UI Alcohol Waiver for 2006 Football Season

M/S (Agidius/Thilo): 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:
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 or 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 area 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, the 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, 2006 home football games, including the sales and service of alcohol.
11. This exception is only for the 2006 football season; the University of Idaho shall bring the matter back to the Board after the conclusion of the 2006 football season for reconsideration for 2007. *Motion carried unanimously.*

President Tim White presented this item. Board member Lewis noted that the motion needed to be clear as to who is represented when any reference to school or groups is made.

7. Approval of institution and Agency Strategic Plans and Agency Profiles

M/S (Agidius/Thilo): To approve the institution and agency strategic plans and agency profiles as submitted with the exception of the SBOE as amended, and also granting consent to ISU to make modifications in the in the next 72 hours should they so choose. *Motion carried unanimously.*

Board member Hall presented this item and noted that the plans were adopted with the understanding they will be modified consistent with the discussion on August 9th. Board member Lewis encouraged ISU to make greater mention and clarification of its mission related to nuclear science. Dr. Vailas agreed to do so within the allowed timeframe.

10. Second Reading of Amendment to Bylaws H. and J. (*This item was brought forward from the Consent Agenda*)

M/S (Lewis/Stone): To postpone these five items until a future Board meeting to allow time for further review and consideration. *Motion carried unanimously.*

Board member Lewis asked if the definition of "independent" as it appears in the first paragraph of subsection b (Composition) under section 4 (the Audit Committee) had been clarified since the discussion at the last meeting. It appeared that it had not.

Board member Hall pointed to other references to committee membership and powers that appear in the bylaws. Under Section 2 (Instruction, Research and Student Affairs), subsection b (Composition), he suggested that the language be modified to include specific mention of agencies such as the Division of Professional-Technical Education. In addition, he made the same recommendation with regard to the membership of Business Affairs and Human Resources Committee. Under subsection c (Responsibilities and Procedures) of section 5 (Executive Committee), Board member Lewis raised a concern as to whether the Board understands and agrees to the scope of the power that the bylaws grants to the Executive Committee. Board member Hall questioned whether the Board had the authority to delegate those duties. Board member Lewis noted it would be appropriate to designate the specific powers and authority for specific purposes, as the need arises to cover specific topics. Dr. Tim White reminded the Board to give consideration to the Presidents' Council duties that are outlined under section J (Presidents' Council) as well. The Board agreed to postpone this item until these five points could be addressed.

At this time Board President Stone introduced Senator Mel Richardson who was in the audience.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

Board members McGee and Thilo introduced this portion of the agenda.

1. Dream Act Presentation

Fernando Mejia, a student at BSU and a member of the Idaho Community Action Network introduced himself along with other students to present this item to the Board. They reported that undocumented immigrant students cannot pursue postsecondary education in the United States. In addition, they are barred from receiving federal financial aid. The DREAM Act (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 those goals. Mr. Mejia indicated that there are about 400 students each year in Idaho who are unable to pursue a college education. Board member Hall explained that it would be helpful to know exactly how many immigrant students are limited due to affordability and how many immigrant students pay out-of-state tuition.

At this time, Board member McGee recognized Representative Jack Barraclough in the audience.

2. Approval of Eight-Year Institutional Regional Plans

M/S (Hall/Thilo): To approve the updated eight-year plan for academic years 2006-2007 to 2013-2014. *Motion carried unanimously.*

Board member McGee introduced this item and explained that programs on the wish-lists aren't guaranteed to be approved. Tony Fernandez of LCSC explained that memorandums of understanding are best developed when the Notices of Intent have been fully vetted. He reinforced that the purpose of the eight-year plans are to assure that no institution or Board member is caught off guard. Dan Petersen of the Division of Professional-Technical Education explained that PTE programs often require a quick response. He explained that those outside of policy go through the appropriate process to qualify. Dr. Claudeen Buettner, College of Southern Idaho, clarified a program not included in the five- or eight-year plan can be brought to the Board if accompanied by a justification for doing so. Board member Lewis received clarification on several of the programs that were listed. Dr. Howard asked for information related to engineering. It was noted that the institutions are planning to bring those details forward at the October meeting.

3. Instructional Unit: Center for Materials Characterization – Boise State University

M/S (Thilo/McGee): To approve Boise State University's request to establish a new Center for Materials Characterization as presented. *Motion carried unanimously.*

4. University of Washington School of Medicine Committee of Admissions for the WWAMI (Washington, Wyoming, Alaska, Montana and Idaho) Program

M/S (Thilo/McGee): 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, noting that Dr. Boe will be serving for one year. *Motion carried unanimously.*

Board member Thilo confirmed that three seats were being vacated, however, Dr. Roger Boe agreed to stay another year to provide consistency. She expressed concern that northern Idaho is not represented and recommended that Dr. Boe's replacement be someone from northern Idaho. Board member McGee requested that the Board be notified when the nominations open next year to allow time to participate in the process.

5. This item was pulled from the agenda

6. Approval of Temporary and Proposed Rules Governing Registration

M/S (Hall/Thilo): To approve the temporary and proposed rule for the registration of postsecondary institutions and proprietary schools. *Motion carried unanimously.*

Dr. Howard explained that this rule relates to monitoring the registration of proprietary schools, a responsibility assigned to the Department of Education. She expressed concern about the lack of adequate staff and funds to take on more work. Karen Echeverria recommended grandfathering the existing schools and reviewing new schools when they apply. She suggested approving the proposed and temporary rule at this meeting to give Board staff time before the second reading to look at Dr. Howard's concerns. Dr. Howard indicated that a bigger issue is whether or not there are

quality control indicators in place to ensure compliance because the public perception is that the State Board is accountable when an approved proprietary school fails to perform as promised. Board member Lewis agreed. Ms. Echeverria explained that schools are currently required to register, but that the SDE does not have the staff to enforce that requirement.

7. Experimental Program to Stimulate Competitive Research (EPSCOR) Appointments.

M/S (Stone/Thilo): To postpone this item indefinitely. *Motion carried 5-2 (Lewis and Hall dissenting).*

At this time the Board recognized Dr. Mike Rush of the Division of Professional-Technical Education. He announced that Dr. Dan Petersen would retire from the agency on August 31st. The Board thanked Dr. Petersen for his many years of state service. Dr. Rush went on to introduce Dr. Richard Ledington who will be taking his place as the Director of Research.

8. Approval of Rules Governing Public Charter Schools

M/S (Agidius/Stone): To approve an amendment to IDAPA 08.02.04.300, Rules Governing Public Charter Schools.

Substitute M/S (Lewis/Hall) To approve an amendment to IDAPA 08.02.04.300, Rules Governing Public Charter Schools with the following amendment that the word "residency" be substituted with the word "domicile" with respect with 300.05 *Motion carried unanimously.*

Karen Echeverria explained that this rule went to the legislature during the last session, but wasn't approved. The Board has included language related to proof of residency in the rule and will send the rule back to the legislature in 2007 for review. There was discussion about the meaning of the word "residency" and Board member Hall suggested it be changed to "domicile" rather than "residency." Dr. Howard noted that Idaho has a number of group homes where students in attendance come from outside of Idaho. That raises the question of what constitutes residency or domicile when out-of-state parents sign over guardianship to an Idaho institution and whether or not Idaho should be required to bear the burden.

9. Approval of Proposed Rules Governing Thoroughness – High School Graduation Requirements

M/S (Hall/Howard): To approve the Proposed Rules Governing Thoroughness – High School Graduation Requirements, as set forth in proposal 4 (c).

Amended M/S (Hall/Howard): To approve the Proposed Rules Governing Thoroughness – High School Graduation Requirements, as set forth in proposal 4 (c). And, to amend the motion to include the change in the language related to the math requirement to say, "Algebra I or a class that meets Algebra I standards, Geometry or a class that meets Geometry standards and Algebra II or a class that meets Algebra II standards as approved by the State Department of Education". *Motion carried unanimously.*

Board member Thilo and Executive Director Johnson presented this item. They summarized the various actions taken since 2005 when the new high school graduation requirements were proposed. They noted that the 2006 Legislature approved the proposed rules, but had not provided funding. Since then, the Board adopted a temporary rule to remove the additional requirements. Mr. Johnson presented four separate proposals for the Board to consider and Christine Ivie of the

Board office explained that the primary difference between the proposals is in the math requirement. In addition, the number of elective credits differs depending on the number of required math credits.

Representative Jack Barraclough was invited to make comments and he thanked the Board for working on this issue. He agreed that incorporating stakeholder input was a good approach and noted that the Board's efforts helped all Idahoans to recognize the areas of need. He encouraged the Board to consider how to address those students who take Algebra in the 7th grade. Board President Stone indicated that if a student has completed one of the math courses with a grade of C or higher, prior to 9th grade, the student would get credit for it in high school. Ms. Ivie clarified that even those students will still need to meet the number of math credit requirements for 9-12th grade. Board member Thilo noted that the option with no-course-titles for math allows districts more flexibility as to what they will offer for the math requirement. In response to a question, Mike Rush reported that PTE is working on strategies geared to meet the math requirement through professional-technical education.

Board member Lewis pointed out that the Board needed to give consideration to the major themes heard from stakeholders. He indicated that some had supported a standards-based program and others had asked for improvement at the middle, grade and preschool levels. He urged the Board to communicate that the proposed high school graduation requirements are one piece of the framework. Board member Lewis explained that other aspects of the plan such as accelerated learning and middle school requirements are still included. He discussed the issue of electives and noted that the number credits required by the schools for graduation are not the total number of credits a student can take. He urged the Board to communicate these things to the public as well.

Board member Hall clarified that special education students are exempt from the requirements. He urged that the language in the rule be clear on that point. He went on to make a motion supporting proposal c (also known as number four) which requires six credits of math. He pointed out that this proposal allows the Board to request money from the legislature in the form of incentives for districts should they desire to add more math. Board member Lewis indicated he would vote in favor of the motion, though he supports having students take four years of math. He agreed that the incentives provide for local control and Dr. Howard suggested that incentives might be targeted to students as well as districts. Board member Agidius agreed about having more math credits, but recognized the need to take smaller steps to reach that point. Board member Lewis asked that the Board give adequate emphasis on the implementation plan strategy because it is responsive to comments collected around the state.

Board President Stone again asked for clarification of how PTE fit into the equation. Mike Rush noted that as a result of the discussion, PTE teachers offered to put together a list of recommendations to address the issue because they have always been supportive of high school reform. Board member McGee agreed that PTE courses should be included in the math credits where they meet the standards. Board President Stone suggested changing the language in the proposal to read, "Algebra I or a class that meets the standards of the Algebra I requirement as outlined by the SDE," and the same for Geometry and Algebra II as well, so it allows for a PTE course to qualify.

Board member Hall explained that passage of the proposed rule at this meeting gives the Board time to make changes and also to give a detailed description of the implementation plan. Executive Director Johnson suggested that if the Board agreed on the change to the language related to the math requirement that it be incorporated into the motion. Board member Hall and Dr. Howard

agreed to that friendly amendment to the original motion.

Board President Stone appointed Board member Thilo to continue to chair the committee to carry forward with the effort. She accepted the appointment.

10. ISAT Academic Achievement Standard Setting – Matching Performance Level Descriptors to ISAT Scores

M/S (Thilo/Howard): To approve the Idaho Academic Achievement Standards, including the PLDs and ISAT Cut-Scores at each Performance Level. *Motion carried unanimously*.

M/S (McGee/Stone): To approve the temporary and proposed Rules Governing Thoroughness – Incorporation by Reference. *Motion carried unanimously.*

Rosemary Abell from the Board office presented this item to the Board and introduced David Chayer of Data Recognition Corporation (DRC) to discuss results and recommendations. It was noted that reading and math teachers from the elementary, middle and high school levels helped to fine tune the drafted Performance Level Descriptors. The results are the required technical and alignment verification of the ISAT and will be part of the packet Idaho submits for the September peer review. They require State Board of Education approval in order to be accepted as evidence. There was discussion about the cut scores and the Board's five-year goal. Executive Director Johnson indicated that the short-term goal is to meet the federal requirement.

11. Adoption of Cut Scores for the Idaho English Language Assessment (IELA)

M/S (Agidius/Stone): To approve the recommended cut scores in Tables 3 and 4 for the Idaho English Language Assessment. *Motion carried unanimously.*

M/S (Agidius/Stone): To approve the temporary and proposed Rules Governing Thoroughness – Incorporation by Reference. *Motion carried unanimously.*

Wendi St. Michell of the Board office presented this item.

12. Adoption of Accountability Plan for State Limited English Proficiency (LEP) Program

M/S (Stone/Thilo): To approve the recommended Accountability Plan for the Idaho Limited English Proficiency Program. *Motion carried unanimously.*

M/S (Stone/Thilo): To approve the temporary and proposed Rules Governing Thoroughness – Incorporation by Reference. *Motion carried unanimously.*

Wendi St. Michell presented this item.

13. Adoption of Revised English Language Development (ELD) Standards and English Language Proficiency Level Descriptors

M/S (Thilo/Hall): To approve the revised English Language Development (ELD) Standards and English Language Development Level Descriptors. *Motion carried unanimously.*

M/S (Thilo/Hall): To approve the temporary and proposed Rules Governing Thoroughness –

Incorporation by Reference. *Motion carried unanimously.*

Wendi St. Michell presented this item.

14. Limited English Proficiency (LEP) Program Update

M/S (Hall/Stone): 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.

M/S (Thilo/Howard): To postpone this item. *Motion carried unanimously.*

Executive Director Johnson reminded the Board that Dr. Howard asked the Board at their last meeting to consider moving the LEP program to the Department of Education. Referring to Page 3 and 4 of Tab 14, he outlined the options and their fiscal impact and suggested that the Board may want to give further consideration to this item.

During discussion, Dr. Howard indicated that the SDE did not have input into the options under consideration and suggested that there were several weak points. She noted that the recommendation to move the LEP program management to the SDE while retaining the LEP assessment management in the OSBE office would result in two separate reporting streams for the districts. She indicated that the responsibility for conducting program reviews is not clearly stated and that there are other various responsibilities as well that should be explained or defined in a memorandum of understanding. Dr. Howard pointed out that the SDE does not have any FTE or funds to allocate to this effort. She concluded by asking the Board to delay this item until the concerns could be addressed. Board member Thilo noted that in view of Dr. Howard's concerns she would make a motion to postpone this item.

BUSINESS AFFAIRS AND HUMAN RESOURCES

Senator Mel Richardson was invited to make remarks to the Board. He spoke about the Idaho Council on Technology in Learning (ICTL). He reported that many schools are facing great difficulty in doing testing because their technology is either outdated or very limited. Also, schools need more broadband capability in order to access the Internet and they have needs related to the maintenance of equipment. Senator Richardson indicated that the ICTL will meet on August 24th with the performance audit group to discuss their recent report on education.

SECTION I – Human Resources

1. Boise State University – Head Volleyball Coach Employment Agreement

M/S (Agidius/Thilo): 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. *Motion carried 6-0 (Stone absent for the vote).*

2. FY 2007 Agency Head Salaries

M/S (Agidius/McGee): 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. *Motion carried unanimously.*

M/S (Agidius/Thilo): 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. *Motion carried unanimously.*

Jeff Shinn of the Board office explained that these actions were required to correct a mathematical error that was found in the calculations following the last Board meeting.

SECTION II – Finance

1. Boise State University – Student Rec Center HVAC & Plumbing Upgrades

M/S (Agidius/McGee): 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. *Motion carried unanimously.*

Stacy Pearson of Boise State University reported that the upgrades are a result of undersized equipment. Board member Agidius asked for a report from all the institutions at a later date on the amount funds in their reserves accounts.

2. Boise State University – Parking Deck Project

M/S (Agidius/Stone): 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 is not to exceed $12 million, with funding to come from current bond proceeds, interest earnings on these proceeds and university reserves. *Motion carried unanimously.*

3. Boise State University – Authorization to Redirect Bond Proceeds

M/S (Agidius/Stone): 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. *A roll call vote was taken; motion carried unanimously.*

Jeff Shinn reported that he had a copy of the opinion letter from the bond counsel and that it is positive. Copies were provided to Board members. Stacy Pearson indicated that the institution has sufficient funds to complete the project in the event the Board doesn't approve future bonds.

4. Idaho State University – CAES Facility Project

Ken Prolo of Idaho State University reported on this item and indicated that a request to proceed with financing and construction of the CAES project will be on the October Board agenda.

5. Idaho State University – Agreement for Foreign Ownership, Control or Influence

M/S (Agidius/Hall): 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. *Motion carried unanimously.*

6. University of Idaho – Barker Wealth Management Program

Lloyd Mues of the University of Idaho presented this item. He indicated that it was an opportunity for the students in the College of Business and Economics to be exposed to options and futures using a separate outside entity that Mr. Barker will establish. Board member Lewis asked Board staff to follow up on this item to assure that there is no fiscal or liability impact for the UI.

7. University of Idaho – Events Pavilion Feasibility Study

Lloyd Mues presented this item related to future development consistent with the University's Long Range Campus Development Plan. He noted that the UI initiated a technical assessment feasibility study for a proposed UI Events Pavilion and proposed improvements to the ASUI Kibbie Activity Center. The funds for this technical assessment and feasibility study are gifted to the UI for this express purpose.

8. University of Idaho – Amendment to Palouse Mall Associates Agreement

Board member Agidius recused himself from this item due to a conflict of interest.

M/S (Stone/Thilo): To approve the request 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. *Motion carried 6-0 (Agidius recused himself).*

Board President Stone presented this item.

9. This item was pulled from the agenda

10. Lewis-Clark State College – Athletic Fee Waiver Increase

M/S (Agidius/Lewis): 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. *Motion carried unanimously.*

In a response to a question from the Board, Dr. Dene Thomas indicated that the number of this type of fee waiver at LCSC has remained constant over the years even though the NAIA allowed for a significant increase of scholarships. This request allows LCSC to add women's track in the future and to add two more scholarships for women's sports, helping to bring the college into compliance with Title IX.

11. Lewis-Clark State College – Student Housing Project – Management Agreement

Ron Smith of Lewis-Clark State College presented this item and indicated that the final agreement will be brought forward to the Board in October. Board member Agidius noted that Ron Smith is leaving LCSC to take a position at Seattle University and the Board congratulated him and expressed their appreciation for his work at LCSC.

12. FY 2008 Budget Requests

Board member Agidius presented this item.

a. Motions for Supplementals, Replacement Capital Outlay and Maintenance of Current Operations

Motions on Tab 12a, Page 3 and 4

M/S (Agidius/McGee): 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. *Motion carried unanimously.*

M/S (Agidius/McGee): 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. *Motion carried unanimously.*

M/S (Agidius/McGee): To approve a Supplemental Appropriation request for the Office of the State Board of Education, to continue testing in the second and ninth grades in the amount $750,000, General Funds. *Motion carried unanimously.*

M/S (Agidius/McGee): 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. *Motion carried unanimously.*

M/S (Agidius/McGee): 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. *Motion carried unanimously.*

M/S (Agidius/McGee): To approve a Supplemental Appropriation request for the Division of Vocational Rehabilitation to expand caseload services, in the amount of $273,000. *Motion carried unanimously.*

M/S (Agidius/Stone): 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. *Motion carried unanimously.*

Motions on Tab 12a, Page 15

M/S (Agidius/McGee): To approve Replacement Capital Outlay items for the College and Universities, for normal operational needs, in the amount of $4,614,500. *Motion carried unanimously.*

M/S (Agidius/Stone) To approve Replacement Capital Outlay 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. *Motion carried unanimously.*

M/S (Agidius/Hall): 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. *Motion carried unanimously.*

b. College and Universities

M/S (Agidius/Stone): To approve for final development the following specific budget Line Items for the College and Universities as referenced on Tab 12b, page 3:

1) **Salary Equity**
2) **New Programs/Enhancements**
3) **Occupancy Costs**

All other items are to be submitted as part of the official budget request not in priority order, but listed by each institution's priority. *Motion carried unanimously.*

c. Community Colleges

M/S (Agidius/Stone): To approve for final development the following specific budget Line Items for the Community Colleges (College of Southern Idaho and North Idaho College):

1) **Nursing Program Capacity Expansion in the amount of $307,300**
2) **Program Outreach in the amount of $850,000**
3) **Salary Equity in the amount of $780,500**

All other items are to be submitted as part of the office budget request not in priority order, but listed by each institution's priority. *Motion carried unanimously.*

Board member Lewis asked for more detail on Program Outreach. Dr. Jerry Beck of the College of Southern Idaho indicated it had to do with economic development and building new training programs to meet industry needs outside their taxing district. Dr. Michael Burke of North Idaho College reported that NIC has four service counties it is trying to serve.

d. Other Higher Education

M/S (Agidius/Stone): 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 eight percent for all employee classes in the amount of $1,112,000 (General Funds).** *Motion carried unanimously.*

M/S (Agidius/Thilo): 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 at $20,800 (General Funds)**

2) **Forest Utilization Research – Increasing Value of Idaho Forest Resources at $119,500 (General Funds)**
3) **Forest Utilization Research – Enhanced Policy Analysis at $105,000 (General Funds)**
4) **Idaho Geological Survey – Salary Enhancement – 4.5% above CEC at $32,800 (General Funds)**
5) **Idaho Geological Survey – Operation Base Enhancement at $94,000 (General Funds)**
6) **Idaho Geological Survey – Mission Capability Enhancement at $75,600**
7) **Scholarships and Grants – Increase Promise A Scholarships at $120,000 (General Funds)**
8) **Idaho Museum of Natural History – Salary Enhancement – 4.5% above CEC at $20,300 (General Funds)**
9) **Idaho Museum of Natural History -- Program Enhancement at $106,100 (General Funds)**
10) **Idaho Small Business Development Centers – Hispanic Outreach at $83,700 (General Funds)**
11) **Idaho Small Business Development Centers – Rural Video Conferencing at $40,000 (General Funds)**
12) **Idaho Small Business Development Centers – Salary Competitiveness at $12,500 (General Funds)**

Substitute M/S (Agidius/Thilo): To amend the motion by removing items 7, 10, 11 and 12 so that the motion reads:

1) **Forest Utilization Research – Salary Enhancement -- 4.5% above CEC at $20,800 (General Funds)**
2) **Forest Utilization Research – Increasing Value of Idaho Forest Resources at $119,500 (General Funds)**
3) **Forest Utilization Research – Enhanced Policy Analysis at $105,000 (General Funds)**
4) **Idaho Geological Survey – Salary Enhancement – 4.5% above CEC at $32,800 (General Funds)**
5) **Idaho Geological Survey – Operation Base Enhancement at $94,000 (General Funds)**
6) **Idaho Geological Survey – Mission Capability Enhancement at $75,600**
7) **Removed from the motion**
8) **Idaho Museum of Natural History – Salary Enhancement – 4.5% above CEC at $20,300 (General Funds)**
9) **Idaho Museum of Natural History -- Program Enhancement at $106,100 (General Funds)**
10) **Removed from the motion**
11) **Removed from the motion**
12) **Removed from the motion**

Motion carried 6-1 (Stone dissenting).

Board member Lewis and Hall raised concerns about several enhancement requests listed in this item. Board member Agidius offered to remove the line items related to the Idaho Small Business Development Centers from the motion. Board President Stone indicated it might be good to set item 7 related to Scholarships and Grants aside as well for a separate motion**.**

Tab 12d – Special Programs – Line Item 7 – Promise A Scholarships

M/S (Stone/Agidius): To request an increase in the Promise A scholarships in the amount of

$250,000 out of General Funds. *Motion carried unanimously.*

In discussion of line item 7 on Scholarships and Grants, Jeff Shinn reported that the Board received more applications than it could grant for the Promise A Scholarships last year. Each Promise A Scholarship is for $3,000. Board President Stone suggested making a request that was sufficient to cover all the qualified applicants that applied last year.

Tab 12d – Special Programs – Line Items 10-12 – Idaho Small Business Development Centers

M/S (Agidius/): To forward items 10-12 to the legislature without endorsement or prioritization.

Substitute M/S (Stone/Howard): To forward items 10-12 to the legislature in the priority submitted to them by ISBDC without endorsement. *Motion failed 3-4 (Agidius, McGee, Hall and Lewis dissenting).*

Board member Hall expressed several concerns about these requests. Jim Hogue of the Idaho Small Business Development Centers noted a strategic plan was provided to the State Board of Education. He indicated that the Small Business Development Centers partner with the Department of Commerce and Labor which allows them to deliver services to rural counties. As far as the Hispanic Outreach, this request would allow them to focus on the growing Hispanic community in Idaho.

Board member Hall noted that he was not prepared to endorse this program at this time. Board member McGee asked if there could be a presentation in the future to assure that there isn't duplication. Mr. Hogue indicated that about a third of the program is funded by federal funds. Mr. Hogue reported that a study is conducted at the end of each year to evaluate how the program has done for accountability.

Dr. Howard noted that these items appear to serve the economic needs and would help advance opportunities for workforce development. She pointed out that the amounts of money being requested were small.

Motion on Tab 12d – page 27

M/S (Agidius/Thilo): To approve for final development the following specific budget line items for the Health Programs:

1) **WOI – Salary Enhancement -- 4.5% above CEC at $21,000 (General Funds)**
2) **WWAMI – Salary Enhancement -- 4.5% above CEC at $29,200 (General Funds)**
3) **WWAMI – Additional Seats: Add 2 (two) seats in medical education program for Idaho Residents at $28,400 (Dedicated Funds)**
4) **IDEP – Salary Enhancement -- 4.5% above CEC at $13,900 (General Funds)**
5) **IDEP – Expansion of Dental Program at $26,300 ($9,700 General Funds and $16,600 Dedicated Funds)**
6) **University of Utah – Additional Seats at $67,600 (General Funds)**
7) **Family Practice Residencies – Salary Enhancement -- 4.5% above CEC at $18,500 (General Funds)** *Motion carried unanimously.*

Jeff Shinn provided detail on the line items for the Health Programs. It was suggested that the Board study the student numbers in these programs to determine what the funding level should be.

e. Agencies

(1) Office of the State Board of Education

M/S (Agidius/McGee): 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.

1) **GEAR UP – Federal Spending Authority only @ $624,000**
2) **LEP Assessment @ $625,00 (General Funds)**
3) **Longitudinal Data Pilot @ $500,000 (General Funds)**
4) **Teacher Incentive Pilot @ $5,286,600 ($2,976,600 General Funds, $2,310,000 Other Funds)**
5) **Assessment/Accountability – Alignment/Academic Achievement @ $500,000 (General Funds)**
6) **Increase Space Costs @ $25,000 (General Funds)**
7) **Grant Writer @ $72,300 and 1.00 (one) FTP (General Funds)**

Dr. Howard asked why the LEP Assessment isn't paid out of federal funds. Jeff Shinn noted that up until this year that has been paid with federal money. However, additional money is needed to cover the costs of the assessment test which is due, in part, to the change in testing vendors.

Dr. Howard noted concerns as well with the Longitudinal Data request because it appeared to be a fragmented effort. Board member Lewis asked for clarification related to the Longitudinal Data Pilot project requests. Karen Echeverria explained it will be for the K-20 system. Board member Lewis encouraged the Board to coordinate closely with higher education. Dr. Howard agreed that the Longitudinal Data project would provide an opportunity to work with higher education in order to gain leverage on current data gathering programs. Board member Lewis encouraged Board staff to work expeditiously on identifying first steps to get us down the path.

Substitute Motion (Howard/Lewis): 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.

1) **GEAR UP – Federal Spending Authority only @ $624,000**
2) **LEP Assessment @ $625,00 (General Funds)**
3) **Teacher Incentive Pilot @ $5,286,600 ($2,976,600 General Funds, $2,310,000 Other Funds)**
4) **Assessment/Accountability – Alignment/Academic Achievement @ $500,000 (General Funds)**
5) **Increase Space Costs @ $25,000 (General Funds)**
6) **Grant Writer @ $72,300 and 1.00 (one) FTP (General Funds)**

Motion carried 4-3 (McGee, Thilo and Stone dissenting.

(2) School for the Deaf and Blind

Board member Agidius suggested that with all that is happening with the School for the Deaf and Blind, it would be prudent to postpone any action on this budget request. The Board agreed.

(3) Professional-Technical Education

M/S (Agidius/McGee): 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) **Postsecondary Programs Expansion @ $2,169,000 (General Funds)**
3) **Secondary Programs (high school) Added Cost Formula at $644,200**
4) **Postsecondary Instructional Equipment @ $1,088,000 (General Funds)**
5) **Short-Term Training @ $650,000 (General Funds)**
6) **Postsecondary Programs Salary Equity @ $535,000 (General Funds)**
7) **Career Information System @ $0 ($237,000 General Funds, -$237,000 Miscellaneous Funds)**

Substitute Motion/S (Hall/McGee): To endorse the first four items and allow the remainder to go forward. *Motion carried unanimously.*

Board member Hall noted that the Board endorsed the top three requests by the universities while allowing them to go forward. He suggested that the Board endorse the first four items and allow the remainder to go through without endorsement.

(4) Vocational Rehabilitation

1) **M/S (Agidius/McGee): To include for final FY 2008 budget development a total increase for General Fund Line Items at 3.5% above the FY 2008 Base; the Administrator of the Division of Vocational Rehabilitation, in consultation with the Office of the State Board of Education, shall determine which Line Items will be included in the identified percentage cap.** *Motion carried unanimously.*

Jeff Shinn summarized this item and noted Division of Vocational Rehabilitation has experienced an increased client base in all of these areas.

(5) Idaho Public Television

M/S (Agidius/Stone): 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 (three) FTP (General Funds)**

Motion failed 1-5-0 (Howard voting Aye and McGee absent during the vote).

Jeff Shinn explained that this request is to expand IPTV's production to include a stand alone new program called the *Idaho Experience Production*. Board member Hall indicated he would vote against it because of the limited resources and the need to target other areas of need such as nursing programs.

(6) Idaho State Historical Society

M/S (Agidius/Hall): 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, with the first four being the priority items and the remainder going forward without the Board's prioritization.

1) **Museum Restoration Initiative @ $118,600 (General Funds)**

2) **Historic Records Reclamation Initiative @ $125,600 (General Funds)**
3) **Historic Day Enhancement Project @ $49,300 (General Funds)**
4) **Centennial Heritage Revitalization Initiative @ $226,700 (General Funds)**
5) **Historic Property Preservation and Conservation @ $146,800 (General Funds)**
6) **Cemetery Preservation Initiative @ $199,300 (General Funds)**

Motion carried unanimously.

Steve Guerber of the Idaho State Historical Society reported that the need has continued to grow compelling the State Historical Society Board to continue requesting increased funding.

(7) Idaho Commission for Libraries

M/S (Agidius/Thilo): 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)**

Motion carried unanimously.

f. Capital Budget Requests

M/S (Agidius/Hall): To recommend to the Permanent Building Fund Advisory Council that Alteration and Repair projects continue to be emphasized for FY 2008, and to forward, for information purposes only, the current list of requested projects to the Permanent Building Fund Advisory Council so it is aware of the ongoing needs of the institutions and agencies. *Motion carried unanimously.*

13. Amendment to Board Policy Section V.J.4.c., Travel and Moving Expense – First Reading

M/S (Agidius/Hall): To approve for first reading the changes to Idaho State Board of Education Governing Policies and Procedures, Section V.J.4.c., Travel and Moving Expense. *Motion carried unanimously.*

14. Idaho State University – New License Plate Logo

M/S (Agidius/McGee): To approve the request by Idaho State University to approve a new Collegiate License Plate design. *Motion carried unanimously.*

15. BSU – Purchase of Real Property

M/S (Agidius/Stone): To authorize BSU to expend institutional resources to purchase real property as part of the campus master plan acquisition. *Motion carried unanimously.*

DEPARTMENT OF EDUCATION

A. Superintendent's Report

Dr. Howard reported that, since the last Board meeting, the superintendents held their annual meeting in Boise and the new superintendents met as well. She discussed the continuing need for updating equipment and addressing staffing shortages. Dr. Howard noted that the SDE will

increase staff allowance for districts to help them meet the needs and demands of preparing their students. In the area of professional development, schools have had to cut back due to a lack of funds. In response, the SDE will be promoting a professional development component in their budget request. The SDE will also address the need to adequately prepare students for math in the early years. Dr. Howard noted that the professional development aspect of early math learning needs to be addressed as well.

CONSENT AGENDA – Department of Education

After discussion, the Board agreed to put items C and G on a Consent Agenda.

M/S (Stone/Hall): To approve the SDE Consent Agenda. *Motion carried unanimously*.

C. Adoption of Curricular Materials

By unanimous consent, the Board approved adoption of curricular materials and related instructional materials as recommended by the Curricular Materials Selection Committee as submitted.

G. Proposal to Rezone Meadows Valley School District No. 11

By unanimous consent the Board agreed to approve proposal for rezoning Meadows Valley School District No. 11.

REGULAR BUSINESS – Department of Education

B. Professional Standards Commission Reappointments and Appointments

M/S (Howard/Hall): To approve the reappointments and appointments to the Professional Standards Commission. *Motion carried 6-0 (Lewis absent).*

Dr. Jana Jones indicated she had distributed packets of information to the Board per request at the previous Board meeting. There was no further discussion on this item.

D. Requests for Permission to Transport Students Less Than One and One-Half Miles

M/S (Howard/Thilo): To approve the requests to transport students less than one and one-half miles. *Motion carried 6-0 (Lewis absent).*

Dr. Jones clarified that this request complies with federal standards.

E. Approval of Idaho Council for Technology in Learning Administrative Budget

M/S (Howard/Hall): To approve the FY 2007 budget for the Idaho Council for Technology in Learning. *Motion carried 6-0 (Lewis absent).*

Dr. Jones briefed the Board on this item. She noted that ICTL is required to get Board approval for ICTL activities. There is a decrease in the higher education technology budget with an increase in staff allowance to bring it into compliance with what the state did last year. Board member McGee suggested having a technology plan brought forward at the October meeting. It was noted that

there will be a special meeting of the ICTL on August 24th so it will be timely.

F. Revisions to IDAPA 08.02.03.110.01, Rules Governing Thoroughness: Definition at At-Risk Youth

M/S (Howard/McGee): 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. *Motion carried 6-0 (Lewis absent).*

Dr. Jones presented this item noting it is just permissive, but not a requirement

H. Procedural Update Regarding Idaho Accreditation

This item was postponed until a later meeting. Dr. Jones asked the Board to review the Board materials. Board President Stone suggested having this on the Higher Education committee agenda at the next Board meeting.

OTHER BUSINESS

M/S (McGee/Agidius): To adjourn at 7:10 p.m. *Motion carried unanimously.*

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CONSENT AGENDA
OCTOBER 11-13, 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 II** FY 2008 Capital Budget Request	Motion to approve
6	**BAHR – SECTION II** FY 2007 Sources & Uses of Funds	Motion to approve
7	**BAHR – SECTION II-AMENDMENT OF BOARD POLICY** Section V.J.4.c – Travel and Moving Expenses -2nd Reading	Motion to approve
8	**PPGAC –** Alcohol Permits Issued by University Presidents	Information item

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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.3.

DISCUSSION

Boise State University requests approval for:

- fifteen (15) new positions supported by appropriated, grant and local funds
- changes to four (4) current position FTE supported by local funds
- delete two (2) positions

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

This item includes several new positions related to instruction and administrative support.

Staff recommends approval.

BOARD ACTION

A motion to approve the request by Boise State for fifteen (15) new positions supported by appropriated, local and grant funds; changes to title, term, salary and FTE for four (4) positions, and delete 2 positions.

Moved by _____ Seconded by _____ Carried Yes____ No____

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued

NEW POSITIONS

Position Title	Customer Service Representative 1
Type of Position	Classified Staff
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	October 22, 2006
Salary Range	$25,688
Funding Source	Local
Area/Department of Assignment	College of Applied Technology - Enrollment Management & Student Success
Duties and Responsibilities	Provide customer service and information for the Center for New Directions and Applied Technology Student Services.
Justification of Position	Funding changing for existing position from Grant to Local; Position will no longer be Limited Service.

Position Title	Administrative Assistant 1
Type of Position	Classified Staff
FTE	0.63 FTE
Term of Appointment	12 month
Effective Date	October 22, 2006
Salary Range	$14,352
Funding Source	Appropriated
Area/Department of Assignment	College of Arts and Sciences
Duties and Responsibilities	Provide administrative support to College Business Manager, Development Officer, and backup for Dean's office administrative staff.
Justification of Position	Growth in College and additional staffing require additional administrative support.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued

Position Title	Customer Service Representative 1
Type of Position	Classified Staff
FTE	0.5 FTE
Term of Appointment	12 month
Effective Date	October 22, 2006
Salary Range	$10,358
Funding Source	Appropriated
Area/Department of Assignment	Counseling Services
Duties and Responsibilities	Provide customer service for visitors and callers to the Counseling Center.
Justification of Position	Reactivate deleted position. Duties have been performed by a temporary employee due to budget constraints.

Position Title	Manager, Donor Relations and Events
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	October 22, 2006
Salary Range	$38,000
Funding Source	Appropriated
Area/Department of Assignment	College of Business & Economics
Duties and Responsibilities	Encourage donors and potential donors to be involved in College activities; serve as key contact for College Advisory Council; organize donor/alumni events; coordinate College publicity.
Justification of Position	Additional staff needed to enhance donor relations and fund raising activities.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued

Position Title	Special Assistant to the Vice President for Student Affairs
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	October 22, 2006
Salary Range	$75,000
Funding Source	Appropriated
Area/Department of Assignment	Vice President for Student Affairs
Duties and Responsibilities	Responsible for special projects and Student Affairs initiatives.
Justification of Position	New position requested in accordance with Boise State University's Faculty Dual Career Policy. The Policy allows for partner employment up to three years.

Position Title	Assistant Director, Orientation/Traditional Student Program
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	October 22, 2006
Salary Range	$43,000
Funding Source	Appropriated
Area/Department of Assignment	Enrollment Services
Duties and Responsibilities	Develop and enhance programs for traditional students; enhance web presence; assist with presentations and publications.
Justification of Position	Additional staff required due to significant program growth.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued

Position Title	Assistant to the Athletic Director
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	October 22, 2006
Salary Range	$43,384
Funding Source	Local
Area/Department of Assignment	Intercollegiate Athletics
Duties and Responsibilities	Raise funds for a variety of Athletics projects such as stadium sky box addition, Boas Tennis renovation, and East Junior High.
Justification of Position	Convert part-time temporary position to full-time permanent to provide greater focus on project fund raising.

Position Title	Assistant Professor
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	August 15, 2007
Salary Range	$73,000
Funding Source	Appropriated
Area/Department of Assignment	Economics Department
Duties and Responsibilities	Provide instruction for Economics courses with a focus on Health Economics.
Justification of Position	Additional position needed for upper division Economics courses with expertise in Health Economics.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued

Position Title	Associate Professor
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	October 22, 2006
Salary Range	$60,000
Funding Source	Appropriated
Area/Department of Assignment	Nursing Department
Duties and Responsibilities	Provide instruction for Nursing courses.
Justification of Position	Additional position needed in order to increase student enrollment and meet demands of projected nursing shortage.

Position Title	Assistant Professor
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	October 22, 2006
Salary Range	$50,000
Funding Source	Appropriated
Area/Department of Assignment	Nursing Department
Duties and Responsibilities	Provide instruction for Nursing courses.
Justification of Position	Additional position needed in order to increase student enrollment and meet demands of projected nursing shortage.

Position Title	Grant Manager/Assessment Coordinator
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	October 22, 2006
Salary Range	$40,000
Funding Source	.88 – Grant/.12 - Local
Area/Department of Assignment	Biology
Duties and Responsibilities	Assess and ensure program compliance for Boise State's portion of Biomolecular Research (INBRE) program; develop and implement assessment plan.
Justification of Position	Increase in position required to meet demands of growing research programs.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued

Position Title	Accountant
Type of Position	Professional Staff
FTE	0.60 FTE
Term of Appointment	12 month
Effective Date	October 22, 2006
Salary Range	$21,000
Funding Source	.42 – Grant/.58 - Local
Area/Department of Assignment	College of Applied Technology - Accounting
Duties and Responsibilities	Perform accounting functions such as budgeting, forecasting, tracking funds, grant administration and compliance, and effort reporting.
Justification of Position	Additional position required due to growth in programs and workload and reorganization of functions in College.

Position Title	Coordinator, Marketing & Special Events
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	November 1, 2006
Salary Range	$34,507
Funding Source	Local
Area/Department of Assignment	Boise State Radio
Duties and Responsibilities	Evaluate existing programs, recommend changes and improvements, and implement new events.
Justification of Position	Additional position needed to meet Boise State Radio goals and objectives in strategic plan.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued

Position Title	Assistant Professor
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	October 22, 2006
Salary Range	$40,472
Funding Source	General
Area/Department of Assignment	Art Department
Duties and Responsibilities	Provide instruction for Art courses.
Justification of Position	Reactivate deleted position. Duties have been performed by adjuncts in past several years.

Position Title	Special Lecturer
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	October 22, 2006
Salary Range	$30,000
Funding Source	General
Area/Department of Assignment	Modern Languages & Literature
Duties and Responsibilities	Provide instruction for Modern Languages & Literature courses.
Justification of Position	Converting long-term temporary to permanent appointment.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued

CHANGE IN POSITIONS

Position Title	Custodian
Type of Position	Classified Staff
FTE	Change from 1.0 to 0.83 FTE
Term of Appointment	10 month
Effective Date	October 22, 2006
Salary Range	Total Salary $15,389
Funding Source	Local
Area/Department of Assignment	Morrison Center for Performing Arts
Duties and Responsibilities	Clean and maintain non-academic portion of Morrison Center.
Justification of Position	Reduce position to better match department needs due to Center schedules and events.

Position Title	Financial Support Technician
Type of Position	Classified Staff
FTE	Change from 0.75 to 1.0 FTE
Term of Appointment	12 months
Effective Date	10/22/06
Salary Range	Additional Salary of $5,850
Funding Source	Local
Area/Department of Assignment	Bookstore
Duties and Responsibilities	Process invoices and credit memos, prepare vendor payments; reconcile statements and request refunds from vendor.
Justification of Position	Student and temporary labor that previously performed additional workload has been eliminated.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued

Position Title	Administrative Assistant 1
Type of Position	Classified Staff
FTE	0.83 to 0.75.0 FTE
Term of Appointment	12 month
Effective Date	October 22, 2006
Salary Range	Reduction in Salary of $1,910
Funding Source	Local
Area/Department of Assignment	Morrison Center for Performing Arts
Duties and Responsibilities	Assist in event administration duties including coordination with Marketing Director.
Justification of Position	Decrease FTE to meet Center needs due to administrative staff reorganization.

Position Title	Teacher/Coordinator, Carpentry & Construction
Type of Position	Faculty
FTE	.83 to 1.0.0 FTE
Term of Appointment	12 month
Effective Date	October 22, 2006
Salary Range	$38,859
Funding Source	Local
Area/Department of Assignment	Center for Workforce Training
Duties and Responsibilities	Teacher courses and coordinates apprenticeship program.
Justification of Position	12 month position needed to meet industry demand.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued

DELETE POSITIONS

Position Title	Interim Instructor
Type of Position	Faculty
FTE	0.75 FTE
Term of Appointment	9 month
Effective Date	October 22, 2006
Salary Range	Previous Salary $39,000
Funding Source	Local
Area/Department of Assignment	College of Applied Technology
Duties and Responsibilities	Provide instruction in Refrigeration, Heating & Air Conditioning Program.
Justification of Position	Program reduced from two years to one year. This position not needed for a one year program.

Position Title	Advanced Instructor
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	October 22, 2006
Salary Range	Previous Salary $48,048
Funding Source	Local
Area/Department of Assignment	College of Applied Technology
Duties and Responsibilities	Provide instruction in Semiconductor Program.
Justification of Position	Workload distributed to existing positions within program with resignation of incumbent.

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

(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.)

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INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY

SUBJECT

A request by Idaho State University for approval of new and changes to 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.3.

DISCUSSION

Idaho State University is requesting approval for:

- four (4) new faculty positions (4.0 FTE) supported by state, local and grant funds;
- six (6) new professional staff positions (5.5 FTE) supported by local and grant funds;
- seven (7) new classified positions (6.0 FTE) supported by state, local and grant funds;
- authorization to increase the FTE on one (1) professional staff position (1.0 FTE) supported by grant funds; and authorization to increase the FTE on one (1) classified position (1.0 FTE) supported by state funds.

IMPACT

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

STAFF AND COMMENTS AND RECOMMENDATIONS

This item includes several new positions related to instruction and administrative support.

Staff recommends approval.

BOARD ACTION

A motion to approve the request by Idaho State University for seventeen (17) new positions (15.5 FTE) and to increase the FTE on two (2) positions (2.0 FTE) supported by state, local and grant funds.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY-continued

NEW POSITIONS
ACADEMIC

Position Title	Research Professor
Type of Position	Faculty
FTE	1.0
Term of Appointment	9 month
Effective Date	October 16, 2006
Salary Range	$107,000.00
Funding Source	Local and Grant Funds
Area/Department of Assignment	Institute of Rural Health
Duties and Responsibilities	Assist in implementation of grant programs, research administration, clinical and evaluation activities; write grants, reports and articles.
Justification of Position	To provide additional faculty and research support for compliance with grant requirements.

Position Title	Professor
Type of Position	Faculty
FTE	1.0
Term of Appointment	12 month
Effective Date	October 16, 2006
Salary Range	$70,000.00
Funding Source	Local Funds
Area/Department of Assignment	Physician Assistant Studies
Duties and Responsibilities	Assist in development/implementation of satellite program in Boise; teach clinical medicine content; participate in assessment of student academic and clinical performance; academic advising and record keeping; and assist in development of clinical training sites in western Idaho.
Justification of Position	To provide faculty support for the new satellite program in Boise.

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY-continued

Position Title	Professor
Type of Position	Faculty
FTE	1.0
Term of Appointment	9 month
Effective Date	October 16, 2006
Salary Range	$63,876.80
Funding Source	State Funds
Area/Department of Assignment	Educational Leadership, College of Education
Duties and Responsibilities	Teach courses and advise students in Educational Leadership.
Justification of Position	To reactivate PCN 3339.

Position Title	Assistant Professor
Type of Position	Faculty
FTE	1.0
Term of Appointment	9 month
Effective Date	October 16, 2006
Salary Range	$45,000.00
Funding Source	State Funds
Area/Department of Assignment	Sociology, Social Work and Criminal Justice
Duties and Responsibilities	Teach courses, advise students, research and community activity.
Justification of Position	To reactivate PCN 3443.

OTHER

Position Title	Radiation Engineer I
Type of Position	Non-Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	October 16, 2006
Salary Range	$54,000.00
Funding Source	Local and Grant Funds
Area/Department of Assignment	Idaho Accelerator Center
Duties and Responsibilities	Responsible for radiation accelerator safety planning, measurements, and operations training interface with the Technical Safety Office.
Justification of Position	To provide additional support due to the growth of the Accelerator Center.

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY-continued

Position Title	Director of External Relations
Type of Position	Non-Classified
FTE	.50
Term of Appointment	12 month
Effective Date	October 16, 2006
Salary Range	$50,000.00
Funding Source	Local Funds
Area/Department of Assignment	Kasiska College of Health Professions
Duties and Responsibilities	Assist with college marketing and promotion, including student recruitment, scholarship procurement and other development activities; assist in the organization of a College Advisory Board; and involvement with grants.
Justification of Position	To provide administrative support for statewide promotion of the college mission.

Position Title	Fiscal Officer
Type of Position	Non-Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	October 16, 2006
Salary Range	$45,000.00
Funding Source	Local Funds
Area/Department of Assignment	Kasiska College of Health Professions
Duties and Responsibilities	Assist in the oversight of the multiple budgets (state, local, grants/contracts); work with department chairs and program directors in budget management.
Justification of Position	To provide fiscal support due to complex multiple budgets.

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY-continued

Position Title	Independent Assessment Provider
Type of Position	Non-Classified
FTE	3.0 (3 positions)
Term of Appointment	12 month
Effective Date	October 16, 2006
Salary Range	$40,000.00
Funding Source	Grant Funds
Area/Department of Assignment	Idaho Center for Disabilities Evaluation
Duties and Responsibilities	Conduct clinical assessments of adults with developmental disabilities who are applying for Medicaid services; initial and annual eligibility determination, establishment of service plan and negotiated budget.
Justification of Position	To reactivate PCNs 8249, 8252, and 8266 to provide support for compliance with grant requirements.

Position Title	IT Information Systems Technician Sr.
Type of Position	Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	October 16, 2006
Salary Range	$43,000.00
Funding Source	State Funds
Area/Department of Assignment	College of Education
Duties and Responsibilities	Upgrade and maintain faculty and staff computers, information on the COE webpage, and classroom technology equipment; create and maintain intra-net site with the COE webpage; provide technical support to faculty and staff; update faculty and staff on computer applications.
Justification of Position	To provide technical support to faculty and staff for maintenance of technology support and services.

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY-continued

Position Title	Video Instruction Manager
Type of Position	Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	October 16, 2006
Salary Range	$28,724.80
Funding Source	Local Funds
Area/Department of Assignment	Physician Assistant Studies
Duties and Responsibilities	Set up, operate, and test technical equipment for interactive and instructional video applications; operate field and studio video production equipment; troubleshoot instructional design, technical production and equipment problems; consult with faculty on development and production of instructional video projects; review, evaluate and critique productions and assure quality.
Justification of Position	To provide support for delivering course contact to/from Pocatello for the new satellite program in Boise.

Position Title	Management Assistant
Type of Position	Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	October 16, 2006
Salary Range	$28,724.80
Funding Source	Local Funds
Area/Department of Assignment	Information Technology Services
Duties and Responsibilities	Perform a variety of administrative duties to enable management/administrators to function more effectively, with primary focus on program administration; perform related work.
Justification of Position	To provide support for the ERP Project Manager through implementation.

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY-continued

Position Title	Administrative Assistant I
Type of Position	Classified
FTE	.50
Term of Appointment	12 month
Effective Date	October 16, 2006
Salary Range	$11,481.60
Funding Source	Grant Funds
Area/Department of Assignment	College of Arts and Sciences
Duties and Responsibilities	Perform a variety of secretarial duties for the WeLEAD program, including typing, meeting minutes, copying, mailing, scheduling conferences, meetings and workshops, prepare travel forms, answer phones.
Justification of Position	To provide clerical support for the NSF ADVANCE grant.

Position Title	Laboratory Technician
Type of Position	Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	October 16, 2006
Salary Range	$21,798.40
Funding Source	Grant Funds
Area/Department of Assignment	Biological Sciences
Duties and Responsibilities	Perform research on a DOE-supported project on Redox Protein Biochemistry.
Justification of Position	To provide support for research productivity for grant award.

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY-continued

Position Title	Office Specialist 2
Type of Position	Classified
FTE	.50
Term of Appointment	12 month
Effective Date	October 16, 2006
Salary Range	$10,358.00
Funding Source	State Funds
Area/Department of Assignment	Facilities Services
Duties and Responsibilities	Office support functions including facilities work order database, purchasing documents, answer telephone and radio transmissions, reconcile purchasing cards, file electrical and plumbing permits, use software applications.
Justification of Position	To provide additional clerical support. The duties of this position have been previously performed by a temporary employee.

Position Title	Office Specialist 2
Type of Position	Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	October 16, 2006
Salary Range	$20,716.80
Funding Source	Local Funds
Area/Department of Assignment	Physician Assistant Studies
Duties and Responsibilities	Perform a variety of clerical duties including receptionist, answer phones, complete forms, compose correspondence, arrange meetings, photocopying, mail distribution, and coordinate with the Pocatello site.
Justification of Position	To provide clerical support for the new satellite program in Boise.

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY-continued

CHANGE IN POSITIONS
OTHER

Position Title	Program Coordinator (PCN 7875)
Type of Position	Non-Classified
FTE	change from .62 to 1.0 FTE
Term of Appointment	12 month
Effective Date	October 16, 2006
Salary Range	$54,641.60
Funding Source	Grant Funds
Area/Department of Assignment	ISU Boise Center
Duties and Responsibilities	Coordinate and manage the HIV Training Program.
Justification of Position	To provide additional support for compliance with grant requirements.

Position Title	Administrative Assistant 1 (PCN 1270)
Type of Position	Classified
FTE	change from .73 to 1.0 FTE
Term of Appointment	12 month
Effective Date	October 16, 2006
Salary Range	$22,963.20
Funding Source	State Funds
Area/Department of Assignment	Anthropology
Duties and Responsibilities	Handles correspondence, budget, time sheets, grant accounts, files, travel, grad student applications and files and other duties as needed.
Justification of Position	To provide full-time clerical support.

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INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

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

APPLICABLE STATUTE, RULE, OR POLICY

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

DISCUSSION

The University of Idaho requests approval for:

- Six (6) new positions (6.0 total 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 a variety of administrative and support staff to provide campus services.

Staff recommends approval.

BOARD ACTION

A motion to approve the request by the University of Idaho to establish six (6) new positions supported by appropriated and non-appropriated funds.

Moved by _____Seconded by _____Carried Yes _____ No _____

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

NEW POSITIONS

Position Title	Assistant Director
Type of Position	Non-Faculty Exempt
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	November 1, 2006
Salary Range	$32,177.60
Funding Source	Appropriated funds
Area/Department of Assignment	New Student Services
Duties	Responsible for developing, coordinating and managing a regional recruitment plan
Justification	New position

Position Title	Assistant Director
Type of Position	Non-Faculty Exempt
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	November 1, 2006
Salary Range	$32,177.60
Funding Source	Appropriated funds
Area/Department of Assignment	New Student Services
Duties	Responsible for developing, coordinating and managing a regional recruitment plan
Justification	New position

Position Title	Business Manager
Type of Position	Non-Faculty Exempt
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	November 1, 2006
Salary Range	$60,590.40
Funding Source	Non-Appropriated funds
Area/Department of Assignment	Auxiliary Services
Duties	Responsible for oversight of revenue and expenditures
Justification	Reactivation of PCN 7102 (vacant over 12 months)

NSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

Position Title	Farm Assistant
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	November 1, 2006
Salary Range	$24,128.00
Funding Source	Appropriated funds
Area/Department of Assignment	College of Agricultural and Life Sciences
Duties	Responsible for providing Farm support and labor
Justification	Reactivation of PCN 1172 (vacant over 12 months)

Position Title	Management Assistant
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	November 1, 2006
Salary Range	$30,492.80
Funding Source	Appropriated funds
Area/Department of Assignment	College of Agricultural and Life Sciences
Duties	Responsible for providing administrative support
Justification	Reactivation of PCN 1529 (vacant for over 12 months)

Position Title	Telecommunications Technician
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	November 1, 2006
Salary Range	$36,004.80
Funding Source	Appropriated funds
Area/Department of Assignment	Information Technology Services
Duties	Responsible for providing support for the campus communications network
Justification	New position

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INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE

SUBJECT

A request by Lewis-Clark State College for approval of new 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 listed above.

DISCUSSION

Lewis-Clark State College requests approval for:

- ten (10) new positions supported by appropriated and grant funds;
- changes to one (1) position supported by local funds; and
- deletion of two (2) positions supported by appropriated and grant funds.

One informational item is also included, which does not require board action. This item is for a title change and one year appointment.

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

This item includes several new positions funded by an Educational Talent Search grant being administered in the Lewis Clark and Clearwater valleys.

Staff recommends approval.

BOARD ACTION

A motion to approve the request by Lewis-Clark State College for ten (10) new positions, change to one (1) position and deletion of two (2) positions supported by appropriated, local and grant funds.

Moved _____ Seconded _____ Carried Yes ____ No ____

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE - continued

NEW POSITIONS
INSTRUCTIONAL

Position Title	Mathematics Instructor
Type of Position	Professional
FTE	1.0
Term of Appointment	12 months
Effective Date	9/1/2006
Salary Range	$31,720
Funding Source	Grant funds
Area/Department of Assignment	Community Programs/Adult and Family education
Duties and Responsibilities	Provide individual and group instruction in a lab setting at North Idaho Correctional Institution (NICI).
Justification of Position	Position will provide a mathematics instruction for inmates of NICI.

NEW POSITIONS
OTHER

Position Title	Director – Lewis Clark Valley
Type of Position	Exempt
FTE	1.0
Term of Appointment	12 months
Effective Date	9/1/2006
Salary Range	$40,000
Funding Source	Grant Funds
Area/Department of Assignment	Student Services/Educational Talent Search, Lewis Clark Valley
Duties and Responsibilities	Implement and manage new grant program, Educational Talent Search, including achieving grant objectives, supervising staff, submit grant reports and proposals.
Justification of Position	Manage newly funded Educational Talent Search grant.

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE - continued

Position Title	Director – Clearwater Valley
Type of Position	Exempt
FTE	1.0
Term of Appointment	12 months
Effective Date	9/1/2006
Salary Range	$40,000
Funding Source	Grant Funds
Area/Department of Assignment	Student Services/Educational Talent Search, Clearwater Valley
Duties and Responsibilities	Implement and manage new grant program, Educational Talent Search, including achieving grant objectives, supervising staff, submit grant reports and proposals.
Justification of Position	Manage newly funded Educational Talent Search grant

Position Title	Program Aide – Lewis Clark Valley
Type of Position	Exempt
FTE	1.0
Term of Appointment	12 months
Effective Date	9/1/2006
Salary Range	$32,000
Funding Source	Grant Funds
Area/Department of Assignment	Student Services/Educational Talent Search, Lewis Clark Valley
Duties and Responsibilities	To monitor Grant Budgets, generate correspondence, help to ensure grant activities are compliant with federal, state and institutional regulations, other duties as assigned.
Justification of Position	Provide administrative support for the newly funded Educational Talent Search grant.

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE - continued

Position Title	Program Aide – Clearwater Valley
Type of Position	Exempt
FTE	1.0
Term of Appointment	12 months
Effective Date	9/1/2006
Salary Range	$32,000
Funding Source	Grant Funds
Area/Department of Assignment	Student Services/Educational Talent Search, Clearwater Valley
Duties and Responsibilities	To monitor Grant Budgets, generate correspondence, help to ensure grant activities are compliant with federal, state and institutional regulations, other duties as assigned.
Justification of Position	Provide administrative support for the newly funded Educational Talent Search grant.

Position Title	Education Specialist – LC Valley #1
Type of Position	Exempt
FTE	1.0
Term of Appointment	11 months
Effective Date	9/1/2006
Salary Range	$29,884
Funding Source	Grant Funds
Area/Department of Assignment	Student Services/Educational Talent Search, Lewis Clark Valley
Duties and Responsibilities	Plan, develop and implement curriculum to meet grant objectives including assessing, planning, coordinating educational plan to meet the needs of participants, and promote program, and other duties as assigned.
Justification of Position	Meet educational needs of participants for the newly funded Educational Talent Search grant.

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE - continued

Position Title	Education Specialist – LC Valley#2
Type of Position	Exempt
FTE	1.0
Term of Appointment	11 months
Effective Date	9/1/2006
Salary Range	$29,884
Funding Source	Grant Funds
Area/Department of Assignment	Student Services/Educational Talent Search, Lewis Clark Valley
Duties and Responsibilities	Plan, develop and implement curriculum to meet grant objectives including assessing, planning, coordinating educational plan to meet the needs of participants, and promote program, and other duties as assigned.
Justification of Position	Meet educational needs of participants for the newly funded Educational Talent Search grant.

Position Title	Education Specialist – Clearwater Valley #1
Type of Position	Exempt
FTE	1.0
Term of Appointment	11 months
Effective Date	9/1/2006
Salary Range	$29,884
Funding Source	Grant Funds
Area/Department of Assignment	Student Services/Educational Talent Search, Clearwater Valley
Duties and Responsibilities	Plan, develop and implement curriculum to meet grant objectives including assessing, planning, coordinating educational plan to meet the needs of participants, and promote program, and other duties as assigned.
Justification of Position	Meet educational needs of participants for the newly funded Educational Talent Search grant.

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE - continued

Position Title	Education Specialist – Clearwater Valley #2
Type of Position	Exempt
FTE	1.0
Term of Appointment	11 months
Effective Date	9/1/2006
Salary Range	$29,884
Funding Source	Grant Funds
Area/Department of Assignment	Student Services/Educational Talent Search, Clearwater Valley
Duties and Responsibilities	Plan, develop and implement curriculum to meet grant objectives including assessing, planning, coordinating educational plan to meet the needs of participants, and promote program, and other duties as assigned.
Justification of Position	Meet educational needs of participants for the newly funded Educational Talent Search grant.

Position Title	Enrollment Specialist
Type of Position	Exempt
FTE	1.0
Term of Appointment	9 months
Effective Date	9/1/2006
Salary Range	$23,868
Funding Source	Appropriated Funds
Area/Department of Assignment	New Student Recruitment
Duties and Responsibilities	Travels to different venues to promote the college to prospective students, maintains communications and relationships with referral agents.
Justification of Position	Reorganization of Student Services due to personnel changes.

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE - continued

CHANGES TO POSITION
OTHER

Position Title	Instructional Specialist, Computer-Based (PCN 8047)
Type of Position	Classified
FTE	1.0
Term of Appointment	12 months
Effective Date	10/16/2006
Salary Range	$34,486
Funding Source	Local Funds
Area/Department of Assignment	Information Technology Media Services
Duties and Responsibilities	Designs, develops, tests and deploys instructional and informational web pages and multi-media materials. Designs and creates electronic graphic content and develops textual elements. Assists in the development of online course materials including consulting with faculty and staff.
Justification of Position	Reclassification of position as approved by Division of Human Resources based upon duties and responsibilities.

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE - continued

DELETED POSITIONS

Position Title	Printing, Graphics Design Specialist
Type of Position	Classified
FTE	1.0
Term of Appointment	12 months
Effective Date	8/25/2006
Salary Range	$36,850
Funding Source	Appropriated Funds
Area/Department of Assignment	Information Technology
Justification of Position	Position Eliminated

Position Title	Director
Type of Position	Professional
FTE	1.0
Term of Appointment	12 months
Effective Date	12/31/2005
Salary Range	$41,227.00
Funding Source	Grant Funds
Area/Department of Assignment	Senior Nutrition Program
Justification of Position	Position not being refilled as grant funding is terminating as of 12/31/2006

INFORMATIONAL ITEM ONLY

Position Title	Athletic Director
Type of Position	Professional
FTE	1.0
Term of Appointment	12 months
Effective Date	10/16/2006
Salary Range	$64,673
Funding Source	Appropriated and Local Funds
Area/Department of Assignment	Athletic Department
Justification of Position	One year appointment, title change only from Director of Auxiliary Services to Athletic Director

AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT
FY 2008 Capital Budget Requests

REFERENCE
August 2006 Information item presented on capital budget requests

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.B.8.

BACKGROUND
At the August 2006 Board meeting, major capital budget requests and the process was discussed by staff. Staff recommended, and the Board approved to recommend to the Permanent Building Fund Advisory Council (PBFAC), that the Council continue to concentrate on Alteration and Repair projects for FY 2008.

Staff transmitted the institution and agency major capital facilities requests to the PBFAC staff (Division of Public Works) for information purposes, even though the Board chose to not prioritize the requests. Executive Director Dwight Johnson was scheduled to provide the Council with the same list of capital projects outlined in the August Board agenda. Mr. Johnson was expected to inform the Council of the Board's desire to support the alteration and repair project requests for each agency and institution, instead of major capital facility construction projects. Each institution and agency with capital requests also made a presentation to the PBFAC.

DISCUSSION
The Council will submit its recommendations to the Governor, who also makes a recommendation to the Legislature, which has the final responsibility for appropriating funds for Capital Projects and Alteration/Repair and other types of projects.

IMPACT
The legislative appropriation will determine which major capital projects, if any, will begin in FY2008, and identify funds available statewide for Alterations and Repairs. This latter amount will determine how each campus and agency is able to reduce its deferred maintenance backlog.

ATTACHMENTS
Attachment 1 – Major Capital Projects Page 3

STAFF COMMENTS
Staff will keep the Board apprised of the Capital Project and Alternation/Repair process, including Council, Executive and Legislative recommendations.

BOARD ACTION

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

ATTACHMENT 1

State Board of Education

FY08 Major Capital Request Summary
($ in 000's)

	Board Priority	Institution/Agency & Project	Detail Page	Total Project Cost: Perm. Building Fund	Total Project Cost: Total Funds	FY 2008 Request
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		**Idaho State Historical Society**				
29		Museum Addition - Phase II	53	6,500.0	6,500.0	6,500.0
30		Old Penitentiary Visitor Access Project	55	810.7	810.7	810.7
31		Idaho History Center - Phase III	57	5,000.0	5,000.0	5,000.0
32						
33		**Total**		$ 184,372.6	$ 251,083.8	$ 179,072.6

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.

INSTITUTION / AGENCY AGENDA
COLLEGE AND UNIVERSITIES OF THE STATE BOARD

SUBJECT

FY 2007 College and University "Summary of Sources and Uses of Funds"

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.B.4.b.(1), V.B.5.c. and V.B.6.b.

BACKGROUND

Idaho's public higher education institutions receive funding from a variety of sources. General Account and Endowment funds and student fees are appropriated annually by the Legislature. In addition, the College and Universities receive student activity fees; federal, state, and private grant funds; receipts from sales of products and services, and funds from other sources.

All revenues are used for instruction, research, public service, academic support, libraries, student services, institutional support, physical plant, scholarships and fellowships, auxiliary enterprises, and for other purposes.

DISCUSSION

An estimate of the sources and uses of funds for Fiscal Year 2007 is displayed in pages 3 through 7. Included on pages 8 and 9 are two charts which display a six-year history of sources and uses of funds. This report is prepared each year based on estimates for the upcoming year. Pages 10 and 11 display the Fiscal Year 2007 sources and uses of funds by percentage.

IMPACT

Board members, researchers and the general public are able to review sources of funding, and expenditures, for the higher education institutions.

STAFF COMMENTS AND RECOMMENDATIONS

The pie charts show the same information as the bar charts as a percentage of total.

For sources of funds, Auxiliary Enterprise & Generated Funds revenues include Sales & Services, Indirect Costs, and Other revenues. From FY 2006 to FY 2007, funds from federal grants and contracts decreased from 25.2% to 23.9%, or $1.5 million, while funds from nonappropriated student fees increased from 5.3% to 6.2%, or $10.6 million. Other funds from institutional accounts increased from 1.0% to 2.1%, or $10.9 million, of which $10.3 million comes from a more stringent approach to budgeting of local revenue at Boise State University. Previously, academic departments were not projecting local revenues with great accuracy. The Finance and Administration staff is requiring a more precise approach to budgeting of these funds.

For uses of funds, Instruction increased from 28.6% to 29.4%, or $20.8 million, Public Service increased from 3.9% to 4.1%, or $3.9 million, Institutional Support increased from, or $10 million, and Scholarships/Fellowships decreased from 18.3% to 16.7%, or $7.1 million,

Staff notes the amounts shown on the spreadsheets are estimates for the current fiscal year, and includes all funds, appropriated and non-appropriated.

BOARD ACTION

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

College & Universities Summary
Summary of Sources and Uses of Funds
Fiscal Year 2007

		A	B	C	D	E	F	G	H	I
		Operating Budgets								
		Board Approved Budgets			CEO Approved	Estimated Budgets		Total	%	
		General Education	Vocational Education	Special Programs	Auxiliary Enter. (1)	Instit Accounts	Grants & Contracts	Operating Budgets	of Total	Plant Funds
	SOURCES OF FUNDS:									
	State Appropriations									
1	General Account	$240,656,400	$20,972,796	$35,291,700	$0	$0	$0	$296,920,896	30.4%	$0
2	One-time Funds	4,686,100	150,700	75,500	0	0	0	4,912,300	0.5%	0
3	Endowment Funds	7,624,800	0	0	0	0	0	7,624,800	0.8%	0
4	Student Fees	125,189,000	0	222,912	0	0	0	125,411,912	12.8%	0
5										
6	Total Appropriations	$378,156,300	$21,123,496	$35,590,112	$0	$0	$0	$434,869,908	44.5%	$0
7										
8	Other Student Fees	$0	$0	$243,400	$27,555,186	$32,449,869	$0	$60,248,455	6.2%	$3,906,000
9	Federal Approp	0	0	4,599,500	0	0	0	4,599,500	0.5%	0
10	Federal Grants & Contracts	0	0	0	76,000	0	233,590,486 (4)	233,666,486	23.9%	0
11	State Grants & Contracts	0	0	0	0	134,726	27,870,287	28,005,013	2.9%	0
12	Private Gifts, Grts & Contr	0	0	0	2,979,465	10,633,603	29,262,860	42,875,928	4.4%	0
13	Sales & Serv of Educ Act	0	0	181,900	130,710	41,184,271	0	41,496,881	4.2%	0
14	Sales & Serv of Aux Ent	0	0	0	79,421,671	15,296,251	0	94,717,922	9.7%	0
15	Indirect Costs	0	0	0	0	16,807,325	0	16,807,325	1.7%	0
16	Other	130,800	0	150,000	5,016,146	14,133,765	743,021	20,173,732	2.1%	5,654,100 (3)
17										
18	Total Revenue	$378,287,100	$21,123,496	$40,764,912	$115,179,178	$130,639,810	$291,466,653	$977,461,149	100.0%	$9,560,100
19	**USES OF FUNDS:**									
20	Instruction	$187,475,669	$20,305,470	$7,071,312	$0	$43,121,162	$29,447,953	$287,421,566	29.4%	$0
21	Research	10,872,534	0	19,554,800	0	8,424,723	81,876,746	120,728,803	12.3%	0
22	Public Service	829,268	0	13,969,500	0	4,589,630	21,070,802	40,459,200	4.1%	0
23	Academic Support	29,707,395	511,639	0	0	9,388,434	508,421	40,115,889	4.1%	0
24	Libraries	20,208,399	0	0	0	584,305	0	20,792,704	2.1%	0
25	Student Services	23,511,126	155,687	0	0	4,381,357	1,688,562	29,736,732	3.0%	0
26	Institutional Support	42,910,785	0	0	0	36,175,508	0	79,086,293	8.1%	0
27	Physical Plant	49,137,281	0	0	0	17,732,780	0	66,870,061	6.8%	5,654,100 (3)
28	Scholarships & Fellowships	0	0	0	5,329,271	1,457,260	156,864,969 (4)	163,651,500	16.7%	0
29	Auxiliary Enterprises (1) & (2)	8,577,443	0	0	109,734,721	5,547,600	9,200	123,868,964	12.7%	601,826
30	Mandatory Transfers	0	0	0	0	0	0	0	0.0%	2,619,306
31	Other	0	0	53,800	0	0	0	53,800	0.0%	0
32	One-time Replacement Capital	5,057,200	150,700	115,500	0	0	0	5,323,400	0.5%	0
33										
34	Total Uses	$378,287,100	$21,123,496	$40,764,912	$115,063,992	$131,402,759	$291,466,653	$978,108,912	100.0%	$8,875,232
35										
36										
37	Incr/(Decr) to Balance	$0	$0	$0	$115,186	($762,949)	$0	($647,763)		$684,868
38										
39										
40	Employee FTE	3,817.67	290.00	415.45	633.92	621.28	390.40	6,168.72		
41										

42 (1) General Education program supports intercollegiate athletics which is an auxiliary enterprise and reported in the General Education
43 column not the auxiliary enterprise column.
44 (2) Auxiliary Enterprises includes University of Idaho's Kibbie Dome operations
45 (3) Plant funds includes University of Idaho's federal grants for capital projects
46 (4) Includes Federal Direct Student Loan funds

Boise State University
Summary of Sources and Uses of Funds
Fiscal Year 2007

		A	B	C	D	E	F	G	H	I
		Operating Budgets								
		Board Approved Budgets			CEO Approved	Estimated Budgets		Total	%	
		General Education	Vocational Education	Special Programs	Auxiliary Enter. 1)	Instit Accounts	Grants & Contracts	Operating Budgets	of Total	Plant Funds
	SOURCES OF FUNDS:									
	State Appropriations									
1	General Account	$75,070,300	$7,111,257	$519,100				$82,700,657	28.9%	
2	One-time Funds	1,755,400		50,000				1,805,400	0.6%	
3	Endowment Funds							0	0.0%	
4	Student Fees	44,221,300						44,221,300	15.5%	
5										
6	Total Appropriations	$121,047,000	$7,111,257	$569,100	$0	$0	$0	$128,727,357	45.0%	$0
7										
8	Other Student Fees				$9,937,427	$16,293,814		$26,231,241	9.2%	
9	Federal Approp							0	0.0%	
10	Federal Grants & Contracts						58,133,999 (2)	58,133,999	20.3%	
11	State Grants & Contracts						7,647,024	7,647,024	2.7%	
12	Private Gifts, Grts & Contr					3,449,042	3,929,429	7,378,471	2.6%	
13	Sales & Serv of Educ Act					1,800,000		1,800,000	0.6%	
14	Sales & Serv of Aux Ent				40,194,638			40,194,638	14.0%	
15	Indirect Costs					2,500,000		2,500,000	0.9%	
16	Other				2,739,714	10,809,991		13,549,705	4.7%	
17										
18	Total Revenue	$121,047,000	$7,111,257	$569,100	$52,871,779	$34,852,847	$69,710,451	$286,162,434	100.0%	$0
19	**USES OF FUNDS:**									
20	Instruction	$61,885,192	$7,111,257			$10,294,660	$8,005,808	$87,296,917	30.4%	
21	Research	1,592,794				948,455	9,199,738	11,740,987	4.1%	
22	Public Service	738,297		515,300		2,471,315	6,504,905	10,229,817	3.6%	
23	Academic Support	12,126,123				2,173,944		14,300,067	5.0%	
24	Libraries	6,661,839				306,405		6,968,244	2.4%	
25	Student Services	6,836,615				590,398		7,427,013	2.6%	
26	Institutional Support	14,070,068				9,207,204		23,277,272	8.1%	
27	Physical Plant	12,808,372				10,236,847		23,045,219	8.0%	
28	Scholarships & Fellowships				2,848,382	186,104	46,000,000 (2)	49,034,486	17.1%	
29	Auxiliary Enterprises (1)	2,201,200			49,439,093			51,640,293	18.0%	
30	Mandatory Transfers							0	0.0%	
31	Other (Incl One-Time Funds)			53,800				53,800	0.0%	
32	One-time Replacement Capital	2,126,500						2,126,500	0.7%	
33										
34	Total Uses	$121,047,000	$7,111,257	$569,100	$52,287,475	$36,415,332	$69,710,451	$287,140,615	100.0%	$0
35										
36										
37	Incr/(Decr) to Balance	$0	$0	$0	$584,304	($1,562,485)	$0	($978,181)		$0
38										
39										
40	Employee FTE	1,230.11	91.84	0.00	344.09	157.06	166.00	1,989.10		
41										

42 (1) General Education program supports intercollegiate athletics which is an auxiliary enterprise and reported in the General Education
43 column not the auxiliary enterprise column.
44 (2) Includes Federal Direct Student Loan funds

Idaho State University
Summary of Sources and Uses of Funds
Fiscal Year 2007

		A	B	C	D	E	F		G	H	I
		Operating Budgets									
		Board Approved Budgets			CEO Approved	Estimated Budgets			Total	%	
		General Education	Vocational Education	Special Programs	Auxiliary Enter. 1)	Instit Accounts	Grants & Contracts		Operating Budgets	of Total	Plant Funds
	SOURCES OF FUNDS:										
	State Appropriations										
1	General Account	$65,353,800	$10,069,411	$2,247,300					$77,670,511	29.7%	
2	One-time Funds	1,642,000	0	25,500					1,667,500	0.6%	
3	Endowment Funds	1,697,400							1,697,400	0.7%	
4	Student Fees	32,161,800		132,912					32,294,712	12.4%	
5											
6	Total Appropriations	$100,855,000	$10,069,411	$2,405,712	$0	$0	$0		$113,330,123	43.4%	$0
7											
8	Other Student Fees				$8,720,759	$7,350,555			$16,071,314	6.2%	$3,906,000
9	Federal Approp								0	0.0%	
10	Federal Grants & Contracts				76,000		79,999,287	(2)	80,075,287	30.7%	
11	State Grants & Contracts					134,726	7,039,463		7,174,189	2.7%	
12	Private Gifts, Grts & Contr				857,740	2,589,361	8,279,331		11,726,432	4.5%	
13	Sales & Serv of Educ Act				130,710	3,648,771			3,779,481	1.4%	
14	Sales & Serv of Aux Ent				9,832,958	11,319,251			21,152,209	8.1%	
15	Indirect Costs					4,756,125			4,756,125	1.8%	
16	Other				623,932	1,662,774	743,021		3,029,727	1.2%	
17											
18	Total Revenue	$100,855,000	$10,069,411	$2,405,712	$20,242,099	$31,461,563	$96,061,102		$261,094,887	100.0%	$3,906,000
19	**USES OF FUNDS:**										
20	Instruction	$55,204,234	$10,069,411	$1,863,412		$12,144,502	$6,490,445		$85,772,004	32.8%	
21	Research	2,560,804				3,388,668	19,523,708		25,473,180	9.7%	
22	Public Service	0		516,800		124,515	3,383,597		4,024,912	1.5%	
23	Academic Support	5,952,074				3,755,790	508,421		10,216,285	3.9%	
24	Libraries	4,918,575				192,700			5,111,275	2.0%	
25	Student Services	6,057,344				925,559	1,003,062		7,985,965	3.1%	
26	Institutional Support	9,177,496				7,831,504			17,009,000	6.5%	
27	Physical Plant	12,514,773				1,677,933			14,192,706	5.4%	
28	Scholarships & Fellowships					1,216,956	65,151,869	(2)	66,368,825	25.4%	
29	Auxiliary Enterprises (1)	2,827,700			21,034,467				23,862,167	9.1%	601,826
30	Mandatory Transfers								0	0.0%	2,619,306
31	Other (One-Time)								0	0.0%	
32	One-time Replacement Capital	1,642,000	0	25,500	0	0	0		1,667,500	0.6%	
33											
34	Total Uses	$100,855,000	$10,069,411	$2,405,712	$21,034,467	$31,258,127	$96,061,102		$261,683,819	100.0%	$3,221,132
35											
36											
37	Incr/(Decr) to Balance	$0	$0	$0	($792,368)	$203,436	$0		($588,932)		$684,868
38											
39											
40	Employee FTE	1,098.91	142.91	15.40	140.01	174.67	155.06		1,726.96		
41											

42 (1) General Education program supports intercollegiate athletics which is an auxiliary enterprise and reported in the General Education
43 column not the auxiliary enterprise column.
44 (2) Includes Federal Direct Student Loan funds

University of Idaho
Summary of Sources and Uses of Funds
Fiscal Year 2007

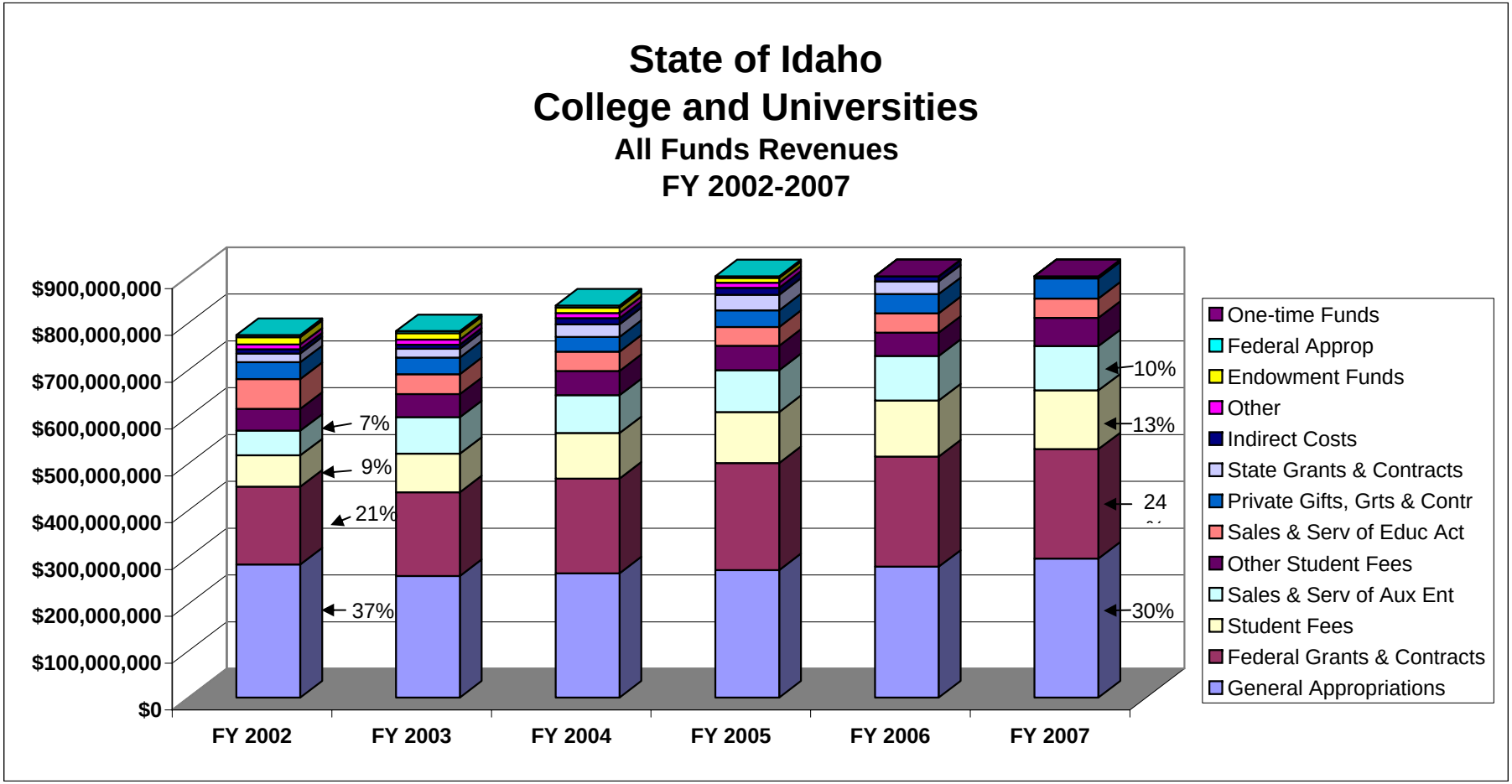
		A	B	C	D	E	F	G	H	I
		Operating Budgets								
		Board Approved Budgets			CEO Approved	Estimated Budgets		Total	%	
		General Education	Vocational Education	Special Programs	Auxiliary Enter. 1)	Instit Accounts	Grants & Contracts	Operating Budgets	of Total	Plant Funds
	SOURCES OF FUNDS:									
	State Appropriations									
1	General Account	$87,824,700		$32,525,300				120,350,000	30.9%	0
2	One-time Funds	1,162,000						1,162,000	0.3%	0
3	Endowment Funds	4,859,600						4,859,600	1.2%	0
4	Student Fees	40,956,300		90,000				41,046,300	10.6%	0
5										
6	Total Appropriations	134,802,600		32,615,300	0	0	0	167,417,900	43.1%	0
7										
8	Other Student Fees			243,400	7,489,500	5,205,500		12,938,400	3.3%	
9	Federal Approp			4,599,500				4,599,500	1.2%	
10	Federal Grants & Contracts						93,464,600 (2)	93,464,600	24.0%	
11	State Grants & Contracts						10,445,700	10,445,700	2.7%	
12	Private Gifts, Grts & Contr				2,121,725	4,595,200	16,414,600	23,131,525	5.9%	
13	Sales & Serv of Educ Act			181,900		33,551,500		33,733,400	8.7%	
14	Sales & Serv of Aux Ent				28,601,575	3,977,000		32,578,575	8.4%	
15	Indirect Costs					9,400,000		9,400,000	2.4%	
16	Other	130,800		150,000	896,300			1,177,100	0.3%	5,654,100 (3)
17										
18	Total Revenue	134,933,400		37,790,100	39,109,100	56,729,200	120,324,900	388,886,700	100.0%	5,654,100
19	**USES OF FUNDS:**									
20	Instruction	60,279,814		5,207,900		18,182,500	12,684,000	96,354,214	24.8%	
21	Research	6,575,318		19,554,800		4,087,600	52,974,400	83,192,118	21.4%	
22	Public Service	3,500		12,937,400		1,579,200	8,953,400	23,473,500	6.0%	
23	Academic Support	9,827,470				3,041,100		12,868,570	3.3%	
24	Libraries	7,673,978				77,000		7,750,978	2.0%	
25	Student Services	9,019,275				2,398,900		11,418,175	2.9%	
26	Institutional Support	16,526,303				17,929,500		34,455,803	8.9%	
27	Physical Plant	21,129,682				5,404,400		26,534,082	6.8%	5,654,100 3)
28	Scholarships & Fellowships				2,480,889		45,713,100 (2)	48,193,989	12.4%	
29	Auxiliary Enterprises (1) & (4)	2,736,060			36,340,661	4,029,000		43,105,721	11.1%	
30	Mandatory Transfers							0	0.0%	
31	Other-Incl One-Time									
32	One-time Replacement Capital	1,162,000		90,000				1,252,000		
33										
34	Total Uses	134,933,400		37,790,100	38,821,550	56,729,200	120,324,900	388,599,150	99.7%	5,654,100
35										
36										
37	Incr/(Decr) to Balance	0		0	287,550	0	0	287,550		0
38										
39										
40	Employee FTE	1,205.03		400.05	132.05	256.01	8.94	2,002.08		
41										

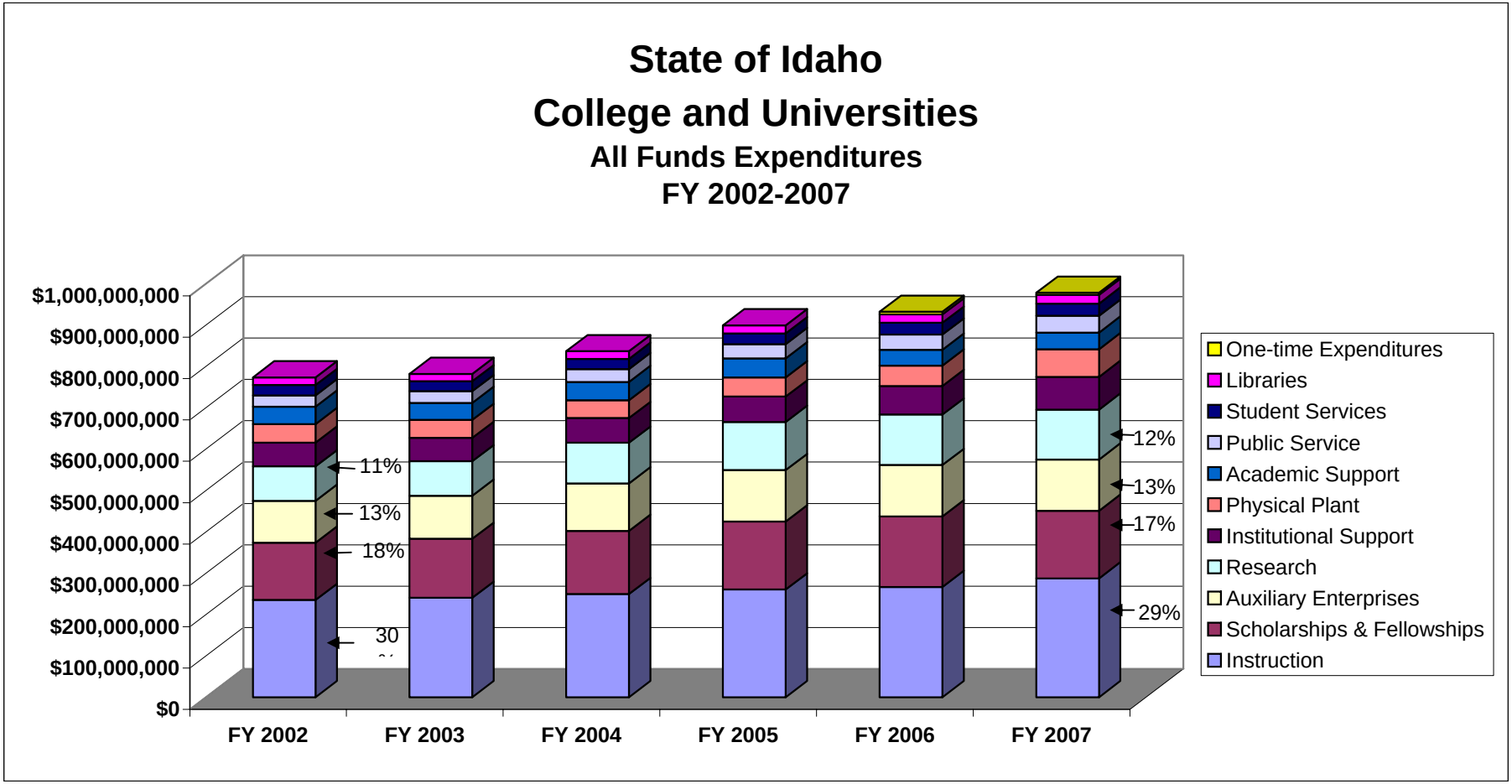
42 1) The General Education program supports intercollegiate athletics, which is an auxiliary enterprise. General Education support for athletics
43 is reported in the General Education column, not the auxiliary enterprise column.
44 2) Includes Federal Direct Student Loan funds.
45 3) Plant Funds include federal grants for capital projects.
46 4) Auxiliary Enterprises includes Kibbie Dome operations and the Student Recreation Center.

Lewis-Clark State College
Summary of Sources and Uses of Funds
Fiscal Year 2007

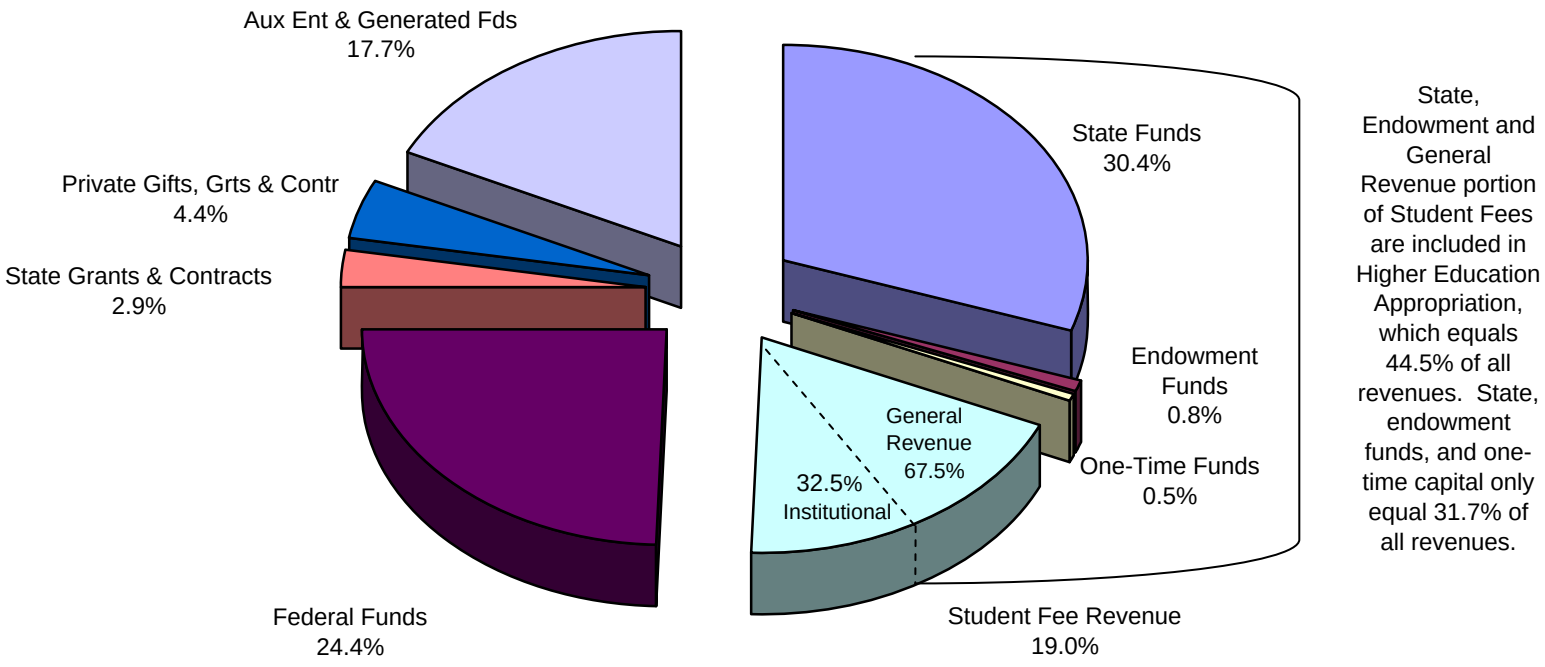
		A	B	C	D	E	F	G	H	I
					Operating Budgets					
		Board Approved Budgets			CEO Approved	Estimated Budgets		Total	%	
		General Education	Vocational Education	Special Programs	Auxiliary Enter. 1)	Instit Accounts	Grants & Contracts	Operating Budgets	of Total	Plant Funds
	SOURCES OF FUNDS:									
	State Appropriations									
1	General Account	$12,407,600	$3,792,128					$16,199,728	39.2%	
2	One-time Funds	126,700	150,700					277,400	0.7%	
3	Endowment Funds	1,067,800						1,067,800	2.6%	
4	Student Fees	7,849,600						7,849,600	19.0%	
5										
6	Total Appropriations	$21,451,700	$3,942,828	$0	$0	$0	$0	$25,394,528	61.5%	$0
7										
8	Other Student Fees				1,407,500	3,600,000		5,007,500	12.1%	
9	Federal Approp							0	0.0%	
10	Federal Grants & Contracts						1,992,600	1,992,600	4.8%	
11	State Grants & Contracts						2,738,100	2,738,100	6.6%	
12	Private Gifts, Grts & Contr						639,500	639,500	1.5%	
13	Sales & Serv of Educ Act					2,184,000		2,184,000	5.3%	
14	Sales & Serv of Aux Ent				792,500			792,500	1.9%	
15	Indirect Costs					151,200		151,200	0.4%	
16	Other				756,200	1,661,000		2,417,200	5.9%	
17										
18	Total Revenue	$21,451,700	$3,942,828	$0	$2,956,200	$7,596,200	$5,370,200	$41,317,128	100.0%	$0
19	**USES OF FUNDS:**									
20	Instruction	$10,106,429	$3,124,802			$2,499,500	$2,267,700	$17,998,431	44.2%	
21	Research	143,618					178,900	322,518	0.8%	
22	Public Service	87,471				414,600	2,228,900	2,730,971	6.7%	
23	Academic Support	1,801,728	511,639			417,600		2,730,967	6.7%	
24	Libraries	954,007				8,200		962,207	2.4%	
25	Student Services	1,597,892	155,687			466,500	685,500	2,905,579	7.1%	
26	Institutional Support	3,136,918				1,207,300		4,344,218	10.7%	
27	Physical Plant	2,684,454				413,600		3,098,054	7.6%	
28	Scholarships & Fellowships					54,200		54,200	0.1%	
29	Auxiliary Enterprises (1)	812,483			2,920,500	1,518,600	9,200	5,260,783	12.9%	
30	Mandatory Transfers							0	0.0%	
31										
32	One-time Replacement Capital	126,700	150,700					277,400	0.7%	
33										
34	Total Uses	$21,451,700	$3,942,828	$0	$2,920,500	$7,000,100	$5,370,200	$40,685,328	100.0%	$0
35										
36										
37	Incr/(Decr) to Balance	$0	$0	$0	$35,700	$596,100	$0	$631,800		$0
38										
39										
40	Employee FTE	283.62	55.25		17.77	33.54	60.40	450.58		0.00
41										

42 (1) General Education program supports intercollegiate athletics which is an auxiliary enterprise and reported in the General Education
43 column not the auxiliary enterprise column.
44


State of Idaho
College and Universities
All Funds Revenues
FY 2002-2007
$900,000,000
$800,000,000
$700,000,000
$600,000,000
$500,000,000
$400,000,000
$300,000,000
$200,000,000
$100,000,000
$0
FY 2002
FY 2003
FY 2004
FY 2005
FY 2006
FY 2007
7%
9%
21%
37%
10%
13%
24
30%
One-time Funds
Federal Approp
Endowment Funds
Other
Indirect Costs
State Grants & Contracts
Private Gifts, Grts & Contr
Sales & Serv of Educ Act
Other Student Fees
Sales & Serv of Aux Ent
Student Fees
Federal Grants & Contracts
General Appropriations


State of Idaho
College and Universities
All Funds Expenditures
FY 2002-2007
$1,000,000,000
$900,000,000
$800,000,000
$700,000,000
$600,000,000
$500,000,000
$400,000,000
$300,000,000
$200,000,000
$100,000,000
$0
FY 2002
FY 2003
FY 2004
FY 2005
FY 2006
FY 2007
11%
13%
18%
30
12%
13%
17%
29%
One-time Expenditures
Libraries
Student Services
Public Service
Academic Support
Physical Plant
Institutional Support
Research
Auxiliary Enterprises
Scholarships & Fellowships
Instruction

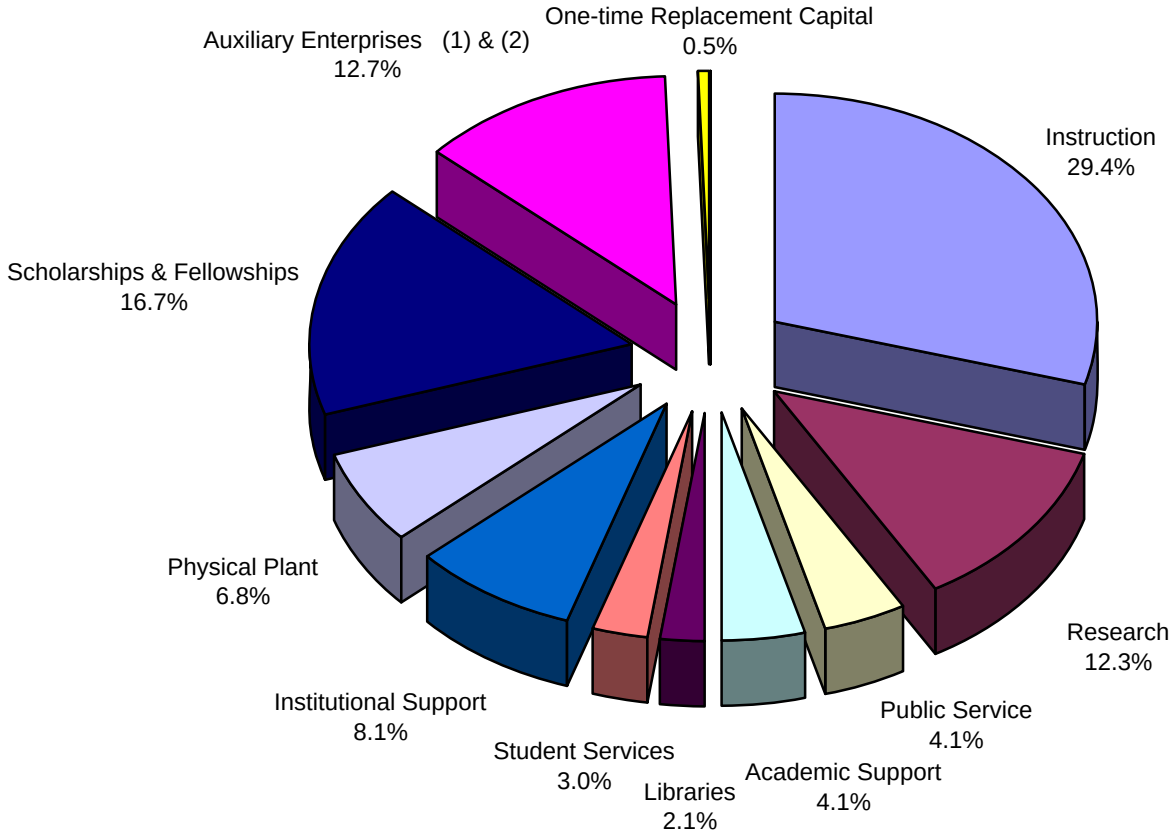
Idaho's College and Universities
Revenue Budget for all Funds by Source
Fiscal Year 2007



Idaho's College and Universities

Expenditure Budget for all Funds by Functional Classification

Fiscal Year 2007



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

4. Operating Budgets (Nonappropriated - Auxiliary Enterprises)

b. Operating Budgets
(1) Reports of revenues and expenditures must be submitted to the State Board of Education at the request of the Board.

5. Operating Budgets (Nonappropriated -- Local Service Operations)

c. Reports of revenues and expenditures must be submitted to the State Board of Education at the request of the Board.

6. Operating Budgets (Nonappropriated -- Other)

b. Reports of revenues and expenditures must be submitted to the State Board of Education at the request of the Board.

INSTITUTION / AGENCY AGENDA

SUBJECT

2ND Reading of Proposed Amendments to Board Policy, Section V.J.4.c – Travel and Moving Expenses.

REFERENCE

August 2006 Board approved First Reading of proposed policy

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.

No changes were made between 1st and 2nd Reading.

IMPACT

n/a

STAFF COMMENTS AND RECOMMENDATIONS

A process to grant an exception to the maximum reimbursement has been included in proposed Board policy, to coincide with newly-enacted state law.

Staff recommends approval of the agenda item.

BOARD ACTION

A motion to approve for second 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 _____

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SECOND 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 ($l0, 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.

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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 and retain professional staff, it may be necessary to defray normal intrastate and interstate moving expenses. The head of any department, office or institution of the state shall have the authority to decide whether or not to reimburse moving expenses for current or newly-hired state employees on a case-by-case basis up to ten percent (10%) of the employee's base salary or fifteen thousand dollars ($15,000), whichever is less, and in compliance with rules for the reimbursement of moving expenses promulgated by the division of human resources. Exceptions to the maximum moving expense reimbursement may be granted if approved in advance by the department director. Agencies shall submit a report to the division of financial management and the legislative services office by October 1 on all moving expense reimbursements granted in the preceding fiscal year.

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY

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.

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 18 permits from Boise State University, 10 permits from Idaho State University, and 10 permits from the University of Idaho.

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

IMPACT

N/A

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

State Board staff offers no comments or recommendations.

BOARD ACTION

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

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APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY

August 2006 – November 2006

EVENT	LOCATION	DATE (S)
Business After Hours – Trade Show	Morrison Center Main Hall	08/24/2006
Fall Reception – Renaisance Institute	Hemingway Center	09/08/2006
Mind of Mencia Live	Morrison Center Main Hall	09/17/2006
Elton John	Taco Bell Arena	09/20/2006
DMX Concert	Taco Bell Arena	09/21/2006
Boise Philharmonic	Morrison Center Main Hall	09/23/2006
Selland College Reception and Social	Culinary Arts Building	09/23/2006
Chicago	Morrison Center Main Hall	09/26-28/2006
Friends of Bob & Tom	Morrison Center main Hall	09/30/2006
Gingerbread Holiday Village	Jordan Ballroom SUB	11/17/2006
2007 National Smokejumper Reunion	SUB Patio	06/08/2007
2007 National Smokejumper Reunion	SUB Patio	06/09/2007
Corporate & VIP Hospitality – Pre-Game	Plaza of Keith and Catherine Stein Band Hall	08/31/2006
Corporate & VIP Hospitality – Pre-Game	Plaza of Keith and Catherine Stein Band Hall	09/07/2006
Corporate & VIP Hospitality – Pre-Game	Plaza of Keith and Catherine Stein Band Hall	09/23/2006
Corporate & VIP Hospitality – Pre-Game	Plaza of Keith and Catherine Stein Band Hall	10/07/2006
Corporate & VIP Hospitality – Pre-Game	Plaza of Keith and Catherine Stein Band Hall	11/01/2006
Corporate & VIP Hospitality – Pre-Game	Plaza of Keith and Catherine Stein Band Hall	11/18/2006

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY

August 2006 – November 2006

EVENT	LOCATION	DATE (S)
Dr. Arthur & Dr. Laura Vailas Reception	Bennion Student Union West Patio	08/31/2006
Social/Dinner/Film Viewing	PAC - Rotunda	09/09/2006
Alumni Art Show	Transition Art Galleries	09/18/2006
Naming of Wing of Education Building	Education Building	09/20/2006
Alumni Past Board Buffet	Electronic Classroom	09/21/2006
Student Gov. Activities 60's Reunion	SUB Woodriver	09/22/2006
Reception, Dinner & Performance to Honor Barbara Marshal	PAC – Rotunda	09/29/2006
5 year anniversary party	PAC – Rotunda	09/30/2006
ISU Foundation pre-concert event	PAC – Rotunda	11/04/2006
Harvest Moon Gala/Dinner & Dance	PAC – Rotunda	11/18/2006

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO

September 2006 - December 2006

EVENT	LOCATION	DATE (S)
Kane-Patton Wedding/Reception	Shattuck Arboretum – Amphitheater	09/02/2006
CAA Convocation/Open House	Prichard Art Gallery	09/07/2006
CAA Convocation/Dinner	Commons Plaza-Tent Location	09/08/2006
Brian Ellis Memorial Golf Tournament	UI Golf Course	09/09/2006
Cougar Baseball Alum Tournament	UI Golf Course	09/10/2006
Friends Annual Meeting	Pritchard Art Gallery	09/21/2006
Alumni Assn. Pasta Dinner/Social	Clearwater Room Commons	10/05/2006
University Gala	SUB 2nd Floor	10/05/2006
Navy/Marine Corps 231st Birthday Ball	SUB Ballroom	10/28/2006
President's Holiday Celebration	SUB 2nd Floor	12/02/2006

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.

TAB	DESCRIPTION	ACTION
1	PRESIDENT'S COUNCIL REPORT	Information Item
2	LEWIS-CLARK STATE COLLEGE PROGRESS REPORT	Information Item
3	AGENCY REPORT – IDAHO STATE HISTORICAL SOCIETY	Information Item
4	PTE UPDATE ON STATE PLAN FOR FEDERAL FUNDS - CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006	Information Item
5	SECOND READING - AMENDMENT TO BOARD POLICY – BY LAWS, H AND J	Motion to Approve
6	APPROVAL OF PENDING IDLA RULE	Motion to Approve
7	APPROVAL OF MPC BOWL ALCOHOL WAIVER	Motion to Approve

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SUBJECT

Presidents' Council Report.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Monthly report given by the President of the Presidents' 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.

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SUBJECT

Lewis-Clark State 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 Lewis-Clark State College has supplied an overview of its status and accomplishments.

DISCUSSION

Dene Thomas, President of Lewis-Clark State College, will be in attendance at the meeting and present a summary of the accomplishments and future goals of the institution.

IMPACT

President Thomas's presentation will provide the State Board members and others with current status information about Lewis-Clark State 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.

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SUBJECT

Idaho State Historical Society Progress Report

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

Steve Guerber, from Idaho State Historical Society (ISHS), will be in attendance at the meeting and present a summary of the accomplishments and future goals of ISHS.

IMPACT

Mr. Guerber's presentation will provide the State Board members and others with current status information about the Idaho State Historical Society.

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.

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STATE DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

SUBJECT

State Plan for Federal Funds under the Carl D. Perkins Career and Technical Education Act of 2006

APPLICABLE STATUTES, RULE OR POLICY

Sections 33-2201 through 33-2207, Idaho Code;
P.L. S.250, Carl D. Perkins Career and Technical Education Act of 2006;
IDAPA 55.01.01

BACKGROUND

P.L. 109-270, Carl D. Perkins Career and Technical Education Act of 2006 was signed by the President on August 12, 2006, reauthorizing the federal legislation for Professional-Technical Education through FY2013

DISCUSSION

The purpose of Perkins IV is to develop more fully the academic and career and technical skills of secondary and postsecondary education students who elect to enroll in career and technical education programs.

As the administrative agent of the State Board for Professional-Technical Education, the State Division of Professional-Technical Education is developing the State Plan in accordance with provisions of the Act for the period of July 1, 2007 through June 30, 2013 and will apply for the federal funds. The Division will present the Draft Plan at the Board's February, 2007 meeting and will request approval from the Board at the April, 2007 meeting.

IMPACT

Development of the Six-Year State Plan as required by P.L. 109-270, Carl D. Perkins Career and Technical Education Act of 2006

STAFF COMMENTS AND RECOMMENDATIONS

N/A

BOARD ACTION

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

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S.250

Carl D. Perkins Career and Technical Education Improvement Act of 2006
(Enrolled as Agreed to or Passed by Both House and Senate)

`SEC. 122. STATE PLAN.

`(a) State Plan-

`(1) IN GENERAL- Each eligible agency desiring assistance under this title for any fiscal year shall prepare and submit to the Secretary a State plan for a 6-year period, together with such annual revisions as the eligible agency determines to be necessary, except that, during the period described in section 4, each eligible agency may submit a transition plan that shall fulfill the eligible agency's obligation to submit a State plan under this section for the first fiscal year following the date of enactment of the Carl D . Perkins Career and Technical Education Improvement Act of 2006.

`(2) REVISIONS- Each eligible agency--

`(A) may submit such annual revisions of the State plan to the Secretary as the eligible agency determines to be necessary; and

`(B) shall, after the second year of the 6-year period, conduct a review of activities assisted under this title and submit any revisions of the State plan that the eligible agency determines necessary to the Secretary.

`(3) HEARING PROCESS- The eligible agency shall conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. A summary of such recommendations and the eligible agency's response to such recommendations shall be included in the State plan.

`(b) Plan Development-

`(1) IN GENERAL- The eligible agency shall--

`(A) develop the State plan in consultation with--

`(i) academic and career and technical education teachers, faculty, and administrators;

`(ii) career guidance and academic counselors;

`(iii) eligible recipients;

`(iv) charter school authorizers and organizers consistent with State law;

`(v) parents and students;

`(vi) institutions of higher education ;

`(vii) the State tech prep coordinator and representatives of tech prep consortia (if applicable);

`(viii) entities participating in activities described in section 111 of Public Law 105-220;

`(ix) interested community members (including parent and community organizations);

`(x) representatives of special populations;

`(xi) representatives of business and industry (including representatives of small business); and

`(xii) representatives of labor organizations in the State; and

`(B) consult the Governor of the State with respect to such development.

`(2) ACTIVITIES AND PROCEDURES- The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities described in paragraph (1) to participate in State and local decisions that relate to development of the State plan.

`(c) Plan Contents- The State plan shall include information that--

`(1) describes the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of--

`(A) the career and technical programs of study, which may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that--

`(i) incorporate secondary education and postsecondary education elements;

`(ii) include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education ;

`(iii) may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and

`(iv) lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

`(B) how the eligible agency, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in subparagraph (A);

`(C) how the eligible agency will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

`(D) how the eligible agency will make available information about career and technical programs of study offered by eligible recipients;

`(E) the secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by the eligible agency to develop, improve,

and expand access to appropriate technology in career and technical education programs;

`(F) the criteria that will be used by the eligible agency to approve eligible recipients for funds under this Act, including criteria to assess the extent to which the local plan will--

`(i) promote continuous improvement in academic achievement;

`(ii) promote continuous improvement of technical skill attainment; and

`(iii) identify and address current or emerging occupational opportunities;

`(G) how programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

`(H) how such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high skill, high wage, or high demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

`(I) how funds will be used to improve or develop new career and technical education courses--

`(i) at the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;

`(ii) at the postsecondary level that are relevant and challenging; and

`(iii) that lead to employment in high skill, high wage, or high demand occupations;

`(J) how the eligible agency will facilitate and coordinate communication on best practices among successful recipients of tech prep program grants under title II and eligible recipients to improve program quality and student achievement;

`(K) how funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

`(L) how the eligible agency will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration;

`(2) describes how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that--

`(A) promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for the appropriate

academic and career and technical education teachers to jointly develop and implement curricula and pedagogical strategies, as appropriate;

`(B) increases the percentage of teachers that meet teacher certification or licensing requirements;

`(C) is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

`(D) encourages applied learning that contributes to the academic and career and technical knowledge of the student;

`(E) provides the knowledge and skills needed to work with and improve instruction for special populations;

`(F) assists in accessing and utilizing data, including data provided under section 118, student achievement data, and data from assessments; and

`(G) promotes integration with professional development activities that the State carries out under title II of the Elementary and Secondary Education Act of 1965 and title II of the Higher Education Act of 1965;

`(3) describes efforts to improve--

`(A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

`(B) the transition to teaching from business and industry, including small business;

`(4) describes efforts to facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education ;

`(5) describes how the eligible agency will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of such career and technical education programs;

`(6) describes how funds received by the eligible agency through the allotment made under section 111 will be allocated--

`(A) among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation; and

`(B) among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation;

`(7) describes how the eligible agency will--

`(A) improve the academic and technical skills of students participating in career and technical education programs, including strengthening the academic and career and technical components of career and technical education programs through

the integration of academics with career and technical education to ensure learning in--

`(i) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

`(ii) career and technical education subjects;

`(B) provide students with strong experience in, and understanding of, all aspects of an industry; and

`(C) ensure that students who participate in such career and technical education programs are taught to the same challenging academic proficiencies as are taught to all other students;

`(8) describes how the eligible agency will annually evaluate the effectiveness of such career and technical education programs, and describe, to the extent practicable, how the eligible agency is coordinating such programs to ensure nonduplication with other Federal programs;

`(9) describes the eligible agency's program strategies for special populations, including a description of how individuals who are members of the special populations--

`(A) will be provided with equal access to activities assisted under this Act;

`(B) will not be discriminated against on the basis of their status as members of the special populations; and

`(C) will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and prepare special populations for further learning and for high skill, high wage, or high demand occupations;

`(10) describes--

`(A) the eligible agency's efforts to ensure that eligible recipients are given the opportunity to provide input in determining the State adjusted levels of performance described in section 113; and

`(B) how the eligible agency, in consultation with eligible recipients, will develop a process for the negotiation of local adjusted levels of performance under section 113(b)(4) if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3);

`(11) provides assurances that the eligible agency will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act which may be included as part of an audit of other Federal or State programs;

`(12) provides assurances that none of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization;

`(13) describes how the eligible agency will report data relating to students participating in career and technical education in order to adequately measure the progress of the students, including special populations, and how the eligible agency will ensure that the data reported to the eligible agency from local educational agencies and eligible institutions under this title and the data the eligible agency reports to the Secretary are complete, accurate, and reliable;

`(14) describes how the eligible agency will adequately address the needs of students in alternative education programs, if appropriate;

`(15) describes how the eligible agency will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance;

`(16) describes how career and technical education relates to State and regional occupational opportunities;

`(17) describes the methods proposed for the joint planning and coordination of programs carried out under this title with other Federal education programs;

`(18) describes how funds will be used to promote preparation for high skill, high wage, or high demand occupations and non-traditional fields;

`(19) describes how funds will be used to serve individuals in State correctional institutions; and

`(20) contains the description and information specified in sections 112(b)(8) and 121(c) of Public Law 105-220 concerning the provision of services only for postsecondary students and school dropouts.

`(d) Plan Options-

`(1) SINGLE PLAN- An eligible agency not choosing to consolidate funds under section 202 shall fulfill the plan or application submission requirements of this section, and section 201(c), by submitting a single State plan. In such plan, the eligible agency may allow recipients to fulfill the plan or application submission requirements of section 134 and subsections (a) and (b) of section 204 by submitting a single local plan.

`(2) PLAN SUBMITTED AS PART OF 501 PLAN- The eligible agency may submit the plan required under this section as part of the plan submitted under section 501 of Public Law 105-220, if the plan submitted pursuant to the requirement of this section meets the requirements of this Act.

`(e) Plan Approval-

`(1) IN GENERAL- The Secretary shall approve a State plan, or a revision to an approved State plan, unless the Secretary determines that--

`(A) the State plan, or revision, respectively, does not meet the requirements of this Act; or

`(B) the State's levels of performance on the core indicators of performance consistent with section 113 are not sufficiently rigorous to meet the purpose of this Act.

`(2) DISAPPROVAL- The Secretary shall not finally disapprove a State plan, except after giving the eligible agency notice and an opportunity for a hearing.

`(3) CONSULTATION- The eligible agency shall develop the portion of each State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education , postsecondary career and technical education , tech prep education , and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education , and the State agency responsible for secondary education . If a State agency finds that a portion of the final State plan is objectionable, the State agency shall file such objections with the eligible agency. The eligible agency shall respond to any objections of the State agency in the State plan submitted to the Secretary.

`(4) TIMEFRAME- A State plan shall be deemed approved by the Secretary if the Secretary has not responded to the eligible agency regarding the State plan within 90 days of the date the Secretary receives the State plan.

`SEC. 123. IMPROVEMENT PLANS.

`(a) State Program Improvement-

`(1) PLAN- If a State fails to meet at least 90 percent of an agreed upon State adjusted level of performance for any of the core indicators of performance described in section 113(b)(3), the eligible agency shall develop and implement a program improvement plan (with special consideration to performance gaps identified under section 113(c)(2)) in consultation with the appropriate agencies, individuals, and organizations during the first program year succeeding the program year for which the eligible agency failed to so meet the State adjusted level of performance for any of the core indicators of performance.

`(2) TECHNICAL ASSISTANCE- If the Secretary determines that an eligible agency is not properly implementing the eligible agency's responsibilities under section 122, or is not making substantial progress in meeting the purposes of this Act, based on the State's adjusted levels of performance, the Secretary shall work with the eligible agency to implement the improvement activities consistent with the requirements of this Act.

`(3) SUBSEQUENT ACTION-

`(A) IN GENERAL- The Secretary may, after notice and opportunity for a hearing, withhold from an eligible agency all, or a portion, of the eligible agency's allotment under paragraphs (2) and (3) of section 112(a) if the eligible agency--

`(i) fails to implement an improvement plan as described in paragraph (1);

`(ii) fails to make any improvement in meeting any of the State adjusted levels of performance for the core indicators of performance identified under paragraph (1) within the first program year of implementation of its improvement plan described in paragraph (1); or

`(iii) fails to meet at least 90 percent of an agreed upon State adjusted level of performance for the same core indicator of performance for 3 consecutive years.

`(B) WAIVER FOR EXCEPTIONAL CIRCUMSTANCES- The Secretary may waive the sanction in subparagraph (A) due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State.

`(4) FUNDS RESULTING FROM REDUCED ALLOTMENTS- The Secretary shall use funds withheld under paragraph (3) for a State served by an eligible agency to provide technical assistance, to assist in the development of an improved State improvement plan, or for other improvement activities consistent with the requirements of this Act for such State.

`(b) Local Program Improvement-

`(1) LOCAL EVALUATION- Each eligible agency shall evaluate annually, using the local adjusted levels of performance described in section 113(b)(4), the career and technical education activities of each eligible recipient receiving funds under this title.

`(2) PLAN- If, after reviewing the evaluation in paragraph (1), the eligible agency determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance described in section 113(b)(4), the eligible recipient shall develop and implement a program improvement plan (with special consideration to performance gaps identified under section 113(b)(4)(C)(ii)(II)) in consultation with the eligible agency, appropriate agencies, individuals, and organizations during the first program year succeeding the program year for which the eligible recipient failed to so meet any of the local adjusted levels of performance for any of the core indicators of performance.

`(3) TECHNICAL ASSISTANCE- If the eligible agency determines that an eligible recipient is not properly implementing the eligible recipient's responsibilities under section 134, or is not making substantial progress in meeting the purposes of this Act, based on the local adjusted levels of performance, the eligible agency shall work with the eligible recipient to implement improvement activities consistent with the requirements of this Act.

`(4) SUBSEQUENT ACTION-

`(A) IN GENERAL- The eligible agency may, after notice and opportunity for a hearing, withhold from the eligible recipient all, or a portion, of the eligible recipient's allotment under this title if the eligible recipient--

`(i) fails to implement an improvement plan as described in paragraph (2);

`(ii) fails to make any improvement in meeting any of the local adjusted levels of performance for the core indicators of performance identified under paragraph (2) within the first program year of implementation of its improvement plan described in paragraph (2); or

`(iii) fails to meet at least 90 percent of an agreed upon local adjusted level of performance for the same core indicator of performance for 3 consecutive years.

`(B) WAIVER FOR EXCEPTIONAL CIRCUMSTANCES- In determining whether to impose sanctions under subparagraph (A), the eligible agency may waive imposing sanctions--

`(i) due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the eligible recipient; or

`(ii) based on the impact on the eligible recipient's reported performance of the small size of the career and technical education program operated by the eligible recipient.

`(5) FUNDS RESULTING FROM REDUCED ALLOTMENTS- The eligible agency shall use funds withheld under paragraph (4) from an eligible recipient to provide (through alternative arrangements) services and activities to students within the area served by such recipient to meet the purposes of this Act.

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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.

Based on the Board's discussion during the first reading of these amendments, revisions have been made to the Board's Bylaws between first and second reading.

ATTACHMENTS

Bylaws H-J Page 3

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 _____

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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 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 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, 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.

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.

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 and agencies. 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

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 and agencies. 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

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. No member of the Business Affairs and Human Resources Committee shall serve on the Audit Committee. No employee of an institution, agency, or school under the governance of the Board shall serve on the Audit Committee. Each Audit Committee member shall be independent, free from any relationship that would interfere with the exercise of her or his independent judgment. Audit Committee members shall not be compensated for their service on the committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution, agency, or school under the governance of the Board. However, Audit Committee members who are Board members may be compensated for Board service. 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:

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 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, in conjunction with the executive director, assist 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.

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.

SUBJECT

Idaho Digital Learning Academy: Pending Rule

REFERENCE

Date	April 20, 2006	Approved Proposed Rule

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5501, Idaho Code, Idaho Digital Learning Academy Act of 2002

BACKGROUND

The 2002 Idaho Legislature created the Idaho Digital Learning Academy (IDAHO DIGITAL LEARNING ACADEMY) as an online, school-choice learning environment (Title 33 Chapter 55, Idaho Code). IDAHO DIGITAL LEARNING ACADEMY is a state virtual school providing Idaho students with greater access to a diverse assortment of courses and receives an annual appropriation from the Idaho legislature. This virtual school serving grades 7 thru 12 was created to address the educational needs of all Idaho students: traditional, home schooled, at-risk, and gifted learners. Rigorous online curriculum delivered by highly qualified faculty assists the state in preparing Idaho students to meet NCLB requirements, Idaho standards, and the increased demand from colleges and industry.

DISCUSSION

As part of Title 33, Chapter 55, the State Board of Education is directed to promulgate rules for IDAHO DIGITAL LEARNING ACADEMY. The purpose of this session is to review the pending rule in order to be in compliance with Idaho Code Title 33 Chapter 55. The following topics in the legislation are outlined for oversight by the Idaho State Board of Education: 1. Accreditation IC33-5504 (5); 2. Accountability IC33-5507 (3 & 4); 3. Fees out-of-state and adult learners IC33-5505 (3).

The pending rules are being presented without amendment from the proposed rules that were previously approved by the Board

IMPACT

IDAHO DIGITAL LEARNING ACADEMY served 2636 enrollments for 2005-2006 which is a 47% increase over last year. Eighty-eight school districts in the state participated in IDAHO DIGITAL LEARNING ACADEMY during 2005-2006 which represents 78% of the school districts in the state. The number one reason for taking IDAHO DIGITAL LEARNING ACADEMY courses is scheduling conflicts. Other reasons include credit recovery, course not offered, advanced placement, and early graduation. It is projected that IDAHO DIGITAL LEARNING ACADEMY will serve approximately 4000 enrollments for 2006-2007 and courses will be capped due to capacity.

ATTACHMENTS

Text of pending Rules Governing the Idaho Digital Learning Academy **page 3**
Section 33-5501, Idaho Code, Idaho Digital Learning Academy Act of 2002 **page 7**

BOARD ACTION

A motion to approve the pending Rules Governing the Idaho Digital Learning Academy.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

RULES GOVERNING THE IDAHO DIGITAL LEARNING ACADEMY

000. LEGAL AUTHORITY.
In accordance with Sections 33-5504, 33-5505, and 33-5507, Idaho Code, the Board shall promulgate rules implementing the provisions of Title 33, Chapter 55, Idaho Code. ( )

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.04.01, "Rules of the Idaho Digital Learning Academy". ( )

02. Scope. These rules provide the requirements for the governance and administration of the Idaho Digital Learning Academy's Board of Directors. ( )

002. WRITTEN INTERPRETATIONS.
There are no written interpretations of these Rules. ( )

003. ADMINISTRATIVE APPEALS.
Administrative appeals are governed by the Idaho Administrative Procedure Act, Title 67, Chapter 52 and the Rules of the Attorney General IDAPA.04.01.11. ( )

004. INCORPORATION BY REFERENCE.
There are no documents incorporated by Reference to these rules. ( )

005. OFFICE – OFFICE HOURS –MAILING ADDRESS AND STREET ADDRESS.
The Idaho Digital Learning Academy is located in Boise, Idaho. ( )

01. Office Hours. The Idaho Digital Learning Academy's offices are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. ( )

02. Street Address. The offices of the Idaho Digital Learning Academy are located at 1906 S. Vista Ave., Suite B , Boise, Idaho. ( )

03. Mailing Address. The mailing address of the Idaho Digital Learning Academy is 1906 S. Vista Ave., Suite B, Boise, Idaho 83705. ( )

04. Telephone Number. The telephone number of the Idaho Digital Learning Academy is 208-342-0207. ( )

05. Facsimile. The facsimile number of the Idaho Digital Learning Academy is 208-342-1031. ( )

06. Electronic Address. The electronic address of the Idaho Digital Learning Academy is http://idla.k12.id.us and email address is idla@idla.k12.id.us . ( )

006. PUBLIC RECORDS ACT COMPLIANCE.
The Idaho Digital Learning Academy's records are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. ( )

007 – 009. (RESERVED).

010. DEFINITIONS.

01. Idaho Digital Learning Academy (IDLA). Idaho digital learning academy is defined in Section 33-5505(3) and means an online educational program organized as a fully accredited secondary school with statewide capabilities for delivering accredited courses to Idaho resident students in grades seven (7) through twelve (12) at no cost to the student unless the student enrolls in additional courses beyond full-time enrollment. Participation in the academy by public school students shall be in compliance with academy and local school district policies. Adult learners and out-of-state students shall pay tuition commensurate with rates established by the state board with the advice of the superintendent, and such funds shall be included in the budget and audit of the academy's fiscal records. ( )

02. Acceptable Use Policy (AUP). An Acceptable Use Policy is a policy that governs behavior in a computer or online environment. An Acceptable Use Policy outlines appropriate and inappropriate behavior, including specific examples of inappropriate behavior as well as the consequences of violating the policy. Acceptable use guidelines include, but are not limited to, guidelines pertaining to the use of profanity or threatening language, copyright violations, revealing personal information (either their own or someone else's), disrupting the use of a school network, or importation of sexually explicit, drug-related, and other offensive materials into the course environment. ( )

03. Designee. In the absence of the IDLA Director, a representative from the IDLA Board of Directors or an administrative staff member may be appointed by the IDLA Board of Directors to serve as designee. ( )

011 – 100. (RESERVED).

101. ACCREDITATION.
IDLA must submit proof of accreditation that meets accreditation standards of the state of Idaho and the northwest accreditation association to the State Board of Education annually. ( )

102. ACCOUNTABILITY.

01. Exams. Each IDLA semester course will require the student to take a comprehensive final exam at an approved site under proctored conditions. ( )

02. Student Work and Ethical Conduct.

a. IDLA will inform students in writing of the consequences of plagiarism. The consequences for plagiarism are set out in each class syllabus that each student receives prior to the beginning of each class. IDLA will investigate suspected cases of plagiarism and inform parents, students, and the local school district when a suspected case arises. ( )

b. Acceptable use and behavior in a distance-learning environment is determined by local school district's policies and is covered by the district's AUP signed by the student and the student's parent. The student and parent will agree to abide by an IDLA AUP specifically governing behavior in an online school. IDLA will provide a copy of the IDLA AUP to the Idaho State Board of Education in the IDLA Annual Report. ( )

c. In a case of violation of the acceptable use policy or other disciplinary issues, IDLA will notify the local school district. The local school district is responsible for the appropriate disciplinary action. IDLA should be notified by the local school district of any disciplinary action resulting from a student's participation in an IDLA course. ( )

d. The IDLA Director or designee reserves the right to deny disruptive students access to IDLA courses in the future or remove them from participating in an existing course. Appeals to the denial or removal from a course may be made in writing to the IDLA Board of Directors discussing the circumstances for removal or denial. The IDLA Board of Directors will review the appeal and hold a telephone conference to allow the student an opportunity to speak to the issue. The IDLA Board of Directors will issue a final decision within ten (10) days of the telephone conference. ( )

03. Teacher Interaction. IDLA faculty are required to contact students within the first month of class. Contact includes phone, regular mail, email, or other technological means. IDLA faculty are required to submit periodic progress reports and final course percentages for individual students' grades which are then reported to the local school district. ( )

103. FEES.
The IDLA fee schedule will be provided to the Idaho State Board of Education in the IDLA Annual Report to the State Board of Education. ( )

104. – 999. (RESERVED).

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TITLE 33
EDUCATION
CHAPTER 55
IDAHO DIGITAL LEARNING ACADEMY

33-5501. SHORT TITLE. This chapter shall be known and may be cited as the "Idaho Digital Learning Academy Act of 2002."

33-5502. CREATION -- LEGISLATIVE FINDINGS -- GOAL. (1) There is hereby created within the state department of education the Idaho digital learning academy, a school-choice learning environment which joins the best technology with the best instructional practices.

(2) The legislature finds that it is in the best public interest to create the Idaho digital learning academy based on findings that indicate:

(a) Technology continues to impact all facets of life, including the education of students of school age and adult learners;

(b) Systems for delivery of education are as diverse as the learners;

(c) Public school systems are seeking high quality educational choices within the public system, and are aligning curriculum and assessment with state achievement standards; and

(d) The development of a comprehensive digital learning environment is cost prohibitive for individual school districts.

(3) The goal of the digital learning academy is to provide choice, accessibility, flexibility, quality and equity in curricular offerings for secondary students in this state.

33-5503. ACADEMY BOARD OF DIRECTORS. (1) There is hereby created an academy board of directors which shall be responsible for the development and oversight of the Idaho digital learning academy.

(2) The academy board of directors shall be comprised of seven (7) voting members and two (2) nonvoting members as follows:

(a) Three (3) members shall be superintendents, each elected to a three (3) year term and each representing two (2) educational classification regions as established by the state board of education. One (1) superintendent shall be elected from among the superintendents in regions one and two on a rotating term basis between the two (2) regions; one (1) superintendent shall be elected from among the superintendents in regions three and four on a rotating term basis between the two (2) regions; and one (1) superintendent shall be elected from among the superintendents in regions five and six on a rotating term basis between the two (2) regions;

(b) Two (2) members shall be high school principals, each elected to a three (3) year term by the governing body of the Idaho association of secondary school administrators;

(c) Two (2) members shall be citizens at-large who are not professional educators, appointed by the members of the academy board, each to a term of three (3) years; and

(d) Two (2) members shall be ex officio, nonvoting members: (i) the state superintendent of public instruction who shall serve concurrently with the term of office to which the state superintendent is elected, and (ii) a member appointed by the academy board of directors to serve as secretary to the academy board.

(3) For purposes of establishing staggered terms of office, the initial term of office for the superintendent position representing educational classification regions one and two shall be one (1) year, and thereafter shall be three (3) years. The initial term of office for the superintendent position representing educational classification regions three

and four shall be two (2) years, and thereafter shall be three (3) years. The superintendent position representing educational classification regions five and six shall be three (3) years. The initial term of office for one (1) high school principal position shall be one (1) year and thereafter shall be three (3) years, and the initial term of office for the other high school principal position shall be two (2) years and thereafter shall be three (3) years. The initial term of office for one (1) member at-large shall be one (1) year and thereafter shall be three (3) years, and the term of office for the other member at-large shall be three (3) years.

(4) No voting member shall serve for more than two (2) consecutive full terms. Members of the board who are appointed to fill vacancies which occur prior to the expiration of a former member's full term shall serve the unexpired portion of such term.

(5) The board shall meet in person at least three (3) times annually; none of these three (3) meetings shall be conducted by telephone or video conferencing.

33-5504. DUTIES OF THE ACADEMY BOARD OF DIRECTORS. The board shall be responsible for ensuring that academy procedures and courses are in compliance with the rules of the state board of education and applicable statutes of the state of Idaho. In addition, the board shall:

(1) Recommend policies to be established by rule of the state board for effecting the purposes of this chapter.

(2) Employ staff as follows:

(a) A director who shall be responsible for staff development, staff evaluation, program development and oversight, and quality assurance;

(b) A curriculum and instruction coordinator who shall be responsible for training faculty in online course design, development and delivery, and shall assist the director in quality assurance;

(c) Clerical staff as necessary to manage student information, maintain student records, manage academy correspondence, and oversee basic financial accounting as directed;

(d) Appropriate technology staff who shall support faculty in understanding and applying the technical aspects of online course development and delivery;

(e) Faculty and teaching staff who are fully certificated Idaho teachers, to design and deliver planned curriculum content. Such staff shall be provided appropriate and sufficient training as necessary. The number of such staff shall largely be dictated by the number of courses under development, the number of courses offered, and the number of students participating in academy programs.

(3) Obtain housing where actual operations of the academy are conducted by academy staff.

(4) Contract with a service provider for delivery of academy courses online which shall be accessible twenty-four (24) hours a day, seven (7) days a week.

(5) Ensure that the academy is accredited by the state of Idaho and the northwest accreditation association.

(6) Develop policy for earning credit in courses based on mastery of the subject, demonstrated competency, and meeting the standards set for each course.

(7) Provide for articulating the content of certain high school courses with college and university courses in order to award both high school and undergraduate college credit.

(8) Develop policies and practices which provide strict application of time limits for completion of courses.

(9) Develop policies and practices on accountability, both by the student and the teacher, and in accordance with the provisions of section 33-5507, Idaho Code.

(10) Manage the moneys disbursed to the academy board from the superintendent.

(11) Set fees charged to school districts for student participation; fees charged for summer school; and fees charged to students and adults for professional development offerings.

33-5505. DEFINITIONS. As used in this chapter:

(1) "Academy board," also referred to in this chapter as "the board" means the board of directors of the Idaho digital learning academy as such board is created in section 33-5503, Idaho Code.

(2) "Host district" means an Idaho school district where the fiscal operations of the Idaho digital learning academy are housed.

(3) "Idaho digital learning academy" means an online educational program organized as a fully accredited secondary school with statewide capabilities for delivering accredited courses to Idaho resident students in grades seven (7) through twelve (12) at no cost to the student unless the student enrolls in additional courses beyond full-time enrollment. Participation in the academy by public school students shall be in compliance with academy and local school district policies. Adult learners and out-of-state students shall pay tuition commensurate with rates established by the state board with the advice of the superintendent, and such funds shall be included in the budget and audit of the academy's fiscal records.

(4) "State board" means the Idaho state board of education. The board is authorized and directed, with the advice and recommendation of the academy board of directors, to promulgate rules to implement the provisions of this chapter.

(5) "Superintendent" means the Idaho state superintendent of public instruction.

33-5506. COURSES -- DEVELOPMENT -- BROKERED -- CREDIT -- ACCREDITATION.

Online courses shall reflect state of the art in multimedia-based digital learning. Courses offered shall be of high quality in appearance and presentation, and shall be designed to meet the needs of all students regardless of the student's level of learning.

(1) All courses developed under the auspices of the academy are the property of the academy. Courses may be developed by qualified Idaho teachers who possess the necessary technical background and instructional expertise. Such persons may also be hired to deliver the course online. Nothing shall prevent the board from providing additional training to teachers in the development and online delivery of courses.

(2) At the discretion of the board with consideration for necessity, convenience and cost effectiveness, brokered courses developed by outside sources may be obtained for use by the academy; however, such courses shall be taught online by Idaho teachers unless special circumstances determined by the director require a waiver of this requirement.

(3) Credit earned in courses shall be based on such criteria as mastery of the subject, demonstrated competency, and meeting the standards set for each course, in contrast to credit earned in a traditional classroom based on time spent in the classroom.

(4) All courses shall meet criteria established by the state of Idaho and the northwest accreditation association as necessary for accreditation of the academy.

33-5507. REGISTRATION -- ACCOUNTABILITY. (1) A student may register with the academy upon recommendation from a traditional school counselor or administrator, or may register directly with the academy if there is no current public school affiliation. However, in order for coursework completed through the academy to be recorded on the student's transcript, the student shall indicate which secondary school is to receive and record credits earned.

(2) Students who register for courses shall provide the name of a responsible adult who shall be the contact person for the academy in situations which require consultation regarding the student's conduct and performance. A designated responsible adult for students with a school affiliation may be a teacher, a counselor or a distance learning coordinator. For home schooled students, a parent or guardian may be designated.

(3) Policies of accountability as established by rule of the state board shall address the special conditions which exist in an environment where there is reduced face-to-face contact between student and teacher; where students access courses at any time of day, from any location and at the student's own pace; where online etiquette and ethics should be clearly understood and required of all participants; and where all students' participation is monitored by online teachers and academy personnel.

(4) Policies shall be established by rule of the state board for student-related issues including taking exams, proctored or unproctored; ensuring that the work is being done by the student; and ensuring that ethical conduct and proper etiquette are always observed by all participants.

33-5508. FUNDING. (1) Funding for the infrastructure of the program shall be provided from an annual budget request to the legislature from the superintendent of public instruction. The superintendent shall disburse the funds to the Idaho digital learning academy board of directors who shall use the moneys to develop courses and maintain operations of the academy.

(2) Additional funding for course offerings through the Idaho digital learning academy shall be added to the Idaho digital learning academy budget by charging fees to the school districts for student participation. These fees shall be established annually by the Idaho digital learning academy board of directors and shall reflect the various types of course offerings available. Fees for summer school and professional development offerings to students and adults shall also be established by the Idaho digital learning academy board of directors.

33-5509. DIGITAL LEARNING ACADEMY A STATE DEPARTMENT FOR PURPOSES OF RISK MANAGEMENT. For risk management purposes, the Idaho digital learning academy shall be considered a state department for purposes of risk management pursuant to chapter 57, title 67, Idaho Code, and the department of administration shall treat it as such.

BOISE STATE UNIVERSITY – MPC Bowl

SUBJECT

MPC Bowl and Boise State University request operation of a corporate tent village, including the serving of alcohol, during the MPC Bowl game.

APPLICABLE STATUTE, RULE, OR POLICY

SBOE Policy I.J – Use of Institutional Facilities and Services With Regard to the Private Sector

BACKGROUND

Attached is the report from the MPC Bowl regarding the corporate tent village activities from the 2005 MPC Bowl game. This report was requested by the Board and is being presented in conjunction with the request to operate a corporate tent village again for the 2006 game.

DISCUSSION

As noted in the report, the 2005 corporate tent village was a great success. The corporate tent village has become an important part of the annual MPC Bowl event. The tent village was a showcase of interactive technology and included 64 tents.

Most importantly, the Boise City Police Department was present and readily available during the entire event and reported no incidents of underage drinking, serving intoxicated persons, unruly behavior or other violations of law or State Board policy. The event has operated safely and effectively for the last two years and has become a significant benefit to the Bowl game, the University, the community and the state.

The request is to allow the Bowl game to conduct the corporate tent village in compliance with existing State Board of Education policies. Additionally, the MPC Bowl will institute the control measures outlined in the request, to wit:

1. A secured area surrounded by a fence to control access to and from the area.
2. A color-coded wrist band or pass admission system that would identify attendees and invited guests.
3. 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 age in Idaho is 21 and that at no time should they allow any underage drinking and/or the serving of alcohol to visibly intoxicated patrons.
4. Two entry points manned by security personnel.
5. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
6. Security personnel will not allow patrons to exit the area with alcoholic beverages.

7. 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 $3,000,000 and to make sure that the proper permits and licenses are obtained.
8. The area is for sponsors to entertain clients/guests for the fall 2006 MPC Bowl, including the sales and service of alcohol;
9. It is brought back to the Board, after the conclusion of the 2006 game, for reconsideration for 2007.

IMPACT

Since this event has been a major part of the community, it has made a positive impact on the economics of the community. In addition, the University earns commission revenues from the sale of food and beverages provided by Aramark, the University's food service provider. The University will also earn lease revenues from the rental of corporate tents.

The University will ensure that all the requirements of the Board's policies are met.

ATTACHMENT

1. Board Policy I.J – Use of Institutional Facilities and Services with Regard to the Private Sector. page 5

2. Letter form Gary Beck, Executive Direct, MPC Bowl page 11

3. Report from Gary Beck, Executive Director, MPC Bowl regarding the MPC Bowl Corporate Tent Village event that took place on December 28th, 2005. page 12

STAFF COMMENTS AND RECOMMENDATIONS

Staff notes that not all of the conditions associated with the regular home football games have been included as conditions for the MPC Bowl. Those conditions are:

1. Four-hour duration, ending at kick-off;
2. No alcohol making or distributing companies may be allowed to sponsor the activities or tents.

Staff also notes there is no mention of persons under the age of 21 attending the event.

Staff has reviewed the request and finds it to be in compliance with Board policy aside from the items noted above. Should the Board decide they agree with the removal of the above items, staff would recommend approval of the request.

BOARD ACTION

A motion 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 MPC Bowl game, subject to the following terms and conditions:

1. A secured area surrounded by a fence to control access to and from the area.
2. A color-coded wrist band or pass admission system that would identify attendees and invited guests.
3. 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 age in Idaho is 21 and that at no time should they allow any underage drinking and/or the serving of alcohol to visibly intoxicated patrons.
4. Two entry points manned by security personnel.
5. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
6. Security personnel will not allow patrons to exit the area with alcoholic beverages.
7. 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 $3,000,000 and to make sure that the proper permits and licenses are obtained.
8. The area is for sponsors to entertain clients/guests for the fall 2006 MPC Bowl, including the sales and service of alcohol;
9. It is brought back to the Board, after the conclusion of the 2006 game, for reconsideration for 2007.

Moved by _____ Seconded by _____ Carried Yes ____ No ___

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J. Use of Institutional Facilities and Services

1. Use of Institutional Facilities and Services

   a. Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes. Such services and facilities, when provided, should be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector. The institutions' provision of services and facilities should be educationally related. In addition, the Board recognizes that the institutions have a role in assisting community and economic development in a manner that supports the activities of the private sector. To this end, cooperation with local, state, and federal agencies is encouraged.

   b. Priority and guidelines for use of institutional services and facilities is as follows:

      (1) Institutionally sponsored programs and projects.

      (2) Community programs or projects of an educational nature where the services or facilities provided by the institutions are directly related to the teaching, research, or service mission of the institution.

      (3) Local, state, or federally sponsored programs and projects.

      (4) The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the approximate number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.

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

   a. Board Administrative Rules IDAPA 08.01.08 provides requirements relative to alcoholic beverages on campus grounds. Said rules generally prohibit the possession or consumption of alcoholic beverages in areas open to and most commonly used by the general public on campus grounds. The rules authorize the Board to waive the prohibition pursuant to Board policies and procedures. The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by and in compliance with this policy. The grant of any such waiver shall be determined by the chief executive officer ("CEO") only in compliance with this Policy and in accordance with the provisions set forth herein, and not as a matter of right to any other person or party, in doing so, the chief executive officer must ensure

that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution.

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

(1) An Alcohol Beverage Permit may be granted only for a specifically designated event (hereinafter "Permitted Event"). Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution. The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession and consumption of alcoholic beverages. The time period for the activity must be a single contiguous time period for a separate defined occurrence (such as a dinner, a conference, a reception, a concert, a sporting competition and the like). An extended series of events or a continuous activity with no pre-determined conclusion shall not be a Permitted Event. The area or location of the Permitted Event, the restricted space or area therein for possession and consumption of alcoholic beverages and the applicable time periods for the Permitted Event must each be set forth in the Alcohol Beverage Permit and in the application therefore.

(2) The serving of alcoholic beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving alcoholic beverages only. Food must be available at the Permitted Event. Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.

(3) Non-alcoholic beverages must be as readily available as alcoholic beverages at the Permitted Event.

(4) A Permitted Event must be one requiring paid admission through purchase of a ticket or through payment of a registration fee, or one where admission is by written, personal invitation. Events generally open to participation by the public without admission charges or without written personal invitation shall not be eligible for an alcoholic beverage permit. Only persons who have purchased a ticket or paid a registration fee for attendance at a Permitted Event, or who have received a written invitation to a Permitted Event, and who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.

(5) Permitted Events which are generally open to the public through purchase of a ticket (such as sporting events, concerts or other entertainment events) must set out a confined and defined area where alcoholic beverages may be possessed and consumed. For such events, the defined area where alcoholic beverages may be possessed and consumed shall be clearly marked as such, and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Only those individuals lawfully attending the Permitted Event who are of lawful age to consume alcoholic beverages may be allowed into the defined area, provided that such individuals may be accompanied by youth for whom they are responsible, but only if such youth are, at all times, under the supervision and control of such individuals. For such events there shall be sufficient space outside of the area where alcoholic beverages may be possessed and consumed to accommodate the participating public who do not wish to be present where alcoholic beverages are being consumed.

(6) No student athletic events, (including without limitation NCAA, NIT, NAIA and intramural student athletic events) occurring in college or university owned, leased or operated facilities, or anywhere on campus grounds, shall be Permitted Events, nor shall a Permitted Event be allowed in conjunction with any such student athletic event.

(7) An Alcohol Beverage Permit for a Permitted Event to which attendance is limited to individuals who have received a personal written invitation, or to those who have registered to participate in a particular conference (for example, a reception, a dinner, an exclusive conference) may allow alcoholic beverages to be possessed and consumed throughout the area of the event, provided that the area of the event is fully enclosed, and provided further that the area of the event must be such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Additionally, the area of the Permitted Event must not be open to access by the general public, or to

access by persons other than those properly participating in the Permitted Event.

(8) Application for an Alcohol Beverage Permit must be made by the organizers of the event. Such organizers must comply with all applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession sale and consumption of alcoholic beverages.

(9) The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.

(10) The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Any alcoholic beverages allowed at a Permitted Event shall be supplied through authorized contractors of the organizers (such as caterers hired by the organizers). In no event shall the institution supply or sell alcoholic beverages directly. In no event shall the general public, or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.

(11) The person/group issued the Beverage Permit and the contractors supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. Further, the person/group must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than $500,000 minimum coverage per occurrence. Such insurance must list the permitted person/group, the contractor, the institution, the State Board of Education and the State of Idaho as additional insured's, and the proof of insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional insured's.

(12) The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which times shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the event prior to closure of the event.

(13) These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.

c. Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by persons of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility. Possession of alcohol within the general use areas of a residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed. The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another room mate or room mates) as their individual living space.

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July 7, 2006

Dear State Board of Education Members:

Please accept this letter as a formal request permitting the MPC Computers Bowl to continue with the Corporate Tent Village event during the Bowl Game at Bronco Stadium for the purpose of providing an area to allow local corporations to entertain clients and guests. The Corporate Tent Village is now entering into its fourth year and it has become the cornerstone of community involvement with the Game. As in past years, the Bowl is planning to construct a corporate tent village which would allow corporations to provide food and beverage (non alcoholic and alcoholic) to their guests during our bowl game. The area will not be open to the general public. To date, the Corporate Tent Village has not had a single incident that violated the Bowl's and State of Idaho's policy on alcohol or unruly behavior. The Bowl will again provide the following control measures:

1. A secured area surrounded by a fence to control access to and from the area.
2. A color coded wrist band admission system that would identify attendees and invited guest.
3. Companies involved in the tent village will be sent a letter outlining the tent village/State of Idaho alcohol policy. The letter will state the minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or the serving of alcohol to visibly intoxicated patrons.
4. Two entry points manned by security personnel that will verify age of patrons and issue a different colored wristband signifying the patron is over the legal drinking age.
5. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
6. Security personnel will not allow patrons to exit the area with alcoholic beverages.
7. The date of the event is scheduled for December 31, 2006.
8. Provide a minimum of $3,000,000 insurance policy that will insure and indemnify the State of Idaho, the State Board of Education and Boise State University.
9. Obtain all necessary permits and licenses required.

Thank you for your consideration. Please feel free to contact me at 208-424-1011 if further details and/or measures need to be identified or implemented.

Sincerely,

Gary Beck Executive Director

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July 7, 2006

Submitted by: Gary Beck, Executive Director

Dear State Board of Education Members:

Please accept this letter as a formal report on the MPC Computers Bowl Corporate Tent Village event that took place on December 28, 2005.

The event took place during the 2005 MPC Computers Bowl in the grass area north of Bronco Stadium. The Village comprised of 64 tents, a large interactive technology pavilion, a live entertainment stage and approximately 7,000 attendees. There were two entrances to the village, one on the East side, the other on the North side of the area just north of Bronco Stadium. The following control measures were in place:

- Each entrance had two types of entrances. One for attendees under 21 and the other for attendees over 21.
- A total of six uniformed security personnel were present at each gate. Two were assigned to the under 21 line which checked for the red color coded wristband that allowed access to the village. The other four were assigned to the over 21 line to check for the red color coded wristband that allowed access to the village and to verify that the attendee was in fact over 21. Once the attendee age was verified over 21, the security personnel attached a green wristband to the attendee signifying they are of legal drinking age. No attendee was issued a wristband without proper identification.
- Security personnel were instructed not to allow alcoholic beverages of any kind to leave the secure area of the Tent Village.
- Companies involved in the tent village were sent a letter outlining the tent village/State of Idaho alcohol policy. The letter stated the minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or the serving of alcohol to visibly intoxicated patrons.
- Boise Police Department was present in the Village during the event monitoring wristband policy and general attendee behavior. No incidents of underage drinking or unruly behavior were reported or noted.

In conclusion, the Corporate Tent Village over the past three years has had no incidents of underage drinking or unruly behavior. In fact, the Village has become the cornerstone of community involvement with the Bowl and a great way to display Idaho hospitality to our out of town guests.

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TAB	DESCRIPTION	ACTION
1	IDAHO STATE BOARD OF EDUCATION REPORT ON COMMONALITIES AND DIFFERENCES AMONG COLLEGES AND SCHOOLS WITHIN IDAHO'S PUBLIC HIGHER EDUCATION INSTITUTIONS	Information Item
2	IDAHO STATE BOARD OF EDUCATION REPORT ON DUAL CREDIT ACTIVITY WITHIN IDAHO'S POSTSECONDARY INSTITUTIONS	Information Item
3	FIRST READING, AMENDMENT TO IDAHO STATE BOARD OF EDUCATION GOVERNING POLICIES & PROCEDURES, SECTION II.G.6.B.2, ACQUISITION OF TENURE	Motion to Approve
4	THE DEAF/BLIND EDUCATION WORKGROUP RECOMMENDATIONS	Motion to Approve
5	UPDATE ON THE JUST FOR THE KIDS (JFTK)	Information Item
6	BEST PRACTICE IDAHO: WALLACE HIGH SCHOOL SENIORS IN TRANSITION PROGRAM	Information Item

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SUBJECT

Idaho State Board of Education Report on Commonalities and Differences among Colleges and Schools within Idaho's Public Higher Education Institutions

REFERENCE

December 1, 2005	The Board directed the Presidents to review respective Colleges and programs and provide a series of reports to assist them in understanding the commonalities and differences among disciplinary colleges and schools within the public institutions of the state.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

The State Board of Education oversees higher education academic delivery and approves all new postsecondary programs from Idaho's public institutions. As per Board Policy III.Z.(1), the purpose of the 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."

DISCUSSION

At the December 2005 meeting, the Board requested that the Presidents examine the various colleges and programs at their respective institutions and provide a report on how programs are different and similar and if there are commonalities, why those programs or colleges are necessary within the state.

The Council on Academic Affairs and Programs (CAAP) committee, in concert with Board staff, discussed and developed a template for institutions to complete to ensure the Board receives like information. In addition to the template, a timeline was created and other disciplines were identified that will be reported to the Board over the next year. The template and timeline were shared with the Presidents' Council before a final template was agreed upon. A final template and timeline was shared with the Board in June and was provided to the institutions for completion. It was agreed that the first series of these reports would be on engineering programs in the state to be reported at the Board's October meeting. Attached is a report for Boise State University, Idaho State University, and University of Idaho.

IMPACT

Board staff provided the following analysis of enrollment for the engineering programs offered by Boise State University, Idaho State University, and the University of Idaho.

Idaho's Public Higher Education Institutions

Engineering Programs

Enrollment

	BSU	% of Total	ISU	% of Total	UI	% of Total	Total Engineering Enrollment	% Change	Total Institution Enrollment	% Change
2005	1,425	34.7%	589	14.3%	2,095	51.0%	4,109		42,733	
2006	1,490	37.0%	565	14.0%	1,969	48.9%	4,024	-2.1%	42,852	0.3%
2007	1,609	41.0%	542	13.8%	1,771	45.2%	3,922	-2.5%	41,156	-4.0%

ATTACHMENTS

Attachment 1 – Boise State University BSU – Page 1
Attachment 2 – Idaho State University ISU – Page 1
Attachment 3 – University of Idaho UI – Page 1

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.

Idaho State Board of Education Report
on
Commonalities and Differences among Colleges and Schools
within
Idaho's Public Higher Education Institutions

BACKGROUND

At the December 2005 Idaho State Board of Education meeting, the college and university presidents were asked to prepare a series of reports to assist the board in understanding the commonalities and differences among disciplinary colleges and schools within the public institutions of the state.

SCOPE OF WORK

The following reports will be provided at the regularly scheduled Board meetings.

School/College	Board Meeting
Engineering	October 2006
Education	February 2007
Business	June 2007
Health Sciences (selected areas TBA)	October 2007

PROCESS

The institutions will prepare a report based on the following template. Reports from the institutions will be reviewed and an executive summary will be prepared for Board review.

Date: August 31, 2006

Institution: Boise State University

School/College/or program(s) within the disciplinary area to be reviewed:

College of Engineering
- Department of Civil Engineering
- Department of Computer Science
- Department of Construction Management
- Department of Electrical and Computer Engineering
- Department of Instructional and Performance Technology
- Department of Materials Science and Engineering
- Department of Mechanical and Biomedical Engineering

I. Brief History of College/School (limit to 250 words):

The history of the College of Engineering at Boise State University is inexorably linked to the transformation of southwest Idaho into a vibrant technology center. Engineering in Boise was initially a pre-engineering program at Boise Junior College in the 1950s. In

1988, the University of Idaho established an off-campus center in Boise in cooperation with Boise State University to provide expanded undergraduate engineering offerings. By 1995, approximately 50 engineering students had graduated with the majority of their courses taken in Boise, and more than 100 students were enrolled in the program. With the growth of Micron Technology and other high-tech companies, demand increased in southwest Idaho for engineers and for graduate engineering education for area professionals. With approval from the Idaho State Board of Education, Boise State University began offering four-year undergraduate engineering programs in 1996, and the College of Engineering was formed in 1997.

Building the College of Engineering was literally a community effort with Micron Technology leading a $6 million challenge that was met with contributions from the Laura Moore Cunningham Foundation, Harry W. Morrison Foundation, Idaho Power, Intermountain Gas, Extended Systems, ECCO, Nelson Construction, Gannett, and other companies and individuals. Additionally, Hewlett Packard awarded $1.6 million for computer equipment. Micron and area supporters have continued major gifts to grow the college.

Programmatically, the college has been built by strategically adding programs with unique contributions to Idaho technology endeavors, and by recruiting first-rate faculty who can advance Boise State's transition to a Metropolitan Research University of Distinction.

II. Degrees Offered by School/College or Program(s) within Disciplinary Area under Review:

Degree name	Level	Specializations within the discipline (to reflect a national perspective) †	Specializations offered within the degree at the institution††
Biomedical Engineering Undergraduate minor	Minor	Devices and prosthetics Biomaterials Instrumentation Imaging Biomechanics Tissue engineering Bioinformatics	Biomaterials Biomechanics Imaging Bioinformatics
Civil Engineering Undergraduate minor	Minor	Same as below	Same as below
Civil Engineering Bachelor of Science	BS	Architectural Environmental Geotechnical Hydrological Materials Structural Surveying Transportation Water resources (and other specialties)	Environmental Geotechnical Structural Transportation

Civil Engineering Master of Engineering	MEngr	Environmental Geotechnical Hydrological Materials Structural Transportation Water resources	Geo-environmental Structural Transportation
Civil Engineering Master of Science	MS	Environmental Geotechnical Hydrological Materials Structural Transportation Water resources	Geo-environmental Structural Transportation
Computer Engineering Master of Engineering	MEngr	Coding, cryptography and information protection Communications and wireless networks Compilers and operating systems Computational science Networks Mobile computing Distributed systems System architecture Parallel processing Computer vision Robotics ICs, VLSI design, testing, CAD Signal, image and speech processing (and many more specialties)	Bioinformatics Parallel computing Reconfigurable computing Hardware/software codesign Asynchronous systems Embedded & microprocessor-based systems Wireless systems
Computer Engineering Master of Science	MS	Same as above	Same as above
Computer Science Undergraduate minor	Minor	Software engineering Algorithms	Software engineering Algorithms
Computer Science Bachelor of Science	BS	Artificial intelligence (many subareas) Software engineering (many subareas) Parallel computing Programming languages Cryptography Security (many subareas) Embedded systems Operating systems Theoretical computer science Computer graphics Database systems Networks Algorithms Bioinformatics	Parallel computing Embedded systems Computer graphics Artificial intelligence Security (networks) Algorithms Cryptography

Computer Science Master of Science	MS	Same as above	Same as above specializations, and also Bioinformatics
Construction Management Undergraduate minor	Minor	Same as below	Same as below
Construction Management Bachelor of Science	BS	Commercial Residential	Overall program encompasses all aspects and types of construction
Electrical Engineering Bachelor of Science	BS	Biomedical imaging Bioengineering Acoustics Communications and wireless networks Devices and processing Integrated circuit design Signals and systems Computer engineering Power engineering Systems and control Electromagnetics Optics and lasers Nanotechnology and quantum devices Remote sensing Semiconductor materials and devices Signal, image and speech processing (and many more specialties)	Computer engineering Integrated circuit design Power engineering Devices and processing Signals and systems Semiconductor materials and devices
Electrical Engineering Master of Engineering	MEngr	Same as above	Devices and processing Integrated circuit design Computer engineering Power engineering Communications and wireless networks Optics and lasers Nanotechnology and quantum devices Systems and control Semiconductor materials and devices
Electrical Engineering Master of Science	MS	Same as above	Same as above
Electrical and Computer Engineering Doctor of Philosophy	PhD	Same as above	Circuits and devices Signals and systems Computer engineering
Instructional and Performance Technology Master of Science	MS	Needs assessment Instructional design Job aids/EPSS Job specification	Needs assessment Instructional design Job aids/EPSS Evaluation

		Human factors/ergonomics Evaluation Mentoring/coaching Performance appraisal Incentive systems Communication systems Change management Performance consulting	Change management Performance consulting
Materials Science and Engineering Undergraduate minor	Minor	Same as below	Same as below
Materials Science and Engineering Bachelor of Science	BS	Metals Ceramics Biomaterials Electronic materials Nuclear materials Composites Polymers Materials characterization	Metals Ceramics Biomaterials Electronic materials Nuclear materials Materials characterization
Materials Science and Engineering Master of Engineering	MEngr	Interdisciplinary Microelectronics Mechanical engineering Chemistry Manufacturing Semiconductor process engineering Physics Environmental engineering Biomaterials Nuclear materials	Interdisciplinary Microelectronics Mechanical engineering Chemistry Manufacturing Semiconductor process engineering Physics Environmental engineering Biomaterials Nuclear materials
Materials Science and Engineering Master of Science	MS	Interdisciplinary (same as above)	Area of specialization depends on area of graduate research
Mechanical Engineering Bachelor of Science	BS	Energy systems Design methodology Mechatronics Solid mechanics Control systems Aeronautics Biomechanics	Energy systems Design methodology Mechatronics Solid mechanics Biomechanics
Mechanical Engineering Master of Engineering	MEngr	Same as above	Same as above
Mechanical Engineering Master of Science	MS	Same as above	Same as above
† high technology disciplines change rapidly †† specializations change, especially at the graduate level, along with faculty expertise			

III. Enrollment and Graduates – Last three years beginning with the current year (Current year is defined as the year the report is presented to the Board)

	Enrollment‡✧			Number of Graduates		
	Current Year 06-07	Previous Year 05-06	Previous Year 04-05	Current Year 06-07	Previous Year 05-06	Previous Year 04-05
Degree						
Civil Engineering – Minor	2	5	1		1	
Civil Engineering – BSCE	182	153	140		13	10
Civil Engineering – MEngr	5	5	1		5	6
Civil Engineering – MS	8	6				
Civil Engineering – MSE†	1	7	19			1
Computer Engineering – MEngr	3	2			1	
Computer Engineering – MS	8	8	2*		2	2
Computer Engineering – MSE†	3	7	15		3	3
Computer Science – Minor	31	25	17		6	
Computer Science – BS	237	240	235		16	22
Computer Science – MS	14	21	17		5	5
Construction Management – Minor	5	6	7		1	
Construction Management – BS	216	175	145		26	26
Electrical Engineering – BSEE	248	256	275		33	42
Electrical Engineering – MEngr	12	6	3*		2	1
Electrical Engineering – MS	22	19	5*			4
Electrical Engineering – MSE†	7	16	41		2	6
Electrical & Computer Engineering – PhD	5					
Engineering – Undeclared	102	95	78			
Instructional & Performance Technology – MS	145	149	169		40	43
Materials Science & Engineering – Minor	5	4	5			
Materials Science & Engineering – BSMSE	51	26	3		2	
Materials Science & Engr – MEngr	4	4	1*			1
Materials Science & Engr – MS	15	13	15		1	
Mechanical Engr – BSME	260	231	203		27	22
Mechanical Engr – MEngr		2	3*		2	2
Mechanical Engineering – MS	14		6			1
Mechanical Engineering – MSE†	4	9	19		1	1
Total	1609	1490	1411		189	198

‡ fall numbers unless otherwise indicated; ✧ enrollment numbers do not include interdisciplinary master's degree programs such as biomedical engineering; * denotes enrollments in spring 2005 – no fall enrollees; † denotes program being phased out

IV. Notable Accomplishments (limit to 5 items no greater than 300 words total):

- In less than ten years Boise State University faculty and staff, along with community and corporate partners, have built a nationally-renowned engineering college that provides students with access to 24 high quality degree options and provides Idaho businesses with excellent professionals.

- US News & World Report ranks the College 12th among the nation's best public, comprehensive engineering schools.

- The College has established a culture of success among students of all backgrounds, as evidenced by a consistent pass rates on the FE exam of nearly 90%, an average above 90th percentile routinely for computer science students on the Educational Testing Services Major Field Test, and national and regional honors and recognitions in academic and design competitions earned by students of all disciplines.

- Research labs and centers, representing a wide range of technologies, partnerships and funding agencies, demonstrate the College's breadth and emerging reputation as a contributor to the grand challenges of energy, human welfare, environment and information management. Some examples:
  - The College is a partner, along with Stanford, Harvard and other research universities, in two FAA Centers of Excellence. Research on emissions and cabin air quality benefit both Idaho travelers and people all around the world.
  - The Center for Environmental Sensing is a multi-disciplinary program, primarily funded by the EPA, developing Ion Mobility Spectrometer devices to monitor for compounds such as chemical warfare agents, explosives, and narcotics.
  - The Center for Orthopaedic and Biomechanics Research, a collaborative effort between engineering and kinesiology (College of Education) along with local clinicians, is conducting nationally recognized research on sports injuries among young athletes.
- The dynamic academic culture and vibrant entrepreneurial region has enabled Boise State University to recruit strong faculty leaders, such as Dean Cheryl Schrader, who received a 2005 Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring.

V. Demonstrated Demand for Degree/Program (limit to 5 items no greater than 300 words total):

- The College of Engineering at Boise State University was created in direct response to growing demand for engineering professionals in southwest Idaho, to support the area's burgeoning technology enterprises such as Micron Technology, Hewlett Packard, Idaho Power and a host of start-up companies.

- Between fall 1997 – the official start of the College of Engineering – and fall 2006, enrollment in the college increased 145% from 656 to 1609 students.

- Boise State began offering three bachelor's level engineering programs (civil, mechanical and electrical) in 1996, a year before the official formation of the college. In response to requests from industry for engineers with specific training, such as semiconductor materials processing, and for engineers with advanced degrees, the College of Engineering at Boise State now offers 24 degrees, including 5 minors, 6 bachelor's degrees, 12 master's degrees and 1 Ph.D.

- Employment demand for graduates of Boise State's engineering programs is very high and most graduates are placed in Idaho. Additionally, demand is high for graduates of the bachelor's level program in construction management and master's level program in instructional and performance technology (IPT), both programs that are unique within the state. Construction management graduates typically receive multiple job offers, and IPT graduates serve in strategic positions within a number of Treasure Valley organizations and corporations and beyond. Even demand by industry for student interns exceeds supply of available students in many engineering disciplines.

- Boise State University is meeting the increasing demand for education among Idaho's fastest growing ethnic group – Hispanics. The percentage of Hispanic undergraduate students in engineering and computer science in fall 2005 was 6.1%, exceeding that of the university. The Hispanic population in Idaho, largely centered in communities within 20 to 100 miles of Boise, comprises 8.9% of the Idaho population; and 46% of Idaho's Hispanics are 19 years old or younger, creating a sizeable population for potential college education. Our Society of Hispanic Engineers student organization was recently named National Small Chapter of the Year.

VI. Unique Contribution to Idaho Residents—value added to the community and the state (limit to 5 items no greater than 300 words total):

- For many of our students, Boise State represents their only access to an engineering education. Many of our students live off-campus and work in the local community. The difference in lifetime earning, quality of life, and professional contributions between an engineer and non-college graduate is significant. This impacts the region and the state of Idaho on many levels, including tax revenue. Additionally, our graduate programs offer educational opportunities for practicing professionals to specialize and stay abreast of technological changes, and for businesses to retain these valuable employees. Since the Treasure Valley is second only to Silicon Valley in the percentage of electrical engineers and information scientists this is a substantial contribution.

- A strong emphasis on undergraduate research is one unique facet of the College. Undergraduate students are given the opportunity to conduct research more typical of graduate students at other universities. This educational advantage has enhanced our graduates' marketability substantially.

- Southwest Idaho has benefited from the infusion of $23.5 million in community support for programs and facilities and more than $27 million in research funding to the College since 1997 (funding total in federal pass-throughs such as NSF EPSCoR

and NIH INBRE includes only BSU College of Engineering portion). This funding has advanced the state of knowledge in specific technologies, including biomechanics, environmental sensors, wind energy, microelectronics, electronic packaging, biomaterials, novel memory materials, and parallel computing. Much of the research includes partnerships with other scientists, businesses, or educational institutions.

- Encouraging interest in technology careers is beneficial for young people's educational success and for the economic prosperity of Idaho. The College sponsors numerous programs that bring more than five thousand K-12 students to campus annually, including the Jason Project, e-Girls, Family Engineering Day, Idaho Engineering Science Camp, and Future City. College students participate in numerous service projects that benefit the community, working with the Idaho Botanical Gardens, Ducks Unlimited, Bogus Basin, ZooBoise, and the Discovery Center of Idaho.

- As the largest producer of graduates and largest generator of external funding per faculty, the College of Engineering at Boise State University is the most efficient and effective engineering college in the state.

VII. Areas of Commonalities with Degrees/Programs at other Idaho Colleges and Universities with Rationale as to Why (limit to 250 words).

Both University of Idaho and Idaho State University offer programs in civil engineering, computer science, electrical engineering and mechanical engineering. University of Idaho also offers computer engineering and materials science and engineering.

Because undergraduate engineering and computer science programs must satisfy rigorous accreditation criteria, similar foundational content exists among these programs. That said, each engineering field is not a "one size fits all" endeavor, but is comprised of a multitude of specialties and subspecialties, even at the undergraduate level. For example, Boise State's MSE and ECE departments share a strong focus on semiconductor processing to meet the needs of area employers. Specialties become even more distinct at the master's level, where students benefit from faculty expertise in particular areas. For example, the Boise State program and the UI civil engineering master's program complement one another. In Boise the UI program focuses on surface water, and does not have expertise in subsurface areas. Boise State has faculty who specialize in the subsurface, but not in surface water. Similarly Idaho State has an emphasis in nuclear engineering, while Boise State's materials science and engineering department contributes to nuclear research in the niche area of nuclear materials.

Perhaps the most compelling reason to have multiple engineering programs in Idaho is geographic. Regional universities 1) provide expanded access to engineering education to as many students who have the desire and aptitude to pursue these crucial majors, 2) provide continuing education for industry professionals so they can sharpen and advance their knowledge, 3) stimulate partnerships with area industry and government agencies, and 4) help market the region to new businesses. Boise State's engineering programs attract students who would not otherwise pursue postgraduate studies, even if such programs were offered at other Idaho institutions.

VIII. Relationship/Collaborations with Other Degrees/Programs within the Institution and How the Courses in the Program are used for other Degrees (limit to 250 words)

Engineering classes and collaborations are woven throughout the fabric of university curricula, programs and research at Boise State. College of Engineering faculty and students are involved in collaborative endeavors with counterparts from EVERY one of Boise State's eight other colleges – Applied Technology, Arts and Sciences, Business and Economics, Education, Graduate Studies, Health Sciences, Honors, and Social Sciences and Public Affairs. Some examples include:

- A class on entrepreneurship offered by the department of mechanical and biomedical engineering, the College of Business and the Honors College.
- Three undergraduate core classes for all majors, provided by the College of Engineering – The Ethical Dimensions of Technology, Energy for Society and Engineering for Humanity.
- Idaho's only certificate program in community and regional planning – a partnership that includes the construction management department as well as the College of Social Sciences and Public Affairs.
- A Public Health Disaster Preparedness Planning class offered by the department of civil engineering in conjunction with the health science and geophysics graduate programs.
- An Engineering for Educators class that involves education majors in the Introduction to Engineering class.
- The Center for Biomechanics and Orthopaedics Research – co-directed by a biomedical engineering faculty member and a kinesiology faculty member.
- The NIH-funded INBRE (Idea Network for Biomedical Research Excellence) that involves efforts in at least seven engineering and science departments.
- The Center for Environmental Sensing – an interdisciplinary team involving civil engineering, electrical and computer engineering, materials science and engineering, chemistry and biology departments.
- The New Product Development Laboratory, that in partnership with TechHelp has assisted over 100 Idaho companies.

IX. Summary of Findings from the most Recent Accreditation Report Including Commendations, Recommendations (also include date of last accreditation and when the next accreditation is due).

Accreditation Status of Undergraduate Programs in the College of Engineering at Boise State University				
Department	**Program**	**Date of Most Recent Accreditation**	**Findings**	**Next Accreditation Due**
Civil Engineering	Civil Engineering	2005	ABET accredited: Typical of civil engineering programs across the country, more emphasis needed on certain issues such as procurement of work; concern about low faculty salaries	2011
Computer Science	Computer Science	2003	ABET accredited: Improvement in assessment needed; financial mechanism needed for regular replacement of lab equipment; concern about low faculty salaries	2007
Construction Management	Construction Management	2004	ACCE accredited: Recognized dynamic leadership by advisory board and dean; weakness in comprehensive and integrated outcomes assessment plan and in faculty	2007

			salary equity	
Electrical and Computer Engineering	Electrical Engineering	2005	ABET accredited: Noted for high quality and dedicated faculty; commended for meeting needs of both traditional and nontraditional students; recommendations made to improve some assessment of outcomes, recruiting and alumni data collection; concern about low faculty salaries	2011
Materials Science and Engineering	Materials Science and Engineering	N/A	*Note: MSE graduated its first students in May 2006*	2007 (first accreditation visit scheduled in October 2006)
Mechanical and Biomedical Engineering	Mechanical Engineering	2005	ABET accredited: Strong mechanical engineering program; benefited from strong leadership and a good student body; recommended more funding for graduate assistants; concern about low faculty salaries	2011

X. Contribution of the Degree/Program to Economic Development in the Region, State, or the Governor's Science and Technology Initiative (limit 250 words):

"Education is the key to economic independence," as reported in "The Future is Now!" publication produced in 2005 by the Idaho State Board of Education. The report pointed out Idaho's low per capita college graduation rate (46th in the nation) and the connection to inadequate workforce preparedness. Correspondingly, the first two strategies of the Governor's Science and Technology Advisory Council are to:

- Build, attract and retain a highly skilled technical workforce.
- Invest in creating R&D excellence and promoting industry-university collaboration.

Located in Idaho's entrepreneurial and population center, the College of Engineering at Boise State University is positioned strategically and physically to contribute extensively to the advisory council's goals and to the educational and economic growth of Idaho. The Boise Metropolitan Area continues to experience exceptional growth in technology based enterprises, earning recent Top 10 national rankings for overall patents, high-tech output, business and career climate, livability, and engineers per capita.

Beyond mere location, Boise State engineering specializations are well positioned to help translate Idaho's four identified core competencies (Imaging, Power/Energy, Agriculture/Biosciences, and New Materials/Nanotechnology) into technology platforms and market niches. Numerous projects throughout the college support the core competencies – soil mechanics and transport of materials through the subsurface (Ag/Biosciences), wind energy research and a variety of mechanical engineering projects (Power/Energy), biomaterials characterization, shape memory alloys (New Materials/Nanotechnology), and optically scanned image degradation modeling (Imaging), just to name a few.

A 2004 economic impact report demonstrated that research projects and job creation at Boise State spur the creation of other jobs in the Ada/Canyon area, in addition to indirectly increasing spending on goods and services in the state. Simply put, the programs in the College keep Idaho students in Idaho.

XI. Describe how the Various Degrees/Programs or Specializations within the School/College were Built or will be Built on Existing Programs, if Applicable (limit to 250 words):

The civil, mechanical, and electrical engineering programs were built based on the pre-engineering programs that existed at Boise State prior to 1996. The construction management and instructional and performance technology program were existing programs that were incorporated into the new College of Engineering in 1997.

All additional programs have been created in response to demand from local industry, or based on research specializations, or in collaboration with other departments at Boise State University. Some examples:

- The materials science and engineering department, with significant support from Micron Technology, was created and added four programs in three years (a minor, a bachelor's degree and two master's) in response to demand in the memory device industry. The

new materials science and engineering department now has more than $5 million in funded research (including DARPA, NASA and NIH funding) and also leads the engineering disciplines in the percentage of women graduate students, with 40% women.

- Based on interest from area professionals along with collaboration by Boise State's geosciences, chemistry and biology departments, the civil engineering department will add a geo-environmental focused Ph.D. program.
- The biomedical engineering minor and plans for the biomedical engineering master's degree emerged in the past few years and reflects the unique focus and competency of mechanical engineering and materials science faculty members, along with significant interest from students and research-focused clinicians in the local medical community.

XII. Future Plans and Timelines with Rationale as to Why (limit to 250 words):

As a metropolitan research university of distinction, Boise State is poised to continue its role of equipping Idaho's citizenry as technologically adept participants and leaders. To realize this vision, Boise State will continue to advance the expertise and depth of its programs by adding PhD and master's degrees. Like the recent ECE PhD added at Boise State, the new programs will carve out specializations that contribute to the needs of southwest Idaho and the state. In creating these programs, Boise State is once again responding to strong demand by area business leaders, potential students and working professionals.

The Southwest Region Eight-Year Plan for Educational Program development proposes the following plans for new program implementation at the College of Engineering at Boise State University. All programs will be located in the Treasure Valley, unless otherwise specified.

2007-08: Biomedical Engineering, M.S.
Instructional and Performance Technology, Ph.D. (online)
Materials Science and Engineering, Ph.D.
2008-09: Mechanical Engineering, Ph.D.
Construction Management, M.S.
2009-10: Civil Engineering, Ph.D.
2010-11: Computer Science, Ph.D.

Additionally, Boise State will continue to add expertise that aligns with the region's economic interests, advances the state of knowledge in key fields, and stimulates private enterprise. For example, the Boise State Center for Materials Characterization, recently approved by the Idaho State Board of Education (8/2006), provides the organization and infrastructure to make various materials characterization tools available as a user facility for faculty and regional companies. With funding from recent NSF awards, the center will feature an analytical transmission electron microscope (TEM) and a multifunctional X-ray diffraction system, two pieces of equipment that represent extremely valuable resources for local industry.

XIII. Fiscal Year Revenues - Current year is defined as the year the report is presented to the Board

Revenue Received, Various Fiscal Years						
		Past Fiscal Year		Current Fiscal Year‡		Next Fiscal Year
Annual General Account/State Appropriation		6,751,300		6,197,300		
Endowment Funds (BSU Foundation)						
Revenue from Endowment Funds		89,200		Not Avail†		
Total Balance at Fiscal Year End		2,426,900		Not Avail†		
Student Fees		16,800		700		
Federal Appropriation		0		0		
Federal Grants & Contracts		2,754,600		849,100		
State Grants & Contracts		99,800		105,800		
Private Gifts, Grants & Contracts		1,485,700		440,400		
Sales & Serv of Educ Activities		0		0		
Sales & Serv of Aux Enterprises		0		0		
Other (please identify)						
Indirect Costs		413,700		Not Avail*		
Total, All Fund Sources		14,038,000		7,593,300		
Notes:						
This report displays revenue received during the fiscal year, not expenditures made.						
Round to nearest $100.00.						

‡ revenues received through August 31, 2006

† BSU Foundation does not have this information available at this time

* indirect cost revenue on current FY grant expenditures not yet booked by BSU Accounting Office

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Idaho State Board of Education Report
on
Commonalities and Differences among Colleges and Schools
within
Idaho's Public Higher Education Institutions

BACKGROUND

At the December 2005 Idaho State Board of Education meeting, the college and university presidents were asked to prepare a series of reports to assist the board in understanding the commonalities and differences among disciplinary colleges and schools within the public institutions of the state.

SCOPE OF WORK

The following reports will be provided at the regularly scheduled Board meetings.

School/College	Board Meeting
Engineering	October 2006
Education	February 2007
Business	June 2007
Health Sciences (selected areas TBA)	October 2007

PROCESS

The institutions will prepare a report based on the following template. Reports from the institutions will be reviewed and an executive summary will be prepared for Board review.

Date: 11 September 2006

Institution: Idaho State University

School/College/or program (s) within the disciplinary area to be reviewed:

College of Engineering

I. Brief History of College/School:

Idaho State University (ISU) has been serving the citizens of the State since 1901; in fact, two of the first four graduates in 1902 were Civil Engineers. In 1965, the BS in General Engineering and MS in Nuclear Science and Engineering were offered to meet the needs of the employees of the then National Reactor Testing Station (NRTS) and now designated the Idaho National Laboratory (INL). In 1985, the BS program was first accredited by the Accreditation Board for Engineering and Technology (ABET) and was continuously accredited until it was discontinued in 2005, after being superseded by separate BS degree programs. The College of Engineering was established in 1986, and during the next few years, MS programs in Measurement and Control Engineering and Environmental Engineering were developed, followed by the PhD program in Nuclear Science and Engineering and the establishment of the Measurement and Control Engineering Research Center.

In 1996, the Idaho State Board of Education (ISBOE) approved BS programs in Civil, Electrical, and Mechanical Engineering for ISU. A broad-based doctoral (PhD) program in Engineering and Applied Science was initiated in 1998 in collaboration with the ISU departments of Physics, Geosciences, and Mathematics. The BS programs in Civil, Electrical and Mechanical Engineering were first ABET accredited in 1999. Also in 1999, the Computer Science (CS) program was moved from the College of Business and the department of Mathematics in the College of Arts and Sciences to the College of Engineering. A BS program in Nuclear Engineering was started in 2004. After an initial ABET visit during the Fall of 2005, the BS program in Computer Science was accredited. From a modest beginning over a century ago, the Engineering program at ISU has grown to meet the evolving needs of southeastern Idaho, offering five BS and five MS programs and one PhD program. The new ISU President Arthur Vailas and new Engineering Dean Richard Jacobsen began work at ISU on July 1, 2006; shortly thereafter, the University administration emphasized that engineering programs would respond to a variety of current and emerging demands within the state and region, including ISU's high priority in nuclear science and engineering in partnership with the Idaho National Laboratory.

II. Degrees offered by school/college or program(s) within disciplinary area under review:

Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
Undergraduate (Bachelor) Degrees			
BS in Civil Engineering	Bachelors	Civil Engineering	Civil Engineering
BS in Computer Science	Bachelors	Computer Science	Computer Science
BS in Electrical Engineering	Bachelors	Electrical Engineering	Electrical Engineering
BS in Mechanical Engineering	Bachelors	Mechanical Engineering	Mechanical Engineering
BS in Nuclear Engineering	Bachelors	Nuclear Engineering	Nuclear Engineering
Post Baccalaureate Certificate Program			
Certificate in Applied Nuclear Energy	Certificate	Applied Nuclear Energy	Applied Nuclear Energy
Graduate (MS and PhD) Degrees			
MS in Civil Engineering	Masters	Civil Engineering	Civil Engineering
MS in Environmental Engineering	Masters	Environmental Engineering	Environmental Engineering
MS in Measurement & Control Engineering	Masters	Measurement & Control Engineering	Measurement & Control Engineering
MS in Mechanical Engineering	Masters	Mechanical Engineering	Mechanical Engineering
MS in Nuclear Science & Engineering	Masters	Nuclear Science & Engineering	Nuclear Science & Engineering
PhD in Engineering & Applied Science	Doctoral	Engineering and Applied Science	All Engineering Disciplines; Physics; Mathematics and Geosciences (Subsurface sciences)

III. Enrollment and Graduates – Last three years beginning with the current year and the 2 previous years

	Enrollment			Number of Graduates		
Degree	Current Year 2005-06	Previous Year 2004-05	Previous Year 2003-04	Current Year 2005-06	Previous Year 2004-05	Previous Year 2003-04
Undergraduate (Bachelor) Degrees						
BS in Civil Engineering	53*	16	21	7	6	8
BS in Computer Science	83*	78	93	7	9	7
BS in Electrical Engineering	51*	25	25	9	4	9
BS in Mechanical Engineering	79*	35	48	23	11	18
BS in Nuclear Engineering	13*	NA**	NA**	NA**	NA**	NA**
Undecided Engineering	171*	319*	303	NA	NA	NA
Totals	450	473	490	46	30	42
Post-Baccalaureate Certificate Program						
Certificate in Applied Nuclear Energy	3	4	7	2	4	2
Graduate (MS and PhD) Degrees						
MS in Civil Engineering	7	1	NA	1	NA	NA
MS in Environmental Engineering	14	11	12	5	5	4
MS in Measurement & Control Engineering	17	18	17	7	4	3
MS in Mechanical Engineering	5	10	8	4	1	2
MS in Nuclear Science & Engineering	12	11	17	2	2	0
PhD in Engineering & Applied Science	34	37	38	3	1	3
Totals	89	88	92	22	13	12

* Between 2004-05 and 2005-06, the method of accounting for undeclared disciplinary students was changed; many students previously designated "undecided" declared their majors. The total number of students has remained largely consistent from year to year.

** New program established in 2004.

The recent decrease in enrollment is attributed to a) drop in college enrollment due to strong economic conditions—a national trend, b) the opening of 4-year engineering programs at BYI-Idaho in Rexburg, and c) the stricter immigration rules after the 9/11/2001 incident, which affect graduate students from outside the USA.

IV. Notable Accomplishments.

The ISU College of Engineering has a long history of accomplishment in educating engineering students, establishing research efforts, and collaborating with regional industries, all aimed at serving the ever-developing needs of southeastern Idaho, the larger state, and emerging regional, national, and global needs. The College's most notable accomplishments include the following:

1) Establishment in 1965 of the Nuclear Engineering program in cooperation with the University of Idaho in support of the mission of what is now called the Idaho National Laboratory, Idaho Falls. ISU's College of Engineering is the only Idaho institution offering together BS and MS programs and doctoral studies in Nuclear Science and Engineering.

2) Establishment in 1967 of the only non-federally owned nuclear reactor in the State of Idaho. The college has maintained the Nuclear Regulatory Commission (NRC) license to date, and the reactor supports current education and research.

3) Development and expansion of the Engineering program from one BS program to 5 BS, 5 MS, 1 Post-Baccalaureate Certificate, and 1 PhD program. Program accreditation through ABET has been maintained since 1985. This evolving program development includes the establishment in 2004 of a "2+2 Nuclear Engineering Scholarship Program," with Boise State University and the University of Idaho to cater to the needs of the new mission in nuclear science and engineering at the Idaho National Laboratory.

4) Establishment in 1993 of an interdisciplinary Measurement and Control Engineering Research Center (MCERC), in 2003, the Institute of Nuclear Science and Engineering (INSE) and cooperation in the establishment of the INL Center for Advanced Energy Studies (CAES). The establishment of these centers has either followed from or has enabled increased research funding from INL, the National Science Foundation, the Department of Defense, the Department of Energy, EPSCoR, etc.

5) Two Memoranda of Understanding (MoUs) were signed by Christine King, President and CEO of AMI Semiconductor Inc. (AMI-S), Pocatello and Dr. Richard Bowen, former President of Idaho State University, on 22 July 2002 to cover the period up to 2004 and on 4 March 2004 to cover the period up to 2006 to "develop a closer working relationship through educational and workplace cooperation" involving College of Engineering and other colleges on the campus. The various items for this effort include: internships, part-time employment, research, equipment donations, class participation, cooperative programs, resource cooperation, advisory board representation, etc. Discussions to continue the memoranda for another two-year period are underway.

V. Demonstrated demand for degree/program.

ISU Engineering programs have enjoyed consistent demand over time, especially after the introduction of discipline-specific degree programs in Civil, Electrical, Mechanical, Nuclear Engineering, and Computer Science. The demand for the College's degree programs is also demonstrated by the following:

1) Demand for employees who are graduates from accredited engineering programs in all engineering disciplines reflects local and regional needs as articulated by the College's Engineering Advisory Council (EAC), comprised of practicing professional engineers from throughout the region. Engineering programs in all disciplines remain consistently subscribed to by healthy numbers of students.

2) Demand for graduate (MS & PhD) programs in Engineering at ISU is increasing consistently. The ISU Office of Graduate Studies has fielded approximately 60 inquiries for information on engineering graduate programs in the last six months, and the Associate Dean for Graduate Studies in the College of Engineering as well as the College's faculty, have together fielded over 100 inquiries during a similar period.

3) College of Engineering maintains connections with local, regional, national, and global industries represented by AMI-Semiconductor, Micron, Premier Technologies, Camas Industries, Portneuf Medical Center, the City of Pocatello, and connections with the Idaho National Laboratory, as well as connections with local/regional consulting firms. In sum, these connections underscore the fundamental vitality of the demand for the College's programs.

4) Computer Science is a crucial element in any contemporary engineering school. The CS degree program offered at ISU provides students with opportunities to not only specialize in CS, but to build their foundation for pursuing advanced studies in other science and engineering areas. Further, the University of Idaho has requested that ISU assume responsibility for the undergraduate Computer Science (CS) program in Idaho Falls during the current (2006-07) academic year. Pending action by the University of Idaho and SBOE approval, this will be another opportunity for ISU to serve the Idaho Falls area and will increase ISU CS enrollments significantly.

5) Placement of the College of Engineering's graduates at both the undergraduate and graduate level are consistently high. While comprehensive data is currently unavailable, the College estimates that 80-85% of its graduates remain in Idaho upon graduation.

VI. Unique Contribution to Idaho Residents—value added to the community and the state.

Southeastern Idaho has the second largest regional population base in the state with over 150,000 people. The ISU College of Engineering serves large numbers of nontraditional students with its programs. These are often students who are born, raised and have families and jobs in the local area and who would have a difficult time relocating to pursue an engineering degree elsewhere and in particular to other universities in Idaho like Boise State University (about 250 miles away) and University of Idaho (about 550 miles away). In addition, the federal Department of Energy has designated the Idaho National Laboratory the lead national laboratory for nuclear energy studies; the unique programmatic offerings of ISU's College of Engineering bring these national needs together with those of students, industry, and government in our region. Unique and specific contributions of the College to Idaho residents include the following:

1) Providing unique educational and employment opportunities in **Nuclear Science and Engineering** (NSE). ISU's College of Engineering is the only institution in the state of Idaho offering BS, MS, and PhD programs in Nuclear Science and Engineering.

2) Providing unique graduate educational and employment opportunities in the area of **Measurement and Control Engineering (MCE) and Environmental Engineering (ENVE)**. The Measurement and Control Engineering Research Center (MCERC) is one of the four initial, state-recognized research centers started in 1993 and has collaborated with the Idaho National Laboratory on a wide range of research projects. The center has a new renovated home at the Engineering Research Complex. Further, the MCERC was awarded a federal grant of $842,000 by the Department of Defense to conduct advanced research on Intelligent Prosthetic Hand to help those who lost limbs either in combat or non-combat operations.

3) Providing a full range of undergraduate and graduate **educational** opportunities in Engineering and Computer Science for the residents of southeastern Idaho.

4) Meeting the **employment** needs for engineers and scientists in southeastern Idaho and the state, as evidenced by the placement of the College's graduates at the Idaho National Laboratory, AMI-Semiconductor and Simplot in Pocatello, Power Engineers in Hailey, Idaho Power, Micron in Boise, and the Idaho Dept. of Environmental Quality (DEQ), among others.

5) A strong Emphasis in Stimulating Interest in **Science and Engineering among area High School and Grade School Students**: College of Engineering faculty and students have played a unique role in helping obtain federal funding ($1.8M for 3 years, through the NSF-funded GK-12 Project) and running programs for students in K-12 classes throughout southeastern Idaho. Notable accomplishments: Area high school successes in the For Inspiration and Recognition of Science and Technology (FIRST) Robotics competition; stimulation of grade school students' interest in Science, Technology, Engineering and Mathematics (STEM) through Lego League participation, and sponsorship of the School District 25 Gifted and Talented Program and the national MathCounts competition. Tau Beta Pi members have also served as math/science tutors to area middle schools. Faculty are also involved in the ISU American Indian Task Force, to promote and retain American Indian students in higher education. Finally, the College has a long tradition of inviting area high school and grade school students to various facilities such as laboratories, class rooms, etc. within the College of Engineering to stimulate interest in science, engineering and technology.

VII. Areas of commonalities with degrees/programs at other Idaho colleges and universities with rationale as to why.

While ISU's College of Engineering programs focus on serving unique national and regional needs, the College's programs share core commonalities with the other colleges in the state, at the undergraduate and Masters levels focused on the foundational disciplines in Engineering. ISU's College of Engineering currently offers the following degrees in common with both the University of Idaho and Boise State University:

- Bachelor of Science degree programs in Civil Engineering, Computer Science, Electrical Engineering, and Mechanical Engineering.

- Master of Science degree programs in Civil Engineering, Environmental Engineering, and Mechanical Engineering.

All ISU engineering programs share a common engineering core as the foundation for building more specialized knowledge in the specific disciplines of Civil, Electrical, Mechanical, and Nuclear Engineering. The College's graduates have a broad-based engineering education well suited for the project management and other engineering jobs that are commonly found in this region of the state including those at the Idaho National Laboratory. This common foundation serves the needs of the unique undergraduate and graduate degrees in nuclear science and engineering and in Measurement and Control Engineering and the PhD program in Engineering and Applied Science offered at ISU, as well as the needs of the specialized and unique research centers affiliated with ISU's College of Engineering. These research centers include the interdisciplinary Measurement and Control Engineering Research Center (MCERC), and the Institute of Nuclear Science and Engineering, started in 2004. Following the award of the INL management contract to Battelle Engergy Alliance in February 2005, the Center for Advanced Energy Studies (CAES) was established to foster research and education collaboration in nuclear science and engineering and energy among the INL and the three Idaho universities and the Idaho National Laboratory.

The common programs at the Idaho universities located in three distinct locations provide opportunities for faculty and student to work together in research on problems of state-wide importance.

VIII. Relationship/collaborations with other degrees/programs within the institution and how the courses in the program are used for other degrees.

The College of Engineering programs are professional programs and do not typically offer courses that serve curricular needs in other colleges/programs, as is often the case in other disciplines such as mathematics, physics, chemistry, whose programs offer the courses taken by all lower-division engineering students. However, the College of Engineering has a longstanding tradition of collaboration with other science, technology, engineering, and mathematics (STEM) programs across campus. Notable examples of such collaborations include the following:

1) At the BS Level — the Computer Science (CS) program offers CS 181, Computer Science and Programming to support CS needs in other programs across campus and actively collaborates with the Mathematics Department in the College of Arts and Sciences and the Computer Information Systems Department in the College of Business on course development and review. The Civil Engineering (CE) program also offers a range of applicable courses to the Geosciences Department, as determined by their programmatic needs.

2) At the MS level — The Physics and Chemistry departments in the College of Arts and Sciences and the Department of Pharmaceutical Sciences in the College of Pharmacy collaborate with the College of Engineering to offer the Measurement and Control Engineering MS program. The College also collaborates with the Biology, Chemistry, and Geosciences departments in offering the Environmental Engineering MS program, and the Nuclear Science and Engineering MS program includes collaborative efforts with the Health Physics program in the Physics Department in the College of Arts and Sciences.

3) At the PhD level — The PhD degree program in Engineering and Applied Science is offered in the College of Engineering with collaboration from the departments of Physics, Geosciences, and Mathematics in the College of Arts and Sciences. Further, the College also shares joint supervision, committee assignments, etc. for PhD students in the Department of Pharmaceutical Sciences in the College of Pharmacy, Dept. of Biological Sciences in the College of Arts and Sciences, and the Institute of Rural Health in the College of Health Professions.

4) At the Research level — The research centers associated with the College of Engineering, such as the Measurement and Control Engineering Research Center (MCERC), the Institute of Nuclear Science and Engineering (INSE), and the Center for Motion Analysis and Biomechanics collaborate with the Idaho Accelerator Center, the Physics Department, the College of Technology, the ISU Biomedical Research Institute (IBRI), the Institute of Rural Health, the Biology Department, and the Department of Pharmaceutical Sciences in the College of Pharmacy.

5) The nuclear reactor and subcritical assembly facilities housed in the College of Engineering have been used to support educational and research programs in Pharmacy, Biological Sciences, Geosciences, Physics, and Health Physics.

IX. Summary of findings from the most recent accreditation report including commendations, recommendations. Also include date of last accreditation and when the next accreditation is due.

The BS program in General Engineering was first accredited in 1985 by the Accreditation Board for Engineering and Technology (ABET) and was continuously accredited until 2005, when the program was superseded by the three programs in Civil, Electrical, and Mechanical engineering. The three programs in Civil, Electrical and Mechanical Engineering were accredited initially by ABET in 1999, and the Computer Science program was recently accredited for the first time for graduates in 2004 and later. The Nuclear Engineering program will have its initial accreditation review in 2007.

The College's programs in Civil, Electrical, and Mechanical engineering are accredited by ABET through 30 September, 2008. The last ABET accreditation visit was during October 2005. Specific details of the visit remain confidential, according to ABET accreditation policy (see ABET Appendix Item). Continued accreditation of the engineering programs beyond 2008 is expected.

X. Contribution of the degree/program to economic development in the region, state, or the Governor's Science and Technology Initiative.

The College of Engineering contributes consistently and significantly to economic development throughout southeastern Idaho and the larger region. Specific contributions include the following:

1) The active collaborations between the College of Engineering with the Idaho National Laboratory (INL) in terms of research contracts ($4,836,921 from 1992-present) resulted in enhancing the economic impacts of INL both locally and regionally, as shown by the following selected examples:

    a) Advanced Welding Control Technology — USDOE/INEL — $615,000
    b) Laser Separation of Isotopes for Nuclear Medicine — INEL Consortium — $330,000
    c) Water Hammer Issue for Emergency Core Cooling — USDOE — $288,547
    d) Advanced Fuel Cycle Research and Training — USDOE — $988,000

2) The College's collaborations with local, regional, and global companies such as AMI-Semiconductor enhance the economic impacts these companies have throughout the state and region, at both the individual and governmental levels. The opportunities for these employees to collaborate with the College of Engineering as adjunct faculty drives the integration of new knowledge with industrial practices throughout the region. The potential also exists for significant technology transfer through patent and licensing of ISU-developed technologies.

3) The College's educational and research programs supply a steady stream of engineers to meet the research and application needs of INL, Simplot, Idaho Power, Micron, Power Engineers, L&K, Walker Engineering, and a range of other companies throughout the region. The College's educational and research programs also supply engineers to meet the needs of governmental agencies throughout the region, such as the Idaho Department of Environmental Quality.

4) The College has worked to generate and sustain interest in Science, Technology, Engineering, and Math (STEM) fields in secondary schools throughout the region, as shown particularly through the College's highly successful efforts under the National Science Foundation-funded GK-12 Fellowship Program in which the College and its faculty are instrumental. College programs under this program have proven successful both in generating supporting funds

from community and industry sources and in increasing numbers of area students participating in the programs. College faculty are also involved with the National Science Foundation scholarship program to promote engineering, computer science, and mathematics for students throughout southeastern Idaho.

5) One of the College's adjunct faculty members served on the initial Governor's Science and Technology Initiative committee.

XI. Describe how the various degrees/programs or specializations within the school/college were built or will be built on existing programs, if applicable.

1) ISU College of Engineering has grown in a very unique way from one BS program in General Engineering to 5 BS, 5 MS, 1 post-Baccalaureate Certificate, and 1 PhD program. Based on the interest of the students and demand by regional industries, BS and MS programs have been introduced. Some of the programs (BS, MS, PhD) and activities (MCERC) are unique to the ISU College of Engineering.

2) The College plans to start a BS program in Computer Engineering and MS programs in Computer Science and Electrical Engineering which are based on the strengths of existing programs and faculty in Electrical Engineering and Computer Science.

3) The College plans to start an MS program in Biomedical Engineering based on
   a. ISU's mission in health/medical professions,
   b. the expertise already available within the MCERC, and
   c. existing collaborations between the Department of Pharmaceutical Sciences in the College of Pharmacy, the Biological Sciences, and Chemistry departments, and the Institute of Rural Health.

XII. Future plans and timelines with rationale as to why:

In addition to the items mentioned previously in item XI, the following are the additional programs as shown in the College Eight-Year Plan.

2006-07

1) MS Emphasis in Nuclear Applications for Medicine: The development of advanced diagnostic tools and disease treatment modalities is a prime field, with great demand. ISU, with both its health mission and its nuclear science and engineering mission, has an opportunity to better serve the state and nation by formalizing its past efforts and creating a masters degree emphasis that would include both the Nuclear Engineering graduate program and the Measurement and Control Engineering MS program.

2) Completion of the second phase (already in the budget for this year) of the renovation of the facility for the Measurement and Control Engineering Research Center (MCERC).

2007-08

3) **MS in Biomedical Engineering**: During the recent years, the faculty at the College of Engineering have been involved in teaching and research in biomedical related fields such as nuclear medicine, imaging, myoelectric signals, intelligent prosthetics, etc. and is now in a position to plan to offer an MS in Biomedical Engineering.

4) **MS in Computer Science:** The BS in Computer Science is now accredited by ABET. The program now has four faculty with training and background in the field. A sound MS program

built upon the normal faculty responsibilities for research activity would feed further development of the BS program. The College proposes to establish such an MS program as soon as funds are available to provide for the one additional faculty that would be needed. Students with advanced degrees in Computer Science and related fields are more likely than BS graduates to be accepted for employment at the INL, given its R&D mission.

5) **BS & MS in Computer Engineering:** There is cyclic demand from students and industry for a degree in Computer Engineering, nominally equivalent to the demand for either Electrical Engineering or Computer Science. ISU currently has both of the latter degrees. Computer Engineering degrees will include elements of the existing Computer Science and Electrical Engineering programs.

6) Proposal for the third phase of the renovation of the facility for the Measurement and Control Engineering Research Center (MCERC).

2008-09

7) **BS in Manufacturing Engineering Technology** jointly with the College of Technology: This program is in the current Eight-Year Plan. It is proposed that this potential program be examined to determine the feasibility of implementation in the 2008-2009 budget year.

2009-2010

8) **MS Emphasis in Nano-technology:** This is an emerging field in engineering with potential applications in a variety of fields. Several of the College's faculty are engaged in current research activities in this field.

XIII. Fiscal Year Revenues - Current year is defined as the year the report is presented to the Board

Revenue Received, Various Fiscal Years						
		Past Fiscal Year($)		Current Fiscal Year($)		Next Fiscal Year($)
		2004-05		2005-06		2006-07
Annual General Account/State Appropriation		2,399,000		2,616,100		2,994,100
Revenue from Endowment Funds						
Student Fees		1,700		3,800		---
Federal Appropriation		---		---		---
Federal Grants & Contracts		1,194,200		1,295,000		---
State Grants & Contracts		51,400		34,600		---
Private Gifts, Grants & Contracts*		182,900		379,000		---
Sales & Serv of Educ Activities		---		---		---
Sales & Serv of Aux Enterprises		---		---		---
Other (please identify)**				130,000		150,000
Indirect Costs		24,700		23,400		---
Total, All Fund Sources		3,853,900		4,482,000		3,144,100
Notes:						
This report displays revenue received during the fiscal year, not expenditures made.						
Round to nearest $100.00.						

* Includes donations and private grants and contracts
** State-funded renovations for Measurement and Control Engineering Research Center (MCERC)

ABET Appendix Item

ABET Accreditation Policies Information (from current ABET accreditation manual)

19 2006-2007 Accreditation Policy and Procedure Manual

II.L.5. Information on a program published for students, prospective students, and the general public should provide sufficient definition of the program to show that it meets the appropriate ABET accreditation criteria. For example, if some fraction of the total elective courses must be taken in one curricular area in order for the criteria to be met, this requirement should be published, even though adequate counseling of students by faculty members may be shown to achieve the same objective.

II.L.6. College catalogs and similar publications must clearly indicate the programs accredited by the Commissions of ABET as separate and distinct from any other programs or kinds of accreditation. No implication should be made in any listing that all programs are accredited because of an institution's regional or institutional accreditation. Accredited programs should be specifically identified as "accredited by the _____ Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 - telephone: (410) 347-7700."

II.L.7. If an institution offers a non-accredited program at the same level in the same field as a program that is accredited by a Commission of ABET, the institution must indicate in the descriptions of its programs that are made available to the public that the non-accredited program is not accredited by a Commission of ABET.

II.L.8. Caution and discretion must be exercised by institutions in all publications and references to avoid ambiguity or confusion among engineering, engineering technology, computing, and applied science specialties. Where confusion exists, the institution must take positive steps in its publications and other media to help the public distinguish between engineering, technology, computing, and applied science programs.

II.L.9. If accreditation is withdrawn or discontinued, the institution may no longer refer to the program as being accredited.

II.L.10. ABET will publish a list of accredited programs only. Information as to whether a program or institution not on the accredited list had been under consideration by one of the Commissions will not be made available except to the appropriate officials of the institution in question.

II.L.11. The institution must make a public correction if misleading or incorrect information is released regarding the items addressed in Section II.L.

SBOE Assignment – Commonalities & Differences among Colleges & Schools

Date: **9 September 2006**

Institution: **University of Idaho**

College: **Engineering**

I. Brief History of the College of Engineering at UI

The UI College of Engineering (COE) has its origins in the Morrill Act of 1862, which provided for the organization of land-grant colleges in every state. In January 1889, a Territorial Act was passed creating the University of Idaho. The first faculty member, John E. Ostrander, was professor of Civil Engineering and Mechanic Arts. The first student was a Civil Engineering student. Of the four members of the first graduating class, two were civil engineers. The engineering program was based in the College of Applied Science until 1907 when Idaho's College of Engineering was established. In 1911 official action by the Regents created the COE as it is known today. Programs recognized by the Board of Regents in 1911 were civil engineering, electrical engineering, and mining engineering. Mining engineering together with metallurgy and geology were re-organized as a School of Mines in 1917 but returned to the College of Engineering in 2002.

Although civil engineering was the first engineering program at the University of Idaho, other departments were established soon afterwards, electrical engineering and mechanical engineering in 1901, chemical engineering in 1907 and agricultural engineering in 1910. An engineering graduate program was created in Idaho Falls to serve the Idaho National Laboratory in 1954 and UI Boise Engineering in 1988. Engineering Outreach (EO), a graduate engineering program available to off-campus students, was established in 1973 to meet the needs of Idaho industry by providing technical courses at a distance using a variety of technological delivery systems.

II. Degrees Offered by College of Engineering (UI)

Degree Name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
Biological & Agricultural Engineering	BS, ME, MS, PhD	Agricultural Engineering, Biological Engineering	Agricultural Engineering, BioSystems Engineering
Civil Engineering	BS, ME, MS, PhD	Civil Engineering,	Civil Engineering
Chemical Engineering	BS, ME, MS, PhD	Chemical Engineering	Chemical Engineering
Computer Engineering	BS, ME, MS	Computer Engineering, Software Engineering	Computer Engineering
Computer Science	BS, MS, PhD	Computer Science, Software, Computing, Information Systems	Computer Science
Electrical Engineering	BS, ME, MS, PhD	Electrical Engineering, Electronic Engineering	Electrical Engineering
Engineering Management	ME	Engineering Management	Engineering Management
Environmental Engineering	ME, MS	Environmental Engineering, Sanitary Engineering	Environmental Engineering
Geological Engineering	MS	Geological Engineering	Geological Engineering
Mechanical Engineering	BS, ME, MS, PhD	Mechanical Engineering	Mechanical Engineering
Materials Science & Engineering	BS, MS, PhD	Material Engineering, Metallurgical, Engineering, Polymer Engineering	Material Science and Engineering
Metallurgical Engineering	BS, MS, PhD	Material Engineering, Metallurgical, Engineering,	Metallurgical Engineering
Mining Engineering	MS, PhD	Mining Engineering	Mining Engineering
Nuclear Engineering	ME, PhD	Nuclear Engineering, Radiological Engineering	
Systems Engineering	ME	Systems Engineering	Systems Engineering

III. Enrollment and Graduates (UI)

Degrees	Enrollments[1]			Number of Graduates		
	2006-2007	2005-2006	2004-2005	2006-2007	2005-2006	2004-2005
Bachelor of Science						
Biol & Ag Engr	68	62	73	N/A	12	14
Chemical Engr	119	120	122	N/A	14	13
Civil Engr	241	224	201	N/A	29	13
Computer Engr	93	114	148	N/A	11	22
Computer Science	215	261	306	N/A	38	38
Electrical Engr	184	223	240	N/A	59	36
Geological Engr	1	2	2	N/A	0	0
Mechanical Engr	364	386	402	N/A	67	62
Materials Sci & Engr	83	79	51	N/A	5	3
Metallurgical Engr	29	51	54	N/A	9	5
Mining Engr	0	1	5	N/A	0	0
Undeclared	15	15	11	N/A	0	0
Total B.S.	**1412**	**1538**	**1615**	N/A	**244**	**206**
Master of Science						
Biol & Agric Engr	5	8	8	N/A	2	1
Chemical Engr	3	5	11	N/A	1	8
Civil Engr	27	28	33	N/A	9	3
Computer Engr	6	8	9	N/A	2	1
Computer Science	15	26	42	N/A	14	19
Electrical Engr	56	57	76	N/A	14	11
Environmental Engr	1	1	1	N/A	1	0
Mechanical Engr	33	34	36	N/A	14	12
Materials Sci & Engr	12	15	11	N/A	4	3
Metallurgical Engr	0	0	3	N/A	0	1
Mining Engr	0	0	1	N/A	1	1
Geological Engr	6	10	10	N/A	1	3
Nuclear Engr	0	0	0	N/A	0	0
Total MS	**164**	**192**	**241**	N/A	**63**	**63**
Master of Engineering						
Biol & Ag Engr	3	3	2	N/A	0	0
Chemical Engr	2	3	4	N/A	1	1
Civil Engr	28	32	33	N/A	14	8
Computer Engr	3	3	5	N/A	2	2
Electrical Engr	33	40	35	N/A	23	16
Mechanical Engr	18	23	21	N/A	5	9
Geological Engr	0	0	0	N/A	0	0
Nuclear Engr	1	0	0	N/A	0	0
Engineering Mgmt	26	27	28	N/A	3	4
Environmental Engr	0	0	2	N/A	0	0
Systems Engr	0	1	1	N/A	3	0
Total M Engineering	**114**	**132**	**131**	N/A	**51**	**40**

Enrollment and graduates table continued on page 5.

III. Enrollment and Graduates (UI) *(continued)*

Degrees	Enrollments[1]			Number of Graduates		
	2006-2007	2005-2006	2004-2005	2006-2007	2005-2006	2004-2005
Ph.D.						
Biol & Ag Engr	7	9	6	N/A	1	0
Chemical Engr	2	2	4	N/A	2	0
Civil Engr	11	13	15	N/A	2	2
Computer Science	25	32	33	N/A	2	3
Electrical Engr	21	31	28	N/A	2	2
Mechanical Engr	5	9	10	N/A	2	2
Materials Sci & Engr	7	9	9	N/A	0	3
Mining Engr – Metallurgy	1	2	3	N/A	1	0
Nuclear Engr	2	0	0		0	0
Total Ph.D.	**81**	**107**	**108**	N/A	**12**	**12**
Total[1]	**1771**	**1969**	**2095**	N/A	**370**	**321**

Total[2]	**1532**	**1655**	**1785**	**N/A**	**N/A**	**N/A**

[1] Tenth-day, fall semester, primary and secondary undergraduate majors, MS, M Engr, and Ph.D.

[2] Total adjusted to represent only primary undergraduate majors, MS, M Engr, and Ph.D.

Enrollment and Graduates through Engineering Outreach (UI)

Degrees	Enrollments[1]			Number of Graduates[2]		
	2006-2007	2005-2006	2004-2005	2006-2007	2005-2006	2004-2005
Master of Science						
Biol & Agric Engr	0	1	1	N/A	1	0
Chemical Engr	0	0	1	N/A	0	0
Civil Engr	2	1	0	N/A	1	0
Computer Engr	1	0	0	N/A	0	0
Computer Science	3	4	11	N/A	0	2
Electrical Engr	18	12	20	N/A	3	2
Environmental Engr	0	0	0	N/A	0	0
Mechanical Engr	6	4	4	N/A	1	0
Materials Sci & Engr	0	0	0	N/A	0	1
Metallurgical Engr	0	0	2	N/A	0	0
Mining Engr	0	0	0	N/A	1	0
Geological Engr	5	9	8	N/A	1	2
Nuclear Engr	0	0	0	N/A	0	0
Total MS	**35**	**31**	**47**	N/A	**8**	**7**
Master of Engineering						
Biol & Ag Engr	2	2	1	N/A	0	0
Chemical Engr	0	0	0	N/A	0	0
Civil Engr	19	21	25	N/A	11	2
Computer Engr	3	2	3	N/A	0	0
Electrical Engr	27	29	28	N/A	12	7
Degrees	**Enrollments[1]**			**Number of Graduates[2]**		
	2006-2007	**2005-2006**	**2004-2005**	**2006-2007**	**2005-2006**	**2004-2005**

Mechanical Engr	16	17	15	N/A	2	7
Geological Engr	0	0	0	N/A	0	0
Nuclear Engr	0	0	0	N/A	0	0
Engineering Mgmt	19	21	17	N/A	3	4
Environmental Engr	0	0	0	N/A	0	0
Systems Engr	0	0	0	N/A	0	0
Total M Engineering	**86**	**92**	**89**	N/A	**28**	**20**

Ph.D.						
Biol & Ag Engr	0	0	1	N/A	0	0
Chemical Engr	0	0	0	N/A	0	0
Civil Engr	0	1	0	N/A	0	0
Computer Science	4	6	9	N/A	2	1
Electrical Engr	7	12	10	N/A	1	1
Mechanical Engr	2	3	1	N/A	0	2
Materials Sci & Engr	0	1	0	N/A	0	0
Mining Engr – Metallurgy	0	0	0	N/A	1	0
Nuclear Engr	0	0	0		0	0
Total Ph.D.	**13**	**23**	**21**	N/A	**4**	**4**
Total	**134**	**146**	**157**	N/A	**40**	**31**

[1] Tenth-day, fall semester, primary undergraduate majors, MS, M Engr, and PhD
[2] Graduates who took at least one course through the Engineering Outreach Program

IV. Notable Accomplishments (UI)

A student, Chelan Pedrow, has designed a dynamic prosthesis to replace the leg of a child and that would adapt as the child grows. She works with a Physicians for Peace team and has visited Iraq and China to learn about designing and building prostheses.

An engineering professor is the lead researcher in a university strategic initiative focusing on waters of the west. The project will create an interdisciplinary water resources program composed of three distinct, but overlapping, tracks: Engineering and Science; Science and Management; and Law, Policy and Management. Both the research and education will be rooted in an experimental, case study based approach that will allow the program to meet the specific needs of those in Idaho, across the nation, and worldwide.

National Institute of Advanced Transportation Technologies (NIATT) is well established and continues to compete for funds at the national level. The U.S. Department of Transportation's (DOT's) Research and Innovative Technology Administration (RITA) recently selected UI as one of ten Tier I University Transportation Centers. NIATT engages student involvement on both the undergraduate and graduate levels in areas related to clean vehicle technology, traffic operations and control, and transportation infrastructure.

The Ecohydraulics Research Center (ERC), located in the UI Water Center Building, was established to foster collaborative interdisciplinary education and research efforts at the interface between hydraulic engineering, hydrology, and ecology. The research center has gained national and international prominence and continues to attract students and visiting researchers from all over the world.

The Center for Advanced Microelectronics Biomolecular Research (CAMBR) has developed three microprocessors for NASA test satellites for controlling and running the satellites and has successfully completed their mission in June 2006. NASA Jet Propulsion Laboratory recently appointed Professor Touraj Assefi to its Technology Advisory Board.

V. Demonstrated Demand for Degree (UI) – By Program

The **Biological & Agriculture Engineering** undergraduate enrollment has averaged 56.2 since 2001, with a high of 63 and a low of 47. During this period, we had 49 students receive B.S. degrees in engineering and 39% of these students have been women, one of the highest proportions in the College of Engineering. For 2005-06, in addition to 51 undergraduates, BAE served 19 graduate students.

BAE offers an excellent source of engineering education and knowledge in the fields of agriculture and biological sciences, and is widely recognized as such by the public and its peers due to the success of the graduates and extension clientele, and the significance and usefulness of the research. BAE students frequently take advantage of internships opportunities. They have worked hard with companies such as Potlatch Corp., Walt Disney World, and Scafco, but they also have worked in research laboratories at other universities such as Luea University of Technology in Sweden, NASA-Glenn Research Center, and the University of Washington Medical Center.

Exit interviews with graduating seniors show that over half of the B.S. graduates go on to graduate school. This includes institutions such as the University of Idaho, Cornell University, Iowa State University, Oregon State University, Michigan State University, University of California-Davis, and Arizona State University. Those students who choose to enter engineering practice are aggressively recruited by companies and government agencies both within Idaho and across the country.

Employers of BAE graduates include the US Dept. of Environmental Quality, Scafco Corporation, Idaho Dept. of Water Resources, William Bolthouse Farms, Southern Nuclear Operating Company, National Safe Skies Alliance, State of Idaho, Advanced Welding Co., Coeur d'Alene Tribe, Kress Land & Cattle Co., US Military, Idaho National Laboratory, AMI Semiconductor, Bechtel BBWI, GK Machine, Sanyo Corporation, Terracon, Agilent Technologies, and Fer-Tech to name a few.

Most students have employment by graduation and nearly all students are employed in a **chemical engineering** discipline within a month of graduation. The largest employer of chemical engineering graduates over the past ten years has been Micron Technology. Thirteen of 15 graduates from December 2005 and May 2006 completed the departmental senior exit interview showing that the average starting salary in private industry was $58,400 compared to the national average of $55,900 for 2006 entry-level positions.

Significant financial support has been received from Idaho National Laboratory contractors, Micron Technology, Potlatch Corporation, and petroleum industries. Major employers of graduates include the microelectronics industries (especially Micron, Intel, and AMD), pulp and paper industries (especially Potlatch and Boise Paper), chemical industries (especially Dow), petrochemical & fuel industries (especially Chevron and BP), environmental industries, and governmental contractors and laboratories especially the Idaho National Laboratory and Batelle.

These areas include pulp and paper research, colloids and surface science, nanotechnology, environmental biotechnology, microfluidics, process and product design, biodiesel, and fluid separations.

Since 2000 both enrollments and BS degrees granted have decreased slightly. Measures of total undergraduate enrollments show a 14-19% drop over this six year period. BS degrees granted have decreased from 20 in 2000 to an average of 15 in the years 2004-2006. However, the 2006-07 junior class totals 25. As usual, enrollment and degrees awarded closely follows the national trends where similar decreases have been recorded recently.

The University of Idaho is recognized as a regional leader in **civil engineering** education, offering high quality programs at the undergraduate and graduate levels including studies in transportation, water resources, structural, geotechnical, and environmental engineering. The department has made a strategic decision to focus resources towards Transportation and Water Resources (including ecohydraulics), areas where the department can excel at the national and international level. Industry support is provided by the Civil Engineering Advisory Board, consisting of 6-8 practicing civil engineers. These members are very active and have helped the department establish a summer internship program that "connects" the students with potential employers looking to hire UI undergraduates.

In 2006, CE graduates took positions with consultants in the Pacific Northwest, Idaho and Washington Departments of Transportation, and contractors. There will always be a need to maintain and renew our infrastructure and this will require a steady supply of civil engineering graduates. Additional spurts in economic activity, as with Idaho's Garvee bond, has already resulted in a greater demand for civil engineering graduates. The department also helps place students into summer civil engineering internships and academic year internships on research projects funded through NIATT, CER and other sponsors.

Our civil engineering students are also active in student chapters of professional organizations, such as ASCE and ITE. Participation in these activities allows them to attend regional and national competitions (concrete canoe and the steel bridge, for example), meet other students, and visit civil engineering design offices and construction sites.

Enrollments have consistently ranged between 180 and 200 undergraduate students, with about 25 BSCE graduates per year. The graduate enrollments are also good, with about 66 students (11 PhDs, 27 MS, and 6 MEngr) on campus and about 22 students pursuing MEngr degrees through Engineering Outreach.

All of the undergraduate students who have earned degrees in **computer science** in the last several years have received employment in the field or have continued with graduate studies. Approximately 20% of the students continue for graduate studies either at the University of Idaho or other universities. Employment of CS students has been verified through several sources, including graduating senior exit interviews, contacts from companies who have employed the students, contacts with the Engineering Expo, the university's recruiting office, and other sources, such as data provided to departments from the Association for Computing Department Heads and the professional society, the Association of Computing Machinery (ACM).

Students have found employment with companies such as Microsoft, Intel, Hewlett-Packard, Micron, and a number of smaller companies in the region. A few students have explored their own start-up companies. Through connections and obligations associated with the Scholarship for Service program, several students have gone to employment with the federal government. Several students have found employment at the Idaho National Laboratory (INL).

Some CS students have been employed to work on traditional computer science applications such as data base designs and applied computing systems. Because of the department's research efforts associated with CSDS, IBEST, and system reliability, many students have found employment in areas of system and network security, which is becoming a major area for employment, nationally.

It must be noted that an important contribution to the department comes from the industrial advisory board, a group of professionals in the field who voluntarily give their time, representing themselves and their companies, to consult with the department on matters of curriculum and employment of the students. Through this group, the department has made a number of contacts through which several students have found employment.

Approximately 20% of ECE graduates pursue graduate education up completion of their BS degrees, either at the UI or at other top schools around the country. Based on exit interview responses and informal discussions, the remaining ECE graduates are finding employment, with many receiving multiple job offers. In recent semesters graduating students have found employment with Micron, Idaho Power, Avista, Power Engineers, Schweitzer Engineering Laboratories (SEL), Cypress Semiconductor, Hewlett-Packard, Advanced Input Systems, Agilent, Idaho National Laboratories, NASA, and the US military services, among others. Many of these employers also hire students as summer interns. Employers also visit campus for career fairs and give presentations to student groups such as the IEEE student branch.

The department had 260 undergraduate majors (69 in computer engineering and 191 in electrical engineering) and 132 graduate students (11 in computer engineering and 121 in electrical engineering) in FY 2005.

The department has received significant industrial support for instructional and research lab equipment from SEL, Micron, Avista, and Idaho Power. In most cases, these are equipment or software donations, but some are financial donations that were used to create endowments to support laboratory operations. There are also some continuing sponsored scholarships as well.

ECE students are also in demand while in school for their technical abilities. In addition to summer interns, local industries such as Cypress Semiconductor and SEL employ interns during the school year. Many research projects support undergraduates as well as graduate students. The sponsorship of interdisciplinary (with ME and BAE) capstone senior design projects is another area where students in the programs are in demand.

The department advisory board includes representatives from Micron, Idaho Power, Hewlett-Packard, Cypress, Intel and Power Engineers. The advisory board meets twice each year as part of the department's ongoing educational program outcome assessment and strategic planning activities.

All of the graduates from the **Materials Science & Engineering** programs are either finding good paying jobs or are joining graduate programs at UI or at other top schools. Companies, national labs, and government organizations that express interest in, or hire, our graduates include Novelis (Alcan), US Posco, Wah Chang, Precision Castparts Corp., Calloway, Ruger Casting, Wagstaff Engineering, Honeywell, AMI, Simplot, Hewlett-Packard, Idaho National Laboratory, Pacific Northwest National Laboratory, Norco Steel, Boeing, Micron, GM, Ford, Daimler-Chrysler, Vanalco, Timet, RIT (PMI), Allegheny-Technologies, Dept. of Energy (BOM), NRL, USAF, NASC, Homeland Security, General Dynamics, Lockheed-Martin, Northrop-Grumman, Sweitzer Engineering, and KTech. MSE students have interned at Micron, Wagstaff Engineering, Honeywell, US Posco, INL PNNL, and Homeland Security.

Research emphasis areas in materials science include improved lead batteries, nuclear recycling, magnetic memory materials, light-weight automotive components, and cold spray forming of titanium component. NRL, AF, DOE, IPP (non-proliferation program, Battelle PNNL, INL, and NSF have contributed financial support towards these research areas.

The departmental industrial advisory board has actively supported the MSE program both in formal meetings and in with support for equipment.

Senior exit surveys in **Mechanical Engineering** indicate that the job market is excellent with most students either going to work or moving on to graduate school. The chair consistently receives calls and emails from companies and past alumni who are seeking ME graduates at both the BS and MS levels.

Senior exit surveys conducted in the spring semester (prior to graduation) are used to assess the demand for the ME graduates at the BS level. Between 2002 and 2004, ME had 105 students respond to the survey. Prior to graduation 32 had accepted employment opportunities,

30 were accepted for graduate school, 5 were returning to the military, 33 were for employment, and 5 had "other plans". In 2004 salaries for BSME graduates ranged from $40-50K. Because the survey is conducted prior to graduation, the department does not always have precise information on final employment status. However, from alumni surveys, it appears that essentially all ME graduates find employment within a few months after graduation. MSME graduate students have many employment opportunities. This last year, MSME graduates received offers ranging from $65-75K upon graduation. Companies that hire these graduates are varied with no single industry dominating the market. Companies that hired ME graduates include Micron, Intel, Boeing, Wagstaff Engineering, Advanced Input Devices, Argonne National Lab, Pacific Northwest Lab, Schewietzer Engineering, Ford, General Motors, Bombardier, Artic Cat, CAT, Manning Applied Technology, Isothermal Research Systems, Idaho Power, Potlatch, US Army Corp of Engineers, Puget Sound Naval Shipyard, and Quest Aviation, to name a few.

Students are also encouraged to find summer (or semester) internships prior to graduation. More than 75 companies have provided internships to students over the past six years. Many of these companies are listed as employers in the previous paragraph.

Nuclear power is experiencing a world-wide renascence. Global warming and dependence on foreign fossil fuels are the major drivers. Utility companies in the U.S. have indicated interest to build over 12 new nuclear plants within the decade. The nuclear workforce is aging. Almost half of the nuclear workforce will be eligible to retire within the next 5 years. The demand for nuclear scientists and engineers currently exceeds the supply; unemployment in the nuclear industry is near zero.

Engineering Outreach provides distance education to students needing graduate degrees or professional continuing education, both within the state of Idaho and throughout the nation. Most of these students are working professionals who are place-bound, unable to leave their jobs or move their families to attend courses at a traditional university campus.

During the fall 2006 semester, EO courses generated 361 enrollments as of the 10th day of classes. Of these, 102 enrollments (28%) were from Idaho students, 246 enrollments (68%) were from United States students outside of the State of Idaho, and 13 enrollments (4%) were from international students.

These students are employed by a variety of companies, government agencies, and military organizations. Within Idaho, these include: AMI Semiconductor, Micron, Hewlett-Packard, and Bechtel at the Idaho National Laboratory. Other employers nationwide include: The Boeing Company, General Electric, General Motors, Hutchinson Technology, Indian Health Services, IBM, Lucent, Microsoft, Northrop Grumman, Schweitzer Engineering Laboratories, and all branches of the U.S. military.

VI. Unique Contributions to Idaho Residents

UI has the only programs in biological and agricultural engineering in the state of Idaho. The department and its graduates directly address the state's needs for solutions to agricultural problems with irrigation, water quality, animal waste management and odor, and machinery for cultivation and harvesting.

Several businesses have been founded based on chemical engineering research in the areas of pulp and paper, for example Pacific Simulation in Moscow and consulting companies, hazardous waste management, for example HazAnswers in Idaho Falls and Terra Graphics in Moscow, and environmental biotechnology, for example Innovative BioSystems in Moscow. Programs and courses within chemical engineering have been developed to meet specific state needs. For example, a program in Hazardous Waste Management was developed in response to the hazardous waste management issues at the Idaho National Laboratory. Courses in integrated circuit fabrication and statistical process analysis were developed to support the

microelectronics industry, especially Micron Technology, and to provide graduates trained in microelectronics fabrication.

Civil Engineering projects include highways, transportation, clean and waste water facilities and networks, structures, environmental engineering, and many other items which benefit the residents of the state of Idaho. Within the state of Idaho, UI graduates continue to significantly influence the work performed by Idaho Transportation Department and the Idaho Department of Water Resources and the many municipal city districts. CE graduates are employed by many state agencies, including ITD, IDWR, DEQ and federal agencies such as BLM, EPA, USDA.

The Battelle Energy Alliance (BAE) has been contracted by DOE to operate and grow the Idaho National Laboratory (INL) from 2005-2015. The graduate-level science and engineering education (and research) opportunities provided by the UI under contract to the INL are also made available to Idaho residents.

The Engineering Outreach program is unique among Idaho's engineering schools' programs around the nation. It is the first program of its kind in the U.S. to offer all courses in a DVD/Web support format. DVD delivery allows complete viewing of course content on a computer without the bandwidth limitations imposed by many Web-based courses.

VII. Areas of Commonalities with Degrees/Programs at Other Idaho Colleges and Universities with Rational As to Why

There is very little commonality between the program and programs at other schools in the state. There are no other programs in **biological and agricultural engineering** in the state. The UI program is unique in its combination of the life sciences with engineering.

There are no other **Chemical Engineering** degrees or programs at other Idaho colleges or universities.

Both Boise State University and Idaho State University offer a BS and MS degrees in **civil engineering.** The UI Civil Engineering department uniquely offers a PhD in civil engineering, MS degree in geological engineering and a MEngr degree in engineering management. This part of a comprehensive offering of engineering degrees provides an ideal environment for students interested in cross-disciplinary opportunities.

Both Boise State University and Idaho State University offer BS degrees in **computer science.** Additionally, BSU offers the MS degree in computer science. Only the University of Idaho offers the PhD degree in computer science. The three undergraduate programs are similar but justified by the need to supply computer science courses throughout the universities and the need for computer science graduates.

BSU and ISU both offer ABET accredited BS **Electrical Engineering** degree programs. Each of the three BSEE programs has somewhat different areas of emphasis. The BSU program emphasizes semiconductor devices and analog electronics. The ISU program has limited depth in any one area. The UI BSEE program provides emphasis areas of power engineering, communications, and analog electronics. While analog electronics is a common area with BSU and to some extent with ISU, there is significant demand for engineers in this specialty area. The UI program has more depth in electromagnetics than BSU or ISU.

The UI BS **Computer Engineering** program is the only ABET accredited computer engineering degree program in the state. BYU-Idaho offers a BSCompE degree program and appears to be in the process of applying for ABET accreditation. The BYU-Idaho program concentrates on the software side of computer engineering. The UI program is much stronger in the hardware

portion of computer engineering and requires more depth and breadth in software, as well as a significantly larger number of technical electives.

BSU offers Masters degrees in **electrical engineering** and in **computer engineering**, and recently added a Ph.D. degree. The differences in emphasis areas described under BS degree programs also apply to the graduate programs. According to a 2004 IEEE Power Engineering Society survey, the UI ECE department offers more power courses through distance education than any university in the country. The ECE department offers Certificates in Power Systems Protection and Relaying, Communication Systems, Electric Machines and Drives, and Analog Integrated Circuit Design.

The only commonality is with the **Materials Science & Engineering** program recently established at BSU due to the close proximity of Micron.

Both BSU and ISU offer **Mechanical Engineering** programs all of which were sanctioned by the SBOE. The rationale is based on a national need for mechanical engineering graduates and has been verified by the increased enrollments in all programs. Collaborative research is conducted among UI, BSU and ISU by selected faculty members in areas including pedagogy, combustion, and manufacturing assistance. UI and ISU work closely in disseminating graduate coursework for students at INL and the Southeast Idaho region, especially in courses related to nuclear engineering.

ISU likewise offers similar graduate degrees in **Nuclear Science & Engineering**. ISU focus strengths are in undergraduate and graduate physics (reactor physics, nuclear accelerators and health physics). The UI's focus is in engineering (nuclear engineering, chemical engineering and materials science & engineering). Together, UI and ISU are able to provide comprehensive undergraduate and graduate programs in the nuclear science and engineering area.

VIII. Relationship/Collaboration with other UI Degrees/Programs & How the Courses in the Program are used for Other Degrees

Bio and Ag Engineering faculty are active with several interdisciplinary programs in the university. Tom Hess, a professor of BAE, is the director of the Environmental Engineering program. Jan Boll is leading a recently funded university initiative that will coordinate water-related activities across the state. The upper-division classes are taken by many students pursuing degrees in other disciplines, such as environmental science, hydrology, geology, MMBB, soil & land resources, natural resources, forest resources, geography, biology, and chemistry.

A limited number of **chemical engineering** courses are used in other degree programs outside of engineering. Environmental science students take chemical engineering courses in environmental technology. Chemistry students take chemical engineering classes as applied chemical technology classes. Research collaborations have been established between chemical engineering and chemistry, physics, microbiology, forest products, business, and with several departments in the agricultural sciences.

The Landscape and Architecture degree program relies on the department offering "Elementary Surveying" (CE 218) every fall semester to about 20 students. Many of the **civil engineering** courses are offered at the upper-division level. As these require rigorous engineering (Engr), math and science prerequisites, very few of these classes are taken by non-engineering, undergraduate majors.

Computer science courses are a part of the University of Idaho core curriculum and are taken by students throughout the university. Over the past year, 21 introductory CS courses have been offered to non-CS majors. Bioinformatics is an emerging discipline that unites computational and biological sciences to translate biological data into new knowledge. Core bioinformatics and evolutionary studies membership includes faculty and students from biological, mathematical and computer science. The Initiative for Bioinformatics and Evolutionary Studies is the umbrella organization that coordinates the Bioinformatics and Computational Biology (BCB) graduate degree program with an interdisciplinary group of faculty and students.

The **Electrical & Computer Engineering** department has been involved in establishing research and instructional partnerships and cross-listed coursework with other UI and WSU departments and institutes including: Mechanical Engineering, Computer Science, Materials Science and Engineering, Neuroscience, NIATT, MRCI, CAMBR, and ERI.

The ECE department joined forces with the departments of Biological Sciences, Computer Science, Psychology, and Chemistry in 2001 to begin a collaborative research and teaching effort focused around the central theme of Neuroscience. One result was the graduate program in Neuroscience at the University of Idaho, an interdisciplinary program administered from the College of Graduate Studies

ECE graduate course offerings that also serve the neuroscience include Adaptive Signal Processing, Biological Signal Processing, Information Theory, and Electroacoustic Sensors and Systems, Fuzzy Logic Systems, and Neural Networks.

The ECE Department in cooperation with the MRCI has been a funded Site for the National Science Foundation's Research Experience for Undergraduates Program. This program involves faculty and graduate students from ECE, CS, biological sciences, chemistry, and psychology who mentor 10 undergraduate students who come to the UI from across the United States to conduct summer projects in computational neuroscience and technology research.

The ECE department has joined with the ME and BAE departments in an interdisciplinary capstone senior design program. Several design teams from the capstone program also participated with students from business and economics in the Vandal Innovation and Enterprise Works program.

Collaboration with personnel from other UI degrees/programs exists both in course work and research projects of **Materials Science & Engineering**. Both undergraduates and graduate students from different disciplines including physics, chemistry, mechanical engineering, chemical engineering, electrical engineering and civil engineering take MSE classes. Cooperative recent work is on-going with faculty from physics, chemistry, chemical engineering, and electrical engineering especially in nanostructures research and magnetic/electronic materials.

Essentially none of the **Mechanical Engineering** or ENGR courses are used by other non-engineering degree programs. The reason is that ME courses generally require advanced calculus or differential equations as prerequisites. However, the ENGR courses are used by all the engineering majors in the COE as the basis of the degrees. A number of classes in the areas of controls and materials are cross listed with the ECE and MSE departments. Courses are also cross listed with Washington State University.

The UI **Nuclear Engineering** Program relies heavily on coursework from the UI departments of Chemical Engineering, Mechanical Engineering and Materials Science & Engineering.

IX. Accreditation Status of Engineering Programs (UI)

All of the undergraduate programs in the College of Engineering at the University of Idaho, except Materials Science & Engineering, are accredited by the Accreditation Board for Engineering and Technology (ABET). Materials Science and Engineering (MSE) is a recent addition to the suite of programs in the college and has produced only a few graduates to date. Accreditation of this program may be sought at the next ABET General Review if additional faculty resources indicate a probable success.

While ABET encourages programs to promote the fact that they are ABET accredited, they nevertheless have a stringent confidentially policy. Appendix A to this report contains ABET's policy on public release of accreditation information. Additionally, information that can and cannot be included in program promotional materials is included. In summary, specific comments, either laudatory or critical, are to be kept confidential, as are the specific accreditation actions, the time period covered by the accreditation, and any correspondence between ABET and the institution regarding accreditation reviews.

The following table presents all of the information that is permitted to be made public under ABET policy. Additional information can be provided if needed, and if confidentially consistent with ABET policy can be guaranteed.

Program	Current Accreditation Expires	Next Review
Agricultural Engineering	September 2008	Fall 2007
BioSystems Engineering	September 2008	Fall 2007
Chemical Engineering	September 2008	Fall 2007
Civil Engineering	September 2008	Fall 2007
Computer Engineering	September 2008	Fall 2007
Computer Science	September 2007	Fall 2006
Electrical Engineering	September 2008	Fall 2007
Mechanical Engineering	September 2008	Fall 2007
Metallurgical Engineering	September 2008	Fall 2007
Materials Science & Engineering	Has never been accredited.	Fall 2007

X. Contribution of the Degree/Program to Economic Development in the Region, State, or the Governor's Science and Technology Initiative

Agriculture currently provides about 25% of the economic activity in the state of Idaho. This industry has unique requirements for engineers with expertise in the life sciences as well as the traditional skills of engineering design and analysis. The department of **Biological & Ag Engineering** provides graduates to meet the needs of the agricultural industry.

Several Idaho companies have been founded by **chemical engineering** faculty and graduates including Pacific Simulation, a Moscow company specializing in simulation and control systems for the pulp and paper industries; Terra Graphics, an environmental engineering company successful in managing several remediation projects at hazardous waste sites including the Silver Valley of northern Idaho; and HazAnswers, an environmental engineering company in Idaho Falls. The Chemical Engineering Department has provided continuous faculty presence in Idaho Falls for over 30 years in support of the Idaho National Laboratory.

Although not unique to just Idaho, the State's infrastructure consisting of transportation, utilities and water resources rely heavily on the contribution of **civil engineers**. The private and public sector also requires civil engineers to design, maintain and construct buildings, factories and other facilities essential for the economic and sustainable development of Idaho. The department graduates about 25-35 civil engineers every year, and a majority of them choose to live and work in Idaho.

A major area of **computer science** application is computer security, survivability, and reliability. The computer science research supports entrepreneurial growth by enabling a lower cost to market for high assurance computing systems and has resulted in patents and patent applications for improved computer security, survivability, and reliability. Computer science research has identified problems in the control infrastructure of power and energy and in transportation systems when these systems are subjected to malicious acts. Intrusion detection has been improved by establishing normal software system behavior and departures from normal behavior.

Electrical and computer engineering graduates are in high demand with the majority of graduates finding employment in the state and region with companies such as HP, Agilent, Micron, Idaho Power, Power Engineers, Boeing, Cypress, Advanced Input Systems, and Schweitzer Engineering Laboratories. Over the past year, several Engineering Outreach graduate students from outside the region have applied for jobs with Idaho Power, Power Engineers, and Schweitzer Engineering Labs, bringing new engineers into the area. Research projects include advances in microwave ferrite technology, controls for miniature autonomous submarines, security and survivability of transportation systems, the application of plug and play technologies to the design of traffic controller systems, and the development of power circuits for systems-on-a-chip.

The Governor's Science and Technology Initiative covers "increased funding for research activities related to Idaho's science and technology core competences of *nanosciences and materials*. Both these latter two subjects are emphasized in the **Materials Science & Engineering** program. The MSE program provides the technology behind the materials that make communication, transportation, recreation, structures, and environment functions safe, productive, and efficient.

Mechanical Engineering graduates command some of the highest wages of college graduates. The UI ME program consistently places ME graduates in Micron, Simplot, Idaho Power, INL, Boeing, and a variety of small high-tech firms around the state and in the region. The ME Department performs active research that is funded by federal or industrial dollars; a large percent of which is paid in wages for graduate students or faculty. ME work in clean vehicle research promotes a sustainable Idaho. ME graduates are also involved with the VIEW program that is intended to promote entrepreneurial activity and technology transfer. This involvement is linked to our capstone design program that solicits industrial sponsored projects. The result are projects that are designed, tested, and built. Many of these sponsors are Idaho companies that use the design project to assist them in their business. Many of the students also connect with employment opportunities through this program.

Nuclear science and engineering has been recommended by the Governor's Science & Technology advisory committee as an important area for the state. Nuclear education, through ISU, UI and BSU is a state-wide program under development.

The **Engineering Outreach** program offers complete graduate degrees programs to those employed by Idaho business and industry. By offering these high quality academic experiences at a distance, those seeking professional development opportunities can meet their educational needs while remaining engaged with local employers. This "on the job" educational option fuels Idaho's economic development engine and meets a critical statewide need. In addition, the EO program offers specialized certificate programs designed to meet the needs of Idaho business and industry (see section II. for certificate of completion programs).

XI. Describe how the various degrees/programs or specializations within the school/college were built or will be built on existing programs, if applicable. (limit to 250 words)

The mission of the College of Engineering is accomplished through our commitment to excellent undergraduate and graduate engineering education, research, scholarship, public service, outreach, and professional development. This mission is achieved through the Moscow campus, as the foundation of our university, and its strong off-campus connections throughout the state. This includes our Coeur d'Alene/Post Falls campus with its compelling growth, the strategic hub of our Boise campus, our Idaho Falls campus with its close relation to Idaho National Laboratory, our Twin Falls campus, and other statewide instructional, outreach, research centers and institutes, and stations throughout Idaho.

Our college of engineering goals are enhancing and developing programs of excellence in education, research, and service to the state, the nation, and the world; increasing the size and the quality of our student body; enhancing diversity among our faculty, students, and staff; increasing financial responsibility of the college and increasing public financial support provided by state and other funding sources; increasing private gift support from our alumni and friends; providing opportunities for co-op, interns, training, and employment of our graduates in a competitive market; ensuring success of our students on all levels and professional studies in key potential technical areas; producing graduates able to pursue life-long learning and continued professional development, capable of undertaking leadership roles in their profession, in their communities, and in the global society; and increasing research funding from government agencies and a wide variety of industries to promote both our undergraduate and graduate programs.

XII. Future Plans and Timelines with Rationale as to Why

Biological & Agricultural Engineering departmental goals include increasing student enrollment, expanding the program to better address students' needs in the biotechnology and biomedical fields. The department hopes to have 50% more student enrollment in three years. BAE is looking to have new courses in biotechnology and biomedical engineering within two years.

Additional graduate assistant positions in **Chemical Engineering** will be established through a current fund raising campaign. New faculty hired over the next five years will have graduate student support funded by these funds. An additional chemical engineering faculty member with a specialization in separation processes applicable to nuclear engineering will be hired during 2007 to complement the Idaho Falls faculty. Maintain and strengthen a high-caliber undergraduate program in chemical engineering. Renovate facilities over a five-year period to improve HVAC system, improve classroom, replace outdated analytical equipment, and establish modern research laboratories. Develop evolving, interdisciplinary design projects with sponsors from the major industrial chemical engineering constituencies. This will improve the already strong design experiences for chemical engineering students

The **Civil Engineering** Department plans to maintain a rigorous, and successful, undergraduate civil engineering program by continuing to graduate civil engineers of the highest caliber from an ABET accredited program. In the next three years, the department intends to implement new classes which will provide students with better computational skills and introduce them to management techniques. Such skills are likely to be in great demand in the future. With the current size of the department, the objective is to graduate 30-35 students every year. For

graduate studies, the department intends to expand the on-campus enrollment by at least 50 percent in the next five years. This will be accomplished by an added emphasis on recruitment at the national and international levels. Financial support from externally funded research expenditures will help sustain this objective. The department has opted to strategically focus its resources in two areas: (1) Ecohydraulics – with the Center of Ecohydraulics Research (CER), at the Water Center in Boise, and (2) Transportation – with the National Institute of Advanced Transportation Technologies (NIATT), on the Moscow campus. These two areas of research are broad enough, and should allow most faculty to contribute effectively. With national prominence and success, the department expects these two areas will attract considerable funding, excellent graduate students, post-docs and eminent visiting faculty.

The national trend in **computer science** is changing, as entering students are beginning to see the great career opportunities and personal satisfaction afforded by study in this field. It is the goal of the department to posture itself to take advantage of these times.
It is the department's goal to be excellent few disciplines, to be competitive at the national/international level in these select things. CS is working on making personal and professional connections with faculty at all the universities in the region who work in computer science and with specific emphasis on those who have similar research interests for several reasons. They include professional relationships with colleagues, increasing state and regional opportunities for the department work and for the graduates, and for the purposes of recruiting new, high quality graduate students. It is the goal that CS graduate students will be placed in top positions in the state and region, including research and teaching positions at other universities. The issue of place-bound students is a recent phenomenon to the university environment. We find students who are working and have families but now need the opportunities provided by a graduate education and degree. The department currently has one permanent faculty member in Idaho Falls who works as a regular faculty member in the department providing and making connections for graduate education, MS and PhD levels in that region of the state. CS expects to expand into the Coeur d'Alene region in the same way in the next few years, and will need a full-time faculty member there. In both cases, a challenge is to improve the quality of delivery of courses among the remote campuses, and to ensure that the offered courses meet the needs of the students as they progress through their programs. The department is working closely with the Department of Electrical and Computer Engineering to develop and expand graduate opportunities in jointly related research, especially in the field of Computer Engineering. CS is working with other departments within the College of Engineering and across the campus to develop evolving, interdisciplinary design projects for the required capstone design experience. Besides the engineering disciplines, the department is working on ways to include business elements and legal elements in our capstone design projects and some other coursework. CS is also working with sponsors from the major industrial computer science constituencies. This will improve the already strong design experiences for computer science students.

Maintain and strengthen the high quality undergraduate programs in **electrical engineering** and in **computer engineering**. Build on existing strength in power systems and reinvigorate analog electronics offerings. Expand computer engineering program to include hardware-software co-design experiences. Strengthen interdisciplinary capstone design experience with ME and BAE with increased involvement from other engineering programs and with the College of Business. Increase on-campus graduate enrollment of domestic students. Expand graduate course offerings in computer engineering. Increase number of full time doctoral students. Add new research area in electronic packaging. Increase research activities with industry within the state and region. Work with small businesses pursuing SBIR and STTR funding. Improve and expand laboratory space. Increase research opportunities for undergraduates.

The emphasis of the **Materials Science & Engineering** department will be focused on materials science and engineering, i.e. to encompass metals, ceramics, polymers and

electronic/magnetic materials. As such two new hires are planned, one a ceramist/nuclear engineer, the other a polymerist. It is intended that both these hires will occur in the academic year (2006/2007). The department will continue to increase its undergraduate student enrollment; with a goal of reaching 200 undergraduates by 2010. In the research arena, MSE will continue to emphasize work on electronic/magnetic devices with the goal of transitioning from earmarked money to competitive funding. The department will also build up its activities in the nuclear arena working closely with INL and CAES. Emphasis here will be on advanced (elevated temperature) materials and recycling of "once used" fuel. Work will also continue on low cost titanium components, using a powder metallurgy approach, for aerospace and industrial applications. This will include near net shape processing such as metal injection molding.

Mechanical Engineering will continue to offer a fundamentally sound undergraduate ME degree through its labs, engineering science courses, ME design sequence, and ME capstone program. The department will become leaders in entrepreneurship as engineers developing products that make the world a better place through the VIEW program. The department will continue to perform and develop research capability in areas including MEMS, controls, vehicle safety, clean burning combustion (engines), material testing and evaluation, advanced modeling, design pedagogy, and sustainable energy.

During the next three years (2006-2009) the Idaho universities are developing the research and education expertise in **nuclear science and engineering** to provide the INL and the planned Center for Advanced Energy Studies (CAES--new research facility to open in 2008 in Idaho Falls) and residents within the state with new opportunities that are in demand around the nation and the world.

Engineering Outreach is currently experimenting with various high resolution/low bandwidth Web-casting formats that will allow students to download complete DVD-quality courses to their computers over the Internet. Within the next few years, EO will beta-test this equipment and plans to eventually provide all courses in a synchronous format to students nationwide.

XIII. Fiscal Year Revenues - Current year is defined as the year the report is presented to the Board

Engineering Programs *

Revenue Received, Various Fiscal Years			
	Past Fiscal Year	Current Fiscal Year	Next Fiscal Year
Annual General Account/State Appropriation	8,937,500	9,751,500	9,765,600
Revenue from Endowment Funds	57,700	57,900	57,900
Student Fees	173,000	173,400	173,400
Federal Appropriation	150,000	150,000	150,000
Federal Grants & Contracts	9,049,700	9,223,800	9,223,800
State Grants & Contracts	1,072,700	1,075,100	1,075,100
Private Grants & Contracts	1,859,700	1,858,400	1,858,400
Private Gifts	448,200	439,300	434,300
Sales & Serv of Educ Activities			
Sales & Serv of Aux Enterprises			
Other (please identify)			
Indirect Costs	222,800	208,000	207,500
Total, All Fund Sources	22,042,100	23,000,900	23,014,500

Notes:

This report displays revenue received during the fiscal year, not expenditures made.
Round to nearest $100.00.

*** Includes the following:**

Biological & Agricultural Engineering
Chemical Engineering
Civil Engineering
Computer Engineering
Electrical Engineering
Materials Science & Engineering / IMAP
Mechanical Engineering
UI Boise Engineering
Center for Ecohydraulics

SUBJECT

Idaho State Board of Education Report on Dual Credit Activity within Idaho's Postsecondary Institutions

APPLICABLE STATUTE, RULE, OR POLICY

- Section 33-203 (8), Idaho Code.
- Idaho State Board of Education Governing Policies and Procedures III.Y. Advanced Opportunities
- IDAPA 08.02.03.008.16; 08.02.03.106

BACKGROUND

As per Board Policy III.Y.,(2), Advanced Opportunities "The State Board of Education has made a commitment to improve the educational opportunities to Idaho citizens by creating a seamless system. To this end, the Board has instructed its postsecondary institutions to provide educational programs and training to their respective service regions, support and enhance regional and statewide economic development, and to collaborate with the public elementary and secondary schools."

DISCUSSION

Recently, the Board inquired about specific information on the number of high school students enrolled in dual credit programs and requested a report for review to show progression over the last three years or more.

The institutions were asked to respond with data related to the following questions and were given a template to report this information. The attached report illustrates this information by institution.

- Number of high school students enrolled in dual credit courses in school years 2000-2001, 2001-2002, 2002-2003, 2003-2004, 2004-2005, and 2005-2006. If any data from the current school year was available, institutions were encouraged to provide this as well;
- A breakdown of students enrolled by high school for the stated years;
- Names and numbers of courses offered as dual credit within each institution.
- Additionally, institutions were asked to provide names and date of births of high school students who attended dual credit courses through institutions from the 2000-2001 academic year to present. This data was formatted and sent to the National Student Clearinghouse through the Board office. This related information was collected to assist in answering the following questions:
- How many students enrolled in your institution who received dual credit attended your institution as an undergraduate student?
- How many students enrolled in your institution who received dual credit attended a different institution as an undergraduate?

IMPACT

N/A

ATTACHMENTS

Attachment 1 – Dual Credit Summary Report Page 3

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.

Boise State University Dual Credit Report Academic Years 2001-2006	
Total unduplicated headcount of HS students enrolled in Dual Credit through Boise State University	2,702
Total students who returned to BSU as undergraduates:	1,855
Total students who enrolled in other postsecondary institutions:	568
Percentage of students who enrolled in postsecondary:	89.7%
Enrollment for Academic Year 2000-2001	470
Enrollment for Academic Year 2001-2002	531
Enrollment for Academic Year 2002-2003	418
Enrollment for Academic Year 2003-2004	423
Enrollment for Academic Year 2004-2005	486
Enrollment for Academic Year 2005-2006	592

Idaho State University Dual Credit Report Academic Years 2001-2006	
Total unduplicated headcount of HS students enrolled in Dual Credit through Idaho State University	2,896
Total students who returned to ISU as undergraduates:	Not Available
Total students who enrolled in other postsecondary institutions:	Not Available
Percentage of students who enrolled in postsecondary:	Not Available
Enrollment for Academic Year 2000-2001	207
Enrollment for Academic Year 2001-2002	367
Enrollment for Academic Year 2002-2003	494
Enrollment for Academic Year 2003-2004	518
Enrollment for Academic Year 2004-2005	1287
Enrollment for Academic Year 2005-2006	1746

Lewis-Clark State College Dual Credit Report Academic Years 2001-2006	
Total unduplicated headcount of HS students enrolled in Dual Credit through Lewis-Clark State College:	2,002
Total students who returned to LCSC as undergraduates:	1,126
Total students who enrolled in other postsecondary institutions:	288
Percentage of students who enrolled in postsecondary:	70.6%
Enrollment for Academic Year 2000-2001	228
Enrollment for Academic Year 2001-2002	236
Enrollment for Academic Year 2002-2003	513
Enrollment for Academic Year 2003-2004	692
Enrollment for Academic Year 2004-2005	482
Enrollment for Academic Year 2005-2006	632

University of Idaho Dual Credit Report Academic Years 2001-2007 (to date)	
Total unduplicated headcount of HS students enrolled in Dual Credit through University of Idaho:	717
Total students who returned to UI as undergraduates:	494
Total students who enrolled in other postsecondary institutions:	132
Percentage of students who enrolled in postsecondary:	87.3%
Enrollment for Academic Year 2000-2001	Dual enrollment program was not operating at UI during this time
Enrollment for Academic Year 2001-2002	126
Enrollment for Academic Year 2002-2003	164
Enrollment for Academic Year 2003-2004	101
Enrollment for Academic Year 2004-2005	222
Enrollment for Academic Year 2005-2006	233
Enrollment for Academic Year 2006-2007 to date	84

College of Southern Idaho Dual Credit Report Academic Years 2001-2006	
Total unduplicated headcount of HS students enrolled in Dual Credit through College of Southern Idaho:	6,976
Total students who returned to CSI as undergraduates:	Not Available
Total students who enrolled in other postsecondary institutions:	Not Available
Percentage of students who enrolled in postsecondary:	Not Available
Enrollment for Academic Year 2000-2001	1435
Enrollment for Academic Year 2001-2002	1434
Enrollment for Academic Year 2002-2003	1314
Enrollment for Academic Year 2003-2004	1221
Enrollment for Academic Year 2004-2005	1605
Enrollment for Academic Year 2005-2006	1535
North Idaho College Dual Credit Report Academic Years 2001-2006	
Total unduplicated headcount of HS students enrolled in Dual Credit through North Idaho College:	1,493
Total students who returned to NIC as undergraduates:	459
Total students who enrolled in other postsecondary institutions:	583
Percentage of students who enrolled in postsecondary:	70%
Enrollment for Academic Year 2000-2001	537
Enrollment for Academic Year 2001-2002	478
Enrollment for Academic Year 2002-2003	367
Enrollment for Academic Year 2003-2004	400
Enrollment for Academic Year 2004-2005	459
Enrollment for Academic Year 2005-2006	535

Eastern Idaho Technical College Dual Credit Report Academic Years 2001-2006	
Total unduplicated headcount of HS students enrolled in Dual Credit through Eastern Idaho Technical College:	5
Total students who returned to EITC as undergraduates:	0
Total students who enrolled in other postsecondary institutions:	4
Percentage of students who enrolled in postsecondary:	80%
Enrollment for Academic Year 2000-2001	6
Enrollment for Academic Year 2001-2002	4
Enrollment for Academic Year 2002-2003	0
Enrollment for Academic Year 2003-2004	1
Enrollment for Academic Year 2004-2005	0
Enrollment for Academic Year 2005-2006	0

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 2
ATTENDANCE AT SCHOOLS

33-203. DUAL ENROLLMENT.

(8) Dual enrollment shall include the option of enrollment in a post-secondary institution. Any credits earned from an accredited post-secondary institution shall be credited toward state board of education high school graduation requirements.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Y. Advanced Opportunities **Revised December 2005**

Y. Advanced Opportunities

1. Coverage

   Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho are covered by these policies. North Idaho College, the College of Southern Idaho and Eastern Idaho Technical College are also covered since post-secondary programs intended for transfer come under the purview of the Board.

2. Purpose

   The State Board of Education has made a commitment to improve the educational opportunities to Idaho citizens by creating a seamless system. To this end, the Board has instructed its postsecondary institutions to provide educational programs and training to their respective service regions, support and enhance regional and statewide economic development, and to collaborate with the public elementary and secondary schools. In addition to the Board's desire to prepare secondary graduates for postsecondary programs, the Board is also addressing advanced opportunities programs for qualified secondary students. These programs have the potential for reducing the overall costs of secondary and post-secondary programs to the students and institutions.

   The primary intent of the Board is to develop a policy for advanced opportunities programs for secondary students, which would:

   a. Enhance their post-secondary goals;

b. Reduce duplication and provide for an easy transition between secondary and post-secondary education; and
c. Reduce the overall cost of educational services and training.

3. Definitions

There are many different advanced opportunities programs students may access to receive post-secondary credit for education completed while enrolled in the secondary system. Examples include Advanced Placement® (AP), dual credit courses that are taken either in the high school or on the college campus, Tech Prep, etc. For the purpose of this policy the State Board of Education recognizes four different types of advanced opportunities programs depending upon the delivery site and faculty. They are: Advanced Placement®, dual credit, tech prep and the International Baccalaureate program.

a. Advanced Placement® (AP)

The Advanced Placement® Program is administered by the College Board. AP students may take one or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students earn college credit by scoring well on the national exams. It is up to the discretion of the individual colleges to accept the scores from the AP exams to award college credit or advanced standing.

b. Dual Credit

Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus.

c. Tech Prep

Tech Prep is a sequenced program of study that combines at least two years of secondary and two years of postsecondary education. It is designed to help students gain academic knowledge and technical skills, and often earn college credit for their secondary coursework. Programs are intended to lead to an associate's degree or a certificate in a specific career field, and ultimately, to high wage, high skill employment or advanced postsecondary training.

d. International Baccalaureate (IB)
Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college-credit. Successful completion of the full course of study leads to an IB diploma.

Original Source: http://www.ed.gov/print/about/offices/list/ovae/pi/cclo/cbtrans/factsheets.html
Edits by the Advanced Opportunities Subcommittee, OSBE, and CAAP. Revised April 12, 2005.

4. Idaho Programs Standards for Advanced Opportunities Programs

The standards were designed as a resource to help school districts, colleges and universities plan, implement, and evaluate high quality advanced opportunities programs for high school students prior to graduation. The standards ensure acceptance of college credit among the post secondary institutions in Idaho and out-of-state institutions accredited by one of the six regional associations.

The standards were developed by the Advanced Opportunities Subcommittee, which was one of two subcommittees organized under the auspices of the Accelerated Learning and Preparation for Postsecondary Education Task Force appointed by the Idaho State Board of Education in January 2005.

All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards and the standards will be in effect until revisions are instituted and approved by the Board. The Idaho Standards for Advanced Opportunities Programs are available from the Idaho State Board of Education. Information about the International Baccalaureate program is available at their website.

IDAHO ADMINISTRATIVE CODE — *IDAPA 08.02.03*
State Board of Education — *Rules Governing Thoroughness*

008. DEFINITIONS H - S.

16. School-to-Work Transition. A restructuring effort that provides multiple learning options and seamless integrated pathways to increase all students' opportunities to pursue their career and educational interests. (4-5-00)

106. ADVANCED OPPORTUNITIES (EFFECTIVE JULY 1, 2007).
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. (4-11-06)

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SUBJECT

First Reading, Amendment to Idaho State Board of Education Governing Policies & Procedures, Section II.G.6.b.2, Acquisition of Tenure

APPLICABLE STATUTE, RULE, OR POLICY

Bylaws, Section L. Adoption, Amendment, and Repeal of Bylaws

BACKGROUND

The University of Idaho recently reviewed their policies regarding tenure of faculty and would like to implement a "compassionate extension of tenure clock" policy for childbirth, adoption, and medical issues.

DISCUSSION

In regard to the acquisition of tenure, current Board policy requires that a faculty member be evaluated no later than the sixth (6th) full academic year of employment. It is not entirely clear whether current Board policy permits an institution to adopt a compassionate extension of tenure policy. If it is the Board's intent to permit this, then the policy could state this intent more clearly, and that is the purpose of the proposed amendment.

The amendment to Idaho State Board of Education Governing Policies & Procedures, Section II.G.6.b.2., includes language for flexibility in rare cases where circumstances may impede a faculty member's progress toward achieving tenure, including responsibilities with respect to child-birth/child-rearing/adoption, significant responsibilities with respect to elder/dependent care obligations, disability/chronic medical conditions, or other serious unforeseen circumstances beyond the control of the faculty member.

Currently, Boise State University has a policy that allows such extension of the tenure time line. Boise State's policy was created under an interpretation of the SBOE policy that allows such practice by the institutions.

IMPACT

There is no financial impact associated with this request.

ATTACHMENTS

Attachment 1 – Draft policy - Idaho State Board of Education Governing Policies & Procedures, Section II.G.6.b.2, Acquisition of Tenure — Page 3

Attachment 2 – Institutional Policies
- Boise State University — Page 5
- Idaho State University — Page 13
- Lewis-Clark State College — Page 19
- University of Idaho — Page 33

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments and recommendations.

BOARD ACTION

A motion to approve the first reading of amendments to Idaho State Board of Education Governing Policies & Procedures, Section II.G.b.2, Acquisition of Tenure as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

6. Tenure

b. Acquisition of Tenure

(2) An academic faculty member~~s~~, after meeting certain requirements, established by his or her employing institution, may acquire tenure. Each institution shall adopt and submit to the Board its policies for the acquisition of tenure that are consistent with this general philosophy and policy statement of the Board. Acquisition of tenure is not automatic, by default or defacto, but requires an explicit judgment, decision, and approval by the institution. A faculty member ~~will usually~~ is eligible to be evaluated for the acquisition of tenure after ~~at least~~ having completed four (4) full years of ~~service and in no case~~ academic employment at the institution, although tenure may be awarded prior to completion of this initial eligibility period in certain exceptional cases as provided in Board Policy II.G.6.d.4. In addition, an academic faculty member must be evaluated for the acquisition of tenure not later than ~~during~~ the faculty member's sixth (6th) full academic year of employment at the institution~~.~~ except that an institution may permit an academic faculty member to request an extension of the tenure review period because of certain extenuating circumstances which may impede a faculty member's progress toward achieving tenure, including responsibilities with respect to child-birth/child-rearing/adoption, significant responsibilities with respect to elder/dependent care obligations, disability/chronic medical conditions, or other serious unforeseen circumstances beyond the control of the faculty member. An institution that permits an extension of the tenure review period must include in its policies the procedure a faculty member must follow to request such an extension, and the basis for determining the modified timeline for review.

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Boise State University Policy Manual

Boise State University | BSU 5340-B
Effective Date: July 1, 1989 | Revised On: July 1, 1995
March 21, 2000
July, 2003
May, 2005

FACULTY TENURE PROCEDURES

I. Definition

Tenure is a condition of presumed continuous employment (following expiration of a four-year probationary period) during which time the faculty member's service may be terminated only for adequate cause, the burden of proof resting with the institution; except in the case of retirement for age (not applicable after 1991) or in the cases of financial exigency or program reduction pursuant to State Board of Education Rules and Regulations. (For the definition of "adequate cause," see State Board policy Section II, Subsection L.)

II. Policy Statement

Tenure is a condition that insures an intellectual atmosphere that is free and open. This encourages superior faculty to remain at the University, thus strengthening the excellence of the institution. Granting tenure implies a commitment by the institution to defend the academic member's intellectual endeavors. Likewise, the faculty member who is awarded tenure makes an equally strong commitment to serve the students, the profession, and the institution in a manner befitting an academician.

Following the expiration of a four-year probationary period, **typically four (4) to five (5) years in duration,** tenure may be granted to members of the Official Faculty who demonstrate satisfactory performance in each of the following three areas:

- Teaching
- Scholarly, Creative, or Research Activities
- University and Public Service

III. Criteria

Sections A, B, and C list examples of the kinds of activities and evidence that may be used by a faculty member to support his or her claim of satisfactory performance in teaching, scholarly activity, and service. Since these are described in broad terms, each promotion and tenure committee and each department or unit must decide what kinds of activities and evidence are most appropriate within its particular set of disciplines.

Each college promotion and tenure committee must have a written policy that specifies the criteria and procedures to be used within its college. This policy must satisfy the guidelines established by University policies, but may be more

specific. The process of writing or revising this policy shall be carried out by a task force constituted for that purpose. Membership of this college task force shall consist of one tenured, official faculty from each department or unit within that college as elected by the members of the departments or units. These criteria and procedures shall be approved by the appropriate dean and be available to all official faculty within that college.

A department or unit must adopt its own criteria and procedures. It may adopt the policy of the college or develop its own policy consistent with the college policy. Such departmental or unit policy must be in writing, approved by a vote of the official faculty members of that department or unit and accepted by the appropriate dean.

In accordance with these criteria; teaching, scholarly activity, and service shall be demonstrated by evidence as indicated in the next three sections.

In accordance with these criteria; teaching, scholarly activity, and service shall be demonstrated by evidence as indicated in the next three sections.

A. Teaching: Teaching effectiveness shall be evidenced by:

1. Department chairperson's (or division manager's) recommendations and annual evaluations.
2. Recommendations of the departmental or unit personnel committee (if in use). See the Peer Review Policy (BSU 5325-b) for reference to personnel committees.
3. Official "collective" faculty evaluations by students.

Other examples of appropriate evidence of teaching effectiveness include, but are not limited to:

1. Teaching awards and other outstanding accomplishments in instruction.
2. Peer evaluations of teaching.
3. Alumni evaluations.
4. Quality of senior's and Master's theses, or independent study supervision.
5. Quality of student advising.
6. Innovations in teaching designed to improve effectiveness; e.g., in teaching approach, learning activities, and technology.
7. Supervision of student field experiences.
8. Participation in teaching-related activities of one's discipline.
9. Effectiveness of students in succeeding courses.
10. Student performance on standard course examinations.
11. Preparation of course materials.

For Library Faculty members, this category is replaced by evidence of Librarianship. The criteria for evaluation of librarianship shall be those developed and approved by a vote of the Library Faculty.

B. Scholarly, Creative, or Research Activities: Accomplishments in this area shall be evidenced by opinions of colleagues who have particular knowledge of the faculty member's field and of the scholarly, creative, or research efforts.

For faculty members in academic colleges, examples of appropriate evidence include, but are not limited to:

1. Dissemination of knowledge through:
    a. Refereed publications.
    b. Expository writing such as textbooks, research synopses, or other syntheses of knowledge.
2. Professional recognition by scholars in that field.
3. Creative work (performances, poetry, drama, painting, competitions) recognized by others in that field.
4. Applied and theoretical research.
5. Grants and contracts.
6. Professional reputation (both inside and outside the University).

For faculty members in the Applied Technology programs, there must be evidence of:

1. Professional upgrading within their discipline beyond the minimal requirements, and
2. Professional upgrading in teaching skills beyond the minimal requirements.

For Library Faculty members, there must be evidence of Professional Contributions. The criteria for evaluation of professional contributions shall be those developed and approved by a vote of the Library Faculty.

Vocational Technical Education and Library faculty might also use evidence of activities similar to those listed previously for academic faculty.

C. Service: Service consists of professional activities (other than teaching and scholarly activities) that may be of the following types: (1) professional service, (2) institutional service, and (3) public or community service. Service to the University and public shall be evidenced by the opinion of the colleagues and others relative to performance in that area. Examples of appropriate activities include, but are not limited to:

1. Professional committee and organization involvement.
2. Editor or referee services for academic journals.
3. Participating in University, college, school, or departmental committees.
4. Efforts on behalf of University-related projects.
5. Consulting.
6. Using professional abilities for the community's benefit.
7. Community activities that benefit the University.

8. Administrative or other assigned responsibilities within the University.

IV. Responsibility

Faculty members who are eligible and wish to be considered for tenure shall assemble the data listed below (see V., B.). Chairpersons may also initiate tenure consideration for faculty members. Chairpersons must apprise faculty who meet minimum time requirements for tenure considerations

V. Procedure

A. Eligibility: Faculty members become eligible to apply for tenure during the fifth year of service on the Official Faculty (for definition of Official faculty, see the BSU Faculty Constitution, Article II). All members of the Official Faculty must apply for tenure no later than during the sixth year of eligible employment at Boise State University. (See also Section VII.) **Exceptions to this timeline are described in section VIII.**

Under extraordinary circumstances and in compliance with State Board of Education policy, the following criteria and rules are established by which prior service may be evaluated for purposes of acquiring tenure:

1. Full-time appointment in a ranked position as a faculty member at an accredited institution of higher education may be accepted at full value (year for year).
2. A faculty member whose prior service is considered to be of a nature sufficient to waive the normal five-year requirement may be considered for tenure no earlier than during his or her third full year of employment at Boise State University, except in extraordinary circumstances. At the time of initial employment as a member of the Official Faculty, the department chairperson (in accordance with departmental policy) shall make a written recommendation to the appropriate dean determining whether service at another institution shall apply toward the years of service required for tenure. Upon approval by that dean, this agreement shall be included in the personnel file of that faculty member for future reference.

B. Tenure Portfolio: The eligible faculty member shall prepare a tenure portfolio that shall contain the following items:

1. A current Vita which shall contain the following:
    a. Professional preparation.
    b. Professional experience.
    c. Teaching assignments for at least the last three academic years including classes taught, credit hours taught and student load.
2. Evidence of Teaching Effectiveness which shall contain official student evaluations for all courses evaluated during the last three academic years. (In the case of early consideration, student evaluations for two years are required.) For other examples, see Section III. A.
3. Evidence of Scholarly, Creative, or Research Activities.

4. Evidence of University and Public Service.
5. Annual Evaluations by the chairperson and department personnel committee (if in use) for at least the last three academic years. (In the case of early consideration, evaluations for two years are required.)

C. Process: In granting or denying tenure to a faculty member, the following procedures shall be used

1. The department or unit shall make the initial recommendation on tenure for eligible members of that department. If used by the department or unit, the personnel committee shall review each candidate's qualifications for tenure and the department members' recommendations for the granting of tenure. This review shall be conducted on the basis of the departmental criteria and procedures. The personnel committee then will make a departmental recommendation to the department chairperson.

   The chairperson shall forward the tenure portfolio and the chairperson's recommendation (and the departmental recommendation) to the appropriate college promotion and tenure committee.
2. The college promotion and tenure committee shall review the qualifications of the candidates for tenure and shall make its recommendation about the granting of tenure to each candidate. This review shall be based on the college tenure policy. The committee shall notify the faculty member in writing of its recommendation within three working days of the decision. If the recommendation is to deny tenure, the faculty member may, within five working days of the notification, request a meeting with the committee. If requested, the committee must grant a meeting with the faculty member within five working days of the request.
3. The dean shall make his or her recommendation to the Provost and Vice President for Academic Affairs to grant or deny tenure. The dean shall also notify the faculty member in writing of his or her recommendation within three working days of the decision.

   If the recommendation is to deny tenure, the faculty member may, within five working days of the notification, request a meeting with the dean. If requested, the dean shall grant a meeting within five working days of the request.
4. The President (in consultation with the Provost and Vice President for Academic Affairs) shall make his or her decision to grant or deny tenure. The President shall notify the faculty member of his or her decision by March 1. If the decision is to deny tenure, the faculty member may request a meeting with the President, within five (5) working days of the notification. If requested, The President shall grant such a meeting within five (5) working days of the request.

   If a mandatory tenure decision is not required, a candidate has the option

of withdrawing his or her name from consideration at any point in the above process.

5. The President shall forward his or her tenure decisions for to the State Board of Education in the semi-annual report.

VI. Deadlines

A. By October 15, the department chairperson shall forward the tenure portfolio and required recommendations to the appropriate college promotion and tenure committee.

B. By December 1, the candidate shall be notified of the recommendation of the college promotion and tenure committee.

C. By December 15, the college promotion and tenure committee shall forward the tenure folders and all recommendations concerning the awarding of tenure to the appropriate dean.

D. By January 15, the dean shall notify each candidate of his or her recommendation.

E. By January 31, the dean shall forward all tenure recommendations sent to him or her, plus his or her own recommendation, to the Provost and Vice President for Academic Affairs.

F. The President shall forward his or her own recommendations to the faculty member by March 1 and will report the above recommendations for tenure to the State Board of Education in the semi-annual report.

VII. Failure to Achieve Tenure

A. A decision to recommend tenure or to deny tenure must be made during the sixth year of service, unless the tenure probationary period has been extended (see Section VIII below). If this decision is to deny tenure, the faculty member's next contract shall be a one-year, terminal contract unless the department chairperson and dean of the college recommend that the individual be placed on an appointment as an adjunctive faculty member.

If the person applies for tenure before his or her sixth year and does not receive tenure, then he or she shall remain in the status of nontenured faculty. Such a nontenured faculty member may reapply for tenure unless the University decides that a terminal contract is appropriate.

VIII. Extensions of the Tenure Probationary Period

A. An extension of the tenure probationary period may be granted under certain circumstances which may impede a faculty member's progress toward achieving

tenure, including responsibilities with respect to childbirth/adoption, significant responsibilities with respect to elder/dependent care obligations, disability/chronic illness, or circumstances beyond the control of the faculty member.

B. The procedures for requesting an extension are:

1. The faculty member provides a written request to the Provost.
2. Requests for extension of the probationary period with respect to childbirth or adoption must be made within one year of the birth or adoption. Other requests should be made in a timely manner, proximate to the events or circumstances which occasion the request. All requests should include appropriate documentation.
3. A request for extension of the probationary period with respect to childbirth and adoption responsibilities carries with it the presumption of approval for a one-year extension. Except to obtain necessary consultative assistance on medical or legal issues, only the Provost will have access to documentation pertaining to a request related to disability or chronic illness. For request other than childbirth and adoption, elder/dependent care obligations, and disability or chronic illness, the provost will, at his or her discretion, determine if consultation with the dean and/or department is appropriate. The provost shall notify the faculty member, department chair, and dean of the action taken.
4. Multiple extension requests may be granted. All requests for probationary period extensions shall be made prior to commencing with a tenure or contract renewal review.
5. If a probationary period extension is approved, a reduction in scholarly productivity during the period of time addressed in the request should not prejudice a subsequent contract renewal decision. Any faculty member in probationary status more than the standard four (4) or five (5) years because of extensions shall be evaluated as if the faculty member had been on probationary status for the standard four (4) or five (5) years.

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FACULTY/STAFF HANDBOOK
IDAHO STATE UNIVERSITY

2. Tenure

Tenure is a condition of presumed continuous employment following the expiration of a probationary period and after meeting the appropriate criteria. After tenure has been awarded, the faculty member's service may be terminated only for adequate cause, the burden of proof resting with the institution, except in the case of retirement for age, under conditions of financial exigency as declared by the State Board of Education, in situations where extreme shifts of enrollment have eliminated the justification for a position, or where the Board has authorized elimination or substantial reduction in an academic or professional-technical program.

Tenure status is available only to eligible full-time institutional faculty members whose initial appointments have been approved by the Board. Conferral of tenure status has been limited by the Board to seventy five percent (75%) of the institutional faculty. All new faculty appointments are subject to the approval of the Board. Nontenured members of the faculty should not expect continued employment beyond the period of his or her current appointment. Any commitment to employ a nontenured member of the faculty beyond the period of his or her current appointment is wholly ineffective without prior approval of the Board.

3. Evaluation For Tenure

It is expected that the President, in granting tenure, will have sought and considered evaluations of each candidate by a committee appointed for the purpose of annual evaluations or tenure status. Such committee must consist of tenured and nontenured members of the department, if available; equitable student representation; and one or more representatives from outside the department. Each member of the committee has an equal vote on all matters. The committee must give proper credence and weight to collective student evaluations of faculty members, as evidenced by an auditing procedure approved by the President.

The recommendation of the committee will be forwarded in writing through appropriate channels, along with written recommendations of the department chairperson or unit head, dean, and appropriate vice president, to the President, who is responsible for making the final decision.

a. Acquisition of Tenure

(1) Professional-Technical faculty hired under the division of professional-technical education prior to July 1, 1993 who were granted tenure may retain tenure in accordance with these policies. Individuals hired under the Division of Professional-Technical education subsequent to July 1, 1993 are hired and employed as nontenure track faculty and will:

(a) be afforded the right to pursue promotion; and

(b) be considered and granted an employment contract in accordance with these policies and be subject to continued acceptable performance and/or the needs of the institution; and

(c) be afforded an opportunity to serve on institutional committees.

(2) Academic faculty members, after meeting certain requirements set forth in Section 4., may acquire tenure. Acquisition of tenure is not automatic, by default or defacto, but requires an explicit judgment, decision, and approval. A faculty member will usually be evaluated for the acquisition of tenure after at least five (5) full years of service and in no case later than during the faculty member's seventh (7th) full academic year of employment at the institution.

b. Notification

An individual eligible for tenure must be informed, by proffered written contract, of appointment or nonappointment to tenure not later than June 30th after the academic year during which the decision is made.

c. Nonappointment to Tenure

In case of nonappointment to tenure in accordance with the standards of eligibility set forth in Section 4., the faculty member must be given, in accordance with the provision for nonrenewal, a written notice that tenure was denied.

4. Standards of Eligibility for Tenure Status

a. Until the acquisition of tenure, all appointments are made for a period not to exceed one (1) year. Ordinarily, appointments are made for periods of one (1) year each before a tenure decision becomes mandatory. A faculty member will usually be evaluated for the acquisition of tenure after at least five (5) full academic years of employment and in no case later than during the faculty member's seventh (7th) full academic year of employment at the University.

b. All satisfactory service in any professorial rank may be used to fulfill the time requirement for acquiring tenure. The University must develop criteria and rules by which prior service may be evaluated for inclusion in experience necessary for acquiring tenure.

c. A maximum of two (2) years satisfactory service in the rank of instructor at the University will be allowed in partial fulfillment of the time requirement in the professorial ranks. Faculty members who hold the rank of instructor may be eligible for tenure status if provided for by the University even though they teach in fields that have established professorial ranks.

d. Tenure may be awarded prior to completion of the usual eligibility period in certain exceptional cases. Prior to attaining tenure status in such cases, the burden of proof rests with the individual.

5. Award of Tenure

The awarding of tenure to an eligible faculty member is made only by a positive action of the President. The President must give notice in writing to the faculty member of the approval or denial of tenure status. Notwithstanding any provisions in these policies to the contrary, no person will be deemed to have been awarded tenure because notice is not given or received by the times prescribed in any sections of these policies. No faculty member may construe lack of notice of denial of tenure as the awarding of tenure. If the President has not given notice to the faculty member as provided for in these policies, it is the duty of the faculty member to make inquiry to ascertain the decision of the President.

6. Interpretations Relating to Tenure

a. Terminal Contract of Employment - If a faculty member is not awarded tenure, the President must notify the faculty member of the decision not to award tenure and may, at his or her discretion, either issue to the faculty member a contract for a terminal year of employment, or, at the sole discretion of the President, issue to the faculty member contracts of employment for successive periods of one (1) year each. Such appointment for faculty members not awarded tenure must be on an annual basis, and such temporary appointments do not vest in the faculty member any of the rights inherent in tenure and there shall be no continued expectation of employment beyond the annual appointment.

b. When authorized by the President, or his or her designee, the year in which the tenure decision is made may be the terminal year of employment.

c. Effect of lapse in service, transfer, reassignment, reorganization, and administrative responsibilities.

(1) A nontenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years may have his or her prior service counted toward eligibility for the award of tenure. Eligibility for the award of tenure must be clarified in writing before reappointment.

A tenured faculty member who has left the University and is subsequently reappointed after a lapse of not more than three (3) years must have tenure status clarified in writing by the President or his or her designee before appointment. The faculty member may be reappointed with tenure, or may be required to serve additional years before being reviewed for tenure status.

(2) Before a nontenured faculty member holding academic rank is moved from one position in the University to another, the member must be informed in writing by the Academic Vice President, after consultation with the receiving department, as to the extent to which prior service may count toward eligibility for tenure status.

(3) No faculty member’s tenure in a discipline may be adversely affected by the reorganization of the administrative structure. A faculty member’s tenure is not affected by reassignment of administrative responsibilities.

(4) When a tenured faculty member is serving as department chairperson, college dean, or in some other administrative or service capacity, retention of membership, academic rank, and tenure in the subject-matter department or similar unit is maintained. Should the administrative or service responsibilities terminate, the member takes up regular duties in the discipline within which membership, academic rank, and tenure was retained.

7. Periodic Performance Review

It is the policy of the Board that at intervals not to exceed five (5) years following the award of tenure to faculty members, the performance of tenured faculty must be reviewed by members of the department or unit and the department chairperson or unit head. The review must be conducted in terms of the tenured faculty member's continuing performance in the following general categories: (a) teaching effectiveness, (b) research or creative activities, (c) professional related services, (d) other assigned responsibilities, and (e) overall contributions to the department.

a. Procedures for Periodic Review - The University must establish procedures for the performance review of tenured faculty members at the University. Such procedures are subject to the review and approval of the Board. Each year the academic vice president or designee is responsible for designating in writing those tenured faculty members whose performance is subject to review during the year.

b. Review Standards - The University may establish its own internal review standards subject to approval by the Board. Absent such University standards, the University must use the following standards.

If during the periodic review, the performance of a tenured faculty member is questioned in writing by (a) a majority of members of the department or unit, (b) the department chairperson or unit head, (c) the appropriate dean, (d) the Vice President for Academic Affairs, or (e) the President, the Vice President for Academic Affairs must decide whether a full and complete review must be conducted in accordance with the procedures established for the initial evaluation for tenure.

If during the periodic review, the performance of a tenured faculty member is not questioned in writing as described in the preceding paragraph, members of the department or unit and the department chairperson or unit head must prepare a written review statement that the performance review has been conducted and that a full and complete review is not required.

c. Exception for Associate Professors in the Promotion Process - Generally, the promotion from the rank of associate professor to full professor is considered no earlier than the fifth (5th) full year after attaining the rank of associate professor, which is generally contemporaneous with the granting of tenure. In such cases, if review for promotion to full professor is scheduled during the fifth (5th), sixth (6th) or seventh (7th) full year after the award of tenure then the promotion review may, if it meets substantially similar criteria and goals of the periodic review, take the place of the periodic performance review described here.

d. Termination of Employment

If, following a full and complete review, a tenured faculty member's performance is judged to have been unsatisfactory or less than adequate during the period under review, the President may initiate termination of employment procedures for the faculty member. In other words, an unsatisfactory or less than adequate performance rating shall constitute adequate cause for dismissal.

8. Dismissal for Adequate Cause

Tenured faculty members may be dismissed for adequate cause as provided for in Part 4., Section IV.E.2 of the ISU Faculty/Staff Handbook and Subsection L of the Idaho State Board of Education Governing Policies and Procedures.

9. Tenure for Academic Administrators

a. "Academic administrators," for purposes of this topic, means the chief academic officers of the Office of the State Board of Education and the University and the deans and department chairs and their associates/assistants of the academic units of the University, and shall not include persons occupying other administrative positions.

b. An employee with tenure in an academic department or equivalent unit who is appointed to an academic administrator position retains tenure in that department or equivalent unit.

c. An individual hired for or promoted to an academic administrator may be considered for a tenured faculty rank in the appropriate department or equivalent unit. Such consideration is contingent upon approval by the President.

d. Upon termination of employment as an academic administrator, an employee with tenure may, at his or her option, return to employment in the department or equivalent unit in which he or she holds tenure unless such employee resigns, retires, or is terminated for adequate cause.

e. An individual hired for a nonacademic administrator position from outside the University will not be considered for tenured faculty rank in conjunction with such appointment. However, he or she may be granted an adjunct faculty appointment, upon the recommendation of the appropriate department and dean and with the approval of the provost or chief academic officer and President, if the individual will teach and otherwise contribute to that department.

f. Notwithstanding the above, each administrative employee who is granted tenure shall be reviewed in the same manner as tenured faculty.

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SUBJECT: TENURE, NON-TENURE

I. Tenure: Definition and Philosophy

A. Definition

Tenure, a condition of continuous employment following the expiration of a probationary period, is based on the principle of academic freedom, specifically: 1) freedom to teach, conduct research, and participate in extramural activities, and 2) a sufficient degree of economic stability to establish a mutually beneficial commitment between a faculty member and the institution.

"… After tenure has been awarded, the faculty member's service may be terminated only for adequate cause; except in the case of retirement or financial exigency as declared by the Board; in situations where extreme shifts of enrollment have eliminated the justification for a position; or where the Board has authorized elimination or substantial reduction in a program…." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic a]

B. Philosophy

The rationale for tenure at Lewis-Clark State College is that higher education is conducted for the common good. The common good and educating citizens depend upon the free search for truth and its free exposition. It is not to discourage controversy. Controversy is at the heart of academic inquiry. The concept of academic freedom for all faculty should be guaranteed by First Amendment rights. Tenure underscores the guarantee of academic freedom within the community of faculty and scholars.

Tenure embodies a long-term relationship of trust, commitment, and reciprocal obligation between the institution and the individual faculty member. Tenure is granted only to faculty members who demonstrate they have made and will continue to make significant contributions in their disciplines through effective teaching, scholarship, and institution and public service. It is a model of commitment to self, institution and profession. In addition, tenure at LCSC is a celebration of fulfilled and meaningful work and service.

II. Eligibility for Tenure Status

"…Tenure status is available only to eligible, full-time institutional faculty members, as defined by the institution. All faculty appointments are subject to the approvals as required in Board policy. Nontenured members of the faculty are appointed to term appointments…" [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic a]

SUBJECT: TENURE, NON-TENURE

All first-year appointments are made for a period not to exceed one (1) year. Ordinarily appointments are made for periods of one (1) year each before a tenure decision is made.

A. Faculty

"Academic faculty members, after meeting certain requirements, may acquire tenure. Acquisition of tenure is not automatic, by default or defacto, but requires an explicit judgment, decision, and approval. A faculty member will usually be evaluated for the acquisition of tenure after at least four (4) full years of service and in no case later than during the faculty member's sixth (6th) full academic year of employment in at the institution." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic b, Item (2)] When circumstances permit, a faculty member may be considered for promotion and tenure in the same year.

All satisfactory service in any professorial rank may be used to fulfill the time requirement for acquiring tenure. A maximum of two (2) years satisfactory service in the rank of instructor at Lewis-Clark State College will be allowed toward fulfillment of the time requirement in the professorial ranks. In cases involving prior service, tenure may be granted following less than the usual period of service. Where performance can be adequately documented, faculty members with prior experience at other accredited institutions may be granted credit for up to a maximum of two (2) years and may be considered for tenure during the second (2nd) full year of service at the college. Eligibility for early tenure consideration, however, must be stipulated in writing by the Provost at the time of hire or no later than the end of the first (1st) academic semester after hire.

B. Academic Administrators

1. **"**"Academic administrators," for purposes of this topic, means the chief academic officers of the Office of the State Board of Education and the institutions and the deans and department chairs and their associates/assistants of the academic units of the institutions, and shall not include persons occupying other administrative positions." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (1)]

2 "An employee with tenure in an academic department or equivalent unit who is appointed to an academic administrator position retains tenure in that department or equivalent unit." [SBOE Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (2)]

3. "An individual hired for or promoted to an academic administrator may be considered for a tenured faculty rank in the appropriate department or equivalent unit. Such consideration is contingent upon approval by the institution's

president." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (3)]

4 "Upon termination of employment as an academic administrator, an employee with tenure may, at his or her option, return to employment in the department or equivalent unit in which he or she holds tenure unless such employee resigns, retires, or is terminated for adequate cause." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (4)]

5. "An individual hired for a non-academic administrator position from outside the institution will not be considered for tenured faculty rank in conjunction with such appointment. However, he or she may be granted an adjunct faculty appointment, upon the recommendation of the appropriate department and dean and with the approval of the provost or chief academic officer and president, if the individual will teach and otherwise contribute to that department." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (5)]

6 "Notwithstanding the above, each administrative employee who is granted tenure shall be reviewed in the same manner as tenured faculty." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (6)]

III. Notice of and Standards for Non-Reappointment or Termination of Appointment of Non-Tenured Faculty Members hired on tenure track positions.

A. Probationary Period

A probationary period typically precedes the granting of tenure. Nevertheless, all non-tenured faculty members are still under First Amendment and institutional guarantees of academic freedom.

B. Non-Reappointment or Termination

Notice of non-reappointment or termination, or of intention not to recommend reappointment, must be given in writing in letter form and in accordance with the following standards:

1. "First Year Of Service - Not later than March 1 of the first full academic year of service if the appointment is not to be renewed at the end of the academic year; or if a one-year appointment terminates during an academic year, and is not to be renewed, at least three (3) months in advance of its termination." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 5, Subtopic a, Item (1)]

2. "Second Year Of Service - Not later than December 15 of the second full academic year of service if the appointment is not to be renewed at the end of the academic year; or, if the appointment terminates during an academic year and is not to be renewed, at least six (6) months in advance of its termination." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 5, Subtopic a, Item (2)]

3. "Three (3) Or More Years Of Service - Not later than July 15 preceding the academic year at the end of which the appointment is to be terminated; or, if the appointment terminates during an academic year and is not to be renewed, at least twelve (12) months in advance of its termination. [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 5, Subtopic a, Item (3)]

4. Issues related to tenure and financial exigency are covered in "Policy of Financial Exigency."

IV. Criteria for Granting Tenure and Materials for Evaluation

A. Criteria for Granting Tenure

The applicant will develop a portfolio demonstrating past performance and ability to perform as a valued professional colleague by addressing all of the following areas:

1. Teaching and advising: Faculty member has demonstrated a pattern of effective undergraduate teaching and advising, as reflected in Student Reaction to Instruction, by peer and Division Chair evaluations, and other relevant materials.

2. Scholarly/creative activity and professional development: Faculty member has engaged in creative and self-renewing scholarly activity which demonstrates the ability to create, apply and integrate new knowledge, as verified by specific activities and relevant peer evaluations.

3. Service: Faculty member has engaged in service to the institution and profession which helps shape and build their ability to perform their social and intellectual functions and has shown commitment to public welfare by service to the community through sharing professional knowledge, skill, and advice, as verified by specific activities and relevant evaluations.

4. Collegiality: Faculty member has maintained constructive and civil interactions with other members of the college community.

B. The Applicant's Tenure Portfolio

1. At minimum the following materials are required; however, the candidate will determine what materials will be used in preparing the Portfolio:

   a. Personal Statement—A personal statement describing the faculty member's role within the division or other unit and including appropriate statements on the following functions: instruction, scholarship, institutional service, public service, and collegiality. The statement should describe accomplishments, plans for growth, special problems encountered, innovations or activities attempted, and other relevant materials. Appropriate documents and evidence should be available at the committee's request.

   b. Current Curriculum Vita:

      - Earned degrees, institutions, and dates of receipt
      - Primary areas of degree emphasis
      - Educational/work experience (including dates, places, conferences, seminars, workshops, etc.)
      - Scholarship and creative activity (including consultations, publications, special awards, research, etc.)
      - Teaching loads including any administrative assignments (covering appropriate years)
      - Committee assignments and contributions (covering the appropriate years)
      - Current professional memberships and contributions
      - Major contributions to the Division and College
      - Future contributions

   c. Job descriptions with annual self and chair evaluation (last four (4) years),

   d. Peer Review evaluations (last four (4) years),

   e. Student evaluations (formal and informal over the last four (4) years). The results of the evaluations must be carefully weighed according to student response rate.

   f. One (1) current syllabus.

2. Reviewers may request additional materials. If additional material is requested by the Individual Tenure Committee, Standing Tenure and Promotion Review Committee (STPRC), Division Chair, Dean, Provost, or President, the request and justification for the requested materials must be in writing to the applicant. If the applicant chooses to honor this request, he/she must sign a waiver available in the Human Resource's office allowing access to the requested materials. The requested information will be added to the Portfolio as it is forwarded to the next

level of review. The applicant may respond in writing to clarify the situation if he or she believes his or her record has been misinterpreted. Any such letter will be forwarded with the rest of the Portfolio.

3. The Portfolio will be made available for review in the Division Office for the Division Faculty, Division Chair, Dean, and Individual Tenure Committee. The Portfolio will be made available for review in the Library for the STPRC. The Portfolio will be made available for review in the Provost's office for the Provost and President.

4. Each reviewer or group of reviewers will write a tenure recommendation. The recommendation will address the criteria described in Section IV, A. The recommendation will be added to the Tenure File and forwarded to the next level of review.

5. At the completion of the applicant's review process, the Portfolio will be returned to the applicant. A copy of the tenure action will be sent to the faculty member and to the faculty member's personnel file in the Office of Human Resources.

6. The applicant's Tenure Portfolio may also be used for promotion decisions if the applicant chooses to use one portfolio and if tenure and promotion should occur simultaneously.

C. Tenure file

The Tenure File shall be comprised of the applicant's Tenure Portfolio; the Division Chair's summative evaluation/recommendation; recommendation from the applicant's Dean; recommendations from the Individual Tenure Committee and STPRC; recommendations from the Provost; and the President's recommendation. The applicant shall receive copies of all items placed in the tenure file. At the completion of the tenure process the Tenure File, without the Tenure Portfolio, will be forwarded to the applicant's Human Resource file. The Tenure Portfolio will be returned to the applicant.

V. Reviewers

Applicants eligible for tenure shall prepare a tenure portfolio for review by the applicant's Division Chair, Dean, Individual Tenure Committee, STPRC, Provost, and the President. Each reviewer will make a written recommendation regarding the applicant's request for tenure. If the recommendation is negative, then reasons for the negative recommendation (in writing) are transmitted to the candidate and Division Chair. The faculty member may submit a written statement regarding the negative recommendation, which will be placed in the Tenure File and forwarded to the next level of review. All materials reviewed by the committee and reviewers and all proceedings of the committee shall remain confidential.

The President will make the final determination about tenure and report his or her decision to the State Board of Education.

A. Standing Tenure and Promotion Review Committee (STPRC)

The tenure evaluation process will be administered by the STPRC of the Faculty Association, with clerical support from the Provost's office. See 1.104 Article IV, Section 5 for responsibilities, committee makeup, and terms of service.

B. Individual Tenure Committee

1. The Individual Tenure Committee will consist of five (5) members, at least two (2) of whom are tenured. The Individual Tenure Committee will be composed as follows:

   a. Two (2) or more tenured faculty members, and one (1) or more non-tenured faculty members from the applicant's division, if available,

   b. One (1) or more faculty from outside the division,

   c. One (1) or more students, but not more than 50 percent of the committee membership (Student members must have declared a major and taken upper-division course work in the applicant's division).

2. Faculty in the applicant's division will elect one (1) member from the division's faculty and one (1) student to serve on the committee; the applicant will select the remaining members.

3. Faculty in the applicant's division will elect the chair from the members of the Individual Tenure Committee.

4. The Individual Tenure Committee may be the same as the Individual Promotion Committee as long as criteria for the composition of both committees are met.

VI. Procedures for Tenure Evaluation (A timeline follows in section VIII.)

A Applicant

1. Following notification by the Provost of eligibility to apply for tenure, the applicant submits a "Request for Tenure/Promotion Evaluation" to the Provost's Office. Application for Tenure authorizes the Individual Tenure Committee to secure current formal student evaluations and Peer Review evaluations.

2. The applicant submits the Tenure Portfolio for review to the Division Office.

B. Division Chair

1. The applicant's Division Chair will write a summative tenure evaluation/ recommendation of the faculty member based on Annual Evaluations and other materials in the applicant's Tenure Portfolio. The Chair's evaluation/ recommendation should address the criteria listed in Section IV, A.

2. The summative evaluation/recommendation should be attached to copies of all prior Annual Performance Evaluations, including those by both the division's evaluating body and the Division Chair or Director.

3. Prior to submission, the Chair and faculty member must discuss the summative evaluation/recommendation.

4. The faculty member may submit a written response to be attached to the Chair's summative evaluation/recommendation.

5. In the event the Division Chair has not had at least one (1) year to observe the applicant, she or he may choose to submit the name without recommendation, but may submit an evaluation of the candidate.

6. The Division Chair summits the summative evaluation/recommendation to the Individual Tenure Committee.

7. After the applicant receives a recommendation from the Individual Tenure Committee, the Division Chair will ensure the Portfolio is placed in the Library, where it will be housed for the STPRC and SPRC reviewers.

C. Dean

1. The Dean will ensure a tenure portfolio for each faculty member is completed and made available for reviewers (Division Chair, Dean, Division Faculty and Individual Tenure Committee) in the faculty member's Division Office. The Dean notifies the above reviewers that the file is ready for review in the Division Office.

2. The Dean shall review the Portfolio and prepare a recommendation. The recommendation will be added to the Tenure File and forwarded to the Individual Tenure Committee.

3. After the applicant receives a recommendation from the STPRC, the Dean will ensure the Portfolio is placed in the Provost's office, where it will be housed for the Provost's and President's reviews.

D. Divisional Faculty (Optional)

1. Division faculty may choose to review the Portfolio and forward a written recommendation to the Individual Tenure Committee and applicant.

2. The faculty member may submit a written response to be attached to the faculty member's recommendation.

E. The Individual Tenure Committee

1. Each member of the committee will have a full vote. Voting will be by secret ballot with no tally recorded.

2. The Individual Tenure Committee will review the Tenure File and arrive at a recommendation.

3. The Chair of the Individual Tenure Committee will prepare a written recommendation.

4. The committee's recommendation shall be signed by each member of the committee or by the chair only.

5. The recommendation will be added to the Tenure File and forwarded to the applicant and STPRC.

6. Information from the applicant received after the Individual Tenure Committee has arrived at a recommendation may not be considered unless the applicant reapplies in a subsequent year.

7. The form indicating the Individual Tenure Committee recommendation shall be sent to the applicant, the applicant's Division Chair, and Dean.

F. The Standing Tenure and Promotion Review Committee (STPRC)

1. The STPRC will review the tenure file and arrive at a recommendation by simple majority vote. Votes shall be cast by secret ballot, and no tally of the votes shall be reported. Each member of the committee will have an equal vote in all matters. The chair of the STPRC will prepare a written recommendation.

2. The committee's recommendation shall be signed by each member of the committee or by the chair only.

3. If the STPRC recommends against granting tenure, it shall inform the applicant before submitting its recommendation to the Provost. The applicant shall then be

given an opportunity to meet with the STPRC and to present additional material in support of the granting of tenure. Immediately after the meeting with the applicant the STPRC will review all materials and again arrive at a recommendation.

4. A copy of the Tenure File including the committee's recommendation shall be forwarded to the Provost. A copy of the STPRC's recommendation will be sent to the applicant and the Division Chair.

G. Provost

1. The Provost will review the Tenure File and prepare a recommendation to the President.

2. If the Provost intends to disagree with the recommendation of the STPRC, the Provost will in writing inform the STPRC and candidate of that decision. Before forwarding a recommendation to the President or sharing it with the applicant, the Provost will meet with the STPRC to discuss how the applicant has met or failed to meet the criteria for tenure, or other reasons for the recommendation.

3. When the Provost recommends against granting tenure, the candidate shall be afforded the opportunity to present a written response to the Provost, who will consider all pertinent material prior to submitting a recommendation to the President.

4. The Tenure File and the Provost's recommendation shall be forwarded to the President. The Provost's final recommendation shall be sent to the applicant, the Division Chair, and the STPRC.

H. President

1. The President shall review the Tenure File and determine whether to recommend approval of the application for tenure.

2. If the President intends to disagree with the recommendation of the STPRC, the President will in writing inform the committee and applicant of that decision. Before forwarding a recommendation to the State Board or sharing it with the applicant, the President will meet with the STPRC to discuss how the applicant has met or failed to meet the criteria for tenure, or others reasons for the recommendation.

3. If the President decides to not recommend tenure he/she shall in writing notify the applicant, the Division Chair, Dean, Individual Tenure Committee, STPRC, and Provost.

4. If the President recommends tenure he/she shall submit a recommendation for granting tenure to the State Board of Education and the applicant. "…no person will be deemed to have been awarded tenure because notice is not given." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic f]

VII. Procedures for Appeal

A. The candidate may appeal to the Hearing Board (see Policy 2.115, Faculty Grievance Policy).

B. The President's decision on the Hearing Board's recommendation is final.

VIII. Timeline

A. The timeline for review of applications for tenure will be: (deadlines that occur on weekends or holidays are automatically extended to the next working day)

By	Action
First Monday in September	Provost • notifies faculty of their eligibility to apply for tenure
Third Monday in September	Eligible faculty • submit "Request for Tenure/Promotion Evaluation" to the Provost
Fourth Monday in September	Provost • provides Faculty Senate Chair, STPRC Chair, Division Chairs, and Deans a list of those faculty who have indicated they will be applying for tenure
Second Monday in October	Applicants' division • submits names of Individual Tenure Committee members (including chair) to Faculty Senate Chair and STPRC Chair
Fourth Monday in October	STPRC chair • issues list of approved Individual Tenure Committees (identifying chairs) to applicant, Division Chairs, STPRC, Deans, and Provost
First Monday in December	Applicants • submit portfolio to Division Office where it will be housed for reviewers (Division Chair, Dean, Division Faculty, and Individual Tenure Committee)
First Wednesday In December	Dean • notifies appropriate reviewers that the Tenure Portfolio is available in the Division Office

Third Monday in December	Division Chair • submits to Individual Tenure Committee summative evaluation/recommendation developed in consultation with applicant • provides applicant with copy of summative evaluation/ recommendation
Third Monday in December	Dean • Submits recommendation to Individual Tenure Committee and provides applicant with a copy of the recommendation
Third Monday in December	Division Faculty members • submit written recommendation to the Individual Tenure Committee and applicant
Fourth Monday in January	Individual Tenure Committee • submits recommendation to the STPRC and provides applicant with a copy of the recommendation • solicits and adds to the Portfolio the current year Peer Review Evaluation and Student Reaction to Instruction (for Fall Semester only) (Release for this action is given at the time of application) • completes form indicating the Individual Tenure Committee's recommendation and forwards it to the applicant's division chair, and Dean Division Chair • moves portfolio to the Library for STPRC
Fourth Wednesday In January	Dean • Ensures portfolios are in the Library
Fourth Monday in February	STPRC • submits recommendation to Provost • provides applicant with a copy of the STPRC written recommendation • completes form indicating the STPRC recommendation and forwards it to the applicant's Individual Tenure Committee, applicant's division chair, and the applicant's Dean Dean • moves portfolio to the Provost's office for Provost and President reviews
Second Monday in March	Provost • submits recommendation and Tenure File to President

Fourth Monday in March	President • sends memo to applicants indicting recommendation with a copy to the Faculty Senate Chair, Individual Tenure Committee, and applicant's Division Chair, Dean, the STPRC, and the Provost • forwards Tenure File (without Tenure Portfolio) to the applicant's Human Resource File • returns Tenure Portfolio to the applicant • notifies the State Board of Education of tenure recommendation • announces Tenure awarded as appropriate

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UI Faculty-Staff Handbook

CHAPTER THREE: 3520
EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
July 2006

3520

FACULTY TENURE

PREAMBLE: This section defines tenure and sets out the procedure by which a faculty member is evaluated, at the department, college, and university level, for a possible award of tenure. In general, the material gathered here was all an original part of the 1979 Handbook. The material that provides the first sentence of what is now subsection F, H-1, I-1 through I-3 was added in July 1987. At that time what is now subsection D (criteria for tenure) and subsections I-4 and J-1 (specifying review at the university level) were added and what is now H-4 (concerning the formal tenure-review process) greatly enlarged. Substantial revisions to D, H-3, H-4, H-5, and I-4 were made in July 1998. The tenurability of lecturers and senior instructors was clarified (Section E) in July 2001. Subsections F, G, and H were revised and J-3 added in July 2002, G-1 and H-3 were substantially revised July 2005. Except where specifically noted, the rest of the text was written in July 1996. More information may be obtained from the Provost's Office (208-885-6448) or the Office of the Faculty Secretary (208-885-6151). [ed. 7-97, 7-02, rev. 7-98, 7-01, 7-02, 7-05]

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A. DEFINITION OF TENURE. Tenure is a condition of presumed continuing employment that is accorded a faculty member by the regents, usually after

a probationary period, on the basis of an evaluation and affirmative recommendation by a faculty committee with concurrence by the faculty member's departmental administrator and college dean and by the president. Tenure is granted only when there is a reasonable assurance based on performance, that the faculty member will continue to meet the standards for tenure. After tenure has been awarded, the faculty member's service can be terminated only for adequate cause, the burden of proof resting with UI [see 3910], except under conditions of financial exigency as declared by the board [see 3970], in situations where extreme shifts of enrollment have eliminated the justification for a position, or where the board has authorized the elimination of, or a substantial reduction in, an academic program. [ed. 7-98]

B. PURPOSE OF TENURE. Tenure has as its fundamental purpose the protection of academic freedom in order to maintain a free and open intellectual atmosphere. The justification lies in the character of scholarly activity, which requires protection from improper influences from either outside or inside the university. A tenure policy strengthens the capability of a university to attract and retain superior teachers and scholars as members of the faculty. UI's tenure policy improves the quality of the faculty by requiring that each faculty member's performance be carefully scrutinized before tenure is granted and periodically thereafter [see 3320 C]. [ed. 7-98]

C. FURTHER DEFINITIONS.

C-1. Board. As used throughout this section, "board" refers to the State Board of Education and Board of Regents of the University of Idaho.

C-2. University. As used throughout this section, "university" and "UI" refer to the University of Idaho.

C-3. Faculty Member. For the purposes of this section and certain other sections that contain references to this subsection, "faculty member" is defined as any member of the university faculty [see 1520 II-1] who holds one of the following ranks: instructor, senior instructor, assistant professor, associate professor, or professor.

D. CRITERIA FOR TENURE. Tenure is granted only to faculty members who demonstrate that they have made and will continue to make significant contributions in their disciplines through effective teaching and service and their scholarship in the areas of teaching and learning, artistic creativity, discovery and application, as appropriate and specified in their position descriptions. The college and departmental criteria [see H and I] must also be met. [rev. 7-98].

E. TENURABLE RANKS. The tenurable ranks are: senior instructor, assistant professor, assistant research professor, associate professor, associate research professor, professor, distinguished professor, research professor, library, and extension faculty with the rank of assistant professor, associate professor, and professor. Administrative and service positions, as such, are not tenurable. Lecturer and instructor are not tenurable ranks. (See FSH 3560 D.) The rank of senior instructor can be used with either a tenure or non-tenure track position but it is not a rank from which a faculty member may be promoted (See FSH 1565 C.) Appointments made to the titles may be made as "tenure track" or "non-tenure track" positions. [rev. 7-98, 7-01]

F. TENURE ELIGIBILITY. The granting of tenure is based on the criteria formulated and described below and follows the procedures specified in subsections F, G, H, and I. Full-time faculty members who hold tenurable ranks are eligible for appointment to tenure under the conditions and through the procedures described in this section; appointments to tenure may not be made, however, that will cause the number of faculty members with tenure to exceed 75 percent of the total number of faculty members.

F-1. Tenure is not awarded automatically, but only on the basis of explicit judgment, decision, and approval. A faculty member who is eligible for consideration for tenure must be evaluated by the departmental tenure-recommending committee [see H-4] in accordance with the schedule in G-1. That committee's recommendation, together with the recommendations of the faculty member's departmental administrator and dean, is forwarded to the president for review. In the event that the administrator submitting the recommendation has not had at least one year to evaluate the candidate, he or she will, except for reasons clearly stated in writing, rely on the evaluations and recommendations of the tenure-recommending committee when submitting his or her own recommendation. Tenure is awarded by the board, which has delegated the responsibility to the president. Before attaining tenure, the burden of proving worth rests with the appointee. A faculty member eligible for tenure is to be informed in writing of his or her appointment (by proffered contract) or nonappointment to tenure not later than June 30 of the year of review for tenure. [See H-5.] [rev. 7-02]

F-2. The granting of tenure to a librarian, student counselor, other academic officer, or a member of the Cooperative Extension Service does not provide tenure in the particular position held.

F-3. To serve as the administrator of an academic department, the appointee must hold academic rank in a discipline; a departmental

administrator is never granted tenure in his or her administrative capacity. An employee with tenure in an academic department who is appointed to an academic administrator position retains tenure in that department. (RGP IIG6i)[rev. 7-02]

F-4. The Board defines academic administrators who are eligible for tenure as the chief academic officer of the UI (provost), deans, department chairs, and their associates and assistants of academic units. An academic administrator may be appointed with or without academic rank, except that an administrator of an academic department must hold academic rank in a discipline. [See F-3.] If the appointment carries academic rank, evaluation for tenure is conducted by the department in which the rank is held. In such cases, tenure will be granted only upon favorable recommendation of the department or upon successful appeal of an unfavorable departmental recommendation. In the event that tenure is not granted, the appointee may continue to serve in the administrative or service capacity (except as administrator of an academic department), but without academic rank. [rev. 7-02]

G. TIME REQUIREMENTS FOR TENURE ELIGIBILITY.

G-1. Probationary or term appointments may be for one year, or for other stated periods not exceeding one year, and are subject to renewal. [See 3900.] Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed. (RGP IIG6). Ordinarily a faculty member is not considered for tenure until the fourth full year of probationary service, and consideration is mandatory no later than the sixth full year of service. (RGP IIG6). Credit for prior service may be given in accordance with the provisions in G-4. Faculty members initially employed as full professors can be appointed with tenure when this action is supported by a majority of the tenured faculty in the department or equivalent unit and by the university administration; otherwise, professors are considered for tenure during the fourth full year of service. In this context, unless otherwise specified, the term “year” means the appointment year, whether that is an academic, calendar, or fiscal year. A faculty member who is not awarded tenure may be given written notice of non-reappointment, or be offered a one-year terminal appointment, or be granted an additional short-term probationary appointment for not more than a twelve-month period by mutual agreement between UI and the faculty member. The decision to offer employment following a denial of tenure is in the sole discretion of the president (RGP IIG6j). [See 3900.] [rev. 7-98, 7-02, 7-05]

G-2. Tenure evaluation procedures must be started in sufficient time to permit completion by the end of the time periods indicated in G-1. When

authorized by the president or his or her designee, the year in which the tenure decision is made may be the terminal year of employment if the decision is to deny tenure. (RGP IIG6k). [rev. 7-02]

G-3. Satisfactory service in any professorial rank may be used to fulfill the probationary periods required for awarding tenure. A maximum of two years of satisfactory service in the rank of instructor at UI may be recognized in partial fulfillment of the time requirement in the professorial ranks. For the purposes of tenure eligibility only, the rank of senior instructor is considered as a professorial rank.

G-4. In cases involving prior equivalent service, tenure may be granted following less than the usual period of service. In particular, new faculty members from other institutions--educational, governmental, and others--with comparable service in instructional, research, or service positions may be granted credit for such service up to a maximum of four years and may be considered for tenure after a minimum of one full year of service at UI. [ed. 7-98]

G-5. In the event that a nontenured faculty member's period of service at UI has been discontinuous, prior years in the same or a similar position may be counted toward tenure eligibility, subject to the conditions that:
a. Not more than three years have passed since the person left UI.

b. Applicability of the prior service toward tenure must be stated in writing before reappointment.

c. At least one additional year is to be served before tenure is recommended.
G-6. When a nontenured faculty member holding academic rank moves from one department to another within UI, the faculty member must be informed in writing by the provost, after consultation with the new department, as to the extent to which prior service will count toward tenure eligibility. (RGP IIG6l) [rev. 7-02].

G-7. If a tenured faculty member leaves UI and later returns to the same or a similar position after not more than three years, the appointment may be with tenure, or he or she may be required to serve an additional year before a tenure decision is made. Notification of probationary or tenure status is to be given in writing before reappointment.

G-8. When a tenured faculty member moves from one position to another within UI, or accepts a change from full-time to part-time appointment, his or her tenure status does not change. While a tenured faculty member is

serving as a departmental administrator, college dean, or in some other administrative or service capacity, he or she retains membership, academic rank, and tenure in his or her academic department. Should the administrative or service responsibilities end, the faculty member would take up duties in his or her academic discipline.

H. EVALUATION FOR TENURE.

H-1. Departmental Criteria. The faculty of each department or equivalent unit establishes specific criteria in teaching, research, and service pertaining to tenure (and promotion in rank) of their members. The criteria shall include a statement regarding the value and weight ascribed to interdisciplinary activity. Departmental criteria are subject to review by the college committee on tenure and promotion for consistency with the college criteria. Such criteria may be changed at any time by a majority vote of the departmental faculty, but they must be reviewed for possible changes at intervals not to exceed five years. Any such revision may not be retroactive but, for evaluation purposes, are considered proportionately in conjunction with criteria that were previously in force. *[rev. 7-06]*

H-2. Annual Review. All faculty members, tenured and nontenured, are reviewed each year by the appropriate departmental administrators [see 3320]. In most cases, the principal basis for evaluation is performance in relation to the position descriptions for the period under consideration where such descriptions have been developed according to the policies stated in 3050 and in relation to the departmental criteria for tenure and promotion. In the case of members of the resident instructional faculty (those who teach courses in the regular program on the Moscow campus), the annual student evaluation of teaching is carefully weighed in this review. Each college must have procedures that guarantee that the student evaluations are considered (college procedures are subject to review and approval by the president and the board). The departmental administrator's annual evaluations, together with the judgments of higher administrators, are used as one of the bases for recommendations concerning salary, reappointment, nonreappointment, promotion, tenure, or other personnel actions, as appropriate. The departmental administrator communicates to each faculty member evaluated an assessment of strengths and weaknesses.

H-3. Third Year Review. A more thorough review by a non-tenured faculty member's colleagues is held during the third full year of service at UI. A committee shall be appointed, in accordance with procedures determined by each unit, to consider the progress of each faculty member. The detailed procedures for appointing the committee and conducting the third-year review are developed by the faculty of each department and made a part of

the departmental bylaws. The non-tenured faculty member is given a copy of the committee's report and is informed in writing by the unit administrator of strong and weak points that are brought out by this review. [rev. 7-98, 7-05]

H-4. Formal Tenure Review.

a. The formal evaluation for the granting of tenure is made on the basis of the faculty member's potential effectiveness as a continuing member of the UI community. To initiate the formal evaluation for the granting of tenure to a faculty member, the departmental administrator (or college dean if the departmental administrator is under consideration for tenure) obtains the position descriptions and annual evaluations for the relevant period, the third-year review (all maintained in the departmental office), the professional portfolio (from the nontenured faculty member), summary scores of student evaluations from all classes taught (Institutional Planning and Budget), and the curriculum vitae (maintained by the secretary of the faculty) and reviews the latter as to its completeness and accuracy with the person concerned. [rev. 7-98, 7-02]

b. Except in the case of senior instructors, the department administrator will request an evaluation of the performance of every candidate for tenure from three to five appropriate reviewers, who should include tenured faculty at peer institutions. The names of at least two of these reviewers will have been suggested by the nontenured faculty member. The letter of request will include the candidate's curriculum vitae, position descriptions for the relevant period, the professional portfolio, and up to four examples of the candidate's scholarly work. When all deliberations within the university have been completed, the responses to these requests will be shown to the faculty member consistent with the instructions provided to the reviewer at the time the evaluation was sought. [add. 7-98, rev. 7-02]

c. Copies of position descriptions, annual evaluations, the third-year review, the professional portfolio, summary scores of the student evaluations, the curriculum vitae, and outside letters are forwarded to each person participating in the review at the departmental and higher levels. Additional material supplied by the faculty member should be available for review in the departmental office. The results of the student evaluations of teaching must be carefully weighed and used as a factor in judging the teaching component in tenure determinations. It is expected that the departmental administrator making the recommendation concerning tenure will, insofar as practicable, have sought and considered the evaluations of the candidate made by all tenured faculty members of the department and the departmental tenure-recommending committee. This committee includes the following, each with full vote: one or more tenured faculty members, one or

more nontenured faculty members, one or more persons from outside the department, and, in cases involving the evaluation or review of members of the resident instructional faculty [see H-1], one or more students sufficient to ensure equity of representation and who have had experience in the department with which the faculty member being evaluated is associated. Students are to comprise no less than 25 percent and no more than 50 percent of the committee. No faculty member serves on the departmental tenure-recommending committee when it is considering his or her own case. The faculty member's spouse is also not permitted to serve in any capacity in the review process. Each department is responsible for developing procedures that meet the requirements of this subsection (departmental procedures are subject to review and approval by the president and the board). A copy of the form that is to be used in transmitting the recommendations made at each stage of evaluation for tenure appears as the last two pages of this section. Included in the criteria for formal evaluation is participation in international activities. [See also 3380 D.] [rev. 7-98, 7-02]

H-5. Forwarding Materials. The departmental administrator forwards his or her completed copy of the recommendation form for each person being considered to the dean along with the recommendation of the departmental tenure committee. The individual recommendations submitted by tenured faculty members are also forwarded. The findings of the department faculty and department administrator are relayed to the candidate indicating strengths as well as weaknesses as perceived at the department level. The candidate may respond in writing to clarify the situation if he or she believes his or her record or the departmental criteria for tenure have been misinterpreted. Any such letter is forwarded with the rest of the candidate's materials to the college. [rev. 7-98]

H-6. Departmental Administrator Under Review for Tenure. If a departmental administrator is under consideration for tenure, the forms completed by the departmental tenure committee and the tenured faculty members concerned are forwarded directly to the dean and the dean is responsible for making the summary.

I. REVIEW OF RECOMMENDATIONS AT THE COLLEGE LEVEL.

I-1. College Standing Committee. In each college there is a standing committee on tenure and promotion. The members serve terms of not less than three years on a staggered basis. The membership of the committee and the method of selection are prescribed in the bylaws of the college. [ed. 7-98]

I-2. College Criteria. Each college committee on tenure and promotion recommends, for adoption by the college faculty, criteria in teaching, research, and service for granting tenure (and promotion to specific ranks) in that college. The criteria shall include a statement regarding the value and weight ascribed to interdisciplinary activity. College criteria must be compatible with the university-wide criteria as specified in 1565 and 3560, and are subject to approval by the provost. The dean or the faculty (by petition of 20 percent or more of the faculty members of the college) may initiate consideration for revision of the criteria at any time. [ed. 7-98, 7-01, rev. 7-06]]

I-3. College Standing Committee Recommendations. The College standing committee makes recommendations to the dean and the provost on the tenure (and promotion) of individual faculty members.

I-4. Dean's Recommendation. In each college, the dean considers the recommendations made by the college's committee on tenure and promotion and makes his or her own recommendations. The findings of the college committee(s) and the dean are relayed to the candidate indicating strengths as well as weaknesses as perceived at the college level. The candidate may respond in writing to clarify the situation if he or she believes his or her record or the college criteria for tenure have been misinterpreted. Any such letter is forwarded with the rest of the candidate's materials to the provost. [rev. 7-98]

J. REVIEW OF RECOMMENDATIONS AT THE UNIVERSITY LEVEL.

J-1. The individual recommendations, together with the summary recommendations of the departmental executive, the recommendations of the college committee and those of the dean are forwarded for review by the provost. Any individual signed recommendations are placed in the faculty member's personnel file. [rev. 7-02]

J-2. The awarding of tenure to an eligible faculty member is made only by a positive action of approval by the president. The president gives notice in writing to the faculty member of the granting or denial of tenure by proffered written contract, of appointment or nonappointment to tenure not later than June 30 after the academic year during which the decision is made. (RGP IIG6c). Notwithstanding any provisions in this section to the contrary, no person is deemed to have been awarded tenure solely because notice is not given or received by the prescribed times. No faculty member may construe the lack of notice of denial of tenure as signifying the awarding of tenure. If the president has not given notice to the faculty member as

provided herein, it is the duty of the faculty member to make inquiry to ascertain the decisions of the president. [rev. 7-02]

J-3. The board requires the president to provide a list of the faculty members granted tenure in the university's regular semi-annual report to the board. (RGP IIC4b). [add. 7-02]
Download: REPORT OF EVALUATION AND RECOMMENDATION FOR AWARDING OF TENURE
View: wordforms/3520webform.pdf

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.

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SUBJECT

The Deaf/Blind Education Workgroup has developed recommendations for Board approval.

REFERENCE

December 2005	ISDB Committee Recommendations were accepted by the Board.
February 2006	Board approval of ISDB Committee recommendations

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

The State Board of Education appointed a committee to review education programs for deaf/hard of hearing students and blind/visually impaired students and make recommendations to the Board. That committee reviewed research regarding programs for these populations as well as the report issued by the Office of Performance Evaluation at the request of the Joint Legislative Oversight Committee on the Idaho School for the Deaf and the Blind. The committee made recommendations that were approved by the Board at the December 2005 Board meeting. At that time, the Board also determined that it would establish a workgroup to address each of the recommendations in depth.

The Board workgroup met during 2006 and has developed a plan, with input from various stakeholder groups, including the Idaho Council for the Deaf and Hard of Hearing (CDHH), the Idaho Commission for the Blind and Visually Impaired (ICBV) and the State Department of Education (SDE). The workgroup is recommending the development of standards for education programs for deaf/hard of hearing and blind/visually impaired students, as well as development of a service framework for separate state supported programs for deaf and blind education.

DISCUSSION

The workgroup recommends that the Legislature appropriate funding for 1 FTE (administrator) either in the OSBE, the SDE or the CDHH to develop Deaf Education Program standards, design specific program elements, and assist in the transition to the new service delivery models.

The workgroup also recommends that the Legislature appropriate funding for 1 FTE (administrator) in ICBVI to develop Blind Education Program standards, design specific program and service delivery elements and assist in the transition to the new service delivery models.

The workgroup recommends that the Board establish a transition committee to assist the blind/visually impaired administrator, and a separate transition committee to assist the deaf/hard of hearing administrator.

The workgroup recommends that the blind/visually impaired education program administrator, with the assistance of the blind/visually impaired transition committee, and the deaf/hard of hearing education program administrator, with the assistance of the deaf/hard of hearing transition committee, develop education program standards for their respective programs and submit those standards to the Board for approval no later than August 2007.

The workgroup recommends that the administrators and transition committees develop an framework for delivery of education services to deaf/hard of hearing and blind/visually impaired students statewide by August 2007. The workgroup recommends that transition to the new service delivery model for blind and visually impaired students would occur no later than July 2008 and that the transition to the new service delivery model for deaf and hard of hearing students should occur by July 2009.

The workgroup's intention is that students would receive appropriate services, as determined by their Individual Education Program (IEP) team and that the services would be supported, in part, by the State.

IMPACT

The impact on education services for students will be positive. Students will be able to receive services that they may not be receiving at this time. Programs will be required to meet state standards. The result will be more consistency in the quality of services provided to students.

The fiscal impact may be minimal. The funding formula presented by Legislative Services Offices resulted in an added cost to the State of approximately $700,000 which is an increase of 8.5 % from the current ISDB appropriation. The small increase will allow a much higher percent of students to receive services throughout the state.

ATTACHMENTS

Attachment 1 – Blind/Visually Impaired Workgroup Recommendations Page 5
Attachment 2 – Deaf/Hard of Hearing Workgroup Recommendations Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board approve the recommendations of the workgroup and direct OSBE staff to work with the Legislative Services Office, Division of Financial Management, the SDE, ICBVI and ICDHH to develop standards for deaf/hard of hearing education programs and blind/visually impaired education programs, and design a transition plan for the programs.

BOARD ACTION

A motion to approve the recommendations of the deaf/blind education workgroup and direct staff to work with the deaf/hard of hearing education program administrator, the blind/visually impaired education program administrator, and their respective transition committees to develop standards for deaf/hard of hearing and blind/visually impaired education programs, and to develop a plan to transition the administration of education services and programs for deaf/hard of hearing and blind/visually impaired students from the Idaho School for the Deaf and the Blind to the Idaho Commission for the Blind and Visually Impaired, the Idaho Council for the Deaf and Hard of Hearing, the State Department of Education, and/or the State Board of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Blind/Visually Impaired Working Group Recommendations

The State Board of Education believes in providing blind and visually impaired students a continuum of services and resources to ensure that all students receive a free appropriate public education. These recommendations aim at delivering a standards based education model for blind/visually impaired students with state supported resources to meet students' needs.

Overall Goal:

Blind and visually impaired education services will be provided to students in all regions of the state. State funds will be provided to regions in an appropriate manner to ensure all students receive appropriate services based on Individual Education Program (IEP) decisions.

Blind and visually impaired education programs will be overseen by a central administration that will be part of the Idaho Commission for the Blind and Visually Impaired (ICBVI). This central administration will include certified education staff and employees of essential functional areas to oversee statewide programs.

First Steps: Standards and Programs:

The ICBVI, SBOE and SDE will work cooperatively to develop standards for Blind and visually impaired education programs by no later than August 2007. Program standards will be adopted by SBOE no later than November 2007 and forwarded to the Legislature in January 2008.

The ICBVI, SBOE, and SDE will also work together to develop an infrastructure for blind/visually impaired education programs statewide by August 2007.

Blind/Visually Impaired education programs will be required to provide direct blind education services to students.

All blind education programs must meet state standards and provide a continuum of services and placement options for students. Placements, supports and interventions should be based upon the individual needs of students.

Administration of Programs:

A blind/visually impaired education administrator will be hired by the ICBVI no later than July 2007.

The SBOE will establish a transition committee that will assist the blind/visually impaired administrator. The transition committee will begin meeting in December 2006 and will include, at a minimum, a member of the SBOE, a member of the

ICBVI, a representative from a school district a representative from a postsecondary institution, and a representative from the SDE.

The SBOE and the SDE will continue in their respective responsibilities to set standards for, monitor and assist all education programs in Idaho.

Funding:

The State will provide necessary funding and resources to support the administrative structure and services that is necessary to operate the statewide system.

Transition Time:

All current statewide programs will continue to operate during the transition period and will be moved into the new structure based on the timeline. Existing programs may be modified based on recommendations of the transition committee.

The transition from existing programs to the central administration under ICBVI will occur no later than July 2008.

Deaf/Hard of Hearing Working Group Recommendations

The State Board of Education believes in providing deaf/hard of hearing students a continuum of services and resources to ensure that all students receive a free appropriate public education. These recommendations aim at delivering a standards based education model for deaf/hard of hearing students with state supported resources (through a combination of funds directed for education for deaf/hard of hearing and funds appropriated through the regular public school budget process) for students' placement and communications needs. The State Board of Education is committed to providing the state, local school districts, parents and students with flexibility in choosing programs that meet student needs and state standards.

Overall Goal:

Deaf/hard of hearing education services will be provided to students in all regions of the state. State funds will be provided to regions in an appropriate manner to ensure all students receive appropriate services based on Individual Education Program (IEP) decisions.

Deaf/hard of hearing education programs will be overseen by a central administration that will ultimately be part of SBOE (State Board of Education), CDHH (Council for the Deaf and Hard of Hearing), DHW (Department of Health and Welfare) or the SDE (State Department of Education). This central administration will include directors, coordinators, and employees of essential functional areas to oversee statewide programs (e.g., info/media clearinghouse, outreach, interpreter training, etc.).

First Steps: Standards and Programs:

The CDHH, SBOE, DHW and SDE will work cooperatively to develop standards for deaf/hard of hearing education programs by no later than August 2007. Program standards will be adopted by the SBOE no later than November 2007 and forwarded to the Legislature in January 2008.

A plan will be developed for a state education service infrastructure for deaf/hard of hearing education programs by January 2008.

Deaf/hard of hearing education programs will be required to include a continuum of communication options beginning at the time of identification of hearing loss and continuing throughout the student's education.

Deaf/hard of hearing education programs will be required to include a continuum of placement services. Such placements and accompanying supports and interventions should be based on the needs of the child.

Local school districts may create their own programs instead of participating in the state infrastructure and regional service delivery models. Any deaf/hard of hearing education programs offered by local districts will also be required to include a continuum of placement services, communication options and meet state deaf education standards.

Administration of Programs:

A deaf/hard of hearing education administrator will be hired by the CDHH, SBOE or SDE to oversee standards and program development and program transition no later than July 2007.

The SBOE will establish a transition committee that will assist the deaf/hard of hearing administrator. The transition committee will begin meeting in December 2006 and will include, at a minimum, a member of the SBOE, a member of the CDHH, a representative from the SDE, a representative from a school district and a representative from a postsecondary institution.

The deaf/hard of hearing administrator will work with the transition committee to develop a detailed plan for program delivery, funding and transition. This report will be provided to the SBOE, the SDE and the CDHH no later than October 2007 and forwarded to the Legislature in January 2008.

CDHH will act as an advisory group for deaf/hard of hearing education programs to assist evaluating that the needs of all students are being met and that programs are aligned to the deaf/hard of hearing education standards referenced above. The SBOE and the SDE will continue in their respective responsibilities to set standards for, monitor and assist all education programs in Idaho.

Funding:

The State will provide funding and resources to support the administrative structure that is necessary to operate the statewide system.

The transition committee will propose a funding structure to address facility needs for deaf/hard of hearing students.

As part of the 2007 legislative session, SBOE, SDE, or CDHH will receive funding to immediately hire a new deaf/hard of hearing education administrator to work with CDHH, SDE, the SBOE, school districts, parents, and other experts to design the education program, transition plan, and timeline. CDHH, SDE, or SBOE will also receive appropriate funding for support services related to this task (including funds for support staff, funds to conduct research and hold meetings of appropriate stakeholders).

Transition Time:

All current service delivery models will continue during the transition period and will be moved into the new structure based on the timeline. Existing service delivery models may be modified based on the recommendations of the transition committee.

The Idaho Department of Commerce and Labor will establish a committee to address the economic impact of the changes in deaf education programs on the Magic Valley, current ISDB employees and the state. This group will make recommendations to the Legislature no later than January 2008.

The goal is to transition from existing programs to the central administration and modified service delivery model by July 2009.

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SUBJECT

Update on the Just for the Kids (JFTK)

REFERENCE

August 12, 2005	Idaho School Boards Association President Wanda Quinn, as an informational item, presented ISBA's interest in working with Just for the Kids to add Idaho's student achievement data to the JFTK website and researching the possibility of forming a state affiliate program with JFTK for best practice studies. The SBOE agreed to have the staff pursue the idea and if appropriate share the data with JFTK under password protection.

APPLICABLE STATUTE, RULE, OR POLICY

The Family Education Records Privacy Act of 1974.

BACKGROUND

The Just for the Kids (JFTK) program is a clearinghouse for national education data, a nationwide collaborative effort by the Education Commission of the States, the University of Texas and the National Center for Educational Accountability. The Just for the Kids Improvement model is a powerful web-based resource that helps all members of a school community to gauge their school's performance relative with schools of similar populations, and gives them opportunity to replicate the proven practices of consistently high performing schools. This program has great promise in providing our schools with another tool to help increase student achievement and meet Adequate Yearly Progress requirements under No Child Left Behind.

DISCUSSION

The Idaho School Boards Association will provide an update on the JFTK.

IMPACT

The Idaho School Boards Association (ISBA) has asked the SBOE and State Department of Education to assess expenses related to preparing the data to be sent to JFTK beyond that which is required for NCLB and AYP purposes. ISBA proposes soliciting funds from foundations and businesses to cover those expenses as well as expenses related to best practice studies. This would eliminate any negative fiscal impact on the State.

Interested stakeholders will have access to a tool that is helpful in analyzing assessment data from schools in Idaho.

ATTACHMENTS

Attachment 1 – Information Item on the Just for the Kids Project Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

BOARD ACTION

This item is for informational purposes only.

Information Item
Update on the Just for the Kids Project
Idaho School Boards Association, Inc.

Since the last communication with the State Board much has been accomplished with the Just for the Kids project.

- ISBA President Wanda Quinn presented the Just for the Kids concept to the State Board of Education on August 12, 2005.
- The State Board of Education gave the green light for NCES to receive, cull and post the student data from the State Department and to a secure the data on web server.
- A meeting was held with State Department information technology and State Board staff to determine what type of data was available and how it would be transferred.
- Idaho student data was transferred to NCES and the Idaho website was created and secured with a password. To Access the New Website: go to www.just4kids.org <http://www.just4kids.org> . Choose Idaho from the map or the state drop-down list. That will prompt a password login. Your temporary password is: ID05m22 (the 0 is zero)
- Project stakeholders met in August of this year reviewed the Idaho Just for the Kids website and decided to continue the process if the State Board gave the approval for the site to go public.
- The data for 2006 is complete and ready to be transferred to the Just for the Kids website which will give Idaho two years of good, clean and usable data on the site.
- A meeting with the Deans of the Colleges of Education will be held on September 13, 2006 to determine their interest in the research component of the Just for the Kids project to develop the "Best Practice Studies."
- A meeting is scheduled for September 15, 2006 to discuss organizational design for an advisory committee if approval to proceed is grant by the State Board.
- In August 2006 OSBE staff reviewed the JFTK website and granted permission for JFTK to remove the password protection. The Idaho School Boards Association would like to make an announcement to coincide with our annual convention in November.
- ISBA is asking Just For the Kids to provide a letter indicating that the cost associated with posting the Just for the Kids Idaho website is covered by the Broad Foundation.

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SUBJECT

Best Practice Idaho: Wallace High School Seniors in Transition Program

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

The State Board of Education is beginning a new feature at its Board meetings called, "Best Practice Idaho." This segment will be dedicated to sharing best practices in K-12 and higher education. The Best Practice Idaho reports will also be featured on the State Board of Education webpage, http://www.boardofed.idaho.gov

DISCUSSION

The K-12 Best Practice Idaho, at this meeting, features a successful parent, community and school partnership in Wallace High School aimed at helping students understand and receive help to prepare for opportunities beyond high school.

The program began at Wallace High School four years ago with a handful of parents who came in weekly to help junior and senior students. Volunteers help students search for scholarships, fill out federal financial aid forms, research internships, provide career counseling, and act as a listening ear for students. The group also sponsors senior night for parents and students as well as junior information sessions.

Board member Sue Thilo saw a presentation by the volunteers who run the Seniors in Transition program and recommended the group present to the board.

IMPACT

For the 2005-2006 school year, the group helped Wallace High School students secure $200,000 in scholarship dollars. In addition, two students were accepted into the military academies – one to West Point Academy and the other to the Merchant Marine Academy. Each academy acceptance is equated to $400,000 in scholarships.

ATTACHMENTS

Attachment 1 - Brochure from the program Page 3

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.

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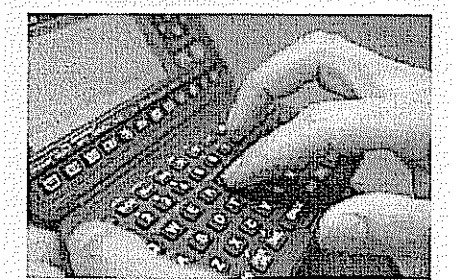
In 2004, a group of volunteers began working with Wallace Jr/Sr High Counselor, Robert Benfit and WHSHS Principal, Mrs. Harding-Thomas to put together a program to help students pursue higher-education. The group began by addressing the needs of the Senior Class of 2004, by organizing the scholarship information available, hosting an orientation night for Seniors and parents and mentoring one-on-one with interested Seniors.

Working with these Seniors proved beneficial as over $100,000 in scholarships was awarded to these students at an awards ceremony hosted by the group in May 2004.

As the volunteer base has grown, the program has expanded to include many programs as well as provided the group with the opportunity to work with interested underclassmen

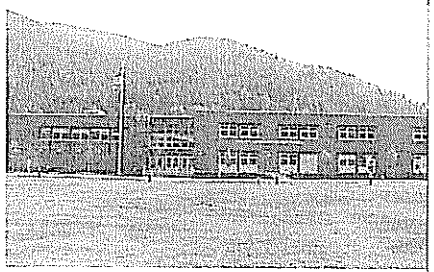


For more information regarding this career counseling program phone (208) 753-5315 and ask for Robert Benfit, Counselor

 # 1 Miners Alley
Wallace, ID 83873

High school to Adult Hood

Wallace High School Career Counseling Program



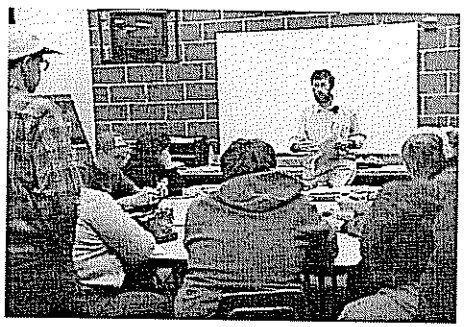
Our Volunteers are here to help you, whatever the question, whatever the problem, we can help you find the answer!

All we need is YOU!

1 Miners Alley
Wallace, ID 83873

Phone: 208-753-5315

OUR GOAL IS TO HELP STUDENTS TRANSITION FROM HIGH SCHOOL INTO ADULT HOOD NO MATTER THEIR PATH.



Volunteers host several workshops throughout the year to give students and their parents information necessary to pursue the pathway of their choice.

- ☑ Entry to Colleges and Universities
- ☑ Entry into the Military
- ☑ Entry into the work force
- ☑ Entry to Vo-tech school
- ☑ Entry into apprenticeship programs

We begin working with students as early as 9th grade to help them explore possible career paths and take high school courses that prepare them for learning beyond graduation. We also encourage community volunteer service, participation in extra-curricular school & community activities as well as genuine efforts in their academics. These pursuits help transform them into well-rounded individuals, which is what most scholarship foundations are looking for.

- ◊ We can help students identify scholarships at the local, regional, state & national levels which may provide them with additional funding opportunities.
- ◊ We help students organize the information they will need for scholarship and higher-education institution applications.
- ◊ We help students identify resources within the community to fulfill the volunteer hours required of many scholarship opportunities.
- ◊ We help students register for ACT/SAT tests.
- ◊ We help students and parents identify websites and other resources which can help them in their decision making process.
- ◊ We help find the information needed by students to make the right choices as to which college, university, trade-school or workforce training program is right for them.
- ◊ Reminders are sent out to college students about renewable scholarship applications and deadlines.
- ◊ We keep students apprised of changes and scholarships.

Our program continues to expand each year as our base of volunteers grows. Here is a list of the different services our program offers throughout the course of the year.

- ◊ Senior Orientation night
- ◊ FAFSA workshop
- ◊ CIS workshop
- ◊ Coordinate ACT/SAT testing for students
- ◊ Maintain volunteer's available in the counselors office one or more days a week for student assistance.
- ◊ Coordinate Community service hours
- ◊ Assist teachers with half day Career day & student class selections
- ◊ Workshop for Military bound students
- ◊ Mentor students when class schedules don't allow interaction during scheduled volunteer hours. Host evening KRASH nights.
- ◊ Host the Scholarship awards ceremony & reception
- ◊ Remind college students of renewable scholarship applications and deadlines

 # 1 Miners Alley
Wallace, ID 83873

Phone: 208-753-5315 many of these Scholarships applications can be accessed on the website at www.sd393.k12.id.us

TAB	DESCRIPTION	ACTION
	LEWIS-CLARK STATE COLLEGE	
1	New Position - Vice President for Administrative Services	Motion to approve

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INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE

SUBJECT

A request by Lewis-Clark State College for approval of a position with a salary equal to/greater than 75% of the Chief Executive base salary

APPLICABLE STATUTE, RULE, OR POLICY

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

DISCUSSION

A request by Lewis-Clark State College for approval of:

- One (1) position with a salary equal to/greater than 75% of the Chief Executive Officer base salary supported by appropriated funds - Vice President for Administrative Services.

IMPACT

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

STAFF 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 Lewis-Clark State college for One (1) position with a salary equal to/greater than 75% of the Chief Executive Officer base salary supported by appropriated funds - Vice President for Administrative Services.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE - continued

NEW POSITION

Position Title	Vice President for Administrative Services (PCN 8019)
Type of Position	Exempt
FTE	1.0
Term of Appointment	12 months
Effective Date	8/14/2006
Salary Range	$106,114
Funding Source	Appropriated Funds
Area/Department of Assignment	Administrative Services
Duties and Responsibilities	Executive management of administrative and financial services for institution
Justification of Position	Key member of executive management of institution.

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

(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.)

TAB	DESCRIPTION	ACTION
1	**BOISE STATE UNIVERSITY** Interactive Learning Center Project	Motion to approve
2	**BOISE STATE UNIVERSITY** Update of Stadium Suite Project	Information item
3	**UNIVERSITY of IDAHO** CH2MHill Sublease Amendment	Motion to approve
4	**UNIVERSITY of IDAHO** Chilled Water Service Project	Motion to approve
5	**UNIVERSITY of IDAHO** Salmon Residential Facility Project	Motion to approve
6	**UNIVERSITY of IDAHO** IPTV Memorandum of Agreement	Motion to approve
7	**FY2007 BUDGET REVISIONS**	Motion to approve
8	**FY 2006 CARRYOVER FUNDS**	Motion to approve

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INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Boise State University requests approval to proceed with the fourth floor build out of the Interactive Learning Center (ILC) at an estimated cost not to exceed $1,000,000, for a total project budget of $14,500,000.

REFERENCE

October 2003	Presentation of the Interactive Learning Center (ILC) project to the Board – the Board approved the project in concept, subject to approval of financing plan
December 2003	The Board approved planning, design and construction of the project in the amount of $11,100,000
June 2005	The Board approved proceeding with design and construction to finish-out tenant space in the ILC ($375,000) and to purchase and install fixtures, furnishings and equipment ($525,000) for a food service operation that will be operated by the Student Union.
October 2005	The Board approved a $2,400,000 increase in the ILC project budget due to unforeseen increases in construction costs.

APPLICABLE STATUE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V. B.8-9 and V.K.
Sections 33-3804, 67-5710, 67-510A, 67-5711-C, Idaho Code

BACKGROUND

This request is to proceed with the fourth floor build out of the ILC. Early in the design process, the university elected to shell a fourth floor in the ILC. This decision was made in light of overall budget constraints, with the understanding that shelling a fourth floor during primary construction would be considerably less expensive than going back at a later date to add additional space.

The university has since identified funds that can be used to build out the fourth floor. Based on the cost savings associated with allowing the current general contractor to finish the fourth floor, the university is requesting Board approval to proceed with the build out at this time.

INSTITUTION/AGENCY AGENDA
BOISE STATE UNIVERSITY – continued

DISCUSSION

This project will finish fourth floor classrooms, bathrooms, janitor rooms and toilet vestibule including all finishes, mechanical equipment, lighting and fixtures and an elevator in the elevator shaft that is currently being constructed under the original bid amount. The project will also finish lighting and electrical branch circuits, audio-visual components, fire alarm and fire sprinkler components, mechanical equipment, ductwork and piping, exhaust system components, grilles, diffusers, and the main air handling unit for the fourth floor.

The anticipated cost of completing the fourth floor is $1,000,000. A breakdown of costs follows:

Accept proposals for fourth floor alternates	$ 750,000
Alternate to finish second elevator	125,000
Escalation factor	75,000
Contingency	50,000
Total estimated cost of completion	$1,000,000

The Division of Public Works has approved allowing the ILC general contractor to proceed with the build via a change order to the construction contract.

The university source of funds for this project is interest earnings on the 2004 bond proceeds.

IMPACT

The construction manager estimates the cost savings associated with completing the build out during primary construction at $170,000. This estimate is comprised of the following:

Escalation costs per year, currently at 15%	$ 150,000
Removal of fenestration for load-in	10,000
Crane setups and installations	10,000
Total estimated cost savings	$ 170,000

Additional considerations include an increased risk of warranty issues associated with transition to different contractors and other increases in costs due to restricted access in a completed building versus an unfinished building.

INSTITUTION/AGENCY AGENDA
BOISE STATE UNIVERSITY – continued

ATTACHMENTS

Attachment 1 - Project Budget Worksheet Page 4
Attachment 2 - Capital Project Tracking Sheet Page 5

STAFF COMMENTS AND RECOMMENDATIONS

BSU finance staff indicates the additional funds are available due to accumulated interest on existing bond issues. BSU is providing Board staff with a more detailed analysis of the additional revenue. As noted by BSU, completing a building rather than waiting until later is less costly overall. The needed space is also available sooner for intended uses.

Staff recommends approval.

BOARD MOTION

A motion to approve the request by Boise State University to build out the fourth floor of the Interactive Learning Center for an amount not to exceed $1,000,000, funded from interest earnings on bond proceeds.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

PROJECT BUDGET

Project Number:	DPW04-206		
Project Title:	Interactive Learning Center		
Fund Source No:	Bonds	**Dept. ID No.**	886L103380
Project Mgr.:	Doug Suddreth		
Date:	September 12, 2006		

Category	Budget	Revised	Obligated
Architectural Fees	$818,000.00		
Reimbursables	$26,000.00		
Construction Manager	$420,000.00		
CM Reimbursable	$540,000.00		
Consultant (Commissioning Agent	$70,000.00		
Testing During Construction	$60,000.00		
Construction Contract 1	$10,857,900.00	10,847,500.0	
Construction Contingency	$425,000.00		
FF&E			
Fourth floor finish out	$1,000,000.00		
Misc. 1 - Builder's Risk Insurance	$45,000.00		
Plan Check	$13,000.00		
Project Contingency	$205,000.00		
Advertising	$100.00		
Site Survey	$10,000.00		
Soil Investigation	$10,000.00		
TOTAL	$14,500,000.00		

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of September 12, 2006

History Narrative

1 **Institution/Agency:** Boise State University **Project:** Interactive Learning Center

2 **Project Description:** Interactive Learning Center is a state-of-the-art classroom facilty to include hybrid learning areas, independent and interactive study areas, collaborative clusters, as well as traditional classrooms, labs, office spaces.

3 **Project Use:** This state-of-the-art classroom facility will include communications equipment, audio visual, new lecture halls, classrooms, teaching labs, faculty offices and meeting space. A separate project includes a build out in this facility for food service operations.

4 **Project Size:** 63,000 GSF (Reduced from 65,000 GSF)

5

	Sources of Funds				Use of Funds			
	PBF	ISBA	Other *	Total Sources	Planning	Use of Funds Const	Other	Total Uses
Initial Cost of Project	$ -	$ -	$ 11,100,000	$ 11,100,000	$ 718,650	$ 9,432,150	$ 949,200	$ 11,100,000
History of Revisions:								
Proposed Revision #1 October 2005	$ -	$ -	$ 2,400,000	$ 2,400,000	$ 145,650	$ 2,000,000	$ 254,350	$ 2,400,000
Architect, Construction Manager and DPW recommend increasing budget by $2.4 million in based on the significant increases in material costs and contractor availability as a result of the hurricanes and extensive construction activity in the Treasure Valley. The project description, scope and purpose remain the same, although programming adjustments have been made to reduce cost. In addition the facility was reduced by 2000sf.								
Proposed Revision #2 October 2006	$ -	$ -	$ 1,000,000	$ 1,000,000	$ -	$ 1,000,000	$ -	$ 1,000,000
Due to the availability of funds and projected costs associated with delaying completion, the university would like to proceed with the 4th floor build out at this time. Proceeding with the build out now will save an estimated $170,000 and eliminate the disruption associated with commencing a new construction project in a completed building.								
Total Project Costs	$ -	$ -	$ 14,500,000	$ 14,500,000	$ 864,300	$ 12,432,150	$ 1,203,550	$ 14,500,000

			* Other Sources of Funds				
History of Funding:	PBF	ISBA	Institutional Funds	Student Revenue	Other	Total Other	Total Funding
Jan-04	$ -	$ -	$ 11,100,000			$ 11,100,000	$ 11,100,000
Oct-05 Requested Increase			2,019,000	381,000		$ 2,400,000	$ 2,400,000
Oct-06 Reuesed Increase			1,000,000			$ 1,000,000	$ 1,000,000
					-	-	-
Total	$ -	$ -	$ 14,119,000	$ 381,000	$ -	$ 14,500,000	$ 14,500,000

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

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

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 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.

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

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.

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 he 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.

(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.

(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.

(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.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Project update and financing plans for the Press Box/Stadium SkySuite facility at Bronco Stadium.

REFERENCE

January 2005	Information item to discuss the feasibility analysis of the proposed stadium expansion projects completed by Conventions Sports and Leisure International.
March 2005	SBOE approval for Boise State to market the lease of SkySuites and Club Seats.
December 2005	SBOE approval to procure architectural services, not to exceed $900,000, to complete preliminary design and programming through design development for a design-build project for the addition of a Press Box/SkySuite facility to Bronco Stadium.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Sections V.K.1. and V.I.3.a.

BACKGROUND

The Board authorized the University to proceed to procure architectural services, through DPW, for preliminary design and programming through design development, including a cost estimate, for the addition of a Press Box/ Stadium SkySuite facility to Bronco Stadium using the design-build project delivery method. The University anticipates bringing this project to the Board at the November/December 2006 meeting to request approval to proceed with construction and a financing plan.

DISCUSSION

This project is currently in design development with Layton Architects through a contract with the Division of Public Works. The University will present the most current available information on the design progress for this project, the latest estimate for the cost of construction, a project timeline and financing plan in anticipation of bringing this information to the Board for approval at the December 2006 Board meeting.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued

IMPACT

Given the University's limited debt capacity, a financing plan is being developed to limit the impact of the stadium suites project on the University's overall debt capacity. This will also ensure the proposed project financing is supported by direct donations and cash flows from the suite and club seat lease revenues, which will be sufficient to meet the debt payments and operating expenses over the term of the financing, and beyond. In addition, this financial plan will ensure that sufficient guarantees and security are executed from non-university sources to back this debt in the event that operating revenues fall short of expectations.

STAFF COMMENTS AND RECOMMENDATIONS

Staff appreciates this update from BSU and will work closely with institution officials to make certain all necessary information is ready for staff review prior to the November/December Board 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: 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.

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Subsection: I. Real and Personal Property and Services

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.

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

Amending the existing sublease between the University of Idaho and CH2MHill to permit CH2MHill's early occupancy of option expansion space.

REFERENCE

December, 2004 Sublease approved

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b.1.

BACKGROUND

In 2005, the University of Idaho subleased approximately 50,000 square feet of the Idaho Water Center to CH2MHill. That agreement anticipated the possibility that by 2010, CH2MHill would not only want to extend its five year lease for an additional period, but that it would also want an option to take additional space at that time. CH2MHill has notified UI that it would like to secure all of the pre-identified expansion space before the date anticipated in the sublease, requesting to occupy the option expansion space in 2007.

DISCUSSION

The proposed amendment will make approximately 5200 rentable square feet available for CH2MHill use in 2007, rather than 2010. The space is currently vacant and the University is paying for the space under the terms of the 2002 Facilities Use Agreement with the Idaho State Building Authority.

IMPACT

Approval of this amendment will result in tenant improvement costs of approximately $290,000 initially paid for by the University, but which over the term of the amended sublease will be paid back to UI by CH2MHill. The amendment will shift some debt service for the currently vacant space and all additional operating costs to CH2MHill as tenant. The lease income from this amendment will be approximately $123,000 in the first year, with annual escalations for the remainder of the current five-year term.

ATTACHMENTS

Exhibit 1	- Sublease (available at Board office)	
Exhibit 2	- Preliminary Construction Budge	Page 3
Exhibit 3	- First Amendment to Sublease	Page 5

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

STAFF COMMENTS AND RECOMMENDATIONS

The original sublease, approved by the Board in December 2004, has not changed. Due to the size of that document, it is not attached here. Staff will have a copy at the October Board meeting for review, if necessary. Staff has reviewed the request and related documents.

Staff recommends approval.

BOARD ACTION

A request by the University of Idaho to approve an amendment to the 2004 Sublease agreement with CH2MHill, in substantial conformance to the form submitted to the Board, and to authorize the Vice President for Finance and Administration of the University of Idaho to execute the amendment documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Exhibit 2

CH2MHILL 5TH FLOOR

Preliminary Construction Budget

September 5, 2006

Version 2 (Preliminary Draft)

CATEGORY	ESTIMATE TYPE	CONTRACTOR	COSTS	TOTAL PSF COST
SUPERVISION	Est	Colliers	10,080	2.15
TEMPORARY FACILITIES	Est		3,420	0.73
CLEAN - UP	Est	WBM	4,000	0.85
CONCRETE			None	-
CARPENTRY	Bid	Perrigrine	880	0.19
CABINETRY & MILLWORK	Bid	Boise Cabinet	6,000	1.28
COUNTER TOPS			None	-
INSULATION			None	-
ROOF PATCHING			None	-
SEALANTS AND CAULKING			None	-
DOORS, FRAMES & HDWR	Bid	ABS	14,000	2.98
GLASS & GLAZING			None	-
GYPSUM BOARD ASSEMBLIES	Bid	Idaho Framing	38,900	8.28
CERAMIC TILE			None	-
ACOUSTICAL CEILINGS			None	-
FLOOR COVERINGS	Est	CH Vender	18,087	3.85
PAINTING	Bid	Colliers	3,400	0.72
WALLCOVERINGS			None	-
WALL TALKERS			None	-
TOILET ROOM ACCESSORIES			None	-
FIRE EXTINGUISHERS	Est		1,000	0.21
WINDOW COVERINGS			None	-
FIRE SPRINKLERS	Bid	DeBest	11,075	2.36
PLUMBING	Est	DeBest	2,500	0.53
HVAC	Bid	Hobson	20,000	4.26
ELECTRICAL	Bid	Romar	73,875	15.72
FIRE ALARM SYSTEM	Inc in Electrical		None	-
SECURITY SYSTEM	Est	Simplex	4,000	0.85
SIGNAGE			None	-
APPLIANCES			None	-
AUDIO VIDEO			None	-
DATA / PHONE	Allow	System Tech	35,000	7.45
GENERAL CONDITIONS	Est		2,500	0.53
CONTINGENCY	Allow		24,872	5.29
Total Direct Construction Costs			**273,589**	**58.24**
Change Orders per Log	Est		None	-
Total Change Orders				**-**

Exhibit 2

CH2MHILL 5TH FLOOR

Preliminary Construction Budget

September 5, 2006

Version 2 (Preliminary Draft)

Contracted Architecture	Est	ZGA	3,843	0.82
Interior Design	Est		None	-
Permit Fee	Est	ISBA	282	0.06
Total Architectural/Permit Costs			**4,125**	**0.88**
Project Management Fee	Est	Colliers	10,944	2.33
Total Construction Management Costs			**10,944**	**2.33**
Total Estimated Project Costs			**288,657**	**61.44**

Exhibit 3

FIRST AMENDMENT TO SUBLEASE

This First Sublease Amendment (Amendment) is made by and between the Regents of the University of Idaho (Sublessor), and CH2MHill, Inc, a Florida Corporation (Sublessee), collectively the Parties. This Amendment shall revise the Sublease (attached as Exhibit 1) between the Parties commencing on June 24, 2005, and shall become effective upon the date consented to by the Idaho State Building Authority.

Now, THEREFORE, in consideration of the mutual promises contained herein, Sublessor and Sublessee agree as follows:

A. Section 1.4 of the Sublease is hereby amended to add the following at the end of the existing Section 1.4:

> "In the event the Expansion Space and Renewal Expansion Space (as each are defined in Section 1.9 of this Sublease) are occupied by Sublessee, the total rentable square footage of 55,508 square feet will be used to calculate Base Rent."

B. Section 1.7 of the Sublease is hereby amended to add the following at the end of the existing Section 1.7:

> "In the event the Expansion Space and Renewal Expansion Space (as each are defined in Section 1.9 of this Sublease) are occupied by Sublessee, the monthly Base Rent from the time of commencement of occupation of the Renewal Expansion Space through June 30, 2007 shall be $92,930. The monthly Base Rent for the period between July 1, 2007 and June 30, 2008 shall be $95,705. The monthly Base Rent for the period between July 1, 2008 and June 30, 2009 shall be $98,573. The monthly Base Rent for the period between July 1, 2009 and June 30, 2010 shall be $101,533. These amounts shall be adjusted in accordance with the provisions for adjustments for tenant improvements as provided in Section 1.10 and adjustments for operating expenses as provided in Section 5.10."

C. Section 1.9 of the Sublease is hereby deleted and replaced with the following amended Section 1.9:

> **1.9 Expansion Space and Renewal Expansion Space.** Sublessee, with written notice provided to Sublessor prior to July 1, 2007, shall be entitled to occupy additional space under the terms of this Sublease ("**Expansion Space**") as graphically shown on **Exhibit E**. Upon notification, Sublessor shall make Expansion Space available no later than January 1, 2008 and through the remainder of the Term of this Sublease. Upon the date that Sublessee begins occupation, or January 1, 2008, whichever occurs first, Sublessee shall pay at the rental rate (with appropriate escalation) established in Section 1.7 or (if a renewal is executed) Section 3.2.
>
> Sublessee, with written notice provided to Sublessor prior to January 1, 2007, shall be entitled to occupy additional space under the terms of this Sublease ("**Renewal**

Expansion Space") as graphically shown on **Exhibit F.** Upon notification, Sublessor shall make Renewal Expansion Space available no later than July 1, 2007 and through the remainder of the Term of this Sublease. Upon the date that Sublessee begins occupation, or July 1, 2007, whichever occurs first, Sublessee shall pay at the rental rate (with appropriate escalation) established in Section 1.7 or (if a renewal is executed) Section 3.2.

For the purposes of the terms of this Sublease, all space included as Expansion Space or Renewal Expansion Space shall also be considered Premises when occupied or possessed by Sublessee.

D. Section 1.10 of the Sublease is hereby amended to add the following at the end of the existing Section 1.10:

"Should Sublessee exercise its option to secure the Renewal Expansion Space in accordance with the provisions of Section 1.9 of this Sublease, Sublessor shall provide tenant improvements in the Renewal Expansion Space in accordance with the work listed in the "Preliminary Construction Budget" (attached as Exhibit 2). These improvements shall be made at Sublessor's initial expense, but using the same mechanism for landlord's recapture of tenant improvements costs over five years as described above in this Section 1.10 and applied to the Base Rent provided in Section 1.7 (or Section 3.2 if for a Renewal Term). The "**Renewal Expansion Allowance**" for tenant improvements in the Renewal Expansion Space is $45 per useable square foot or $211,410. The tenant improvements are the property of the Sublessor, subject to the terms of the Sublease. In the event Sublessee does not exercise its First Renewal Term and the term of this Amendment is less than the five years anticipated for the recapture of those tenant improvement costs exceeding the "**Renewal Expansion Allowance"**, Sublessee shall pay to Sublessor (as a lump sum) all of the unpaid portion of those tenant improvement costs that exceeded the Renewal Expansion Allowance. The remaining unpaid share of tenant improvement costs exceeding the Renewal Expansion Allowance at the time of lease termination shall be paid in full to Sublessor by July 31, 2010. In the event Sublessee exercises its First Renewal Term, the Base Rent for the "Renewal Expansion Space" will be adjusted to the rates established in Section 3.2, after the tenant improvement costs have been recaptured by Sublessor at the end of the five year term indicated above."

E. Section 5.10 of the Sublease is hereby amended to add the following at the end of the existing Section 5.10:

"In the event the Expansion Space and Renewal Expansion Space are occupied by Sublessee, Sublessee's share of building operating expenses shall be 30.20% and the method for determining the Adjustment Amount (for rent) shall be in accordance with this Section 5.10."

F. If there is any conflict between the terms and provisions of this Amendment and the terms and provisions of the Sublease, the terms and provisions of this Amendment shall govern. Except as specifically set forth herein, all other provisions of the Sublease shall remain in full force and effect and be binding upon the Parties in accordance with the terms therein.

IN WITNESS WHEREOF, the parties hereto have executed this Amendment on the date(s) set forth below.

SUBLESSEE	SUBLESSOR
By: _____	_____
	Lloyd E. Mues, Vice-President
Its: _____	Finance & Administration
_____	_____
Date	Date

IDAHO STATE BUILDING AUTHORITY CONSENT

By:_____

Its:_____

Date:_____

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Subsection: 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).

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

Capital Project Authorization Request: Provide central chilled water service to the Education Building on the Moscow campus

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1

BACKGROUND

This is an initial request for authorization to design and construct a project to provide central chilled water service to the Education Building on the Moscow campus.

The Education Building was constructed in 1967. At the time of its initial construction, the building was equipped with a stand-alone chiller that produced and distributed chilled water for cooling to two handlers in the building. In this manner the entire building was air-conditioned.

This chiller is now 39 years old. A typical life span for such a piece of equipment is approximately 25 years. The anticipated retirement/replacement of this chiller has been an element of the university's list of unfunded and deferred maintenance requests for nearly 20 years. In the summer of 2006, the chiller failed completely. The original vendor verified that the chiller is aged and failed to a point beyond repair. Currently, the university is servicing the cooling loads and demands of the Education Building with a temporary, rental chiller via a temporary piping lash-up.

DISCUSSION

It is the intent of the university to replace the original chiller and satisfy the cooling loads and demands of the Education Building by connecting the building to the university's central chilled water production and distribution system. Doing so provides a level of redundancy, efficiency, reliability and diversity not available with a replacement stand-alone chiller.

Schedule constraints associated with the project are severe if the university is to have the completed project in place and functional prior to the beginning of the 2007 cooling season – thus eliminating the need to once again rent a chiller for all or part of the 2007 cooling season.

INSTITUTION / AGENCY AGENDA

UNIVERSITY OF IDAHO – continued

The university initially estimated this project to be less than $500,000 and thus sent an initial letter describing the project to the Board's Executive Director. Consistent with that earlier letter, and due to the schedule constraints associated with this project, the university has initiated the following two preliminary steps:

1. The university has identified and entered into a contract with a design engineer for this effort utilizing the Division of Public Works' mid-range selection materials and process. The approximate value of this contract is $55,000.
2. Further, it is the intent of the university to work with the identified design engineer to plan, design, bid, award, and construct preliminary work to make a connection to the existing central chilled water distribution system and bring that system into the steam and mechanical tunnel that serves the Education Building. Schedule dictates that this preliminary work must be done prior to the fall rainy season in order to have the project complete prior to next summer's cooling season. The construction value of this preliminary work is estimated at approximately $55,000.

The sum of these two, requisite preliminary steps is approximately $110,000.

With the two preliminary steps underway, It is the intent of the university to work with the selected design engineer to plan design and develop the construction documents for the main project. The main project can be undertaken over winter and early spring as it is either within the steam and mechanical tunnel serving the Education Building or within the building itself.

The estimated total cost of the preliminary work and the main project and project contingencies currently is $600,000. During the design process, construction cost estimates will be refined.

The main project includes requisite distribution piping – both supply and return – modifications to the air handlers to accept new cooling coils appropriate to the central chilled water system, pumps, valves and digital controls. The project includes all systems and appurtenances necessary for a complete and functional installation.

The project is fully consistent with the university's strategic plan and the campus Long Range Campus Development Plan (LRCDP). The project addresses and retires an element of the university's identified scope of deferred maintenance.

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO – continued

IMPACT

Immediate fiscal impact of this effort is estimated to be $600,000.

Funding		**Estimate Budget**	
State	$ 0	Construction	$ 490,000
Federal:	0	A/E Fees	55,000
Other (State & UI)	600,000	Contingency	55,000
Total	$ 600,000	Total	$ 600,000

Total authorization request (inclusive of preliminary work): $700,000.

Due to the timing matters associated with this project, the university is requesting a project authorization $100,000 in excess of the current estimate, in the event that the initial planning and investigation by the engineer reveal a need to adjust the project budget upward. If the refined estimate, including the cost of the preliminary work, exceeds $700,000, the university will bring this project back to the Board for review and re-authorization.

ATTACHMENTS

Attachment 1 - Capital Project Tracking Sheet Page 4
Attachment 2 - Letter to D. Johnson Page 5

STAFF COMMENTS AND RECOMMENDATIONS

As noted above, UI staff initially requested permission from the Board office to proceed with a project less than $500,000. Due to construction increases as discussed herein, the UI requests approval to proceed with the project at a cost of $600,000, plus a contingency of an additional $100,000. Staff is comfortable with this approach due to the current nature of the construction environment.

Staff recommends approval.

BOARD ACTION

A motion to approve the request to replace the water chiller in the Educational Building, at a cost not to exceed $700,000, using institutional funds and contingency reserves.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of 8 Sep, 2006

History Narrative

1 **Institution/Agency:** University of Idaho **Project:** Provide District Chilled Water Service to Education Building, University of Idaho, Moscow, Idaho

2 **Project Description:** The effort will design and construct a project to provide District Chilled Water Service to the University of Idaho Education Building, Moscow, Idaho.

3 **Project Use:** The result of the project will be District Chilled Water Service to the University of Idaho Education Building to service and satisfy cooling load demands in lieu of replacement of the failed, 39 year old, stand alone chiller.

4 **Project Size:** N/A

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	Sources of Funds				Use of Funds			
7				Total		Use of Funds*		Total
8	PBF	ISBA	Other	Sources	Planning	Const	Other**	Uses
9 **Initial Cost of Project**	$ -	$ -	$ 600,000	$ 600,000	$ 55,000	$ 490,000	$ 55,000	$ 600,000
10								
11 **History of Revisions:**								
12								
13								
14 **Total Project Costs**	$ -	$ -	$ 600,000	$ 600,000	$ 55,000	$ 490,000	$ 55,000	$ 600,000

15

16			----------* Other Sources of Funds----------|				
17 **History of Funding:**	PBF	ISBA	Institutional Funds (Gifts/Grants)	Student Revenue	Other	Total Other	Total Funding
18 Original Authorization, Oct 06	$ -		$ 600,000			$ 600,000	$ 600,000
19							
20						-	-
21						-	-
22							
						-	-
23 Total	$ -	$ -	$ 600,000	$ -	$ -	$ 600,000	$ 600,000

24

25 * Overall project cost estimate will be refined and improved as part of this planning process; UI will report back to the Board of Regents any resulting revisions to the project estimate and seek additional project authorization as may be required.

26 ** Project Contingency

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University of Idaho
Finance and Administration
P.O. Box 443168
Moscow Idaho 83844-3168
208-885-6174
Fax 208-885-5504
http://www.uidaho.edu

July 31, 2006

Mr. Dwight Johnson
Executive Director
Office of the State Board of Education
650 W. State Street
Len B. Jordan Building, Room 307
Boise, ID 83720-0037

Subject: INFORMATIONAL ITEM: FAILED CHILLER AT COLLEGE OF EDUCATION BUILDING, UNIVERSITY OF IDAHO

Dear Dwight,

The University of Idaho wishes to notify you of the recent failure of the chiller serving the Education Building on the Moscow campus. This building's cooling needs were served by the original stand-alone building chiller, now nearly forty years old. The intended course of action for repair is to connect the building to the central campus chilled water distribution system. This work will involve extending the distribution lines and linking them into a utility tunnel which serves the buildings in this sector of campus. The extended chilled water system will include the necessary pipe tee's and valves to support the future extension of services to other buildings in this region of campus.

Very early estimates suggest this project may cost between $400K and $600K. A more precise cost estimate will be generated as part of a formal design effort, yet to be undertaken. The University intends to pay for this project through institutional funds in hand. In the meantime, the UI is leasing a temporary chiller to serve the building needs through the remainder of this cooling season.

The University anticipates the following steps in prosecuting the necessary work:

1. Contract with a mechanical engineering firm to design the necessary extension of the central chilled water distribution system and connections to the building HVAC system (anticipated cost of design is approximately $50K).
2. Implement phase 1 of the construction work. This will entail site excavation in the heart of the campus pedestrian walkway system. This will allow the piping to be extended to and to make connections into the appropriate utility tunnel system. It is important to complete this work in advance of inclement weather in the fall. The anticipated cost of this phase 1 work is $50K.
3. The remaining project work, phase 2, may be valued in the range of $300K to

To enrich education through diversity the University of Idaho is an equal opportunity/affirmative action employer.

$500K, and would be undertaken only after receiving Board authorization, from either the Executive Director or the Full Board, as may be warranted within Board policy. This portion of work will largely be carried out within the underground utility tunnel and within the Education Building. Accordingly, it can be carried out over the course of the winter, without serious concerns about the weather.

In summary, the University will undertake approximately $100K worth of work in the near term, within our local spending authority levels. The University will seek the necessary Board authorization at a later date, based on total project costs, once a more firm cost estimate is in place.

If you have any questions, please don't hesitate to contact me.

Sincerely,

Lloyd Mues
Vice President Finance and Administration

cc: Mark Brainard
Brian Johnson
Ray Pankopf
Mark Labolle

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of 27 July 2006

History Narrative

1 **Institution/Agency:** University of Idaho **Project:** Extend Campus Chilled Water Distribution to Education Building

2 **Project Description:** Design and construction to extend central chilled water services to the Education Building. Work is required to serve the cooling needs of the building, following failure of the 40-year old stand-alone chiller.

3 **Project Use:** Past studies have shown tremendous efficiencies in serving cooling needs via the central campus system as opposed to through a stand-along building chiller. There is greater system reliability, reduced maintenance needs, and more efficient delivery of cooling. Project will serve the cooling needs of the Education Building, housing the College of Education.

4 **Project Size:** Extend chilled water lines approx 300 feet to serve the Education Building

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	Sources of Funds				Use of Funds			
6								
7						Use of Funds		
8		PBF	ISBA	Other *	Total Sources	Planning	Const	Other	Total Uses
9	**Initial Cost of Project**			$ 525,000	$ 525,000	$ 52,500	$ 446,250	$ 26,250	$ 525,000
10									
11	**History of Revisions:**								
12									
13	Revision #1				$ -				$ -
14									
15									
16					$ -				$ -
17									
18									
19					$ -				$ -
20									
21									
22	**Total Project Costs**	$ -	$ -	$ 525,000	$ 525,000	$ 52,500	$ 446,250	$ 26,250	$ 525,000
23									

					-------- * Other Sources of Funds --------|			
24								
25	**History of Funding:**	**PBF**	**ISBA**	**Institutional Funds**	**Student Revenue**	**Other (Gift Revenue)**	**Total Other**	**Total Funding**
26	July, 2006			$ 525,000			$ 525,000	$ 525,000
27							-	-
28							-	-
29						-	-	-
30	Total	$ -	$ -	$ 525,000	$ -	$ -	$ 525,000	$ 525,000

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.

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

Salmon Residential Facility

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1.

BACKGROUND

This is an initial request for Regent's Authorization to design and construct a Residential Facility to be located at the UI Nancy M. Cummings Research, Education & Extension Center, Salmon, Idaho.

DISCUSSION

The University of Idaho, College of Agricultural and Life Sciences, requests authorization to plan, design and construct a residential (dormitory) facility at the Nancy M. Cummings Research, Extension & Education Center located on approximately 1,025 acres of real property in Salmon, Idaho. This property was gifted to the University of Idaho with the agreement that the College of Agricultural and Life Sciences would promote research, economic development and educational opportunities for the residents of Lemhi and surrounding counties, and secondarily to the state of Idaho, the nation and the world.

This request is the initial request to allow the university to begin to meet the above stated obligations. At this time, the facility is envisioned to be approximately 7,300 GSF with a budget allocation of up to $1,500,000. It is the intent of the university to enter into a planning and programming contract with an Architect/Engineer (A/E) for the purpose of defining the program, scope and cost. The university will report back the results of this initial effort and, if necessary, will seek to adjust the authorization accordingly at that time.

The project includes planning, pre-design, design, bid, award and construction phase activities necessary construct a new building, complete, to house up to 16 dormitory rooms for faculty, staff, students, administrative personnel and constituent groups, a family sleeping room, a large assembly space for conferences and community outreach events, restrooms, kitchen, laundry and ancillary spaces. The project includes all systems and appurtenances necessary for a complete and functional installation.

The project is fully consistent with the university's strategic plan and its goals related to research, extension and outreach.

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO – continued

IMPACT

Immediate fiscal impact of this effort is $1,500,000.

Funding		**Estimate Budget**	
State	$ 0	Construction	$1,227,000
Federal:	0	A/E Fees	150,000
Other (State & UI)	1,500,000	Contingency	123,000
Total	$1,500,000	Total	$1,500,000

As stated above, should the initial planning and investigation by the A/E reveal a need to adjust the estimated project budget, the university will bring a request to adjust the authorization accordingly back before the board for full discussion and authorization prior to proceeding.

ATTACHMENTS

Attachment 1 - Capital Project Tracking Sheet Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed the requested item and notes the UI will bring the project back to the Board for further authorization should the project budget increase above the stated amount. UI officials will be available at the Board meeting to discuss the source of project funds, and the source of funds, if needed, for any project increase.

Staff recommends approval.

BOARD ACTION

A motion for authorization to plan, design and construct a residential (dormitory) facility at the Nancy M. Cummings Research, Extension & Education Center in Salmon, Idaho, at a cost not to exceed $1,500,000. Funds for this project are from local, non-appropriated funds.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of 8 Sep, 2006

History Narrative

1 **Institution/Agency:** University of Idaho **Project:** Residential Facility to be located at the UI Nancy M. Cummings Research, Education & Extension Center, Salmon, Idaho.

2 **Project Description:** Project includes planning, pre-design, design, bid, award and construction phase activities necessary construct a new building, complete, to house up to 16 dormitory rooms for faculty, staff, students, administrative personnel and constituent groups, a family sleeping room, a large assembly space for conferences and community outreach events, restrooms, kitchen, laundry and ancillary spaces. The project includes all systems and appurtenances necessary for a complete and functional installation.

3 **Project Use:** The project house faculty, staff, students, administrative personnel and constituent groups while performing research and attending conferences and community outreach events. The project supports research, economic development and educational opportunities for the residents of Lemhi and surrounding counties, and to the state of Idaho.

4 **Project Size:** 7,300 GSF

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	Sources of Funds				Use of Funds			
7						Use of Funds*		
8		PBF	ISBA	Other	Total Sources	Planning	Const	Other**	Total Uses
9 **Initial Cost of Project**	$ -	$ -	$ 1,500,000	$ 1,500,000	$ 150,000	$ 1,227,000	$ 123,000	$ 1,500,000
10								
11 **History of Revisions:**								
12								
13								
14 **Total Project Costs**	$ -	$ -	$ 1,500,000	$ 1,500,000	$ 150,000	$ 1,227,000	$ 123,000	$ 1,500,000

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16			|---------- * Other Sources of Funds----------|				
17 **History of Funding:**	PBF	ISBA	Institutional Funds (Gifts/Grants)	Student Revenue	Other	Total Other	Total Funding
18 Original Authorization, Oct 06	$ -		$ 1,500,000			$ 1,500,000	$ 1,500,000
19							
20						-	-
21						-	-
22							
						-	-
23 Total	$ -	$ -	$ 1,500,000	$ -	$ -	$ 1,500,000	$ 1,500,000

24

25 * Overall project cost estimate will be refined and improved as part of this planning process; UI will report back to the Board of Regents any resulting revisions to the project estimate and seek additional project authorization as may be required.
26 ** Project Contingency
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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.

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

Memorandum of Understanding: University of Idaho and Idaho Public Television.

REFERENCE

January 22-23, 1991	Existing Memorandum of Understanding (MOU) Reviewed and approved by State Board of Education.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

This MOU between Idaho Public Television (IdahoPTV) and the University of Idaho (University) supersedes the current MOU, which requires Board approval for termination. The new MOU reaffirms a cooperative relationship to support the public broadcasting mission of IdahoPTV and the academic mission of the University through the joint use of equipment owned by IdahoPTV and the University and facilities owned by the University. It reflects changes in the names of the two entities and has been updated to reflect existing operating procedures.

DISCUSSION

The University of Idaho operated KUID-TV from its founding in 1964 until the station became part of a statewide system (then called the Idaho Education Public Broadcast System) in 1982. IdahoPTV shares a building on the UI campus with the School of Journalism and Mass Media. UI students and faculty members use equipment owned by IdahoPTV in courses in radio, television and digital media production.

IMPACT

The MOU provides for the sharing of in-kind services between UI and IdahoPTV. The UI provides support services to KUID-TV that include custodial, campus mail delivery, utilities, and building maintenance services at no cost to IdahoPTV. IdahoPTV provides broadcast airtime, production assistance and educational opportunities and support to the UI. The new MOU will not add any new budget obligations for either entity.

ATTACHMENTS

Attachment 1 - New MOU Page 3
Attachment 2 - Previous 1991 MOU Page 5

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

STAFF COMMENTS AND RECOMMENDATIONS

As noted in the "Background" section, the new agreement reflects changes to organization names and current operating procedures.

Staff recommends approval.

BOARD ACTION

A motion by the University of Idaho to approve the Memorandum of Agreement between the University and Idaho Public Television (IdahoPTV).

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1

MEMORANDUM OF UNDERSTANDING

This memorandum of understanding between Idaho Public Television (IdahoPTV) and the University of Idaho (University) reaffirms a cooperative relationship to support the public broadcasting mission of IdahoPTV and the academic mission of the University through the joint use of equipment owned by IdahoPTV and the University and facilities owned by the University herein referred to as the Radio/TV Center.

WHEREAS, IdahoPTV has the assigned mission of providing educational and public broadcast television services to north Idaho from Grangeville to the Canadian borders through its KUID-TV station;

WHEREAS, the KUID-TV station has a responsibility to provide local program input into the statewide public television broadcast network;

WHEREAS, IdahoPTV needs access to the University-owned building that houses IdahoPTV's television production and broadcast facilities to perform its mission in north Idaho;

WHEREAS, IdahoPTV owns some of the television production equipment at the Radio/TV Center that is used by students enrolled in the academic programs of the University's School of Journalism and Mass Media;

WHEREAS, the local production activities of the KUID-TV station provide valuable educational experiences for university students;

WHEREAS, the University offers to its students a radio/TV/digital media academic program through its School of Journalism and Mass Media;

WHEREAS, the University uses the television production and broadcast facilities as a teaching laboratory;

WHEREAS, the University owns some of the equipment used in the television production/broadcast facility;

WHEREAS, the University desires to be able to continue to benefit in the School of Journalism and Mass Media teaching program from the expertise of the IdahoPTV staff assigned to the KUID-TV station;

WHEREAS, the University has a need to communicate with the public about the University's academic programs and outreach activities; and

WHEREAS, both the University and IdahoPTV desire to work cooperatively to fulfill each agency's mission and program responsibilities through the shared use of facilities and equipment.

THEREFORE, It is agreed that:

The University will:

1. Make available to IdahoPTV television studio and production facility space in the Radio/TV Center located adjacent to the Administration Building on the Moscow campus at no cost to IdahoPTV;

2. Provide office space in the Radio/TV Center for IdahoPTV staff assigned to the KUID-TV station at no cost to IdahoPTV; office space for instructional personnel from the School of Journalism and Mass Media and production space for academic use will continue to be assigned in the Radio-TV Center; Assignment and use of space will be mutually agreed upon by IdahoPTV and the School of Journalism and Mass Media.

3. Provide support services to KUID-TV that include custodial, campus mail delivery, utilities, and building maintenance services at no cost to IdahoPTV;

4. Allow KUID-TV staff to acquire University parking permits at rates and for locations under the same conditions that are available to University faculty and staff;

5. Allow KUID-TV staff to be issued University ID cards, reflecting an adjunct affiliation that entitles them to staff privileges, such as library services, recreational facilities access, educational benefits, and faculty/staff discounts to athletic and other cultural activities;

6. Continue the services of the University's Gift Receipting Office for processing and transferring monies received by the UI Foundation, Inc., for donations to the Friends of Idaho Public Television: KUID/KCDT, Inc.;

7. Utilize qualified KUID-TV station professional staff for teaching and service in the University's academic program to the extent that University funds are available and the curriculum allows

such opportunities, and that such appointments have IdahoPTV approval; and

8. Consult with the KUID-TV station manager in scheduling the use of the Radio/TV Center production and broadcast equipment and facilities as a teaching laboratory. It is understood that students will not have access to the facilities unless permission is granted by the KUID-TV station manager or the students are directly supervised by the School of Journalism and Mass Media instructional personnel or teaching assistants. It is further understood that activities relating to broadcast are of the highest priority.

IdahoPTV will:

1. Include in the assigned responsibilities of the KUID-TV station manager the general operational oversight of the Radio/TV Center, including consultation with the Director of the School of Journalism and Mass Media or his/her designee regarding the scheduling of academic curricular activities, and;

2. Work with the University in making time and production/ broadcast facilities available to the University for communicating to the public its programs and activities, subject to scheduling availability;

3. Provide broadcast air time for University-acquired telecourses in the same manner such services are provided for other Idaho higher education institutions;

4. Incorporate students in the production/broadcast activities of the KUID-TV station to the maximum extent possible, with the emphasis on creating educational experiences for the student, through
   (1) non-paid internships for which University credit may be earned;
   (2) volunteer opportunities when available;
   (3) paid part-time positions at any IdahoPTV-operated facility when available.

5. Collaborate with the University in a timely manner for any interior or exterior modifications to jointly occupied buildings and or antenna sites.

6. Allow University access to IdahoPTV-owned equipment used in the student training activities, as well as supporting the video production needs of the University's Instructional Media Service Center;

7. Agree to pay all appropriate direct charges for services used by KUID-TV, such as computing services, central stores, motor pool, and other services available to University colleges and departments for which direct charges are assessed; and

8. Consult with the University on matters of mutual interest.

Indemnity and Insurance

A. Self Insurance The agencies understand that each is insured with respect to tort liability by the State of Idaho Retained Risk Account, a statutory system of self-insurance, and are subject to the Idaho Tort Claims Act. Each agency agrees to accept that coverage as adequate insurance for the other party with respect to personal injury and property damage.

B. Liability The agencies agree that any tort liability claim, suit or loss resulting from or arising out of the parties' performance of any activities under this contract shall be allocated, as between the state agencies, in accordance with law by the Office of Insurance Management for purposes of the respective loss experiences and subsequent allocation of self-insurance assessments. Each party to this contract agrees to notify the Office of Insurance Management and the other agency in the event it receives notice or knowledge of any claims arising out of the performance of, or the agencies' activities under this contract.

Amendment and Termination. This memorandum of understanding may be amended by agreement of both parties in writing at any time. Either party may terminate this agreement with one year written notice to the other party. This agreement becomes effective on Nov. 1, 2006 and will be continuous, subject to any amendments or termination. This agreement modifies and supersedes the previous agreement dated January 22, 1991.

APPROVED BY:

_____	_____
Peter W. Morrill General Manger Idaho Public Television	Lloyd Mues Vice President for Finance and Administration University of Idaho
_____	_____
Date	Date

ACKNOWLEDGED BY:

_____
Kenton Bird, Director
School of Journalism and Mass Media
University of Idaho

_____
Date

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MEMORANDUM OF UNDERSTANDING

This memorandum of understanding between the Idaho Educational Public Broadcast System (IEPBS) and the University of Idaho (university) establishes a cooperative relationship for the purpose of supporting the public broadcast mission of IEPBS and the academic mission of the university through the joint use of equipment owned by IEPBS and the university and facilities owned by the university herein referred to as the Radio/TV Center.

WHEREAS, IEPBS has the assigned mission of providing educational and public broadcast television services to north Idaho through its KUID-TV station, and;

WHEREAS, The KUID-TV station has a responsibility to provide local program input into the statewide public television broadcast network, and;

WHEREAS, IEPBS needs access to the university-owned television production and broadcast facilities to perform its mission in north Idaho, and;

WHEREAS, IEPBS owns some of the television production equipment at the KUID-TV station that is used by students enrolled in the academic programs of the University's School of Communication, and;

WHEREAS, The local production activities of the KUID-TV station provide valuable educational experiences for university students, and;

WHEREAS, The university offers to its students a radio/tv academic program through its School of Communication, and;

WHEREAS, The university uses the television production and broadcast facilities as a teaching laboratory, and;

WHEREAS, The university owns some of the equipment used in the television production/broadcast facility, and;

WHEREAS, The university desires to be able to continue to benefit in the School of Communication's teaching program from the expertise of the IEPBS staff assigned to the KUID-TV station, and;

WHEREAS, The university has the need to communicate information to the public about the university's programs and service activities, and;

WHEREAS, Both the university and IEPBS desire to work cooperatively in the fulfillment of mission and program responsibilities of each through the shared use of facilities and equipment;

THEREFORE, It is agreed that:

The university will:

1. Make available to IEPBS television studio and production facility space in the Radio/TV Center located adjacent to the Administration Building on the Moscow campus at no cost to IEPBS, and;

2. Provide office space in the Radio/TV Center for IEPBS staff assigned to the KUID-TV station at no cost to IEPBS; office space for instructional personnel in the School of Communication will continue to be assigned in the Radio-TV Center, and;

3. Provide support services to KUID-TV that include custodial, campus mail delivery, utilities, and building maintenance services at no cost to IEPBS, and;

4. Allow KUID-TV staff to acquire university parking permits at rates and for locations under the same conditions that are available to university faculty and staff, and;

5. Allow KUID-TV staff to be issued university ID cards, reflecting an adjunct affiliation which entitles them to staff privileges, such as library services, recreational facilities access, educational benefits, and faculty/staff discounts to athletic and other university activities, and;

6. Continue the services of the university's Gift Receipting Office for processing and transferring monies collected by the UI Foundation, Inc., for donations to the Friends of KUID-TV, and;

7. In recognition of the general support provided to the university's academic programs by the KUID-TV station, make available funds to IEPBS to support 18% of the KUID-TV station manager's salary, and;

8. Utilize qualified KUID-TV station professional staff for teaching and service in the university's academic program to the extent that university funds are available and the curriculum allows such opportunities, and that such appointments have IEPBS approval, and;

9. Cooperate with the KUID-TV station manager in scheduling the use of the Radio/TV Center production and broadcast equipment and facilities as a teaching laboratory. It is understood that students will not have access to the facilities after sign-off in the evening and before sign-on in the morning unless permission is granted by the KUID-TV station manager or the students are directly supervised by the School of Communication instructional personnel. It is further understood that broadcast activities must have scheduling priority per FCC rules, and;

10. Make available funds, equivalent to 50% of the salary and benefits of the KUID broadcast/maintenance engineer. In return, KUID will provide maintenance of School of Communication equipment housed at KUID and provide engineering assistance, as needed, for classes scheduled at KUID.

IEPBS will:

1. Include in the assigned responsibilities of the KUID-TV station manager the general operational oversight of the Radio/TV Center, including consultation with the School of Communication director regarding the scheduling of academic curricular activities, and;

2. Work with the university in making time and production/broadcast facilities available to the university for communicating to the public its programs and activities, subject to scheduling availability, and;

3. Provide broadcast air time for university-acquired telecourses in the same manner such services are provided for other Idaho higher education institutions, and;

4. Incorporate students in the production/broadcast activities of the KUID-TV station to the maximum extent possible, with the emphasis on creating educational experiences for the student, through (1) non-paid internships for which university credit may be earned; (2) volunteer opportunities when available; (3) paid part-time positions at any IEPBS-operated facility when available, and;

5. Allow university access to IEPBS-owned equipment used in the student training activities, as well as supporting the video production needs of the university's Instructional Media Service Center, and;

6. Agree to pay all direct charges for services used by KUID-TV, such as computing services, central stores, motor pool, and other services available to university colleges and departments for which direct charges are assessed, and;

7. Consult with the university on matters of mutual interest.

This memorandum of understanding may be amended by agreement of both parties in writing at any time. Termination of this agreement by either party must have the approval of the Regents of the University of Idaho and the State Board of Education. This agreement becomes effective on January 22, 1991, and will be continuous, subject to any amendments or termination.

APPROVED BY:

Jerry Garber
General Manager
Idaho Educational Public
Broadcast System

5/1/91
Date

Jerry Wallace
Acting Financial Vice President
University of Idaho

1/23/91
Date

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INSTITUTION / AGENCY AGENDA
COLLEGE AND UNIVERSITIES OF THE STATE BOARD

REFERENCE

August, 2006 — Board approved FY 2008 College and University and Agency budget requests.

SUBJECT

Adjust Board-approved budget requests for FY 2008 to include additional line items.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V. B.1

BACKGROUND

At its August 2006 meeting, the State Board of Education approved Maintenance of Current Operations (MCO) and Line Item budget requests for submission to the Legislative Services Office (LSO) and Division of Financial Management (DFM). Subsequent to publishing the August agenda, several line items requests came to the attention of staff.

DISCUSSION

Subsequent to the August Board meeting, the institutions and agencies brought several line items to the attention of staff. Each additional line item is briefly described in the next section along with page numbers for their supporting documentation. Motions to approve each line are contained under the Motion section.

IMPACT

Tech Help (not available for August Board agenda)

- Product Innovation Outreach..... $128,800 — Page 5
- Manufacturing Outreach..... $89,200 — Page 6-7
- Lean Enterprise Certification..... $70,750 — Page 8
- Salary Competitiveness ..... $7,640 — Page 9

Idaho Council on Economic Education (not available for August Board agenda)

- Program Coordinator..... $20,800 — Pages 10

Agricultural Research and Extension (not available for August Board agenda)

- Research Dairy Facility .....$10,000,000 — Pages 11-12

Office of the State Board of Education

- Spending Authority for Dedicated funds .... $90,000 Page 13

Historical Society (Items #6 and #7 were originally requested in Replacement Capital Outlay as part of Maintenance of Current Operations (MCO)). The items were actually program additions and not replacement. They are included in the budget revision as line item 12.06 and 12.07 for a total of $411,400. The agency reprioritized the Line Items as shown below:

1. Museum Restoration .....$118,600 Page 14
2. Historic Records Reclamation .....$125,600 Page 15
3. History Day Enhancement.....$49,300 Page 16
4. Centennial Heritage Revitalization .....$226,700 Page 17
5. Historic Property Preservation/Conservation.....$146,800 Page 18
6. **Capital Outlay and Operating Expenditures .....$403,600 Page 19**
7. **Capital Outlay .....$7,800 Page 20**
8. Cemetery Preservation.....$199,300 Page 21

STAFF COMMENTS AND RECOMMENDATIONS

Staff has worked with the institutions and agencies to ensure these budget requests revisions are in agreement with budget development guidelines issued by the DFM and LSO.

A motion to approve each line item is included below.

Staff recommends approval of the Line Item motions.

BOARD ACTION

A motion to approve an additional Line Item for Tech Help for FY 2008 in the amount of $128,800, General Funds, for Product Innovation Outreach.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve an additional Line Item for Tech Help for FY 2008 in the amount of $89,200, General Funds, for Manufacturing Outreach.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve an additional Line Item for Tech Help FY for 2008 in the amount of $70,800, General Funds, for Lean Enterprise Certification.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve an additional Line Item for Tech Help for FY 2008 in the amount of $7,600, General Funds, for Salary Competitiveness.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve an additional Line Item for the Idaho Council on Economic Education for FY 2008 in the amount of $20,800, General Funds, for a Program Coordinator.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve an additional Line Item for the Agricultural Research and Extension Service for FY 2008 in the amount of $10,000,000, General Funds, for a Research Dairy Facility.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve an additional Line Item for the Office of the State Board of Education for FY 2008 in the amount of $90,000, Other Funds, for a Grant Writer.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve an additional Line Item for the Idaho State Historical Society for FY 2008 in the amount of $403,600, General Funds, for Capital Outlay and Operating Expenditures.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve an additional Line Item for the Idaho State Historical Society for FY 2008 in the amount of $7,800, General Funds, for Capital Outlay.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

REQUEST BY DECISION UNIT
AGENCY: TechHelp — Agency No.: 512 — FY 2008 Request
FUNCTION: GENERAL EDUCATION — Function No.: EDGB — Page 1 of 1 Pages
ACTIVITY: — Activity No.: 00

A: Decision Unit No: 12.01 — Descriptive Title: **Product Innovation Outreach** — Agency Priority Ranking 1 of 4

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
Personnel Cost:					
1.Salaries	90,000				90,000
2. Benefits	28,800				28,800
TOTAL PERSONNEL COSTS:	118,800				118,800
OPERATING EXPENDITURES by summary object:					
1. Infrastructure Needs	10,000				10,000
TOTAL OPERATING EXPENDITURES:	10,000				10,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	128,800				128,800

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. TechHelp requests funding for 1.5 staff positions to continue the Product Innovation services started in association with the Economic Development Administration. Workload demand and the increasing needs of manufacturers to develop new products to stay in business has resulted in this becoming a key strategic service offering for TechHelp.

2.This request is for 1.5 full time staff positions with benefits. The position would be supported at the start of the fiscal year.

3. Funding requested is from General Funds. Personnel costs are $90,000 plus the full time eligible benefits of 32% or $28,800. Operating costs for supplies, travel and training total $10,000. Additional funding support will be generated from client revenue and by taking advantage of grant opportunities.

4. These positions will serve Idaho's existing 2,300 manufacturers and food processors as well as inventors and technology companies. Over the past 2 years, TechHelp clients reported over $80 million in positive economic impact in the areas of bottom line savings/sales, investment in people-plant-equipment, and employee creation and retention. Since 2001, the TechHelp New Product Development Team has completed nearly 200 projects with 100 companies from 12 Idaho counties. Adding these positions will help TechHelp meet the increasing New Product Development needs of Idaho comapanies and will allow TechHelp to better support the current NPD internship program at BSU.

If these positions are not funded, TechHelp will not be able to meet the increasing demand for new product development services in Idaho.

REQUEST BY DECISION UNIT
AGENCY: TechHelp — Agency No.: 512 — FY 2008 Request
FUNCTION: GENERAL EDUCATION — Function No.: EDGB — Page 1 of 1 Pages
ACTIVITY: — Activity No.: 00

A: Decision Unit No: 12.02 — Descriptive Title: **Manufacturing outreach** — Agency Priority Ranking 2 of 4

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
Personnel Cost:					
1.Salaries	60,000				60,000
2. Benefits	19,200				19,200
TOTAL PERSONNEL COSTS:	79,200				79,200
OPERATING EXPENDITURES by summary object:					
1. Infrastructure Needs	10,000				10,000
TOTAL OPERATING EXPENDITURES:	10,000				10,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	89,200				89,200

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. TechHelp is requesting an additional Manufacturing Specialist position to meet the growing needs of Idaho manufacturers and processors throughout the state and to continue to offer services initiated by the Manufacturing Extension Partnership. Workload demand and the increasing needs of manufacturers to adopt innovative product and process improvements to stay in business has resulted in this becoming a key strategic service offering for TechHelp. Manufacturing is the largest sector of Idaho's economy providing 14% of state GDP in 2004. An increasing number of Idaho companies are seeking assistance with product and process innovation in order survive in a highly competitive global economy. This state funding matches $700,000 of Federal funding.

2. This request is for one full time position with benefits. The position would be supported at the start of the fiscal year.

3.This position will be funded by General Funds. Personnel cost are $60,000 plus full time eligible benefits of 32% or $19,200. Operating costs for Supplies, travel and training total $10,000. The position will generate client fees and will take advantage of grant opportunities that will help sustain and grow the position.

4. This request will serve Idaho's 2,300 existing manufactures and food processors as well as innovators who are just beginning to invent products and start new companies. Based on recent history, TechHelp expects this position to produce $5 Million in positive economic impact for companies served in the areas of investment in plant/equipment, bottom line savings/sales and jobs created & retained. It should be noted that Idaho manufacturers that have utilized TechHelp services during the past two years have reported over $80 million in positive economic impact in the areas of investment, bottom line savings/sales, and jobs created and retained. This positive impact feeds back to the state in the form of property, sales and income taxes and also helps create healthy companies with good jobs throughout Idaho. Without this position, TechHelp will have difficulty meeting the growing needs of Idaho manufactures throughout the state and will not be in position to seek additional grant opportunities from other funding sources.

TECHHELP: ADVANCE IDAHO MANUFACTURING INITIATIVE

TechHelp is a proven state investment that regularly and reliably provides positive returns on investment. During the past year, TechHelp clients reported nearly $30 million of positive economic impact in the areas of investment, job creation/retention and bottom line sales and savings.

Idaho's manufacturing sector, a vital component of the state's economy, is faced with enormous challenges in an increasingly competitive global economy. Idaho manufacturers are proving that they can succeed and even thrive in the new economy by **investing in plant and people**, by **adopting world-class manufacturing processes** and by making **new product development and process innovation** the backbone upon which they are built. TechHelp has been assisting Idaho manufactures in all of these areas since 1996 and will help Idaho companies achieve continued success through its **Advance Idaho Manufacturing Initiative**.

TechHelp is seeking to add $295,000 to annual ongoing funding that will be used to leverage $873,000 in federal funds. This ongoing state funding will allow TechHelp to match and draw from federal funds available from the Economic Development Administration, the U.S. Department of Labor, the National Science Foundation and the National Institute of Standards and Technology Manufacturing Extension Partnership in support of the following initiatives:

TECHHELP
SOLUTIONS FOR MANUFACTURERS

a NIST MEP | Network Affiliate

1. **Permanently Staff TechHelp Regional Offices –** As Idaho's Manufacturing Extension Center and a partnership of Idaho's three state universities, TechHelp provides assistance to manufactures statewide. Ongoing state funding will be used to permanently **staff TechHelp offices in Northern Idaho, the Treasure Valley, Eastern Idaho and the Magic Valley** where manufacturing is a vital and growing component of the economy.

2. **Add Capabilities to and Permanently Staff the New Product Development Lab at BSU –** Innovation and new product development are critical to the success of Idaho manufacturers. The New Product Development (NPD) lab at BSU has a successful history of helping companies such as Trus Joist, TenXsys, Rekluse, Ox-Gen and Ugobe take ideas to reality. NPD activities generate the new products, new companies, new jobs and economic development needed to keep Idaho's economy vibrant. TechHelp used $50K of state funding in 2006 to add two new prototyping materials that are already being used by Idaho companies to develop and test new products. TechHelp would use additional state funding to **fully staff the NPD lab and to stay on the cutting edge of NPD technology**.

3. **Expand and Permanently Staff the Office of Professional Development at the University of Idaho –** The on-going development of Idaho's technical professionals is critical to keep Idaho's manufacturers up to date and competitive. Numerous firms across the state have benefited from advanced technical training in lean, six sigma, and other areas. For example, we are currently delivering the recently launched Lean Enterprise Certification Program (LECP) with one-time funding from the U.S. Department of Labor. The LECP project is a two-year collaborative partnership to train and certify the U.S. manufacturing workforce in the principles of Lean Enterprise. TechHelp is nationally recognized for its work in developing and delivering Lean programs for food processors in Idaho. In 2006, TechHelp created a successful statewide Six Sigma Belt Certification program with participants from ten Idaho Companies. TechHelp would use ongoing state funding to **bring these programs to Idaho and leverage available federal funds to expand advanced-level training needed by technical professionals in Idaho's manufacturing companies**.

REQUEST BY DECISION UNIT
AGENCY: TechHelp — Agency No.: 512 — FY 2008 Request
FUNCTION: GENERAL EDUCATION — Function No.: EDGB — Page 1 of 1 Pages
ACTIVITY: — Activity No.: 00

A: Decision Unit No: 12.03 — Descriptive Title: **Lean enterprise certification** — Agency Priority Ranking 3 of 4

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
Personnel Cost:					
1.Salaries	45,000				45,000
2. Benefits	15,800				15,800
TOTAL PERSONNEL COSTS:	60,800				60,800
OPERATING EXPENDITURES by summary object:					
1. Infrastructure Needs	10,000				10,000
TOTAL OPERATING EXPENDITURES:	10,000				10,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	70,800				70,800

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. TechHelp requests funding for 1 staff position to deliver the new Lean Enterprise Certification Program (LECP) that is offered in association with the Manufacturing Extension Partnership. The LECP will give Idaho employees a nationally recognized credential that adds to their value and certifies that they possess a body of knowledge in Lean. The certifying body includes the Association for Manufacturing Excellence, The Society of Manufacturing Engineers and the Shingo Prize for Excellence in Manufacturing. Idaho employers will benefit by employing workers trained and certified in Lean and by being able to hire workers that possess a nationally recognized certification. Workload demand and the increasing needs of manufacturers to adopt innovative product and process improvements to stay in business has resulted in this becoming a key strategic service offering for TechHelp. Manufacturing is the largest sector of Idaho's economy providing 14% of state GDP. An increasing number of Idaho companies are seeking assistance with product and process innovation, such as Lean, in order survive in a highly competitive global economy.

2. This request is for one full time position with benefits. The position would be supported at the start of the fiscal year.

3. General funds will be needed to fund this manufacturing specialist position. Personnel cost is $45,000 plus full time eligible benefits of 35% or $15,800. The operating costs for supplies, travel and training total $10,000. The position will generate client fees and will take advantage of grant opportunities that will help sustain and grow the position.

4. This request will serve Idaho's 2,300 existing manufactures and food processors as well as innovators who are just beginning to invent products and start new companies. Based on recent history, TechHelp expects this position to produce $5 Million in positive economic impact for companies served in the areas of investment in plant/equipment, bottom line savings/sales and jobs created & retained. It should be noted that Idaho manufacturers that have utilized TechHelp services during the past two years have reported over $80 million in positive economic impact in the areas of investment, bottom line savings/sales, and jobs created and retained. The positive impact created by this position will feed back to the state in the form of property, sales and income taxes and by creating healthy companies with good jobs throughout Idaho. Without this position, TechHelp will continue to have difficulty meeting the growing needs of Idaho manufactures throughout the state and will not be in position to seek additional grant opportunities from other funding sources.

REQUEST BY DECISION UNIT
AGENCY: TechHelp — Agency No.: 512 — FY 2008 Request
FUNCTION: GENERAL EDUCATION — Function No.: EDGB — Page 1 of 1 Pages
ACTIVITY: — Activity No.: 00

A: Decision Unit No: 12.01 — Descriptive Title: **Salary Competitiveness** — Agency Priority Ranking 4 of 4

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
Staff	7,600				
TOTAL PERSONNEL COSTS:	7,600				
OPERATING EXPENDITURES by summary object:					
Infrastructure Needs					
3.					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	7,600				

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level.

1. Consulting with manufacturers and innovators requires that the TechHelp staff possess advanced skills which impact the profitability of the companies they serve. As has become the case with Idaho colleges and universities around the state, TechHelp has had difficulty attracting, retaining and replacing highly qualified employees with the kinds of skills required to meet the needs of Idaho companies. This request for a 4.5% increase is to help improve our ability to attract and retain quality people to serve our clients.

2. Cost: This request supports personnel cost of $7,600 .

3. Funding requested is from General Funds.

4. This request will help TechHelp do a better job of serving Idaho's existing 2,300 manufacturers and processors as well as inventors and innovators who are creating the products of tomorrow. Over the past 2 years, TechHelp clients have reported over $80 million in positive economic impact in the areas of cost saving, increased profits, investment in plant-people-equipment and in employee creation and retention. Without this funding, it will be increasingly difficult for TechHelp to attract and retain the kind of professional manufacturing specialists who can meet the ever increasing needs of Idaho companies.

REQUEST BY DECISION UNIT
AGENCY: Idaho Council on Economic Ec Agency No.: 512 FY 2008 Request
FUNCTION: GENERAL EDUCATION Function No.: EDJJ Page 1 of 1 Pages
ACTIVITY: Activity No.: 00

A: Decision Unit No: 12.01	Descriptive Title: **Program Coordinator**			Agency Priority Ranking 1 of 1	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Program Coordinator @ 50%/no benefi	20,800				20,800
2					
3					
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?

Additional funding to secure half-time program coordinator position currently paid from a non-secured account. This would stabilize the program and ensure continued support to teacher programs.

2. What resources are necessary to implement this request?

Funding at the rate of $20.00/hr for 1,040 hours (50% time). No benefits are currently required.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

4. Who is being served by this request and what are the expected impacts of the funding requested?

Securing this position would greatly enhance our continued ability to reach Idaho teachers for training and program development work. Current incumbent is paid through nonsecured funds on a need by need basis. Funding this position would produce greater opportunities for long-term outreach, planning and training.

If this request is not funded who and what are impacted?

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 globallly. The above funding request would assist with adding opportunities to grow the number and quality of our current granduate assistantships and to help sustain sponsored research activity that can be beneficial to the community, the State, and beyond.

REQUEST BY DECISION UNIT

AGENCY: University of Idaho — Agency No.: 504 — FY 2008 Request
FUNCTION: Agricultural Research and Extension — Function No.: 02 — Page 1 of 1 Pages
ACTIVITY: — Activity No.: 00

A: Decision Unit No: 12.02 — Descriptive Title: **Research Dairy Facility** — 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.					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. Research Dairy Facility	10,000,000				10,000,000
TOTAL CAPITAL OUTLAY:	10,000,000				10,000,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	10,000,000				10,000,000

B: Use the financial data matrix above to summarize requested resources by fund source and by expenditure class at the summary object level. 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 funding to facilitate the development and construction of a state-of-the-art food-animal, research, extension and teaching facility. This facility must be sufficiently sized to address a wide variety of basic research needs and allow for translational research for adoption by industry. Many of the current studies being conducted, such as nutrient management, odor and water quality, and production management, require intensive sampling from many animals.

The University of Idaho's current dairy, located on the Moscow campus, is small (< 100 cows), dated (1960's technology) and far removed from the center of the dairy industry. With the limited animal numbers at the current University facility, relevant research is a tremendous challenge. In addition, evaluation of production-related responses requires hundreds of animals per treatment to determine the differences economically important to industry.

2. What resources are necessary to implement this request?

This request represents a partnership of state, federal and private interests including the University of Idaho, the College of Agricultural and Life Sciences, the State of Idaho and the Idaho Dairy Association. Partnerships in educational and research programming will also be formed with the Idaho National Laboratory, USDA Agricultural Research Service, College of Southern Idaho, USDA Natural Resources Conservation Service, Idaho Cattle Association, Environmental Protection Agency, the Idaho State Department of Agriculture and Idaho's diverse commodity associations.

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. None requested at this time.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted. N/A

c. List any additional operating funds and capital items needed. Funding from this request will be utilized for design and construction of the dairy facility.

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 one-time 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?

Dairy is Idaho's leading agriculture industry and currently ranks 4th in the nation. With anticipated growth, Idaho's dairy industry will soon exceed that of New York and be ranked 3rd nationally. The dairy and associated milk processing industries require technologies to meet environmental challenges related to dairy and waste management to protect water, air and soil quality. The proposed facility will utilize state-of-the-art research to identify solutions to environmental and production challenges that result in positive environmental and economic impact to Idaho, It is clear that a critical scientific and information gap exists related to large western style confined animal feeding operations (CAFO).

This research facility would provide a platform to leverage external funding from federal resources and granting agencies. In addition, the atmosphere for educational and research partnerships will be created to develop solutions to environmental challenges affecting citizens throughout the State of Idaho.

Ag Research Research Dairy Facility

This is an initial request for Regent's Authorization to plan, design and construct a Research Dairy facility to be located at an undetermined site in southern Idaho.

The University of Idaho, College of Agricultural and Life Sciences, requests authorization to plan, design and construct a state-of-the-art food-animal, research, extension and teaching facility. This facility must be sufficiently sized to address a wide variety of basic research needs and allow for translational research for adoption by industry. Many of the current studies being conducted, such as nutrient management, odor and water quality, and production management, require intensive sampling from many animals.

The University of Idaho's current dairy, located on the Moscow campus, is small (< 100 cows), dated (1960's technology) and far removed from the center of the dairy industry. With the limited animal numbers at the current University facility, relevant research is a tremendous challenge. In addition, evaluation of production-related responses requires hundreds of animals per treatment to determine the differences economically important to industry.

This request represents a partnership of state, federal and private interests including the University of Idaho, the College of Agricultural and Life Sciences, the State of Idaho and the Idaho Dairy Association. Partnerships in educational and research programming will also be formed with the Idaho National Laboratory, USDA Agricultural Research Service, College of Southern Idaho, USDA Natural Resources Conservation Service, Idaho Cattle Association, Environmental Protection Agency, the Idaho State Department of Agriculture and Idaho's diverse commodity associations.

Dairy is Idaho's leading agriculture industry and currently ranks 4th in the nation. With anticipated growth, Idaho's dairy industry will soon exceed that of New York and be ranked 3rd nationally. The dairy and associated milk processing industries require technologies to meet environmental challenges related to dairy and waste management to protect water, air and soil quality. The proposed facility will utilize state-of-the-art research to identify solutions to environmental and production challenges that result in positive environmental and economic impact to Idaho. It is clear that a critical scientific and information gap exists related to large western style confined animal feeding operations (CAFO).

This research facility would provide a platform to leverage external funding from federal resources and granting agencies. In addition, the atmosphere for educational and research partnerships will be created to develop solutions to environmental challenges affecting citizens throughout the State of Idaho.

This project is fully consistent with the university's strategic plan and its goals related to research, extension and outreach.

Immediate fiscal impact to the University of Idaho for this effort is $10,000,000

Funding	
State	$10,000,000
Federal	0
Other (State & UI)	$10,000,000
Total	$20,000,000

REQUEST BY DECISION UNIT
AGENCY: Office of the State Board of Education — Agency No.: 501 — FY 2008 Request
FUNCTION: OSBE — Function No.: 02 — Page 1 of 1 Pages
ACTIVITY: — Activity No.:

A: Decision Unit No: 12.07 — Descriptive Title: **Spend. Auth. for Dedicated** — Agency Priority Ranking 7 of 7

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					0.00
PERSONNEL COSTS:					
1. Group Position: P-T Clerical Support		10,400			10,400
2. Group Position: Benefits		9,700			9,700
3. Contigent Balance to use for one-time,		12,000			12,000
unplanned expenditures		2,900			2,900
5. Salary				3,500	3,500
6. Benefits				1,500	1,500
TOTAL PERSONNEL COSTS:	0	35,000	0	5,000	40,000
OPERATING EXPENDITURES **by summary object:**					
1. Will be used for unique one-time expenditures		50,000			50,000
2.					
TOTAL OPERATING EXPENDITURES:	0	50,000	0	0	50,000
CAPITAL OUTLAY **by summary object:**					
1. Office furniture and Equipment					0
2.					
TOTAL CAPITAL OUTLAY:	0	0	0	0	0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	0	85,000	0	5,000	90,000

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?

Spending Authority for Indirect Cost Funds

With the award of the GEAR UP grant, OSBE will be collecting indirect costs off of the expenditures made in this grant. Potentially, OSBE may collect approximately $100,000 over a full year, with an additional $10,000 (approximately) that will be collected from the Transition to Teaching grant. OSBE is requesting spending authority of $85,000 in the Indirect Cost fund 0125. PC of $20,100 will cover a part-time group support position and $14,900 PC and $50,000 OE that would be used as need for unique one-time situations such as vacation payoffs, specialized training, etc.

Spending Authority for Miscellaneous Funds

HB 712 requires the State Board of Education to "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". This will require an on-site review by an OSBE staff member and the processing of the paper work as well as the fees that are collected.

2. What resources are necessary to implement this request?

This request is for spending authority only.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

This request is for $85,000 spending authority in Indirect Funds and $5,000 in Miscellaneous Revenue 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 will allow OSBE to allocate costs in a more efficient way.

REQUEST BY DECISION UNIT

AGENCY: Historical Society	Agency No.:	522	FY 20__ Request
FUNCTION: Historical Preservation & Education	Function No.:	1	Page 1 of 1 Pages
ACTIVITY:	Activity No.:		

A: Decision Unit No:	12.01	Descriptive Title:	**Historic Records Reclamation Initiative**	Agency Priority Ranking 1 of 8	
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					
TOTAL PERSONNEL COSTS:	98,600				98,600
OPERATING EXPENDITURES by summary object:					
1. Administrative Supplies	20,000				20,000
2.					
3.					
4.					
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	118,600				118,600

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 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.
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.

REQUEST BY DECISION UNIT

AGENCY: Historical Society	Agency No.:	522	FY 20__ Request
FUNCTION: Historical Preservation & Education	Function No.:	1	Page 1 of 1 Pages
ACTIVITY:	Activity No.:		

A: Decision Unit No:	12.02	Descriptive Title:	**Historic Records Reclamation Initiative**	Agency Priority Ranking 2 of 8	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	2.00				
PERSONNEL COSTS:					
1. Salaries	46,800				46,800
2. Benefits	28,800				28,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	75,600				75,600
OPERATING EXPENDITURES by summary object:					
1. Specific Use Supplies	40,000				40,000
2.					
3.					
4.					
TOTAL OPERATING EXPENDITURES:	40,000				40,000
CAPITAL OUTLAY by summary object:					
1. Specific Use Equipment	1,000				1,000
2. Office Machines	7,000				7,000
3. Computer Equipment	2,000				2,000
4.					
TOTAL CAPITAL OUTLAY:	10,000				10,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	125,600				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.
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.

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?
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.

REQUEST BY DECISION UNIT

AGENCY: Historical Society	Agency No.:	522	FY 20__ Request
FUNCTION: Historical Preservation & Education	Function No.:	1	Page 1 of 1 Pages
ACTIVITY:	Activity No.:		

A: Decision Unit No:	12.03	Descriptive Title:	**History Day Enhancement Project**	Agency Priority Ranking 3 of 8	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.00				
PERSONNEL COSTS:					
1. Salaries	34,000				34,000
2. Benefits	15,300				15,300
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	49,300				49,300
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	49,300				49,300

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 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).
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.
(See matrix above). All requested allocations for this request would come from General Funds.

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 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.

REQUEST BY DECISION UNIT

AGENCY: Historical Society	Agency No.:	522	FY 2008 Request
FUNCTION: Historical Preservation and Education	Function No.:	1	Page 1 of 1 Pages
ACTIVITY:	Activity No.:		

A: Decision Unit No: 12.04 Descriptive Title: **Centennial Heritage Revitalization Project** Agency Priority Ranking 4 of 8

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	4.50				4.50
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding	73,700				73,700
TOTAL PERSONNEL COSTS:	73,700				73,700
OPERATING EXPENDITURES by summary object:					
1. Specific Use Supplies	18,000				18,000
2.					
3.					
4.					
TOTAL OPERATING EXPENDITURES:	18,000				18,000
CAPITAL OUTLAY by summary object:					
1. Computer Equipment	10,000				10,000
2. Buildings and Improvements	125,000				125,000
3.					
4.					
TOTAL CAPITAL OUTLAY:	135,000				135,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	226,700				226,700

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 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).

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 grade25, 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.
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 at the site of the restoration and repair work to deal with safety issues at the Old Pen Visitor Entry.

REQUEST BY DECISION UNIT

AGENCY: Historical Society	Agency No.:	522	FY 2008 Request
FUNCTION: Historical Sites Maintenance & Interpr	Function No.:	4	Page 1 of 1 Pages
ACTIVITY:	Activity No.:		

A: Decision Unit No: 12.05 Descriptive Title: **Historic Property Preservation & Conservation** Agency Priority Ranking 5 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:					
OPERATING EXPENDITURES by summary object:					
1. Repair & Maintenance 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: 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 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, anticipated 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.
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.

REQUEST BY DECISION UNIT

AGENCY: Historical Society	Agency No.:	522	FY 2008 Request
FUNCTION: Historic Preservation & Education	Function No.:	1	Page 1 of 1 Pages
ACTIVITY:	Activity No.:		

A: Decision Unit No:	12.06	Descriptive Title:	**New Equipment**	Agency Priority Ranking 6 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:					
OPERATING EXPENDITURES by summary object:					
1. Supplies	3,000				3,000
2.					
3.					
4.					
TOTAL OPERATING EXPENDITURES:	3,000				3,000
CAPITAL OUTLAY by summary object:					
1. Education Materials Ongoing	80,000				80,000
2. Motorized Equipment One-Time	40,000				40,000
3. Office Equipment One-Time	280,000				280,000
4. Specific Use Equipment One-Time	600				600
TOTAL CAPITAL OUTLAY:	400,600				400,600
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	403,600				403,600

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?
We are requesting funds for enhancing/updating the Public Archives & Research Library (PARL) collections ($80,000), which was cut from our budget during the season of economic downturns and holdbacks in fiscal years 2002 and 2003. Currently the Historical Society received one-time funds for this project from the Economic Recovery funds for the current fiscal year. We request these funds be ongoing in our base from the General Fund as that was the fund that this budget item was cut from.
We are also requesting a one-ton truck with an enclosed bed for traveling throughout the state of Idaho picking up public records to be archived. Currently we have to rent a truck for these trips, which limits the amount trips taken due to the availability of such vehicles.
The PARL is requesting an Archival Document Scanner to begin to automate the processing of archival documents for preservation from aging and deterioration. It is also requesting one section of Compact Mobil Archival Shelving to allow for additional records to be archived in a proper climate-controlled setting.
Non-capitalized office equipment is requested for our satellite office in Lewiston to continue outreach projects for the Historical Society. Our current project coordinator has been able to utilize an office with furnishings at the Lewis-Clark State College rent-free. The office will be no longer available for Fiscal Year 2008, meaning increased costs to house our satellite office.
Finally, the State Historic Preservation Office requests a metal detector for use on regular Archaeological outings to ease the possible defacing of historic lands in search of historical and pre-historical finds for the Idaho State Historical Society and the citizens of Idaho.
Current staff will utilize these capital items for the various projects they are requested for. There is no base in the general fund for these items.

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 FTPs are requested for these capital items.
b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
These capital requests will be utilized to assist the current Historical Society staff in accomplishing the goals of the Society.
c. List any additional operating funds and capital items needed.
N/A

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.

Request for funds for enhancing/updating the PARL's holdings and collections is a request for ongoing funding ($80,000). These funds were cut from the Historical Society budget during the lean economic times where holdbacks were utilized. These funds need to be restored to the base for ongoing budget items so that the PARL can begin again and continue to serve the public with current research materials and collections. Please see the matrix for the break out of the remainder of the capital items requested from the 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?
The people of the State of Idaho are ultimately served by acquisition of the above requested tools.

REQUEST BY DECISION UNIT

AGENCY: Historical Society	Agency No.:	522	FY 2008 Request
FUNCTION: Historic Site Maintenance & Interpret.	Function No.:	4	Page 1 of 1 Pages
ACTIVITY:	Activity No.:		

A: Decision Unit No:	12.06	Descriptive Title:	**New Equipment**	Agency Priority Ranking 7 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:					
OPERATING EXPENDITURES by summary object:					
1.					
2.					
3.					
4.					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. Motorized Equipment One-Time	7,000				7,000
2. Office Equipment One-Time	800				800
3.					
4.					
TOTAL CAPITAL OUTLAY:	7,800				7,800
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	7,800				7,800

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 Historic Sites Maintenance and Interpretation function is requesting additional ground and shop equipment to better maintain the Old Penitentiary historic site and other historic sites around the state. While the current agency staffing level is low for this responsibility and this function, this equipment will make the maintenance of these sites more efficient. There is no funding for these items in the 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.
No FTEs are requested here.
b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.
All existing maintenance employees will utilize this equipment for maintenance.
c. List any additional operating funds and capital items needed.
N/A

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 equipment request is for the General Fund and all equipment will be one-time in nature.

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?
Maintenance of these sites is for the benefit of all citizens of the State of Idaho who will visit them. Without funding for this equipment, the work to keep the historic sites safe and useful for the visiting public will be more difficult, possibly leading to eventual deterioration of these sites for future visits.

REQUEST BY DECISION UNIT

AGENCY: Historical Society	Agency No.:	522	FY2008 Request
FUNCTION: Historical Preservation & Education	Function No.:	1	Page 1 of 1 Pages
ACTIVITY:	Activity No.:		

A: Decision Unit No: 12.06 Descriptive Title: **Cemetery Preservation Initiative** Agency Priority Ranking 8 of 8

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				
PERSONNEL COSTS:					
1. Salaries	34,000				34,000
2. Benefits	15,300				15,300
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	49,300				49,300
OPERATING EXPENDITURES by summary object:					
1. Computer Services	10,000				10,000
2. Professional Services	130,000				130,000
3.					
4.					
TOTAL OPERATING EXPENDITURES:	140,000				140,000
CAPITAL OUTLAY by summary object:					
1. Computer Equipment	6,000				6,000
2. Office Equipment	4,000				4,000
3.					
4.					
TOTAL CAPITAL OUTLAY:	10,000				10,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	199,300				199,300

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 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.
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.

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?
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.

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection B. Budget Policy **April 2002**

1. Budget Requests

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

   a. Submission of Budget Requests

      The Board is responsible for submission of budget request for the institutions, school and agencies under its governance to the executive and legislative branches of government. Only those budget requests which have been formally approved by the Board will be submitted by the office to the executive and legislative branches.

   b. Direction by the Office of the State Board of Education

      The preparation of all annual budget requests is to be directed by the Office of the State Board of Education which designates forms to be used in the process. The procedures for the preparation and submission of budget requests apply to operational and capital improvements budgets.

   c. Preparation and Submission of Annual Budget Requests

      Annual budget requests to be submitted to the Board by the institutions, school and agencies under Board governance are due in the Office of the State Board of Education on the date established by the executive director.

   d. Presentation to the Board

Annual budget requests are formally presented to the designated committee by the chief executive officer of each institution, school or agency or his or her designee. The designated committee will review the requests and provide recommendations to the Board for their action.

INSTITUTION/AGENCY AGENDA
COLLEGE AND UNIVERSITIES OF THE STATE BOARD

SUBJECT

Request to Carry-Over FY 2006 Authorized Unspent Funds into FY 2007

APPLICABLE STATUTES, RULE OR POLICY

State Board of Education Governing Policies and Procedures, Section V.C.1.b. and V.C.1.d.

BACKGROUND

The agencies and institutions noted below received legislative carryover spending authority.

FY 2007 appropriation bills for the College and Universities (SB1444), Health Programs (HB804), and Division of Professional-Technical Education (SB1463). The institutions and agencies request approval to carry over authorized but unspent funds from FY 2006, to be expended in FY 2007.

Board Policy V.C.1.b(2) states "Certain special account monies, such as direct federal appropriations, state endowment income and trust accounts, and miscellaneous receipts, are the subject of continuing or perpetual spending authority." Board Policy V.C.1.d states "…the institutions, school and agencies under the governance of the Board must not expend, encumber, or otherwise use monies under their direct control without the specific or general approval by the State Board of Education or the Board of Regents of the University of Idaho…"

DISCUSSION

The ability to carry over funds from one fiscal year to another is very valuable in managing institution or agency budget planning across fiscal years. Expenditures can be strategically planned instead of attempting to spend all funds by the end of a particular fiscal year. The institutions and agencies have identified the funds available to be carried over and the planned expenditure of these funds. Since carry-over revenues are one-time, the expenditures must be limited to one-time items.

IMPACT

Approval will authorize an increase in spending authority for FY 2007 so the institutions and agencies can expend the funds. These expenditure plans are included in the FY 2007 institutional operating budgets.

INSTITUTION/AGENCY AGENDA
COLLEGE AND UNIVERSITIES OF THE STATE BOARD - continued

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed the information provided by the institutions, and recommends approval of carryover spending authority, as authorized by legislative appropriation.

BOARD ACTION

A motion to approve the requests by Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, ISU Dental Education Program, UI Agricultural Research & Extension Service, UI WWAMI Medical Education Program, and Division of Professional-Technical Education, to carry over authorized but unspent funds from FY 2006 to FY 2007.

Moved by_____ Seconded by_____ Carried Yes____ No____

BOISE STATE UNIVERSITY

General Education

The source of funds carried over are: General Account - $0.00; Student Fees $13,965,528; **TOTAL $13,965,528.** Due to the volume of University initiatives that span multiple years, some of this balance is identified for use in FY 2008.

Encumbered Funds as of 6/30/2006 These are purchase orders issued and commitments made as of June 30, although the goods or services were not received as of June 30, 2006.	$651,734
HERC and Technology Grants - projects spanning multiple years	550,528
Academic Departments - start-up costs for research scientists, program accreditation costs, matching funds for research grants, program enhancements	3,048,266
Physical Plant - on-going approved safety and maintenance projects as well as ADA compliance projects	2,630,000
Library	75,000
Student Services - certification training for Financial Aid Counselors, additional services for disabled students, high ability recruitment and scholarships as well as Freshman Success Initiatives	700,000
Furniture, Fixtures and Equipment for new Interactive Learning Center	500,000
Institutional Support - includes funding for Professional Staff salary study, technology replacement, back-up power system in Nursing building and infrastructure support.	500,000
Remodel costs for prior year property acquisitions and teaching laboratories	1,774,000
Information technology infrastructure, software and system upgrade costs	1,536,000
General Instruction Reserve - one-time funds	2,000,000
Total Carryover	**$13,965,528**

IDAHO STATE UNIVERSITY

General Education

The source of funds carried over are: General Account $0; Student Fees $5,033,643; Endowment $0; **TOTAL $5,033,643.** All carryover funds will be used for non-recurring expense as summarized:

Encumbered Funds as of 6/30/06		$ 431,649
Purchase orders issued and commitments made, but goods or services not received as of 6/30/06.		
HERC and Technology Grants		421,457
Research & Technology grants and projects are made for a two or three year period. Carryover is necessary to complete those grants and projects.		
Other Carryover Funds		
Instructional Support/Equipment	2,014,596	
Faculty Research Projects	178,595	
General Institutional Reserve	1,987,346	
Total Other Carryover Funds		4,180,537
Total Carryover		**$5,033,643**

Idaho Dental Education Program

The source of funds carried over are: General Account $13,226; Student Fees $48,866; **Total $62,092.** All carryover funds will be used for non-recurring expense as summarized:

Planned expenditures for uncommitted funds are:	
Instructional Support/Equipment	$48,866
Reserve for Trustee Benefit	13,226
Total IDEP Carryover	**$62,092**

UNIVERSITY OF IDAHO

General Education

The sources of funds carried over are: General Account $0; Matriculation Fee $3,424; Miscellaneous Receipts to the Appropriation $14,088,930; and Land Grant Endowments $2,610,249; **TOTAL $16,702,603.**

Fiscal Year 2006 carryover funds are nearly equal to fiscal year 2005 carryover amounts. Long-range plans, new initiatives, strategic plan implementation and other operating obligations typically span multiple fiscal years. Maintaining liquidity or operating reserves minimizes disruptions in the delivery of academic programs and student services as internal reorganizations and reallocations are made. It is also important to note that sound liquidity and operating reserves contribute to a healthy financial statement and good bond ratings for the university.

All carryover funds will be used for non-recurring expenses as follows:

Encumbered Funds as of 6/30/06 Purchase orders issued and commitments made, but goods not received as of 6/30/06.	$269,490
HERC, Tech Incentive, EPSCoR Projects	1,410,924
Faculty Development and Start-Up	1,443,822
Extra Sections, Part-time Faculty Appointments	600,326
Summer Appointments, Faculty Overload	879,875
Teaching Assistantships,	251,640
Research Activities, Matching Funds, Outreach	1,347,111
Student Recruitment and Retention	324,556
Searches, Recruitment Costs, Replacement Costs	662,631
Academic Area Action Plans and Reserves	5,711,194
Facility Repairs, Modifications, Updates	1,358,068
Equipment, Vehicle Acquisitions and Replacements	940,382
All Other Department Operations, Reserves, Action Plans	1,502,584
Total carryover including encumbrances	**$16,702,603**

UNIVERSITY OF IDAHO

Agricultural Research and Extension Service

The sources of funds carried over are: General Account $0; Miscellaneous Receipts to the Appropriation $3,232; and Federal Formula Funds $2,726,218; **TOTAL $2,729,450.**

All carryover funds will be used for non-recurring expenses as follows:

Encumbered Funds as of 6/30/06 Purchase orders issued and commitments made, but goods not received as of 6/30/06.	$12,229
Faculty and staff salaries	2,411,716
Department operating support	255,505
Equipment replacement/acquisition	50,000
Total carryover including encumbrances	**$2,729,450**

UI Special Programs and Health Programs

WWAMI Medical Education: Funds carried over for one-time expenses in FY2007 are $185,791 of Miscellaneous Receipts. These funds will be used for new faculty start-up.

LEWIS-CLARK STATE COLLEGE

General Education

Encumbered Funds as of 6/30/06	$178,198
Purchase orders issued and commitments made, but goods and services not received as of 6/30/2006.	
Technology Grants	54,512
Research & Technology grants and projects are made for two or three year periods. Carryover necessary to complete these grants and projects.	
Other Carryover Funds	1,164,605
Total	**$1,397,315**

DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

Section 2. of Senate Bill 1463 reappropriated to the State Board for Professional-Technical Education for the Division of Professional-Technical Education any unexpended and unencumbered balance of any appropriation contained in Section 1, Chapter 385, Laws of 2005, to be used for nonrecurring expenditures, for the period of July 1, 2006 through June 30, 2007.

The Division requests approval to expend FY2006 authorized, but unexpended Professional-Technical Education funds of $90,457.06 reappropriated to the State Board for Professional-Technical Education for the Division of Professional-Technical Education for nonrecurring expenditures for the period of July 1, 2006 through June 30, 2007 as per Senate Bill 1463.

IMPACT

One-time Personnel Costs	$ 38,029.66
One-time Operating Expenses	51,990.74
One-time Capital Outlay	436.66
Total	$ 90,457.06

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
C. Spending Authority **October 2002**

C. Spending Authority

1. Monies subject to appropriation

b. General Account and Special Accounts.

(1) All General Account monies are subject to annual or continuing appropriations by the Idaho Legislature.

(2) Certain special account monies, such as direct federal appropriations, state endowment income and trust accounts, and miscellaneous receipts, are the subject of continuing or perpetual spending authority. (*See, for example*, Sections 67-3608 and 67-3611, Idaho Code (miscellaneous receipts); Section 67-3607 and Section 33-3301 *et seq*., Sections 33-2909 and 33-2910, Sections 33-2913 and 33-2914, Sections 33-2911 and 33-2912, Sections 66-1106 and 66-1107, Idaho Code (state endowment income and trust accounts).)

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State Department of Education
Public Schools Agenda

STATE BOARD OF EDUCATION

October 12-13, 2006

Lewis-Clark State College, Lewiston

A. **Superintendent's Report,** Jana Jones

B. **Public Schools Budget Request for FY 2008,** Tim Hill

C. **Annual Report Albion Elementary Hardship Petition,** Tim Hill

D. **Report on Schools Requesting to Operate with Less than 10 Students,** Tim Hill

E. **Procedural Update Regarding Idaho Accreditation,** Shannon Page

F. **Praxis II Assessment Requirements for Teacher Certification: #0069: Middle School Mathematics,** Jana Jones

G. **Northwest Nazarene Teacher Preparation Program Review Report,** Jana Jones

H. **Lewis-Clark State College Teacher Preparation Program Review Report,** Jana Jones

I. **Adoption of Curricular Material for the Content Area of Research Based Reading,** Jana Jones

J. **Approval of "Connections 2004: Statewide Plan for Technology in Idaho,"** Corey Simpson

K. **Current K-20 Tech Plan Update,** Corey Simpson

A. SUBJECT:

Superintendent's Report

B. SUBJECT:

Presentation of the Public School Budget Request for FY 2008

BACKGROUND:

For the last quarter century, the Public School Budget Coalition has met with the State Superintendent of Public Instruction to develop a public school funding budget request. "Membership" has changed over the years, but the core group – representing school administrators, parents, teachers, and elected school trustees – has remained intact. To prepare the FY 2008 request, the coalition invited representatives of the Office of the State Board of Education, Office of the Governor/Division of Financial Management, Legislative Services, Idaho Tax Commission, and other related interests, to meet and make specific budget recommendations to Dr. Howard. The FY 2008 Public Schools Budget Request took those recommendations into consideration.

DISCUSSION:

Mr. Tim Hill, Deputy Superintendent of School Support Services, State Department of Education, will present the budget request.

BOARD ACTION:

This is an informational item only. No action required.

ATTACHMENTS:

1. FY 2008 Public School Support Budget Request
2. FY 2008 Public School Budget Request Highlights

Public School Support Program
Distribution Factor

		2006-2007 Appropriation		2007-2008 Request		Increase / (Decrease)	% Change
1	APPROPRIATIONS / REQUEST						
a.	General Fund	$1,291,587,000		$1,452,100,700		$160,513,700	12.4%
b.	Endowment / Lands, Lottery Dividend, Misc. Revenues	$45,866,800		$53,145,000		$7,278,200	15.9%
c.	Cigarette and Lottery Taxes	5,500,000		7,000,000		1,500,000	27.3%
	TOTAL DEDICATED REVENUES	$51,366,800		$60,145,000		$8,778,200	17.1%
	TOTAL STATE REVENUES	$1,342,953,800		$1,512,245,700		$169,291,900	12.6%
d.	Federal Funds	$175,000,000		$215,000,000		$40,000,000	22.9%
	TOTAL REVENUES	$1,517,953,800		$1,727,245,700		$209,291,900	13.8%
2	PROGRAM DISTRIBUTION						
a.	Transportation	64,316,700		67,032,300		2,715,600	4.2%
b.	Border Contracts	800,000		1,000,000		200,000	25.0%
c.	Exceptional Contracts and Tuition Equivalents	5,750,000		6,075,000		325,000	5.7%
d.	Program Adjustments	435,000		480,000		45,000	10.3%
e.	Salary-based Apportionment	740,842,100		827,991,500		87,149,400	11.8%
f.	Teacher Incentive Award (Natl Bd Cert)	313,200		166,100		(147,100)	-47.0%
g.	State Paid Employee Benefits	132,647,900		153,420,400		20,772,500	15.7%
h.	Unemployment	1,250,000		1,250,000		0	0.0%
i.	Early Retirement Payout	4,750,000		4,750,000		0	0.0%
j.	Substance Abuse	5,500,000		7,000,000		1,500,000	27.3%
k.	Bond Levy Equalization Support Program	6,300,000		10,000,000		3,700,000	58.7%
	Building Student Success:						
l.	Technology Grants	9,800,000		15,000,000		5,200,000	53.1%
m.	Idaho Reading Initiative	2,800,000		2,800,000		0	0.0%
n.	Math Initiative	0		500,000		500,000	NA
o.	Limited English Proficient (LEP)	6,040,000		6,210,000		170,000	2.8%
p.	Idaho Digital Learning Academy	1,100,000		1,600,000		500,000	45.5%
	Professional Development:						
q.	District-directed Professional Development	0		11,250,000		11,250,000	NA
r.	Gifted and Talented (Teacher Training)	500,000		1,500,000		1,000,000	200.0%
s.	Federal Funds for Local School Districts	175,000,000		215,000,000		40,000,000	22.9%
t.	School Facilities Funding (lottery)	10,772,900		20,000,000		9,227,100	85.7%
u.	School Facilities Maintenance Match	5,650,000		5,650,000		0	0.0%
	TOTAL DISTRIBUTIONS	$1,174,567,800		$1,358,675,300		$184,107,500	15.7%
3	Education Stabilization Funds	$0		$0		$0	NA
4	NET STATE FUNDING AVAILABLE	$343,386,000		$368,570,400		$25,184,400	7.3%
5	SUPPORT UNITS	13,500.0		13,800.0		300.0	2.2%
6	DISTRIBUTION FACTOR (Includes $300 for Safe Environment Provisions)		$25,436.00		$26,708.00	$1,272.00	5.0%

FY 2008 Public School Budget Request Highlights

Discretionary Funds $25.2 million

Growth	$ 7.6 million (300 support units x $25,436)
Inflation	$ 6.4 million ($25,436 x 1.81% x 13,800 support units)
Other (balance to 5%)	$11.2 million ($25,436 x 3.19% x 13,800 support units)

Funds necessary for school district and charter school expenses including textbooks, employee medical insurance, utilities, etc.

FY 2007 appropriation	$25,436 per support unit
FY 2008 request	$26,708 per support unit (5% increase)

Support Unit (enrollment) Increase: $19.8 million ($16.7 million salaries, $3.1 million benefits)

Enrollment increased by 5,991 in the 2005-06 school year, bringing total fall enrollment to 262,088. Approximately one-third of this increase (2,029) was in charter schools.

- Virtual charter schools will likely continue to attract a significant number of home-schooled students into the public school system.

- Charter school support units increased by 103.5 in the 2005-06 school year and are estimated to increase by approximately 93 in the 2006-07 school year. The four new charter schools represent approximately 40 support units of this increase.

The SDE will be receiving 2006-07 enrollment by mid-November. Preliminary estimates indicate that charter schools will be increasing enrollment by approximately 1,500 students.

Base Salary Increases (5%), Minimum Instructional Salary: $43.7 million ($36.9 million salaries, $6.8 million benefits)

Base Salaries	**Current**	**Request**
Instructional	$23,906	$25,101
Administrative	$34,773	$36,512
Classified	$19,207	$20,167

Minimum Instructional Salary	**Current**	**Request**
	$30,000	$31,000

Staff Allowance Increases: $39.6 million ($33.4 million salaries, $6.2 million benefits)

Increase in Instructional staff allowance from 1.1 to 1.15 which will fund approximately 678 FTE. Increase in Classified staff allowance from 0.375 to 0.400 which will fund approximately 339 FTE. This request is a component of school reform and will allow school

districts and charter schools to hire instructional staff and classroom aides based on local needs.

PERSI Employer Rate Increase: $4.8 million

Effective in FY 2008, the PERSI employer rate will increase from 10.39% to 11.00%. The state pays into PERSI on behalf of eligible public school employees.

Experience & Education Index: $125 thousand ($106 thousand salaries, $19 thousand benefits)

Request based on FY 2006 actual indexes. The Instructional index has stabilized during the last few years and is not expected to change significantly.

District-Directed Professional Development: $11.25 million

Represents cost of three days of instructional salaries and benefits for training in areas of focus, including math, and costs associated with state response of federal requirement for recruiting highly qualified teachers in low-performing schools. This is a component of school reform.

Gifted / Talented: $1 million

To provide training for advanced placement teachers to teach dual credit classes. This is a component of school reform.

Math Initiative: $500 thousand

Targeted pilot program to develop a math approach for primary grades while the more general professional development funds are used to train teachers for better math instruction in the middle and upper grades. This is a component of school reform.

Idaho Digital Learning Academy (IDLA): $500 thousand

Additional funds requested for expected increase in student enrollment, which addresses school reform by making classes available to students in low-performing and rural schools.

Technology Grants: $5.2 million

Additional funds for high-speed internet access ($2 million), computer replacement ($2.2 million), and integration/training ($1 million).

Transportation: $2.7 million ($1.2 million for inflation @ 1.81%, plus $1.5 million for estimated FY 2008 reimbursements)

Includes funding for provisions of SB 1443 (2004 session) as outlined in Idaho Code 33-1006 (7) for reimbursable pupil transportation costs, and for internet connection, electronic and computer equipment, toll-free telephone service, and education-related visits for home-based virtual schools.

Border Contracts: $200 thousand

Increase in state funding due to elimination of school maintenance & operations property tax.

Exceptional Contracts / Tuition Equivalency: $325 thousand

Additional funds required due to increase in exceptional child enrollment and excess cost rate.

Teacher Incentive (National Board Certification): -$147 thousand

Decrease in number of eligible teachers from 132 to 70.

Safe & Drug-Free: $1.5 million

This request includes an estimated $4.7 million from FY 2008 taxes on tobacco products and lottery winnings, and $2.3 million carryover of income taxes on lottery winnings.

Bond Levy Equalization Support Program: $3.7 million

Increased funding for public school district bond subsidy. Per HB 743 (2006 Legislative Session), this program will be funded by taxes on tobacco products, which will be transferred annually to the general fund, and then appropriated to public schools.

Limited English Proficient (LEP): $170 thousand

Funding to increase the amount per LEP student from $230 to $300. Estimated number of LEP students is 18,200 which is a decrease from 23,000 (FY 2007), due to clarification of classification.

Lottery (School Facilities): $9.2 million

Increase due to estimated annual dividend ($500 thousand), carryover from previous year ($3 million), and fund shift of the Bond Levy Equalization Support Program to taxes on tobacco products.

C. SUBJECT:

Annual Report - Hardship Elementary School - Cassia County School District # 151, Albion Elementary School

BACKGROUND:

At the October 1999 meeting, the State Board of Education approved the request by Cassia County School District #151 for Albion Elementary School to be designated as a hardship elementary school for one year, and required an annual report. However, the 2000 Legislature amended 33-1003 (2)(b) by adding, "An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education." Therefore, no action is required unless the State Board of Education chooses to rescind the hardship status.

DISCUSSION:

Conditions supporting the October 1999 decision to approve the Albion Elementary School in Cassia County School District #151 as a hardship elementary school have not changed.

RECOMMENDATION:

The State Department of Education recommends that the State Board of Education does not rescind the hardship status of Albion Elementary School in Cassia County District #151.

BOARD ACTION:

No action is required unless the State Board of Education chooses to rescind the hardship status.

ATTACHMENTS:

1. Letter from Jerry Doggett to Dr. Marilyn Howard (September 29, 1999)
2. Letter from Mike Chesley to Dr. Marilyn Howard (August 22, 2006)

Note: These materials were not received in electronic form. For more information, contact Carmen Clausen, 208-332-6840.

D. SUBJECT:

Approval to operate an elementary school with less than ten (10) pupils in average daily attendance

BACKGROUND:

Idaho Code 33-1003 (2)(f) states that, "Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education." At the November 1999 meeting, the State Board of Education delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than 10 average daily attendance. In doing so, a report listing the elementary schools that have requested to operate with less than 10 average daily attendance and whether approval was granted is to be provided to the State Board of Education at the October meeting.

DISCUSSION:

Nine of the 13 school districts that requested approval to operate an elementary school during the 2006-07 school year with less than 10 pupils in average daily attendance were approved for the 2005-06 school year. Four school districts have an elementary school with estimated enrollment of greater than 10 for the upcoming year, but requested approval in the event that the average daily attendance falls below 10.

ACTION TAKEN:

Dr. Marilyn Howard approved all of the requests to operate an elementary school during the 2006-07 school year with less than 10 pupils in average daily attendance.

ATTACHMENTS:

1. List of approved districts/schools

Schools Approved to Operate with Less Than 10 ADA
School Year 2006-2007

School District	School	Estimated Enrollment	Requested Approval Last Year?
Garden Valley School District # 071	Lowman Elementary	11	NO
Soda Springs Joint School District # 150	Grays Lake Elementary	< 10	YES
Cassia School District # 151	Almo Elementary	9	YES
Challis Joint School District # 181	Clayton Elementary	< 10	YES
Prairie Elementary School District # 191	Prairie Elementary - Junior High	< 10	YES
Mountain Home School District # 193	Pine Elementary - Junior High	11	YES
Grangeville Joint School District # 241	White Bird Primary	> 10	YES
Grangeville Joint School District # 241	Elk City Public School	> 10	NO
Grangeville Joint School District # 241	Powell	< 10	NO
Oneida School District # 351	Stone Elementary	12	YES
Pleasant Valley School District # 364	Pleasant Valley Elementary - Junior High	8	NO
Arbon Elementary School District # 383	Arbon Elementary	9	YES
Three Creek School District # 416	Three Creek Elementary - Junior High	< 10	YES

E. 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 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, no action required

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
8. PowerPoint presentation

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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.	Techno-logy	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**	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					

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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

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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) 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

DRAFT

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

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

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. Certificated personnel meet all state and federal requirements.	18	12	6	0
2. Non-certificated personnel meet all state and federal requirements.	6	4	2	0

2.02. INDIVIDUAL PROFESSIONAL DEVELOPMENT – 30 points

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. The school has a process in place to create and monitor individual professional development plans. The individual professional development plan:	9	6	3	0
a. engages the professional educator in examination of best practices for teaching and learning as defined by research.	3	2	1	0
b. identifies the organizational structure and support needed to improve the educator's performance.	3	2	1	0
c. is job-embedded, data-driven and supports increased student achievement.	3	2	1	0
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	4	2	0
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	4	2	0

2.03. STAFF EVALUATION – 18 points

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. The school uses a staff evaluation model that effectively promotes the continuous improvement of school personnel.	6	4	2	0
2. Teacher supervision and evaluation processes shall be used to improve instruction for the purposes of enhancing student learning and meeting student needs.	6	4	2	0

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
3. Teachers shall be expert in their content area, knowledgeable about current research on effective instructional approaches and reflective about their own practices.	6	4	2	0

2.04. STAFF TURNOVER/RETENTION – 6 points

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. The school evaluates staff turnover and addresses any concerns about staff retention.	6	4	2	0

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

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. The following Elements of Thoroughness, as cited in Idaho Code 33-1612, are integrated throughout the educational program: 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	6	4	2	0

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

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. The curriculum instruction and assessments shall be aligned with the Idaho Content Standards.	12	8	4	0
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	2	1	0

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.

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. Each curriculum area shall identify those school-wide academic expectations for which it is responsible.	3	2	1	0
2. A written curriculum for each subject area shall be utilized.	3	2	1	0

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
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.	3	2	1	0
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.	3	2	1	0
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.	3	2	1	0
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.	3	2	1	0
7. The school or district shall commit time, financial resources and personnel to the development, evaluation and revision of curriculum.	3	2	1	0
8. The school selects primary curricular materials for all subject areas from the Idaho Adoption Guide as approved by the State Board of Education.	3	2	1	0
9. Technology shall be integrated into and supportive of teaching and learning.	3	2	1	0

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.

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. Instructional strategies shall be consistent with the school's mission statement and expectations for student learning.	3	2	1	0

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
2. The teaching and learning program focuses on instructional best practices.	3	2	1	0
3. Instructional time is allocated and protected to support student learning.	3	2	1	0
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)	3	2	1	0
5. Limited English proficient students who require testing accommodations have an individual learning plan that is aligned with the Idaho Content Standards.	3	2	1	0
6. All special education students have a current individual education plan that is aligned with the Idaho Content Standards.	3	2	1	0
7. The school or district endeavors to meet the teacher/student ratios and teacher loads recommended by the state: 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\	6	4	2	0

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.

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. The school staff uses data to improve student performance, facilitate quality instruction and provide intervention as needed.	3	2	1	0
2. The school participates in the annual statewide student assessment program as required by Administrative Rules.	3	2	1	0
3. The school regularly monitors student achievement using multiple assessment measures.	3	2	1	0
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.	3	2	1	0
5. The school's professional staff shall communicate the school's progress achieving all school-wide expectations to the school community.	3	2	1	0

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

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. Facilities meet all building codes, safety standards and public health regulations required by state and local authorities.	3	2	1	0

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
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	2	1	0
3. The school building is inspected annually per Idaho Uniform School Building Safety Act.	6	4	2	0
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.	3	2	1	0
5. The school site and plant shall support and enhance all aspects of the educational program and the support services for student learning.	3	2	1	0
6. Equipment shall be adequate, properly maintained, catalogued and replaced when appropriate.	3	2	1	0

4.02. SAFE, POSITIVE SCHOOL ENVIRONMENT – 21 points

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
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	4	2	0
2. Policies and procedures regarding student behavior are clearly communicated and consistently enforced and applied.	3	2	1	0
3. The climate of the school shall be safe, positive, respectful and supportive, resulting in a sense of pride and ownership.	3	2	1	0
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.	3	2	1	0
5. The school has developed and implemented procedures for supervision and applicable training of employees to ensure a positive school environment.	3	2	1	0

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
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.	3	2	1	0

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.

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. The district or school employs classified and support personnel to meet the needs of the staff and students.	3	2	1	0
2. Student records, including health and immunization records, shall be maintained in a confidential and secure manner consistent with federal and state law.	3	2	1	0
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.	3	2	1	0
4. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds.	3	2	1	0
5. The school endeavors to meet state-recommended caseloads for pupil personnel services: counselors, social workers & psychologists = 400:1 (*student/district average)	3	2	1	0
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.	3	2	1	0
7. The school endeavors to meet the state-recommended ratios for elementary/secondary media generalists and assistants: elementary = 500:1*/secondary = 500:1*	3	2	1	0

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.

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
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.	3	2	1	0
2. The school shall foster business/community/higher education partnerships that support student learning.	3	2	1	0
3. There shall be ongoing planning to address future programs, enrollment changes, staffing, facility and technology needs as well as capital improvements.	3	2	1	0

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.

5.01. CONTINUOUS SCHOOL IMPROVEMENT PLAN – 42 points

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. The school develops and implements a continuous school improvement plan focused on student achievement that is reviewed and revised on an ongoing basis.	3	2	1	0
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	2	1	0
3. There is a commitment to the school improvement process by the school leadership team and the school staff.	3	2	1	0

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
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	3	2	1	0
b. ongoing collection, review and analysis of pertinent data that builds a profile of the school and assesses staff and student needs	3	2	1	0
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	3	2	1	0
d. development of data-driven and measurable student achievement goals	3	2	1	0
e. assessment and analysis of staff strengths and challenges in relation to the student achievement goals	3	2	1	0
f. review of pertinent research and use of scientifically research-based models, programs and practices when selecting improvement strategies	3	2	1	0
g. strategies that focus on improving student performance	3	2	1	0
h. action plan and timeline for implementing strategies and achieving goals	3	2	1	0
i. professional development goals aligned with the continuous school improvement plan	3	2	1	0
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	3	2	1	0
5. Evidence of school improvement is identified, documented, utilized and communicated to all stakeholders.	3	2	1	0

5.02. PROFESSIONAL DEVELOPMENT – 30 points

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. The school has ensured that time and resources are made available to staff in order to meet professional development needs.	6	4	2	0
2. Professional development is an integral part of and aligned with the continuous school improvement plan.	6	4	2	0
3. The school is utilizing a staff development plan that reflects identified instructional needs.	6	4	2	0
4. The school's professional development program shall provide opportunities for teachers to develop and improve their instructional strategies.	6	4	2	0
5. The school's professional development program shall provide opportunities for teachers to collaborate in developing a broad range of student assessment strategies.	6	4	2	0

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.

6.01. ACCOUNTABILITY – 27 points

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
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)	3	2	1	0

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
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	2	1	0
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.	3	2	1	0
4. The school develops and communicates written procedures to staff, students and patrons regarding:				
a. comprehensive and effective plan for evaluating student achievement	3	2	1	0
b. grading and graduation requirements	3	2	1	0
c. attendance	3	2	1	0
d. promotion and retention	3	2	1	0
e. expulsion and suspension	3	2	1	0
f. persistently dangerous schools	3	2	1	0

6.02. STUDENT PROGRESS – 92 points

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
1. The school disaggregates all student data, tracks subpopulations longitudinally and reports progress annually, adhering to current state and federal guidelines.	6	4	2	0

QUALITY INDICATOR	Fully Met	Mostly Met	Partially Met	Not Presently Met
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	4	2	0
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).				
ISAT:	N/A			
Students do not meet typical (expected) growth	0			
Students meet typical (expected) growth	40			
Students exceed typical (expected) growth	60			
Students demonstrate extraordinary growth	80			
IRI:	N/A			
Students do not meet state established proficiency targets	0			
Students are making progress toward the established proficiency targets	40			
Students meet state established proficiency targets (85% etc)	60			
Students exceed state established proficiency targets	80			

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 *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
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.	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. 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.	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. Drafts of these statements were presented to the general public at open meetings, and public comment was encouraged and considered prior to final adoption.	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). Drafts of these statements were presented to the general public at open meetings, but opportunity for public comment was not always provided.	No effort is made to establish a collaborative process to define the school's vision, mission, beliefs and goals. Drafts of these statements were not presented to the general public.	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

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
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 instruction al 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	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
5. The vision, mission and belief statements are regularly reviewed and communicated to the school community.	Representatives of all stakeholder groups share the mission and belief statements throughout the school community. School leadership establishes a feedback loop to ensure that the mission and belief statements are reviewed and revised as necessary.	School leadership communicates the vision, mission and belief statements to stakeholders of the school community. School leadership provides updates to stakeholders on the progress toward accomplishment of the vision, mission and belief statements. Periodic opportunities for stakeholders to review and update the school's vision mission, and belief statements are provided.	School leadership distributes the vision, mission and belief statements to school staff. School leadership provides updates to school staff members on the progress toward accomplishment the vision, mission and belief statements. Periodic opportunities for staff members to review and update the school's vision mission, and belief statements are provided.	School leadership does not communicate the vision, mission and belief statements. School leadership does not provide updates on the progress toward accomplishment of the vision, mission and beliefs statements. Periodic opportunities for stakeholders to review and revise the school's vision, mission and belief statements are not provided.	Displays of the vision, mission and belief statements School board and school improvement planning committee meeting agendas and minutes Meeting announcements Teacher/student/parent handbooks Staff member, student, parent/family member and community member interviews Brochures Websites Press Releases

1.02. School Board Policies and Administrative Procedures

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
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 involvementand shall be available to students, parents, staff and community.	School procedures are written that encourage and define meaningful parent/community involvement in the educational process and activities of the school. There is clear evidence of parent involvement throughout the school's educational program and extracurricular activities. The school improvement planning committee analyzes patterns of parent/community participation as a planning tool to maximize active and effective parent, community	School procedures are written that address parent/community involvement in the educational process and activities of the school. There is evidence of parent involvement in some aspects of the school, usually in the extracurricular program. The school improvement planning committee has adopted a committee policy and school leadership implements procedures that ensure active, effective	School procedures have begun to address parent/community involvement. Some effort is made to distribute school procedures and handbooks to parents and the community.	School procedures fail to or minimally address parent/community involvement. No evidence exists that school procedures and handbooks are distributed to parents or the community.	Parent/community involvement policies at the district level and procedures at the school level Distribution records for school procedures Examples of school-to-home communication

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
	and minority involvement in improvement planning work and the school's curricular and co-curricular programs. Interactive communication among home, school and community is consistently and intentionally proactive.	recruitment of parents, community members and minority representatives to serve on school committees and to be involved in curricular and co-curricular programs. Interactive communication between home and school is meaningful and regular. Parents and community members have easy access to school procedures.	Communication from the school to the home is generally reactive, dealing with issues of student behavior or academic performance.	Communication from the school to the home is minimal.	

SCHOOL ACCREDITATION
State and Northwest Association of Accredited Schools (NAAS) Alignment

STATE STANDARDS I-V
(final)

I. Mission, Vision and Policies

II. Highly Qualified Personnel

III. Educational Program

IV. Learning Environment

V. Continuous School Improvement

State-accredited schools and districts must self-assess on Standards I-V **biennially**

OR

NAAS REVISED CORE STANDARDS I-VIII
(pilot)

I. Mission, Beliefs, and Expectations for Student Learning

II. Curriculum

III. Instruction

IV. Assessment

V. Leadership and Organization

VI. School Services

VII. Facilities & Finances

VIII. Culture of Continual Improvement

Northwest-accredited schools must complete NAAS **Annual** Report and mail to Idaho Dept. of Education by October 15

STATE STANDARD VI -- STUDENT ACHIEVEMENT
(NAAS Standard IX)

ALL SCHOOLS AND DISTRICTS MUST BE ACCOUNTABLE TO THIS STANDARD **ANNUALLY**

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)

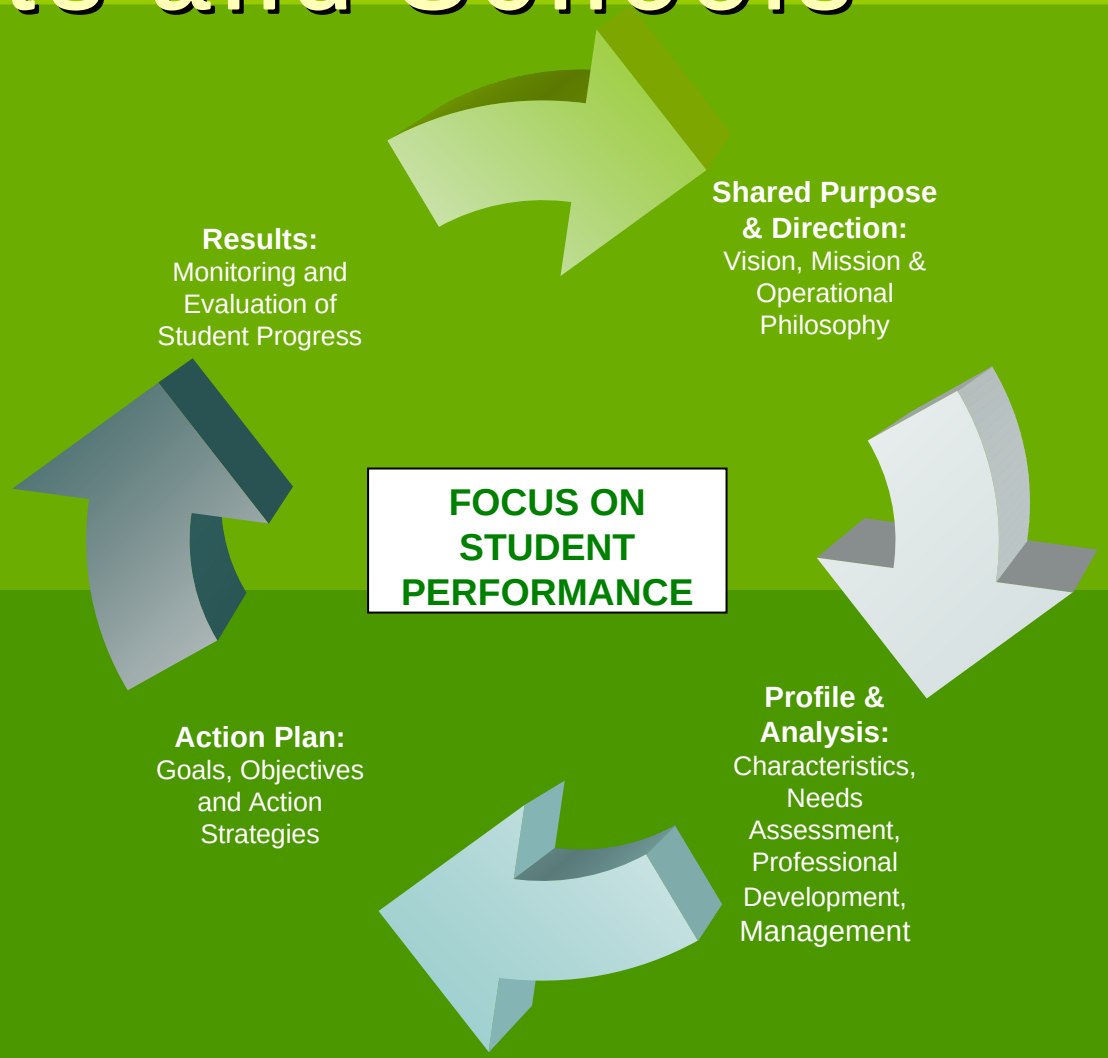
ACCREDITATION OF IDAHO'S DISTRICTS AND SCHOOLS:

AN INFORMATION UPDATE

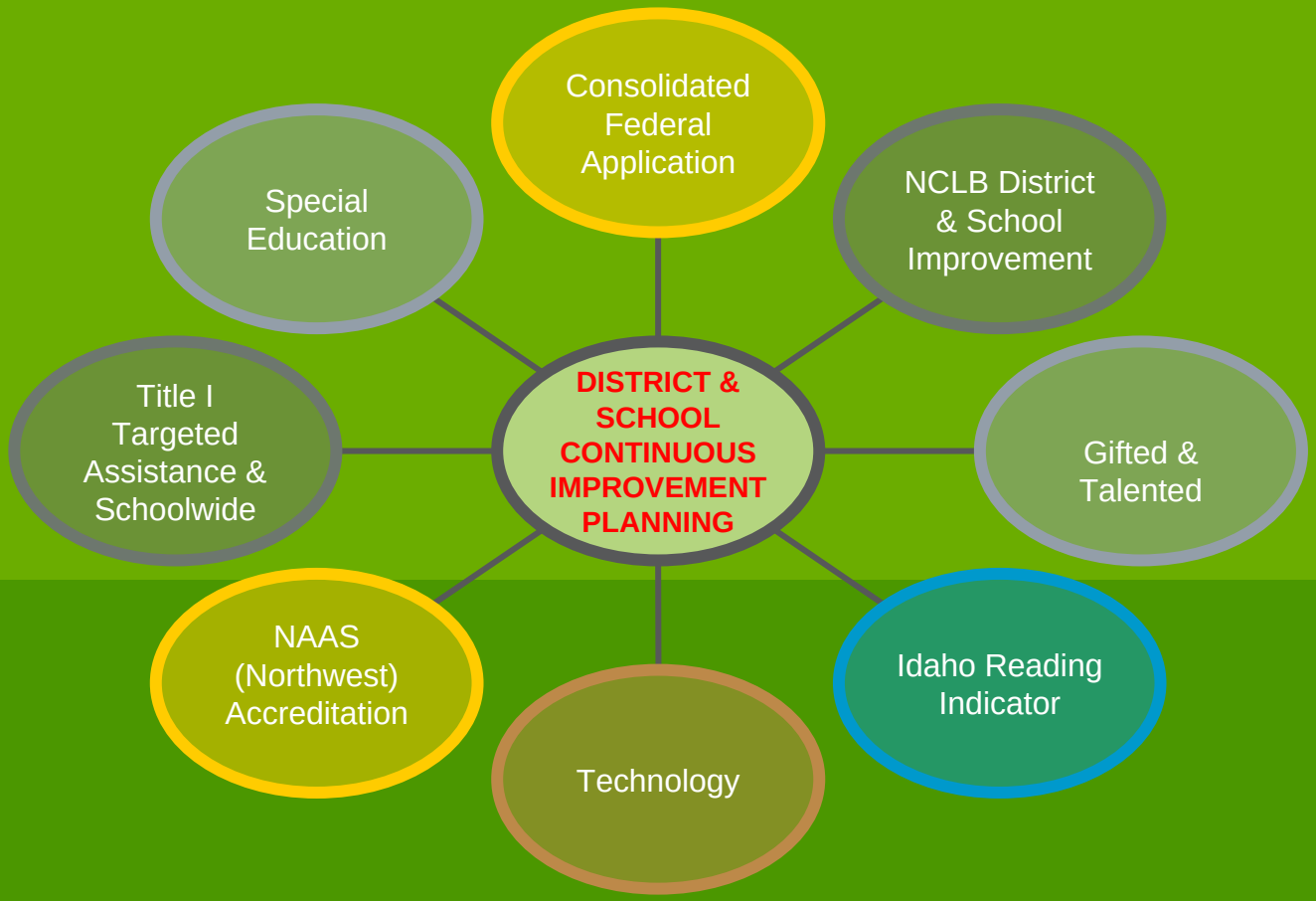
Objective

- To familiarize the Board with:
  - The web-based Continuous Improvement Planning Tool
  - The draft quality indicators for the state accreditation standards
  - The working relationship between state accreditation and Northwest accreditation

Accreditation = Continuous Improvement Planning for Districts and Schools



Continuous Improvement Plan + Program Components



Continuous Improvement Planning Tool Matrix

DRAFT

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	Central Federal App.	BLLE District Improve.	Gifted & Talented	Special Ed.	Technology	Combined Dist. & School Accred. Plan	Idaho School Accred. Plan	BW School Accred. Plan	BLLE School Improve.	Title I Targeted Assistance	Title I School-wide	Idaho Funding Indicator (E-3)	State & Drug Free Schools	21st Century Schools	LEP (SOE)	Perk - Technical
Strategic 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	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					

7-10-04

Web-Based Continuous Improvement Planning Tool

Continuous Improvement Planning for 2006-2007

- Districts and schools will continue the Continuous Improvement Planning process begun in 2005-2006
- Districts and schools are expected to complete action plans by the end of the this coming school year, if not sooner
- Specific program requirements may require earlier completion of a plan

Accreditation Standards

- Quality Indicators for District and School Accreditation Standards
- Pilot Self-Assessment – 2006-2007 School Year

Accreditation Committee Review

- At the spring 2007 state accreditation meeting, the committee will:
  - Review the pilot self-assessments and evaluate the proposed scoring system
  - Make any necessary adjustments in the cut scores based on the pilot data, and
  - Finalize the approval rating scale

Final Development Year

- The 2006-2007 school year is the final development year for state accreditation
- School and district accreditation status for the 2006-2007 school year will be determined in the spring after the completion of the self-assessment on the standards

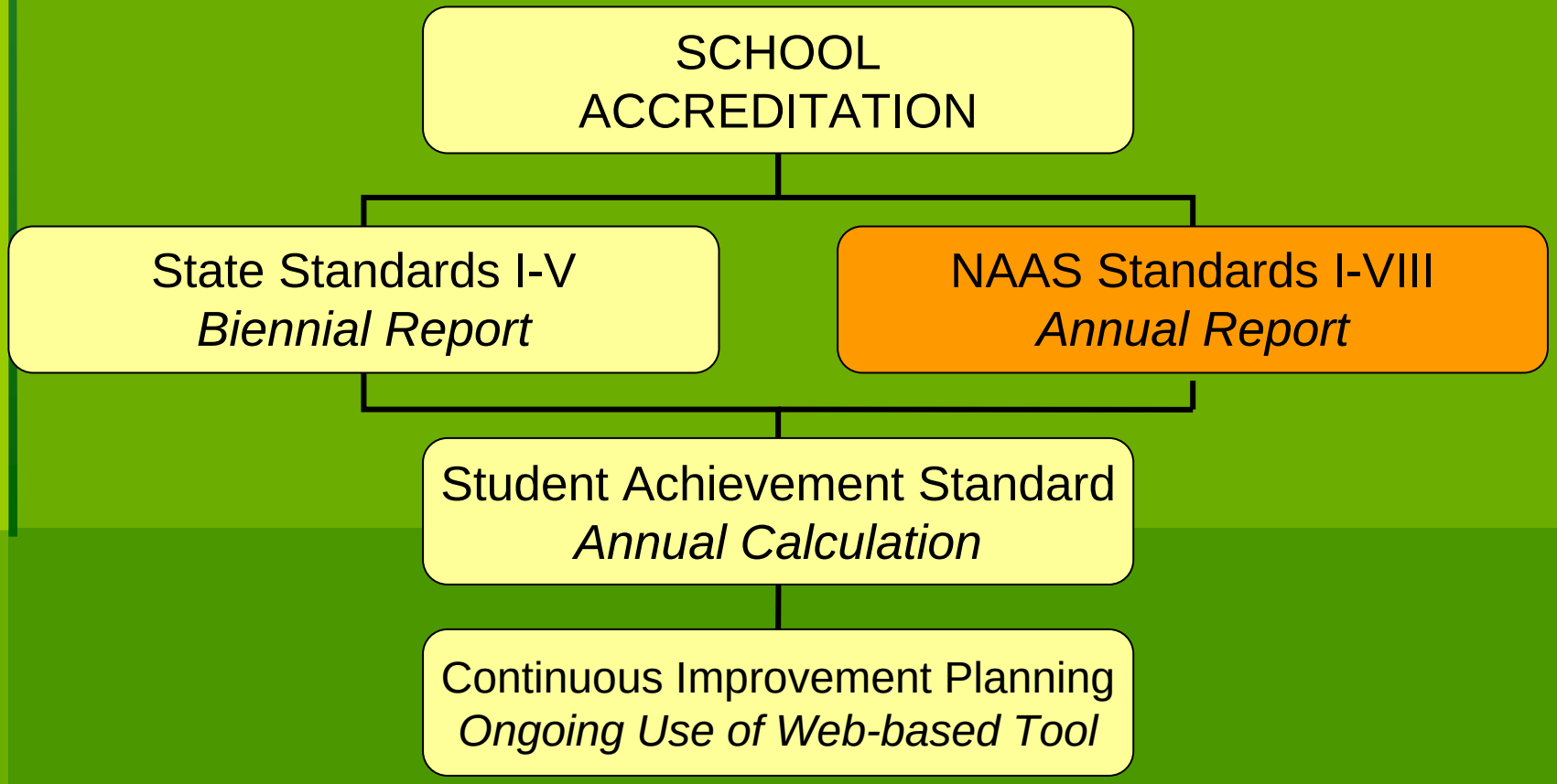
Beginning with the 2007-2008 School Year

- All districts and schools should have completed a full continuous improvement planning cycle
- Half of the districts/schools will complete the standards self-assessment by October 15 for committee review
- Continuous improvement planning progress will be reviewed each spring
- State accreditation ratings will again be determined in the fall of each year

Accreditation Timeline

- By October 15
  - Submit biennial self-assessment on Standards I-V
  - Annual SBOE calculation of student growth at district and school levels (Standard VI)
- By March 1
  - Completion of continuous improvement planning work for committee review of annual progress

Standards & Planning for School Accreditation



Fall Tour Dates/Locations 8:30am – 12:30am

- Sept 19, Reg. VI
- Sept. 20, Reg. V
- Sept. 21, Reg. I
- Sept. 22, Reg. II
- Sept. 27, Reg. IV
- Sept. 29, Reg. III

- Bonneville HS, IF
- Holiday Inn, Pocatello
- Templin's Resort, PF
- Red Lion, Lewiston
- CSI Herrett Center, TF
- Nampa Civic Center

Fall Tour Agenda

- Committee Selection
- Continuous Improvement Planning Tool
- Quality Indicators & Point Values
- Pilot Self-Assessment & Scoring Rubrics
- Proposed Approval Ratings
- Northwest Accreditation - Dr. Dave Steadman, NAAS Executive Director (for NAAS- accredited schools only)

IASA PROFESSIONAL DEVELOPMENT

- IASA staff are planning to offer professional development each afternoon in conjunction with the fall tour
- Vikki Reynolds, IASA Associate Director, will provide more detailed information

SDE CONTACTS

Continuous Improvement Planning Assistance:
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Other Program Contacts

Title I Director
Margo Healy

Schoolwide & Targeted Assistance Plans
Marcia Beckman

NCLB District & School Improvement
Deb Pfost

Consolidated Federal Application
Mike Murphy
Susan Hansen

Other Program Contacts

Special Education
Plan for Improving Results
Jean Taylor

Gifted & Talented Plan
Val Schorzman

Consolidated Federal Application
Mike Murphy or Susan Hansen

Idaho Reading Indicator
Chris Hanson

Technology
Dawn Wilson

HAVE A GREAT YEAR!

F. SUBJECT:

Praxis II Assessment Requirements for Teacher Certification: #0069: Middle School Mathematics

BACKGROUND:

On November 17, 2000, the State Board of Education approved the recommendation from the Professional Standards Commission (PSC) to use Praxis II as the assessment requirement for Idaho teacher certification. The No Child Left Behind Act requires that teachers of mathematics demonstrate subject matter competency by taking a content area assessment. Experts in the fields of middle level mathematics recommended that the PSC conduct a test analysis on the following Praxis II assessment for an Idaho endorsement in Basic Mathematics:

Praxis II #0069: Middle School Mathematics.

DISCUSSION:

Working with assistance from Educational Testing Services (ETS) and the State Department of Education, teams of experts in middle level mathematics, including middle level mathematics teachers, special education teachers, and college/university educators, conducted a test analysis on Praxis II #0069: Middle School Mathematics. The teams determined that the assessment and the Idaho standards for mathematics teachers align. After reviewing the results, the PSC recommends that Praxis II #0069: Middle School Mathematics be required for an Idaho Basic Mathematics Endorsement. The PSC also recommends the qualifying score of 145, which is based on the national mean minus one standard deviation, a process approved by the State Board of Education.

RECOMMENDATION:

To approve the PSC recommendation that Praxis II #0069: Middle School Mathematics be required for the Basic Mathematics Endorsement with a qualifying score of 145.

BOARD ACTION:

A motion to accept the request from the Professional Standards Commission to require Praxis II #0069: Middle School Mathematics for the Basic Mathematics Endorsement with the qualifying score of 145.

Moved by _____ Seconded by _____ Carried Yes ___ No ___

G. SUBJECT:

Northwest Nazarene Teacher Preparation Program Review Report

BACKGROUND:

According to Idaho Code § 33-1258 and State Board of Education Rule 08.02.02.100.01, the Professional Standards Commission (PSC) has the responsibility to evaluate teacher preparation programs in Idaho. As part of the National Council for the Accreditation of Teacher Education (NCATE)/Idaho partnership agreement, a concurrent NCATE/Idaho on-site visit is scheduled on a seven-year cycle basis at each institution of higher education. The scheduled on-site visit at Northwest Nazarene University in Nampa, Idaho, was conducted on March 11-15, 2006.

DISCUSSION:

The protocol for the NCATE/Idaho partnership agreement provides for a concurrent on-site visit. The agreement states that NCATE reviews the unit (i.e., facilities, staff load, resources), while the state reviews individual programs (i.e., English, Mathematics, etc.).

The state team was chosen from constituency groups representing higher education, the Idaho Education Association, the State Department of Education, and the Idaho Association of School Administrators.

Dr. Dennis W. Ohrtman, National Board Certified Teacher, Lewiston High School, Lewiston, Idaho, served as the state team chair.

According to State Board-approved protocol for Idaho teacher preparation program reviews, "… the Professional Standards Commission will vote on program approval recommendations and forward these recommendations to the State Board of Education for final action."

RECOMMENDATION:

It is recommended that the State Board of Education accept the state team report as approved by the PSC, thus providing continuing program approval for the teacher preparation program at Northwest Nazarene University.

BOARD ACTION:

A motion to accept the state team report as approved by the Professional Standards Commission, thus providing State Board of Education continuing program approval for the teacher preparation program at Northwest Nazarene University, Nampa, Idaho.

Moved by _____ Seconded by _____ Carried Yes ___ No ___

ATTACHMENTS:

1. State team report as approved by the Professional Standards Commission
2. Process, elements of the recommendation and accompanying rationale

IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL:
TEAM REPORT ON FINDINGS

In its visit to

Northwest Nazarene University

March 11-15, 2006

For the

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Reviewers: Dr. Dennis W. Ohrtman, Chair, Lewiston High; Dr. Kathy Aiken, University of Idaho; Kevin Collins, State Department of Education; Dr. Terry Engebretsen, Idaho State University; Karen Goodrich, Robert Stuart JHS, Twin Falls; Dr. Russ Joki, University of Idaho; Deborah Lund, Jefferson County School District; Dr. Jennifer Snow-Gerono, Boise State University; and Steve Tyree, Boise School District.

State Observers: Larry Norton and Cina Oravez

NCATE Observer: Dr. Michael P. Stefanic

Idaho Core Teacher Standards

Standards-Based State Program Approval
Rubric for Teacher Preparation Programs

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval. **The team assessment is shaded on the rubric.**

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific enhancement/content areas).

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of content or that they understand the central concepts, tools of inquiry, and structures of the discipline taught.	The program provides evidence that teacher candidates demonstrate an adequate knowledge of content; understand the central concepts, tools of inquiry, and structures of the discipline taught; articulate the importance of engaging students in	The program provides evidence that teacher candidates demonstrate in-depth content knowledge of the content; understand the central concepts, tools of inquiry, and structures of the discipline taught; and make connections between the

		contributing to content development; and describe for students the ways new knowledge in a content area is discovered.	discipline taught and other disciplines; and articulate the importance of engaging students in the exploration of content to create testing, hypothesis, and inquiry.
1.2 Making Subject Matter Meaningful	The program provides little or no evidence that teacher candidates create learning experiences that make the central concepts, tools of inquiry, and structures of the discipline taught meaningful to students	The program provides evidence that teacher candidates create learning experiences that make central concepts, tools of inquiry, and structures of the discipline meaningful to students.	The program provides evidence that teacher candidates create in-depth learning experiences that make central concepts, tools of inquiry, and structures of the discipline meaningful to students.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Methods course syllabi routinely include topics addressing the need to adapt to multiple learning styles. Field experiences afford opportunities for candidates to further develop an ability to test for, or to detect through observation, learning obstacles for individual students. The program prepares candidates to approach content delivery, using multiple approaches. Candidates tailor instruction to respect the intellectual, social and personal development of each student. There is quantifiable evidence in candidate and student work samples to show student growth. There is also ample proof that candidates are prepared to recognize when a particular lesson or strategy is not appropriate for a given student, thus necessitating a change of approaches for optimum learning.

Unit assessments within courses and at the final checkpoint in the candidate experience underscore the fact that candidates know how K-12 students develop and learn. There is reflective evidence in portfolios and work samples to demonstrate that unit candidates understand the intellectual, social, and personal development of students as they work in the K-12 setting. Triangulation of evidence with cooperating teachers reveals that candidates effectively move from classroom theory to practical application of their knowledge in their student teaching placements, readily recognizing when situations demand instruction be differentiated or personalized.

Candidate experiences in the unit program prepare them to be exemplary teachers, especially with diverse populations, according to interviewed administrators from the employment region and on follow-up employer surveys.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop.	The program provides evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop.	The program provides evidence that teacher candidates demonstrate in-depth understanding of diverse ways of learning and how the developmental domains (intellectual, social, and personal) interact with each other and affect the learning process.
2.2 Provide Opportunities for Development	The program provides little or no evidence that teacher candidates provide opportunities to support students' intellectual, social, and personal development.	The program provides evidence that teacher candidates provide opportunities to support students' intellectual, social, and personal development.	The program provides evidence that teacher candidates facilitate and provide multiple approaches to support students' intellectual, social, and personal developmental stages to support growth.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

A predominance of evidence establishes that teacher candidates at the undergraduate and graduate levels demonstrate in-depth understanding of curricular adaptations and the implementation of those adaptations in instruction. Evidence weaves throughout course syllabi, candidate affirmation, faculty interviews, candidate projects, and statements from local school administrators who work with NNU students. Additionally, NNU faculty model differentiating instruction in their own teaching including accommodations for a student with a hearing impairment, a student who travels in a wheelchair, and a student with test anxiety, as examples.

Candidate lesson plans in subjects including reading, math, Spanish, social studies, music, art, and science at the elementary and secondary levels contain adaptations for diverse learners. Accommodations are created for students with disabilities, cultural and linguistic differences, gifted/talented needs, and various learning styles. Candidates participate in a technology course where they learn about integration of technology in classroom instruction and how to use technology to assist in differentiating instruction.

There are multiple requirements for candidates to work with children with diverse learning needs in field experiences, internships, and practicum. Teacher candidates participate in the PREP program where young adults with disabilities have the opportunity to experience campus activities. Professors engage candidates in making accommodations for children with multicultural issues in reading, motor difficulties in physical education, social/behavioral issues in school settings, and low achievement in the classroom.

Local school administrators indicate that NNU candidates "do well" with students with diverse learning needs. They indicate that NNU candidates have good background in these areas and come with effective strategies. They state that NNU candidates are willing participants in collaborative teacher teams to increase student achievement for all learners.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning.	The program provides evidence that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning.	The program provides clear and convincing evidence that teacher candidates demonstrate an in-depth understanding of how students differ in their approaches to learning.
3.2 Accommodating Individual Learning Needs	The program provides little or no evidence that teacher candidates create instructional opportunities that are adapted to students with diverse needs.	The program provides evidence that teacher candidates create instructional opportunities that are adapted to students with diverse needs.	The program provides a preponderance of evidence that teacher candidates create, evaluate, and redesign instructional opportunities that are adapted to assist students with diverse needs.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Based on the review of core unit requirements, student and faculty interviews, course syllabi, and student work samples, it is evident that teacher candidates receive instruction and rationale for the use of a wide variety of instructional strategies. Teacher candidates receive this background in general education course work and in methods classes specific to their majors. Additional instruction is provided in coursework related to working with special need students and technology integration. Evidence of the emphasis placed on multiple instructional strategies was provided through teacher candidate interviews and cooperating teacher interviews

Teacher candidates are required to demonstrate and practice the use of a variety of instructional strategies in both course requirements and field experience. Evidence of candidate abilities to address instructional strategies is found in course syllabi, student work samples, and field experience observations. Unit work samples support the ability and requirement to use varied instructional strategies in classes and field experiences.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple learning strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.	The program provides evidence that teacher candidates display an adequate understanding of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills.	The program provides evidence that teacher candidates display an in-depth understanding of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills.
4.2 Application of multiple learning strategies	The program provides little or no evidence that teacher candidates use a variety of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills.	The program provides evidence that teacher candidates use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.	The program provides a preponderance of evidence that teacher candidates consistently use a variety of appropriate instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

A review of course syllabi, portfolios, teacher candidate work, and interviews with candidates, cooperating teachers, NNU faculty, and students in pre-practicum courses provide adequate evidence that candidates understand the rationale and methods for successful classroom motivation and management skills. In addition to course work and developing a resource notebook, students are exposed to multiple field experiences with numerous cooperating teachers and classrooms situations. Cooperating teachers stated that NNU graduates have the necessary tools and resources necessary to develop individual and classroom strategies that address management, motivation of a diverse student population and discipline.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation or management for safe	The program provides evidence that teacher candidates demonstrate an adequate understanding of the principles motivation and management for safe and productive	The program provides evidence that candidates display an in-depth understanding of the principles motivation and management for safe and productive student behavior.

	and productive student behavior.	student behavior.	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments	The program provides little or no evidence that teacher candidates are able to create, manage, or modify safe and productive learning environments.	The program provides evidence that teacher candidates are able to create, manage, and modify safe and productive learning environments.	The program provides clear and convincing evidence that teacher candidates are able to create, manage, and modify classrooms that are safe and consistently provide a productive learning environment.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Both the unit and content area instruction provide candidates with a strong grounding in a variety of communication techniques. Candidate pass rates on the required state technology skills test demonstrate that candidates are able to use audio-visual materials effectively to communicate. Training and modeling of effective technology communication continues throughout the programs. The initial checkpoint requirements of solid ACT scores in English and the required minimum grade point average provide indirect evidence of communication skills in speaking, writing, and listening. Candidates demonstrate proficiency by completing university requirements in written and oral communication by successfully completing required composition courses and one of two communication courses. The conceptual framework, which explicitly informs instruction throughout the program, emphasizes strong communication skills. Interviews at all levels—faculty, adjunct faculty, graduate students, and undergraduates—show that all constituents understand and are committed to the conceptual framework. There is strong emphasis throughout the education program and the content areas on candidate ability to adjust instruction to varied learning styles, to varied achievement levels, and to diverse learners further cultivates in candidates successful communications skills. Sample, candidate lesson plans show that candidates employ oral, written, spoken, and visual communications effectively to provide students with a variety of learning opportunities. Further, candidates articulate effective strategies for communicating material to diverse populations, multiple learning styles, and both high achievers and low achievers. These lesson plans prompt students to think critically and to solve problems appropriate to grade level. Interviews with candidates in various programs within the unit have shown that candidates are consistently clear, articulate, and professional in their communication to individual interviewers and to larger groups.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to model and use communication skills appropriate to professional settings.	The program provides evidence that teacher candidates demonstrate an adequate ability to model and use communication skills appropriate to professional settings.	The program provides clear and convincing evidence that teacher candidates demonstrate an adequate ability to model and use communication skills appropriate to

			professional settings.
6.2 Application of Thinking and Communication Skills	The program provides little or no evidence that teacher candidates create learning experiences that promote student higher order thinking and communication skills, including listening, speaking, writing, and expression in other media.	The program provides evidence that teacher candidates create learning experiences that promote student higher order thinking and communication skills, including listening, speaking, writing, and expression in other media.	The program provides clear and convincing evidence that teacher candidates create learning experiences that consistently promote student higher order thinking and communication skills, including listening and speaking, writing, and expression in other media.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

There is considerable evidence that teacher candidates engage in appropriate planning activities. The syllabi for Education 351 Teaching Strategies in the Secondary School and Education 358 Teaching Social Studies in the Secondary School include significant instructional planning components. Interviews with cooperating teachers indicate that candidates come well prepared to engage in the process of planning and have in fact completed significant amounts of planning in preparation for their classroom work as prescribed in Danielson's framework which places a premium on planning and preparation elements. For example, the principal of West Middle School indicated that his school personnel use the same conceptual framework—a clear indication that community goals are taken into consideration. Student lesson plans are well written, include a reflection element, and exhibit a command of content area knowledge. Interviews with teacher candidates and recent graduates make it clear that this is an area of emphasis and excellence in the program.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals.	The program provides evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals.	The program provides evidence that teacher candidates demonstrate an in-depth ability to plan and prepare instruction based upon complex and differentiated consideration of knowledge of subject matter, students, the community, and curriculum goals.

7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts	The program provides little or no evidence that teacher candidates plan and prepare instruction based upon consideration of students' needs and community contexts.	The program provides evidence that teacher candidates plan and prepare instruction based upon consideration of students' needs and community contexts.	The program provides evidence that teacher candidates plan and prepare instruction based upon complex and differentiated consideration of students' needs and community contexts and knowledge of subject matter and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Course examinations and reflections judged against performance-based rubrics confirm that unit candidates have an in-depth understanding of assessment tools and terminology, and that they can define what each method is designed to prove. Syllabi consistently include not only assessments of the material in the class, but also how to use assessment strategies in the K-12 setting. Faculty model a variety of assessment techniques for candidates who, in turn, apply their assessment knowledge to measure and to improve student learning. Class assignments are given with an assessment component, rubric grids, and scoring instruction. A follow-up review of the assessment significance is a key to developing candidate understanding of various assessment tools. Candidates are taught to analyze and then to use the results to affect change when they student teach. They are expected to document growth of the student performance, often with a pre and post tests on content material. Candidates use assessment results as a guideline for preparing subsequent lesson plans, charting individual and group performance, and reporting on the usefulness the assessment tools they use in the student teaching experience. Employers join cooperating teachers to confirm that the program completers are adept at using effective assessment strategies in a variety of settings.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.	The program provides evidence that teacher candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.	The program provides evidence that teacher candidates have an in-depth understanding of formal and informal student assessment strategies to evaluate and advance student performance, to assess teaching and program effectiveness, and to make instructional and program modifications.
8.2 Using and Interpreting Program and Student Assessment	The program provides little or no evidence that teacher candidates use	The program provides evidence that teacher candidates use and interpret	The program provides a preponderance of evidence that

Strategies	and interpret formal and informal assessment strategies to evaluate performance and determine program effectiveness.	formal and informal assessment strategies to evaluate student performance and determine program effectiveness.	teacher candidates use and interpret formal and informal assessment strategies to evaluate student performance, determine program effectiveness, and make instructional and program modifications.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

The program's critical/social model of teacher preparation clearly addresses this standard in depth and with quality. It becomes part of the candidate's "habit of mind," a concept that is part of the program's statement of purpose. Throughout the program, as evidenced by course syllabi, candidate work samples, and interviews with candidates, graduates, and employing school districts, the candidate is exposed to, and shaped by, an emphasis on becoming a reflective practitioner who understands and applies professional standards and the art and science of teaching. The program's emphasis on Standard 9 is continuous. It begins with Introduction to Teaching and is integral to all classes through the Field Experience. Structurally, the Standard is embedded within candidate assessments, assignments, and journals. A typical assessment item, as found in NCATE Document 3.3.24 Disposition of Teacher Rating is #14: "The Teacher is committed to ongoing reflection, assessment, and learning in relation to reading instruction." A typical journal entry found in NCATE Document 3.2.14 Reflection Papers to Ed 110 Introduction to Teaching poses the question, "How do I deal with students who are distracting others from learning?" A typical journal entry found in NCATE Document 3.3.12 Student Teacher Journal is, "My lesson went so well today! I prepared so much last night, and it paid off!" Interviews with candidates include statements like, "We discuss it all the time. How to be reflective, I mean. It helps keep me focused on what I did well and what I need to do differently."

As for standards, a representative comment from a candidate is: "They begin every class with the standards, either as a handout or as discussion." Standard 9 is assessed via class interactions, instructor observation and feedback, and practitioner evaluation. The depth of the Standard is creating a unique reputation for NNU. For example, employing school district administrators report that "NNU interns and graduates are more involved with teaching than any other candidates. They are more collaborative. They are more innovative. They volunteer for assignments. In fact, they create dissonance within our schools by asking questions about quality and by seeking ways to improve student achievement. They keep us on our toes and they make a difference. They make us think. They bring a confidence factor to a school that is unique to NNU graduates." A vibrant and collaborative integration exists between content faculty and methods faculty as part of sustaining NNU's critical/social model. Methods instructors embrace a comprehensive research context and build a multi-layered repertoire of teaching skills. Content instructors reinforce and enrich methodology within their disciplines and during field experiences. The integration minimizes candidate failure. A faculty member's observation about the program's attention to candidate development is insightful: "Those who 'drop out' become visible quickly. We rescue them. Problem solving is fast and always collaborative." A graduate

student comment that sums up the standard is, "NNU's program has given me voice as a professional. I know how to participate and, when appropriate, lead." The standard is regarded by candidates, graduates, faculty, and employing school districts as an NNU trademark.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to be reflective practitioners who are committed to their profession.	The program provides evidence that teacher candidates demonstrate an adequate ability to be reflective practitioners who are committed to their profession.	The program provides clear and convincing evidence that teacher candidates demonstrate an adequate ability to be reflective practitioners who are committed to their profession.
9.2 Developing in the Art and science of Teaching	The program provides little or no evidence that teacher candidates display an adequate ability to engage in purposeful mastery of the art and science of teaching.	The program provides evidence that teacher candidates display an adequate ability to engage in purposeful mastery of the art and science of teaching	The program provides evidence that teacher candidates display in-depth ability to engage in purposeful mastery of the art and science of teaching

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

The programs provide a preponderance of evidence regarding community support for candidates. Consistently, principals, cooperating teachers, and unit faculty stated: "We will hire NNU graduates over other candidates." School district representatives indicated pleasure with securing interviews with NNU candidates before other districts have the opportunity to hire them. Candidates have opportunities to travel to various partner schools to gain a multiplicity of experiences. Cooperating teachers highlighted candidate participation in parent conferences and on school teams.

A Professional Development School partnership exists based on three goals: prepare exceptional teachers for the 21st Century; positively impact student learning; and enhance professional growth for faculty in school districts and unit faculty through collaboration. Cooperating teachers and unit faculty have traveled to national conferences together and meet annually for program evaluation and improvement strategies. Evaluation forms and interviews highlight the involvement of cooperating teachers in evaluation decisions and program changes. Cooperating teacher input guides field experience schedules and methodology coursework, all to the benefit of student and candidate learning. Teachers participate on panels in courses and in assessment of candidates according to rubrics and the identified framework for teaching. The multicultural infusion chart, candidate work, conceptual framework, and course syllabi showcase an emphasis on the social, ethical, legal, and political contexts affecting interaction within the school and community.

Additionally, NNU campus hosts the Nampa School District's Prepared Readiness for Employment (PREP) program, a transition program in the district's Special Education Vision plan. Art education candidates design and instruct lessons for PREP students under the supervision of a special education teacher in the district.

Community support for NNU programs is overwhelming. The Director for Multicultural Affairs described an environment where candidates and faculty participate in the local community for service projects and learning experiences and community members enter campus to participate in events and use facilities. Candidates participate in after school programs and tutoring programs in secondary schools as well as the Nampa Cultural Center. Candidate interviews describe participation in a visit to a camp for migrant workers and the experience of "being the minority." Overall, candidates expressed the desire to serve local communities and are regarded as professionals within the university, P-12 schools, and local community.

Element	Unacceptable	Acceptable	Target
10.1 Interacting in with Colleagues, Parents, and Community in Partnerships	The program provides little or no evidence that teacher candidates interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.	The program provides evidence that teacher candidates interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.	The program provides a preponderance of evidence that teacher candidates understand the social, ethical, legal, and political contexts that affect interaction within the school and community and they interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being through links to the community.

Elementary Education

IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL:
TEAM FINDINGS

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Northwest Nazarene University **Review Dates**: March 11-15, 2006
Standards(s) Reviewed: Elementary Education (Standards 1 & 2)

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Program evidence confirms that elementary candidates demonstrate exceptional knowledge of subject matter through Praxis and ICLA results (found on checkpoint tracking forms), candidate work samples, course syllabi, portfolios, and interviews with candidates. The evident integration of pedagogy courses in the internship year along with syllabi for literacy and content area reading courses indicate connections across curriculum. Candidate work samples and interviews demonstrate these connections and show evidence candidates have the ability to attain information and resources when necessary. Faculty interviews identify and emphasize how candidates are introduced to the variety of ways content area knowledge is discovered with elementary students. Candidate work samples, lesson plans, and written reflections demonstrate how candidates plan for and lead instruction for students that promotes relevance and real-life application. This evidence supports learning experiences that make subject matter meaningful to most students. Candidates are assessed on work samples and performance through use of a rubric. Cooperating teachers and unit faculty assessments identify candidate instructional planning, delivery, and reflection as highly skilled and professional according to a consistent framework for teaching and learning. Overall, P-12 partners and community members consistently mention they would hire NNU candidates over other graduates in this region.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter and structure of the discipline	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of elementary subject content, an understand the connections across the curriculum, demonstrate the ability or need to attain necessary information or resources and are aware or communicate with students the way new knowledge is discovered.	The program provides evidence that teacher candidates demonstrate adequate knowledge of elementary subject content, understand connections across the curriculum, demonstrate an ability to attain information and resources when necessary, and communicate with students the ways knowledge in a content area is discovered.	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of elementary subject content, develop connections across the curriculum, demonstrate an advanced ability to access supplementary information and resources to enhance learning, and help students develop strategies for acquiring new knowledge.
1.2 Making Subject Matter Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use materials, instructional strategies and/or methods that promote relevant application of knowledge and skills and fail to make learning and subject matter experiences meaningful to students.	The program provides evidence that teacher candidates demonstrate an adequate ability to use materials, instructional strategies and/or methods that illustrate and promote relevance and real-life application making learning experiences and subject matter meaningful to most students.	The program provides evidence that teacher candidates demonstrate an in-depth ability to use, create, and evaluate materials, instructional strategies and/or methods for relevance and comprehensiveness that promote relevance, application, and comprehensiveness; use/develop learning activities that foster the development of multiple viewpoints and ways of knowing making learning experiences and subject matter meaningful to all students.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Course syllabi, individual case studies, and candidate work samples highlight that candidates demonstrate clear understanding of how young children and early adolescents learn. Reading and content area methodology syllabi and candidate work indicate literacy and language development are incorporated across curriculum. Candidate lesson plans integrate this knowledge into lesson design and instruction. Program documents, including the Educational Psychology syllabus, provide evidence that opportunities supporting candidate reflection and planning are in line with student intellectual, social, and personal development. Individual case studies and behavior change projects verify focused attention to individual learner needs. Course syllabi and rubrics assess integration of adaptations for learners on lesson plans and connections to insights into student development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of understanding of how young children and early adolescents learn and that their literacy and language development influence learning and instructional decisions.	The program provides evidence that teacher candidates demonstrate adequate understanding of how young children and early adolescents learn and that their literacy and language development influence learning and instructional decisions.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of how young children and early adolescents learn and that their literacy and language development influence learning and instructional decisions.
2.2 Provide Opportunities for Development ***(same as Core Rubrics)***			

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs (same as Core Rubrics).

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skill (same as Core Rubrics).

Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (same as Core Rubrics).

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals (same as Core Rubrics).

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness (same as Core Rubrics).

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching (same as Core Rubrics).

Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being (same as Core Rubrics).

Recommended Action on all Standards:

X Approved
___ Approved Conditionally
___ Not Approved

English/Language Arts

IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL:
TEAM FINDINGS

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Northwest Nazarene University **Review Dates**: March 11-15, 2006
Standards(s) Reviewed: Language Arts (Standards 1, 2, 4, 8, & 9)

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

English education candidates demonstrate a strong knowledge of the subject matter, as evidenced in course syllabi; interviews with current candidates; candidate writing samples; candidate lesson plans; and creative work produced for *The Gallery*, the student literary magazine. Evidence from selected syllabi demonstrates that candidates read and evaluate a range of genres: fiction (both novels and short stories), poetry, and drama. Assignments in a range of content area courses require that candidates demonstrate an understanding of the important analytical tools appropriate to each genre (e.g. imagery, fixed form, characterization, and tragedy). Lesson plans produced by the candidates demonstrate an understanding of the each genre, for example, what students at all levels can learn from the study of poetry. While the focus is extensively on print texts, candidates do work with visual texts, most notably film, in their coursework and include visual work among options in their lesson plans. Candidates are introduced to the composing process in foundational composition courses, but candidates develop a more in-depth understanding of the composition process in two upper division writing class and in frequent writing assignments in upper division literature courses. Writing products in advanced content area classes provide indirect evidence that candidates understand the writing process. Evidence from candidate work in content area classes demonstrates that they understand and are able to apply the elements of the writing process successfully in their own work and in their lesson plans. Linguistics requirements introduce candidates to introductory and advanced language study, and composition courses introduce candidates to the composing process.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.	The program provides evidence that teacher candidates demonstrate adequate knowledge of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study; and understand how to articulate the interrelatedness among the elements of language arts, knowledge of professional standards, and connections to other disciplines.
1.2 Making Subject Matter Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.	The program provides evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.	The program provides evidence that teacher candidates demonstrate an in-depth ability to create, evaluate, and synthesize teaching resources to develop curriculum materials for their comprehensiveness, accuracy, and usefulness in representing ideas and concepts; use/develop learning activities that are consistent with curriculum goals and professional standards and that progress coherently within the unit of instruction; and use/develop learning activities that accurately reflect language arts content, including multiple voices and viewpoints in the study of literature, language and composition.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Course syllabi and candidate lesson plans demonstrate that candidates in NNU's English education program are aware of how students learn and understand the importance addressing multiple intelligences in their teaching. The lesson plans require that candidates provide activities designed to meet the needs of both high achieving students and low achieving students and to address multiple learning styles. The sample plans include collaborative work, activities designed for tactile learners, and work focused on visual learners. Evidence of success in this area appears in student lesson plans and in the projects that current teacher candidates are preparing. Lesson plans demonstrate that candidates have the knowledge to meet assignment objectives to tailor content material to the appropriate level depending on student cognitive development. Course syllabi also provide assignments to encourage success by allowing for different learning styles.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of the role of maturation in growth in writing, language acquisition, and understanding of literary concepts.	The program provides evidence that teacher candidates demonstrate adequate knowledge of the role of maturation in growth in writing, language acquisition, and understanding of literary concepts.	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of the diverse ways of learning language, writing, and literature, and how the developmental domains (intellectual, social, and personal) interact with each other and affect the learning process.
2.2 Provide Opportunities for Development	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to recognize students' levels of language maturity and identify strategies to promote growth.	The program provides evidence that teacher candidates demonstrate an adequate ability to recognize students' levels of language maturity and identify strategies to promote growth.	The program provides evidence that teacher candidates demonstrate an in-depth ability to employ multiple strategies that recognize students' levels of language maturity and promote growth.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse need (same as Core Rubrics).

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Course syllabi, candidate lesson plans, and other candidate work samples provide evidence that NNU English education candidates are successful at developing classroom activities that employ a variety of instructional approaches to stimulate critical thinking related to content area knowledge. Specific evidence that candidates are effectively meeting this standard includes assignments requiring discussion and collaborative planning of a utopian society in preparation for reading a novel and creation of brochure for that society, a character drawing to illustrate characterization, a word game asking candidates to categorize important vocabulary words for an upcoming reading. Such activities stimulate critical thinking skills and pose questions to refine problem solving skills for their students in the P-12 while reinforcing reading and analysis skills and developing language awareness.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple learning strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of a variety of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills at varying literacy levels.	The program provides evidence that teacher candidates demonstrate adequate knowledge of a variety of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills at varying literacy levels.	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills, including sequencing, integrating, monitoring and adjusting in response to individual literacy levels in order to enrich and expand students' language resources for diverse social, cultural, and business setting.

4.2 Application of multiple learning strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to engage students through a variety of language activities (e.g. reading, writing, speaking, listening) and teaching approaches (e.g. small group, whole-class discussion, projects) (e.g. reading, writing, speaking, listening) and teaching approaches (e.g. small group, whole-class discussion, projects).	The program provides evidence that teacher candidates demonstrate an adequate ability to use a variety of basic instructional strategies to develop students' critical thinking, problem solving, and performance skills; and engage students through a variety of language activities (e.g. reading, writing, speaking, listening) and teaching approaches (e.g. small group, whole-class discussion, projects).	The program provides evidence that teacher candidates demonstrate an in-depth ability to consistently use a wide range of effective instructional strategies that result in student engagement in creative and critical discussion, interpretation, and evaluation of ideas , including integrating, sequencing, and monitoring a variety of language activities (e.g. reading, writing, speaking, listening) and teaching approaches (e.g. small group, whole-class discussion, projects), taking into consideration students' varying literacy levels.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (same as Core Rubrics).

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals (same as Core Rubrics).

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

As demonstrated in course syllabi, content courses model a variety of formal and informal assessment strategies. Candidates write poetry, keep journals, take written exams, write analytical papers of various lengths and levels of formality, and memorize passages, for example. Their lesson plans provide for a variety of informal assessments during a unit, a variety similar to that employed in their content area courses. Lesson plans also include clear and appropriate rubrics for evaluation relevant to the lesson. One sample lesson plan requires the P-12 student identify the major traits in a literary character to test their abilities to understand principles of characterization. As a follow-up assignment, they are asked to write a characterization of a classmate. In another instance, students are asked to write different kinds of fixed-form poems

to develop an understanding of poetic forms. All lessons plan include effective formal assessments as well: tests, papers, group projects. Candidates reflect on their lesson plans to make changes where needed.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).	The program provides evidence that teacher candidates demonstrate adequate knowledge of formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).
8.2 Using and interpreting program and student assessment strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).	The program provides evidence that teacher candidates demonstrate an adequate ability to use formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).	The program provides evidence that teacher candidates demonstrate an in-depth ability to construct or strategically select multiple formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

The Gallery, a student literary journal, demonstrates that candidates are practitioners of literature, as well as students of literature and demonstrates one aspect of candidates' commitment to the field. As the chair noted during an interview, English 397, Junior/Senior Projects includes a unit on professional organizations and professional options within the field. Informal evidence provided by interviews with candidates also suggests that candidates are strongly committed to continual professional development both in the discipline and in their mastery of the art of teaching. Course syllabi and candidate work samples stress the importance of reflection on candidate performance and the work samples demonstrate that candidates make use of that reflection to improve their teaching performance. Candidate lesson plans included in portfolios, for example, require the candidate to articulate both the strengths of the lesson plan (why this lesson plan was selected for inclusion in the portfolio) and on its weaknesses and strategies for future improvement.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of reflection and a commitment to their profession.	The program provides evidence that teacher candidates demonstrate an adequate understanding of reflection and a commitment to their profession.	The teacher candidates demonstrate evidence that candidates display in-depth understanding of reflection, a dedication to their profession, and an ongoing commitment to reading and writing for professional and personal growth.
9.2 Developing in the Art and science of Teaching	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to engage in reading and writing for professional and personal growth and an awareness of professional organizations and resources for English language arts teachers, such as the National Council of Teachers of English.	The program provides evidence that teacher candidates demonstrate an adequate ability to engage in reading and writing for professional and personal growth and an awareness of professional organizations and resources for English language arts teachers, such as the National Council of Teachers of English.	The teacher candidates demonstrate evidence that candidates demonstrate in-depth ability to engage in reading and writing for professional and personal growth and make use of professional organizations and resources for English language arts teachers, such as the National Council of Teachers of English.

Recommended Action on all Standards:

__X__ Approved
___ Approved Conditionally
___ Not Approved

Reading

IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL:
TEAM FINDINGS

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Northwest Nazarene University **Review Dates**: March 11-15, 2006
Standards(s) Reviewed: Reading Program (Standards 1, 2, 3, 4, 5, 8, & 10)

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Candidate work focused on a "struggling reader" project, individual case studies of reading assessments, course syllabi, and interviews demonstrate clear attention to components of a balanced literacy program. This evidence also shows a variety of research-based instructional strategies to enhance student comprehension and the relationships between reading, writing, speaking, listening, and viewing. Particular attention to brain research in reading is evidenced in several course syllabi.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter and structure of the discipline	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the relationships and roles of the components of a balanced literacy program; a variety of research-based instructional strategies to enhance student comprehension; the relationships	The program provides evidence that teacher candidates demonstrate adequate understanding of the relationships and roles of the components of a balanced literacy program; a variety of research-based instructional strategies to enhance student comprehension; the relationships between reading, writing, speaking,	The program provides evidence that teacher candidates demonstrate an in-depth understanding of the relationships and roles of the components of a balanced literacy program; a variety of research-based instructional strategies to enhance student comprehension; the relationships between reading, writing, speaking, listening, and viewing; and a

	between reading, writing, speaking, listening, and viewing; and a wide range of children's literature encompassing all genres.	listening, and viewing; and a wide range of children's literature encompassing all genres.	wide range of children's literature encompassing all genres
1.2 Making Subject Matter Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to implement the components of a balanced literacy program and to provide literacy lessons and opportunities congruent with best research practices to make subject matter meaningful to all students.	The program provides evidence that teacher candidates demonstrate an adequate ability to implement the components of a balanced literacy program and to provide literacy lessons and opportunities congruent with best research practices to make subject matter meaningful to all students.	The program provides evidence that teacher candidates demonstrate an in-depth ability to implement the components of a balanced literacy program and to provide literacy lessons and opportunities congruent with best research practices to make subject matter meaningful to all students.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Candidates demonstrate an adequate understanding of historical and current research related to reading. Review of a WebQuest assignment indicates candidate understanding of education policy related to reading. Candidates study seminal policy documents in the field. Particular attention to the Sheltered Instruction Observational Protocol (SIOP) in coursework and syllabi also indicate an emphasis on current research related to reading and the significance of home language and culture on the development of literacy in the classroom. Individual case studies showcase an in-depth ability to implement cognitively compatible strategies in developing reading instruction. Lesson plans and candidate reflections demonstrate individual learner assessment strategies to meet needs at various levels of literacy development.

2.1 Understanding Human Development and Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of historical and current research related to reading and the significance of home language and culture on the development of literacy in the classroom.	The program provides evidence that teacher candidates demonstrate adequate understanding of historical and current research related to reading and the significance of home language and culture on the development of literacy in the classroom.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of historical and current research related to reading and the significance of home language and culture on the development of literacy in the classroom.

2.2 Provide Opportunities for Development	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to implement cognitively compatible strategies in developing reading instruction and to utilize the home language and culture of students to foster the development of literacy in the classroom.	The program provides evidence that teacher candidates demonstrate an adequate ability to implement cognitively compatible strategies in developing reading instruction and to utilize the home language and culture of students to foster the development of literacy in the classroom.	The program provides evidence that teacher candidates demonstrate an in-depth ability to implement cognitively compatible strategies in developing reading instruction and to utilize the home language and culture of students to foster the development of literacy in the classroom.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Course syllabi, required and suggested textbooks, and candidate work include evidence of exposure to research-based best practices in prevention, identification, intervention, and remediation of reading difficulties. They also highlighted methods for accelerating and scaffolding student development of reading strategies and the impact of learning disabilities on literacy development. In particular, a candidate research paper exploring dyslexia and individual case studies demonstrated in-depth understanding of multiple forms of assessment for identifying individual learner needs and instructional opportunities. Candidate work highlights differentiated reading instruction and the potential grouping of students in response to reading performance. Teaching and Assessment in Reading and Writing addresses flexible grouping in the course syllabus and assignments.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of research-based best practices in prevention identification, intervention, and remediation of reading difficulties; methods for accelerating and scaffolding students' development of reading strategies, and impact of learning disabilities, giftedness, and language histories on literacy development.	The program provides evidence that teacher candidates demonstrate an adequate understanding of research-based best practices in prevention identification, intervention, and remediation of reading difficulties; methods for accelerating and scaffolding students' development of reading strategies, and impact of learning disabilities, giftedness, and language histories on literacy development.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of research-based best practices in prevention identification, intervention, and remediation of reading difficulties; methods for accelerating and scaffolding students' development of reading strategies, and impact of learning disabilities, giftedness, and language histories on literacy development.

3.2 Modifying Instruction for Individual Learning Needs	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to demonstrate structured, sequential, multi-sensory reading instruction, differentiate reading instruction, and utilize flexible grouping in response to student performance.	The program provides evidence that teacher candidates demonstrate an adequate ability to demonstrate structured, sequential, multi-sensory reading instruction, differentiate reading instruction, and utilize flexible grouping in response to student performance.	The program provides evidence that teacher candidates demonstrate an adequate ability to demonstrate structured, sequential, multi-sensory reading instruction, differentiate reading instruction, and utilize flexible grouping in response to student performance.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Multiple artifacts of candidate work provide evidence that candidates demonstrate an in-depth understanding of specific literacy difficulties. Work samples and action research proposals emphasize the continued inclusion of struggling readers in classroom interactions. Online conversations demonstrate an adequate ability to incorporate literacy instruction into all academic areas, engaging each student. Strategies for engaging individuals are mentioned in case study reports, online conversations, and course syllabi. Reading across content areas is referenced in course syllabi and spelling project lessons. As an example, candidates demonstrate the ability to infuse reading in math and social studies content areas. Interviews indicate an appreciation for reading texts as an impetus for student learning in all content areas. Multiple modes of literacy instruction, including an emphasis on phonological skills, letter knowledge, decoding, spelling, writing, drawing, fluency, vocabulary, and comprehension are emphasized on course syllabi.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple instructional strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of specific literacy difficulties not being the basis for excluding students from classroom interactions.	The program provides evidence that teacher candidates demonstrate an adequate understanding of specific literacy difficulties not being the basis for excluding students from classroom interactions.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of specific literacy difficulties not being the basis for excluding students from classroom interactions.
4.2 Application of multiple instructional strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to incorporate literacy instruction into all academic content areas in ways	The program provides evidence that teacher candidates demonstrate an adequate ability to incorporate literacy instruction into all academic content areas in ways that engage	The program provides evidence that teacher candidates demonstrate an adequate ability to incorporate literacy instruction into all academic content areas in ways that engage

	that engage each student.	each student.	each student.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Candidate work samples and reflections on interactions with individual students demonstrate an adequate understanding of how literacy relates to academic success. The importance of extensive reading in a variety of genres for developing literacy skills and an appreciation for reading is emphasized in course syllabi, interviews, and reflections within individual case studies. Candidate reflections stress the importance of making texts meaningful to students for reading comprehension, fluency, and increased phonological skill. Student self-concept is mentioned in individual case studies. Course content on brain research indicates attention to motivation. Candidates in this primarily online program indicate an appreciation for creating communities of learners among themselves, pursuing opportunities to meet face-to-face when needed. Team building is an integral part of the summer course on-campus component.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how literacy relates to academic success and life-long learning and the importance of extensive reading in a variety of genres for developing literacy skills	The program provides evidence that teacher candidates demonstrate an adequate understanding of how literacy relates to academic success and life-long learning and the importance of extensive reading in a variety of genres for developing literacy skills.	The program provides evidence that candidates display an in-depth understanding of how literacy relates to academic success and life-long learning and the importance of extensive reading in a variety of genres for developing literacy skills.
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to relate literacy to academic success and life-long learning and to demonstrate the importance of reading a variety of genres for developing literacy skills.	The program provides evidence that teacher candidates demonstrate an adequate ability to relate literacy to academic success and life-long learning and to demonstrate the importance of reading a variety of genres for developing literacy skills.	The program provides evidence that teacher candidates demonstrate an adequate ability to relate literacy to academic success and life-long learning and to demonstrate the importance of reading a variety of genres for developing literacy skills.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals (same as Core Rubrics).

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Candidate work samples, research papers, and an action research project demonstrate focus on in-depth understandings of the use of assessment for different literacy purposes. Candidate work indicates knowledge and performance in choosing, administering, and interpreting multiple assessments for various aspects of reading. Individual case studies and course syllabi mention the Qualitative Reading Inventory (QRI), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and state reading assessments, in particular. Candidates identified these assessments as useful for determining learner needs and demonstrating student growth in literacy.

8.1 Assessment of Student Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the use of assessments for different literacy purposes and how to choose, administer, and interpret multiple assessments for various aspects of reading.	The program provides evidence that teacher candidates demonstrate an adequate understanding of the use of assessments for different literacy purposes and how to choose, administer, and interpret multiple assessments for various aspects of reading.	The program provides evidence that teacher candidates have an in-depth understanding of the use of assessments for different literacy purposes and how to choose, administer, and interpret multiple assessments for various aspects of reading.
8.2 Using and Interpreting Assessment Strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to gather and interpret data from multiple assessments to plan instruction.	The program provides evidence that teacher candidates demonstrate an adequate ability to gather and interpret data from multiple assessments to plan instruction.	The program provides evidence that teacher candidates demonstrate an adequate ability to gather and interpret data from multiple assessments to plan instruction.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching (same as Core Rubrics).

Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

In the course syllabus, the Literacy Focused School identifies a goal of candidates becoming " a literacy leader in the school community." This course integrates identifying stakeholders and various levels of participation with professional knowledge of intervention programs and collaboration. Although there is limited evidence of the promotion of family literacy community-based programs at this time in the program implementation, candidate online conversations, and individual case studies indicate candidate understanding of the importance of student background and family history. Candidates develop their own professional learning community online and in summer sessions in order to advance literacy knowledge and student development. This evidence demonstrates an adequate ability to engage with colleagues and other professionals to improve the literacy-learning environment.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships	The program provides little or no evidence that teacher candidates understand sources and programs that promote family literacy and community-based programs that promote literacy development.	The program provides evidence that teacher candidates understand sources and programs that promote family literacy community-based programs that promote literacy development.	The program provides evidence that teacher candidates understand sources and programs that promote family literacy community-based programs that promote literacy development.
10.2 Utilization of Community Resources	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to engage with colleagues, community, other professionals, and parents to improve the literacy-learning environment.	The program provides evidence that teacher candidates demonstrate an adequate ability to engage with colleagues, community, other professionals, and parents to improve the literacy-learning environment.	The program provides evidence that teacher candidates demonstrate an in-depth ability to engage with colleagues, community, other professionals, and parents to improve the literacy-learning environment.

Recommended Action on all Standards:

___ Approved
_X_ Approved Conditionally
___ Not Approved

Rationale:

This program is approved conditionally on the basis of its new status. Two years into the three year program, there have been no candidate graduates. The standard for performance, therefore, is often naturally limited in evidence. However, interviews demonstrate an already-evolving process for meeting candidate needs and engaging in program evaluation.

Foreign Language

IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL:
TEAM FINDINGS

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Northwest Nazarene University **Review Dates**: March 11-15, 2006
Standards(s) Reviewed: Foreign Language: Spanish (Standards 1, 2, 3, 4, 8, & 10)

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Course syllabi from Spanish courses demonstrate that the program is designed to develop proficient skills in speaking, reading, writing, and listening in Spanish. Writing samples, in particular, show fluency and sophistication in writing. One strength of the program at NNU is its access to authentic cultural texts and experiences in the local community. Content area coursework capitalizes on the strength to insure that candidates have a variety of cultural experiences in the target language and develop an understanding of the importance of such experiences for learning a second language. Candidates are firmly grounded in Spanish cultures, peninsular and/or Latin American, through work in an introductory culture class and addition work in the history of specific countries. Special methods classes introduce students to both state and national standards in Spanish. Informal interviews with candidates demonstrate that they are able to articulate effectively the value of foreign language study. Lesson plans require candidates to be aware of national and state language standards and to shape lessons to reflect those standards.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of state and national foreign language standards, language skills, and target cultures.	The program provides evidence that teacher candidates demonstrate adequate understanding of state and national foreign language standards, language skills, and target cultures.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of state and national foreign language standards, advanced language skills, and target cultures.
1.2 Making Subject Matter Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to articulate the value of foreign language learning and to plan, create, and execute a variety of language and cultural learning experiences in the target language.	The program provides evidence that teacher candidates demonstrate an adequate ability to articulate the value of foreign language learning and to plan, create, and execute a language and cultural learning experience in the target language.	The program provides evidence that teacher candidates demonstrate an in-depth ability to articulate the value of foreign language learning and to plan, create, and execute a variety of language and cultural learning experiences in the target language.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

The required foundational classes model effectively the interrelations between speaking, reading, writing, listening, and viewing skill. The required Spanish linguistics class and the special methods class provide candidates with grounding in second language acquisition theory that provides a framework for effectively sequencing language instruction. Coursework in Spanish linguistics also requires that candidates explicitly compare knowledge of native language structures to target language structures. At one level, candidate performance in sample work demonstrates that students have a strong proficiency in writing skills. The sample senior project demonstrates an understanding of and an intellectual engagement with, theoretical and practical issues in second language acquisition and the social and cultural factors that may impact the learning of a second language. The special methods class focuses on the ability of students to apply an understanding of strategies to adjust lessons for different learners.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the process and acquisition of second language learning including viewing, listening, speaking, reading, and writing skills.	The program provides evidence that teacher candidates demonstrate adequate understanding of the process and acquisition of second language learning including viewing, listening, speaking, reading, and writing skills.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of the process and acquisition of second language learning including viewing, listening, speaking, reading, and writing skills.
2.2 Provide Opportunities for Development	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to build upon native language skills with new, sequential, long-range, and continuous experiences in the target language.	The program provides evidence that teacher candidates demonstrate an adequate ability to build upon native language skills with new, sequential, long-range, and continuous experiences in the target language.	The program provides evidence that teacher candidates demonstrate an in-depth ability to build upon native language skills with new, sequential, long-range, and continuous experiences in the target language.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

The curriculum in Spanish at NNU has a commitment to providing candidates with a strong diversity experience as background for how diversity experiences influence learning. Candidates participate regularly in target culture experiences and reflect on that experience. They are also required to have a significant experience living in a Spanish-speaking culture. In addition, candidates are given an opportunity to study in a more focused fashion the history and culture of particular countries (Spain, Mexico, and Cuba, recently). Finally, courses in Cultural Anthropology or in Race, Class, and Ethnicity provide a theoretical framework for understanding the important role of culture in shaping perception of self and others. Candidates demonstrate an understanding of the importance for learning diversity factors through their cultural experience reflections. Sample creative papers and the sample senior thesis further demonstrate that candidates have a sound understanding of how culture shapes perceptions.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how the roles of	The program provides evidence that teacher candidates demonstrate adequate understanding of how the roles of gender, age, socioeconomic	The program provides evidence that teacher candidates demonstrate an in-depth understanding of how the roles of gender, age, socioeconomic

	gender, age, socioeconomic background, ethnicity, and other factors relate to individual perception of self and others.	background, ethnicity, and other factors relate to individual perception of self and others.	background, ethnicity, and other factors relate to individual perception of self and others.
3.2 Accommodating Individual Learning Needs	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning activities that enable students to grasp the significance of cultural differences and similarities.	The program provides evidence that teacher candidates demonstrate an adequate ability to create a learning activity that enables students to grasp the significance of cultural differences and similarities.	The program provides evidence that teacher candidates demonstrate an in-depth ability to create a variety of different learning activities that enable students to grasp the significance of cultural differences and similarities.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

As described in standards 1 and 3, courses in Spanish all require cultural exposure in the target culture—and of diversity within the target cultures—that acquaint candidates with authentic cultural texts and experiences. Courses at all levels employ a variety of instructional strategies to reinforce language skills and to develop critical thinking and problem solving. Candidates bring to the classroom a variety of skill levels and culture backgrounds (some are native speakers of Spanish) that are effectively addressed. In the foundational language courses, each unit involves speaking, listening, and reading to master points of grammar. And all foundational courses require writing. In addition, work during the semester address a variety of learning styles. Cultural experience papers encourage candidates to participate in the target culture and creative projects allow candidates to communicate their understanding visually, kinesthetically, or though more traditional coursework. More significantly, the program is small enough that instructors are able to tailor class work to particular class needs. In the special area methods class, candidates are required to create lesson plans that focus on adjusting for individual learning styles and individual ability levels. The focus in the special methods course on the education department conceptual model and discussions of language learning theory provide candidates with the skills to adjust lessons for individual learning styles.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple learning strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how to use and adapt authentic materials for foreign language instruction.	The program provides evidence that teacher candidates demonstrate adequate understanding of how to use and adapt authentic materials for foreign language instruction.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of how to use and adapt a variety of authentic materials for foreign language instruction.
4.2 Application of multiple learning strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use and adapt authentic materials for foreign language instruction.	The program provides evidence that teacher candidates demonstrate an adequate ability to use and adapt authentic materials for foreign language instruction.	The program provides evidence that teacher candidates demonstrate an in-depth ability to use and adapt a variety of authentic materials for foreign language instruction.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (same as Core Rubrics).

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals (same as Core Rubrics).

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

The Spanish program provides candidates with an understanding of ACTFL assessment guidelines. Those guidelines shape the approach to language in the foundational courses and acquaint candidates with those assessment guidelines before they are formally introduced to candidates in the special methods class. In the special methods class, candidates are formally introduced to ACTFL guidelines and given guided practice using those guidelines to test and assess language performance. Students develop lesson plans that apply the ACTFL guidelines to a variety of assessment mechanisms. The program also does a strong job of assessing candidate cultural understanding through evaluation of cultural experience papers and discussion and supervision of substantial target culture experiences. Candidate work samples

show that they understand those assessment guidelines and have applied them to their own language learning. Lesson plans drafted for Spanish 363, Spanish Methods, also require that candidates create multiple assessment activities for each unit lesson.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding.	The program provides evidence that teacher candidates demonstrate adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding.
8.2 Using and interpreting program and student assessment strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use formal and informal assessment techniques to individual student competencies in foreign language learning and modify teaching and learning strategies.	The program provides evidence that teacher candidates demonstrate an adequate ability to use formal and informal assessment techniques to enhance individual student competencies in foreign language learning and modify teaching and learning strategies.	The program provides evidence that teacher candidates demonstrate an in-depth ability to use a variety of formal and informal assessment techniques to enhance individual student competencies in foreign language learning and modify teaching and learning strategies.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core Rubrics.)

Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

The program provides multiple opportunities for candidates to develop partnerships with members of the target culture locally and to develop partnerships abroad. Candidates are required to produce a number of cultural reflection papers (at least one in each of their foundational classes) that allow them to develop relationships within the target culture. Candidates are also required to have a well thought out overseas experience approved by the Spanish professor. Candidates also have the opportunity to investigate career opportunities outside of teaching (courses in Spanish for Business and a planned course on Spanish for the Medical Profession); the Spanish professor also provides candidates with information about opportunities in legal translation. Sample work by candidates demonstrates that they have an understanding of cultural opportunities available to students and the importance of those opportunities to students.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture.	The program provides evidence that teacher candidates demonstrate adequate understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture.
10.2 Utilization of community resources.	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to provide learning opportunities about career awareness, communication in the target language, and cultural enrichment.	The program provides evidence that teacher candidates demonstrate an adequate ability to provide learning opportunities about career awareness, communication in the target language, and cultural enrichment.	The program provides evidence that teacher candidates demonstrate an in-depth ability to provide a variety of learning opportunities about career awareness, communication in the target language, and cultural enrichment.

Recommended Action on all Standards:

__X__ Approved
___ Approved Conditionally
___ Not Approve

Mathematics

RUBRICS – Idaho Math Teacher Standards

Standards-Based State Program Approval
Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

College/University: Northwest Nazarene University **Review Dates**: March 11-15, 2006
Standards(s) Reviewed: Mathematics (Standards 1, 4, & 11)

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for students.

Review of course syllabi, general program requirements, student work samples, and assessment data, provides indication that candidates have a fundamental understanding of mathematics subject matter. Review of the undergraduate catalog reveals that the mathematics education course of study is comprehensive, including central mathematics concepts.

Examination of course syllabi, sample student work, sample lesson designs, and faculty interviews indicate that teacher candidates can present content in a meaningful and effective manner. Further, through interviews with faculty and observation of student performance, it is evident that mathematics content is understood and can be instructed proficiently.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Mathematics	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of mathematics, as delineated in professional and institutional standards, the techniques and applications of statistics and data analysis, and the importance of engaging students in contributing to mathematical content development.	The program provides evidence that teacher candidates demonstrate adequate understanding of mathematics, as delineated in professional and institutional standards, the techniques and applications of statistics and data analysis, and the importance of engaging students in contributing to mathematical content development.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of mathematics, as delineated in professional and institutional standards, the techniques and applications of statistics and data analysis, and the importance of engaging students in contributing to mathematical content development.
1.2 Making Mathematics Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make mathematics inquiry, critical analysis, synthesis, and structures meaningful to students.	The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make mathematics inquiry, critical analysis, synthesis, and structures meaningful to students.	The program provides evidence that teacher candidates demonstrate an in-depth ability to create and evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness in representing mathematical ideas; create learning experiences that make mathematics inquiry, critical analysis, synthesis, and structures meaningful to students; and use/develop learning activities that foster multiple viewpoints and ways of knowing.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development (same as Core Rubrics).

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs (same as Core Rubrics).

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skill.

Review of course syllabi in education core courses, as well as the mathematics methods course, and corresponding student work samples and field experience evaluations indicate that candidates have an adequate understanding of multiple instructional strategies as applied to mathematics instruction.

Teacher candidates are provided ample opportunities to design and practice a variety of strategies as required components of their coursework and field experiences. Evidenced by student work samples and recorded samples of student field experience activities, teacher candidates demonstrated the ability to utilize a variety of instructional strategies.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple mathematical learning strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of a variety of problem-solving approaches and other strategies to investigate, communicate and understand mathematics.	The program provides evidence that teacher candidates demonstrate adequate understanding of a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate, and understand mathematics.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate, and understand mathematics.
4.2 Application of multiple learning strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction promoting the use a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate, and understand mathematics.	The program provides evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction promoting the use of a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate and understand mathematics.	The program provides evidence that teacher candidates demonstrate an in-depth ability to consistently plan and prepare instruction promoting the use of a variety of mathematical tools and to create and evaluate learning experiences so to engage students in exploring, conjecturing, justifying hypotheses, mathematical discourse, and problem solving.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation skill (same as Core Rubrics).

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals (same as Core Rubrics).

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness (same as Core Rubrics).

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching (same as Core Rubrics).

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being (same as Core Rubrics).

Standard 11: Connections among Mathematical Ideas – The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.

As evidenced by course outlines, class observation and samples of teacher candidate course assignments, candidates demonstrate a clear understanding of the linkage between mathematics concepts and other fields and disciplines.

Course work and work samples provide evidence of teacher candidate's ability to apply connections to other disciplines and content areas. A key focus on applied mathematics concepts and their applications was noted in teacher candidate work samples.
Teacher candidate work samples and methods course syllabi provided indication of the t candidate's ability and opportunity to apply the connection between mathematics and other disciplines in student instruction.

Element	Unacceptable	Acceptable	Target
11.1 Significant mathematical connections	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the connections between the strands of mathematics and the the critical linkages between mathematics and other fields	The program provides evidence that teacher candidates demonstrate adequate understanding of the inter-connectedness between the strands of mathematics and the critical linkages between mathematics and other fields.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of the inter-connectedness between strands of mathematics, mathematical modeling, the critical linkages between mathematics and other fields.
11.2 Application of mathematical	The program provides little or no	The program provides evidence that	The program provides evidence that

connections	evidence that teacher candidates demonstrate an adequate ability to create learning experiences to help students make connections between the strands of mathematics and between mathematics and other disciplines.	teacher candidates demonstrate an adequate ability to create learning experiences to help students make connections between the strands of mathematics and between mathematics and other disciplines.	teacher candidates demonstrate an in-depth ability to create and evaluate tasks that involve the interrelationships between mathematical concepts and provide students opportunities to apply mathematics to real-world situations beyond textbook word problems.

Recommended Action on all Standards:

__X__ Approved
___ Approved Conditionally
___ Not Approved

Physical Education

College/University: Northwest Nazarene University **Review Dates**: March 11-15, 2006
Standards(s) Reviewed: Physical Education (Standards 1, 2, 5, 7, 8, & 11)

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

A review of course syllabi, general program requirements, descriptions of required course of study, student work samples and assessment data provides indication that teacher candidates have an appropriate understanding of subject matter. Further interviewing of faculty and candidates and observations of course summative projects show indication that they recognize the application of fitness related concepts in a life-long context.

Examination of course syllabi, sample student work, and sample lesson designs interviews indicate that teacher candidates have adequate knowledge to apply content in meaningful and real life applications. Further, through interviews with faculty and students it is evident that instruction and application opportunities are provided for candidates to practice application in field experiences.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the components of physical fitness and their relationship to a healthy lifestyle; appropriate rules, etiquette, instructional cues, and skills for physical fitness activities; cardiopulmonary resuscitation (CPR) and first aid; Adaptive Physical Education and how to work with special and diverse student needs; and the sequencing of	The program provides evidence that teacher candidates demonstrate an adequate understanding of the components of physical fitness and their relationship to a healthy lifestyle; appropriate rules, etiquette, instructional cues, and skills for physical fitness activities; cardiopulmonary resuscitation (CPR) and first aid; Adaptive Physical Education and how to work with special and diverse student needs; and the sequencing of motor skills	The program provides evidence that teacher candidates demonstrate an in-depth understanding of the components of physical fitness and their relationship to a healthy lifestyle; appropriate rules, etiquette, instructional cues, and skills for physical fitness activities; cardiopulmonary resuscitation (CPR) and first aid; Adaptive Physical Education and how to work with special and diverse student needs; and the sequencing of motor skills (K-12)

	motor skills (K-12) and bio-mechanical principles and physiological structures and functions.	(K-12) and bio-mechanical principles and physiological structures and functions.	and bio-mechanical principles and physiological structures and functions; anatomical, neuromuscular, and bio-mechanical principles and physiological structures and functions; and opportunities for enjoyment, challenge, self-expression, and social interaction.
1.2 Making Subject Matter Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make physical education meaningful to students.	The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make physical education meaningful to students.	The program provides evidence that teacher candidates demonstrate an in-depth the ability to create learning experiences that make physical education meaningful to students.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Candidates demonstrate a strong understanding of learning theory and child development. Course work and field experiences provide opportunities for candidates to adapt learning and physical activities to the student's personal and physical development. Evidence supporting these findings includes review of course syllabi, sample student work, sample lesson designs, and faculty and candidate interviews.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning ***(same as Core Rubrics)***			

2.2 Provide Opportunities for Development	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to assess the individual physical activity, movement, and fitness levels of students and make developmentally appropriate adaptations to instruction.	The program provides evidence that teacher candidates demonstrate an adequate ability assess the individual physical activity, movement, and fitness levels of students and make developmentally appropriate adaptations to instruction.	The program provides evidence that teacher candidates demonstrate an in-depth ability assess the individual physical activity, movement, and fitness levels of students and make developmentally appropriate adaptations to instruction.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

A review of course syllabi, descriptions of required course of study, and student work samples provide indication that candidates have a strong understanding of the various learning styles and needs of individual students. Techniques and strategies are modeled by instructors and required of students in assignments and demonstrations. Faculty and student interviews indicate that candidates are required to structure adaptation in their lesson design activities. Adapted lessons are observed and evaluated by unit staff.

Element	Unacceptable	Acceptable	Target
3. Understanding of Individual Learning Needs ***(same as Core Rubrics)***			
3. Accommodating Individual Learning Needs	The program provides little or no evidence that teacher candidates demonstrate an adequate to create opportunities that incorporate individual variations to movement and to help students gain competence and confidence.	The program provides evidence that teacher candidates demonstrate an adequate to create opportunities that incorporate individual variations to movement and to help students gain competence and confidence.	The program provides evidence that teacher candidates demonstrate an in-depth to create opportunities that incorporate individual variations to movement and to help students gain competence and confidence.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills (same as Core Rubrics).

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Candidates demonstrate an understanding of student management and motivation techniques. Examples of this were found in instructor and candidate interviews, student work samples, and class syllabi.

As exemplified in field experience observation protocols and interviews with candidates and instructors, candidates are provided ample opportunity to plan and to practice strategies for managing students and environments in a safe and productive manner.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors.	The program provides evidence that teacher candidates demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of how to help students cultivate responsible personal and social behaviors.
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to promote positive peer relationships and appropriate motivational strategies for participation in physical activity.	The program provides evidence that teacher candidates demonstrate an adequate ability to promote positive peer relationships and appropriate motivational strategies for participation in physical activity.	The program provides evidence that teacher candidates demonstrate an in-depth ability to promote positive peer relationships and appropriate motivational strategies for participation in physical activity.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Candidate-prepared lesson and unit plans, course syllabi from the required education core, and candidate interviews indicate that they have acceptable understanding of instructional planning strategies. Candidates are provided ample opportunities to design and implement lessons and units during classroom and field experiences.

After review of candidate block unit plans, work samples, and candidate and instructor interviews, it is evident that candidates are equipped to structure lessons to maximize participation and activity. Additionally students participate in activities that are closely connected with community resources and programs.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of strategies to maximize activity time and success and how to expand the curriculum through the use of community resources.	The program provides evidence that teacher candidates demonstrate an adequate understanding of strategies to maximize activity time and success and how to expand the curriculum through the use of community resources.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of strategies to maximize activity time and success and how to expand the curriculum through the use of community resources.
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction to maximize activity time and success and to utilize community resources to expand curriculum.	The program provides evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction to maximize activity time and success and to utilize community resources to expand curriculum.	The program provides evidence that teacher candidates demonstrate an in-depth ability to plan and prepare instruction to maximize activity time and success and to utilize community resources to expand curriculum.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Candidates show evidence of the use of assessment information to inform future instructional decisions. Diagnostic assessment and performance assessment strategies are taught, practiced, and evaluated by instructors. Evidence of this understanding was obtained through review of required course outlines, student work samples, interviews with faculty, and interviews with candidates.

Based on a review of, student work samples, lesson and unit plans, and interviews with teacher candidates and instructors, evidence support the use of a variety of assessment strategies. The division collects and utilizes assessment information on teacher candidates that is used in curriculum decision making.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical activity, movement, and fitness goals.	The program provides evidence that teacher candidates demonstrate an adequate understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical activity, movement, and fitness goals.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical activity, movement, and fitness goals.
8.2 Using and Interpreting Program and Student Assessment Strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical activity, movement, and fitness goals to evaluate student performance and determine program	The program provides evidence that teacher candidates demonstrate an adequate ability to use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical activity, movement, and fitness goals to evaluate student performance and determine program effectiveness.	The program provides evidence that teacher candidates demonstrate an in-depth ability to use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical activity, movement, and fitness goals to evaluate student performance and determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching (same as Core Rubrics).

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being (same as Core Rubrics).

Standard 11: Safety – The teacher provides for a safe learning environment.

As evidenced by course outlines, class observation and samples of course assignments, candidates demonstrate a clear understanding of the need and application of safety in physical education activities.

Candidates show evidence of the use of safety concepts when planning and teaching instructional units. Evidence of this understanding was obtained through review of required course outlines, student work samples, interviews with faculty, and candidates.

Element	Unacceptable	Acceptable	Target
11.1 Understanding of Student and Facility Safety	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of factors that influence safety in physical activities and their settings and the supervision required.	The program provides evidence that teacher candidates demonstrate an adequate understanding of factors that influence safety in physical activities and their settings and the supervision required.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of factors that influence safety in physical activities and their settings and the supervision required.
11.2 Creating a Safe Learning Environment	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to provide and monitor for a safe learning environment and inform students of the risks associated with physical activities.	The program provides evidence that teacher candidates demonstrate an adequate ability to provide and monitor for a safe learning environment and inform students of the risks associated with physical activities.	The program provides evidence that teacher candidates demonstrate an in-depth ability to provide and monitor for a safe learning environment and inform students of the risks associated with physical activities.

Recommended Action on all Standards:

__X__ Approved
___ Approved Conditionally
___ Not Approved

Social Studies

RUBRICS – Idaho Standards for Social Studies Teacher

Standards-Based State Program Approval
Rubric for Teacher Preparation Programs

College/University: Northwest Nazarene University **Review Dates**: March 11-15, 2006
Standards(s) Reviewed: Social Studies (Standards 1, & 2)

Idaho Foundational Standards for Social Studies Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

The program provides evidence that teacher candidates demonstrate an adequate knowledge base of the social studies disciplines. The unit offers an appropriate array of courses. Performance on the PRAXIS II examination indicates that the candidates have a good command of the social studies disciplines. Due to the size of the faculty, students have limited opportunities to take courses that focus only on such topics as the quest for equality or technology, but syllabi indicate that students do have the opportunity to study the necessary material. Interviews with cooperating teachers indicate that candidates are well prepared in terms of knowledge of subject matter. Program graduates are unanimous in their conviction that they received excellent discipline preparation. There is less evidence regarding how students take the content knowledge from the various disciplines and integrate it in an effort to explore how nations and cultures interact in terms of their diversity, commonalities, and interrelationships.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of the social studies disciplines (e.g., history, economics, geography, and political science); the ways nations	**The program provides evidence that teacher candidates demonstrate an adequate knowledge base of the social studies disciplines (e.g., history, economics, geography, and**	The program provides evidence that teacher candidates demonstrate broad, in-depth knowledge of the social studies disciplines (e.g., history, economics, geography, and political science); the ways nations and

	and societies have changed over time; and the impact that culture, religion, technology, the quest for equality, and other factors have on historical processes.	**political science); the ways nations and societies have changed over time; and the impact that culture, religion, technology, the quest for equality, and other factors have on historical processes.**	societies have changed over time; and the impact that culture, religion, technology, the quest for equality, and other factors have on historical processes.
1.2 Making Subject Matter Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that provide opportunities to trace and analyze chronological periods and to examine the relationships of significant historical concepts; encourage and guide investigation of nations and cultures in terms of their diversity, commonalties, and interrelationships; and incorporate current events and research into the curriculum.	**The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that provide opportunities to trace and analyze chronological periods and to examine the relationships of significant historical concepts; encourage and guide investigation of nations and cultures in terms of their diversity, commonalties, and interrelationships; and incorporate current events and research into the curriculum**.	The program provides evidence that teacher candidates demonstrate an in-depth ability to create learning experiences that provide opportunities to trace and analyze chronological periods and examine the relationships of significant historical concepts; encourage and guide investigation of nations and cultures in terms of their diversity, commonalties, and interrelationships; incorporate current events and research into the curriculum; and integrate knowledge from the social sciences and the humanities in order to prepare students to live in a world with limited resources, ethnic diversity, cultural pluralism, and increasing interdependence.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Social Studies students participate in a number of community service activities including “Read Across America,” Boys and Girls Club, Big and Little Sisters program, and the Angels program for cognitively impaired students. Social Studies students work in the governor’s office and at the state legislature, they are members of the sixteen campus ministry clubs—all of which have a service component, and they are engaged in the “Serve to Lead” initiative of the university. There is limited evidence that teacher candidates have experience creating community service opportunities for students. Evidence that students have an opportunity to connect community service to the actual social science disciplines is vague.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how leadership, group, and cultural influences contribute to intellectual, social, and personal development.	**The program provides evidence that teacher candidates demonstrate an adequate understanding of how leadership, group, and cultural influences contribute to intellectual, social, and personal development.**	The program provides evidence that teacher candidates demonstrate in-depth understanding of how leadership, group, and cultural influences contribute to intellectual, social, and personal development.
2.2 Provide Opportunities for Development	**The program provides little or no evidence that teacher candidates demonstrate an adequate ability to provide adequate opportunities to perform community service relevant to the social sciences.**	The program provides evidence that teacher candidates demonstrate an adequate ability to provide adequate opportunities to perform community service relevant to the social sciences.	The program provides evidence that teacher candidates demonstrate an in-depth ability to facilitate and provide multiple opportunities for students to perform community service relevant to the social sciences.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs (same as Core Rubrics).

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills (same as Core Rubrics).

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (same as Core Rubrics).

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals (same as Core Rubrics).

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness (same as Core Rubrics).

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching (same as Core Rubrics).

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being (same as Core Rubrics).

Recommended Action on all Standards:

__**X**__ Approved
___ Approved Conditionally
___ Not Approved

History

College/University: Northwest Nazarene University **Review Dates**: March 11-15, 2006
Standards(s) Reviewed: History (Standard 1)

Idaho Standards for U.S. History Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Teacher candidates demonstrate an adequate knowledge of the traditional history sequence in terms of both United States History and World Civilization. Performance on the PRAXIS II examination provides evidence of this. The nature of the History curriculum presents some challenges. All students take History 101-102 World Civilization, History 203-204 History of the United States, History 339 Recent America, and History 497 Senior Thesis. Students then choose twelve additional upper division elective credits in history. So, student choice informs the breadth and/or depth of preparation. For example, a student who chooses History 331 The Era of the American Revolution, History 332 The New Nation, History 333 American Foreign Policy, and History 344 History of Christianity in America might not engage in readings and discussions involving industrialization. All students must take one of the following: English 427 Minority Voices in American Literature, Sociology 203-204 Cultural Anthropology I and II, or Sociology 318 Race, Class and Ethnicity. Cooperating teachers indicate that teacher candidates are well prepared and possess the requisite understanding of history. Exhibits did not indicate that candidates actually are required to incorporate contemporary history into curriculum or to convey the significance of the impact of other nations and cultures on United States History.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the role of exploration and expansion in United States history; the effect of migration and immigration on the evolution of	The program provides evidence that teacher candidates demonstrate an adequate understanding of the role of exploration and expansion in United States history; the effect of migration and immigration on the evolution of the United States; the political,	The program provides evidence that teacher candidates demonstrate in-depth content understanding of the role of exploration and expansion in United States history; the effect of migration and immigration on the evolution of the United States; the political, social,

	the United States; the political, social, cultural, and economic responses to industrialization and technological innovation; how the development of the United States is related to international relations and conflicts; and the cultural and social diversity of the peoples of the United States.	social, cultural, and economic responses to industrialization and technological innovation; how the development of the United States is related to international relations and conflicts; and the cultural and social diversity of the peoples of the United States.	cultural, and economic responses to industrialization and technological innovation; how the development of the United States is related to international relations and conflicts; and the cultural and social diversity of the peoples of the United States.
1.2 Making Subject Matter Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that incorporate contemporary history into curriculum to show the relevance of history; and convey the significance of the impact of other nations and cultures on United States history.	The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that incorporate contemporary history into curriculum to show the relevance of history; and convey the significance of the impact of other nations and cultures on United States history.	The program provides evidence that teacher candidates demonstrate an in-depth ability to create learning experiences that incorporate contemporary history into curriculum to show the relevance of history; and convey the significance of the impact of other nations and cultures on United States history.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development (same as Foundational Social Studies Rubrics).

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs (same as Core Rubrics).

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills (same as Core Rubrics).

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (same as Core Rubrics).

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals)same as Core Rubrics).

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness (same as Core Rubrics).

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching (same as Core Rubrics).

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being (same as Core Rubrics).

Recommended Action on all Standards:

__**X**__ Approved
___ Approved Conditionally
___ Not Approved

Special Education Foundations

RUBRICS – Idaho Special Education Teacher Standards
Special Education Foundations

College/University: Northwest Nazarene University **Review Dates**: March 11-15, 2006
Standards(s) Reviewed: Special Education Foundations (Standards 1, 3, 4, 5, 6, 7, 8, & 10)

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

A survey of program evidence including teacher candidate portfolios, interviews with teacher candidates and NNU faculty, course syllabi, and Praxis II results, reveals that candidates in the Exceptional Child Program demonstrate strong skills in subject matter and content knowledge. Specifically, candidates demonstrate understanding of instructional models for children with mild to severe disabilities. They also evaluate of the effectiveness of their own instruction. Teacher candidates are able to compare program models for children with autism—an important and timely topic in special education. They demonstrate knowledge of special education law and its impact on instruction and due process for children with disabilities. In addition, teacher candidates demonstrate the ability to infuse appropriate techniques to adapt instruction for children with disabilities. The adaptations occur in reading, math, language arts, social studies and science classes in general education and special education classrooms. Teacher candidates convey the importance of cooperation and collaboration with school staff members and families to increase the success of children with disabilities.

Teacher candidate communication skills are evident in their portfolios, projects, and in interview settings. They effectively report their application of special education theories and models. Evidence is observed in a reflective paper on the impact of high-stakes testing for children with disabilities, an action research paper on virtual learning, and a teacher candidate project on a strategy to build reading fluency. Candidates are articulate in conversing about projects and thorough in reporting data and project results.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the benefits, strengths, and constraints of special education services and the theories and educational models in special education practice.	The program provides evidence that teacher candidates demonstrate an adequate understanding of the benefits, strengths, and constraints of theories and educational models in special education practice.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of benefits, strengths, and constraints as they apply theories and models of special education practices.
1.2 Making Subject Matter Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to communicate the benefits, strengths and to apply the theories and educational models in special education practice.	The program provides evidence that teacher candidates demonstrate an adequate ability to communicate the benefits, strengths and to apply the theories and educational models in special education practice.	The program provides evidence that teacher candidates demonstrate an in-depth ability to communicate the benefits, strengths and to apply the theories and educational models in special education practice.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development (same as Core Rubrics).

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Evidence of teacher candidate ability to adapt curriculum and understand the unique development of children with various disabilities, is found in interviews with program candidates, course syllabi, and faculty interviews. Candidates demonstrate their ability to perform assistive technology evaluations for children with mild to severe disabilities and to plan for the implementation of appropriate assistive technology devices and strategies. The course syllabus for Values in Education specifically focuses on understanding the needs of children with disabilities in the regular classroom and how to locate school resources. A teacher candidate reflects that "I think that by working with the general education teacher unit by unit, identifying and focusing on critical content, and matching James' skills and reading levels with the adaptations selected, James will have good success." James did indeed have success, and passed the unit with 84 percent accuracy. Other candidate projects report similar results.

Candidates learn about low incidence disabilities in the assistive technology class. They acquire skills in learning how to find information about low incidence disabilities rather than working directly with students. Faculty indicate that it is critical for teacher candidates to know how to find and evaluate information on low incidence disabilities, so candidates know what to do when a student with a low incidence disability arrives in the classroom.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how to locate information about characteristics and appropriate supports and services for students with low incidence disabilities and special health care needs.	The program provides evidence that teacher candidates demonstrate an adequate understanding of how to locate information about characteristics and appropriate supports and services for students with low incidence disabilities and special health care needs.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of how to locate information about characteristics and appropriate supports and services for students with low incidence disabilities and special health care needs.
3.2 Accommodating Individual Learning Needs	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to individualize expectations and provide support for a student's personal and social behavior in the classroom.	The program provides that the teacher candidates demonstrate an adequate ability to individualize expectations and provide support for a student's personal and social behavior in the classroom.	The program provides little or no evidence that the teacher candidates demonstrate an in-depth ability to individualize expectations and provide support for a student's personal and social behavior across multiple settings.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

After an examination of teacher candidate projects, course syllabi, and faculty interviews, it is evident that teacher candidates have strong knowledge of social/behavior skills and intervention planning for children with disabilities. As an example Social skill acquisition is noted in a project with a child with autism where social functioning improved in a general education classroom. Teacher candidates are able to compare social skill programs including the TEACCH program contrasted with the Lovaas method for children with pervasive developmental delays who require extensive and direct social skills training. Social and communication skills are tied together in a candidate project to increase ability to interact with peers and increase social opportunities. A strong emphasis on helping children with differences is seen in the PREP program. PREP invites students with disabilities ages 18 to 21 to participate at NNU in art and music activities with college-age peers. In reflective papers on philosophy of education and projects to pinpoint and change behavior, teacher candidates reveal an understanding of education of the "whole child" including acquisition of skills beyond academics and the importance of social and behavioral skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple learning strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of social/behavioral skills and intervention.	The program provides evidence that teacher candidates demonstrate an adequate understanding of the of social/behavioral skills and intervention.	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of social/behavioral skills and intervention.
4.2 Application of multiple learning strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to integrate social skills development and positive behavioral interventions into the classroom.	The program provides evidence that teacher candidates demonstrate an adequate ability to integrate social skills development and positive behavioral interventions into the classroom.	The program provides evidence teacher candidates demonstrate an in-depth ability to integrate social skills development and positive behavioral interventions across multiple settings.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

A review of teacher candidate portfolios and course syllabi, including ED 534 Intensive Behavioral Intervention, shows that teacher candidates demonstrate understanding of behavior planning and principals of changing child behavior. Candidates are able plan for behavioral change using a Functional Behavior Assessment (FBA) and subsequent Behavior Intervention Plan (BIP). FBAs reviewed include a behavior analysis of the classroom environment, description of the disability, and behavior antecedents, to pinpoint and describe the behavior. In the assessment and intervention phases the behaviors data were collected over a semester and were charted using Microsoft Excel to report changes in behavior and adjust interventions as needed. Behavior intervention projects result in general improvement in targeted behaviors. Candidates describe the relationship between the BIP and the IEP and understand the importance of behavior planning. They also use positive strategies, rather than punishment, to achieve behavioral growth. Assigned readings in the IBI course provide an excellent resource for candidates in dealing with challenging behavior. Additionally, candidate knowledge and behavior change projects provide a direct connection to the university Critical/Social framework.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of applied behavioral analysis.	The program provides evidence that teacher candidates demonstrate an adequate understanding of techniques of applied behavioral analysis and regulatory and ethical considerations in the use.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of applied behavioral analysis with applications to conflict resolution, crisis prevention/intervention and self-regulation.

5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to recognize and/or act on the need for functional behavior assessments and positive behavioral supports.	The program evidence that teacher candidates demonstrate an adequate ability to conduct functional behavior assessments, modify the learning environment, and develop positive behavioral supports based upon the assessment.	The program evidence that teacher candidates demonstrate an in-depth ability to conduct functional behavior assessments, modify the learning environment, and develop positive behavioral supports based upon the assessment and provide training and supervision for the educational team.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Candidate projects, course syllabi, candidate and faculty interviews indicate that teacher candidates understand strategies that facilitate communication for students with disabilities. Strong skills in awareness and use of assistive technology to facilitate communication are evident. Teacher candidates are able to perform assistive technology evaluations for children across grade levels and with various disabilities to increase their ability to speak, read, write, and perform computations. They collaborate with related service providers, such as speech/language pathologists, to increase child communication and implement programs consistently.

Candidates report the importance of developing critical thinking skills and demonstrate multiple levels of thinking skills in lesson planning. A candidate reported in a reflective paper that "Throughout our program at Northwest Nazarene University, we were required to be critical thinkers and we must pass this on to our students. The encouraged use of Bloom's Taxonomy in developing student materials will continue with me throughout my educational career. We were required to use questioning and strategies from Blooms within our mini-curriculum development and encouraged to integrate various levels of thinking in preparing all student based activities." Candidates receive training in the use of multiple intelligences, cooperative learning, graphic organizers, and other strategies to encourage and support thinking skills in the classroom.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of strategies and techniques that facilitate communication with students with disabilities.	The program provides evidence that teacher candidates demonstrate an adequate understanding of strategies and techniques that facilitate communication with students with disabilities.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of strategies and techniques that facilitate communication with students with disabilities.

6.2 Application of Thinking and Communication Skills	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that promote student higher order thinking and communication skills, including listening and speaking, writing, or expression in other media.	The program evidence that teacher candidates demonstrate an adequate ability to create learning experiences that promote student higher order thinking and communication skills, including listening and speaking, writing, or expression in other media.	The program evidence that teacher candidates demonstrate an in-depth ability to create learning experiences that consistently promote student higher order thinking and communication skills, including listening and speaking, writing, and expression in other media.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Teacher candidate lesson plans indicate in-depth understanding of curriculum and instructional strategies for children with disabilities across the curriculum. Lesson and unit plans reveal thoughtful consideration of child skills in relationship to classroom expectations. Content is tied to Idaho standards and multiple instructional strategies are articulated. Lesson and unit plans are created for children who struggle with reading, math, written language, and social studies. Several teacher candidate projects displayed on presentation posters showed the sequence of intervention from planning to evaluating outcomes. A teacher candidate project on increasing writing skills in primary-age children reported excellent success with the *Step up to Writing* program. Another project utilized information from the *Core Reading* text to increase sight word recognition with a seventh-grade student. Another component of this standard includes planning for students in life skill and personal living. Evidence is found in candidate project work in transition plans for high school students moving from school to the world of work. Plans include realistic, appropriate, yet challenging goals that incorporate activities for independent living and community integration.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of about curricula and instruction practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities and instruction in self-advocacy and life skills relevant to personal living and participation in school, the community, and employment.	The program provides evidence that teacher candidates demonstrate an adequate understanding of about curricula and instruction practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities and instruction in self-advocacy and life skills relevant to personal living and participation in school, the community, and employment.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of about curricula and instruction practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities and instruction in self-advocacy and life skills relevant to personal living and participation in school, the community, and employment.

7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to conduct task analysis to determine student skill levels and to assess student progress.	The program provides evidence that teacher candidates demonstrate an adequate ability to conduct task analysis to determine student skill levels and to assess student progress.	The program provides evidence that teacher candidates demonstrate an in-depth ability to conduct task analysis to determine student skill levels and to assess student progress.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Assessment of child functioning is a strong component of the NNU program. Evidence is included in candidate projects, course syllabi, faculty interview, and conversations with area school administrators. Candidates use both formal and informal evaluation tools to determine child strengths and needs. Standardized instruments include those most used in Idaho schools. Teacher candidates also use observation, criterion-referenced tests, and teacher made tools to assess children who are struggling in the classroom. A teacher candidate evaluation project includes a unique observation of a parent providing home-school instruction in the reading. Because reading is critical to school success, candidates develop skills in the reading process from phonemic awareness to comprehension. Teacher candidates learn about response to intervention models and plans are in place to provide additional information about the Results Based Model in the pre-referral process. Assessment is included across several graduate courses where reading, math, written language, behavioral, social skills, and assistive technology needs are evaluated. Candidate evaluation reports are consistently of high quality with sophisticated analyses of child skills. A summary of evaluations is included in eligibility reports where candidates document the IEP team process to determine if a child qualifies for special education. School administrators in Nampa and Meridian report that NNU candidates are prepared to use classroom and assessment data, including ISAT scores, in planning for instruction.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services and the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of students with disabilities.	The program provides evidence that teacher candidates demonstrate an adequate understanding of the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services and the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of students with disabilities.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services and the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of students with disabilities.

8.2 Using and Interpreting Program and Student Assessment Strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.	The program provides evidence that teacher candidates demonstrate an adequate ability to use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.	The program provides evidence that teacher candidates demonstrate an in-depth ability to use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching (same as Core Rubrics).

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Professional commitment and partnerships are two of the greatest strengths of the NNU Exceptional Child Program. Evidence was included in teacher candidate interviews, conversations with local school administrators, faculty interviews, and course syllabi. Candidates are well-grounded in the importance of including the student, family, and community in planning programs. A candidate demonstrated dispositions in this statement: "Through the past two years, I have gained friendships, courage, confidence, and knowledge. I fully realize now how much I don't know! But, the difference now is that I have the resources and relationships to know where to find the help I need to better serve my students." Another candidate demonstrated the importance of collaboration with general and special educators to greatly increase child ability to function in the general education classroom. Area school administrators indicate that NNU candidates "have a strong willingness" to collaborate with teachers and parents.

Element	Unacceptable	Acceptable	Target
10.1 Interacting in with Colleagues, Parents, and Community in Partnerships	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the roles of students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.	The program provides evidence that teacher candidates demonstrate an adequate understanding of the roles of students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of the roles of students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.

Recommended Action on all Standards:

__**X**__ Approved
___ Approved Conditionally
___ Not Approved

Special Education Generalist

RUBRICS – Idaho Special Education Teacher Standards
Special Education Generalist

College/University: Northwest Nazarene University **Review Dates**: March 11-15, 2006
Standards(s) Reviewed: Special Education Generalist (Standards 1, 3, 4, 5, 6, 7, 8, & 10)

Note from the NNU state observer:

Rubrics for candidates in the Exceptional Child program have been revised. This is not the revised version, since the revised rubrics have just recently been placed on the SDE website. This version focuses on smaller aspects of special education without looking at the "big picture." In many cases NNU excels at the important concepts for special education teachers which are not rated in this version of the rubric.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Teacher candidates in the exceptional child program demonstrate in-depth and specific knowledge of subject matter in language arts, math, and skills for school success as it relates to children with disabilities. Evidence is located in candidate projects, portfolios, course syllabi, and faculty interviews. Candidates develop skills in effective, research-based strategies including direct instruction and methods for reading remediation. Because many of the candidates are already serving as special education teachers, they come to the program with more skills than typical undergraduates. Their projects reveal ability to apply skills in remediation and evaluate the results. Projects reviewed cross curriculum areas and include reading fluency, sight word recognition, writing skills, math, and social studies.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of English language arts, mathematics, and skills necessary for academic success.	The program provides evidence that teacher candidates demonstrate adequate understanding of English language arts, mathematics, and skills necessary for academic success.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of English language arts, mathematics, and skills necessary for academic success and how to help students successfully apply their skills to many different situations, materials, and ideas.
1.2 Making Subject Matter Meaningful *(same as Core Rubrics)*			

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

An examination of course syllabi, candidate interviews, faculty interviews, and conversation with local school administrators, shows that teacher candidates have superior knowledge in how children acquire basic academic skills. Local administrators report that NNU practicum students are better prepared than others and use data to make instructional decisions. A principal said that one NNU teacher candidate was more "like a teacher with years of experience." Graduate students whole heartedly agree that NNU provides excellent preparation and background knowledge success in their work with children. Because of courses in assessment, reading, and curriculum, teacher candidates understand learning development and how to assess when development is not typical. Teacher candidates analyze tasks in lesson planning that include research-based instruction and functional skills, but evidence is limited for application in community based settings.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how students learn to read, write, and speak and how such factors influence educational development and instructional decisions.	The program provides evidence that teacher candidates demonstrate adequate understanding of how students learn to read, write, and speak and how such factors influence educational development and instructional decisions.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of how students learn to read, write, and speak and how such factors influence educational development and instructional decisions.

2.2 Provide Opportunities for Development	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use research-supported instructional strategies and practices, such as functional embedded skills approach, community-based instruction, task analysis to foster student learning.	The program provides evidence that teacher candidates demonstrate an adequate ability to use research-supported instructional strategies and practices, such as functional embedded skills approach, community-based instruction, task analysis to foster student learning.	The program provides evidence that teacher candidates demonstrate an in-depth ability to use research-supported instructional strategies and practices, such as functional embedded skills approach, community-based instruction, task analysis to foster student learning and produce measurable growth in student learning.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs (same as Core Rubrics).

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Evidence is strong that teacher candidates use exemplary skills in designing, evaluating, and implementing instruction for children with disabilities. Course syllabi for curriculum models, reading instruction, and methods emphasize instruction that includes pre/post measurement of student skills and the use of effective strategies for children with disabilities. Course curriculum includes study of the work of Robert Marzano, Siegfried Engelmann, and "giants" in the field of curriculum. Candidate poster board displays and conversations with those candidates reveal that they implement instructional strategies, measure effectiveness of instruction, monitor growth using charts and graphs, and report outcomes. Graduate candidates state that their NNU professors not only provide information about effective strategies, they actually use those same strategies in their own instruction.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple learning strategies *(same as Core Rubrics)*			
4.2 Application of multiple learning strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to design and or implement effective instructional programs for students with disabilities in classroom settings.	The program provides evidence that teacher candidates demonstrate an adequate ability to design and implement instructional programs for students with disabilities in classroom settings.	The program provides evidence that teacher candidates demonstrate an in-depth ability to design, evaluate, and implement instructional programs for students with disabilities in a variety of settings.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principles of behavior management are included in several course syllabi including Intensive Behavior Intervention and Methods and Adaptations for Exceptional Learners. All candidates are required to complete an extensive project that changes child behavior and apply behavioral skills in the practicum. A superior example is illustrated in a candidate project working with a second-grader with autism. Entry behaviors included refusing to sit in a chair, removing his shoes, tossing one across the room, using the other shoe to hit his pre-school age sister, hitting his mother, and running up and down the hall. Although progress was erratic, behaviors including hitting, spitting, and running, were significantly reduced. Course curriculum is strongly tied to the unit framework, and appropriate candidate dispositions are evident.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of theories of behavior problems concerning students with disabilities.	The program provides evidence that teacher candidates demonstrate adequate knowledge of theories of behavior problems concerning students with disabilities.	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of theories of behavior problems concerning students with disabilities including self-stimulation and abuse.
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to develop and/or implement a systematic behavior management plan using observation, recording, charting, establishment of timelines, hierarchies of interventions, and schedules of reinforcement.	The program provides evidence that teacher candidates demonstrate an adequate ability to develop and implement a systematic behavior management plan using observation, recording, charting, establishment of timelines, hierarchies of interventions, and schedules of reinforcement.	The program provides evidence that teacher candidates demonstrate an in-depth ability to participate in the development and implementation of systematic behavior management plans at the individual, classroom and school-wide levels, using observation, recording, charting, establishment of timelines, hierarchies of interventions, and schedules of reinforcement.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

In the course, IEPs and Transitions, teacher candidates design transition plans that include skills important to post-high school living. The course is taught by a practitioner in the field who has extensive experience with IEPs and transition plans. Candidates receive information about working with outside agencies as part of the transition process. Evidence of transition planning is included in portfolios and reflective activities.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals ***(same as Core Rubrics)***			
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to design and implements instructional program that address independent living skills, vocational skills, and career education for students with disabilities.	The program provides evidence that teacher candidates demonstrate an adequate ability to design and implements instructional program that address independent living skills, vocational skills, and career education for students with disabilities.	The program provides evidence that teacher candidates demonstrate an in-depth ability to design and implements instructional program that address independent living skills, vocational skills, and career education for students with disabilities.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Teacher candidates develop skills in transition assessment in the course, IEPs and Transitions. In assessment and methods classes they learn to use ecological and functional assessment. A review of candidate portfolios and projects demonstrates that assessments include these components in addition to standardized tests. Documentation of transition background knowledge is included in a candidate paper, *Reflections on Two Incredible Years*. The candidate stated, "Developing the essential contacts needed was emphasized during our IEP and Transition class. Within our IEP and Transition class, we developed a section within our IEP notebook dealing with transition with a list of transition and community resources." Little evidence was discovered regarding candidate ability to perform future-based assessments as indicated in this standard.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning ***(same as Core Rubrics)***			
8.2 Using and Interpreting Program and Student Assessment	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to	The program provides evidence that teacher candidates demonstrate an adequate ability to facilitate and	The program provides a evidence that teacher candidates demonstrate an

Strategies	facilitate and conduct assessments related to secondary transition planning, supports, and services; and adapt and modify ecological inventories, portfolio assessments, functional assessments, and future-based assessments to accommodate the abilities and needs of students with disabilities	conduct assessments related to secondary transition planning, supports, and services; and adapt and modify ecological inventories, portfolio assessments, functional assessments, and future-based assessments to accommodate the abilities and needs of students with disabilities	in-depth ability to facilitate and conduct assessments related to secondary transition planning, supports, and services; and adapt and modify ecological inventories, portfolio assessments, functional assessments, and future-based assessments to accommodate the abilities and needs of students with disabilities

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching (same as Core Rubrics).

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

A review of course syllabi and conversations with graduate students and local school administrators shows that candidates not only understand services and networks that benefit children with disabilities, but they also actually form networks. A candidate portfolio indicates a collaboration project for a kindergarten student involving a network of service providers. In the practicum experience candidates communicate with parents, students, and professional personnel regarding student skills in cognitive, physical, prevocational/vocational, and social skills. Candidates additionally create a relationship with a resource agency during their practicum. A candidate reflected that, "Networking with community resources is critical in creating a sense of belonging for our students."

Element	Unacceptable	Acceptable	Target
10.1 Interacting in with Colleagues, Parents, and Community in Partnerships	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the services, networks, and organizations for individuals with disabilities, including career, vocational, and transition support.	The program provides evidence that teacher candidates demonstrate an adequate understanding of the services, networks, and organizations for individuals with disabilities, including career, vocational, and transition support.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of the services, networks, and organizations for individuals with disabilities, including career, vocational, and transition support.

Recommended Action on all Standards:

_**X**_ Approved

___ Approved Conditionally

___ Not Approve

Visual Performing Arts

RUBRICS – Idaho Visual/Performing Arts Foundation Teacher Standards

College/University: Northwest Nazarene University **Review Dates**: March 11-15, 2006
Standards(s) Reviewed: Visual/Performing Arts (Standards 1, 5, 6, 7, 8, 9, 10, & 11)

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Course syllabi, writing samples, exhibits, the VSA (Very Special Arts of Idaho) Grant for the PREP (Prepared Readiness for Employment) program, Praxis II scores, student compiled resource binders, and interviews provided the adequate evidence of teacher candidate understanding of concepts central to the discipline taught and the role it plays in preparing students for the global community of the future and seeking connections to the other disciplines. Course instructor's philosophy of practical application and "real world experience" motivate candidates to empower students with the four foci of aesthetics, disciplinary context, production, and diversity. Aesthetic qualities are addressed and defined in handouts, classroom discussions, assignments, and videos in the (Discipline Based Art Education (DBAE) which focuses on understanding the visual image – making, analyzing and interpreting. Discipline content, as well as their theoretical and practical goals, is evident in candidate lesson plans. Candidates are comfortable in the practice of "compare and contrast," and are well-versed in cultural diversity, as well as diversity of learning styles and abilities. This is evident in the PREP program where NNU art education majors instruct special education students who are 18–21 years old in a class that includes drawing, painting, and ceramics. Candidates are also instructed in evaluation criteria and developing rubrics.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of historical, critical, performance, and aesthetic concepts, and a technical and expressive proficiency in a particular area of the visual and performing arts.	The program provides evidence that teacher candidates demonstrate adequate knowledge of historical, critical, performance, and aesthetic concepts, and a technical and expressive proficiency in a particular area of the visual and performing arts.	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of historical, critical, performance, and aesthetic concepts, and an exemplary technical and expressive proficiency in a particular area of the visual and performing arts.

1.2 Making Subject Matter Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to help students create, understand, and become involved in the traditional, popular, folk and contemporary arts as relevant to the students' interests and experiences; ; and an ability to instruct students in interpreting and judging their own artwork, as well as the works of others.	The program provides evidence that teacher candidates demonstrate an adequate ability to help students create, understand, and become involved in the traditional, popular, folk and contemporary arts as relevant to the students' interests and experiences; and an ability to instruct students in interpreting and judging their own artwork, as well as the works of others.	The program provides evidence that teacher candidates demonstrate an in-depth ability to help students create, understand, and become involved in the traditional, popular, folk, and contemporary arts as relevant to the students' interests and experiences; and an ability to instruct students in interpreting and judging their own artwork, as well as the works of others.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development (same as Core Rubrics).

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse need (same as Core Rubrics).

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills (same as Core Rubrics).

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

A review of course syllabi and candidate work samples, including videos, as well as interviews with candidates, cooperating teachers, NNU faculty, and students in pre-practicum courses provided adequate evidence that candidates understand the rationales and guidelines for effective class management. Emphasis on creating and maintaining a physically and emotionally safe classroom is highlighted in those documents. Successful classroom motivation and management skills also include incorporating cognitive, affective and psychomotor methods. In addition to course work and developing a resource notebook, candidates are exposed to multiple field experiences with numerous cooperating teachers and classrooms situations. Cooperating teachers stated that NNU graduates have the necessary tools and resources necessary to develop individual and classroom strategies that address management, motivation of a diverse student population and discipline. Candidates are well-versed in cultural diversity, as well as diversity of learning styles and abilities.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of how to integrate whole body learning into arts instruction.	The program provides evidence that teacher candidates demonstrate adequate knowledge of how to integrate whole body learning into arts instruction.	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of how to use multiple strategies to integrate whole body learning into arts instruction.
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments ***(same as Core Rubrics)***			

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Course syllabi, exhibits, and interviews provide evidence that candidates understand the instructional planning skills necessary to communicate ideas at a detailed level. Candidates are instructed in the essentials of child development as it relates to the developmental stages and modes of children during the artistic process. Detailed candidate lesson plans indicate knowledge in sequential teaching strategies, planning for diversity in the classroom and DBAE curriculum. Every candidate leaves the program with multiple resources, including a binder with a minimum of thirty “tried and true” lesson plans that address issues such as special learners, diversity, grade level appropriateness, safety, etc. Candidates receive field experience in various learning environments with diverse student populations and availability of resources. This is evident in the PREP program where NNU art education majors instruct special education students who are 18–21 years old in a class that includes drawing, painting, and ceramics.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of sequential, holistic, and cumulative processes and the use of	The program provides evidence that teacher candidates demonstrate adequate knowledge of sequential, holistic, and cumulative processes and the use of the tools necessary for	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of advanced sequential, holistic, and cumulative processes and the use of the tools

	the tools necessary for the communication of ideas.	the communication of ideas.	necessary for the communication of ideas.
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts ***(same as core Rubrics)***			

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

An examination of course syllabi and exhibits provides adequate evidence that teacher candidates demonstrate the ability to develop evaluation criteria and rubrics for formal and informal assessment. Interviews revealed that candidate's felt they were very well versed in assessment skills and developing rubrics and were developing these skills during their practicum experience. They are instructed in evaluating the entire artistic and educational process (i.e., prior to, during, and following). Candidates collect and evaluate the grading criteria employed by each art instructor and then design their own evaluation criteria matrix. Opportunities to display student's final products are given at every level – including the special education students participating in the PREP program.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of how to assess students' learning and creative processes, as well as finished products.	The program provides evidence that teacher candidates demonstrate adequate knowledge of how to assess students' learning and creative processes, as well as finished products.	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of how to assess students' learning and creative processes, as well as finished products using multiple criteria.
8.2 Using and interpreting program and student assessment strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to provide students with equal opportunities for display, performance, and recognition for what they know and can do in the arts.	The program provides evidence that teacher candidates demonstrate an adequate ability to provide students with equal opportunities for display, performance, and recognition for what they know and can do in the arts.	The program provides evidence that teacher candidates demonstrate an in-depth ability to provide students with equal opportunities in multiple settings for display, performance, and recognition for what they know and can do in the arts.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Portfolios, course syllabi, and interviews with candidates and cooperating teachers provide strong evidence that candidates integrate reflective practice into their pedagogical goals and philosophies. The candidates use self-assessment strategies for reflection and are very responsive to accessing various resources on teaching strategies and subject matter. Candidates are knowledgeable and enthusiastic about the teaching profession and are aware of the influence they have on their students and the community.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of how to be practitioners within their field of interest.	The program provides evidence that teacher candidates demonstrate adequate knowledge of how to contribute in their field of interest.	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of how to contribute as professionals in their field of interest.
9.2 Developing in the Art and science of Teaching *(same as Core Rubrics)*			

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Exhibits, interviews, and group discussions with candidates provide evidence that candidates understand the importance of partnerships with colleagues, cooperating teachers, and supervisors. They have worked closely with the community in the PREP program to involve special education students in projects that were displayed and judged at the community level. Cooperating teachers also have confidence in the candidates and encourage them to interact with parents during parent teacher conferences. Diverse and multicultural projects and are displayed in common areas for everyone to enjoy. Candidates instill "a sense of pride that gives the students drive" and are aware of how they, as teachers, impact student lives.

Element	Unacceptable	Acceptable	Target
10.1 Interacting in with Colleagues, Parents, and Community in Partnerships	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of how to articulate and/or promote the arts.	The program provides evidence that teacher candidates demonstrate adequate knowledge of how to articulate and promote the arts for the enhancement of the school and the community.	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of how to articulate and promote the arts in a variety of ways for the enhancement of the school and the community.
10.2 Interacting in with Colleagues, Parents, and Community in Partnerships *(same as Core Rubrics)*			

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Review of lesson plans and course syllabi are strong evidence that candidates are given adequate instruction on the importance of a safe learning environment and the concerns of both physical and psychological safety. Candidates are taught specifically in studio courses about hazardous aspects of studio and performing arts and then learn more specific details during the practicum. Performance and studio participation emphasize the safe experience of the arts for all students, regardless of their experience and talent.

Element	Unacceptable	Acceptable	Target
11. Safe Learning Environment	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to instruct students in procedures that are essential to safe arts activities, to manage the simultaneous daily activities of the arts classroom, and to operate/manage performance and/or to exhibit technology safely.	The program provides evidence that teacher candidates demonstrate an adequate ability to instruct students in procedures that are essential to safe arts activities, to manage the simultaneous daily activities of the arts classroom, and to operate/manage performance and/or exhibit technology safely.	The program provides evidence that teacher candidates demonstrate an in-depth ability to model procedures that are essential to safe arts activities, manage the simultaneous daily activities of the arts classroom, and operate/manage performance and/or exhibit technology safely.

Recommended Action on all Standards:

_**X**_ Approved
___ Approved Conditionally
___ Not Approved

Music

Candidates for certification as music educators can complete a program at Northwest Nazarene University as a Bachelors of Arts Degree in Music. This program was accredited by the National Alliance of Schools of Music (NASM) in 1998. The last accreditation report was available as evidence of program approval. By recommendation of the Professional Standards Commission Standards Committee and action by the Professional Standards Commission, Northwest Nazarene University is exempt from responding to state standards for program approval for their Music Education program based on the above-mentioned accreditation as documented.

Visual Arts

RUBRICS – Idaho Visual Arts Teacher Standards

College/University: Northwest Nazarene University **Review Dates**: March 11-15, 2006

Standards(s) Reviewed: Visual Arts (Standard 1)

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

A review of course syllabi, writing samples, exhibits, the VSA Grant for the PREP program, Praxis II scores, student compiled resource binders and an interview with the department head provided the adequate evidence of teacher candidate understanding of pedagogy and art history. The instructor's philosophy of practical application and "real world experience" motivate the candidates to empower their own students with the four foci of aesthetics, disciplinary content, production, and diversity. Aesthetic qualities are addressed and defined in handouts, classroom discussions, assignments and videos on DBAF (Discipline Based Art Education - the focus of which is understanding the visual image – making, analyzing and interpreting). Disciplinary context is evident in candidate lesson plans, as well as their theoretical and practical goals. Candidates are comfortable in the practice of "compare and contrast," and are well-versed in cultural diversity, as well as diversity of learning styles and abilities. This is evident in the PREP program where NNU art education majors instruct special education students who are 18–21 years old in a class that includes drawing, painting, and ceramics.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	The program provides little or no evidence that the teacher candidates demonstrate an adequate understanding of formal, sensory, and expressive elements and principles to communicate ideas in the visual arts.	The program provides evidence that the teacher candidates demonstrate an adequate understanding of formal, sensory, and expressive elements and principles to communicate ideas in the visual arts.	The program provides evidence that the teacher candidates demonstrate an adequate understanding of a variety of ways to use formal, sensory, and expressive elements and principles to communicate ideas in the visual arts.
1.2 Making Subject Matter Meaningful ***(same as Core Rubrics)***			

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development (same as Core Rubrics).

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs (same as Core Rubrics).

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills (same as Core Rubrics).

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (same as Core Rubrics).

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals (same as Core Rubrics).

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness (same as Core Rubrics).

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching (same as Core Rubrics).

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being (same as Core Rubrics).

Recommended Action on all Standards:
_**X**_ Approved
___ Approved Conditionally
___ Not Approved

Science

RUBRICS – Idaho Foundation Standards for Science Teachers
Standards-Based State Program Approval Rubrics for Teacher Preparation Programs

Idaho Foundation Standards for Science Teachers

College/University: Northwest Nazarene University **Review Dates**: March 11-15, 2006
Standards(s) Reviewed: Science (Standards 1, 2, 4, 6, 9, 11 & 12)

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

The course syllabi provide evidence that science classes feature lab exercises that expose teacher candidates to the mental processes integral to science: organized procedures, analysis of data, formulation of tentative conclusions based on data that are obtained in the lab exercise. Interviews emphasize that both biology and chemistry faculty are committed to more open-ended projects where candidates work independently to bring their projects to a conclusion.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Science	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of their science content and a limited understanding of the central concepts, tools of inquiry, and structures of their science discipline.	The program provides evidence that teacher candidates demonstrate an adequate understanding of their science content and the nature of scientific knowledge and an understanding of how to articulate the importance of engaging in the process of science.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of science and the nature of scientific knowledge, and an understanding of how to make connections between their science and other disciplines and to engage students in the process of science.
1.2 Making Science Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to	The program provides evidence that teacher candidates demonstrate an adequate ability to create learning	The program provides evidence that teacher candidates demonstrate an in-depth ability to create and evaluate

	create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students through the use of materials and resources that support instructional goals and learning activities, including laboratory exercises, that are consistent with curriculum goals and reflect principles of effective instruction.	experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students through the use of materials and resources that support instructional goals and learning activities, including laboratory exercises, that are consistent with curriculum goals and reflect principles of effective instruction.	teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness in making scientific ideas and concepts, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students; use/develop learning activities that are consistent with curriculum goals and progress coherently within the unit of instruction; and use/develop learning activities, including laboratory exercises, that foster multiple viewpoints and ways of knowing science.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Interviews with candidates and samples of candidate work indicate that they are skilled at assessing the initial knowledge students bring to a lesson or unit, and then, adapting the instructional materials and activities accordingly to provide appropriate instruction. Interviews with staff and a review of the required education curriculum indicate that candidates spend a commendable number of hours observing/working in classrooms, starting with freshman year, to allow the candidates an opportunity to become comfortable with classroom activities before they are actually in charge of a classroom. By the end of the program, candidates are competent and generally very confident.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the conceptions students are likely to bring to class that can interfere with learning the science.	The program provides evidence that teacher candidates demonstrate an adequate understanding of the conceptions students are likely to bring to class that can interfere with learning the science.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of how to anticipate and plan for the conceptions students are likely to bring to class that can interfere with learning the science.
2.2 Provide Opportunities for Development	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual change in science.	The program provides evidence that teacher candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual change in science.	The program provides evidence that teacher candidates demonstrate an in-depth ability to design, evaluate, and appropriately use activities to facilitate students' conceptual change in science.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs (same as Core Rubrics).

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Interviews with candidates, building level administrators who have oversight on candidate practicum experiences, and supervising teachers all indicate that the pre-service program provides ample opportunities for candidates to explore a variety of instructional strategies suitable for classroom use. It also empowers candidates with the latitude to assess appropriate times to implement each strategy.

Element	Unacceptable	Acceptable	Target
4.1 Understanding Multiple Learning Strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.	The program provides evidence that teacher candidates display an adequate understanding of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills.	The program provides evidence that teacher candidates display an in-depth understanding of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills.
4.2 Application of Multiple Learning Strategies	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, and laboratory/field activities to facilitate students' critical thinking, problem solving, and performance skills.	The program provides evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, and laboratory/field activities to facilitate students' critical thinking, problem solving, and performance skills.	The program provides a preponderance of evidence that teacher candidates consistently use a variety of appropriate instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (same as Core Rubrics).

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Work samples and candidate interviews, as well as interviews with supervising teachers indicate that candidates enter student teaching with advanced communication skills.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).	The program provides evidence that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of how to create as needed and make appropriate use of forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific diagrams, scientific posters, and multimedia presentations).
6.2 Application of Thinking and Communication Skills	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to engage students in the use of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).	The program provides evidence that teacher candidates demonstrate an adequate ability to engage students in the use of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).	The program provides evidence that teacher candidates demonstrate an in-depth ability to enable students to make appropriate decisions in the use of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals (same as Core Rubrics).

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness (same as Core Rubrics).

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

In interviews with building level administrators and supervising teachers there is a continuous theme that addresses the commitment teacher candidates bring to their student teaching experience. Candidates are commended time and time again for their ability to evaluate a lesson, including critiquing areas of weakness, and then making the adjustments necessary to improve or enhance lessons

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners	The program provides little or no evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science	The program provides evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science.	The program provides evidence that teacher candidates demonstrate an in-depth knowledge of recent developments in their fields, of how students learn science, and how to draw conclusions about the implications of this knowledge for instruction.
9.2 Developing in the Art and Science of Teaching	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use instruction that incorporates an understanding of recent developments in their fields and knowledge of how students learn science, where appropriate.	The program provides evidence that teacher candidates demonstrate an adequate ability to use of instruction that incorporates an understanding of recent developments in their fields and knowledge of how students learn science, where appropriate.	The program provides evidence that teacher candidates demonstrate an in-depth ability to plan, evaluate, revise, and make use of instruction using an understanding of recent developments in their fields and knowledge of how people learn science, where appropriate

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being (same as Core Rubrics).

Standard 11: Safe Learning Environment – The science teacher provides for a safe learning environment.

Candidates are required to take a course in lab safety. Guidelines for lab safety are an integral part of course syllabi, and modeling of safe behavior is built into lesson plans.

Element	Unacceptable	Acceptable	Target
11.1 Creating a Safe Learning Environment	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to model safe practices in classroom and storage area in the following: 1) set up procedures for safe handling,	The program provides evidence that teacher candidates demonstrate an adequate ability to model safe practices in classroom and storage area in the following: 1) set up procedures for safe handling,	The program provides evidence that teacher candidates demonstrate an in-depth ability to model safe practices in the classroom and storage area; 1) set up procedures for safe handling, labeling and storage

	labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and/or 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals.	labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and/or 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals.	of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) document safety instruction; 7) takes action to prevent hazards; 8) adhere to the standards of the science education community for ethical care and use of animals; and 9) uses\preserved or live animals appropriately in keeping with the age of the students and the need for such animals.

Standard 12: Laboratory Activities – The science teacher demonstrates competence in conducting laboratory demonstrations and field activities.

Course syllabi and samples of student work indicate that laboratory activities and laboratory safety are integral parts of the teacher candidate preparation. Interviews with candidates confirmed that they make laboratory activities an integral part of unit planning.

Element	Unacceptable	Acceptable	Target
12.1 Effective Use of Laboratory/Field Experiences	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to explain the importance of laboratory/field activities in the learning of science, engage students in experiencing the phenomena they are studying by means of laboratory/field exercises, and carefully orchestrated demonstrations of the phenomena for larger groups when necessary.	The program provides evidence that teacher candidates demonstrate an adequate ability to explain the importance of laboratory/field activities in the learning of science, routinely engage students in experiencing the phenomena they are studying by means of laboratory/field exercises, and carefully orchestrated demonstrations of the phenomena for larger groups when necessary.	The program provides evidence that teacher candidates demonstrate an in-depth ability to explain the importance of laboratory /field activities in the learning of science, routinely engage students in experiencing the phenomena they are studying by means of laboratory /field exercises, and carefully orchestrated demonstrations of the phenomena for larger groups when necessary.

Recommended Action on all Standards:

__X__ Approved
___ Approved Conditionally
___ Not Approved

Biology

Idaho Standards for Biology Teachers

College/University: Northwest Nazarene University **Review Dates**: March 11-15, 2006
Standards(s) Reviewed: Biology (Standard 1)

Standard 1: Knowledge of Biology - The teacher understands the central concepts, tools of inquiry, and structures of Biology and creates learning experiences that make these aspects of Biology meaningful for students.

Materials reviewed to evaluate the biology program include course syllabi and student work samples, in addition to candidate interviews. Unit candidates participate in a traditional biology program built around a sequence of introductory biology classes, a genetics class, a chemistry sequence, and introduction to statistics and a laboratory safety course. A variety of high-level courses augment the classes. Consequently, candidates boast a solid foundation in the discipline. The program includes several course options that allow participants to pursue areas of personal interest. Tools of inquiry and processes of science are embedded within course offerings.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Biology	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of biology content and a limited understanding of the central concepts, tools of inquiry, and structures of biology.	The program provides evidence that teacher candidates demonstrate adequate of understanding of biology content and the nature of biological knowledge and understand and are able to articulate the importance of engaging in the process of science.	The program evidence that teacher candidates demonstrate an in-depth understanding of biology content and the nature of biological knowledge, make connections between biology and other disciplines, and are able to articulate the importance of engaging in the process of science.
1.2 Making Biology Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts, tools of inquiry, and structures of biology meaningful to students.	The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to students through the use of materials and resources that support	The program provides evidence teacher candidates demonstrate an in-depth ability to create and evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness in making biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to

		instructional goals; and the use learning activities, including laboratory exercises, that are consistent with curriculum goals and reflect principles of effective instruction.	students; use/develop learning activities that are consistent with curriculum goals and progress coherently within the unit of instruction; and use/develop learning activities, including laboratory exercises, that foster multiple viewpoints and ways of knowing science.

Recommended Action on all Standards:

__X__ Approved
___ Approved Conditionally
___ Not Approved

Chemistry

Idaho Standards for Chemistry Teachers

College/University: Northwest Nazarene University **Review Dates**: March 11-15, 2006
Standards(s) Reviewed: Chemistry (Standards 1)

Standard 1: Knowledge of Chemistry - The teacher understands the central concepts, tools of inquiry, and structures of Chemistry and creates learning experiences that make these aspects of Chemistry meaningful for students.

Candidates receive a solid program in chemistry. Assignments that stress inquiry skills are embedded in the program. The chemistry department is to be commended for establishing a student laboratory aide program to give candidates additional experience leading labs and monitoring laboratory safety. The department chairperson stressed that chemistry courses make connections between chemistry and biology.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Chemistry	The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge are able to articulate the importance of engaging in the process of science.	The program provides evidence that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge and understand and can articulate the importance of engaging in the process of science.	The program provides evidence that teacher candidates demonstrate an in-depth understanding of chemistry content and the nature of chemical knowledge, make connections between chemistry and other disciplines and have engaged in the process of science.
1.2 Making Chemistry Meaningful	The program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts of chemistry, tools of inquiry, and structures of chemistry meaningful to students.	The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of chemistry, tools of inquiry, structure of chemical knowledge and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory exercises, that are consistent with curriculum goals and	The program evidence that teacher candidates demonstrate an in-depth ability to create and evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness in making chemistry, tools of inquiry, structure of chemical knowledge and the processes of chemistry meaningful to students; use/develop learning activities that are consistent with curriculum goals and progress coherently within the unit of instruction; and use/develop learning

		reflect principles of effective instruction.	activities, including laboratory exercises, that foster multiple viewpoints and ways of knowing science.

Recommended Action on all Standards:

__**X**__ Approved
___ Approved Conditionally
___ Not Approved

School Administrator

RUBRICS – Idaho Foundation Standards for School Administrators
Standards-Based State Program Approval Rubrics for Administrator Preparation Programs

College/University: Northwest Nazarene University **Review Dates**: March 11-15, 2006
Standards(s) Reviewed: School Administrator (Standards 1, 2, 3, 5, & 6)

Standard 1: Visionary and Strategic Leadership—A school administrator is an educational leader who promotes the success of each student and staff member by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Interviews with area administrators, recent graduates, current program candidates, and an examination of program work samples (internship portfolios, action research projects, and required course of study syllabi) provide evidence that candidates are thoroughly prepared in this standard. Program graduates and candidates demonstrate understanding of the key concept, meaningfully engaging all stakeholders in school planning and culture building. Candidates apply research data and on-site action in order to advance the standard. The program's critical social model provides focus and emphasis for the standard.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Visionary and Strategic Leadership	The program provides little or no evidence that administrator candidates have an adequate understanding of specific models and processes of visionary leadership and how to engage stakeholders in strategic planning and data collection.	The program provides evidence that administrator candidates have an adequate understanding of specific models and processes of visionary leadership and how to engage stakeholders in strategic planning and data collection.	The program provides evidence that administrator candidates have an in-depth understanding of specific models and processes of visionary leadership and how to engage stakeholders in strategic planning and data collection.
1.2 Application of Visionary and Strategic Leadership	The program provides little or no evidence that administrator candidates demonstrate an adequate ability to facilitate the development and implementation of visioning and strategic leadership, using key concepts and models.	The program provides evidence that administrator candidates demonstrate an adequate ability to facilitate the development and implementation of visioning and strategic leadership, using key concepts and models.	The program provides evidence that administrator candidates demonstrate an in-depth ability to facilitate the development and implementation of visioning and strategic leadership, using key concepts and models.

Standard 2: Instructional Leadership—The school administrator is an educational leader who promotes the success of each student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

This standard is one of the program's strengths, as evinced by the program's 41 credit requirement directed toward instructional leadership. Employing school districts, graduates, and candidates report an in-depth understanding of teaching, assessment, and action research. Moreover, candidates demonstrate (via program journals, research projects, and portfolios) the ability to assess instructional needs and connect them to staff supervision and development that advances student achievement.

Element	Unacceptable	Acceptable	Target
2.1 Understanding of Instructional Leadership	The program provides little or no evidence that administrator candidates have an adequate understanding of the relationships between school culture, diverse student needs, instructional program, staff professional growth, and student achievement.	The program provides evidence that administrator candidates have an adequate understanding of the relationships between school culture, diverse student needs, instructional program, staff professional growth, and student achievement.	The program provides evidence that administrator candidates have an in-depth understanding of the relationships between school culture, diverse student needs, instructional program, staff professional growth, and student achievement.
2.2 Application of Instructional Leadership	The program provides little or no evidence that administrator candidates demonstrate an adequate ability to advocate for, nurture, and sustain a school culture and instructional program conducive to student learning, diverse student needs, and staff professional growth.	The program provides evidence that administrator candidates demonstrate an adequate ability to advocate for, nurture, and sustain a school culture and instructional program conducive to student learning, diverse student needs, and staff professional growth.	The program provides evidence that administrator candidates demonstrate an in-depth ability to advocate for, nurture, and sustain a school culture and instructional program conducive to student learning, diverse student needs, and staff professional growth.

Standard 3: Management and Organizational Leadership—A school administrator is an educational leader who promotes a safe, efficient, and effective learning environment, and manages the organization, operations, and resources for the success of each student.

A review of program syllabi, intern portfolios, and action research projects, provides evidence that candidates receive managerial training in organizational operations, i.e., budgeting and facility operation via multiple courses. Interviews with administrators, graduates, candidates, faculty, and affiliate faculty indicate candidates receive preparation in the standard as units across the program's curriculum. This approach is successful through its systematic repetition of content.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Management and Organizational Leadership	The program provides little or no evidence that administrator candidates have an adequate understanding of how to promote and manage a safe, efficient, and effective learning environment for the success of each student.	The program provides evidence that administrator candidates have an adequate understanding of how to promote and manage a safe, efficient, and effective learning environment for the success of each student.	The program provides evidence that administrator candidates have an in-depth understanding of how to promote and manage a safe, efficient, and effective learning environment for the success of each student.
3.2 Application of Management and Organizational Leadership	The program provides little or no evidence that administrator candidates demonstrate an adequate ability to promote and manage a safe, efficient, and effective learning environment for the success of each student.	The program provides evidence that administrator candidates demonstrate an adequate ability to promote and manage a safe, efficient, and effective learning environment for the success of each student.	The program provides evidence that administrator candidates demonstrate an in-depth ability to promote and manage a safe, efficient, and effective learning environment for the success of each student.

Standard 4: Family and Community Partnerships—A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

An examination of program syllabi, intern portfolios, and candidate work samples provide evidence that candidates are well grounded in collaborative practices that build school-community relations and partnerships. The program's critical social model advances the importance of engaging the community and families aimed at student achievement. Candidates are exposed to a variety of diverse populations via course work and the internship.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Family and Community Partnerships	The program provides little or no evidence that administrator candidates have an adequate understanding of how to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to promote the success of each student.	The program provides evidence that administrator candidates have an adequate understanding of how to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to promote the success of each student.	The program provides evidence that administrator candidates have an in-depth understanding of how to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to promote the success of each student.
4.2 Application of Family and Community Partnerships	The program provides little or no evidence that administrator candidates demonstrate an adequate ability to	The program provides evidence that administrator candidates demonstrate an adequate ability to collaborate with	The program provides evidence that administrator candidates demonstrate an in-depth ability to collaborate with

	collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to promote the success of each student.	families and community members, respond to diverse community interests and needs, and mobilize community resources to promote the success of each student.	families and community members, respond to diverse community interests and needs, and mobilize community resources to promote the success of each student.

Standard 5: Professional and Ethical Leadership—The school administrator is a professional who demonstrates personal and professional values, ethics, and integrity.

The program's critical social model is a comprehensive integration of servant leadership. It emphasizes personal and professional ethics. The program's "habit of mind" foundation advances high standards of conduct via case studies of ethical conduct. Employing school districts affirm the program's preparation in this standard and consider it part of NNU's tradition.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Professional and Ethical Leadership	The program provides little or no evidence that administrator candidates have an adequate understanding of the relationship between personal and professional values, ethics, and integrity to promote the success of each student.	The program provides evidence that administrator candidates have an adequate understanding of the relationship between personal and professional values, ethics, and integrity to promote the success of each student.	The program provides evidence that administrator candidates have an in-depth understanding of the relationship between personal and professional values, ethics, and integrity to promote the success of each student.
5.2 Application of Professional and Ethical Leadership	*The program provides little or no evidence that administrator candidates demonstrate an adequately ability to apply personal and professional values, ethics, and integrity to promote the success of each student.*	The program provides evidence that administrator candidates demonstrate an adequately ability to apply personal and professional values, ethics, and integrity to promote the success of each student.	The program provides evidence that administrator candidates demonstrate an in-depth ability to apply personal and professional values, ethics, and integrity to promote the success of each student.

Standard 6: Governance and Legal Leadership—A school administrator is an educational leader who promotes the success of each student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts.

The program's law course, an in-depth study of all types and levels of legal requirements, is augmented by the program's emphasis on social justice leadership. As described by one graduate: "It's designed to make a difference in the lives of all students." Interviews with employing

school districts confirm preparation in this standard. Syllabi and candidate portfolios demonstrate attention to leadership in the larger political, economic, and cultural context.

Element	Unacceptable	Acceptable	Target
6.1 Understanding of Governance and Legal Leadership	The program provides little or no evidence that administrator candidates have an adequate understanding of the role of the school administrator in responding to and influencing the larger political, social, economic, legal, and cultural contexts to promote the success of each student.	The program provides evidence that administrator candidates have an adequate understanding of the role of the school administrator in responding to and influencing the larger political, social, economic, legal, and cultural contexts to promote the success of each student.	The program provides evidence that administrator candidates have an in-depth understanding of school administrator in responding to and influencing the larger political, social, economic, legal, and cultural contexts to promote the success of each student.
6.2 Application of Governance and Legal Leadership	*The program provides little or no evidence that administrator candidates demonstrate an adequate ability to respond to and influence the larger political, social, economic, legal, and cultural contexts to promote the success of each student.*	The program provides evidence that administrator candidates demonstrate an adequate ability to respond to and influence the larger political, social, economic, legal, and cultural contexts to promote the success of each student.	The program provides evidence that administrator candidates demonstrate an in-depth ability to respond to and influence the larger political, social, economic, legal, and cultural contexts to promote the success of each student.

Recommended Action on all Standards:

__X__ Approved
___ Approved Conditionally
___ Not Approved

Special Education Director

RUBRICS – Idaho Standards for Special Education Directors
Standards-Based State Program Approval Rubrics for Special Education Directors Preparation Programs

College/University: Northwest Nazarene University **Review Dates**: March 11-15, 2006
Standards(s) Reviewed: Special Education Director (Standards 1, 2, & 3)

Standard 1: Visionary and Strategic Leadership—A school administrator is an educational leader who promotes the success of each student and staff by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

A review of course syllabi, candidate projects, and interviews with faculty show that special education administrator candidates have a vision for special education and share that vision with others. Candidates learn the importance of vision in the counseling course, practicum, and seminars. Projects include reflection on communication of vision in day-to-day activities with parents, teachers, and staff. Candidate journals reflect the realistic frustration that directors experience in their communication of vision. Before vision is fully developed, NNU provides candidates knowledge that results in dispositions about systems of care, the role of the family, and support for staff members. Leadership skills are infused in several courses and include activities regarding leadership styles, reflection on leadership, and the building of partnerships.

Element	Unacceptable	Acceptable	Target
1.1 Understanding of Visionary and Strategic Leadership	The program provides little or no evidence that special education director candidates have an adequate understanding of visionary and strategic leadership.	The program provides evidence that special education director candidates have an adequate understanding of visionary and strategic leadership.	The program provides evidence that special education director candidates have an in-depth understanding of visionary and strategic leadership.
1.2 Application of Visionary and Strategic Leadership	The program provides little or no evidence that special education director candidates demonstrate an adequately ability to implement visionary and strategic planning to promote the success of all special education students.	The program provides evidence that special education director candidates demonstrate an adequately ability to implement visionary and strategic planning to promote the success of all special education students.	The program provides evidence that special education director candidates demonstrate an in-depth ability to implement visionary and strategic planning to promote the success of all special education students.

Standard 2: Instructional Leadership—The school administrator is an educational leader who promotes the success of each student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Evidence for the development of instructional leadership skills is found in candidate projects, course syllabi, and faculty interviews. In the competency based practicum, candidates demonstrate an understanding of the state monitoring process and use data to create district improvement plans for special education. They provide evidence of attending professional development activities on topics such as the Interim Special Education Manual 2004, state and regional meetings for special education directors, Children's Mental Heath consortium, strategic planning, IEP facilitation training, and the Results Based Model. A candidate remarked, "I want to gain a solid understanding of IDEA04 so I can instruct my staff and we, as a district, can implement the new law with fidelity." Candidates are encouraged to use research to better understand if a "great" idea really works. Evidence of candidate ability to serve as a resource to staff and families is apparent in reflective journals where candidates document their service as a resource and a problem-solver in challenging situations with frustrated parents and overwhelmed teachers. A faculty member said that special educational directors need to take part in "breaking down silos" that exist among programs and agencies who serve children with disabilities, and the university models this process for them.

Element	Unacceptable	Acceptable	Target
2.1 Understanding of Instructional Leadership	The program provides little or no evidence that special education director candidates have an adequate understanding of the instructional and behavioral strategies to meet the needs of special populations.	The program provides evidence that special education director candidates have an adequate understanding of the instructional and behavioral strategies to meet the needs of special populations.	The program provides evidence that special education director candidates have an in-depth understanding of the instructional and behavioral strategies to meet the needs of special populations.
2.2 Application of Instructional Leadership	The program provides little or no evidence that special education director candidates demonstrate an adequate ability to serve as a resource for staff, administration, and parents/guardians concerning instructional and behavioral strategies for meeting the needs of special populations and to fulfill federal and state mandates.	The program provides evidence that special education director candidates demonstrate an adequate ability to serve as a resource for staff, administration, and parents/guardians concerning instructional and behavioral strategies for meeting the needs of special populations and to fulfill federal and state mandates.	The program provides evidence that special education director candidates demonstrate an in-depth ability to serve as a resource for staff, administration, and parents/guardians concerning instructional and behavioral strategies for meeting the needs of special populations and to fulfill federal and state mandates.

Standard 3: Management and Organizational Leadership—A school administrator is an educational leader who promotes a safe, efficient, and effective learning environment, and manages the organization, operations, and resources for the success of each student.

Special education director candidates receive in-depth understanding of management and organizational leadership skills. This is evident in candidate projects, course syllabi, candidate comments, and faculty interview. Candidates provide examples of their ability to manage required job-related responsibilities including, the following:

- devising a VI-b budget that best meets student and staff needs,
- performing the annual December 1 Child Count,
- implementing due process requirements,
- creating interagency agreements,
- reviewing Medicaid guidelines,
- implementing IDEA policy, and,
- understanding discipline issues for students with disabilities.

These practical "real world" experiences help insure the success of candidates. The NNU program differentiates for candidates entering the program with differing backgrounds. Candidates who enter with administrative certification but little special education experience, take more exceptional child classes. Those who have special education experience, but little administrative experience, take more classes in educational leadership.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Management and Organizational Leadership	The program provides little or no evidence that special education director candidates have an adequate understanding of state and federal laws/ requirements, instruction, school activities, and environments to meet individual student needs and promote a safe, efficient, and effective learning environment.	The program provides evidence that special education director candidates have an adequate understanding of state and federal laws/requirements, instruction, school activities, and environments to meet individual student needs and promote a safe, efficient, and effective learning environment.	The program provides evidence that special education director candidates have an in-depth understanding of state and federal laws/requirements, instruction, school activities, and environments to meet individual student needs and promote a safe, efficient, and effective learning environment.
3.2 Application of Management and Organizational Leadership	The program provides little or no evidence that special education director candidates demonstrate an adequate ability to advocate and access resources to meet individual student needs and promote a safe, efficient, and effective learning environment.	The program provides evidence that special education director candidates demonstrate an adequate ability to advocate and access resources to meet individual student needs and promote a safe, efficient, and effective learning environment.	The program provides evidence that special education director candidates demonstrate an in-depth ability to advocate and access resources to meet individual student needs and promote a safe, efficient, and effective learning environment.

Recommended Action on all Standards:

_**X**__ Approved
___ Approved Conditionally
___ Not Approved

School Counseling Program

Candidates for certification as school counselors can complete a program at Northwest Nazarene University as a Master of Science Degree in Counseling. This program was accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in 2001. The last accreditation report was available as evidence of program approval. By recommendation of the Professional Standards Commission Standards Committee and action by the Professional Standards Commission, Northwest Nazarene University is exempt from responding to state standards for program approval for their Counseling program based on the above-mentioned accreditation as documented.

PROFESSIONAL STANDARDS COMMISSION RECOMMENDATION

TEACHER PREPARATION PROGRAM ON-SITE REVIEW - NORTHWEST NAZARENE UNIVERSITY
PROCESS

- The state team conducted an on-site visit on March 11-15, 2006, to review the teacher preparation program at Northwest Nazarene University.

- Dr. Dennis W. Ohrtman, National Board Certified Teacher, Lewiston High School, Lewiston, Idaho served as the state team chair.

- To comply with the State Board of Education protocol, the following procedure was followed:

  - Subsequent to the on-site visit, Dr. Ohrtman, on behalf of the state team, wrote a pertinent team report that was forwarded to the dean of the College of Education at Northwest Nazarene University and to the administrator of the Professional Standards Commission.

  - Dr. Karen Blacklock, chair in the College of Education at Northwest Nazarene University, subsequently wrote a relevant rejoinder and submitted it to the administrator of the Professional Standards Commission for consideration by the Commission.

  - The Professional Standards Commission, at its June 14, 2006, meeting, reviewed the state report and considered the rejoinder.

  - The Professional Standards Commission approved a recommendation regarding the state report and the rejoinder that is subsequently submitted to the State Board of Education for final approval.

- Included in the packet for review by the State Board of Education are the following:

  - The state team report that was written following the on-site review of the teacher preparation program at Northwest Nazarene University.

  - The recommendation by the Professional Standards Commission.

RECOMMENDATION

- It is recommended that the State Board of Education accept the state team report as approved by the Professional Standards Commission, thus providing state continuing program approval for the teacher preparation program at Northwest Nazarene University, Nampa, Idaho.

- Below are the elements of the recommendations made by the state team and the Professional Standards Commission.

APPROVED

- The following areas were approved by the Professional Standards Commission as having met the State Board of Education-approved core and enhancement standards at Northwest Nazarene University:

  - Elementary Education
  - English/Language Arts
  - Reading
  - Physical Education
  - Foreign Language Foundations
    - Spanish
  - Science Foundation
  - Biology
  - Chemistry
  - Mathematics
  - Social Studies Foundation
  - History
  - Special Education Foundation
  - Special Education Generalist
  - Visual Performing Arts Foundation
  - Music (Nationally recognized)
  - Visual Arts
  - School Administrators
  - Special Education Directors
  - School Counselors (Nationally recognized)

H. SUBJECT:

Lewis-Clark State College Teacher Preparation Program Review Report

BACKGROUND:

According to Idaho Code § 33-1258 and State Board of Education Rule 08.02.02.100.01, the Professional Standards Commission (PSC) has the responsibility to evaluate teacher preparation programs in Idaho. As part of the National Council for the Accreditation of Teacher Education (NCATE)/Idaho partnership agreement, a concurrent NCATE/Idaho on-site visit is scheduled on a seven-year cycle basis. The scheduled on-site visit at Lewis-Clark State College, Lewiston, Idaho, was conducted on April 8-12, 2006.

DISCUSSION:

The protocol for the NCATE/Idaho partnership agreement provides for a concurrent on-site visit. The agreement states that NCATE reviews the unit (i.e., facilities, staff load, resources), while the state reviews individual programs (i.e., English, Mathematics, etc.).

The state team was chosen from constituency groups representing higher education, K-12 teachers, the Idaho Education Association, and the State Department of Education.

Stacey Jensen, National Board Certified elementary teacher, Pocatello, Idaho, served as the state team chair.

According to State Board-approved protocol for Idaho teacher preparation program reviews, "… the Professional Standards Commission will vote on program approval recommendations and forward these recommendations to the State Board of Education for final action."

RECOMMENDATION:

It is recommended that the State Board of Education accept the state team report as approved by the PSC, thus providing state continuing program approval for the teacher preparation program at Lewis-Clark State College.

BOARD ACTION:

A motion to accept the state team report as approved by the Professional Standards Commission, thus providing State Board of Education continuing program approval for the teacher preparation program at Lewis-Clark State College, Lewiston, Idaho.

Moved by _____ Seconded by _____ Carried Yes ___ No ___

ATTACHMENTS:

1. The state team report as approved by the Professional Standards Commission
2. Process, elements of the recommendation and accompanying rationale

STATE REVIEW TEAM REPORT – LEWIS-CLARK STATE COLLEGE
April 8-12, 2006

Professional Standards Commission

Idaho State Board of Education

On-Site State Team:

Stacey Jensen, Chair
Bob Beckwith
Tom Farley
Dr. Melinda Lindsey
Dr. David Magleby

State Observer:

Dr. Patty Toney

INTRODUCTION

The state review of the Lewis-Clark State College teacher preparation program was conducted April 8-12, 2006. In preparation for the visit, the professional education unit, which is responsible for the preparation of teachers, prepared a self-study report and requested a peer review of their teacher preparation programs. A five-member State Evaluation Team and one State Observer visited the Lewis-Clark State College campus, located in Lewiston, Idaho, to review seven programs to determine if there was evidence indicating that Lewis-Clark State College teacher candidates meet the Idaho Standards for the Initial Certification of Professional School Personnel. Simultaneously, a five member, NCATE-trained team examined the unit for evidence that it meets NCATE Standards. Additionally, a State Observer served as a liaison for the NCATE team

The standards used to validate the institutional report were the Idaho Standards for the Initial Certification of Professional School Personnel. Rubrics for each set of standards were used for the review process. Team members determined if there were sufficient data from at least three sources of evidence to validate each area reviewed. Examples of the sources of data reviewed included: course syllabi, minutes of meetings, program plans and descriptions, advising checklists, class assignments and reports, portfolios, work samples, video tapes, and letters of support. In addition to the review of documents, team members also conducted interviews with candidates, college administrators, college faculty, P-12 principals, P-12 on-site teacher educators (OSTE), and college supervisors.

Finally, the report that follows uses the language recommended by national accrediting agencies. Three terms used throughout the report deserve a definition to assist the reader:

- *Candidate* - a Lewis-Clark State College student enrolled in a teacher preparation or other personnel programs.
- *Student* – individual enrolled in a P-12 public school
- *OSTE* - an on site teacher educator who allows candidates in his or her classroom for internships.

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I. PROGRAM REVIEW
LEWIS-CLARK STATE COLLEGE - April 8-12, 2006

PROGRAMS	RECOMMENDATIONS
Elementary	Approved
English	Approved
Health	Approved
Mathematics	Approved
Physical Education	Approved
Natural Science	Approved
• Biology	Approved
• Chemistry	Approved
• Earth/Space Science	Approved
• Physics	Approved
Social Studies	Approved
• Government/Civics	Approved
• History	Approved
Special Education	NA
• Generalist	NA

IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL:
II. TEAM FINDINGS

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Lewis-Clark State College **Review Dates:** April 8-12, 2006
Standards(s) Reviewed: Core Teacher Standards

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		**X**	
1.2 Making Subject Matter Meaningful		**X**	

Interviews with public school partners, candidate work samples, course syllabi and instruction, and observations indicate that teacher candidates demonstrate an adequate knowledge of content subject matter. Before entering their final internship, all candidates pass the appropriate Praxis II exam in their content area. Minimum GPA requirements are also in place for entrance and continuance in education programs. Beyond these standard measures, candidates are asked to engage in research projects that apply tools of inquiry and formation of questions related to the central concepts and current conversations in content areas. Written work of candidates demonstrated an ability to formulate and pursue core questions of a variety of content disciplines.

Candidate works samples, interviews with OSTE and teacher candidates, and candidate observations provide adequate evidence that candidates create learning experiences that make central concepts, tools of inquiry, and structures of the discipline meaningful to students. Throughout the education programs, students are assessed through interviews, observations, and written products. OSTE and faculty members certify disposition, readiness, and skill to proceed to the next phase of the program. Interviews with school partners suggest a level of comfort with the preparation of candidates for working with their students.

Area of Improvement

Interviews with candidates, work samples, and college documents reveal elementary math, special education math for secondary majors, and certain social studies content areas may be weak, depending on the courses the candidate chooses to take.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		**X**	
2.2 Provide Opportunity for Development		**X**	**.**

The program provides evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop. This was demonstrated in course work requirements; classroom projects; and interviews with students, OSTE, and school administrators. Classroom observations in several settings support the acceptable achievement.

Required course work and internships I and II, and portfolios and evaluations by OSTE provide evidence that teacher candidates have supported students' intellectual, social, and personal development.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		**X**	
3.2 Accommodating Individual Learning Needs		**X**	

A review of course syllabi, OSTE interviews, candidate portfolios, adaptive project assignment samples, posters related to diversity, candidate interviews and poster presentations, and a faculty presentation of LCSC's conceptual framework suggests strengths in candidates' knowledge of individual variability in student learning. This standard is met at the target level in the elementary education program.

A review of candidate portfolios, observations of candidates teaching students in their school placements, OSTE interviews, adaptive project assignment samples, and posters related to diversity provide evidence of strengths in candidates' ability to create instructional opportunities that are adapted to students with diverse needs.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple instructional strategies		**X**	
4.2 Application of multiple instructional strategies		**X**	

A review of course syllabi, lesson plans in candidates' portfolios, and candidates' work samples, and OSTE interviews, observations of on-campus class sessions, candidate interviews, and poster presentations provide evidence that candidates possess an adequate understanding of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills.

Evidence from lesson plans in candidates' portfolios, candidates' work samples, candidate observations, OSTE interviews, and internship evaluations demonstrate that candidates use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills. During school observations, interns were seen using whole group, small group, and individual teaching strategies. They were also observed using peer tutoring for teaching.

Standard 5: Classroom Motivation and Management Skills- The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		**X**	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		**X**	

Required course work, portfolios, and lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior.

Observed lessons, portfolios, and OSTE evaluations provide evidence that teacher candidates are able to create, manage, and modify safe and productive learning environments. In one classroom, an intern was observed modeling for her class the proper way to line up to go to a specialist class. After modeling, she led a discussion about the importance of not running or pushing while trying to get in line. With this brief lesson, she was able to provide a safe environment for her class in a positive manner.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		**X**	
6.2 Application of Thinking and Communication Skills		**X**	

A review of lesson plans, portfolios, and recordings of candidate presentations, and interviews with program staff regarding the use of technology and other media use and interviews with interns provide evidence that teacher candidates demonstrate an adequate ability to model and use communication skills appropriate to professional settings

Evidence outlined in course syllabi, student portfolios, lesson plans, and OSTE interviews indicates that teacher candidates provide and use instructional learning experiences that promote student higher order thinking and communication skills, including listening, speaking, writing, and expression in other media. In discussions with OSTE and principals, it was stated a number of times that candidates and interns are well prepared in communications and know how to use multiple communication techniques and tools to deliver instruction well. Interns were observed working effectively with students using varied communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		**X**	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		**X**	

Evidence outlined in lesson plans and course syllabi, and interviews with OSTEs and interns indicate that teacher candidates demonstrate an understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals. In interviews with OSTEs, they stated the candidates and interns did a good job of lesson planning and adapting to classroom changes. An observation of intern indicates that the candidate is a skilled planner on such abilities as managing time and how to approach problem solving.

A review of student work, including portfolios, videos captured on CDs, and lesson plans, provides evidence that the program and teacher candidates plan and prepare instruction based upon consideration of students' needs and community contexts. Candidates and interns expressed a great deal of pride in how the program helped them learn to deal with real life applications in their teaching as well as diverse issues in the classroom.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		**X**	
8.2 Using and Interpreting Program and Student Assessment Strategies		**X**	

Lesson and unit plans, candidate work samples, and course syllabi provide evidence that candidates are able to demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. Candidates receive instruction in item analysis and the development of a variety of assessment tools and techniques. The various check points built into education programs serve as models for candidates. Candidate work samples demonstrated assessment procedures and models embedded in the instructional processes of faculty, including rubrics, multiple assessments points, and individualized instruction.

Observation of candidates, interviews with school partners, and candidate work samples demonstrate candidates have an adequate knowledge of and ability to apply assessment strategies in lessons. In the three phase structure of the institution, students are involved in diagnosis and prescription tasks. Students work in a variety of lab settings to provide targeted instruction for students. For example, candidates are involved with a variety of community programs where they engage in student assessment and then design instruction based upon the assessment findings.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		**X**	
9.2 Developing in the Art and science of Teaching		**X**	

Evidence, including candidate evaluations, observation of interns, conversations with OSTE, and lesson plans and analysis, indicate that the teacher candidates demonstrate an adequate ability to be reflective practitioners who are committed to their profession. Lewis-Clark State College education program has adopted a standard directly pertaining to the reflective aspects of the profession. Several conversations with interns as well as post graduate students indicated the awareness of the value of reflective practices and also indicated that this practice was being used daily in their professional lives.

Evidence from lesson plans, portfolios, and work samples; and discussions with OSTEs and K-12 administrators; and observation of interns indicate that candidates display an adequate ability to engage in purposeful mastery of the art and science of teaching. Many comments were made pertaining to interns' abilities to teach and the desire to learn more about teaching.

Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Element	Unacceptable	Acceptable	Target
10.1 Interacting in with Colleagues, Parents, and Community in Partnerships			**X**

The review of the college's published set of professional standards, portfolios, and course descriptions, and interviews with an OSTE, intern, and number of staff provide evidence that

teacher candidates plan for and interact in a professional, effective, and team-building manner with colleagues, parents, and members of the community to enhance student learning and well being. Interviews with interns, course instructors, and community partners indicate that the candidates understand the social, ethical, legal, and political contexts that affect interaction within a school and the community. Virtually every interviewee indicated a great pride in the partnerships, cooperative agreements, and the benefits from the relationships with entities inside and outside the college and programs. OSTE indicated the interns utilize partnerships effectively to enhance their programs. This is a strong attribute of the education program at LCSC.

College/University: Lewis-Clark State College **Review Dates:** April 8-12, 2006
Standards Reviewed: Elementary Education

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		**X**	
1.2 Making Subject Matter Meaningful			**X**

A review of Praxis II and ICLA data, course syllabi, candidate portfolios, candidate work samples, posters related to diversity, and candidate interviews and poster presentations, faculty interviews, OSTE interviews, observations of campus classes, and assignments and rubrics for literacy autobiographies provide evidence that teacher candidates demonstrate adequate knowledge of elementary subject content, understand connections across the curriculum, demonstrate an ability to attain information and resources when necessary, and communicate with students the ways knowledge in a content area is discovered. Evidence documents particular strengths in candidates' knowledge of literacy and individual variability in student learning, as well as candidates' skills in locating resources to extend their own knowledge of topics, especially in science and social studies. Faculty members are actively working to strengthen candidates' preparation in mathematics.

A review of portfolios, work samples, observations of interns, OSTE interviews, and lesson plans provides evidence that teacher candidates demonstrate an in-depth ability to use, create, and evaluate materials, instructional strategies and/or methods for relevance and comprehensiveness. The evidence documents that candidates are able to use/develop learning activities that foster the development of multiple viewpoints and ways of knowing, making learning experiences and subject matter meaningful to all students. Candidates and their mentor teachers comment on not only their competence, but confidence in making subject matter meaningful to students.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		**X**	

A review of Praxis II and ICLA data, course syllabi, and candidate portfolios provides evidence that teacher candidates demonstrate adequate understanding of how young children and early adolescents learn and that their literacy and language development influence learning and instructional decisions.

Recommended Action on all Standards:

__X__ Approved
___ Approved Conditionally
___ Not Approved

College/University: Lewis-Clark State College **Review Dates:** April 8-12, 2006
Standards Reviewed: English

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		**X**	
1.2 Making Subject Matter Meaningful		**X**	

A review of course syllabi, candidate interviews, work samples, and interviews with professional partners provide evidence that teacher candidates demonstrate adequate knowledge of English language arts, including the nature, value, and approaches to a variety of literary texts and print and non-print media. Interviews with public school administrators and OSTE supported written evidence that students are well prepared to enter the profession. Candidates are required to prepare through a variety of content courses.

A review of candidate work samples, course syllabi, and OSTE evaluations highlight lessons that demonstrate teacher candidates' ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice and accurately reflect language arts content. A classroom visit to a recent graduate provided further evidence that candidates are well prepared to engage students in the learning process.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		**X**	
2.2 Provide Opportunity for Development		**X**	

Course syllabi, interviews, and candidate work samples indicate that candidates demonstrate adequate knowledge of the role of maturation in growth in writing, language acquisition, and understanding of literary concepts. Candidates receive instruction in content specific and education courses and are given opportunities to apply their knowledge in the field. Teacher candidates were able to articulate and demonstrate their understanding of language development.

Candidate work samples, observations of teacher candidates, and interviews with OSTEs and college faculty provide evidence that teacher candidates demonstrate an adequate ability to recognize students' levels of language maturity and identify strategies to promote growth. Candidates are given a variety of opportunities to work with students in field placements and

develop a sense of appropriateness of content and strategies. Candidates spend time with students in a writing lab or community setting that provides opportunity to meet students at the appropriate developmental level. Available OSTE evaluations rate candidate performance as exemplary in instructional episodes.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple instructional strategies		**X**	
4.2 Application of multiple instructional strategies		**X**	

Teacher candidates demonstrate adequate knowledge of a variety of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills at varying literacy levels through written lesson and unit plans. Candidates also create other instructional tools such as writing ports that offer a variety of opportunities to enhance student learning.

Observations of candidates, candidate work samples, and OSTE evaluations provide evidence that teacher candidates demonstrate an adequate ability to use a variety of basic instructional strategies to develop students' critical thinking, problem solving, and performance skills, and an ability to engage students through a variety of language activities (e.g. reading, writing, speaking, listening) and teaching approaches (e.g. small group, whole-class discussion, projects). An observation of a demonstration lesson contained several activities that requires various approaches to student learning of the desired content.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		**X**	
8.2 Using and Interpreting Program and Student Assessment Strategies		**X**	

Electronic and written work samples as well as interviews with candidates and OSTE provide evidence that candidates demonstrate an adequate knowledge of formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing,

speaking, listening, and viewing. Candidate work samples contain rubrics and other assessment tools that required students to demonstrate their learning in a variety of ways.

Internship and field opportunities allow candidates to demonstrate an adequate ability to use formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing. Candidates are able to model a variety of assessment avenues they experience in their own education. Rubrics, journals, projects, and written work provide evidence that candidates demonstrate and implement verbal communication skills. Interviews provide evidence that candidates are aware of the assessment demands of public schools and prepare students to meet necessary requirements.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		**X**	
9.2 Developing in the Art and science of Teaching		**X**	

Candidate work samples, OSTE evaluations, and candidate interviews provide evidence that teacher candidates demonstrate an understanding of reflection and a commitment to their profession. The reflective professional is one of Lewis-Clark State College's seven standards. Candidates are well aware of this standard and are continually found to be reflecting on their own work both in written form and through oral communications. Following a demonstration lesson, a candidate and an OSTE engaged in a reflective conversation that resulted in insights for both. Candidates demonstrate commitment through participation in service learning opportunities, such as judging portfolios at a local junior high.

In a variety of courses throughout the program, candidates demonstrate an adequate ability to engage in reading and writing for professional and personal growth and an awareness of professional organizations and resources for English language arts teachers, such as the National Council of Teachers of English. As evidenced by course syllabi, written work of candidates, and conversations with faculty, students engage in professional discourse through a variety of experiences. Specifically, English 386 introduces students to NCTE and other professional resources that can become tools to students as they continue to develop.

Recommended Action on all Standards:

_X_ Approved
___ Approved Conditionally
___ Not Approved

College/University: Lewis-Clark State College **Review Dates:** April 8-12, 2006
Standards(s) Reviewed: Health

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and create meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter			**X**
1.2 Making Subject Matter Meaningful			**X**

Portfolios; course syllabi; catalog of the required integrated and comprehensive coursework for the degree; interviews with OSTE, candidates, and interns; and observations of classes provide evidence that the program is comprehensive and thorough and candidates possess a strong understanding of health education and physical education and the power of engaging students in identification, learning, and practicing of health and physical education knowledge and skill. The ability of candidates with a B.S. in Kinesiology with K-12 Physical Education and 6-12 Health endorsements to connect and integrate knowledge lends strength to the program and the teaching of the subject matter.

A review of portfolios, course syllabi, and a catalog of the required integrated and comprehensive coursework for the degree; interviews with OSTE, candidates and teachers; and observations of classes at the program and school sites provide evidence that teacher candidates adequately instruct the students about health and physical education enhancing behaviors, recognize the importance of modeling health and physical education enhancing behaviors, and create learning environments that respect and are sensitive to controversial health issues and make physical education meaningful to students. Interns and OSTE stated their belief that the rigor of earning a Kinesiology degree to be endorsed K-12 in PE and 6-12 in Health strengthened the K-12 educational programs in those areas across the state.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		**X**	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		**X**	

Lesson plans, the college catalog listing of requirements, and observations of candidates provide evidence that candidates learn and are able to demonstrate adequate understanding of the principles of and strategies for motivating students to participate in physical activity and other health-enhancing behaviors, and the principles of classroom management for safe physical activity and health-enhancing behaviors. School principals indicated they liked the ability of intern's capabilities in working with students.

Course syllabi, lesson plans, and portfolios, and interviews with OSTE and interns provide evidence that teacher candidates demonstrate an ability to introduce, manage, and promote health and physical education enhancing behaviors related to personal and social choices.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		**X**	
6.2 Application of Thinking and Communication Skills		**X**	

Candidate portfolios, lesson plans, and program classroom and intern site observations provide evidence that teacher candidates demonstrate an adequate understanding of how to model and use communication skills appropriate to the target audience and the terminology and slang associated with the at-risk behaviors. In discussions with OSTE and principals, it was stated that candidates and interns are well prepared in communication skills and know how to use multiple communication techniques and tools to deliver instruction.

Candidate portfolios, lesson plans, and program classroom and intern site observations provide evidence that teacher candidates demonstrate an adequate ability to create safe and sensitive learning experiences that promote student input, communication, and listening skills that facilitate responsible decision making and alternatives to high-risk behavior. In discussions with OSTE and principals it was stated that candidates and interns are well prepared in communications and know well how to use multiple communication techniques and tools to deliver instruction.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		**X**	

7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		**X**	

The program provides evidence in candidate portfolios, lesson plans, and program classroom and intern site observations that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based on knowledge of health education, students, the community, and curriculum goals. In interviewing the OSTE, they clearly stated the candidates and interns plan lessons well and adapt to classroom changes.

Candidate portfolio and lesson plans; program and intern site observations of the integration of content, application, and health and science of movement; and the observation of student engagement indicate that candidates demonstrate an adequate ability to plan and implement instruction reflective of current health research, trends, and local health policies compatible with community values and acceptable practices. Candidates and interns expressed pride in how the program helped them learn to deal with real life applications of their teaching as well diverse issues in the classroom.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		**X**	
9.2 Developing in the Art and science of Teaching		**X**	

Requiring a B.S. degree in kinesiology for a K-12 physical education endorsement and a 6-12 health endorsement, interviews with teacher candidates and interns, and course syllabi defining degree provide evidence that teacher candidates demonstrate an adequate understanding of laws, rules, and codes specific to health education and health services to minors. OSTEs and principals expressed that interns know state and federal rules and laws, as well as the research around healthy living and choices and the value of physical activity.

As described in the HLTH 215-HLTH 457 course syllabi, interviews with OSTEs and candidates, and a review of portfolios, the program provides evidence that teacher candidates demonstrate an adequate ability to engage in appropriate intervention following the identification or disclosure of information of a sensitive nature and/or student involvement in a high-risk behavior.

Recommended Action on all Standards:

_X_ Approved
___ Approved Conditionally
___ Not Approved

College/University: Lewis-Clark State College **Review Dates:** April 8-12, 2006
Standards Reviewed: Mathematics

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught, and create meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		**X**	
1.2 Making Subject Matter Meaningful		**X**	

Evidence in samples of candidate work including portfolios, course syllabi, the program's set of professional standards, and interviews demonstrate that teacher candidates possess an adequate understanding of mathematics, as delineated in professional, institutional, state, and national standards, the techniques and applications of statistics and data analysis, and the importance of engaging students in contributing to mathematical content development. The OSTEs and principals indicate the interns from LCSC come well prepared in content.

Candidate lesson plans, evaluations and interviews provide evidence that candidates demonstrate an adequate ability to create learning experiences that make mathematics inquiry, critical analysis, synthesis, and structures meaningful to students

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple instructional strategies		**X**	
4.2 Application of multiple instructional strategies		**X**	

Portfolio examples, lesson plans, and interviews provide evidence that teacher candidates demonstrate an adequate understanding of a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate, and understand mathematics. Many lesson plan examples provide evidence of a variety of instructional strategies.

Observations of teaching techniques, course syllabi, lesson plans, and examples of completed lessons, including portfolios, provide evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction promoting the use of a variety of mathematical tools and models; problem-solving approaches; and other strategies to investigate, communicate, and

understand mathematics. An intern was observed using multiple instructional strategies and a variety of methods to determine solutions when working with student to solve problems.

Standard 11: Connections among Mathematical Ideas – The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.

Element	Unacceptable	Acceptable	Target
11.1 Significant mathematical connections		**X**	
11.2 Application of mathematical connections		**X**	

Examples of real life applications, applied mathematics problems, and cross curricular lesson plans demonstrate that teacher candidates demonstrate an adequate understanding of the inter-connectedness between the strands of mathematics and the critical linkages between mathematics and other fields.

Observations, interviews, and portfolios, which illustrate teaching and learning of applied mathematics in higher mathematics courses, provide evidence that teacher candidates demonstrate an adequate ability to create and use learning experiences to help students make connections between the strands of mathematics and mathematics and other disciplines. The OSTEs indicate interns do a good job of connecting mathematics to real life applicable examples and uses.

Recommended Action on all Standards:

_X_ Approved
___ Approved Conditionally
___ Not Approved

College/University: Lewis-Clark State College **Review Dates:** April 8-12, 2006
Standards Reviewed: Physical Education

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and create meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter			**X**
1.2 Making Subject Matter Meaningful			**X**

Portfolios, course syllabi, a catalog of the required integrated and comprehensive coursework for the degree, interviews, and observations of classes at the program and school sites provide evidence that teacher candidates demonstrate an in-depth understanding of the components of physical fitness and their relationship to health and a healthy lifestyle; appropriate rules, etiquette, instructional cues, and skills for physical fitness activities; cardiopulmonary resuscitation (CPR) and first aid; Adaptive Physical Education and how to work with special and diverse student needs; and the sequencing of motor skills (K-12) and bio-mechanical principles and physiological structures and functions.

Portfolios, course syllabi, catalogue of the required integrated and comprehensive coursework for the degree, interviews, and observations of classes at the program and school sites provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make physical education and health meaningful to students. The ability of candidates with a BS in kinesiology with a K-12 physical education and 6-12 health endorsement to connect and integrate knowledge lends strength to the program and teaching of the subject matter.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.2 Provide Opportunity for Development		**X**	

The program provides evidence in portfolios, coursework, and observation of the integration of content, application, and the health and science of movement that teacher candidates demonstrate an adequate ability to assess the individual physical activity, movement, and health and fitness levels of students and to make developmentally appropriate adaptations to instruction.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		**X**	
3.2 Accommodating Individual Learning Needs		**X**	

The program provides evidence as illustrated in a special education documentation, samples of student work, and candidate portfolios that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning.

Portfolios, lesson plans, observations illustrate that teacher candidates incorporate individual variations to movement and to help students gain competence and confidence.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		**X**	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		**X**	

Interviews, portfolios, and observation provide evidence that teacher candidates demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors.

Interviews, portfolios and observation provide evidence that teacher candidates demonstrate an adequate ability to promote positive peer relationships and appropriate motivational strategies for participation in physical activity.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		**X**	

7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		**X**	

Relationships and partnerships as described in the KIN degree requirement; a review of portfolios; and interviews with candidates, interns, and OSTE provide evidence that teacher candidates demonstrate an adequate understanding of strategies to maximize activity time and success and how to expand the curriculum through the use of community resources.

Portfolios; interviews with candidates, interns, and OSTE; and observations provide evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction to maximize activity time and success and to utilize community resources to expand curriculum.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		**X**	
8.2 Using and Interpreting Program and Student Assessment Strategies		**X**	

Assessment examples, lesson plans, and interviews with OSTE provide evidence that candidates demonstrate an adequate understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical activity, movement, and fitness goals.

Lesson plan examples, observations, portfolios, and interviews indicate that teacher candidates demonstrate an adequate ability to use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical activity, movement, and fitness goals to evaluate student performance and determine program effectiveness. Observations of lessons provide multiple examples of how OSTE allow interns to develop, administer, score, analyze, and appropriately respond to a variety of student assessments.

Standard 11: Safety – The teacher provides for a safe learning environment.

Element	Unacceptable	Acceptable	Target
11.1 Understanding of Student and Facility Safety		**X**	

11.2 Creating a Safe Learning Environment		**X**	

Observation of teaching, review of portfolios, and interviews provide evidence that candidates demonstrate an adequate understanding of factors that influence safety in physical activities and their settings and the supervision required. OSTEs and principals stated that the interns they have are very conscious of safety issues and rules.

Observations, review of portfolios, and interviews provide evidence that candidates demonstrate an adequate ability to provide and monitor for a safe learning environment and inform students of the risks associated with physical activities. In observing an intern teaching, safety and review of safety procedures were discussed.

Recommended Action on all Standards:

__X__ Approved
___ Approved Conditionally
___ Not Approved

College/University: Lewis-Clark State College **Review Dates:** April 8-12, 2006
Standards Reviewed: Science Foundation Standards

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		**X**	
1.2 Making Subject Matter Meaningful		**X**	

Required coursework, Praxis II test data, and candidate interviews indicate that teacher candidates demonstrate an adequate understanding of their science content and the nature of scientific knowledge, and how to articulate the importance of engaging in the process of science.

Portfolios, interviews, and course syllabi provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students through the use of materials and resources that support instructional goals and learning activities, including laboratory exercises, that are consistent with curriculum goals and reflect principles of effective instruction. One example is the SWEET (Summer at WSU Engineering and Experience for Teachers) program. This is a six-week experience where participants use knowledge of subject matter to develop meaningful lessons.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		**X**	
2.2 Provide Opportunity for Development		**X**	

Through coursework, internships, and portfolios, the program provides evidence that teacher candidates demonstrate an adequate understanding of the conceptions students are likely to bring to class that can interfere with learning the science.

Through portfolio, lesson plans, observations, and interviews the program provides evidence that teacher candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual change in science. Videos of lessons contained in candidate e-folios demonstrate not only a candidate's awareness of students' conceptual change in science but also awareness of opportunities to facilitate this knowledge.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple instructional strategies		**X**	
4.2 Application of multiple instructional strategies		**X**	

Coursework requirements, internships, and interviews indicate that teacher candidates demonstrate an adequate understanding of how to apply mathematics and technology to analyze, interpret, and display data.

Lesson plans, and interviews indicate that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, and laboratory/field activities to facilitate students' critical thinking, problem solving, and performance skills. Many e-folio videos as well as interviews indicate candidates exemplify these skills by shadowing students, creating educational designs, and providing lessons that accommodate alternate learning styles. The SWEET (Summer at WSU Engineering and Experience for Teachers) program provides candidates many opportunities to apply their knowledge of multiple instructional strategies.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		**X**	
6.2 Application of Thinking and Communication Skills		**X**	

Course syllabi, required coursework, and portfolios provide evidence that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). Basic coursework requires candidates to demonstrate their learning through modeling, simulation software, and spreadsheets.

Portfolios, interviews, and work samples, indicate that teacher candidates demonstrate an adequate ability to engage students in the use of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). Portfolios provided examples of candidates' use of lab portfolios, journals, and multi-media presentations to enhance these skills.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		**X**	
9.2 Developing in the Art and science of Teaching		**X**	

Required course works, Praxis II data, and candidate evaluations provide evidence that that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science.

Portfolios, interviews, internship requirements provide evidence that teacher candidates demonstrate an adequate ability to use instruction that incorporates an understanding of recent developments in their fields and knowledge of how students learn science, where appropriate. Interviews and course syllabi referred often to NSTA standards and publications. Several e-folio videos demonstrated candidates teaching lessons based upon current issues. Interviews with candidates and OSTE also confirmed that candidates use current issues for their teaching basis.

Standard 11: Safe Learning Environment – The science teacher provides for a safe learning environment.

Element	Unacceptable	Acceptable	Target
11.1 Creating a Safe Learning Environment		**X**	

Course syllabi, portfolios, and interviews indicate that teacher candidates demonstrate an adequate ability to model safe practices in classroom and storage area in the following: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and/or 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals.

Standard 12: Laboratory Activities – The science teacher demonstrates competence in conducting laboratory demonstrations and field activities.

Element	Unacceptable	Acceptable	Target
12.1 Effective Use of Laboratory/Field Experiences		**X**	

Coursework, interviews with instructors, and portfolios indicate that teacher candidates demonstrate an adequate ability to explain the importance of laboratory/field activities in the learning of science to routinely engage students in experiencing the phenomena they are studying by means of laboratory/field exercises, and to carefully orchestrated demonstrations of the phenomena for larger groups when necessary. Interviews indicate that candidates have a strong ability to distinguish when laboratory/field activities will enhance the learning of their students.

Recommended Action on All Standards:

_X_ Approved
___ Approved Conditionally
___ Not Approved

College/University: Lewis-Clark State College **Review Dates:** April 8-12, 2006
Standards Reviewed: Biology

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of Biology and creates learning experiences that make these aspects of Biology meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Biology		**X**	
1.2 Making Biology Meaningful		**X**	

Course syllabi, required course work, and portfolios provide evidence that teacher candidates demonstrate adequate of understanding of biology content and the nature of biological knowledge and understand and are able to articulate the importance of engaging in the process of science.

Portfolios, interviews, and work samples provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to students through the use of materials and resources that support instructional goals. Candidates are able to the use learning activities, including laboratory exercises that are consistent with curriculum goals and reflect principles of effective instruction.

Recommended Action on All Standards:

_X_ Approved
___ Approved Conditionally
___ Not Approved

College/University: Lewis-Clark State College **Review Dates:** April 8-12, 2006
Standards Reviewed: Chemistry

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of Chemistry and creates learning experiences that make these aspects of Chemistry meaningful for students.

Element	Unacceptable	Acceptable	Target
Subject Matter and Structure of Chemistry		**X**	
1.2 Making Chemistry Meaningful		**X**	

Course syllabi, program requirements, and Praxis II data, provides evidence that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge and understand and are able to articulate the importance of engaging in the process of science.

Portfolio, interviews, and coursework samples provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of chemistry, tools of inquiry, structure of chemical knowledge, and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals; and the ability to use learning activities, including laboratory exercises, that are consistent with curriculum goals and reflect principles of effective instruction.

Recommended Action on All Standards:

_X_ Approved
___ Approved Conditionally
___ Not Approved

College/University: Lewis-Clark State College **Review Dates:** April 8-12, 2006
Standards Reviewed: Earth and Space Science

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of Earth and Space Science and creates learning experiences that make these aspects of earth and space science meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Earth and Space Science		**X**	
1.2 Making Earth and Space Science Meaningful		**X**	

Required coursework, syllabi, and interviews provide evidence that teacher candidates demonstrate an adequate understanding of earth and space science content and the nature of earth and space science knowledge and understand and are able to articulate the importance of engaging in the process of science.

Interviews, work samples, and portfolios provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of earth and space science, tools of inquiry, and structure of earth and space meaningful to students through the use of materials and resources that support instructional goals and learning activities, including laboratory exercises that are consistent with curriculum goals and reflect principles of effective instruction.

Recommended Action on All Standards:

_X_ Approved
___ Approved Conditionally
___ Not Approved

College/University: Lewis-Clark State College **Review Dates:** April 8-12, 2006
Standards Reviewed: Physics

Standard 1: Knowledge of Physics - The teacher understands the central concepts, tools of inquiry, and structures of physics and creates learning experiences that make these aspects of physics meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Physics		**X**	
1.2 Making Physics Meaningful		**X**	

Course syllabi, Praxis II data, and interviews indicate that teacher candidates demonstrate an adequate understanding of physics content and the nature of physics knowledge and understand and are able to articulate the importance of engaging in the process of science.

Portfolios, lesson plans, and candidate evaluations provide evidence that teacher candidates demonstrate an ability to create learning experiences that make the concepts of physics, tools of inquiry, structure of physics knowledge and the processes of physics meaningful to students through the use of materials and resources that support instructional goals and learning activities, including laboratory exercises that are consistent with curriculum goals and reflect principles of effective instruction.

Recommended Action on all Standards:

_X_ Approved
___ Approved Conditionally
___ Not Approved

College/University: Lewis-Clark State College **Review Dates:** April 8-12, 2006
Program Reviewed: Social Studies **Standards Reviewed:** Foundation Standards

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	**X**		
1.2 Making Subject Matter Meaningful		**X**	

As evidenced by course syllabi, candidate work samples, course instruction, and interviews with an OSTE and a school administrator, candidates demonstrate knowledge of the social science disciplines, including the ways nations and societies have changed over time, and the impact that culture, religion, technology, the quest for equality, and other factors have on historical processes.

Through content specific methods courses, candidates develop lessons that demonstrate adequate ability to create learning experiences that require students to examine the relationships of significant historical concepts and encourage and guide investigation of nations and cultures. Based on a visit to a content course, instructors deliver content in a meaningful way and model effective teaching practices to perspective teacher candidates. The pattern is modeled in candidate work samples. Analysis of units developed and delivered by interns and evidence from interviews with interns and OSTEs provide evidence that students are able to make social studies subject matter meaningful to students. Candidates develop instructional materials for a specific classroom and context and also have a chance to deliver and assess the effectiveness of those materials.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		**X**	
2.2 Provide Opportunity for Development		**X**	

Course syllabi, candidate work samples, course instruction, and interviews with public school partners provide evidence that teacher candidates demonstrate an adequate understanding of how cultural influences contribute to intellectual, social, and personal development. Elements of awareness appear in instructional products and candidate reflections throughout the program. Unit plans demonstrate an ability to differentiate instruction and tie student learning to desired instructional objectives. OSTE interviews demonstrate a willingness to work with teacher

candidates and no areas of content deficiency were noted. OSTE evaluations routinely described candidates as exemplary, and interviews with OSTE and faculty suggest students receive adequate support if desired standards are not being met in a timely manner.

Community partnerships appear to provide social studies candidates with a variety of opportunities to serve throughout their program. In ED 456 students are invited to design a community service project for use in a social studies class. Teacher candidates demonstrate the ability to provide adequate opportunities to perform community service relevant to the social sciences. As evidenced by work samples, candidates are also invited to participate in professional organizations such as NCSS.

Area of Improvement:

 # 1 Given the choices available to students in social studies concentration areas, it is possible to certify in secondary social studies without a course in geography, economics, or sociology. Courses are available in economics and sociology if students choose to include them in their program. There appears to be an opportunity to include geography through a special topics designation.

Recommended Action on All Standards:

_X_ Approved
___ Approved Conditionally
___ Not Approved

College/University: Lewis-Clark State College **Review Dates:** April 8-12, 2006
Standards Reviewed: Government / Civics

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		**X**	
1.2 Making Subject Matter Meaningful		**X**	

Evidence provided through course syllabi, candidate work samples, and OSTE interviews demonstrate an adequate understanding of the foundations and principles of the United States political system; the organization and formation of the United States government and how power and responsibilities are organized, distributed, shared, and limited as defined in the United States Constitution; the significance of United States foreign policy; the role of international relations in shaping the United States political system; an awareness of global perspectives; and the civic responsibilities and rights of all inhabitants of the United States.

Course syllabi, work samples, and OSTE interviews demonstrate candidate ability to create opportunities for students to engage in civic life, politics, and government. One particular project invites candidates to develop a civic action project for use in a social studies classroom.

Recommended Action on All Standards:

_X_ Approved
___ Approved Conditionally
___ Not Approved

College/University: Lewis-Clark State College **Review Dates:** April 8-12, 2006
Standards Reviewed: History

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		**X**	
1.2 Making Subject Matter Meaningful		**X**	

Evidence provided through course syllabi, candidate work samples, and OSTE interviews demonstrate an adequate understanding of historical themes and concepts; the political, social, cultural, and economic development of the United States and the world; how the development of the United States is related to international relations and significant conflicts; and the impact of gender, race, ethnicity, religion, and national origin on history. Visits to several content courses supported the written evidence that candidates are engaged in meaningful learning experiences with contemporary historical themes.

Course syllabi, work samples, OSTE evaluations, and interviews demonstrate an adequate ability to provide opportunities for students to make connections between political, social, and cultural, themes. Candidates demonstrated the ability to connect these themes in lessons and units developed through their methods experiences. OSTE reinforced the notion that candidates were well prepared to provide positive learning experiences to students.

Recommended Action on all Standards:

_X_ Approved
___ Approved Conditionally
___ Not Approved

College/University: Lewis-Clark State College **Review Dates**: April 8-12, 2006
Standards Reviewed: Special Education

The State Program Approval Team was asked by Lewis-Clark State College to review the current special education program. The State Program Approval Team is only charged with analyzing evidence and approving programs in the major discipline areas. The program offered at Lewis-Clark State College provides candidates with a minor in special education and is not in itself offered as a major. For this reason, the State Program Approval Team would not normally review or vote on this program as an approved program. However, a special education minor does allow graduates the opportunity to apply for the state' "exceptional child" endorsement. Therefore, the State Program Approval Team analyzed the evidence provided against the state standards and rubrics for Special Education Foundations and Special Education Generalist in order to provide recommendations to allow Lewis-Clark State College the opportunity to strengthen its current program. For this reason, however, it should be noted that the overall program was not voted upon as approved, approved conditionally, or not approved.

College/University: Lewis-Clark State College **Review Dates**: April 8-12, 2006
Standards Reviewed: Special Education **Standards Reviewed:** Foundation

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		**X**	
1.2 Making Subject Matter Meaningful		**X**	

A review of limited data on Praxis II #0353, syllabi, and candidate portfolios; and candidate interviews provides evidence that teacher candidates demonstrate an adequate understanding of the benefits, strengths, and constraints of theories and educational models in special education practice.

A review of limited data on Praxis II #0542, syllabi, candidate portfolios, and candidate products from courses (e.g., alternate assessment assignment, functional behavior assessment, case studies, individualized motivation research project, shadowing project), and candidate interviews provide evidence that teacher candidates demonstrate an adequate ability to communicate the benefits and strengths of theories and education models and to apply them in special education practice.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		**X**	
3.2 Accommodating Individual Learning Needs		**X**	

A review of course syllabi, candidate portfolios, case studies, research project and presentations, and an adapting project provides evidence that teacher candidates demonstrate an adequate understanding of how to locate information about characteristics and appropriate supports and services for students with low incidence disabilities and special health care needs.

A review of course syllabi, adapted lesson plans, unit adaptation project assignments, and Individualized Motivation (research project) provides evidence that the teacher candidates demonstrate an adequate ability to individualize expectations and provide support for a student's personal and social behavior.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple instructional strategies		X	
4.2 Application of multiple instructional strategies		X	

A review of course syllabi and individualized motivation (research project), and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of social/behavioral skills and intervention.

A review of motivation projects and OSTE and candidate interviews provides evidence that teacher candidates demonstrate an adequate ability to integrate social skills development and positive behavioral interventions into the classroom.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

A review of course syllabi and functional behavior assessments; and candidate interviews, and faculty interviews provide evidence that teacher candidates demonstrate an adequate understanding of techniques of applied behavioral analysis and regulatory and ethical considerations in the use.

A review of functional behavior assessments, individualized motivation research projects, and individualized adaptation, and faculty interviews provides evidence that teacher candidates demonstrate an adequate ability to conduct functional behavior assessments, modify the learning environment, and develop positive behavioral supports based upon the assessment.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		**X**	
6.2 Application of Thinking and Communication Skills		**X**	

A review of course syllabi, application items (SE 333), and strategies and exhibits package provides evidence that teacher candidates demonstrate an adequate understanding of strategies and techniques that facilitate communication with students with disabilities.

A review of an observation of a recent graduate, OSTE interviews, internship evaluations, adapting projects, and individualized adaptation provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that promote student higher order thinking and communication skills, including listening and speaking, writing, or expression in other media.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals	**X** (Second ½ of rubric**)**	**X** (First ½ of rubric)	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts	**X**		

A review of course syllabi and lesson plans; candidate, OSTE, and faculty interviews; and alternative assessment project provide evidence that teacher candidates demonstrate an adequate understanding of about curricula and instruction practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities. Evidence about instruction in self-advocacy and life skills relevant to personal living and participation in school, the community, and employment is very limited.

A review of course syllabi, candidate interviews, and faculty interviews provides little evidence that teacher candidates demonstrate an adequate ability to conduct task analysis to determine student skill levels and to assess student progress. Candidates do not recognize the term, "task analysis"; when prompted they seem to recognize the concept as applied to academic skills, but not with consistent accuracy.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		**X**	
8.2 Using and Interpreting Program and Student Assessment Strategies		**X**	

A review of course syllabi and candidate portfolios, and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services and the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of students with disabilities.

A review of candidate portfolios, case studies, lesson plans, and internship evaluations provides evidence that teacher candidates demonstrate an adequate ability to use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse

Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Element	Unacceptable	Acceptable	Target
10.1 Interacting in with Colleagues, Parents, and Community in Partnerships		**X**	

A review of course syllabi, candidate portfolios, and case studies, internship evaluations, and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of the roles of students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.

Areas of Improvement:

The program provided insufficient evidence that teacher candidates understand instruction in self-advocacy and life skills relevant to personal living and participation in school, the community, and employment, and in task analysis.

College/University: Lewis-Clark State College **Review Dates:** April 8-12, 2006
Program Reviewed: Special Education **Standards Reviewed**: Generalist

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	**X** (Secondary candidates)	**X** (Elementary Candidates)	

A review of Praxis II #0014 (Elementary Content Knowledge) in elementary/special education candidates' portfolios, course syllabi, assignments for various courses (e.g., cueing systems quizzes, Strategies and Exhibit packet, individual adaptations projects) provides evidence that elementary/special education candidates demonstrate adequate understanding of English language arts, mathematics, and skills necessary for academic success. Evidence is limited for secondary/special education candidates in the area of mathematics.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		**X**	
2.2 Provide Opportunity for Development		**X**	

A review of course syllabi, candidate portfolios, the Strategies and Exhibit packet, lesson plans, tutoring reports, adapting project, and individualized adaptations, and OSTE interviews provide evidence that teacher candidates demonstrate adequate understanding of how students learn to read, write, and speak and how such factors influence educational development and instructional decisions.

A review of course syllabi, lesson plans, tutoring reports, adapting project, and individualized adaptations, and faculty interviews provide evidence that teacher candidates demonstrate an adequate ability to use research-supported instructional strategies and practices. Research-supported practice is evident in literacy instruction, but not in practices named in the rubric ("such as functional embedded skills approach, community-based instruction, task analysis").

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.2 Application of multiple instructional strategies		**X**	

A review of adapting projects, individualized adaptations, tutoring reports, lesson plans, and course assignments (SE 333), and internship and OST evaluations and an observation of a recent graduate provide evidence that teacher candidates demonstrate an adequate ability to design and implement instructional programs for students with disabilities in classroom settings.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		**X**	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		**X**	

A review of course syllabi, functional behavior assessments, individualized motivation research projects, motivation projects, individualized adaptations, and internship evaluations provides evidence that teacher candidates demonstrate adequate knowledge of theories of behavior problems concerning students with disabilities.

A review of individualized motivation research projects, motivation projects, individualized adaptations, and internship evaluations, and candidate and faculty interviews provide evidence that teacher candidates demonstrate an adequate ability to develop and implement a systematic behavior management plan using observation, recording, charting, establishment of timelines, hierarchies of interventions, and schedules of reinforcement.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts	**X**		

A review of course syllabi and interviews of candidates and faculty provide some but limited evidence that teacher candidates demonstrate an adequate ability to design and implement

instructional program that address independent living skills, vocational skills, and career education for students with disabilities. Program documents refer to SE 484 Special Education Internship as a major source of opportunity to demonstrate such skills; however, candidates are not necessarily placed in secondary settings. Candidates placed in elementary settings do not report opportunities to demonstrate this standard.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.2 Using and Interpreting Program and Student Assessment Strategies	**X**		

A review of course syllabi and interviews of candidates and faculty provide some but limited evidence that teacher candidates demonstrate an adequate ability to facilitate and conduct assessments related to secondary transition planning, supports, and services; and to adapt and modify ecological inventories, portfolio assessments, functional assessments, and future-based assessments to accommodate the abilities and needs of students with disabilities. Candidates have knowledge about student portfolios and functional behavior assessments. However, candidates report that they do not know very much about secondary transition planning, supports, and services, generally; and evidence about their ability to facilitate and conduct assessments related to secondary transition is limited.

Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Element	Unacceptable	Acceptable	Target
10.1 Interacting in with Colleagues, Parents, and Community in Partnerships		**X**	

Evidence from course syllabi, and candidate portfolios, interview of candidates and faculty provide evidence that teacher candidates demonstrate an adequate understanding of the services, networks, and organizations for individuals with disabilities, including career, vocational, and transition support. Knowledge about career, vocational, and transition support is limited.

Areas of Improvement:

The program provided insufficient evidence that secondary teacher candidates understand English language arts, mathematics, and skills necessary for academic success. The program provided insufficient evidence that secondary teacher candidates are able to demonstrate the

ability to design and implement instructional program that address independent living skills, vocational skills, and career education for students with disabilities; and to facilitate and conduct assessments related to secondary transition planning, supports, and services.

III. INTERVIEW INDEX – LEWIS-CLARK STATE COLLEGE

LCSC Faculty

Wayne Carroll	LCSC faculty
Shauna Castellaw	LCSC faculty
Margaret Chavez	LCSC faculty
Linda Coursey	LCSC faculty
Michelle Doty	LCSC faculty
Lana Elliott	LCSC faculty
Lisa Guzman	LCSC faculty
Bill Hayne	LCSC faculty
David Massaro	LCSC faculty
Cliff Matousek	LCSC faculty
Gary Mayton	LCSC faculty
Bill Montgomery	LCSC adjunct faculty
Carol Nelson	LCSC faculty
Sue Niewenhous	LCSC librarian
Chris Riggs	LCSC faculty
Dick Shedd	LCSC faculty
Gwen Taylor	LCSC faculty
Betsy Van Clief	LCSC faculty
Ken Wareham	LCSC faculty

LCSC Administration

Trudy Alva	Budget Director
Scott Brown	Director of Physical plant
Steve Bussolini	Director of Admissions
Bill Clouser	LCSC division chair
Tony Fernandez	Provost
Mary Flores	Division Chair
Lori Gaskill	Human Resources Director
Lisa Guzman	Indian Education Program Director
Andy Hanson	Dean of Student Services
Mary Ruth Hassett	LCSC division chair
Chet Herbst	Director of Strategic Planning
Jann Hill	LCSC division chair
Kent Kinyon	Controller
Debra Lybyer	Career Services Director
Christine Pharr	Dean
Petra Riggs	Technologist
Ronald Smith	Vice President
Craig Steenberg	LCSC division chair
Dene Thomas	LCSC president

Bob Sobotta	Native American Student Services Director

Local School District Personnel

Judi Akers	elementary teacher
Linda Anderson	elementary teacher
Jamie Beck	high school teacher
Kelley Berger	high school teacher
Dawn Burr	middle school teacher
Barb Bussolini	elementary principal
Clint Call	elementary teacher
Alex Church	elementary teacher
Karen Edmundson	elementary teacher
Lana Einhaus	elementary teacher
Connie Ellis	elementary teacher
Karen Forsman	elementary teacher
Russ Gee	middle school teacher
Sheri Gehring	elementary teacher
Sue Gentry	elementary teacher
Jan Goodheart	curriculum director
Tony Havens	elementary teacher
Sheila Hewett	elementary teacher
Bonnie Hill	middle school teacher
Linda Kazda	middle school teacher
Greg Kramasz	elementary principal
Heather Lang	high school teacher
Craig Lenzmeier	elementary principal
Sue Lohrmeyer	elementary teacher
Suzanne Marks	elementary teacher
Dan Leja Meyer	elementary principal
Pam Moore	high school teacher
LuAnn Nedrow	elementary teacher
Carol Ohrtman	high school teacher
Sue Pfeifer	elementary teacher
Joy Rapp	school superintendent
Margaret Reeves	middle school teacher
Charlotte Rodgers	elementary teacher
Sandee Rodgers	elementary teacher
Glenn Rotz	elementary teacher
Sheila Scott	high school teacher
Ryan Taylor	school assistant superintendent
Janell Teichmer	elementary teacher
Phil Uhlorn	middle school principal
Mark Walton	school personnel director
Steve Stroschein	elementary teacher

Andrea Wagner elementary teacher

LCSC Teacher Candidates/Students

Kara Aiken
Darliss Bardwell
Randi Brott
Miles Byber
Travis Cett
Shauna Charles
Sarah Croskey
Andy Daniels
Liz Davenport
Cary Draper
Ann Edens
Joel Evenson
Jenna Goeckner
Bodie Hansen
Hannah Hernandez
Brian Hilt
Christa Hoga
Katie Holthaus
Stephanie Hosey
Salena Hammon
Kendra Keen
Sue Kirking
Derah McFarlan
Callie Manfull
Alissa McCauley
Leah McCauley
Leah McCulley
Michelle Menegas
Misty Main
Erica Ohman
Jodie Parsley
Aleana Reichlin
Jake Ruddell
Liz Rudolph
Kelly Russell
Kaila Ryan
Becky Sander
Alaina Simons
Alaina Stevenson
Zach Stotlard
Kay Stout
John Thomas

Lewis Torres
Laura Wenstrom
Heidi Wolf

LCSC Alumni

Kristi Caldwell
George Conger
Andrea Dale
Melissa Davis
Amy Flaig
Bill Harris
Lianne Hill
Aaron Jackson
Shannon Kenyon
Alissa McCulley
Christie Packwood
Jodie Parsley
Amy Quarry
Lynn Ridinger
Amy Schumacher
Lindsey Skinner
Cindy Tierney
Maria Valdivia
Tim Weber
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Rae Wilund
Dawn Wittman

Other

Seymour HanflingNW Regional Lab

PROFESSIONAL STANDARDS COMMISSION RECOMMENDATION

TEACHER PREPARATION PROGRAM ON-SITE REVIEW - LEWIS-CLARK STATE COLLEGE
PROCESS

- The state team conducted an on-site visit on April 8-12, 2006, to review the teacher preparation program at Lewis-Clark State College.

- Stacey Jensen, National Board Certified elementary teacher, Pocatello, Idaho served as the state team chair.

- To comply with the State Board of Education protocol, the following procedure was followed:

    - Subsequent to the on-site visit, Ms. Jensen, on behalf of the state team, wrote a pertinent team report that was forwarded to the Chair of the Division of Education at Lewis-Clark State College and to the administrator of the Professional Standards Commission.

    - Dr.Jann Hill, Chair of the Division of Education at Lewis-Clark State College, subsequently wrote a relevant rejoinder and submitted it to the administrator of the Professional Standards Commission for consideration by the Commission.

    - The Professional Standards Commission at its September 15, 2006, meeting reviewed the state report and considered the rejoinder.

    - On September 15, 2006, the Professional Standards Commission approved a recommendation regarding the state report and the rejoinder that is subsequently submitted to the State Board of Education for final approval.

- Included in the packet for review by the State Board of Education are the following:

    - The state team report that was written following the on-site review of the teacher preparation program at Lewis-Clark State College.

- The recommendation by the Professional Standards Commission.

RECOMMENDATION

- It is recommended that the State Board of Education accept the state team report as approved by the Professional Standards Commission, thus providing state continuing program approval for the teacher preparation program at Lewis-Clark State College, Lewiston, Idaho.

- Below are the elements of the recommendations made by the state team and the Professional Standards Commission.

APPROVED

- The following areas were approved by the Professional Standards Commission as having met the State Board of Education-approved core and enhancement standards at Lewis-Clark State College:

  - Elementary Education
  - English/Language Arts
  - Health
  - Mathematics
  - Physical Education
  - Natural Science
    - Biology
    - Chemistry
    - Earth/Space Science
    - Physics
  - Social Studies
    - History
    - Government/Civics

I. SUBJECT:

Adoption of Curricular Materials for the Content Area of Research Based Reading and Related Instructional Materials

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:

This year the review for Research Based Reading curricular materials was held September 11-14th. Fifteen content area specialists assisted the 12 standing committee members in the evaluation of the curricular materials.

RECOMMENDATION:

The State Department of Education recommends the adoption of curricular materials as outlined 2006 Research Based Reading Recommendations Book.

BOARD ACTION:

A motion to approve the request for adoption of Research Based Reading curricular materials and related instructional materials as recommended by the Curricular Materials Selection Committee.

Moved by _____ Seconded by _____ Carried Yes __ No __

ATTACHMENTS:

1. 2006 Research Based Reading curricular materials recommendations

2006
Research Based Reading Recommendations

Curricular Materials Adoption Process

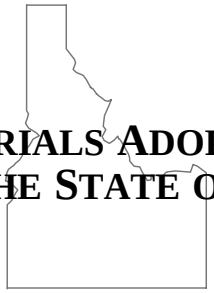
THE IDAHO STATE DEPARTMENT OF EDUCATION
DR. MARILYN HOWARD
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

INTRODUCTION

The State Curricular Materials Selection Committee is pleased to submit the following materials for your consideration for adoption in the state of Idaho. A 2006 *Special Session* was called for reviewing curricular materials in the subject area of Research Based Reading Comprehensive and Intervention for *Reading First* 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 Selection Committee for consideration. No requests are granted for any materials denied by the Selection 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 six 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 (6 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 a five-year term with the exception of the SDE content coordinator and the representative from Professional-Technical Education who serve for one year. Current Committee members are listed in this publication.

The Committee, assisted by reading specialists from throughout the state, met for one week in September to review and correlate all materials to the *Reading First* and Research Based Reading Standards. 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 (October, 2006), contracts are mailed to the publishing companies (October, 2006). After the return of signed contracts, the listing of newly adopted materials, is published by December 1, 2006 in the annual Adoption Guide found on the Internet at http://www.sde.idaho.gov/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

Albertson Library
Boise State University
Boise, Idaho

David O. McKay Library
Brigham Young University-Idaho
Rexburg, Idaho

Instructional Materials Center
Idaho State University
Pocatello, Idaho

Curriculum Library
Lewis-Clark State College
Lewiston, Idaho

Riley Library
Northwest Nazarene University
Nampa, Idaho

Instructional Materials Technology Center
University of Idaho
Moscow, 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

Sally Harris State Div. of Voc-Tech Education PO Box 83720 Boise ID 83720-0095	Rose Rettig, Reading First Director State Department of Education PO Box 83720 Boise ID 83720-0027	Nancy Swanger Trustee Troy School District 337 Big Meadow Road Troy Idaho 83871
Judith Walling Elementary Teacher Eagle Middle School 1000 W Floating Feather Eagle ID 83616	Dr. Bruce Roberts, Asst Supt. Bonneville School Dist. 3497 North Ammon Road Idaho Falls, ID 83401-1301	Stacey Jensen Elementary Teacher Edahow Elementary School 2020 Pocatello Creek Road Pocatello, ID 83201
Dr. William Medlin, Parent Representative. PO Box 8493 Moscow ID 83843	Janice Burkholder Parent Representative Boise State University 1910 University Drive Boise, ID 83725	Darlene Matson Dyer, Secondary Teacher Wood River High School 950 Fox Acres Road Hailey, ID 83333.
George Grant, Assistant Superintendent Vallivue School District #139 5207 S. Montana Ave. Caldwell ID 83607	Dr. John Davis College of Education ED 405B University of Idaho Moscow ID 83844	Dr. David Squires College of Education Idaho State University #62 381 Box 8059 Pocatello ID 83209
Norma Jeanne Wellman, Idaho PTA 3831 W. Park Creek Drive Meridian ID 83642	Daniel Makely Diacese of Boise Catholic Schools 303 Federal Way Boise ID 83705	Kathy Hurley Parent Representative 3392 S Ashbury Place Boise ID 83706
	Val Fenske, Executive Secretary Curriculum & Technology Center 650 West State Street, B-25 Boise ID 83702	

2006 Curricular Materials
Research Based Reading Recommendations

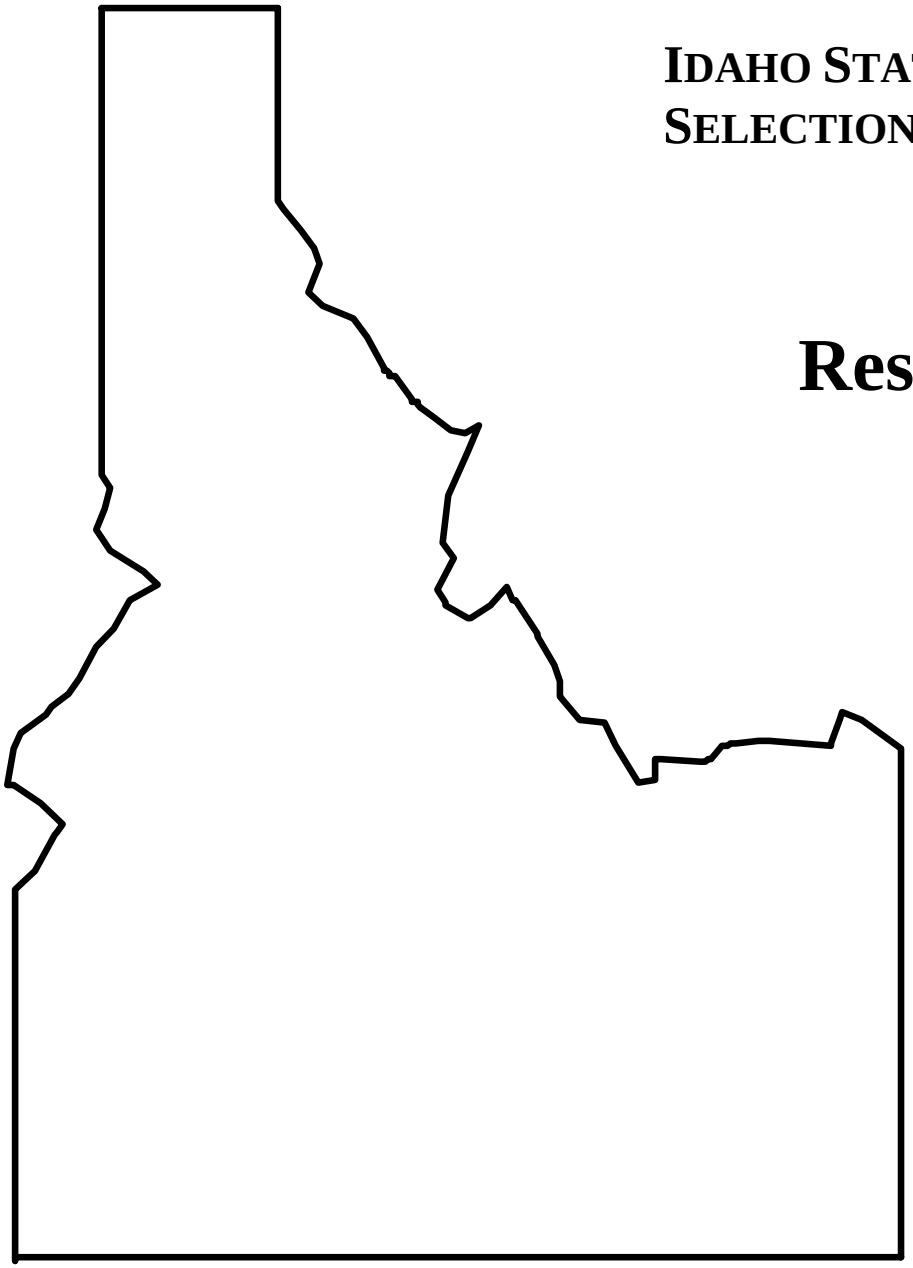
Curricular Materials Recommendations - Annual Adoptions

It was moved by **Kathy Hurley**, seconded by **Janice Burkholder**, and carried that the curricular materials listed and marked as approved in the Subject Area for the *Research Based Reading* 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 **Norma Jeanne Wellman**, seconded by **Unanimous Vote**, and carried to adjourn the meeting on September 14, 2006.

Respectfully submitted,
Val Fenske
Executive Secretary



IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE RECOMMENDATIONS

Research Based Reading

Grades K-12

2006

Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt School Publishers **Annual -2006**	**HARCOURT TROPHIES, Kindergarten Program**	**Beck, et al**	**2005, 2007 Edition**	**K**	**015340066-8**	***See Note**
	Big Book Collection (package of 14 titles) (included in K Program)				015332129-6	
	Big Book Audiotext Collection (package of 14 titles) (included in K Program)				015325453-X	
	Teacher's Edition Collection (included in K Program)				015339731-4	
	ePlanner with Teacher Pages, 1 year access				015347325-8	
	Letters and Sounds Place Mat (included in K Program)				015315007-6	
	Little Book Collection (1 each of 14 titles) (included in K Program)				015332130-X	
	Phonics Practice Book (included in K Program)				015325777-6	
	Phonics Practice Book Copying Masters (included in K Program)				015325778-4	
	Independent Readers Collection (1 each of 35 titles) (included in K Program)				015325468-8	
	Music CD				015326466-7	
	Oo-pples and Boo-noo-noos Package: Songs and Activities for Phonemic Awareness, Second Edition with CD				015325786-5	
	Letter and Sound Charts (included in K Program)				015313428-3	
	Letter and Sound Chart Sentence Strip Collection K (included in K Program)				015315005-X	
	Intervention Resource Kit				015326225-7	
	Intervention Teacher's Guide				015329346-2	
	Intervention Practice Book				015329344-6	
	Intervention Practice Book, Teacher's Edition				015329345-4	
	Alphabet Masters				015332127-X	
	Picture Cards for Intervention				015332128-8	
	Intervention Game Boards				015326237-0	
	Magnetic Letters (included in K Program)				015309030-8	
	Write-On/Wipe-off Boards with Phonemic Awareness Disks, Manuscript Handwriting Models (included in K Program)				015315006-8	
	Write-On/Wipe-off Boards with Phonemic Awareness Disks, D'Nealian Handwriting Models (included in K Program)				015316040-3	
	Tactile Letter Cards (included in K Program)				015314476-9	
	Word Builder (package of 5) (included in K Program)				015309024-3	
	Word Builder Cards (included in K Program)				015315000-9	
	Practice Book Collection (1 each of 12 titles) (included in K Program)				015325080-1	
	Complete Set Practice Book Collection (12 copies each of 12 titles)				015332213-6	
	Decoding and Word Recognition Assessments				015340340-3	
	Assessment Handbook (included in K Program)				015325776-8	
	English-Language Learners Resource Kit				015326516-7	
	English-Language Learners, Teacher's Guide				015329331-4	
	English-Language Learners Big Book				015329343-8	
	Pre-decodable/Decodable Books Collection (1 copy each of 37 titles)				015323766-X	

*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt School Publishers **Annual -2006**	**Harcourt Trophies, Kindergarten Program (Continued)**					
	Pre-Decodable Book, First Day at School (package of 5)				015329516-3	
	Pre-Decodable Book, Where's My Teddy? (package of 5)				015329517-1	
	Pre-Decodable Book, Pet Day (package of 5)				015329519-8	
	Pre-Decodable Book, My Bus (package of 5)				015329522-8	
	Pre-Decodable Book, The Party (package of 5)				015329523-6	
	Pre-Decodable Book, The Salad (package of 5)				015329524-4	
	Pre-Decodable Book, I Am (package of 5)				015329525-2	
	Pre-Decodable Book, The Mat (package of 5)				015329526-0	
	Pre-Decodable Book, We Go (package of 5)				015329527-9	
	Pre-Decodable Book, I Nap (package of 5)				015329528-7	
	Pre-Decodable Book, Tap, Tap, Tap (package of 5)				015329532-5	
	Pre-Decodable Book, The Park (package of 5)				015329533-3	
	Pre-Decodable Book, Sit On My Chair (package of 5)				015329534-1	
	Pre-Decodable Book, My Pig (package of 5)				015329535-X	
	Pre-Decodable Book, I Have, You Have (package of 5)				015329536-8	
	Pre-Decodable Book, Soup (package of 5)				015329537-6	
	Pre-Decodable Book, The Dig (package of 5)				015329538-4	
	Decodable Book, Kip the Ant (package of 5)				015329539-2	
	Decodable Book, The Big Ram (package of 5)				015329540-6	
	Decodable Book, What Can Hop? (package of 5)				015329541-4	
	Decodable Book, I Can See It! (package of 5)				015329543-0	
	Decodable Book, What Is in the Box? (package of 5)				015329544-9	
	Decodable Book, Hop on Top (package of 5)				015329545-7	
	Decodable Book, A Big, Big Van (package of 5)				015329546-5	
	Decodable Book, Come In (package of 5)				015329547-3	
	Decodable Book, Hop In! (package of 5)				015329548-1	
	Decodable Book, Is It for Me? (package of 5)				015329549-X	
	Decodable Book, We Can Fix (package of 5)				015329550-3	
	Decodable Book, A Hat I Like (package of 5)				015329551-1	
	Decodable Book, Little Cat, Big Cat (package of 5)				015329552-X	
	Decodable Book, But I Can (package of 5)				015329605-4	
	Decodable Book, Up, Up, Up (package of 5)				015329606-2	
	Decodable Book, Is It a Fish? (package of 5)				015329607-0	
	Decodable Book, It Is Fun (package of 5)				015329608-9	
	Decodable Book, A Bug Can Tug (package of 5)				015329609-7	
	Decodable Book, Sid Hid (package of 5)				015329610-0	

*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt School Publishers **Annual -2006**	**Harcourt Trophies, Kindergarten Program (Continued)**					
	Decodable Book, In a Sub (package of 5)				015329611-9	
	Pre-decodable/Decodable Books, Take-Home Version				015325442-4	
	Big Book of Rhymes and Songs				015325401-7	
	Read-Aloud Anthology				015313420-8	
	Alphabet Books Collection (1 copy each of 26 titles)				015329256-3	
	Alphabet Books, Aa (package of 5)				015329290-3	
	Alphabet Books, Bb (package of 5)				015329291-1	
	Alphabet Books, Cc (package of 5)				015329292-X	
	Alphabet Books, Dd (package of 5)				015329294-6	
	Alphabet Books, Ee (package of 5)				015329295-4	
	Alphabet Books, Ff (package of 5)				015329296-2	
	Alphabet Books, Gg (package of 5)				015329297-0	
	Alphabet Books, Hh (package of 5)				015329298-9	
	Alphabet Books, Ii (package of 5)				015329299-7	
	Alphabet Books, Jj (package of 5)				015329300-4	
	Alphabet Books, Kk (package of 5)				015329301-2	
	Alphabet Books, Ll (package of 5)				015329302-0	
	Alphabet Books, Mm (package of 5)				015329304-7	
	Alphabet Books, Nn (package of 5)				015329305-5	
	Alphabet Books, Oo (package of 5)				015329306-3	
	Alphabet Books, Pp (package of 5)				015329307-1	
	Alphabet Books, Qq (package of 5)				015329308-X	
	Alphabet Books, Rr (package of 5)				015329309-8	
	Alphabet Books, Ss (package of 5)				015329310-1	
	Alphabet Books, Tt (package of 5)				015329311-X	
	Alphabet Books, Uu (package of 5)				015329312-8	
	Alphabet Books, Vv (package of 5)				015329314-4	
	Alphabet Books, Ww (package of 5)				015329315-2	
	Alphabet Books, Xx (package of 5)				015329316-0	
	Alphabet Books, Yy (package of 5)				015329317-9	
	Alphabet Books, Zz (package of 5)				015329319-5	
	Library Book Collection (1 copy each of 24 titles)				015332131-8	
	Big Alphabet Cards				015313425-9	
	Big Alphabet Cards: D'Nealian				015326167-6	
	Picture Cards/Picture Word Cards				015313426-7	
	Teacher's Resource Book				015326467-5	

*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt School Publishers **Annual -2006**	**Harcourt Trophies, Kindergarten Program (Continued)**					
	Alphabet Cards				015309023-5	
	High-Frequency Word Cards				015326469-1	
	Suggestions for Classroom Management				015348991-X	
	K-2 Literacy Assessment Package (includes 16 little books and Teacher Guide)				015348709-7	
	K-2 Literary Assessment Teacher Guide				015348723-2	
	Writer's Companion: Support and Practice for Writing, Teacher Edition				015349531-6	
	Professional Development for Reading An Overview of Reading Instruction for Teachers, Administrators, and Parents Pkg				015338366-6	
	Professional Development for Reading An Overview of Reading Instruction for Teachers, Administrators, and Parents, Participant Guide				015338355-0	
	Professional Development for Reading, Teaching Phonemic Awareness Package				015338367-4	
	Professional Development for Reading, Teaching Phonemic Awareness, Participant Guide				015338356-9	
	Professional Development for Reading, Teaching Phonics Package				015338368-2	
	Professional Development for Reading, Teaching Phonics, Participant Guide				015338357-7	
	Professional Development for Reading, Teaching Vocabulary Package				015338372-0	
	Professional Development for Reading, Teaching Vocabulary, Participant Guide				015338361-5	
	Professional Development for Reading, Teaching Text Comprehension Package				015338374-7	
	Professional Development for Reading, Teaching Text Comprehension, Participant Guide				015338363-1	
	Professional Development for Reading, Assessment to Inform Instruction Package				015338376-3	
	Professional Development for Reading, Assessment to Inform Instruction Participant Guide				015338355-0	
Harcourt School Publishers **Annual -2006**	**Harcourt Trophies, Grade One**	**Beck, et al**	**2005, 2007 Edition**	**1**		***See Note**
	Student Edition, Guess Who, Level 1-1				015339776-4	
	Student Edition, Catch a Dream, Level 1-2				015339777-2	
	Student Edition, Here and There, Level 1-3				015339778-0	
	Student Edition, Time Together, Level 1-4				015339779-9	
	Student Edition, Gather Around, Level 1-5				015339781-0	
	Big Book, All I Am				015313367-8	
	Big Book, Sometimes				015310806-1	
	Big Book, Let's Go Visiting				015313369-4	
	Big Book, Ten Dogs in the Window				015313370-8	
	Big Book, Sweet Dreams: How Animals Sleep				015326170-6	
	Big Book, Where Does the Brown Bear Go?				015313372-4	
	Big Book, From Head to Toe				015313373-2	
	Big Book, Little White Dog				015313374-0	
	Big Book, On a Hot, Hot Day				015313375-9	
	Big Book, Hattie and the Fox				015310811-8	
	Big Book, To Market, To Market				015313377-5	
	Big Book, I Swam with a Seal				015313378-3	

*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt School Publishers **Annual -2006**	**Harcourt Trophies, Grade One (Continued)**					
	Big Book Collection (1 each of 12 titles)				015327354-2	
	Big Book Audiotext Collection				015332558-5	
	Little Book Collection (1 each of 12 titles)				015329515-5	
	Teacher Edition Collection (includes 5 Teacher Editions)				015339735-7	
	ePlanner with Teacher Pages, 1 year access				015347326-6	
	Audiotext CD Collection				015348640-6	
	Practice Book, Volume 1				015323504-7	
	Practice Book, Volume 2				015323505-5	
	Practice Book, Teacher's Edition, Volume 1				015323507-1	
	Practice Book, Teacher's Edition, Volume 2				015323508-X	
	Extra Support Copying Masters				015323506-3	
	Challenge Copying Masters				015323509-8	
	English-Language Learners Copying Masters				015325057-7	
	Library Books Collection (1 copy each of 12 titles with Teacher Guide)				015329240-7	
	Library Book, Have You Seen My Cat? (package of 5)				015319220-8	
	Library Book, Happy Birthday (package of 5)				015319221-6	
	Library Book, Sid and Sam (package of 5)				015319222-4	
	Library Book, Biscuit (package of 5)				015319223-2	
	Library Book, Big Brown Bear (package of 5)				015319224-0	
	Library Book, Shoe Town (package of 5)				015319225-9	
	Library Book, Ask Mr. Bear (package of 5)				015319226-7	
	Library Book, Leon and Bob (package of 5)				015319227-5	
	Library Book, Fire Fighters (package of 5)				015319228-3	
	Library Book, Little Fox Goes to the End of the World (package of 5)				015319229-1	
	Library Book, The Big Dipper (package of 5)				015319230-5	
	Library Book, Peeping and Sleeping (package of 5)				015319231-3	
	Library Books, Teacher's Guide (separately)				015326181-1	
	Alphabet Masters				015332127-X	
	Picture Cards for Intervention				015332128-8	
	Intervention Game Boards				015326237-0	
	Tactile Letter Cards				015314476-9	
	Phonics Practice Book				015313559-X	
	Phonics Practice Book Copying Masters				015320909-7	
	Writer's Companion: Support and Practice for Writing, Teacher Edition				015349532-4	
	Decodable Books Collection (1 copy each of 34 titles)				015323767-8	
	Decodable Book Collection Take-Home Version (Copying Masters) (2 volumes that include all 34 titles)				015326714-3	
	Below-Level Books Collection (1 copy each of 34 titles)				015325510-2	
	Below-Level Books Collection (5 copies each of 34 titles)				015334000-2	
	On-Level Books Collection (1 copy each of 34 titles)				015325516-1	
	On-Level Books Collection (5 copies each of 34 titles)				015334006-1	

*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt School Publishers **Annual -2006**	**Harcourt Trophies, Grade One (Continued)**					
	Advanced-Level Books Collection (1 copy each of 34 titles)				015325522-6	
	Advanced-Level Books Collection (5 copies each of 34 titles)				015334012-6	
	Books For All Learners Teacher Guide				015335746-0	
	Big Book of Rhymes				015325502-1	
	Oo-pples and Boo-noo-noos Package: Songs and Activities for Phonemic Awareness, Second Edition with CD				015325786-5	
	Picture Cards				015313556-5	
	Word Builder (package of 5)				015309024-3	
	Word Builder Cards				015315000-9	
	Letter and Word Cards				015326169-2	
	Spelling Practice Book				015323498-9	
	Spelling Practice Book, Teacher Edition				015323550-0	
	Read-Aloud Anthology				015312776-7	
	Suggestions for Classroom Management				015348992-8	
	Language Handbook (consumable)				015325063-1	
	Language Handbook, Teacher Guide				015326160-9	
	Standardized Test Prep Book for Reading and Language Arts				015321227-6	
	Standardized Test Prep Book for Reading and Language Arts Teacher Edition				015320929-1	
	Oral Reading Fluency Assessment				015340967-3	
	K-2 Literacy Assessment Package (includes 16 little books and Teacher Guide)				015348709-7	
	K-2 Literary Assessment Teacher Guide				015348723-2	
	Teaching Charts				015337838-7	
	Teaching Transparencies				015325069-0	
	Teaching Transparencies for Language Arts				015334086-X	
	Decoding and Word Recognition Assessment				015337423-3	
	Holistic Assessment Level 1-1 (package of 12)				015332133-4	
	Holistic Assessment Level 1-2 (package of 12)				015332134-2	
	Holistic Assessment Level 1-3 (package of 12)				015332135-0	
	Holistic Assessment Level 1-4 (package of 12)				015332136-9	
	Holistic Assessment Level 1-5 (package of 12)				015332137-7	
	Holistic Assessment Teacher Edition				015325159-X	
	Beginning-of-Year Reading and Language Skills Assessment (package of 12)				015342850-3	
	Beginning-of-Year Reading and Language Skills Assessment Teacher Guide				015342276-9	
	Placement and Diagnostic Assessments				015326177-3	
	Reading and Language Skills Assessment Level 1-1 (pretest & posttest) (package of 12)				015332155-5	
	Reading and Language Skills Assessment Level 1-2 (pretest & posttest) (package of 12)				015332156-3	
	Reading and Language Skills Assessment Level 1-3 (pretest & posttest & mid-year test) (package of 12)				015332164-4	
	Reading and Language Skills Assessment Level 1-4 (pretest & posttest (package of 12)				015332165-2	
	Reading and Language Skills Assessment Level 1-5 (pretest & posttest & end-of-year test) (package of 12)				015332174-1	
	Reading and Language Skills Assessment Teacher Edition				015324961-7	
	Intervention Resource Kit				015326226-5	

*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

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Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt School Publishers **Annual -2006**	**Harcourt Trophies, Grade One (Continued)**					
	Intervention Teacher Guide				015326512-4	
	Intervention Practice Book				015326513-2	
	Intervention Practice Book, Teacher Edition				015326514-0	
	Intervention Game Board				015326237-0	
	Intervention Assessment Book				015326515-9	
	Alphabet Masters				015332127-X	
	Word Builder (package of 5)				015309024-3	
	Word Builder Cards				015315000-9	
	Alphabet/Phonics Cards				015315001-7	
	Alphabet/Phonics Cards, D'Nealian				015326470-5	
	Picture Cards for Intervention				015332128-8	
	Tactile Letter Cards				015314476-9	
	English-Language Learners Book Collection (1 copy each of 34 titles)				015325504-8	
	English-Language Learners Books Collection (package of 5 copies each of 34 titles)				015333994-2	
	English-Language Learners Resource Kit				015326517-5	
	English-Language Learners Teacher Guide				015329334-9	
	Dry-erase Board				015329330-6	
	Harcourt School Publishers Online Assessment (1 year access)				015341916-4	
	Grammar Jingles CD, Primary				015320264-5	
	Grammar Jingles Copying Masters, Primary				015322045-7	
	Professional Development for Reading				015338355-0	
	Professional Development for Reading, Teaching Phonemic Awareness Package				015338367-4	
	Professional Development for Reading, Teaching Phonemic Awareness, Participant Guide				015338356-9	
	Professional Development for Reading, Teaching Phonics Package				015338369-0	
	Professional Development for Reading, Teaching Phonics, Participant Guide				015338358-5	
	Professional Development for Reading, Teaching Vocabulary Package				015338372-0	
	Professional Development for Reading, Teaching Vocabulary, Participant Guide				015338361-5	
	Professional Development for Reading, Teaching Fluency Package				015338371-2	
	Professional Development for Reading, Teaching Fluency, Participant Guide				015338360-7	
	Professional Development for Reading, Teaching Text Comprehension Package				015338374-7	
Harcourt School Publishers **Annual -2006**	**Harcourt Trophies, Grade Two**	**Beck, et al**	**2005, 2007 Edition**	**2**		***See Note**
	Key Features:					
	Student Edition, Just for You, Level 2-1				015339782-9	
	Student Edition, Banner Days, Level 2-2				015339783-7	
	Teacher Edition Collection (includes 6 Teacher Editions)				015339741-1	
	ePlanner with Teacher Pages (1 year renewable access)				015347327-4	
	Audiotext CD Collection				015348647-3	
	Practice Book, Level 2-1				015323510-1	

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Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt School Publishers **Annual -2006**	**Harcourt Trophies, Grade Two (Continued)**					
	Practice Book, Level 2-2				015323511-X	
	Practice Book, Teacher Edition, Level 2-1				015323513-6	
	Practice Book, Teacher Edition, Level 2-2				015323514-4	
	Extra Support Copying Masters				015323512-8	
	Challenge Copying Masters				015323515-2	
	English-Language Learners Copying Masters				015325058-5	
	Library Books Collection (1 copy each of 12 titles with Teacher Guide)				015329241-5	
	Library Book, Who's Who in My Family? (package of 5)				015319252-6	
	Library Book, For Pete's Sake (package of 5)				015319251-8	
	Library Book, The Rooster Who Went to His Uncle's Wedding (package of 5)				015319253-4	
	Library Book, Amelia Bedelia Helps Out (package of 5)				015319254-2	
	Library Book, Flowers, Fruits, Seeds (package of 5)				015319255-0	
	Library Book, Pablo's Tree (package of 5)				015319273-9	
	Library Book, The Puddle Pail (package of 5)				015319259-3	
	Library Book, There's a Dragon in My Sleeping Bag (package of 5)				015319257-7	
	Library Book, The Leaving Morning (package of 5)				015319261-5	
	Library Book, The Little Painter of Sabana Grande (package of 5)				015319260-7	
	Library Book, Grandpa Takes Me to the Moon (package of 5)				015319262-3	
	Library Book, Out of the Ocean (package of 5)				015319263-1	
	Library Books, Teacher Guide				015326182-X	
	Phonics Practice Book				015315212-5	
	Phonics Practice Book Copying Master				015320910-0	
	Writer's Companion: Support and Practice for Writing				015349062-4	
	Writer's Companion: Support and Practice for Writing, Teacher Edition				015349533-2	
	Decodable Books Collection (1 copy each of 20 titles)				015323768-6	
	Decodable Books Take-Home Version (Copying Masters) (2 volumes of all 20 titles)				015326768-2	
	Below-Level Books Collection (1 copy each of 30 titles)				015325511-0	
	Below-Level Books Collection (5 copies each of 30 titles)				015334001-0	
	On-Level Books Collection (1 copy each of 30 titles)				015325517-X	
	On-Level Books Collection (5 copies each of 30 titles)				015334007-X	
	Advanced-Level Books Collection (1 copy each of 30 titles)				015325523-4	
	Advanced-Level Books Collection (5 copies each of 30 titles)				015334013-4	
	Books For All Learners, Teacher Guide				015335747-9	
	Big Book of Rhymes				015325503-X	
	Word Builder (package of 5)				015309024-3	
	Word Builder Cards				015315000-9	
	Spelling Practice Book				015323499-7	
	Spelling Practice Book, Teacher Edition				015323551-9	
	Read-Aloud Anthology				015314996-5	
	Suggestions for Classroom Management				015348993-6	

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Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt School Publishers **Annual -2006**	**Harcourt Trophies, Grade Two (Continued)**					
	Language Handbook				015325064-X	
	Language Handbook Answer Key				015326161-7	
	Standardized Test Prep Books for Reading and Language Arts				015321228-4	
	Standardized Test Prep Books for Reading and Language Arts Teacher Edition				015320930-5	
	Oral Reading Fluency Assessment				015340967-3	
	K-2 Literacy Assessment Package (includes 16 little books and Teacher Guide)				015348709-7	
	K-2 Literary Assessment Teacher Guide				015348723-2	
	Teaching Transparencies				015325070-4	
	Teaching Transparencies for Language Arts				015334087-8	
	Decoding and Word Recognition Assessments				015340341-1	
	Holistic Assessment Level 2-1 (3 packages of 12; 1 package per theme)				015332138-5	
	Holistic Assessment Level 2-2 (3 packages of 12; 1 package per theme)				015332139-3	
	Holistic Assessment Teacher Edition				015325160-3	
	Beginning-of-Year Reading and Language Skills Assessment (package of 12)				015342851-1	
	Beginning-of-Year Reading and Language Arts Assessment ,Teacher Guide				015342277-7	
	Placement and Diagnostic Assessments				015326178-1	
	Phonics Student Cards				015311502-5	
	Reading and Language Skills Assessment Level 2-1 (pretest & posttest & mid-year test) (package of 12)				015332175-X	
	Reading and Language Skills Assessment Level 2-2 (pretest & posttest & end-of-year test) (package of 12)				015332183-0	
	Reading and Language Skills Assessment Teacher Edition				015324962-5	
	Intervention Resource Kit				015326227-3	
	Intervention Reader, Sounds of Sunshine				015325339-8	
	Intervention Teacher Guide				015325344-4	
	Intervention Practice Book				015326145-5	
	Intervention Practice Book, Teacher Edition				015326150-1	
	Intervention Skills Card				015326232-X	
	Intervention Game Board				015326238-9	
	Intervention Assessment Book				015326155-2	
	English-Language Learners Books Collection (1 each of 30 titles)				015325505-6	
	English-Language Learners Books Collection (package of 5 copies each of 30 titles)				015333995-0	
	English-Language Learners Resource Kit				015326518-3	
	English-Language Learners Teacher Guide				015329335-7	
	Dry-erase Board				015329330-6	
	Harcourt School Publishers Online Assessment (1 year renewable access)				015341917-2	
	Grammar Jingles CD, Primary				015320264-5	
	Grammar Jingles Copying Masters, Primary				015322045-7	
	Professional Development for Reading				015338366-6	
	Professional Development for Reading				015338355-0	
	Professional Development for Reading, Teaching Phonics Package				015338370-4	
	Professional Development for Reading, Teaching Phonics, Participant Guide				015338359-3	

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Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt School Publishers **Annual -2006**	**Harcourt Trophies, Grade Two (Continued)**					
	Professional Development for Reading, Teaching Vocabulary Package				015338372-0	
	Professional Development for Reading, Teaching Vocabulary, Participant Guide				015338361-5	
	Professional Development for Reading, Teaching Fluency Package				015338371-2	
	Professional Development for Reading, Teaching Fluency, Participant Guide				015338360-7	
	Professional Development for Reading, Teaching Text Comprehension Package				015338375-5	
	Professional Development for Reading, Teaching Text Comprehension, Participant Guide				015338364-X	
	Professional Development for Reading, Assessment to Inform Instruction Package				015338376-3	
	Professional Development for Reading, Assessment to Inform Instruction, Participant Guide				015338365-8	
Harcourt School Publishers **Annual -2006**	**Harcourt Trophies, Grade Three**	**Beck, et al**	**2005, 2007 Edition**	**3**		***See Note**
	Note: Professional Development Series is very valuable to this program. Key Features:					
	Student Edition, Changing Patterns, Level 3-1				015339784-5	
	Student Edition, On Your Mark, Level 3-2				015339786-1	
	Teacher Edition Collection (includes 6 Teacher Editions)				015339748-9	
	ePlanner with Teacher Pages (1 year renewable access)				015347328-2	
	Audiotext CD Collection				015348652-X	
	Practice Book, Level 3-1				015323516-0	
	Practice Book, Level 3-2				015323517-9	
	Practice Book, Teacher Edition, Level 3-1				015323519-5	
	Practice Book, Teacher Edition, Level 3-2				015323520-9	
	Extra Support Copying Masters				015323518-7	
	Challenge Copying Masters				015323521-7	
	English-Language Learners Copying Masters				015325059-3	
	Library Books Collection (1 copy each of 12 titles with Teacher Guide)				015329242-3	
	Library Book, Frida María (package of 5)				015319276-3	
	Library Book, Julian's Glorious Summer (package of 5)				015319277-1	
	Library Book, My Horse of the North (package of 5)				015319278-X	
	Library Book, Ibis, a True Whale Story (package of 5)				015319279-8	
	Library Book, Ramona Quimby, Age 8 (package of 5)				015319280-1	
	Library Book, Making Friends (package of 5)				015319281-X	
	Library Book, The Wave (package of 5)				015319282-8	
	Library Book, What Do Authors Do? (package of 5)				015319283-6	
	Library Book, Mama Provi and the Pot of Rice (package of 5)				015319284-4	
	Library Book, Cam Jansen and the Triceratops Pops Mystery (package of 5)				015319285-2	
	Library Book, Earth: Our Planet in Space (package of 5)				015319286-0	
	Library Book, Jordi's Star (package of 5)				015319287-9	
	Library Books, Teacher Guide (separately)				015326183-8	
	Phonics Practice Book, Intermediate				015315213-3	

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Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt School Publishers **Annual -2006**	**Harcourt Trophies, Grade Three (Continued)**					
	Phonics Practice Book Coping Masters, Intermediate				015320911-9	
	Writer's Companion: Support and Practice for Writing				015349063-2	
	Writer's Companion: Support and Practice for Writing, Teacher Edition				015349534-0	
	Below-Level Books Collection (1 copy each of 30 titles)				015325512-9	
	Below-Level Books Collection (5 copies each of 30 titles)				015334002-9	
	On-Level Books Collection (1 copy each of 30 titles)				015325518-8	
	On-Level Books Collection (5 copies each of 30 titles)				015334008-8	
	Advanced-Level Books Collection (1 copy each of 30 titles)				015325524-2	
	Advanced-Level Books Collection (5 copies each of 30 titles)				015334014-2	
	Books For All Learners Teacher Guide				015335748-7	
	Spelling Practice Book				015323500-4	
	Spelling Practice Book, Teacher Edition				015323552-7	
	Suggestions for Classroom Management				015348994-4	
	Language Handbook				015325065-8	
	Language Handbook Answer Key				015326162-5	
	Standardized Test Prep Books for Reading and Language Arts				015321229-2	
	Standardized Test Prep Books for Reading and Language Arts, Teacher Edition				015320931-3	
	Oral Reading Fluency Assessment				015340967-3	
	Teaching Transparencies				015325071-2	
	Teaching Transparencies for Language Arts				015334088-6	
	Holistic Assessment Level 3-1 (3 packages of 12; 1 package per theme)				015332140-7	
	Holistic Assessment Level 3-2 (3 packages of 12; 1 package per theme)Holistic Assessment Teacher Edition				015332141-5	
	Holistic Assessment Teacher Edition				015325161-1	
	Beginning-of-Year Reading and Language Skills Assessment (package of 12)				015342852-X	
	Beginning-of-Year Reading and Language Skills Assessment Teacher Edition				015342278-5	
	Placement and Diagnostic Assessment				015326179-X	
	Reading and Language Skills Assessment Level 3-1 (pretest & posttest & mid-year test) (package of 12)				015332184-9	
	Intervention Reader, Bright Surprises				015325340-1	
	Reading and Language Skills Assessment Grade 3-2 (pretest & posttest & end-of-year test per theme				015332200-4	
	Reading and Language Skills Assessment Teacher Edition				015324963-3	
	Intervention Resource Kit				015326228-1	
	Intervention Teacher Guide				015325345-2	
	Intervention Practice Book				015326146-3	
	Intervention Practice Book, Teacher Edition				015326151-X	
	Intervention Skills Cards				015326233-8	
	Intervention Game Boards				015326238-9	
	English-Language Learners Book Collection (1 each of 30 titles)				015325506-4	
	English-Language Learners Book Collection (5 copies each of 30 titles)				015333996-9	
	English-Language Learners Resource Kit				015326519-1	
	English-Language Learners Teacher Guide				015329336-5	

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Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt School Publishers **Annual -2006**	**Harcourt Trophies, Grade Three (Continued)**					
	Dry-erase Board				015329330-6	
	Harcourt School Publishers Online Assessment (1 year renewable access)				015341918-0	
	Grammar Jingles CD, Intermediate				015320265-3	
	Grammar Jingles Copying Masters				015322046-5	
	Professional Development for Reading				015338366-6	
	Professional Development for Reading				015338355-0	
	Professional Development for Reading, Teaching Phonics Package				015338370-4	
	Professional Development for Reading, Teaching Phonics, Participant Guide				015338359-3	
	Professional Development for Reading, Teaching Vocabulary Package				015338373-9	
	Professional Development for Reading, Teaching Vocabulary, Participant Guide				015338362-3	
	Professional Development for Reading, Teaching Fluency Package				015338371-2	
	Professional Development for Reading, Teaching Fluency, Participant Guide				015338360-7	
	Professional Development for Reading, Teaching Text Comprehension Package				015338375-5	
	Professional Development for Reading, Teaching Text Comprehension, Participant Guide				015338364-X	
	Professional Development for Reading, Assessment to Inform Instruction Package				015338376-3	
	Professional Development for Reading, Assessment to Inform Instruction, Participant Guide				015338365-8	
Macmillan / McGraw-Hill **Annual -2006**	**Macmillan/McGraw-Hill Treasures, A Reading / Language Arts Program: Kindergarten System**	**Shanahan, et al**	**2007**	**K**	**0-02-193806-7**	***See Note**
	Teacher Edition Package (10 Unit Teacher's Editions)				0-02-193773-7	
	Teacher's Edition, Smart Start, Unit 1				0-02-196932-9	
	Teacher's Edition, Unit 2				0-02-192181-4	
	Teacher's Edition, Unit 3				0-02-192182-2	
	Teacher's Edition, Unit 4				0-02-192183-0	
	Teacher's Edition, Unit 5				0-02-192184-9	
	Teacher's Edition, Unit 6				0-02-192185-7	
	Teacher's Edition, Unit 7				0-02-192186-5	
	Teacher's Edition, Unit 8				0-02-192187-3	
	Teacher's Edition, Unit 9				0-02-192188-1	
	Teacher's Edition, Unit 10				0-02-192189-X	
	Student Activity Book Package (11 books)				0-02-193781-8	
	Student Activity Book, Smart Start-Readiness				0-02-192105-9	
	Student Activity Book, Unit 1				0-02-192106-7	
	Student Activity Book, Unit 2				0-02-192107-5	
	Student Activity Book, Unit 3				0-02-192108-3	
	Student Activity Book, Unit 4				0-02-192109-1	
	Student Activity Book, Unit 5				0-02-192111-3	
	Student Activity Book, Unit 6				0-02-192112-1	
	Student Activity Book, Unit 7				0-02-192113-X	

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Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan / McGraw-Hill **Annual -2006**	**Macmillan/McGraw-Hill Treasures, A Reading / Language Arts Program: Kindergarten System (Continued)**					
	Student Activity Book, Unit 8				0-02-192114-8	
	Student Activity Book, Unit 9				0-02-192115-6	
	Student Activity Book, Unit 10				0-02-192116-4	
	Big Book of Exploration Package (Set of 2)				0-02-193765-6	
	Big Book of Exploration, Volume 1				0-02-192191-1	
	Big Book of Exploration, Volume 2				0-02-192192-X	
	Literature Big Book Package (Set of 22)				0-02-193762-1	
	Read-Aloud Trade Book Package (1 each of 11 titles)				0-02-193764-8	
	Retelling Cards Package (Set of 2)				0-02-193987-X	
	Retelling Cards, Part A (Units 1-5)				0-02-193795-8	
	Retelling Cards, Part B (Units 6-10)				0-02-193794-X	
	Home-School Connection				0-02-193918-7	
	Practice Book				0-02-193627-7	
	Practice Book Teacher's Annotated Edition				0-02-193902-0	
	Teacher's Resource Book				0-02-193911-X	
	Sing, Talk, and Rhyme Chart				0-02-192014-1	
	Assessment Handbook				0-02-193951-9	
	Screening, Diagnostic, Placement Assessment				0-02-193928-4	
	Unit And Benchmark Assessments Blackline Masters				0-02-193929-2	
	Read-Aloud Anthology				0-02-192023-0	
	Small Letter Cards				0-02-193992-6	
	Photo Cards				0-02-193979-9	
	Puppet				0-02-193993-4	
	Large Alphabet and Sound/Spelling Cards				0-02-193999-3	
	Small Alphabet and Sound/Spelling Cards				0-02-194001-0	
	Sound Boxes (Package of 6)				0-02-193996-9	
	Decodable Reader Library (6 each of 30 titles)				0-02-193816-4	
	Leveled Reader Library: On-Level (6 each of 30 titles)				0-02-195288-4	
	Listening Library CD's – Core Selections				0-02-194404-0	
	Decodable Reader Package (1 each of 30 titles) (Alternate format)				0-02-193815-6	
	Leveled Reader Package: On-Level (1 each of 30 titles) (Alternate format)				0-02-195287-6	
	Listening Library CD's – On-Level Leveled Readers (Alternate format)				0-02-194348-6	
	Leveled Reader Package: Approaching (1 each of 30 titles)				0-02-195253-1	
	Leveled Reader Library: Approaching (6 each of 30 titles) (Alternate format)				0-02-195254-X	
	Listening Library CD's – Approaching Leveled Readers (Alternate format)				0-02-194341-9	
	Leveled Reader Package: Beyond (1 each of 30 titles)				0-02-195323-6	
	Leveled Reader Library: Beyond (6 each of 30 titles) (Alternate format)				0-02-195324-4	
	Listening Library CD's – Beyond Leveled Readers (Alternate format)				0-02-194356-7	

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Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan / McGraw-Hill **Annual -2006**	**Macmillan/McGraw-Hill Treasures, A Reading / Language Arts Program: Kindergarten System (Continued)**					
	Leveled Reader Package: ELL (1 each of 30 titles)				0-02-196682-6	
	Leveled Reader Library: ELL (6 each of 30 titles) (Alternate format)				0-02-196683-4	
	Listening Library CD's – ELL Readers (Alternate format)				0-02-196277-4	
	ELL Teacher's Guide with Blackline Masters				0-02-194078-9	
	Large Letter Cards				0-02-193991-8	
	High Frequency Word Cards				0-02-193972-1	
	Letter Tiles				0-02-193982-9	
	Punctuation Cards				0-02-193985-3	
	Unit Assessment (10-Packs for Units 1-10) (Alternate format)				0-02-196666-4	
	Benchmark Assessment- Forms A and B (Alternate format)				0-02-196674-5	
	Running Records and Benchmark Books (Package of 30)				0-02-196931-0	
	ELL Practice/Assessment Blackline Masters				0-02-194086-X	
	Reading Triumphs: An Intervention Program				0-02-192151-2	
	Treasure Chest for English Language Learners				0-02-193868-7	
	Leveled Reader Library				0-02-193785-0	
	Listening Library CD's – Intervention Anthology				0-02-194418-0	
	Instructional Navigator eTE CD-ROM (Alternate format)				0-02-197036-X	
Macmillan / McGraw-Hill **Annual -2006**	**Macmillan/McGraw-Hill Treasures, A Reading / Language Arts Program**	**Shanahan, et al**	**2007**	**1**		***See Note**
	Student Book, Unit 1				0-02-192001-X	
	Student Book, Unit 2				0-02-192002-8	
	Student Book, Unit 3				0-02-192003-6	
	Student Book, Unit 4				0-02-192004-4	
	Student Book, Unit 5-6				0-02-192005-2	
	Listening Library CD's – Core Selections (Alternate format)				0-02-194405-9	
	StudentWorks on CD-ROM (Alternate format)				0-02-194366-4	
	Teacher Edition Package (6 Units)				0-02-193774-5	
	Unit 1 Teacher's Edition				0-02-196933-7	
	Unit 2 Teacher's Edition				0-02-192327-2	
	Unit 3 Teacher's Edition				0-02-192328-0	
	Unit 4 Teacher's Edition				0-02-192329-9	
	Unit 5 Teacher's Edition				0-02-192331-0	
	Unit 6 Teacher's Edition				0-02-192332-9	
	Instructional Navigator eTE CD-ROM (Alternate format)				0-02-194373-7	
	Teacher's Resource Package (including):				0-02-193808-3	
	Read-Aloud Anthology				0-02-192024-9	
	Home-School Connection				0-02-193919-5	
	Teacher's Resource Book				0-02-193912-8	

*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan / McGraw-Hill **Annual -2006**	**Macmillan/McGraw-Hill Treasures, A Reading / Language Arts Program: Grade 1 (Continued)**					
	Practice Book Blackline Masters: Approaching				0-02-193613-7	
	Practice Book Blackline Masters: On-Level				0-02-193628-5	
	Practice Book Blackline Masters: Beyond				0-02-193621-8	
	Practice Book Blackline Masters: Teacher's Annotated Edition				0-02-193903-9	
	Grammar Practice Book Teacher's Annotated Edition				0-02-193901-2	
	Spelling Practice Book Teacher's Annotated Edition				0-02-193927-6	
	Start Smart Practice Book				0-02-193909-8	
	Screening, Diagnostic, Placement Assessment				0-02-193928-4	
	Unit And Benchmark Assessments Blackline Masters				0-02-193931-4	
	Weekly Assessments Blackline Masters				0-02-193937-3	
	Fluency Assessments				0-02-193944-6	
	Assessment Handbook				0-02-193951-9	
	Running Records and Benchmark Books (Package of 30)				0-02-196931-0	
	Benchmark Running Records				0-02-193958-6	
	Benchmark Books (Package of 30)				0-02-195249-3	
	Literature Big Book Package (Set of 16)				0-02-193763-X	
	Leveled Reader Package: Approaching (1 each of 30 titles)				0-02-195359-7	
	Leveled Reader Library: Approaching (6 each of 30 titles) (Alternate format)				0-02-195361-9	
	Listening Library CD's – Approaching Leveled Readers (Alternate format)				0-02-194342-7	
	Leveled Reader Package: On-Level (1 each of 30 titles)				0-02-195395-3	
	Leveled Reader Library: On-Level (6 each of 30 titles) (Alternate format)				0-02-195396-1	
	Listening Library CD's – On-Level Leveled Readers (Alternate format)				0-02-194349-4	
	Leveled Reader Package: Beyond (1 each of 30 titles)				0-02-195431-3	
	Leveled Reader Library: Beyond (6 each of 30 titles) (Alternate format)				0-02-195432-1	
	Listening Library CD's – Beyond Leveled Readers (Alternate format)				0-02-194357-5	
	Leveled Reader Package: ELL (1 each of 30 titles)				0-02-196717-2	
	Leveled Reader Library: ELL (6 each of 30 titles) (Alternate format)				0-02-196718-0	
	Listening Library CD's – ELL Readers (Alternate format)				0-02-196278-2	
	Decodable Reader Package (1 each of 6 titles)				0-02-193851-2	
	Decodable Reader Library (6 each of 6 titles) (Alternate format)				0-02-193852-0	
	Classroom Library Trade Books Package (1 each of 18 titles)				0-02-193766-4	
	Intervention Anthology (Set of 2)				0-02-193761-3	
	Listening Library CD's – Intervention Anthology (Alternate format)				0-02-194419-9	
	Retelling Cards Package (Set of 2)				0-02-193988-8	
	Retelling Cards, Part 1 (Units 1-3)				0-02-193795-8	
	Retelling Cards, Part 2 (Units 4-6)				0-02-193794-X	
	Workstation Flip Charts (Set of 4)				0-02-195239-6	
	Workstation Flip Chart: Reading				0-02-193965-9	
	Workstation Flip Chart: Writing				0-02-194805-4	

*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan / McGraw-Hill **Annual -2006**	**Macmillan/McGraw-Hill Treasures, A Reading / Language Arts Program: Grade 1 (Continued)**					
	Workstation Flip Chart: Word Work				0-02-194806-2	
	Workstation Flip Chart: Science/Social Studies				0-02-194807-0	
	Teaching Transparencies: Comprehension/Study Skills				0-02-194021-5	
	Daily Language Practice/Phonics Transparency Book				0-02-194014-2	
	Teaching Transparencies: Writing/Writing Process				0-02-194026-6	
	Teaching Transparencies: Graphic Organizers/Fluency				0-02-194033-9	
	Vocabulary/Vocabulary Strategy/Grammar Transparency Book				0-02-194825-9	
	ELL Teacher Guide With Blackline Masters				0-02-194079-7	
	Vocabulary Word Cards (Includes High Frequency Words)				0-02-193973-X	
	Grammar Practice Book Student Edition				0-02-193899-7	
	Spelling Practice Book Student Edition				0-02-193926-8	
	Benchmark Assessment – Forms A and B (Alternate format)				0-02-196675-3	
	ELL Practice/Assessment Blackline Masters				0-02-194087-8	
	Weekly and Unit Assessment Student Edition (Units 1-6) (Alternate format)				0-02-197022-X	
	Unit Assessment (10-Packs for Units 1-10) (Alternate format)				0-02-196667-2	
	Reading Triumphs: An Intervention Program				0-02-192152-0	
	Treasure Chest for English Language Learners				0-02-193869-5	
	Leveled Reader Library				0-02-193786-9	
	Fluency Solutions				0-02-194412-1	
	Progress Reporter CD-ROM				0-02-194379-6	
	Phonics: New Adventure with Buggles and Beezy Stand-Alone				0-02-194399-0	
	Phonics: New Adventure with Buggles and Beezy Network (Alternate format)				0-02-194401-6	
Macmillan / McGraw-Hill **Annual -2006**	**Macmillan/McGraw-Hill Treasures, A Reading/Language Arts Program**	**Shanahan, et al**	**2007**	**2**		***See Note**
	Student Book, Book 1				0-02-192006-0	
	Student Book, Book 2				0-02-192007-9	
	Listening Library CD's – Core Selections (Alternate format)				0-02-194406-7	
	StudentWorks on CD-ROM (Alternate format)				0-02-194367-2	
	Teacher Edition Package (6 Units)				0-02-193775-3	
	Unit 1 Teacher's Edition				0-02-196934-5	
	Unit 2 Teacher's Edition				0-02-192550-X	
	Unit 3 Teacher's Edition				0-02-192551-8	
	Unit 4 Teacher's Edition				0-02-192552-6	
	Unit 5 Teacher's Edition				0-02-192553-4	
	Unit 6 Teacher's Edition				0-02-192554-2	
	Instructional Navigator eTE CD-ROM (Alternate format)				0-02-194374-5	
	Teacher's Resource Package (including):				0-02-193809-1	
	Read-Aloud Anthology				0-02-192025-7	
	Home-School Connection				0-02-193921-7	

*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan / McGraw-Hill **Annual -2006**	**Macmillan/McGraw-Hill Treasures, A Reading / Language Arts Program: Grade 2 (Continued)**					
	Teacher's Resource Book				0-02-193913-6	
	Practice Book Blackline Masters: Approaching				0-02-193614-5	
	Practice Book Blackline Masters: On-Level				0-02-193629-3	
	Practice Book Blackline Masters: Beyond				0-02-193622-6	
	Practice Book Blackline Masters: Teacher's Annotated Edition				0-02-193904-7	
	Grammar Practice Book Teacher's Annotated Edition				0-02-193606-4	
	Spelling Practice Book Teacher's Annotated Edition				0-02-193641-2	
	Screening, Diagnostic, Placement Assessment				0-02-193928-4	
	Unit And Benchmark Assessments Blackline Masters				0-02-193932-2	
	Weekly Assessments Blackline Masters				0-02-193938-1	
	Fluency Assessments				0-02-193944-6	
	Assessment Handbook				0-02-193951-9	
	Running Records and Benchmark Books (Package of 30)				0-02-196931-0	
	Benchmark Running Records				0-02-193958-6	
	Benchmark Books (Package of 30)				0-02-195249-3	
	Leveled Reader Package: Approaching (1 each of 30 titles)				0-02-195467-4	
	Leveled Reader Library: Approaching (6 each of 30 titles) (Alternate format)				0-02-195468-2	
	Listening Library CD's – Approaching Leveled Readers (Alternate format)				0-02-194343-5	
	Leveled Reader Package: On-Level (1 each of 30 titles)				0-02-195503-4	
	Leveled Reader Library: On-Level (6 each of 30 titles) (Alternate format)				0-02-195504-2	
	Listening Library CD's – On-Level Leveled Readers (Alternate format)				0-02-194351-6	
	Leveled Reader Package: Beyond (1 each of 30 titles)				0-02-195538-7	
	Leveled Reader Library: Beyond (6 each of 30 titles) (Alternate format)				0-02-195539-5	
	Listening Library CD's – Beyond Leveled Readers (Alternate format)				0-02-194358-3	
	Leveled Reader Package: ELL (1 each of 30 titles)				0-02-196753-9	
	Leveled Reader Library: ELL (6 each of 30 titles) (Alternate format)				0-02-196754-7	
	Listening Library CD's – ELL Readers (Alternate format)				0-02-196279-0	
	Decodable Reader Package (1 each of 6 titles)				0-02-193859-8	
	Decodable Reader Library (6 each of 6 titles)				0-02-193861-X	
	Classroom Library Trade Books Package (1 each of 18 titles)				0-02-193767-2	
	Intervention Anthology				0-02-192017-6	
	Listening Library CD's – Intervention Anthology (Alternate format)				0-02-194421-0	
	Retelling Cards Package (Set of 2)				0-02-193989-6	
	Retelling Cards, Part 1 (Units 1-3)				0-02-193802-4	
	Retelling Cards, Part 2 (Units 4-6)				0-02-193801-6	
	Workstation Flip Charts (Set of 4)				0-02-195241-8	
	Workstation Flip Chart: Reading				0-02-193966-7	
	Workstation Flip Chart: Writing				0-02-194808-9	
	Workstation Flip Chart: Word Work				0-02-194809-7	

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Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan / McGraw-Hill **Annual -2006**	**Macmillan/McGraw-Hill Treasures, A Reading / Language Arts Program: Grade 2 (Continued)**					
	Workstation Flip Chart: Science/Social Studies				0-02-194811-9	
	Teaching Transparencies: Comprehension/Study Skills				0-02-194797-X	
	Teaching Transparencies: Daily Language Practice				0-02-194015-0	
	Teaching Transparencies: Writing/Writing Process				0-02-194027-4	
	Teaching Transparencies: Graphic Organizers/Fluency				0-02-194034-7	
	Teaching Transparencies: Vocabulary/Vocabulary Strategy				0-02-194008-8	
	Teaching Transparencies: Grammar				0-02-194045-2	
	ELL Teacher Guide With Blackline Masters				0-02-194081-9	
	Vocabulary Word Cards				0-02-193974-8	
	Grammar Practice Book Student Edition				0-02-193601-3	
	Spelling Practice Book Student Edition				0-02-193635-8	
	Benchmark Assessment – Forms A and B (Alternate format)				0-02-196676-1	
	ELL Practice/Assessment Blackline Masters				0-02-194088-6	
	Weekly and Unit Assessment Student Edition (Units 1-6) (Alternate format)				0-02-197023-8	
	Unit Assessment (10-Packs for Units 1-10) (Alternate format)				0-02-196668-0	
	Triumphs: An Intervention Program				0-02-192153-9	
	Treasure Chest For ELL				0-02-193871-7	
	Leveled Reader Library				0-02-193787-7	
	Fluency Solutions				0-02-194413-X	
	Progress Reporter CD-ROM				0-02-194381-8	
Macmillan / McGraw-Hill **Annual -2006**	**Macmillan/McGraw-Hill Treasures, A Reading/Language Arts Program**	**Shanahan, et al**	**2007**	**3**		***See Note**
	Student Book, Book 1				0-02-192007-7	
	Student Book, Book 2				0-02-192009-5	
	Listening Library CD's – Core Selections (Alternate format)				0-02-194407-5	
	StudentWorks on CD-ROM (Alternate format)				0-02-194368-0	
	Teacher Edition Package (6 Units)				0-02-193776-1	
	Unit 1 Teacher's Edition				0-02-196935-3	
	Unit 2 Teacher's Edition				0-02-192776-6	
	Unit 3 Teacher's Edition				0-02-192777-4	
	Unit 4 Teacher's Edition				0-02-192778-2	
	Unit 5 Teacher's Edition				0-02-192779-0	
	Unit 6 Teacher's Edition				0-02-192781-2	
	Instructional Navigator eTE CD-ROM (Alternate format)				0-02-194375-3	
	Teacher's Resource Package (including):				0-02-193811-3	
	Read-Aloud Anthology				0-02-192026-5	
	Home-School Connection				0-02-193922-5	
	Teacher's Resource Book				0-02-193914-4	
	Practice Book Blackline Masters: Approaching				0-02-193615-3	

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Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan / McGraw-Hill **Annual -2006**	**Macmillan/McGraw-Hill Treasures, A Reading / Language Arts Program: Grade 3 (Continued)**					
	Practice Book Blackline Masters: On-Level				0-02-193631-5	
	Practice Book Blackline Masters: Beyond				0-02-193623-4	
	Practice Book Blackline Masters: Teacher's Annotated Edition				0-02-193905-5	
	Grammar Practice Book Teacher's Annotated Edition				0-02-193607-2	
	Spelling Practice Book Teacher's Annotated Edition				0-02-193642-0	
	Screening, Diagnostic, Placement Assessment				0-02-193928-4	
	Unit And Benchmark Assessments Blackline Masters				0-02-193933-0	
	Weekly Assessments Blackline Masters				0-02-193939-X	
	Fluency Assessments				0-02-193944-6	
	Assessment Handbook				0-02-193951-9	
	Running Records and Benchmark Books (Package of 30)				0-02-196931-0	
	Benchmark Running Records				0-02-193958-6	
	Benchmark Books (Package of 30)				0-02-195249-3	
	Leveled Reader Package: Approaching (1 each of 30 titles)				0-02-195575-1	
	Leveled Reader Library: Approaching (6 each of 30 titles) (Alternate format)				0-02-195576-X	
	Listening Library CD's – Approaching Leveled Readers				0-02-194344-3	
	Leveled Reader Package: On-Level (1 each of 30 titles)				0-02-195611-1	
	Leveled Reader Library: On-Level (6 each of 30 titles) (Alternate format)				0-02-195612-X	
	Listening Library CD's – On-Level Leveled Readers (Alternate format)				0-02-194352-4	
	Leveled Reader Package: Beyond (1 each of 30 titles)				0-02-195646-4	
	Leveled Reader Library: Beyond (6 each of 30 titles) (Alternate format)				0-02-195647-2	
	Listening Library CD's – Beyond Leveled Readers (Alternate format)				0-02-194359-1	
	Leveled Reader Package: ELL (1 each of 30 titles)				0-02-196788-1	
	Leveled Reader Library: ELL (6 each of 30 titles) (Alternate format)				0-02-196789-X	
	Listening Library CD's – ELL Readers (Alternate format)				0-02-196281-2	
	Classroom Library Trade Books Package (1 each of 18 titles)				0-02-193768-0	
	Intervention Anthology				0-02-192018-4	
	Listening Library CD's – Intervention Anthology (Alternate format)				0-02-194422-9	
	Workstation Flip Charts (Set of 4)				0-02-195242-6	
	Workstation Flip Chart: Reading				0-02-193967-5	
	Workstation Flip Chart: Writing				0-02-194812-7	
	Workstation Flip Chart: Word Work				0-02-194813-5	
	Workstation Flip Chart: Science/Social Studies				0-02-194814-3	
	Teaching Transparencies: Comprehension/Study Skills				0-02-194798-8	
	Teaching Transparencies: Daily Language Practice				0-02-194016-9	
	Teaching Transparencies: Writing/Writing Process				0-02-194028-2	
	Teaching Transparencies: Graphic Organizers/Fluency				0-02-194035-5	
	Teaching Transparencies: Vocabulary/Vocabulary Strategy				0-02-194009-6	

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Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan / McGraw-Hill **Annual -2006**	**Macmillan/McGraw-Hill Treasures, A Reading / Language Arts Program: Grade 3 (Continued)**					
	Teaching Transparencies: Grammar				0-02-194046-0	
	ELL Teacher Guide with Blackline Masters				0-02-194082-7	
	Vocabulary Word Cards				0-02-193975-6	
	Grammar Practice Book Student Edition				0-02-193602-1	
	Spelling Practice Book Student Edition				0-02-193636-6	
	Benchmark Assessment – Forms A and B (Alternate format)				0-02-196677-X	
	ELL Practice/Assessment Blackline Masters				0-02-194089-4	
	Weekly and Unit Assessment Student Edition (Units 1-6) (Alternate format)				0-02-197024-6	
	Unit Assessment (10-Packs for Units 1-10) (Alternate format)				0-02-196669-9	
	Reading Triumphs: An Intervention Program				0-02-192154-7	
	Treasure Chest for English Language Learners				0-02-193872-5	
	Leveled Reader Library				0-02-193788-5	
	Fluency Solutions				0-02-194414-8	
	Progress Reporter CD-ROM				0-02-194382-6	
	Vocabulary Puzzlemaker				0-02-194364-8	
	Phonics: Adventure with Buggles and Beezy Stand-Alone				0-02-194402-4	
	Phonics: Adventure with Buggles and Beezy Network (Alternate format)				0-02-194403-2	

*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt School Publishers **Annual -2006**	**Harcourt Trophies, Grade Four Student Edition, Lead the Way**	**Beck, et al**	**2005, 2007 Edition**	**4**	**015339787-X**	***See Note**
	Note: Professional Development Series is very valuable to this program. Correlation to the Idaho Content Standards Grade 4 = 89% Key Features:					
	Teacher Edition Collection (includes 6 Teacher Editions)				015339755-1	
	ePlanner with Teacher Pages (1 year renewable access)				015347329-0	
	Audiotext CD Collection				015348659-7	
	Practice Book				015323522-5	
	Practice Book, Teacher Edition				015323524-1	
	Extra Support Copying Masters				015323523-3	
	Challenge Copying Masters				015323525-X	
	English-Language Learners Copying Masters				015325060-7	
	Library Books Collection (1 copy each of 12 titles with Teacher Guide)				015329245-8	
	Library Book, Under the Lemon Moon (package of 5)				015319305-0	
	Library Book, Kate Shelley and the Midnight Express (package of 5)				015319300-X	
	Library Book, Can We Be Friends? Nature's Partners (package of 5)				015319310-7	
	Library Book, The Canada Geese Quilt (package of 5)				015319315-8	
	Library Book, Stealing Home (package of 5)				015319307-7	
	Library Book, Skylark (package of 5)				015319302-6	
	Library Book, A Llama in the Family (package of 5)				015319322-0	
	Library Book, Nothing Ever Happens on 90th Street (package of 5)				015319306-9	
	Library Book, Lucita Comes Home to Oaxaca (package of 5)				015319304-2	
	Library Book, Celebrating the Powwow (package of 5)				015319309-3	
	Library Book, Flute's Journey (package of 5)				015319311-5	
	Library Book, The Down and Up Fall (package of 5)				015319308-5	
	Library Books, Teacher Guide				015326184-6	
	Phonics Practice Book, Intermediate				015315213-3	
	Phonics Practice Book Copying Masters, Intermediate				015320911-9	
	Writer's Companion: Support and Practice for Writing				015349064-0	
	Writer's Companion: Support and Practice for Writing, Teacher Edition				015349535-9	
	Below-Level Books Collection (1 copy each of 30 titles)				015325513-7	
	Below-Level Books Collection (5 copies each of 30 titles)				015334003-7	
	On-Level Books Collection (1 copy each of 30 titles)				015325519-6	
	On-Level Books Collection (5 copies each of 30 titles)				015334009-6	
	Advanced-Level Books Collection (1 copy each of 30 titles)				015325525-0	
	Advanced-Level Books Collection (5 copies each of 30 titles)				015334015-0	
	Books For All Learners Teacher Guide				015335749-5	
	Spelling Practice Book				015323501-2	
	Spelling Practice Book, Teacher Edition				015323553-5	
	Suggestions for Classroom Management				015348995-2	
	Language Handbook				015325066-6	
	Language Handbook Answer Key				015326163-3	

*Correlation to: "Idaho's Research Based Reading Requirements grades 4-12

Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt School Publishers **Annual -2006**	**Harcourt Trophies, Grade Four Student Edition, Lead the Way (Continued)**					
	Standardized Test Prep Books for Reading and Language Arts				015321230-6	
	Standardized Test Prep Books for Reading and Language Arts Teacher Edition				015320932-1	
	Oral Reading Fluency Assessment				015340967-3	
	Teaching Transparencies				015325072-0	
	Teaching Transparencies for Language Arts				015334089-4	
	Holistic Assessment (6 packages of 12; 1 package per theme)				015332142-3	
	Holistic Assessment Teacher Edition				015325162-X	
	Beginning-of-Year Reading and Language Skills Assessment (package of 12)				015342853-8	
	Beginning-of-Year Reading and Language Skills Assessment Teacher Edition				015342279-3	
	Placement and Diagnostic Assessment				015326179-X	
	Reading and Language Skills Assessment				015332203-9	
	Reading and Language Skills Assessment Teacher Edition				015324964-1	
	Intervention Resource Kit				015326229-X	
	Intervention Reader, Moving Ahead				015325341-X	
	Intervention Reader, Teacher Guide				015325346-0	
	Intervention Practice Book				015326147-1	
	Intervention Practice Book Teacher Edition				015326152-8	
	Intervention Skills Cards				015326234-6	
	Intervention Game Boards				015326239-7	
	Intervention Assessment Book				015326157-9	
	English-Language Learners Book Collection (1 each of 30 titles)				015325507-2	
	English-Language Learners Book Collection (5 copies each of 30 titles)				015333997-7	
	English-Language Learners Resource Kit				015326520-5	
	English-Language Learners Teacher Guide				015329337-3	
	Grammar Jingles Copying Masters, Intermediate				015322046-5	
	Professional Development for Reading				015338366-6	
	Professional Development for Reading				015338355-0	
	Professional Development for Reading, Teaching Phonics Package				015338370-4	
	Professional Development for Reading, Teaching Phonics, Participant Guide				015338359-3	
	Professional Development for Reading, Teaching Vocabulary Package				015338373-9	
	Professional Development for Reading, Teaching Vocabulary, Participant Guide				015338362-3	
	Professional Development for Reading, Teaching Fluency Package				015338371-2	
	Professional Development for Reading, Teaching Fluency, Participant Guide				015338360-7	
	Professional Development for Reading, Teaching Text Comprehension Package				015338375-5	
	Professional Development for Reading, Teaching Text Comprehension, Participant Guide				015338364-X	
	Professional Development for Reading, Assessment to Inform Instruction Package				015338376-3	
	Professional Development for Reading, Assessment to Inform Instruction				015338365-8	

Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt School Publishers **Annual -2006**	**Harcourt Trophies, Grade Five Student Edition, Distant Voyages**	**Beck, et al**	**2005, 2007 Edition**	**5**	**015339788-8**	***See Note**
	Note: Correlation to the Idaho Content Standards Grade 5 = 89% Key Features:					
	Teacher Edition Collection (includes 6 Teacher Editions)				015339762-4	
	ePlanner with Teacher Pages (1 year renewable access)				015347330-4	
	Audiotext CD Collection				015348669-4	
	Practice Book				015323526-8	
	Practice Book, Teacher Edition				015323528-4	
	Extra Support Copying Masters				015323527-6	
	Challenge Copying Masters				015323529-2	
	English-Language Learners Copying Masters				015325061-5	
	Library Books Collection (1 copy each of 12 titles with Teacher Guide)				015329247-4	
	Library Book, The Black Stallion (package of 5)				015319325-5	
	Library Book, Sees Behind Trees (package of 5)				015319339-5	
	Library Book, Baseball in the Barrios (package of 5)				015319326-3	
	Library Book, The Tarantula in My Purse and 172 Other Wild Pets (package of 5)				015319327-1	
	Library Book, Maria's Comet (package of 5)				015319334-4	
	Library Book, Stone Wall Secrets (package of 5)				015319347-6	
	Library Book, The Young Artist (package of 5)				015319330-1	
	Library Book, Dear Benjamin Banneker (package of 5)				015319331-X	
	Library Book, Frindle (package of 5)				015319332-8	
	Library Book, Beetles, Lightly Toasted (package of 5)				015319345-X	
	Library Book, The Cat Who Escaped from Steerage (package of 5)				015319342-5	
	Library Book, And Then What Happened, Paul Revere? (package of 5)				015319335-2	
	Library Books, Teacher Guide				015326185-4	
	Phonics Practice Book, Intermediate				015315213-3	
	Phonics Practice Book Copying Masters, Intermediate				015320911-9	
	Writer's Companion: Support and Practice for Writing				015349065-9	
	Writer's Companion: Support and Practice for Writing, Teacher Edition				015349536-7	
	Below-Level Books Collection (1 copy each of 30 titles)				015325514-5	
	Below-Level Books Collection (5 copies each of 30 titles)				015334004-5	
	On-Level Books Collection (1 copy each of 30 titles)				015325520-X	
	On-Level Books Collection (5 copies each of 30 titles)				015334010-X	
	Advanced-Level Books Collection (1 copy each of 30 titles)				015325526-9	
	Advanced-Level Books Collection (5 copies each of 30 titles)				015334016-9	
	Books For All Learners Teacher Guide				015335750-9	
	Spelling Practice Book				015323502-0	
	Spelling Practice Book, Teacher Edition				015323554-3	
	Suggestions for Classroom Management				015348996-0	
	Language Handbook				015325067-4	

Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt School Publishers **Annual -2006**	**Harcourt Trophies, Grade 5 Student Edition, Distant Voyages (Continued)**					
	Language Handbook Answer Key				015326164-1	
	Standardized Test Prep Books for Reading and Language Arts				015321231-4	
	Standardized Test Prep Books for Reading and Language Arts Teacher Edition				015320933-X	
	Oral Reading Fluency Assessment				015340967-3	
	Teaching Transparencies				015325073-9	
	Teaching Transparencies for Language Arts				015334090-8	
	Holistic Assessment (6 packages of 12; 1 package per theme)				015332143-1	
	Holistic Assessment Teacher Edition				015325163-8	
	Beginning-of-Year Reading and Language Skills Assessment (package of 12)				015342854-6	
	Beginning-of-Year Reading and Language Skills Assessment Teacher Edition				015342280-7	
	Placement and Diagnostic Assessment				015326179-X	
	Reading and Language Skills Assessment				015332204-7	
	Reading and Language Skills Assessment Teacher Edition				015324965-X	
	Intervention Resource Kit				015326230-3	
	Intervention Reader, Take Flight				015325342-8	
	Intervention Reader Teacher Guide				015325347-9	
	Intervention Practice Book				015326148-X	
	Intervention Practice Book, Teacher Edition				015326153-6	
	Intervention Skills Cards				015326235-4	
	Intervention Game Boards				015326239-7	
	Intervention Assessment Book				015326158-7	
	English-Language Learners Book Collection (1 each of 30 titles)				015325508-0	
	English-Language Learners Book Collection (5 copies each of 30 titles)				015333998-5	
	English-Language Learners Resource Kit				015326521-3	
	English-Language Learners Teacher Guide				015329338-1	
	Dry-erase Board				015329330-6	
	Harcourt School Publishers Online Assessment (1 year renewable access)				015341920-2	
	Grammar Jingles CD, Intermediate				015320265-3	
	Grammar Jingles Copying Masters, Intermediate				015322046-5	
	Professional Development for Reading				015338366-6	
	Professional Development for Reading				015338355-0	
	Professional Development for Reading, Teaching Phonics Package				015338370-4	
	Professional Development for Reading, Teaching Phonics, Participant Guide				015338359-3	
	Professional Development for Reading, Teaching Vocabulary Package				015338373-9	
	Professional Development for Reading, Teaching Vocabulary, Participant Guide				015338362-3	
	Professional Development for Reading, Teaching Fluency Package				015338371-2	
	Professional Development for Reading, Teaching Fluency, Participant Guide				015338360-7	
	Professional Development for Reading, Teaching Text Comprehension Package				015338375-5	
	Professional Development for Reading, Teaching Text Comprehension, Participant Guide				015338364-X	
	Professional Development for Reading, Assessment to Inform Instruction Package				015338376-3	
	Professional Development for Reading, Assessment to Inform Instruction				015338365-8	

Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt School Publishers **Annual -2006**	**Harcourt Trophies, Grade Six Student Edition, Timeless Treasure**	**Beck, et al**	**2005, 2007**	**6**	**015339789-6**	***See Note**
	Note: Correlation to the Idaho Content Standards Grade 6 = 88% Key Features:					
	Teacher Edition Collection (includes 6 Teacher Editions)				015339769-1	
	ePlanner with Teacher Pages (1 year renewable access)				015347331-2	
	Audiotext CD Collection				015348682-1	
	Practice Book				015323530-6	
	Practice Book, Teacher Edition				015323532-2	
	Extra Support Copying Masters				015323531-4	
	Challenge Copying Masters				015323533-0	
	English-Language Learners Copying Masters				015325062-3	
	Library Books Collection (1 copy each of 12 titles with Teacher Guide)				015329249-0	
	Library Book, The Summer of the Swans (package of 5)				015319351-4	
	Library Book, My Side of the Mountain (package of 5)				015319355-7	
	Library Book, Journal of a Teenage Genius (package of 5)				015319354-9	
	Library Book, Mrs. Frisby and the Rats of NIMH (package of 5)				015319350-6	
	Library Book, Last Summer with Maizon (package of 5)				015319364-6	
	Library Book, Wilma Rudolph (package of 5)				015319349-2	
	Library Book, Tutankhamen's Gift (package of 5)				015319352-2	
	Library Book, Extra! Extra! The Who, What, Where, When and Why of Newspapers (				015319368-9	
	Library Book, The World at His Fingertips: A Story about Louis Braille (package of 5)				015319357-3	
	Library Book, Guion Bluford: A Space Biography (package of 5)				015319359-X	
	Library Book, The Wright Brothers: How They Invented the Airplane (package of 5)				015319358-1	
	Library Book, The Riddle of the Rosetta Stone (package of 5)				015319353-0	
	Library Books, Teacher Guide (separately)				015326186-2	
	Phonics Practice Book, Intermediate				015315213-3	
	Phonics Practice Book Copying Masters, Intermediate				015320911-9	
	Writer's Companion: Support and Practice for Writing				015349066-7	
	Writer's Companion: Support and Practice for Writing, Teacher Edition				015349537-5	
	Below-Level Books Collection (1 copy each of 30 titles)				015325515-3	
	Below-Level Books Collection (5 copies each of 30 titles)				015334005-3	
	On-Level Books Collection (1 copy each of 30 titles)				015325521-8	
	On-Level Books Collection (5 copies each of 30 titles)				015334011-8	
	Advanced-Level Books Collection (1 copy each of 30 titles)				015325527-7	
	Advanced-Level Books Collection (5 copies each of 30 titles)				015334017-7	
	Books For All Learners, Teacher Guide				015335751-7	
	Spelling Practice Book				015323503-9	
	Spelling Practice Book, Teacher Edition				015323555-1	
	Suggestions for Classroom Management				015348997-9	
	Language Handbook				015325068-2	

Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Harcourt School Publishers **Annual -2006**	**Harcourt Trophies, Grade Six Student Edition, Timeless Treasure (Continued)**					
	Language Handbook Answer Key				015326165-X	
	Standardized Test Prep Books for Reading and Language Arts				015321232-2	
	Standardized Test Prep Books for Reading and Language Arts Teacher Edition				015321233-0	
	Oral Reading Fluency Assessment				015340967-3	
	Teaching Transparencies				015325074-7	
	Teaching Transparencies for Language Arts				015334091-6	
	Holistic Assessment (6 packages of 12; 1 package per theme)				015332144-X	
	Holistic Assessment Teacher Edition				015325164-6	
	Beginning-of-Year Reading and Language Skills Assessment (package of 12)				015342855-4	
	Beginning-of-Year Reading and Language Skills Assessment Teacher Edition				015342281-5	
	Placement and Diagnostic Assessment				015326179-X	
	Reading and Language Skills Assessment				015332212-8	
	Reading and Language Skills Assessment Teacher Edition				015324966-8	
	Intervention Resource Kit				015326231-1	
	Intervention Reader, All Aboard				015325343-6	
	Intervention Reader Teacher Guide				015325348-7	
	Intervention Practice Book				015326149-8	
	Intervention Practice Book, Teacher Edition				015326154-4	
	Intervention Skills Cards				015326236-2	
	Intervention Game Boards				015326239-7	
	Intervention Assessment Book				015326159-5	
	English-Language Learners Books Collection (1 each of 30 titles)				015325509-9	
	English-Language Learners Books Collection (5 copies each of 30 titles)				015333999-3	
	English-Language Learners Resource Kit				015326522-1	
	English-Language Learners Teacher Guide				015329340-3	
	Dry-erase Board				015329330-6	
	Harcourt School Publishers Online Assessment (1 year renewable access)				015341921-0	
	Grammar Jingles CD, Intermediate				015320265-3	
	Grammar Jingles Copying Masters, Intermediate				015322046-5	
	Professional Development for Reading				015338366-6	
	Professional Development for Reading, An Overview of Reading Instruction for Teachers, Administrators, and Parents, Participant Guide				015338355-0	
	Professional Development for Reading, Teaching Phonics Package				015338370-4	
	Professional Development for Reading, Teaching Phonics, Participant Guide				015338359-3	
	Professional Development for Reading, Teaching Vocabulary Package				015338373-9	
	Professional Development for Reading, Teaching Vocabulary, Participant Guide				015338362-3	
	Professional Development for Reading, Teaching Fluency Package				015338371-2	
	Professional Development for Reading, Teaching Fluency, Participant Guide				015338360-7	
	Professional Development for Reading, Teaching Text Comprehension Package				015338375-5	
	Professional Development for Reading, Teaching Text Comprehension, Participant Guide				015338364-X	
	Professional Development for Reading, Assessment to Inform Instruction Package				015338376-3	
	Professional Development for Reading, Assessment to Inform Instruction,				015338365-8	

Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan / McGraw-Hill **Annual -2006**	**Macmillan/McGraw-Hill Treasures, A Reading/ Language Arts Program Student Book**	**Shanahan, et al**	**2007**	**4**	**0-02-192011-7**	***See Note**
	Note: Correlation to Idaho Content Standards for Grade 4 = 81% Key Features:					
	Listening Library CD's – Core Selections (Alternate format)				0-02-194408-3	
	StudentWorks on CD-ROM (Alternate format)				0-02-194369-9	
	Teacher Edition Package (6 Units)				0-02-193777-X	
	Unit 1 Teacher's Edition				0-02-196936-1	
	Unit 2 Teacher's Edition				0-02-192915-7	
	Unit 3 Teacher's Edition				0-02-192916-5	
	Unit 4 Teacher's Edition				0-02-192917-3	
	Unit 5 Teacher's Edition				0-02-192918-1	
	Unit 6 Teacher's Edition				0-02-192919-X	
	Instructional Navigator eTE CD-ROM (Alternate format)				0-02-194376-1	
	Teacher's Resource Package (including):				0-02-193812-1	
	Read-Aloud Anthology				0-02-192027-3	
	Home-School Connection				0-02-193923-3	
	Teacher's Resource Book				0-02-193915-2	
	Practice Book Blackline Masters: Approaching				0-02-193616-1	
	Practice Book Blackline Masters: On-Level				0-02-193632-3	
	Practice Book Blackline Masters: Beyond				0-02-193624-2	
	Practice Book Blackline Masters: Teacher's Annotated Edition				0-02-193906-3	
	Grammar Practice Book Teacher's Annotated Edition				0-02-193608-0	
	Spelling Practice Book Teacher's Annotated Edition				0-02-193643-9	
	Screening, Diagnostic, Placement Assessment				0-02-193928-4	
	Unit And Benchmark Assessments Blackline Masters				0-02-193934-9	
	Weekly Assessments Blackline Masters				0-02-193941-1	
	Fluency Assessments				0-02-193944-6	
	Assessment Handbook				0-02-193951-9	
	Running Records and Benchmark Books (Package of 30)				0-02-196931-0	
	Benchmark Running Records				0-02-193958-6	
	Benchmark Books (Package of 30)				0-02-195249-3	
	Leveled Reader Package: Approaching (1 each of 30 titles)				0-02-195683-9	
	Leveled Reader Library: Approaching (6 each of 30 titles) (Alternate format)				0-02-195684-7	
	Listening Library CD's – Approaching Leveled Readers (Alternate format)				0-02-194345-1	
	Leveled Reader Package: On-Level (1 each of 30 titles)				0-02-195718-5	
	Leveled Reader Library: On-Level (6 each of 30 titles) (Alternate format)				0-02-195719-3	
	Listening Library CD's – On-Level Leveled Readers (Alternate format)				0-02-194353-2	
	Leveled Reader Package: Beyond (1 each of 30 titles)				0-02-195754-1	
	Leveled Reader Library: Beyond (6 each of 30 titles) (Alternate format)				0-02-195755-X	
	Listening Library CD's – Beyond Leveled Readers (Alternate format)				0-02-194361-3	
	Leveled Reader Package: ELL (1 each of 30 titles)				0-02-196824-1	

Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan / McGraw-Hill **Annual -2006**	**Macmillan / McGraw-Hill Treasures, A Reading/ Language Arts Program Grade 4 (Continued)**					
	Leveled Reader Library: ELL (6 each of 30 titles) (Alternate format)				0-02-196825-X	
	Listening Library CD's – ELL Readers (Alternate format)				0-02-196282-0	
	Classroom Library Trade Books Package (1 each of 18 titles)				0-02-193769-9	
	Intervention Anthology				0-02-192019-2	
	Listening Library CD's – Intervention Anthology (Alternate format)				0-02-194423-7	
	Workstation Flip Charts (Set of 4)				0-02-195243-4	
	Workstation Flip Chart: Reading				0-02-193968-3	
	Workstation Flip Chart: Writing				0-02-194815-1	
	Workstation Flip Chart: Word Work				0-02-194816-X	
	Workstation Flip Chart: Science/Social Studies				0-02-194817-8	
	Teaching Transparencies: Comprehension/Study Skills				0-02-194799-6	
	Teaching Transparencies: Daily Language Practice				0-02-194017-7	
	Teaching Transparencies: Writing/Writing Process				0-02-194029-0	
	Teaching Transparencies: Graphic Organizers/Fluency				0-02-194036-3	
	Teaching Transparencies: Vocabulary/Vocabulary Strategy				0-02-194011-8	
	Teaching Transparencies: Grammar				0-02-194047-9	
	ELL Teacher Guide with Blackline Masters				0-02-194083-5	
	Vocabulary Word Cards				0-02-193976-4	
	Grammar Practice Book Student Edition				0-02-193603-X	
	Spelling Practice Book Student Edition				0-02-193637-4	
	Benchmark Assessment – Forms A and B (Alternate format)				0-02-196678-8	
	ELL Practice/Assessment Blackline Masters				0-02-194091-6	
	Weekly and Unit Assessment Student Edition (Units 1-6) (Alternate format)				0-02-197025-4	
	Treasure Chest for English Language Learners				0-02-193873-3	
	Leveled Reader Library				0-02-193789-3	
	Fluency Solutions				0-02-194415-6	
	Progress Reporter CD-ROM				0-02-194383-4	
Macmillan / McGraw-Hill **Annual -2006**	**Macmillan/McGraw-Hill Treasures, A Reading/Language Arts Program Student Book**	**Shanahan, et al**	**2007**	**5**	**0-02-192012-5**	***See Note**
	Note: Correlation to Idaho Content Standards for Grade 5 = 85% Key Features:					
	Listening Library CD's – Core Selections (Alternate format)				0-02-194409-1	
	StudentWorks on CD-ROM (Alternate format)				0-02-194371-0	
	Teacher Edition Package (6 Units)				0-02-193778-8	
	Unit 1 Teacher's Edition				0-02-196937-X	
	Unit 2 Teacher's Edition				0-02-193189-5	
	Unit 3 Teacher's Edition				0-02-193191-7	
	Unit 4 Teacher's Edition				0-02-193192-5	
	Unit 5 Teacher's Edition				0-02-193193-3	

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Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan / McGraw-Hill **Annual -2006**	**Macmillan / McGraw-Hill Treasures, A Reading/ Language Arts Program Grade 5 (Continued)**					
	Unit 6 Teacher's Edition				0-02-193194-1	
	Instructional Navigator eTE CD-ROM				0-02-194377-X	
	Teacher's Resource Package (including):				0-02-193813-X	
	Read-Aloud Anthology				0-02-192028-1	
	Home-School Connection				0-02-193924-1	
	Teacher's Resource Book				0-02-193916-0	
	Practice Book Blackline Masters: Approaching				0-02-193617-X	
	Practice Book Blackline Masters: On-Level				0-02-193633-1	
	Practice Book Blackline Masters: Beyond				0-02-193625-0	
	Practice Book Blackline Masters: Teacher's Annotated Edition				0-02-193907-1	
	Grammar Practice Book Teacher's Annotated Edition				0-02-193609-9	
	Spelling Practice Book Teacher's Annotated Edition				0-02-193644-7	
	Screening, Diagnostic, Placement Assessment				0-02-193928-4	
	Unit And Benchmark Assessments Blackline Masters				0-02-193935-7	
	Weekly Assessments Blackline Masters				0-02-193942-X	
	Fluency Assessments				0-02-193944-6	
	Assessment Handbook				0-02-193951-9	
	Running Records and Benchmark Books (Package of 30)				0-02-196931-0	
	Benchmark Running Records				0-02-193958-6	
	Benchmark Books (Package of 30)				0-02-195249-3	
	Leveled Reader Package: Approaching (1 each of 30)				0-02-195791-6	
	Leveled Reader Library: Approaching (6 each of 30) (Alternate format)				0-02-195792-4	
	Listening Library CD's – Approaching Leveled Readers (Alternate format)				0-02-194346-X	
	Leveled Reader Package: On-Level (1 each of 30 titles)				0-02-195826-2	
	Leveled Reader Library: On-Level (6 each of 30 titles) (Alternate format)				0-02-195827-0	
	Listening Library CD's – On-Level Leveled Readers (Alternate format)				0-02-194354-0	
	Leveled Reader Package: Beyond (1 each of 30 titles)				0-02-195862-9	
	Leveled Reader Library: Beyond (6 each of 30 titles) (Alternate format)				0-02-195863-7	
	Listening Library CD's – Beyond Leveled Readers (Alternate format)				0-02-194362-1	
	Leveled Reader Package: ELL (1 each of 30 titles)				0-02-196859-4	
	Leveled Reader Library: ELL (6 each of 30 titles) (Alternate format)				0-02-196861-6	
	Listening Library CD's – ELL Readers (Alternate format)				0-02-196283-9	
	Classroom Library Trade Books Package (1 each of 18 titles)				0-02-193771-0	
	Intervention Anthology				0-02-192021-4	
	Listening Library CD's – Intervention Anthology (Alternate format)				0-02-194424-5	
	Workstation Flip Charts (Set of 4)				0-02-195244-2	
	Workstation Flip Chart: Reading				0-02-193969-1	
	Workstation Flip Chart: Writing				0-02-194818-6	
	Workstation Flip Chart: Word Work				0-02-194819-4	
	Workstation Flip Chart: Science/Social Studies				0-02-194821-6	

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Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan / McGraw-Hill **Annual -2006**	**Macmillan / McGraw-Hill Treasures, A Reading/ Language Arts Program Grade 5 (Continued)**					
	Teaching Transparencies: Comprehension/Study Skills				0-02-194801-1	
	Teaching Transparencies: Daily Language Practice				0-02-194018-5	
	Teaching Transparencies: Writing/Writing Process				0-02-194031-2	
	Teaching Transparencies: Graphic Organizers/Fluency				0-02-194037-1	
	Teaching Transparencies: Vocabulary/Vocabulary Strategy				0-02-194012-6	
	Teaching Transparencies: Grammar				0-02-194048-7	
	ELL Teacher Guide with Blackline Masters				0-02-194084-3	
	Vocabulary Word Cards				0-02-193977-2	
	Grammar Practice Book Student Edition				0-02-193604-8	
	Spelling Practice Book Student Edition				0-02-193638-2	
	Benchmark Assessment – Forms A and B (Alternate format)				0-02-196679-6	
	ELL Practice/Assessment Blackline Masters				0-02-194092-4	
	Weekly and Unit Assessment Student Edition (Units 1-6) (Alternate format)				0-02-197026-2	
	Unit Assessment (10-Packs for Units 1-10) (Alternate format)				0-02-196672-9	
	Reading Triumphs: An Intervention Program				0-02-192156-3	
	Leveled Reader Library				0-02-193791-5	
	Fluency Solutions				0-02-194416-4	
	Progress Reporter CD-ROM				0-02-194384-2	
Macmillan / McGraw-Hill **Annual -2006**	**Macmillan/McGraw-Hill Treasures, A Reading/ Language Arts Program**	**Shanahan, et al**	**2007**	**6**		***See Note**
	Note: Correlation to Idaho Content Standards for Grade 6 = 100% Key Features:					
	Student Book				0-02-192013-3	
	Listening Library CD's – Core Selections (Alternate format)				0-02-194411-3	
	StudentWorks on CD-ROM (Alternate format)				0-02-194372-9	
	Teacher Edition Package (6 Units)				0-02-193779-6	
	Unit 1 Teacher's Edition				0-02-196938-8	
	Unit 2 Teacher's Edition				0-02-193395-2	
	Unit 3 Teacher's Edition				0-02-193396-0	
	Unit 4 Teacher's Edition				0-02-193397-9	
	Unit 5 Teacher's Edition				0-02-193398-7	
	Unit 6 Teacher's Edition				0-02-193399-5	
	Instructional Navigator eTE CD-ROM (Alternate format)				0-02-194378-8	
	Teacher's Resource Package (including):				0-02-193814-8	
	Read-Aloud Anthology				0-02-192029-X	
	Home-School Connection				0-02-193925-X	
	Teacher's Resource Book				0-02-193917-9	
	Practice Book Blackline Masters: Approaching				0-02-193618-8	
	Practice Book Blackline Masters: On-Level				0-02-193634-X	

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Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan / McGraw-Hill **Annual -2006**	**Macmillan / McGraw-Hill Treasures, A Reading/ Language Arts Program Grade6 (Continued)**					
	Practice Book Blackline Masters: Beyond				0-02-193626-9	
	Practice Book Blackline Masters: Teacher's Annotated Edition				0-02-193908-X	
	Grammar Practice Book Teacher's Annotated Edition				0-02-193611-0	
	Spelling Practice Book Teacher's Annotated Edition				0-02-193645-5	
	Screening, Diagnostic, Placement Assessment				0-02-193928-4	
	Unit And Benchmark Assessments Blackline Masters				0-02-193945-4	
	Weekly Assessments Blackline Masters				0-02-193943-8	
	Fluency Assessments				0-02-193944-6	
	Assessment Handbook				0-02-193951-9	
	Running Records and Benchmark Books (Package of 30)				0-02-196931-0	
	Benchmark Running Records				0-02-193958-6	
	Benchmark Books (Package of 30)				0-02-195249-3	
	Leveled Reader Package: Approaching (1 each of 30)				0-02-195898-X	
	Leveled Reader Library: Approaching (6 each of 30) (Alternate format)				0-02-195899-8	
	Listening Library CD's – Approaching Leveled Readers (Alternate format)				0-02-194347-8	
	Leveled Reader Package: On-Level (1 each of 30 titles)				0-02-195934-X	
	Leveled Reader Library: On-Level (6 each of 30 titles) (Alternate format)				0-02-195935-8	
	Listening Library CD's – On-Level Leveled Readers (Alternate format)				0-02-194355-9	
	Leveled Reader Package: Beyond (1 each of 30 titles)				0-02-195969-2	
	Leveled Reader Library: Beyond (6 each of 30 titles) (Alternate format)				0-02-195971-4	
	Listening Library CD's – Beyond Leveled Readers (Alternate format)				0-02-194363-X	
	Leveled Reader Package: ELL (1 each of 30 titles)				0-02-196895-0	
	Leveled Reader Library: ELL (6 each of 30 titles) (Alternate format)				0-02-196896-9	
	Listening Library CD's – ELL Readers (Alternate format)				0-02-196284-7	
	Classroom Library Trade Books Package (1 each of 18 titles)				0-02-193772-9	
	Intervention Anthology				0-02-192022-2	
	Listening Library CD's – Intervention Anthology (Alternate format)				0-02-194425-3	
	Workstation Flip Charts (Set of 4)				0-02-195245-0	
	Workstation Flip Chart: Reading				0-02-193971-3	
	Workstation Flip Chart: Writing				0-02-194822-4	
	Workstation Flip Chart: Word Work				0-02-194823-2	
	Workstation Flip Chart: Science/Social Studies				0-02-194824-0	
	Teaching Transparencies: Comprehension/Study Skills				0-02-194802-X	
	Teaching Transparencies: Daily Language Practice				0-02-194019-3	
	Teaching Transparencies: Writing/Writing Process				0-02-194032-0	
	Teaching Transparencies: Graphic Organizers/Fluency				0-02-194038-X	
	Teaching Transparencies: Vocabulary/Vocabulary Strategy				0-02-194013-4	
	Teaching Transparencies: Grammar				0-02-194049-5	
	ELL Teacher Guide with Blackline Masters				0-02-194085-1	
	Vocabulary Word Cards				0-02-193978-0	

Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan / McGraw-Hill **Annual -2006**	**Macmillan / McGraw-Hill Treasures, A Reading/ Language Arts Program Grade6 (Continued)**					
	Grammar Practice Book Student Edition				0-02-193605-6	
	Spelling Practice Book Student Edition				0-02-193639-0	
	Benchmark Assessment – Forms A and B (Alternate format)				0-02-196681-8	
	ELL Practice/Assessment Blackline Masters				0-02-194093-2	
	Weekly and Unit Assessment Student Edition (Units 1-6) (Alternate format)				0-02-197027-0	
	Unit Assessment (10-Packs for Units 1-10) (Alternate format)				0-02-196673-7	
	Reading Triumphs: An Intervention Program				0-02-192157-1	
	Leveled Reader Library				0-02-193792-3	
	Fluency Solutions				0-02-194417-2	
	Progress Reporter CD-ROM				0-02-194385-0	
Scholastic, Inc **Annual -2006**	**Scholastic READ 180 Enterprise Edition Stage A**	**Hasselbring, et al.**	**2005**	**4-6**	**0439670802**	***See Note**
	Note: Comprehensive Intervention Program under Research Based Guidelines. Correlation to the Idaho Content Standards: Grade 4= 69%; Grade5 = 69%; Grade 6 = 65%. Key Features Is an intervention program that provides intensive, individualized instruction for older struggling readers. Teacher led sessions for whole class and small groups –Students engage in individualized lessons in the software --. It collects data on each student's responses and adjusts instruction and provides high-interest, age-appropriate reading to that student's needs. Students receive continuous feedback and encouragement. Students work on independent reading in two ways: the program provides audiobooks that are read aloud by a narrator and interspersed with segments by a reading coach who models strategies used by successful readers. The program also includes a rich library of classic and newly created leveled books – both fiction and non-fiction with relevant, age-appropriate content. Includes a strong assessment component. The Scholastic Achievement Manager (SAM) collects and organizes student performance data and serves as a dashboard for supporting data-driven instruction, AYP accountability requirements and district-wide data aggregation for teachers, district administrators, and technology coordinators. You can import student data directly from your district's Student Information System into SAM. You can generate reports for students, classes, schools, and districts and link directly to standards-aligned resources that address core skills.					
	Scholastic READ 180 Enterprise Edition Stage A rBook, Consumable				0439670772	
	Scholastic READ 180 EE Stage A to Add 60 Student Licenses				043981264X	
	Scholastic READ 180 EE Stage A to Add 30 Student Licenses				0439812674	
	Scholastic READ 180 EE Stage A to Add 15 Student Licenses				0439812704	
	Scholastic READ 180 EE Stage A to Add 5 Student Licenses				0439812763	

Comprehensive

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Scholastic, Inc **Annual -2006**	**Scholastic READ 180 Enterprise Edition Stage B**	**Hasselbring, et al.**	**2005**	**6-8**	**0439670810**	***See Note**
	Note: Comprehensive Intervention Program under Research Based Guidelines. Correlation to the Idaho Content Standards: Grade 6= 70%; Grade 7 = 77%; Grade 8 = 80%. Key Features Is an intervention program that provides intensive, individualized instruction for older struggling readers. Teacher led sessions for whole class and small groups –Students engage in individualized lessons in the software --. It collects data on each student's responses and adjusts instruction and provides high-interest, age-appropriate reading to that student's needs. Students receive continuous feedback and encouragement. Students work on independent reading in two ways: the program provides audiobooks that are read aloud by a narrator and interspersed with segments by a reading coach who models strategies used by successful readers. The program also includes a rich library of classic and newly created leveled books – both fiction and non-fiction with relevant, age-appropriate content. Includes a strong assessment component. The Scholastic Achievement Manager (SAM) collects and organizes student performance data and serves as a dashboard for supporting data-driven instruction, AYP accountability requirements and district-wide data aggregation for teachers, district administrators, and technology coordinators. You can import student data directly from your district's Student Information System into SAM. You can generate reports for students, classes, schools, and districts and link directly to standards-aligned resources that address core skills.					
	Scholastic READ 180 Enterprise Edition Stage B rBook, Consumable				0439670780	
	Scholastic READ 180 EE Stage B to Add 60 Student Licenses				0439812658	
	Scholastic READ 180 EE Stage B to Add 30 Student Licenses				0439812682	
	Scholastic READ 180 EE Stage B to Add 15 Student Licenses				0439812712	
	Scholastic READ 180 EE Stage B to Add 5 Student Licenses				0439812771	
Scholastic, Inc **Annual -2006**	**Scholastic READ 180 Enterprise Edition Stage C**	**Hasselbring, et al.**	**2005**	**9-12**	**0439670829**	***See Note**
	Note: Comprehensive Intervention Program under Research Based Guidelines. Correlation to the Idaho Content Standards: Grade 9= 94%; Grade 10 = 88%; Grade 11 = 50%, Grade 12 = 50%. Key Features Is an intervention program that provides intensive, individualized instruction for older struggling readers. Teacher led sessions for whole class and small groups –Students engage in individualized lessons in the software --. It collects data on each student's responses and adjusts instruction and provides high-interest, age-appropriate reading to that student's needs. Students receive continuous feedback and encouragement. Students work on independent reading in two ways: the program provides audiobooks that are read aloud by a narrator and interspersed with segments by a reading coach who models strategies used by successful readers. The program also includes a rich library of classic and newly created leveled books – both fiction and non-fiction with relevant, age-appropriate content. Includes a strong assessment component. The Scholastic Achievement Manager (SAM) collects and organizes student performance data and serves as a dashboard for supporting data-driven instruction, AYP accountability requirements and district-wide data aggregation for teachers, district administrators, and technology coordinators. You can import student data directly from your district's Student Information System into SAM. You can generate reports for students, classes, schools, and districts and link directly to standards-aligned resources that address core skills.					
	Scholastic READ 180 Enterprise Edition Stage C rBook , Consumable				0439670799	
	Scholastic READ 180 EE Stage C to Add 60 Student Licenses				0439812666	
	Scholastic READ 180 EE Stage C to Add 30 Student Licenses				0439812690	
	Scholastic READ 180 EE Stage C to Add 15 Student Licenses				0439812720	
	Scholastic READ 180 EE Stage C to Add 5 Student Licenses				043981278X	

Reading Intervention

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Achieve 3000 Annual -2006	**KidBiz3000®**	**Achieve3000**	**2001**	**2-3**	**Web based**	***See Note**
	Note: Intervention as comprehension. Key Features:					
Developmental Studies Center Annual -2006	**SIPPS Beginning Level Package, 2nd ed.**	**John Shefelbine**	**2005**	**K-1**	**1576215407**	***See Note**
	SIPPS™ Beginning Teacher Manual				1576214532	
	SIPPS Beginning Hand-Held Sound Cards				1576214559	
	SIPPS™ Beginning Hand-held Sight Word Cards				1576214575	
	SIPPS™ Beginning Spelling-Sound Wall Cards				1576214540	
	SIPPS™ Beginning Sight Word Wall Cards				1576214567	
	SIPPS™ Beginning Poster-Size Story Charts				1576214834	
	SIPPS™ Beginning Box of Little Books (6 sets of 61 books)				1576214842	
	SIPPS™ Beginning Book of Reproducible Stories				1576214591	
	SIPPS Beginning Package of Little Books (1 set of 61 books)				1576214583	
	SIPPS™ Beginning Routines & Sounds Video & CDROM				1576214281	
Developmental Studies Center Annual -2006	**SIPPS™ : Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words – Extension Level, 2nd Edition**	**John Shefelbine & Katherine K. Newman**	**2005**	**1-2**	**1576214869**	***See Note**
	SIPPS™ Extension Teacher Manual				1576214605	
	SIPPS™ Extension Hand-held Spelling-Sound Cards				1576214621	
	SIPPS™ Extension Hand-held Sight Word Cards				157621463X	
	SIPPS™ Extension Spelling-Sound Wall Cards				1576214613	
	SIPPS Extension Story Book				1576214648	
	SIPPS™ Extension Story Books (6 books)				1576214885	
	SIPPS™ Extension Story Books (12 books)				1576214877	
	SIPPS™ Extension Routines & Sounds Video & CDROM				157621429X	
Developmental Studies Center Annual -2006	**SIPPS: Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words – Challenge Level, 2nd Edition**	**John Shefelbine & Katherine K. Newman**	**2004**	**2-3**	**1576214915**	***See Note**
	SIPPS™ Challenge Teacher's Manual				1576214710	
	SIPPS™ Challenge Hand-held Phonics Cards				1576214729	
	SIPPS™ Challenge Hand-held Sight Syllable Cards				1576214737	
	SIPPS Challenge Irregular Sight Word Cards				1576214672	
	SIPPS™ Challenge Wall Charts (Spelling-Sound and Sight Syllable)				1576214923	
	SIPPS™ Challenge Assessment Record Book				1576214753	
	SIPPS™ Challenge Routines & Sounds Video & CDROM				1576214303	

*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Reading Intervention

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Lexia Learning Systems, Inc Annual -2006	**Lexia Early Reading®**	**Lexia Learning Systems, Inc.**	**©2000-2005**	**K - 1**	**Computer Based**	***See Note**
	Key Features:					
	Teaching Reading: Stages & Strategies™		**©2003-2005**			
Lexia Learning Systems, Inc Annual -2006	**Lexia Primary Reading™**	**Lexia Learning Systems, Inc.**	**©1994-2005**	**K - 3**	**Computer Based**	***See Note**
	Key Features:					
	Teaching Reading: Stages & Strategies™		**©2003-2005**			
Pearson Education, Inc., publishing as Pearson Scott Foresman Annual -2006	**Early Reading Intervention Program with DIBELS**	**Dr.E.KameEnuiDr. D. Simmons**	**2008**	**K-1**	**0328260495**	***See Note**
	Key Features: Is a scientifically research based program that identifies at-risk children in kindergarten and grade 1 and provides intensive intervention. ERI provides early intervention to improve reading achievement. This instructional intervention is provided daily for 30 minutes outside the classroom CORE reading instruction. Instruction focuses on Code Emphasis and High Specificity. There is 15 minutes of instruction on select phonological awareness skills, alphabet understanding, and word reading. There is another 15 minutes of instruction on further development of phonological awareness, writing development and integrating phonologic awareness and orthography Utilizes Comprehensive Assessment Tools to determine placement into the program, progress monitoring tests and an exit test, and is correlated to DIBELS assessments Has a validated instructional design. Instruction is systematic and includes regular and systematic review of previously learned skills. Each daily lesson has 4 parts. 1-Learning Letters and Sounds, 2-Segmenting, Blending and Integrating, 3-Reading Words, 4-Reading Sentences and Storybooks. These activities are specifically designed to be appropriate for actively engaging struggling kindergartners or first graders					
Sopris West Educational Services Annual -2006	**READ WELL K Instructor Package**	**Sprick, Jones, Dunn, Gunn**	**2004**	**K**	**1593187025**	***See Note**
	Key Features: Combines age-appropriate activities for the entire class with individually appropriate instruction in small groups. End-of-unit individual assessments ensure that the group placement for each student is accurate and that students master the skills taught. Integrates all five components of effective reading instruction: phonemic awareness, phonics, vocabulary, comprehension, and fluency. Engages students in a variety of reading experiences. Teachers read Lap Books and other literature favorites to the whole class. During small groups, students explore meaningful text while building reading independence and confidence through unique Duet and Solo Stories. Duet Stories contain both teacher-read text and fully decodable student text and are read by the teacher and student together. The fully decodable Solo Stories are read by the student independently.					
	READ WELL K Student Package for 24				1-59318-704-1	
	READ WELL K Student Package for 6				1-59318-706-8	
	READ WELL K Program Guide – Getting Started: A Guide to Implementation				1-57035-650-5	
	READ WELL K Assessment Manual				1-57035-669-6	
	READ WELL K Lap Books, Units 1-26				1-59310-709-2	
	READ WELL K Enlarged Storybooks Units 1 & 2				1-59318-699-8	
	READ WELL K Blackline Master Sets				1-59318-708-4	
	READ WELL K Pocket Chart Cards				1-57035-668-8	
	READ WELL K Sound and Word Cards				1-57035-665-3	
	READ WELL K Whole Class Blending Cards				1-59318-065-2	
	READ WELL K ABC Poem Posters				1-57035-667-X	

*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Reading Intervention

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Sopris West Educational Services **Annual -2006**	**READ WELL K Instructor Package (Continued)**					
	READ WELL K ABC Wall Cards				1-57035-654-8	
	READ WELL K CD of Songs				1-59318-037-3	
	READ WELL K Student Magazines, Preludes A-F (Set of 6)				1-59318-213-9	
	READ WELL K Student Magazines, Units 1-20 (Set of 6)				1-59318-289-9	
	READ WELL K Student Magazines, Units 1-10 (Set of 6)				1-59318-138-8	
	READ WELL K Student Magazines, Units 11-20 (Set of 6)				1-59318-139-6	
	READ WELL K Student Storybooks, Units 1-10 (Set of 6)				1-59318-097-7	
	READ WELL K Student Storybooks, Units 11-20 (Set of 6)				1-59318-105-1	
	READ WELL K Small Group Blending Cards				1-57035-671-8	
	Read Well K The Children's Literature Set				1-59318-098-5	
	Read Well K Workbooks 1-3 (consumable)				1-59318-205-8	
Sopris West Educational Services **Annual -2006**	**READ WELL 1 Instructor Package**	**Sprick, Jones, Howard, Fidanque**	**2007**	**1**	**1593186150**	***See Note**
	Key Features: Develops skilled readers who can decode and comprehend a wide variety of content material, literature, and genres. This teacher-and-student-friendly program uses a winning combination of systematic instruction, mastery-based learning, structured activities, and engaging content. Integrates all five components of effective reading instruction: phonemic awareness, phonics, vocabulary, comprehension, and fluency. Students explore meaningful text while building reading independence and confidence through unique Duet and Solo Stories. Duet Stories contain both teacher-read text and fully decodable student text and are read by the teacher and student together. The fully decodable Solo Stories are read by the student independently.					
	READ WELL 1 Student Package for 24				1-59318-667-3	
	READ WELL 1 Student Package for 6				1-59318-669-X	
	READ WELL 1 Student Magazines A (Set of 6)				1-59318-622-3	
	READ WELL 1 Student Magazines B (Set of 6)				1-59318-623-1	
	READ WELL 1 Student Decoding Book 1, Units 1-9 (Set of 6)				1-59318-657-6	
	READ WELL 1 Student Decoding Book 2, Units 10-23 (Set of 6)				1-59318-658-4	
	READ WELL 1 Student Decoding Book 3, Units 24-29 (Set of 6)				1-59318-659-2	
	READ WELL 1 Student Decoding Book 4, Units 30-38 (Set of 6)				1-59318-660-6	
	READ WELL 1 Student Storybooks, Units 1-9 (Set of 6)				1-59318-710-6	
	READ WELL 1 Student Storybooks, Units 10-23 (Set of 6)				1-59318-711-4	
	READ WELL 1 Student Storybooks, Units 24-29 (Set of 6				1-59318-712-2	
	READ WELL 1 Student Storybooks, Units 30-38 (Set of 6)				1-59318-713-0	
	READ WELL 1 Comprehension & Skill Workbook, Units 1-9 (Set of 6)				1-59318-649-5	
	READ WELL 1 Comprehension & Skill Workbook, Units 10-23 (Set of 6)				1-59318-650-9	
	READ WELL 1 Comprehension & Skill Workbook, Units 24-29 (Set of 6)				1-59318-651-7	
	READ WELL 1 Comprehension & Skill Workbook, Units 30-38 (Set of 6)				1-59318-652-5	
	READ WELL 1 Program Guide – Getting Started: A Guide to Implementation				1-59318-512-X	
	READ WELL 1 Homework Blackline Masters				1-59318-520-0	
	READ WELL 1 Comprehension & Skill Blackline Masters				1-59318-521-9	

*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Reading Intervention

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Sopris West Educational Services Annual -2006	**READ WELL 1 Instructor Package (Continued)**					
	READ WELL 1 Sound and Word Cards				1-59318-519-7	
	READ WELL 1 ABC Wall Cards				1-59318-619-3	
	READ WELL 1 Blending Cards				1-59318-518-9	
	READ WELL 1 Poem Posters				1-59318-621-5	
	READ WELL 1 CD of Songs				1-59318-618-5	
	READ WELL 1 PLUS Instructor Package (12 Additional Read Well 1 Units)				1-59318-545-6	
	READ WELL 1 PLUS Student Package for 6				1-59318-602-9	
	READ WELL 1 PLUS Comprehension & Skill Workbook, Units 39-50 (Set of 6)				1-59318-544-8	
	READ WELL 1 PLUS Student Storybooks, Units 39-50 (Set of 6)				1-59318-547-2	
	READ WELL 1 PLUS Student Exercise Book, Units 39-50 (Set of 6)				1-59318-546-4	
	READ WELL 1 PLUS Program Guide – Getting Started: A Guide to Implementation				1-59318-538-3	
	READ WELL 1 PLUS Homework Blackline Masters				1-59318-541-3	
	READ WELL 1 PLUS Comprehension & Skill Blackline Masters				1-59318-542-1	
SRA / McGraw-Hill Annual -2006	**Summer Adventures Kit Grade 1**	**Harris, Graham**	**2006**	**1**	**0076042103**	***See Note**
	Note: Excellent Summer Program. Key Features:					
	Reader 5 Pack Grade 1				0076042154	
SRA / McGraw-Hill Annual -2006	**Summer Adventures Kit Grade 2**	**Harris, Graham**	**2006**	**2**	**0076042111**	***See Note**
	Note: Excellent Summer Program. Key Features:					
	Reader 5 Pack Grade 2				0076042162	
SRA / McGraw-Hill Annual -2006	**Summer Adventures Kit Grade 3**	**Harris, Graham**	**2006**	**3**	**007604212X**	***See Note**
	Note: Excellent Summer Program. Key Features:					
	Reader 5 Pack Grade 3				0076042170	
SRA / McGraw-Hill Annual -2006	**SRA Early Intervention. In Reading Student Edition Level 2**	**Torgesen**	**2005**	**2**	**0076026825**	***See Note**
	Explicit, intensive, teacher-directed instructional methods based on proven instructional design (Direct Instruction) that consistently attains high levels of student achievement. Lessons are scripted to ensure consistency and that specific instruction occurs in sequence. Efficient pacing, grouping, correction procedures, and positive reinforcement methods are emphasized to accelerate learning. Presents materials and tasks clearly in logical sequence, allows students to practice all concepts and skills so that they achieve mastery. Program provides opportunities for guided and independent practice. Students are grouped according to achievement in placement test. Comprehensive integrated skills and strategies: pre-reading skills, decoding strategies, comprehension strategies, literary skills, writing/listening/speaking skills, and fluency practice meet the needs of all students. Students begin program based on placement test.					

*Correlation to: "A Consumer's Guide to Evaluating a Core Reading Program Grades K-3", and "A Critical Elements Analysis" by Deborah C. Simmons, and Edward J. Kame'enui

Reading Intervention

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Achieve 3000 **Annual -2006**	**KidBiz3000®**	**Achieve3000**	**2001**	**4-8**	**Web based**	***See Note**
	Note: Intervention as comprehension. Correlation to the Idaho Content Standards: Grade 4 = 50%; Grade 5= 50%; Grade 6 = 50%; Grade 7 = 48%; Grade 8 = 44%. Key Features: During their first session, each student takes LevelSet – an online reading placement test which results in a Lexile and reading level for each student. (Another version of the test is administered halfway through the academic or program year, and then again on the last day of sessions, as a summative assessment and measure of program success.) Once they have been placed in the program, students follow a simple, five-step process that improves vocabulary, comprehension and reading fluency, as well as writing and technology skills. Each of these five steps is based on best practices evolved out of decades of research. They are: Step 1. Set a schema. Step 2. Read for information. Step 3. Demonstrate mastery. Step 4. Construct meaning. Step 5. Form an opinion. S Includes a teacher and administrator version with a variety of reporting and lesson planning features.					
Achieve 3000 **Annual -2006**	**TeenBiz3000®**	**Achieve3000**	**2001**	**9-12**	**Web based**	***See Note**
	Note: Intervention as comprehension. Correlation to the Idaho Content Standards: Grade 9 = 47%; Grade 10= 50%; Grade11 = 50%; Grade 12 = 50%;. Key Features: During their first session, each student takes LevelSet – an online reading placement test which results in a Lexile and reading level for each student. (Another version of the test is administered halfway through the academic or program year, and then again on the last day of sessions, as a summative assessment and measure of program success.) Once they have been placed in the program, students follow a simple, five-step process that improves vocabulary, comprehension and reading fluency, as well as writing and technology skills. Each of these five steps is based on best practices evolved out of decades of research. They are: Step 1. Set a schema. Step 2. Read for information. Step 3. Demonstrate mastery. Step 4. Construct meaning. Step 5. Form an opinion. S Includes a teacher and administrator version with a variety of reporting and lesson planning features.					
Great Source Education Group **Annual -2006**	**Reading Advantage, Level A**	**Robb, et al.**	**2005**	**6 - 12**	**0669531839**	***See Note**
	Note: Intervention as comprehension. Correlation to the Idaho Content Standards: Grade 6 = 80%; Grade 7 = 77%; Grade 8 = 84%; Grade 9 = 31%; Grade 10 = 31%. Grade 11 = 29%; Grade 12 = 29%. Key Features: Is a reading intervention program for middle and high school students. Each kit provides essential materials to support students' progress in comprehension, word study and phonics, vocabulary, and fluency. kit includes multiple copies of four full-color Theme Magazines packed with original selections (primarily nonfiction) representing a variety of genres including news articles, interviews, and photo essays. Carefully written to match students' instructional level, each magazine provides engaging, age-appropriate reading practice to assure students become successful, strategic readers. A comprehensive Teacher's Edition supports each level of Reading Advantage. Packed with essential planning and implementation guidelines, each Teacher's Edition provides step-by-step lesson support. Strategy instruction is included in every lesson. Key comprehension strategies include: monitoring understanding, understanding text structure, engaging with a text, summarizing, and reading critically.					

Reading Intervention

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Great Source Education Group **Annual -2006**	**Reading Advantage, Level B**	**Robb, et al.**	**2005**	**6 - 12**	**0669531847**	***See Note**
	Note: Intervention as comprehension. Correlation to the Idaho Content Standards: Grade 6 = 84%; Grade 7 = 81%; Grade 8 = 76%; Grade 9 = 82%; Grade 10 = 75%. Grade 11 = 50%; Grade 12 = 50%. Key Features: Is a reading intervention program for middle and high school students. Each kit provides essential materials to support students' progress in comprehension, word study and phonics, vocabulary, and fluency. kit includes multiple copies of four full-color Theme Magazines packed with original selections (primarily nonfiction) representing a variety of genres including news articles, interviews, and photo essays. Carefully written to match students' instructional level, each magazine provides engaging, age-appropriate reading practice to assure students become successful, strategic readers. A comprehensive Teacher's Edition supports each level of Reading Advantage. Packed with essential planning and implementation guidelines, each Teacher's Edition provides step-by-step lesson support. Strategy instruction is included in every lesson. Key comprehension strategies include: monitoring understanding, understanding text structure, engaging with a text, summarizing, and reading critically.					
Great Source Education Group **Annual -2006**	**Reading Advantage, Level C**	**Robb, et al.**	**2005**	**6 - 12**	**0669531855**	***See Note**
	Note: Intervention as comprehension. Correlation to the Idaho Content Standards: Grade 6 = 76%; Grade 7 = 85%; Grade 8 = 76%; Grade 9 = 59%; Grade 10 = 59%. Grade 11 = 29%; Grade 12 = 29%. Key Features: Is a reading intervention program for middle and high school students. Each kit provides essential materials to support students' progress in comprehension, word study and phonics, vocabulary, and fluency. kit includes multiple copies of four full-color Theme Magazines packed with original selections (primarily nonfiction) representing a variety of genres including news articles, interviews, and photo essays. Carefully written to match students' instructional level, each magazine provides engaging, age-appropriate reading practice to assure students become successful, strategic readers. A comprehensive Teacher's Edition supports each level of Reading Advantage. Packed with essential planning and implementation guidelines, each Teacher's Edition provides step-by-step lesson support. Strategy instruction is included in every lesson. Key comprehension strategies include: monitoring understanding, understanding text structure, engaging with a text, summarizing, and reading critically.					
Great Source Education Group **Annual -2006**	**Reading Advantage, Level D**	**Robb, et al.**	**2005**	**6 - 12**	**0669531863**	***See Note**
	Note: Intervention as comprehension. Correlation to the Idaho Content Standards: Grade 6 = 76%; Grade 7 = 85%; Grade 8 = 76%; Grade 9 = 69%; Grade 10 = 69%. Grade 11 = 50%; Grade 12 = 50%. Key Features: Is a reading intervention program for middle and high school students. Each kit provides essential materials to support students' progress in comprehension, word study and phonics, vocabulary, and fluency. kit includes multiple copies of four full-color Theme Magazines packed with original selections (primarily nonfiction) representing a variety of genres including news articles, interviews, and photo essays. Carefully written to match students' instructional level, each magazine provides engaging, age-appropriate reading practice to assure students become successful, strategic readers. A comprehensive Teacher's Edition supports each level of Reading Advantage. Packed with essential planning and implementation guidelines, each Teacher's Edition provides step-by-step lesson support. Strategy instruction is included in every lesson. Key comprehension strategies include: monitoring understanding, understanding text structure, engaging with a text, summarizing, and reading critically.					

Reading Intervention

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Great Source Education Group Annual -2006	**Reading Advantage, Level E**	**Robb, et al.**	**2006**	**6 - 12**	**0669506389**	***See Note**
	Note: Intervention as comprehension. Correlation to the Idaho Content Standards: Grade 6 = 73%; Grade 7 = 81%; Grade 8 = 80%; Grade 9 = 31%; Grade 10 = 31%. Grade 11 = 29%; Grade 12 = 29%. Key Features: Is a reading intervention program for middle and high school students. Each kit provides essential materials to support students' progress in comprehension, word study and phonics, vocabulary, and fluency. kit includes multiple copies of four full-color Theme Magazines packed with original selections (primarily nonfiction) representing a variety of genres including news articles, interviews, and photo essays. Carefully written to match students' instructional level, each magazine provides engaging, age-appropriate reading practice to assure students become successful, strategic readers. A comprehensive Teacher's Edition supports each level of Reading Advantage. Packed with essential planning and implementation guidelines, each Teacher's Edition provides step-by-step lesson support. Strategy instruction is included in every lesson. Key comprehension strategies include: monitoring understanding, understanding text structure, engaging with a text, summarizing, and reading critically.					
Great Source Education Group Annual -2006	**Reading Advantage, Level F**	**Robb, et al.**	**2006**	**6 - 12**	**0669506508**	***See Note**
	Note: Intervention as comprehension. Correlation to the Idaho Content Standards: Grade 6 = 46%; Grade 7 = 67%; Grade 8 = 72%; Grade 9 = 50%; Grade 10 = 50%. Grade 11 = 14%; Grade 12 = 14%. Key Features: Is a reading intervention program for middle and high school students. Each kit provides essential materials to support students' progress in comprehension, word study and phonics, vocabulary, and fluency. kit includes multiple copies of four full-color Theme Magazines packed with original selections (primarily nonfiction) representing a variety of genres including news articles, interviews, and photo essays. Carefully written to match students' instructional level, each magazine provides engaging, age-appropriate reading practice to assure students become successful, strategic readers. A comprehensive Teacher's Edition supports each level of Reading Advantage. Packed with essential planning and implementation guidelines, each Teacher's Edition provides step-by-step lesson support. Strategy instruction is included in every lesson. Key comprehension strategies include: monitoring understanding, understanding text structure, engaging with a text, summarizing, and reading critically.					
Siboney Learning Group Annual -2006	**Orchard Language Arts**	**Siboney Learning Group**	**2005**	**4-6**	**0-7839-2739-8**	***See Note**
	Note: Intervention program for vocabulary and comprehension. Correlation to the Idaho Content Standards: Grade 4 = 58%; Grade 5 = 69%; Grade 6 = 73%. Key Features: Students begin with the program by taking a grade-specific and subject-specific pretest correlated to the Idaho Achievement Standards. This 40-60-question test assesses which standards the student has mastered and which standards he/she is struggling with. Orchard for Idaho then automatically creates a customized learning plan for the student by assigning specific instructional Skill Trees based on identified problem areas. By linking assessment to instruction, Orchard for Idaho ensures that students are always working with targeted standards-based content. Teachers may also make their own assignments based on their students' specific needs by utilizing a built-in state-specific database					
Sopris West Educational Services Annual -2006	**LANGUAGE! 3rd Edition Training Kit/Teacher Resource Kit Book C**	**Jane Fell Greene, EdD**	**2005**	**4-8**	**1593185901**	***See Note**
	Note: Recommended as a Comprehensive Intervention Program. Correlation to Idaho Content Standards Grade 4 = 42%; Grade 5 = 43%; Grade 6 = 35%; Grade 7 = 37%; Grade 8= 40%. Key Features:					
	LANGUAGE! 3rd Edition Placement: Student Edition				1-57035-547-9	
	LANGUAGE! 3rd Edition Placement: Teacher Edition				1-57035-546-0	
	LANGUAGE! 3rd Edition Teacher Resource Guide				1-59318-564-2	
	LANGUAGE! 3rd Edition Transparencies Books A-F				1-59318-665-7	

Reading Intervention

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Sopris West Educational Services **Annual -2006**	**LANGUAGE! 3rd Edition Training Kit/Teacher Resource Kit Book C (Continued)**					
	LANGUAGE! 3rd Edition Sortegories CD-ROM Books A-F				1-59318-690-8	
	LANGUAGE! 3rd Edition Sortegories CD-ROM Books A-F (5 copies)				1-59318-691-6	
	LANGUAGE! 3rd Edition Words for Teachers CD-ROM Books A-F				1-59318-308-9	
	LANGUAGE! 3rd Edition Online Assessment System 1-year subscription				422590704128	
	LANGUAGE! 3rd Edition Speaking and Listening to the English Language				1-59318-315-1	
Sopris West Educational Services **Annual -2006**	**LANGUAGE! 3rd Edition Teacher Set Book D**	**Jane Fell Greene, EdD**	**2005**	**4-9**	**1593184409**	***See Note**
	Note: Recommended as a Cmprehensive Intervention Program. Correlation to Idaho Content Standards Grade 4 = 58%; Grade 5 = 54%; Grade 6 = 50%; Grade 7 = 37%; Grade 8= 48%; Grade 9 = 41%; Key Features:					
	LANGUAGE! 3rd Edition Student Set Book D				1-59318-434-4	
	LANGUAGE! 3rd Edition Student Text Book D				1-59318-371-2	
	LANGUAGE! 3rd Edition Interactive Text Book D				1-59318-372-0	
	LANGUAGE! 3rd Edition eReader CD-ROM Book D				1-59318-491-3	
	LANGUAGE! 3rd Edition eReader CD-ROM Book D (Set of 5)				1-59318-696-7	
	LANGUAGE! 3rd Edition Instructional Planning Tool CD-ROM Book D				1-59318-555-3	
	LANGUAGE! 3rd Edition Assessment: Content Mastery Book D				1-59318-297-X	
	LANGUAGE! 3rd Edition Assessment: Summative Test & Progress Indicators Book D				1-59318-381-X	
Sopris West Educational Services **Annual -2006**	**LANGUAGE! 3rd Edition Teacher Set Book E**	**Jane Fell Greene, EdD**	**2005**	**4-9**	**1593184417**	***See Note**
	Note: Recommended as a Comprehensive Intervention Program. Correlation to Idaho Content Standards Grade 4 = 65%; Grade 5 = 65%; Grade 6 = 70%; Grade 7 = 63%; Grade 8= 52%; Grade 9 = 29%; Key Features:					
	LANGUAGE! 3rd Edition Student Set Book E				1-59318-435-2	
	LANGUAGE! 3rd Edition Student Text Book E				1-59318-375-5	
	LANGUAGE! 3rd Edition Interactive Text Book E				1-59318-376-3	
	LANGUAGE! 3rd Edition eReader CD-ROM Book E				1-59318-492-1	
	LANGUAGE! 3rd Edition eReader CD-ROM Book E (Set of 5)				1-59318-697-5	
	LANGUAGE! 3rd Edition Instructional Planning Tool CD-ROM Book E				1-59318-556-1	
	LANGUAGE! 3rd Edition Assessment: Content Mastery Book E				1-59318-298-8	
	LANGUAGE! 3rd Edition Assessment: Summative Test & Progress Indicators Book E				1-59318-382-8	
Sopris West Educational Services **Annual -2006**	**LANGUAGE! 3rd Edition Teacher Set Book F**	**Jane Fell Greene, EdD**	**2005**	**4-12**	**1593184425**	***See Note**
	Note: Recommended as a Comprehensive Intervention Program. Correlation to Idaho Content Standards Grade 4 = 53%; Grade 5 = 47%; Grade 6 = 39%; Grade 7 = 41%; Grade 8= 44%; Grade 9 = 77%; Grade 10 = 81%; Grade 11 = 64%; Grade12 = 64%; Key Features:					
	LANGUAGE! 3rd Edition Student Set Book F				1-59318-436-0	
	LANGUAGE! 3rd Edition Student Text Book F				1-59318-379-8	
	LANGUAGE! 3rd Edition Interactive Text Book F				1-59318-380-1	

Reading Intervention

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Sopris West Educational Services Annual -2006	**LANGUAGE! 3rd Edition Teacher Set Book F (Continued)**					
	LANGUAGE! 3rd Edition eReader CD-ROM Book F				1-59318-493-X	
	LANGUAGE! 3rd Edition eReader CD-ROM Book F (Set of 5)				1-59318-698-3	
	LANGUAGE! 3rd Edition Instructional Planning Tool CD-ROM Book F				1-59318-557-X	
	LANGUAGE! 3rd Edition Assessment: Content Mastery Book F				1-59318-299-6	
	LANGUAGE! 3rd Edition Assessment: Summative Test & Progress Indicators Book F				1-59318-383-6	
Sopris West Educational Services Annual -2006	**REWARDS Intermediate Teacher Guide**	**Archer, Gleason, & Vachon**	**2006**	**4-6**	**1593185510**	***See Note**
	Note: Program focus on Phonics & decoding. Correlation to the Idaho Content Standards: Grade 4 = 8%; Grade 5= 8%; Grade 6 = 8%. Key Features: Designed specifically for students in grades 4-6 who have mastered single-syllable words but who lack word identification skills and are slower oral readers than their peers. Can be used in general and special education classroom with large groups, small groups and individual students. In addition, REWARDS Intermediate can be used in Title I, summer school and after-school programs. Teaches a simple and flexible strategy to decode multisyllabic words containing two to eight parts. Teaches student to read multisyllabic words in content-area textbooks and provides fluency practice to increase reading speed and accuracy. Contains 25 teacher-directed and scripted lessons. Teacher's Guide includes blackline masters of all overheads, assessments and 2 posters.					
	REWARDS Intermediate Student Books (Set of 10)				1-59318-554-5	
	REWARDS Intermediate Classroom Set for 10 Students				1-59318-680-0	
	REWARDS Intermediate Classroom Set for 20 Students				1-59318-681-9	
	REWARDS Intermediate Transparencies				1-59318-553-7	
SRA / McGraw-Hill Annual -2006	**Summer Adventures Kit Grade 4**	**Harris, Graham**	**2006**	**4**	**0076042138**	***See Note**
	Key Features: Is a new remedial reading and writing program designed to span a six-week period with 30 instructionally sound reading lessons in each level. This program is used to provide students with strong phonics instruction, with an emphasis on vocabulary skills, and a review of comprehension and writing skills. has easy-to-follow program offers: Research-based instruction Concepts, review of skills, and practice activities presented in detail Systematic lessons for phonics, word recognition, and the application of comprehension and writing skills Paired fiction and non-fiction reading selections, organized into high-interest themes that span grades. Each grade level contains the same six themes, allowing for school-wide correlated activities and multiple levels in the same classroom					
	Reader 5 Pack Grade 4				0076042189	
SRA / McGraw-Hill Annual -2006	**Summer Adventures Kit Grade 5**	**Harris, Graham**	**2006**	**5**	**0076042146**	***See Note**
	Key Features: Is a new remedial reading and writing program designed to span a six-week period with 30 instructionally sound reading lessons in each level. This program is used to provide students with strong phonics instruction, with an emphasis on vocabulary skills, and a review of comprehension and writing skills. has easy-to-follow program offers: Research-based instruction Concepts, review of skills, and practice activities presented in detail Systematic lessons for phonics, word recognition, and the application of comprehension and writing skills Paired fiction and non-fiction reading selections, organized into high-interest themes that span grades. Each grade level contains the same six themes, allowing for school-wide correlated activities and multiple levels in the same classroom					
	Reader 5 Pack Grade 5				0076042197	

Reading Intervention

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
SRA / McGraw-Hill **Annual -2006**	**Corrective Reading Comprehension: Corrective Reading A Teacher Materials**	**Engelmann**	**1999**	**4-12**	**0026748339**	***See Note**
	Note: Excellent intervention for non-readers Key Features:					
	Corr Read Comp A Student Workbook (Pkg. of 5)				0026748320	
	Corr Read A BLM Practicing Comprehension Skills: Standardized Test Format				0075727854	
	Corr Read Comp A Mastery Test Package				0026748029	
SRA / McGraw-Hill **Annual -2006**	**Corrective Reading Comprehension: B1 Teacher Materials**	**Engelmann**	**1999**	**4-12**	**0026748347**	***See Note**
	Note: Excellent intervention for non-readers Key Features:					
	Corr Read Comp B1 Workbook				0026748061	
	Corr Read Comp B1 BLM for Practice & Enrichment				0026748088	
	Corr Read B1 BLM Practicing Comp. Skills: Standardized Test Format				0075727862	
SRA / McGraw-Hill **Annual -2006**	**Corrective Reading Comprehension: B2 Teacher Materials**	**Engelmann**	**1999**	**4-12**	**0026748355**	***See Note**
	Note: Excellent intervention for non-readers Key Features:					
	Corr Read Comp B2 Workbook				0026748126	
	Corr Read Comp B2 BLM for Practice & Enrichment				0026748142	
	Corr Read B2 Practicing Comprehension Skills: Standardized Test Format				0075727870	
	Corr Read Comp B2 Mastery Test Package				0026748134	
SRA / McGraw-Hill **Annual -2006**	**Corrective Reading Comprehension: C Teacher Materials**	**Engelmann**	**1999**	**4-12**	**0026748363**	***See Note**
	Note: Excellent intervention for non-readers Key Features:					
	Corr Read Comp C Student Book				0026748185	
	Corr Read Comp C Workbook				0026748193	
	Corr Read Comp C BLM for Practice & Enrichment				0026748223	
	Corr Read C Practicing Comprehension Skills: Standardized Test Format				0075727889	
	Corr Read Comp C Mastery Test Package				0026748215	
	Corr Read Decoding & Comp Series Guide				0026748371	
	D I Professional Development Video Series				0075723840	

Reading Intervention

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
SRA / McGraw-Hill **Annual -2006**	**CORRECTIVE READING DECODING A Teacher Materials**	**Engelmann**	**1999**	**4-12**	**002674824X**	***See Note**
	Key Featurers:					
	Corr Read Decoding A Student Workbook (Pkg. of 5)				0026748231	
	Corr Read Decoding A BLM for Practice & Enrichment				0026747758	
	Corr Read A BLM Practicing Decoding Skills: Standardized Test Format				0075727811	
	Corr Read Decoding Mastery Test Package				002674774X	
SRA / McGraw-Hill **Annual -2006**	**Corrective Reading Decoding B1 Teacher Materials**	**Engelmann**	**1999**	**4-12**	**0026748266**	***See Note**
	Note: Excellent intervention for non-readers Key Features:					
	Corr Read Decoding B1 Student Book				0026747790	
	Corr Read Decoding B1 Workbook (Pkg. of 5)				0026748258	
	Corr Read Decoding B1 BLM for Practice & Enrichment				0026747839	
	Corr Read B1 BLM Practicing Decoding Skills: Standardized Test Format				007572782X	
	Corr Read Decoding B1 High Interest Readers (Pkg./6)				0075725479	
	Corr Read Decoding B1 Mastery Test Package				0026747820	
SRA / McGraw-Hill **Annual -2006**	**Corrective Read Decoding B2, Teacher Materials**	**Engelmann**	**1999**	**4-12**	**0026748282**	***See Note**
	Note: Excellent intervention for non-readers Key Features:					
	Corr Read Decoding B2 Student Book				0026747863	
	Corr Read Decoding B2 Workbook (Pkg. of 5)				0026748274	
	Corr Read Decoding B2 BLM for Practice & Enrichment				0026747898	
	Corr Read B2 BLM Practicing Decoding Skills: Standardized Test Format				0075727838	
	Corr Read Decoding B2 High Interest Readers: Tom & Ricky Series				0075725487	
	Corr Read Decoding B2 Mastery Test Package				002674788X	
SRA / McGraw-Hill **Annual -2006**	**Corrective Reading Decoding C Teacher Materials**	**Engelmann**	**1999**	**4-12**	**0026748312**	***See Note**
	Note: Excellent intervention for non-readers Key Features:					
	Corr Read Decoding C Student Book				0026747936	
	Corr Read Decoding C Workbook (Pkg. of 5)				0026748290	
	Corr Read Decoding C BLM for Practice & Enrichment				0026747960	
	Corr Read C BLM Practicing Decoding Skills: Standardized Test Format				0075727846	
	Corr Read Decoding C High Interest Readers: Trail Blazer Series				0075725495	
	Corr Read Decoding C High Interest Readers: High Adventure Series				0075725509	
	Corr Read Decoding C Mastery Test Package				0026747952	

Reading Intervention

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Zaner-Bloser, Inc. **Annual -2006**	**Read for Real Teacher Edition – Level B**	**Crawford, Martin, Philbin, Rizynski, Linse**	**2004**	**4**	**0736723587**	***See Note**
	Note: Intervention for fluency & vocabulary. Key Features:					
	Read for Real Pupil Edition – Level B				0736723528	
Zaner-Bloser, Inc. **Annual -2006**	**Read for Real Teacher Edition – Level D**	**Crawford, Martin, Philbin, Rizynski, Linse**	**2004**	**6**	**0736723609**	***See Note**
	Note: Intervention for fluency & vocabulary. Correlates 69% to the reading content standards. Key Features:					
	Read for Real Pupil Edition – Level D				0736723544	

Publisher	Title	Author	Copyright	Grade level	ISBN Number	Correlation
Macmillan / McGraw-Hill **(Interim 1 -2006)**	**Macmillan/McGraw-Hill Leveled Reader Program: Leveled Reader Library**	**Shanahan, et al**	**2007**	**6**	**0-02-193792-3**	**R**
	Note: Approved as a "Resource" material. Key Features:					
	Leveled Reader Library: Approaching (6 each of 30 titles)				0-02-197492-6	
	Listening Library CD's – Approaching Leveled Readers				0-02-194346-X	
	Leveled Reader Library: Approaching Teacher's Guide Package				0-02-197513-2	
	Leveled Reader Library: On-Level (6 each of 30 titles)				0-02-197511-6	
	Listening Library CD's – On-Level Leveled Readers				0-02-194355-9	
	Leveled Reader Library: On-Level Teacher's Guide Package				0-02-197514-0	
	Leveled Reader Library: Beyond (6 each of 30 titles)				0-02-197512-4	
	Listening Library CD's – Beyond Leveled Readers				0-02-194363-X	
	Leveled Reader Library: Beyond Teacher's Guide Package				0-02-197515-9	
	Running Records and 30 Benchmark Books Package				0-02-196931-0	
	Comprehension Cards				0-02-194762-7	
	Leveled Reader Handbook				0-02-196961-2	
	Comprehension Assessment				0-02-196964-7	
Zaner-Bloser, Inc. **(Interim 1 -2006)**	**Read for Real Teacher Edition – Level E**	**Crawford, Martin, Philbin, Rizynski, Linse**	**2004**	**7**	**0736723617**	**67%**
	Keyt Features:					
	Read for Real Pupil Edition – Level E				0736723552	
Zaner-Bloser, Inc. **(Interim 1 -2006)**	**Read for Real Teacher Edition – Level F**	**Crawford, Martin, Philbin, Rizynski, Linse**	**2004**	**8**	**0736723625**	**83%**
	Key Features:.					
	Read for Real Pupil Edition – Level F				0736723560	
Zaner-Bloser, Inc. **(Interim 1 -2006)**	**Word Wisdom Pupil Edition – Level F**	**Jerry Zutell, PhD**	**2004**	**6**	**0736724508**	**38.5%**
	Note: Correlates 83% to Standard 2. Excellent for vocabulary. Key Features:					
	Word Wisdom Teacher Edition – Level F				0736724567	
Zaner-Bloser, Inc. **(Interim 1 -2006)**	**Word Wisdom Pupil Edition – Level G**	**Jerry Zutell, PhD**	**2004**	**7**	**0736724516**	**37%**
	Note: Correlates 83% to Standard 2. Excellent for vocabulary. Key Features:					
	Word Wisdom Teacher Edition – Level G				0736724575	
Zaner-Bloser, Inc. **(Interim 1 -2006)**	**Word Wisdom Pupil Edition – Level H**	**Jerry Zutell, PhD**	**2004**	**8**	**0736724524**	**45%**
	Note: Correlates 77% to Standard 2. Excellent for vocabulary. Key Features:					
	Word Wisdom Teacher Edition – level H				0736724583	

J. SUBJECT:

Approval of "Connections 2004: Statewide Plan for Technology in Idaho"

BACKGROUND:

The statutory requirements of the Idaho Education Technology Initiative of 1994, states that the State Board of Education should annually review and approve the statewide technology plan developed by the Idaho Council for Technology in Learning (ICTL). As indicated in the report by the state Office of Performance Evaluations (OPE), this has not been done.

While the ICTL is currently working on the completion of the new statewide technology plan (K-20 Plan), this new plan will not be ready for Board approval until spring 2007. Therefore, in order to formally meet the requirements of the statute, it is recommended that the State Board review and approve the current 2004 state technology plan until the new K-20 plan is complete.

RECOMMENDATIONS:

The ICTL staff recommends the approval of the 2004 State Technology Plan until the new K-20 Plan is presented in spring 2007.

BOARD ACTION:

A motion to approve "Connections 2004: Statewide Plan for Technology in Idaho."

Moved by _____ Seconded by _____ Carried Yes __ No __

ATTACHMENTS:

1. Connections 2004: Statewide Plan for Technology in Idaho

Connections 2004

Statewide Plan for Technology in Idaho

Published by:
Dr. Marilyn Howard
State Superintendent of Public Instruction
Idaho State Department of Education
2004

Every Child Learning Every Day

PREAMBLE

STATE OF IDAHO
OFFICE OF
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
BOISE

DR. MARILYN HOWARD

(208) 332-6811
FAX (208) 334-2228

January, 2004

We live in exciting times. Advances in educational technology are changing the landscape of teaching, and Idaho is poised to take full advantage of these changes. From the Internet, which connects our students and teachers to their peers around the world, to the compressed video conferencing that enables learners to take classes that would otherwise be unavailable, technology is advancing educational opportunities for all learners.

This technology plan is a blueprint for action. It sets the course for the future in educational technology. It was compiled from the comments and suggestions of hundreds of Idahoans, members of the Idaho Legislature and the Idaho Council for Technology in Learning, and students, teachers, administrators, and representatives of business and industry, and it reflects their keen appreciation for the potential of technology in education.

Technology is increasingly important to our classrooms and administrative offices. Idaho's schools depend on a continuing level of adequate funding to ensure that our students are among the best prepared in the nation. Those children deserve no less.

It is my pleasure to present **A Statewide Plan for Technology in Idaho Public Schools.**

Marilyn Howard

Marilyn Howard, Ed.D.
State Superintendent of Public Instruction

Executive Summary 1

Vision 2

Mission 2

Statewide Technology Goals 3

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Collaboration 12

Technology Systems 19

Assessment, Evaluation and Publication 24

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EXECUTIVE SUMMARY

Overview

The Statewide Plan for Technology in Idaho is based on six goals that reflect the essence of the No Child Left Behind Act of 2001. No Child Left Behind (NCLB) emphasizes the importance of the education students receive to ensure their participation and productivity in a future steeped in technological advancement.

No Child Left Behind

The No Child Left Behind (NCLB) Act of 2001 is based on four fundamental aspirations: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. The Act's basic premise is to bridge the educational gap experienced by minority and disadvantaged students.

Statewide Technology Goals

The Statewide Technology Goals echo the spirit of the No Child Left Behind Act of 2001. The goals focus on (Technology) Integration, Technological Literacy, Professional Development, Collaboration, Technology Systems and Assessment, Evaluation and Publication. These goals are aimed at providing the means necessary for the educational success of each student.

Appendices

Idaho Council for Technology in Learning
Advisory Team
No Child Left Behind
Federal Content Requirements
Related State (Office of the State Board of Education - OSBE) and Federal (NCLB) Goals
Glossary

Format

Within this document, objectives, actions and performance measures were established for each of the six goal areas. As resources and priorities vary throughout the state, it is anticipated that action items will be implemented differently by school districts. As well, different levels of responsibility (State and District) are included and are indicated by the following notation:

S – State
D – District

VISION

Idaho envisions a model of education that ensures all students have the knowledge and skills to be successful life long learners. Idaho schools are places where students are motivated to learn by integrating technology into quality instruction. Families communities and educators collaborate to prepare knowledgeable citizens for the future.

MISSION

Idaho promotes a thorough system of education that models effective design, implementation and evaluation of educational technology to support student achievement.

STATEWIDE TECHNOLOGY GOALS

Integration

Improve the quality, effectiveness and relevance of instruction and learning by integrating technology with curriculum.

Technology Literacy

Assist every student to become technologically literate.

Professional Development

Promote professional development in technology use that enhances the educational process.

Collaboration

Promote the collaboration of schools, libraries, community members, state agencies, organizations, business and industry, post-secondary institutions, and public virtual learning environments to meet the needs of all learners.

Technology Systems

Create and maintain compatible and secure technology systems that enhance the efficient operation of schools.

Assessment, Evaluation and Publication

Assess, evaluate and publicize the effects of technology use by educators and students toward student learning and achievement.

INTEGRATION

Improve the quality, effectiveness and relevance of instruction and learning by integrating technology with curriculum.

Narrative

Technology is everywhere and imbedded in everything. Digitized white boards, wireless communications, electronic note pads, Personal Digital Assistants (PDAs), electronic chip ignitions, Global Positioning Systems (GPS), Internet video streaming, Word Processor software, Spreadsheet software, Presentation software, Student Data Management software, Curriculum Management software, and the list goes on and on. Technological knowledge is therefore, an important element in the success of students, educators and administrators. Integration of technology with curriculum is such a fundamental step; it is the precept on which the other five goals are based.

Objective A

Include technology integration sample applications and content knowledge and skills in the Idaho State Achievement Standards and Courses of Study.

Actions

- S - Integrate and align State technology standards with State content standards for students.
- S - Integrate State assessments for students' progress in meeting technology standards into, and align with, the State assessment of students' progress in meeting content standards.
- S - Include suggested activities for technology integration in Courses of Study guides.

Performance Measures

- S - State technology standards are integrated into and aligned with State content standards for students.
- S - State assessments for student's progress in meeting technology standards are integrated into and aligned with State assessment of students' progress in meeting content standards.
- S - Courses of Study guides include suggested activities for technology integration.

Data Preparation and Reporting

- ☆ S - Status of integration and alignment progress (based on rubric)
- ☆ S - Resulting effects of integration and alignment activities on student achievement (based on rubric)
- ☆ S - Number and description of updated Course of Study guides.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective B

Identify innovative strategies and research-based best practices for integrating technology with curriculum and instruction.

Actions

- S, D - Develop and maintain resources apprising all K-12 personnel with innovative teaching/learning strategies supported by research-based instructional methods and practices. (e.g. web site, press releases, newsletter)
- S, D - Provide on-line access to technology-infused lesson plans, classroom examples, and other digital resources aligned to State Achievement Standards through vehicles such as state web sites and ISIMS, to increase educator's understanding of how to incorporate technology most appropriately and effectively into instruction.

- S, D - Collect and distribute examples of local best practices.
- S - Promote a statewide curriculum management system to support technology integration for student academic achievement.

Performance Measures

- S, D - K-12 personnel are continually apprised with innovative teaching and learning strategies supported by research-based instructional methods and practices, by means of web site, press releases, newsletter, etc.
- S, D - On-line access of resources designed to increase an educator's understanding of how to incorporate technology most appropriately and effectively into instruction is available (e.g. technology-infused lesson plans, classroom examples, and other digital resources aligned to the Idaho State Achievement Standards through vehicles such as state web sites and ISIMS).
- S, D - Best practices from local entities are collected, and distributed, via the Internet, etc.
- S - A statewide curriculum management system to support technology integration for student academic achievement is either a "work-in-process" or is implemented.

Data Preparation and Reporting

- ☆ S, D - Quantify the usage of the latest i.e. innovative in teaching/learning strategies supported by research-based instructional methods and practices by comparing circulated resources to accessed resources.
- ☆ S, D - Survey educators to ascertain their assessment of their understanding, and the ease regarding how to: appropriately and effectively incorporate technology into instruction.
- ☆ S, D - Number and description of best practices collected and distributed.
- ☆ S - Status of statewide curriculum management system implementation.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective C

Promote the development of district curricula that incorporate innovative strategies and best practices for integrating technology with learning objectives.

Actions

- S, D - Integrate and align State technology standards into and with local curriculum guides for students.
- S, D - Integrate and align State assessments for students' progress in meeting technology standards into and with local assessments of students' progress in meeting curriculum standards.
- S, D - Include suggested activities to incorporate innovative strategies and best practices for integrating technology with Local curriculum guides.

Performance Measures

- S, D - State technology standards are integrated into and aligned with local curriculum guides for students.
- S, D - State assessments for student's progress in meeting technology standards are integrated into and aligned with local assessments of students' progress in meeting curriculum standards.
- S, D - Local curriculum guides and technology are integrated based on suggested innovative strategies and best practices.

Data Preparation and Reporting

- ☆ S, D - Status of integration and alignment progress (based on rubric).
- ☆ S, D - Resulting effects of integration and alignment activities on student achievement (based on rubric).
- ☆ S, D - Number and description of updated local curriculum guides.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

TECHNOLOGICAL LITERACY

Assist every student to become technologically literate.

Narrative

As the future workforce of our generation, our children will be required to know the basics of many computerized processes and systems to be successful in their respective endeavors. As educators, it is incumbent upon us to provide the basic skills necessary to function effectively in an ever-advancing technological world.

Objective A

Ensure delivery of technology education that is in conformance with Idaho Student Information Technology Standards and International Society for Technology in Education (ISTE) Standards for Students.

Actions

- S - Align Idaho Student Information Technology Standards (ISITS) and respective benchmarks with International Society for Technology in Education (ISTE) standards for students.
- S - Promote sound understanding of the nature and operation of technology systems as appropriate per grade level as outlined in the Idaho Student Information Technology Standards (ISITS).

Performance Measures

- S - Idaho Student Information Technology Standards (ISITS) are aligned with International Society for Technology in Education (ISTE) Student Standards.
- S - Include Idaho Student Information Technology Standards (ISITS) within the Courses of Study.

Data Preparation and Reporting

☆ S - Results of Students' demonstration of proficiency in the use of technology as appropriate to grade level benchmark(s) as outlined in International Society for Technology in Education (ISTE) and Idaho Student Information Technology Standards (ISITS), in the categories of:

Basic operations and concepts;
Social, ethical, and human issues;
Technology productivity tools;
Technology communications tools;
Technology research tools;
Technology problem-solving and decision-making tools.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective B

Support learners with special needs and varied linguistic, cultural, ethnic and socio-economic backgrounds.

Actions

- S, D - Promote and provide support toward the use of assistive technologies for special needs students.
- S, D - Identify the education delivery needs of learners with varied linguistic, cultural, ethnic and socio-economic backgrounds.
- S, D - Provide optional education delivery methods to meet the needs of learners with varied linguistic, cultural, ethnic and socio-economic backgrounds.

Performance Measures

- ❑ S, D – Special needs students are meeting, and or exceeding, technological literacy standards, using assistive technologies when necessary.
- ❑ S, D - Education delivery needs of learners with varied linguistic, cultural, ethnic and socio-economic backgrounds have been identified.
- ❑ S, D - Optional education delivery methods to meet the needs of learners with varied linguistic, cultural, ethnic and socio-economic backgrounds are implemented.

Data Preparation and Reporting

- ☆ S, D - Provide a description of the assistive technologies available to special needs students and the percentage of special needs students meeting and or exceeding technological literacy standards.
- ☆ S, D - Education delivery needs of learners with varied linguistic, cultural, ethnic and socio-economic backgrounds have been identified.
- ☆ S, D - Optional education delivery methods to meet the needs of learners with varied linguistic, cultural, ethnic and socio-economic backgrounds are implemented.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective C

Develop programs that prepare students for both entry-level jobs and postsecondary technical and academic opportunities in the field of technology.

Actions

- ❍ S - Assist the post-secondary institutions in the development and alignment of Professional Technical Education (PTE) programs.

Performance Measures

- ❑ S – Professional Technical Education (PTE) programs are developed, aligned and articulated with post-secondary institutions.

Data Preparation and Reporting

- ☆ S - Collect data on the number of Professional Technical Education (PTE) programs available and on the percentage of students participating in those programs.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

PROFESSIONAL DEVELOPMENT

Promote professional development in technology use that enhances the educational process.

Narrative

To achieve technology integration and technological literacy, we must look to professional development in technology use. Educators and administrators must be well versed in the application and applicability of technology in the classroom. The focus of professional development for educators and administrators must be that of how to use technology and when to use technology to ensure the education received by students will foster achievement and success.

Objective A

Encourage districts to develop policies and procedures that support the ongoing improvement of technology literacy and technology integration.

Actions

- S - Establish standards or implement ISTE standards regarding the professional development of educators on the subject of technology literacy and the process of technology integration in the schools.
- S, D - Provide guidelines for the development of district policies and procedures that address the professional development of educators on the subject of technology literacy and the subsequent process of technology integration in the schools.
- S - Establish timelines for districts to report the status of their respective planning and development activities regarding the improvement of teaching and administration on the subjects of technology literacy and technology integration.

Performance Measures

- S - Standards are established regarding the professional development of educators on the subjects of technology literacy and the process of technology integration in the schools.
- D - District policies and procedures that address the professional development of educators on the subjects of technology literacy and the process of technology in their respective schools are developed.
- S - Timelines for districts to report the status of their respective planning and development activities regarding the improvement of teaching and administration on the subjects of technology literacy and technology integration are established.

Data Preparation and Reporting

- ☆ S - Provide a copy of the established standards.
- ☆ S, D - Report the districts that:

  Have not yet started;

  Are in progress;

  Have completed but not implemented;

  Have implemented;

  Of those districts with implemented policies and procedures, include an assessment of progress regarding the impact the professional development policies and procedures have made on educators, using a rubric profile.
- ☆ S - Provide the established reporting timelines for districts to report the status and progress of their respective planning, development and implementation activities.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective B

Identify and disseminate technology-based instructional practices.

Actions

- S, D - Develop database of technology-based instructional practices as a resource to other educators.
- S, D - Develop accessible delivery method of technology-based instructional practices as a resource to all educators.
- S, D - Develop method to track results of sharing technology-based instructional practices as compared with overall student achievement over a designated period.
- S, D - Write evaluation criteria to assess and make recommendations toward the improvement of technology-based instructional practices and the maximization of student learning and achievement.
- S, D - Provide resources for data collection, analysis, interpretation, application and subsequent communication.

Performance Measures

- S, D - Development of a database of technology-based instructional practices as a resource to all educators.
- S, D - Development of accessible delivery method of technology-based instructional practices as a resource to all educators.
- S, D - Development of method to track results of sharing technology-based instructional practices as compared with overall student achievement over a designated period.
- S, D - Evaluation criteria to assess and make recommendations toward the improvement of technology-based instructional practices and the maximization of student learning and achievement is available.
- S, D - Data, regarding the impact technology-based instructional practices are having on student learning and achievement, are collected, analyzed and interpreted. Assessments and recommendations are made and are communicated.

Data Preparation and Reporting

- ☆ S, D - Status and progress of technology-based instructional practices database development and implementation.
- ☆ S, D - Status and progress of technology-based instructional practices database access, to include districts that are using this resource and of those districts, how many have found it useful.
- ☆ S, D - Report comparison results of those educators applying the information provided in the technology-based instructional practices database with their respective students' achievement levels annually for the duration of this technology plan period. This assumes a baseline of statistical data (prior to the implementation of the technology-based instructional practices database) will need to be included for comparison purposes.
- ☆ S, D - Provide documentation on the evaluation criteria to assess and make recommendations toward the improvement of technology-based instructional practices and the maximization of student learning and achievement is available.
- ☆ S, D - Report interpreted results and those assessments and recommendations made based on evaluation criteria designed to identify instructional improvement and maximization of student learning and achievement.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective C

Develop policies and procedures that improve district productivity and administrative processes.

Actions

- S, D - Develop policy that defines professional development to include administrators, technology coordinators, teachers, counselors, support staff, program faculty and state level leaders.
- S, D - Develop policy that emphasizes effective technology usage across the curriculum and in student assessment.
- S, D - Develop procedures to address unusual challenges, such as urban and rural settings and impoverished communities within districts.
- S, D - Develop policy and procedures that support aid for increased lead time for planning activities and exemplary technology usage in professional development e.g. virtual communities-of-practice.
- S, D - Develop policy and procedures that provide for technical training programs at all levels of professional development.

Performance Measures

- S, D - Policy defines professional development to include administrators, technology coordinators, teachers, counselors, support staff, program faculty and state level leaders.
- S, D - Policy emphasizes effective technology usage across the curriculum and in student assessment.
- S, D - Procedures address unusual challenges, such as urban and rural settings and impoverished communities within districts.
- S, D - Policy and procedures support aid for increased lead-time for planning activities and exemplary technology usage in professional development.
- S, D - Policy and procedures provide for technical training programs at all levels of professional development which result in regional technology centers, quality reviews and the adoption of digital resource(s) guidelines.

Data Preparation and Reporting

- ☆ S, D - Provide status and progress of the professional development definition policy. When completed, provide the policy in its entirety.
- ☆ S, D - Provide status and progress of the effective technology use policy. When completed, provide the policy in its entirety.
- ☆ S, D - Provide status and progress of the “unusual challenges” policy. When completed, provide the policy in its entirety.
- ☆ S, D - Provide status and progress of the support policy. When completed, provide the policy in its entirety.
- ☆ S, D - Provide status and progress of the technical training program policy and procedures. When completed, provide the policy in its entirety.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

COLLABORATION

Promote the collaboration of schools, libraries, community members, state agencies, organizations, business and industry, post-secondary institutions, and public virtual learning environments to meet the needs of all learners.

Narrative

Collaboration is an effective way to employ resources toward the achievement of any goal, in this case, five goals: Integration, Technological Literacy, Professional Development, Technology Systems and Assessment, Evaluation and Publication. By collaborating with the education community at large, as well as public, private and virtual entities, we leverage skills, best practices and the synergism created by a whole host of contributors working together.

Objective A

Create an environment that fosters meaningful collaboration between School Districts and Libraries (e.g. public, state, and universities).

Actions

- S, D - Provide Districts with guidance necessary to involve a librarian in their respective technology planning process.
- S, D - Provide technical support and or resources to connect libraries and schools via Telecommunications systems.
- S, D - Promote utilization of shared services among the libraries.

Performance Measures

- S, D - Number of districts that have a librarian on their respective district planning teams.
- S, D - Number of schools and libraries that are members of a regional library network.
- S, D - Number of districts that share services e.g.:

  Inter-Library loans are transacted,

  Districts use LiLI,

  Districts use shared catalogs and participate in virtual reference services.

Data Preparation and Reporting

Number and description of:

- ☆ S, D - Districts with a librarian on their respective district planning team.
- ☆ S, D - Schools, and libraries, which are members of a regional library network.
- ☆ S, D - Inter-Library loan transactions, districts using LiLI, and districts using shared catalogs and participating in virtual reference services.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective B

Create an environment that fosters meaningful collaboration between School Districts and Community members (e.g. parents, patrons, citizens)

Actions

- S, D - Encourage Districts to involve a community member in their technology plan process.

- S, D - Provide guidance to Districts on offering after school program (i.e. community technology centers)
- S, D - Promote District offering of Adult Literacy service programs (GED, LEP)
- S, D - Provide technical resources necessary to offer accessibility to special needs community members.

Performance Measures

- S, D - Number of Districts that have a community member on their respective district planning teams.
- S, D - Number of Districts that offer after-school programs for community members.
- S, D - Number of Districts that offer adult literacy service programs.
- S, D - Number of Districts that serve special needs community members.

Data Preparation and Reporting

Number and description of:

- ☆ S, D - Districts that have a community member on their respective district planning teams.
- ☆ S, D - Districts that offer after-school programs for community members.
- ☆ S, D - Districts that offer adult literacy service programs.
- ☆ S, D - Districts that serve special needs members.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective C

Create an environment that fosters meaningful collaboration between School Districts, and State and Local Agencies (e.g. PTE, SDE, OSBE, Vo-Rehab, IF&G, H&W, Corrections, Federal, Legislature, City, County Law Enforcement)

Actions

- S, D - Guide Districts on how to involve other state and local entities in their technology planning process.
- S, D - Provide the technical environment to allow data to be shared among Districts and, state and local entities.
- S, D - Provide options for districts to offer teacher incentives, for those teachers that initiate collaborative activities with other districts, as well as state and local agencies.

Performance Measures

- S, D - Number of Districts that involve other state and local entities in their technology plan process.
- S, D - Number of Districts that share data with state and local entities.
- S, D - Number of Districts that provide options and offer teacher incentives, for those teachers that initiate collaborative activities with other districts, as well as state and local entities.

Data Preparation and Reporting

Number and description of:

- ☆ S, D - Districts involving other state and local agencies in their technology plan.
- ☆ S, D - District, State and Local Entities that share data.
- ☆ S, D - Districts providing incentives, financial or otherwise, to teachers who collaborate with other districts, as well as state and local entities.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective D

Create an environment that fosters meaningful collaboration between School Districts and Organizations (e.g. PTA, service clubs, fraternities)

Actions

- S, D - Encourage Districts to involve service clubs in their technology planning process.
- S, D - Support Districts to collaborate with service clubs for fund raising and support to provide technology-focused.

  Scholarships;

  Instructional aides for special needs students;

  Assistive Technology issues/grants.
- S, D - Provide guidelines for Districts to work with service clubs to foster mentoring relationships between technology-oriented service club members and students.

Performance Measures

- S, D - Number of Districts that involve service clubs in their technology planning process.
- S, D - Number of Districts that work in partnership with service clubs for fund raising and support to provide technology-focused:

  Scholarships;

  Instructional aides for special needs students;

  Assistive Technology issues/grants.
- S, D - Number of Districts that work with service clubs to foster mentoring relationships between technology-oriented service club members and students.

Data Preparation and Reporting

Number and description of:

- ☆ S, D - Districts that have involved service clubs in their technology plan process.
- ☆ S, D - Financial contributions in support of technology by service organizations.
- ☆ S, D - Examples of mentoring relationships, in terms of, objectives and activities between technology-oriented mentors and students.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective E

Create an environment that fosters meaningful collaboration between School Districts and, Business and Industry (e.g. industry, foundations, Chambers of Commerce)

Actions

- S, D - Encourage Districts to involve business and industry in their technology planning process.
- S, D - Support Districts to collaborate with business and industry for fund raising and support to provide technology-focused:

  Scholarships;

Instructional aides for special needs students.;

Assistive Technology issues/grants.

- S, D - Provide guidelines for Districts to work with business and industry to foster mentoring relationships between technology-oriented constituents and student.

Performance Measures

- S, D – Number of Districts that involve business and industry in their technology planning process.
- S, D - Number of Districts that work in partnership with business and industry for fund raising and support to provide technology-focused:

  Scholarships;

  Instructional aides for special needs students;

  Assistive Technology issues/grants.
- S, D - Number of Districts that work with business and industry to foster mentoring relationships between technology-oriented constituents and students.

Data Preparation and Reporting

Number and description of:

- ☆ S, D - Districts, which have involved business and industry in their technology, plan process.
- ☆ S, D - Financial contributions raised in support of technology by business and industry.
- ☆ S, D - Examples of mentoring relationships, in terms of, objectives and activities between technology-oriented mentors and students.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective F

Create an environment that fosters meaningful collaboration between School Districts and Post-secondary institutions (e.g. public and private colleges, universities, technical schools)

Actions

- S, D - Encourage Districts to involve post-secondary institutions in their technology planning process.
- S, D - Support Districts to collaborate with post-secondary institutions to provide technology-focused:

  Teacher prep/in-service/pre-service;

  Professional development and evaluation;

  Graduate work;

  Grant writing

  Libraries
- S, D - Provide guidelines for Districts to work with post-secondary institutions to elicit facilitation and hosting activities between technology-oriented educators and students.

Performance Measures

- S, D - Number of Districts that involve post-secondary institutions in their technology planning process.
- S, D - Number of Districts that collaborate with post-secondary institutions to provide technology-focused:

  Teacher prep/in-service/pre-service;

Professional development and evaluation;

Graduate work;

Grant writing

Libraries

- S, D - Number of Districts that work with post-secondary institutions to elicit facilitation and hosting activities between technology-oriented educators and students.

Data Preparation and Reporting

Number and description of:

- ☆ S, D - Districts that have involved post-secondary institutions in their technology plan process.
- ☆ S, D - Districts that have collaborated with post-secondary institutions to provide technology-focused teacher education and professional development, graduate work, grant writing and libraries.
- ☆ S, D - Examples of facilitation and hosting activities between technology-oriented educators and students.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective G

Create an environment that fosters meaningful collaboration between School Districts and with Public virtual learning environments (e.g. Idaho Digital Learning Academy, ARTEC).

Actions

- S, D - Encourage Districts to involve representatives of public virtual learning environments in their technology planning process.
- S, D - Support Districts to collaborate with public virtual learning environments representatives to provide accessible* technology-focused education:

  Distance learning;

  Coursework;

  School to work programs;
- S, D - Provide guidelines for Districts to work with post-secondary institutions to facilitate a standard data collection process of student data, to ensure proper tracking of educational accomplishments via a public virtual learning environment.

**In this context, the word "accessible" means, "to employ assistive technologies to ensure virtual learning environments are accessible to special needs students".*

Performance Measures

- S, D - Number of Districts that involve representatives of public virtual learning environments in their technology planning process.
- S, D - Number of Districts that collaborate with public virtual learning environments representatives to provide accessible* technology-focused education:

  Distance learning;

  Coursework;

  School to Work (ARTEC)

- ❑ S, D - Number of Districts that work with post-secondary institutions to facilitate a standard data collection process of student data, to ensure proper tracking of educational accomplishments via a public virtual learning environment.

  **In this context, the word "accessible" means, "to employ assistive technologies to ensure virtual learning environments are accessible to special needs students".*

Data Preparation and Reporting

Number and description of:

- ☆ S, D - Districts that involve representatives of public virtual learning environments in their technology planning process.
- ☆ S, D - Districts that collaborate with public virtual learning environments representatives to provide *accessible technology-focused education:

  Distance learning;

  Coursework;

  School to Work (ARTEC)
- ☆ S, D - Districts that work with representatives of public virtual learning environments to facilitate a standard data collection process of student data. Include data elements needed for proper tracking.

  **In this context, the word "accessible" means, "to employ assistive technologies to ensure virtual learning environments are accessible to special needs students".*

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective H

Create an environment that fosters meaningful collaboration between School Districts and "Other" Schools (e.g. Private, charter, home schools)

Actions

- ❍ S, D - Encourage Districts to involve representatives of "Other" schools in their technology planning and assessment process.
- ❍ S, D - Promote Districts' sharing of student data and best practices and vice versa with "Other" schools, as well as hosting professional development activities.
- ❍ S, D - Support Districts to collaborate with "Other" schools to provide accessible* technology-focused education:

  Student training;

  Technology integration with student achievement;
- ❍ S, D - Provide guidelines for Districts to work with "Other" schools to facilitate a standard data collection process of student data, to ensure proper tracking of educational accomplishments via a "Other" Schools.

  **In this context, the word "accessible" means, "to employ assistive technologies to ensure virtual learning environments are accessible to special needs students".*

Performance Measures

- ❑ S, D - Number of Districts that involve representatives of "Other" schools in their technology planning and assessment process.

- S, D - Number of Districts that share student data and best practices and vice versa with "Other" schools, to include both entities hosting professional development activities.
- S, D - Number of Districts that collaborate with "Other" schools to provide accessible* technology-focused education:

  Student training;

  Technology integration with student achievement;
- S, D - Number of Districts that work with "Other" schools to facilitate a standard data collection process of student data, to ensure proper tracking of educational accomplishments via a "Other" Schools.

  **In this context, the word "accessible" means, "to employ assistive technologies to ensure virtual learning environments are accessible to special needs students".*

Data Preparation and Reporting

Number and description of:

- ☆ S, D - Districts that involve representatives of "Other" schools in their technology planning and assessment process.
- ☆ S, D - Districts' that share student data and best practices and vice versa with "Other" schools, as well as the Districts that host professional development activities.
- ☆ S, D - Districts that collaborate with "Other" schools to provide *accessible technology-focused education:
  Student training;
  Technology integration with student achievement;
- ☆ S, D - Districts that work with "Other" schools to facilitate a standard data collection process of student data, to ensure proper tracking of educational accomplishments via a "Other" Schools.*In this context, the word "accessible" means, "to employ assistive technologies to ensure virtual learning environments are accessible to special needs students".

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

TECHNOLOGY SYSTEMS

Create and maintain compatible and secure technology systems that enhance the efficient operation of schools.

Narrative

Technology systems are the operational backbone of the education process. Technology systems provide the means necessary to communicate, educate, inform, collaborate, share, transfer, access and manage data, processes and applications regarding students, teachers, administrators, curriculum, buildings, districts, etc. Technology systems that foster high productivity and utility are necessary to support effective education and administration; which in turn, promote student academic achievement.

Objective A

Ensure compatibility of statewide technology systems.

Actions

- S - Create and maintain data compatibility standards.
- S - Create and maintain hardware and software compatibility standards.
- S - Develop standards for technology acquisition e.g. firmware, middleware, hardware and software.
- S - Develop access standards for distance and virtual learning resources, to include the employment of assistive technology.
- S - Based on CIPA guidelines for Internet access, develop standards for Internet access.
- S - Based on section 508 of the Rehabilitation Act, develop standards on the employment and application of assistive technologies.

Performance Measures

- S - Data compatibility standards are created and maintained.
- S - Hardware and software compatibility standards are created and maintained.
- S - Standards for technology acquisition e.g. firmware, middleware, hardware and software are developed and maintained.
- S - Access standards for distance and virtual learning resources, to include the employment of assistive technology are developed and maintained.
- S - Based on CIPA guidelines for Internet access, standards for Internet access are developed and maintained.
- S - Based on section 508 of the Rehabilitation Act, standards for the employment and application of assistive technologies are developed and maintained.

Data Preparation and Reporting

- S - Provide status and progress of the data compatibility standards. When completed, provide assessment accordingly.
- S - Provide status and progress of the hardware and software compatibility standards. When completed, provide assessment accordingly.
- S - Provide status and progress of the technology acquisition e.g. firmware, middleware, hardware and software compatibility standards. When completed, provide assessment accordingly.

- ☆ S - Provide status and progress of the distance and virtual learning resources access standards. When completed, provide assessment accordingly.
- ☆ S - Provide status and progress of the standards for Internet access. When completed, provide assessment accordingly.
- ☆ S - Provide status and progress of the standards for assistive technology employment and application, when completed, provide assessment accordingly.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective B
Provide a statewide network infrastructure (routers, bridges, repeaters, optical fiber, cable, wireless, WiFi, etc.) that supports inter-connectivity and intra-connectivity.

Actions

- S - Participate in the creation and implementation of a state of Idaho-based communications network that will provide statewide connectivity for all public entities (e.g. IDANET).
- S - Participate in the creation and implementation of a University-based network that will provide statewide connectivity for schools and private entities (e.g. EDUNET)
- S, D - To facilitate the creation of EDUNET and for general standardization and consolidation to ensure cost-savings, survey technology use in terms of:

  Service and or product: cost, vendor, description, application;

  Which respective ports are blocked;

  Who controls the respective network;

  What firewall products are in use; etc.

Performance Measures

- S - A statewide communications network is created and implemented.
- S - A statewide university-based connectivity network is created and implemented.
- S, D - Statewide technology use is surveyed and documented accordingly.

Data Preparation and Reporting

- ☆ S - Report the status and progress of the creation and implementation of IDANET. When completed, provide a description of the services provided, note any areas of the state of Idaho that not able to connect to IDANET, note the number of entities connected to IDANET, include information about total implementation costs and projected annual maintenance costs.
- ☆ S - Report the status and progress of the creation and implementation of EDUNET. When completed, provide a description of the services provided, note any areas of the state of Idaho that are not able to connect to EDUNET, note the number of entities, private and public, connected to EDUNET, include information about total implementation costs and projected annual maintenance costs, as well as usage revenues from private users.
- ☆ S, D - Report the status and progress of the survey. If complete, report the results of the survey by technology use category, including the supporting data e.g. service or product: cost, vendor, description, application; blocked ports, network controls, firewalls, etc.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective C
Provide statewide curriculum management and student data management systems.

Actions

- S - Provide a curriculum management system to align curriculum with state standards, local curriculum, etc.
- S - Provide a statewide student data management system.

Performance Measures

- S - A curriculum management system to align curriculum with state standards, local curriculum, etc. is implemented
- S - A statewide student data management system is implemented.

Data Preparation and Reporting

- ☆ S - Report status and progress of the curriculum management system implementation process. When implementation is complete, provide an evaluation of the effectiveness and level of utility of the system implemented.
- ☆ S - Report status and progress of the student data management system implementation process. When implementation is complete, provide an evaluation of the effectiveness and level of utility of the system implemented.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective D
Secure the use of technology to prevent unauthorized access and to promote safe access.

Actions

- S, D - Promote regular updates in virus protection/firewall software.
- S, D - Promote the utilization of Internet firewalls (2-way), proxy servers and blocking software.
- S, D - Promote best practices to ensure the security of district computer networks that address the:

  Prevention of unauthorized access to business and student record;

  Maintenance of confidentiality of information;

  Employment of hardware and software security measures;

  Use of login scripts, etc.
- S, D - Restriction of Internet sites deemed unsuitable by CIPA guidelines
- S, D - Comply with CIPA legislation i.e. promote CIPA awareness of legislation and federal requirements.

Performance Measures

- S, D - Number of districts that use Virus protection/firewall software/hardware.
- S, D - Number of districts that use an Internet firewalls (2-way), proxy servers and blocking software.
- S, D - Best practices are applied by the districts and the state to ensure the security of district computer networks, to include:

  Prevention of unauthorized access to business and student record;

Maintenance of confidentiality of information;

Employment of hardware and software security measures;

Use of login scripts, etc.

- S, D - Number of districts that restrict Internet sites deemed unsuitable by CIPA guidelines and number of districts that have CIPA certification.

Data Preparation and Reporting

- ☆ S, D - Provide date/time/procedural information on the scheduled updates to virus protection/firewall software.
- ☆ S, D - Provide descriptive information of the types of Internet firewalls (2-way), proxy servers and blocking software promoted by the state and employed by the districts and the state.
- ☆ S, D - Provide a synopsis of the best practices used by the state and the districts that ensure the security of district computer networks address the:

  Prevention of unauthorized access to business and student record;

  Maintenance of confidentiality of information;

  Employment of hardware and software security measures;

  Use of login scripts, etc.
- ☆ S, D - Provide the number of districts that restrict Internet sites deemed unsuitable by CIPA guidelines and number of districts that have CIPA certification.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective E
Provide cost-effective means to acquire, maintain and access technology e.g. software, hardware, networks, etc.

Actions

- S - Create, maintain and disseminate a select vendor list, to include Internet links, when available.
- S - Create and maintain a select product list, to include Internet links, when available.

Performance Measures

- S - A select vendor list is created, maintained and disseminated, including Internet links, when available.
- S - A select product list is created, maintained and disseminated, including Internet links, when available.

Data Preparation and Reporting

- ☆ S - Create, maintain and disseminate a select vendor list, to include Internet links, when available.
- ☆ S - Create and maintain a select (or brand) product, to include Internet links, when available.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective F
Provide network administration services, maintenance and support.

Actions

- S, D - Provide support to rural and remote districts' networking and telecommunications infrastructures.
- S, D - Provide guidelines for appropriate courses and other learning opportunities for students to engage in the: installation, maintenance and support of technology.

Performance Measures

- S, D - Resources to support rural and remote districts' networking and telecommunications infrastructures are provided
- S, D - Guidelines for appropriate courses and other learning opportunities for students to engage in the: installation, maintenance and support of technology, are provided.

Data Preparation and Reporting

- ☆ S, D - Report the number of districts using the resources. Include the context of the support provided.
- ☆ S, D - Report the number of districts employing student "tech support" and provide the respective courses and learning opportunities. Include the districts not employing student "tech support" and provide justification accordingly.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

ASSESSMENT, EVALUATION AND PUBLICATION

Assess, evaluate and publicize the effects of technology use by educators and students toward student learning and achievement.

Narrative

The cycle of performance, assessment, evaluation and publication is the way in which we effectively measure actual against targeted performance i.e. compare the "action" with the "performance measure" and determine the level of success. An evaluation will tell us if we tasked ourselves with the correct actions in terms of addressing the essence of the respective goal and objectives. Publicizing our results will provide a forum of input and commentary necessary to ensure we acknowledge trend changes in technology, education and business and allows us to refine the Statewide Plan for Technology in Idaho accordingly.

Objective A

Provide an annual assessment and evaluation of the use of technology to enhance student learning and achievement.

Actions

- S, D - Develop a three-year K-12 statewide technology plan and assess the results annually.
- S - Develop metrics to evaluate the use of the statewide K-12 technology plan on enhancing student learning and achievement, using the report information provided for each goal and respective objectives.

Performance Measures

- S, D - Three-year statewide technology plan is developed and the results of which are reviewed annually.
- S - Metrics are developed that evaluate the use of the statewide K-12 technology plan on enhancing student learning and achievement, using the report information provided for each goal and respective objectives.

Data Preparation and Reporting

- ☆ S, D- Provide status and progress on the development and modification of the three-year statewide K-12 technology plan. When completed, provide an assessment of the action plans developed, the resources assigned and the status of the deliverables of each action plan.
- ☆ S - Provide an evaluation of the statewide technology plan in terms of its impact on student learning and student achievement.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

Objective B

Publicize the use of technology to enhance student learning and achievement.

Actions

- S, D - Publish the results of the annual assessment performed on the statewide K-12 technology plan .
- S - Receive feedback and commentary from public forums to ensure public participation and involvement.

Performance Measures

- S,D - Results of the annual assessment of the statewide K-12 technology plan are published.

- S - Feedback and commentary received from public forums are evaluated and applied as enhancements to the statewide K-12 technology plan.

Data Preparation and Reporting

- ☆ S, D - Provide the communication methods used to disseminate the results of the statewide K-12 technology plan and include the intended audience.
- ☆ S - Categorize the public commentary and note where and how it was applied to the statewide K-12 technology plan.

See Appendix D for Federal Content Requirements
See Appendix E for Related State (OSBE) and Federal (NCLB) Goals

APPENDICES

Appendix A: Idaho Council for Technology in Learning

Appendix B: Advisory Team

Appendix C: No Child Left Behind

Appendix D: Federal Content Requirements

Appendix E: Related State (OSBE) and Federal (NCLB) Goals

Appendix F: Glossary

APPENDIX A

IDAHO COUNCIL FOR TECHNOLOGY IN IDAHO

Melvin Richardson, Senator, **ICTL Chair**
Bill Leaf, Cascade School District, ICTL Sub Chair, Public Education Information Committee **(PEITC) Chair**
Ann Joslin, Idaho State Library, Higher Education Information Technology **(HEITC)** Chair
Allen Andersen, Representative
Bert Marley, Senator
Charles Ruch, Boise University President
Elizabeth Criner, Veritas Advisors
Gary Stivers, Office of the State Board of Education Executive Director
Karen Vauk, Executive Director and Manager of Community and Academic Relations, Micron Technology
Marilyn Howard, Superintendent of Public Instruction
Paula Conley, Public Education Information Technology Committee Member
Vern Newby, Local School Board Member

HIGHER EDUCATION INFORMATION TECHNOLOGY COMMITTEE

Ann Joslin, Idaho State Library, **HEITC Chair**
Carmen Rahm, Lewis-Clark State College
Christine Brady, Idaho State Historical Society
Dave O'Neill, Boise State University
Gens Johnson, KUID Idaho Public Television
Glenn Wilde, University of Idaho
Monti Pittman, Idaho Division of Professional Technical Education
Nancy Szofran, Office of the State Board of Education,
Randy Bow, Idaho School for the Deaf and the Blind
Terry Lay, Idaho State University

PUBLIC EDUCATION INFORMATION TECHNOLOGY COMMITTEE

Bill Leaf, Cascade School District, **Chair**, Sub Chair ICTL
Carolyn Mauer, State Department of Education, ICTL Subcommittee Advisor
Christopher Gibson, Jerome School District
Deb McGrath, Kuna Middle School
Karen Ganske, Nampa Librarian
Paula Conley, Coeur d'Alene School District, ICTL Board Member
Pete Black, Pocatello School District 25
Ray Mikelson, Lake City High School
Vickie Chandler, Vocational Education Public School Teacher

APPENDIX B

ADVISORY TEAM

In developing this draft document, two-day meetings were held in Boise on three different occasions. In addition to the meetings, participants continued discussions and revisions of the draft documents on-line. The following individuals had the opportunity to provide input during the planning and development meetings held in November 2002, March 2003, May 2003 and August 2003.

Advisors

Angel Ramos, Idaho School for the Deaf and the Blind
Ann Joslin, Idaho State Library
Betsy Goeltz, Blackfoot School District
Bill Leaf, Cascade School District
Bill Rasmussen, Pocatello School District
Bob England, Pocatello School District
Bob Sobotta Jr., Lewis-Clark State College
Bob Sobotta, Roman Catholic Diocese of Boise
Carol Williams, Soda Springs School District
Carolyn Thorsen, Boise State University
Christopher Gibson, Jerome School District
Cliff Green, Idaho School Boards Association
Cliff Swanson, Troy School District
Craig Lannigan, Lewiston School District
Dale Johnson, Avery School District
Dave Mecham, Firth School District
Dave O'Neill, Boise State University
Deb McGrath, Kuna School District
Donna Vakili, Idaho Digital Learning Academy
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Duane Peck, Kuna Jt. School District
Duane Uhlenkott, Highland School District
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Gary Graves, Northwest Regional Educational Lab
Gary Mayton, Lewis and Clark State College
Glenn Wilde, University of Idaho
Heidi Rogers, University of Idaho
Jean Bengfort, Coeur d'Alene School District
Jeff Young, Marsing School District
Jim Lewis, Blaine Co. School District
Jim Marconi, Boise School District
Johana Doyle, Moscow School District
John Garner, Kimberly School District
Jon Wilkerson, Post Falls School District
Karen Ganske, Nampa Library
Karen Vauk, Micron Technology Inc.
Karrie Whitehead, Idaho Charter School Network
Kendall Gjevre, St. Maries School District
Linda Maughan, Twin Falls School Districts

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Vickie Chandler, Bruneau-Grandview School District
Wendy Johnson, J.A. & Kathryn Albertsons Foundation
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Sherawn Reberry, Idaho State Department of Education

APPENDIX C

NO CHILD LEFT BEHIND

From the "No Child Left Behind" overview:

On Jan. 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001 (NCLB). This new law represents his education reform plan and contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. It changes the federal government's role in kindergarten-through-grade-12 education by asking America's schools to describe their success in terms of what each student accomplishes. The act contains the President's four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

An "accountable" education system involves several critical steps:

- States create their own standards for what a child should know and learn for all grades. Standards must be developed in math and reading immediately. Standards must also be developed for science by the 2005-06 school year.
- With standards in place, states must test every student's progress toward those standards by using tests that are aligned with the standards. Beginning in the 2002-03 school year, schools must administer tests in each of three grade spans: grades 3-5, grades 6-9, and grades 10-12 in all schools. Beginning in the 2005-06 school year, tests must be administered every year in grades 3 through 8 in math and reading. Beginning in the 2007-08 school year, science achievement must also be tested.
- Each state, school district and school will be expected to make adequate yearly progress toward meeting state standards. This progress will be measured for all students by sorting test results for students who are economically disadvantaged, from racial or ethnic minority groups, have disabilities, or have limited English proficiency.
- School and district performance will be publicly reported in district and state report cards. Individual school results will be on the district report cards.
- If the district or school continually fails to make adequate progress toward the standards, then they will be held accountable.

The U.S. Department of Education wants to be a partner with states and school districts, and a resource for families and community members. If you have additional questions about No Child Left Behind, we encourage you to visit this website frequently. Also, visit www.ed.gov for more detailed information about the legislation.

No Child
LEFT BEHIND

Web Source: www.nochildleftbehind.gov/next/overview/index.html

APPENDIX D

FEDERAL CONTENT REQUIREMENTS

Integration

OBJECTIVE A

- Integration of technology with curricula and instruction
- Strategies for improving academic achievement, technology integration
- Technical assistance
- Technology resources and systems

OBJECTIVE B

- Innovative delivery strategies
- Integration of technology with curricula and instruction
- Professional and curricular development
- Strategies for improving academic achievement, technology integration
- Technical assistance
- Technology resources and systems

OBJECTIVE C

- Integration of technology with curricula and instruction
- Strategies for improving academic achievement, technology integration
- Technical assistance
- Technology resources and systems

Technological Literacy

OBJECTIVE A

- Innovate delivery strategies
- Integration of technology with curricula and instruction
- Strategies for improving academic achievement, technology integration

OBJECTIVE B

- Innovative delivery strategies
- Strategies for improving academic achievement, technology integration
- Technical assistance
- Technology resources and systems

OBJECTIVE C

- Innovative delivery strategies
- Strategies for improving academic achievement, technology integration
- Technical assistance
- Technology resources and systems

Professional Development

OBJECTIVE A

- Strategies for improving academic achievement, technology integration
- Integration of technology with curricula and instruction

OBJECTIVE B

- Public and private support § Strategies for parental involvement
- Strategies for improving academic achievement, technology integration

Collaboration

OBJECTIVE A

- Innovative delivery strategies

- Public and private support

OBJECTIVE B

- Strategies for improving academic achievement, technology integration
- Integration of technology with curricula and instruction
- Public and private support

OBJECTIVE C

- Strategies for improving academic achievement, technology integration
- Integration of technology with curricula and instruction
- Public and private support

OBJECTIVE D

- Strategies for improving academic achievement, technology integration
- Integration of technology with curricula and instruction

OBJECTIVE E

- Strategies for improving academic achievement, technology integration
- Integration of technology with curricula and instruction

OBJECTIVE F

- Strategies for improving academic achievement, technology integration
- Integration of technology with curricula and instruction
- Innovative delivery strategies
- Teacher incentives
- Competitive grant evaluation

OBJECTIVE G

- Strategies for improving academic achievement, technology integration
- Integration of technology with curricula and instruction
- Innovative delivery strategy

OBJECTIVE H

- Strategies for improving academic achievement, technology integration
- Integration of technology with curricula and instruction

Technology Systems

OBJECTIVE A

- Children's Internet Protection Act
- Technology resources and systems
- Innovative delivery strategies
- Steps to increase accessibility

OBJECTIVE B

- Strategies for improving academic achievement, technology integration
- Innovative delivery strategies
- Steps to increase accessibility

OBJECTIVE C

- Strategies for improving academic achievement, technology integration
- Innovative delivery strategies
- Steps to increase accessibility

OBJECTIVE D

- Children's Internet Protection Act
- Strategies for parental involvement
- Technology resources and systems

- Innovative delivery strategies

OBJECTIVE E

- Technology resources and systems
- Innovative delivery strategies
- Steps to increase accessibility

OBJECTIVE F

- Strategies for improving academic achievement, technology integration
- Integration of technology with curricula and instruction
- Innovative delivery strategies
- Technology resources and systems

Assessment, Evaluation and Publication

OBJECTIVE A

- Strategies for improving academic achievement, technology integration
- Technology resources and systems

OBJECTIVE B

- Public and private support
- Strategies for parental involvement
- Strategies for improving academic achievement, technology integration

APPENDIX E

RELATED STATE (OSBE) AND FEDERAL (NCLB) GOALS

Integration

OBJECTIVE A	OBJECTIVE B	OBJECTIVE C
NCLB	**NCLB**	**NCLB**
1. Academic Achievement	1. Academic Achievement	1. Academic Achievement
2. Technological Literacy	2. Technological Literacy	2. Technological Literacy
3. Technology Integration	3. Technology Integration	3. Technology Integration
OSBE	**OSBE**	**OSBE**
1. Quality	1. Quality	1. Quality
2. Access	3. Relevance	3. Relevance
3. Relevance	4. Efficiency	4. Efficiency
4. Efficiency		

Technological Literacy

OBJECTIVE A	OBJECTIVE B	OBJECTIVE C
NCLB	**NCLB**	**NCLB**
1. Academic Achievement	1. Academic Achievement	1. Academic Achievement
2. Technological Literacy	2. Technological Literacy	2. Technological Literacy
3. Technology Integration	3. Technology Integration	3. Technology Integration
OSBE	**OSBE**	**OSBE**
1. Quality	1. Quality	1. Quality
2. Access	2. Access	3. Relevance
4. Efficiency	3. Relevance	4. Efficiency

Professional Development

OBJECTIVE A	OBJECTIVE B
NCLB	**NCLB**
1. Academic Achievement	1. Academic Achievement
2. Technological Literacy	2. Technological Literacy
3. Technology Integration	3. Technology Integration
OSBE	**OSBE**
1. Quality	1. Quality
2. Access	2. Access
3. Relevance	3. Relevance
4. Efficiency	4. Efficiency

Collaboration

OBJECTIVE A	OBJECTIVE B	OBJECTIVE C
NCLB	**NCLB**	**NCLB**
2. Technological Literacy	1. Academic Achievement	1. Academic Achievement
3. Technology Integration	2. Technological Literacy	2. Technological Literacy
	3. Technology Integration	3. Technology Integration

Collaboration

OBJECTIVE A

OSBE
2. Access
3. Relevance
4. Efficiency

OBJECTIVE B

OSBE
1. Quality
3. Relevance
4. Efficiency

OBJECTIVE C

OSBE
1. Quality
3. Relevance
4. Efficiency

OBJECTIVE D

NCLB
1. Academic Achievement
2. Technological Literacy
3. Technology Integration

OSBE
1. Quality
3. Relevance
4. Efficiency

OBJECTIVE E

NCLB
1. Academic Achievement
2. Technological Literacy
3. Technology Integration

OSBE
1. Quality
3. Relevance
4. Efficiency

OBJECTIVE F

NCLB
1. Academic Achievement
2. Technological Literacy
3. Technology Integration

OSBE
1. Quality
2. Access
3. Relevance
4. Efficiency

OBJECTIVE G

NCLB
2. Technological Literacy
3. Technology Integration

OSBE
1. Quality
3. Relevance
4. Efficiency

OBJECTIVE H

NCLB
1. Academic Achievement
2. Technological Literacy
3. Technology Integration

OSBE
1. Quality
3. Relevance
4. Efficiency

Technology Systems

OBJECTIVE A

NCLB
1. Academic Achievement
2. Technological Literacy
3. Technology Integration

OSBE
1. Quality
2. Access
3. Relevance
4. Efficiency

OBJECTIVE B

NCLB
1. Academic Achievement
2. Technological Literacy
3. Technology Integration

OSBE
1. Quality
2. Access
3. Relevance
4. Efficiency

OBJECTIVE C

NCLB
1. Academic Achievement
2. Technological Literacy
3. Technology Integration

OSBE
1. Quality
3. Relevance
4. Efficiency

OBJECTIVE D

NCLB
1. Academic Achievement
2. Technological Literacy
3. Technology Integration

OBJECTIVE E

NCLB
3. Technology Integration

OBJECTIVE F

NCLB
1. Academic Achievement
2. Technological Literacy
3. Technology Integration

Technology Systems		
OSBE 1. Quality 2. Access 3. Relevance 4. Efficiency	OSBE 1. Quality 2. Access 3. Relevance 4. Efficiency	OSBE 1. Quality 3. Relevance 4. Efficiency

Assessment Evaluation and Publication	
OBJECTIVE A	OBJECTIVE B
NCLB 1. Academic Achievement 2. Technological Literacy 3. Technology Integration	NCLB 1. Academic Achievement 2. Technological Literacy 3. Technology Integration
OSBE 1. Quality 2. Access 3. Relevance 4. Efficiency	OSBE 1. Quality 2. Access 3. Relevance 4. Efficiency

APPENDIX F

GLOSSARY

Assistive Technology Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities.

Authentication This is some process of proving the identity of a computer or computer user. For users, it generally involves a user name and password. For computers, they usually pass a code that identifies that they are part of a network.

Bandwidth The range of transmission frequencies that a network can use. The greater the band-width, the greater the amount of information that can travel on the network at one time.

Bridge A device that connects a one local area network (LAN) to another local area network and that the same protocol.

You can envision a bridge as being a device that decides whether a message from your computer to another computer is going remain on the local area network that your computer is connected to, or be sent over to the other local area network if the computer you're sending the message to is connected there. A bridge only knows about the two local area networks that it is connected between.

Broadband The wide range of transmission frequencies that can be divided into separate channels to allow for the simultaneous transfer of information at different times and at different speeds.

Cable Broadband Communications service provided by local cable companies. This service uses existing cable television wiring to connect computers and/or networks to the Internet. The speed of this service ranges between 400Kbps to 27Mbps.

The normal bandwidth speeds are between 400Kbps and 800Kbps.

Curriculum Management Software (CM) A collection of software programs and databases that organizes curriculum with it's matching goals, objectives, resources, and standards.

Database A collection of data arranged in a logical manner for ease and speed of search and retrieval of information.

Digitized white boards A device that electronically captures information from input in the form of writing and drawing. These devices are slowly replacing the Blackboard and Whiteboard that once were the focus points of classrooms. Digitized white boards can capture the information written on them and save it on a computer or other storage devices for use later by teachers and students.

Directory Services A logical structure of objects that provides a unified view and way

to manage all objects on a network. Network Administrators can use this technology to manage networks.

Electronic note pads Lightweight, hand-held computer designed for use as a personal organizer for taking notes relying on special hardware and pen-based software to enable the recognition of handwritten input which is entered on the surface of a liquid crystal display screen.

Filtering The process of examining each packet of information entering a network and discarding packets that no not meet a predetermined set of criteria.

Firewall A device placed between a private network and the Internet to prevent unwanted network traffic from passing in either direction. Most firewalls generally support packet-filtering, proprietary application filtering, and some proxy functions.

Firmware Software that is embedded onto a piece of hardware of a device, usually in permanent memory, to control the hardware of the device. Generally, firmware can be upgraded to get additional functionality or performance of the device.

Global Positioning Systems (GPS) A means of determining location on the surface of the Earth by using a system of satellites that orbit the Earth broadcasting the time via radio signals based on an internal atomic clock. The device measures the time it took to receive multiple signals from satellites, performs a calculation and determines where it is on the surface of the Earth.

Hardware The physical components of a computer system, such as the circuitry, keyboard, mouse, and display.

Inter-connectivity The overall logical structure and connections of networks and devices at the enterprise level using a common protocol such as TCP/IP.

Intra-connectivity The overall logical structure and connections of networks and devices at the local level using a common protocol such as TCP/IP.

Local Area Network (LAN) The connection of computers, peripherals, and devices in a limited area, usually less than two miles, that allows users and devices to communicate and share information.

Login script A file usually run when a user logs into a network that sets the user's environment, connects their network drives to specific locations to specific servers, and connects specific printers.

Middleware The software used to connect an application to a network. An example of a middleware application would be a network directory service or authentication service.

Network A group of interconnected computers, peripherals and devices communicating via physical cable, or wireless, capable of

transferring information.

Optical Fiber A transmission alternative to copper wire that uses light pulses to transmit information. A single strand of optical fiber can carry thousands of different frequencies simultaneously thus providing an almost unlimited amount of bandwidth.

Personal Digital Assistants (PDAs) Lightweight, hand-held devices designed for use as a personal organizer with communications capabilities. A typical PDA has no keyboard, relying instead on special hardware and pen-based computer software to enable the recognition of handwritten input, which is entered on the surface of a liquid crystal display screen. PDAs are used as notepads, appointment schedulers, and wireless communicators for sending and receiving data, faxes, and electronic-mail messages.

Presentation software Software used to organize and present information in a multimedia format.

Protocol Rules governing transmitting and receiving data between computers and terminals.

Proxy The use of one computer or device to make requests for another computer or device, or group of computers or devices over a network. Proxies can be used for Internet security, controlling connections, and be used to pass data between a network and Internet. Proxy servers can speed up access to the Internet by reducing the number of requests and responses. When a computer needs an object from the Internet, it makes a request to a Proxy server for the object along with the address of where to get it. The Proxy server makes the request to the Internet web server, downloads the page and objects, keeps a copy and passes the requested page to the computer. The next computer that makes the same request is then given the copy instead of having to go out to the Internet and re-download it.

Repeater A device used to repeat a signal to send it further away or to many more devices.

Router A device that connects one network to another network. A routing device can pass information from one network to an adjacent network or contain routing tables to “know” where the other networks are.

Software The programs that run on computer hardware that help turn data into information. This can include operating systems, office suites, games, and Web browsers.

Spreadsheet software This is a type of computer program that displays a group of cells (a 2D graph pattern) and allows for easy mathematical operations and relationships between the cells. The first major spreadsheet was Lotus 1-2-3. Today's most popular spreadsheet is Microsoft Excel.

Student Data Management software	A collection of software and databases that collect, store, and provide information about students and their performance within the educational system.
Telecommunications systems	Communication using a combination of medias (wire, fiber, or wireless) in either a data infrastructure such as the Internet or telephone infrastructure - either land-line or mobile.
Video streaming	The technology that allows for the ability to play audio and video as it is being downloaded to the device which is viewing it.
Virtual Learning Environments	An organized system of delivering educational information and materials, and interacting with students located at various geographically separate sites through a variety of technology and mediums.
Wireless	Voice, data, or video communications without the use of connecting wires.
Word Processor Software	Software used to create, edit, and format documents. Common Word Processing software found today are Word, WordPerfect, and Word Star.

K. SUBJECT:

Update the progress the ICTL is making on the OPE recommendations

BACKGROUND:

In the January 2005 report, "Public Education Technology Initiatives," the Office of Performance Evaluations (OPE) made 12 recommendations to improve the ability of the State Board of Education and the Idaho Council for Technology in Learning (ICTL) to comply with statute and fulfill their responsibilities for technology assessment and guidance.

In their August 2006 follow-up report, the OPE states, "The board and the council have each implemented one recommendation; the council is in the process of implementing five recommendations; three recommendations have not been implemented; and two recommendations have been addressed by changes to legislation and state plans."

DISCUSSION:

The following chart shows each OPE recommendation and finding, and the status of the ICTL's progress in response.

	OPE Recommendations	OPE Findings	Status
1	To comply with the statutory requirements of the Idaho Education Technology Initiative of 1994: a. The State Board of Education should annually review and approve the statewide technology plan developed by the ICTL.	Has not implemented	The 2004 State Technology Plan should be formally reviewed and accepted by the State Board of Education until work is completed on the K-20 Plan. The K-20 Plan will be presented to the ICTL at their December meeting for review and possible approval.
2	b. The ICTL should require school districts to submit a project plan as part of the application for annual grants. The plan should include a description of proposed purchases, effective classroom use, teacher training, and local matching funds.	In the process of implementing	With the input from Idaho Education Technology Association (IETA) and the Public Education Information Technology Sub-Committee (PEITC), restructuring of the Phase I and Phase II district technology surveys will be re-written to reflect OPE recommendations. Work will be presented to ICTL at their December meeting for review and possible approval.
3	c. The ICTL should identify and recommend to the State Board of Education exemplary education technology programs, practices, and products.	In the process of implementing	With input from the Idaho Education Technology Association (IETA) and the Public Education Information Technology Sub-Committee (PEITC), restructuring of the Phase I and Phase II district technology surveys will be re-written to reflect OPE recommendations. Work will be presented to ICTL at their December meeting for review and possible approval.

4	d. The ICTL should consult with Idaho Technology Resource Management Council (ITRMC) staff for guidance in adherence to ITRMC policies that would benefit school districts in their use of state technology dollars.	In the process of implementing	ICTL staff will seek guidance from ITRMC staff on technology policies that best fit schools and districts.
5	The State Board of Education should ensure the statewide education technology plan has the following elements: a. Assessment of current goals and realignment (if necessary) with statute. b. Timelines for achieving goals and objectives. c. Standards or benchmarks for performance measures. d. Standards and planning guidance for adequate district staffing for technical support. e. Guidance on finance, budgeting, and cost-effective technology acquisition.	Has not implemented	Current work on the K-20 Plan will ensure that these recommendations are addressed. The K-20 draft will be presented to ICTL at their December meeting for review and possible approval.
6	If the intent of the ICTL is to disburse technology grant program dollars directly to charter schools, the council should modify the funding formula to reflect this.	Has implemented	The council addressed this recommendation in fall 2005 by adopting a revised funding formula that distributes funds directly to charter schools.
7	The ICTL should clarify annual appropriation bill intent language for the use of onetime funds for ongoing expenditures (including personnel) and communicate this intent to school districts.	Has addressed	In 2005 and 2006, appropriation bill language alleviated the need to accomplish this recommendation by specifying funds were to be used expressly for the purchase of equipment and software or for costs for Idaho Standards Achievement Test remedial instruction.
8	ICTL staff should improve the quality of technology information maintained and reported to the Legislature, and reduce the duplication of financial reporting requirements placed on school districts by: a. Coordinating with the State Department of Education's Bureau of Finance and Transportation and the Division of Accounting and Human Resources to obtain audited financial information already submitted by districts. b. Taking steps to improve quality controls of district technology inventory data, and using existing electronic information when available, in coordination with the State Department of Education's Bureau of Finance and Transportation.	In the process of implementing	With input from the Idaho Education Technology Association (IETA) and the Public Education Information Technology Sub-Committee (PEITC), restructuring of the Phase I and Phase II district technology surveys will be re-written to reflect OPE recommendations. Furthermore, coordination with the State Department of Education's Bureau of Finance and Transportation will eliminate duplication of financial information already submitted by districts. Work will be presented to ICTL at their December meeting for review and possible approval.
9	The ICTL should review the CEO Forum's technology assessment chart, used by other states, and develop a plan, including needed resources, for implementation of a similar assessment tool to meet Idaho's needs.	In the process of implementing	With input from the Idaho Education Technology Association (IETA) and the Public Education Information Technology Sub-Committee (PEITC), restructuring of the Phase I and Phase II district technology surveys will be re-written to reflect OPE recommendations. Work will be presented to ICTL at their December meeting for review and possible approval.

10	The ICTL should develop a standard ratio of computers-to-district technology support (measured by full-time equivalent employees).	Has not implemented	With input from the Idaho Education Technology Association (IETA) and the Public Education Information Technology Sub-Committee (PEITC), restructuring of the Phase I and Phase II district technology surveys will be re-written to reflect OPE recommendations. Work will be presented to ICTL at their December meeting for review and possible approval.
11	Should the State Department of Education invest state or federal dollars into the development of a statewide centralized student information management system, legislative financial auditors should consider including a review of the department's technology-related financial and budgetary practices as a part of their periodic audit work.	*Is not germane to the state's current plans.* However, should the Department of Education or the Board of Education pursue any statewide, centralized system - such as a centralized data warehouse or "longitudinal" data system, or centralized software - this recommendation should be addressed.	With the discontinuation of the ISIMS Project, there is no funding to create a statewide centralized student information management system.
12	The State Board of Education should formally revisit Idaho's eighth-grade technology standards, their purpose, and implementation relative to the requirements of the statewide technology plan and the No Child Left Behind Act of 2001.	Has implemented	The Board of Education formally approved eighth-grade technology standards at its October 2005 meeting.

ACTION:

This item is informational only, and no action is required on the part of the State Board of Education. ICTL staff will inform the Board of its progress in meeting those recommendations.

ATTACHMENT:

1. Public Education Technology Initiatives Follow-up Report

Office of Performance Evaluations
Idaho Legislature

Report 06-06F **August 2006**

Public Education Technology Initiatives Follow-up Report

In our January 2005 report, Public Education Technology Initiatives, *we made 12 recommendations to improve the ability of the Board of Education and the Idaho Council for Technology in Learning (ICTL) to comply with statute and fulfill their responsibilities for technology assessment and guidance. The board and the council have each implemented one recommendation; the council is in the process of implementing five recommendations; three recommendations have not been implemented; and two recommendations have been addressed by changes to legislation and state plans.*

Background

The main findings of our January 2005 report were as follows:

- While Idaho compared well to other states on simple education technology measures, such as the statewide number of students per computer, a large degree of variation existed between Idaho's 114 school districts. As illustrated in exhibit A, our report called for the council to shift its primary focus from "counts" of dollars spent and computers owned to more meaningful measures of the cost-effectiveness and readiness of Idaho school districts to provide and integrate technology.

- The State Board of Education and the Idaho Council for Technology in Learning had not implemented key statutory requirements governing the use of state technology funds. The board and the council did not promote proper planning, develop or promote best

Exhibit A: Necessary Change in Management Focus

Focus Has Been on:
- How much money was spent
- How many computers and other equipment were acquired

Shift Primary Focus to →

Focus on Results:
- How far districts have come in achieving their goals
- Where districts need to go next
- Cost-effectiveness of technology acquisition
- Districts' technology capacity to meet new challenges

Source: Office of Performance Evaluations.

This report was completed at the request of the Joint Legislative Oversight Committee under the authority of Idaho Code § 67-457 through § 67-464. Questions about the report may be directed to the Office of Performance Evaluations through e-mail (opeinfo@ope.idaho.gov) or phone (208 334-3880).

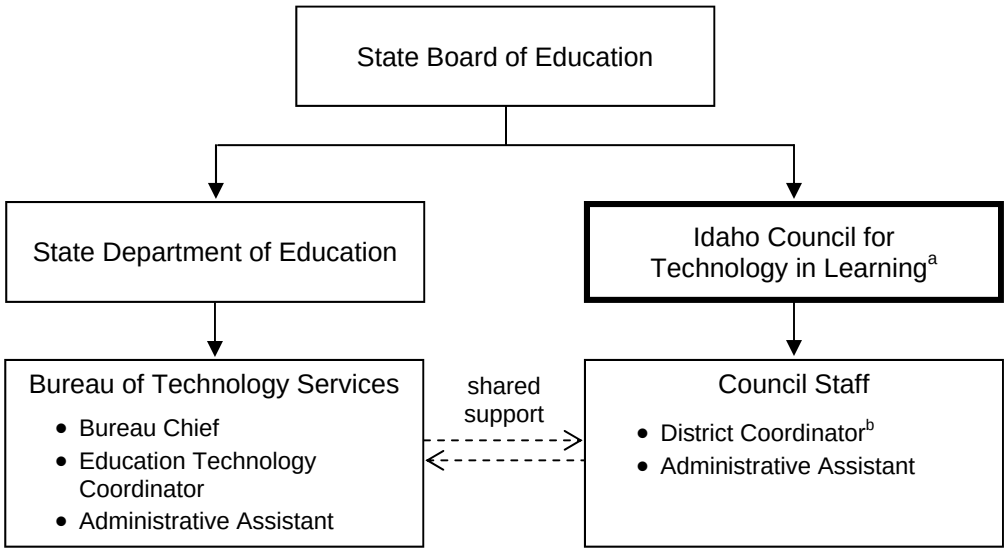
practices, or provide adequate justification for dollars spent by school districts.

- The council had placed little priority on ensuring school districts had adequate support to maintain their technology investments. Recommendations in the areas of planning and guidance were designed to assist the council in addressing technology support as a priority.

The Idaho Education Technology Initiative of 1994 established the Idaho Council for Technology in Learning under the Board of Education.[1] Two permanent subcommittees of the council address educational technology matters for primary-secondary and higher education, respectively. Exhibit B illustrates the relationship of the 14-member council to other educational entities. As part of its technology biannual grant application process, the council continues to collect self-reported tallies of school and district technology equipment, along with financial reports and narratives.

[1] IDAHO CODE §§ 33-4801–10.

Exhibit B: Relationship of the Council to Other Education Entities



[a] According to Idaho Code, council membership includes the following positions:

- Superintendent of Public Instruction
- 2 members of the Senate
- 2 members of the House
- Executive Director of the State Board of Education
- 1 member of the State Board of Education
- 1 president of a public college or university
- 1 practicing public school administrator
- 2 business/private sector representatives
- 1 member of a local school board
- 1 representative of the higher education subcommittee
- 1 public school teacher representing the K–12 subcommittee

[b] The council changed this job title from Network/Telecommunications Specialist at its June 2006 meeting.

Source: IDAHO CODE § 33-4804, and the Office of Performance Evaluations' analysis of State Department of Education information.

In fiscal year 2005, the council distributed $7.9 million to 114 school districts, 15 charter schools, and the Idaho School for the Deaf and the Blind for ongoing and one-time technology expenditures, as shown in exhibit C. In fiscal year 2006, funding for this grant increased and the council distributed just under $9 million to 114 school districts, 24 charter schools, and the Idaho School for the Deaf and the Blind.[2]

Current Status

Our recommendations focused on encouraging the board and the council to comply with the requirements of Idaho Code and to improve their planning, guidance and advocacy, and accountability efforts. Our assessment of the progress made on each recommendation follows below. Appendix A includes the board's self-assessment of its implementation efforts.

Planning

Annual Review of Technology Plan

Recommendation: *To comply with the statutory requirements of the Idaho Education Technology Initiative of 1994, the State Board of Education should annually review and approve the statewide technology plan developed by the Idaho Council for Technology in Learning.*

The current state technology plan was developed and approved by the board in 2004. The council began efforts to actively draft a revised statewide technology plan in October 2005. At that time, the council proposed to submit the plan for approval to the board in June 2006. Although the council's 2006 report to the Legislature stated that the board agreed to annually approve the plan, the board has not formally done so.

[2] In fiscal year 2006, 114 districts received grants for ongoing expenditures; 110 districts received grants for one-time expenditures (4 school districts did not), which are currently distributed on an equalized basis. Through this formula, grant funds for one-time expenditures are not awarded to districts with property tax revenue in excess of the "state equalization percentage" developed by the Division of Financial Management in cooperation with the Department of Education's Bureau of Finance and Transportation.

Exhibit C: State Technology Monies Distributed to Idaho Schools, By Allowable Use, Fiscal Years 2005–2006

	FY2005 Ongoing Expenditures	FY2005 One-time Expenditures	FY2006 Ongoing Expenditures	FY2006 Equipment, Software, & Remediation
Districts	$2,883,329	$4,909,876	$3,815,840	$4,737,219
Charter schools[a]	$46,471	$79,158	$58,549	$362,781
Idaho School for the Deaf and the Blind	$6,440	$10,966	$15,611	$0
Totals	$2,936,241[a]	$5,000,000	$3,890,000	$5,100,000
Grand Total		$7,936,241		$8,990,000

Note: In fiscal year 2005, 15 charter schools received grants; in fiscal year 2006, 24 charter schools received grants.

[a] Totals do not sum due to rounding.

Source: Office of Performance Evaluations' analysis of Idaho Code and information from the Idaho Council for Technology in Learning, the Department of Education, and the Office of the State Controller.

Anticipating that the council would submit a revised statewide technology plan for board approval around August 2006, board staff felt the board had met its obligations with respect to our recommendation. However, as discussed in the next section, the council does not anticipate having a new plan ready for board approval until spring 2007. The council's delay does not affect the board's ability or obligation to fulfill its own statutory responsibility by annually reviewing and approving the plan currently in place.

We therefore conclude that the Board of Education **has not implemented** this recommendation.

Elements of Technology Plan

Recommendation: *The State Board of Education should ensure the statewide education technology plan has the following elements:*

- *Assessment of current goals and realignment with statute*
- *Timelines for achieving goals and objectives*
- *Standards or benchmarks for performance measures*
- *Standards and planning guidance for adequate district staffing for technical support*
- *Guidance on finance, budgeting, and cost-effective technology acquisition*

Although the Board of Education has permanent membership on the council, the board has not taken steps to ensure that the council's current efforts to redraft the state technology plan address the elements of this recommendation. By June 2006, the council had only agreed upon a mission statement, vision, and five broad goals that were aligned with the council's role in Idaho Code.

The council has made considerable effort to realign this draft document with statute and has included some long-term timelines. However, more detailed and relevant timelines, benchmarks, and staffing and fiscal guidance have yet to be addressed.

We therefore conclude that the Board of Education **has not implemented** this recommendation.

District Project Plans

Recommendation: *To comply with the statutory requirements of the Idaho Education Technology Initiative of 1994, the Idaho Council for Technology in Learning should require school districts to submit a project plan as part of the application for annual grants. The plan should include a description of proposed purchases, effective classroom use, teacher training, and local matching funds.*

The council's 2006 report to the Legislature stated that the primary education subcommittee and members of the professional organization, the Idaho Educational Technology Association, were collaborating to address this recommendation. Idaho Code requires the council to ensure grant applicants submit technology plans that address four elements:[3]

- Purchases
- Classroom use
- Teacher training
- Local matching funds

Statute also requires the council to evaluate school districts' educational technology projects and recommend exemplary programs.[4] Collecting information about proposed school district projects will assist the council in carrying out this responsibility.

However, the council has delayed efforts to revise the grant application process until fall 2006 and has not shown clear intent to collect district plans for proposed projects from districts applying for technology grants.

[3] IDAHO CODE § 33-4806.
[4] IDAHO CODE §§ 33-4805(f), (j).

We therefore conclude that the Idaho Council for Technology in Learning is **in the process of implementing** this recommendation.

Guidance and Advocacy

As part of this follow-up, we surveyed 753 district superintendents, school principals, and technology coordinators with valid e-mail addresses in 114 school districts, as well as charter schools, and specialized and correctional schools. We asked a series of questions designed to determine the types of information and guidance the council has provided to schools and districts. Those responses are shown in exhibit D.

Exemplary Programs, Practices, Products

Recommendation: *To comply with the statutory requirements of the Idaho Education Technology Initiative of 1994, the Idaho Council for Technology in Learning should identify and recommend to the State Board of Education exemplary education technology programs, practices, and products.*

Nearly one-quarter (24 percent) of superintendents, principals, and technology coordinators who responded to our survey indicated they had received general best practice information from the council. In April 2005, the council agreed to address this recommendation by asking districts to submit examples of best practices to be published annually and distributed to school districts. This process is not expected to begin until July 2007. The delay does not, however, impede the council's ability to independently recognize and recommend best practices to the board. The council has adopted, as the primary goal of its draft technology plan, an objective to become "the single authoritative source for technology policies, standards, guidelines and best practices for teaching and learning by 2010."

At its June 2006 meeting, the council discussed a number of best practices such as those that might help districts efficiently administer computer-based testing without disrupting classroom learning. The council, however, stopped short of formally identifying or communicating these best practices to the board.

Exhibit D: School and District Staff on Information Received from the Idaho Council for Technology in Learning

Survey question: What kinds of information have you received from the Idaho Council for Technology in Learning in the past year? (Please mark all that apply)

	Percent of Respondents (N=288)	N
General best practices	24.0 %	69
Information Technology Resource Management Council (ITRMC) policy guidance	14.2	41
Tools or guidance on ways to assess educational technology programs	13.2	38
Guidance for planning technology purchases and improvements	13.2	38
Guidance on ways to improve financial reporting	7.3	21
Ratios, calculators, or other guidance on IT staffing	4.5	13

Source: Office of Performance Evaluations' survey of public school superintendents, principals, and technology coordinators, May 2006.

We therefore conclude that the Idaho Council for Technology in Learning is **in the process of implementing** this recommendation.

ITRMC Policies as Guidelines

Recommendation: *To comply with the statutory requirements of the Idaho Education Technology Initiative of 1994, the Idaho Council for Technology in Learning should consult with Idaho Technology Resource Management Council (ITRMC) staff for guidance on adherence to ITRMC policies that would benefit school districts in their use of state technology dollars.*

The council can address its guidance role by encouraging cost-effective information solutions through standardization and similar best practices. In December 2005, council staff reviewed ITRMC policies, such as connectivity and transport protocols, and developed a report that contained general recommendations regarding the relevance of those policies for school district operations. This document is still in draft form; council staff indicated the document may be submitted to the council for publication or distribution approval in December 2006.

We therefore conclude that the Idaho Council for Technology in Learning is **in the process of implementing** this recommendation.

Technology Staffing Standards

Recommendation: *The Idaho Council for Technology in Learning should develop a standard ratio of computers-to-district technology support (measured by full-time equivalent employees).*

The council's 2006 report to the Legislature stated the council was working with the Idaho Educational Technology Association and would submit a ratio or formula to the council for approval in fall 2006. In March 2006, council staff reported that this recommendation was being addressed by the council's revision of the state technology plan. The council has delayed this drafting process until spring 2007, and the draft plan does not indicate an intent to address specific staffing guidance. Only 13 out of 288 superintendents, principals, and technology coordinators who responded to our survey indicated they had received any form of guidance on technology staffing from the council.

We therefore conclude that the Idaho Council for Technology in Learning **has not implemented** this recommendation.

Accountability

Improved Data Quality

Recommendation: *Idaho Council for Technology in Learning staff should improve the quality of technology information maintained and reported to the Legislature and reduce the duplication of financial reporting requirements placed on school districts by*

- *coordinating with the State Department of Education's Bureau of Finance and Transportation and the Division of Accounting and Human Resources to obtain audited financial information already submitted by districts;*
- *taking steps to improve quality controls of district technology inventory data, and using existing electronic information when available, in coordination with the State Department of Education's Bureau of Finance and Transportation.*

The council's 2006 report to the Legislature stated that the department was working to "streamline data collection for the school districts." To accomplish this recommendation, the Bureau of Technology Services and council staff must develop a collaborative relationship with the Bureau of Finance and Transportation, which collects audited financial information from school districts. In addition, legislation in 2005 and 2006 require the State Superintendent of Public Instruction to report on the expenditure of council funds for technology and remediation. To accomplish this requirement, the Department of Education's Bureau of Finance and Transportation has agreed to collect the

information in its fiscal year 2006 Idaho Financial and Reporting Management System (IFARMS) data collection.

To meet federal requirements, the department collects professional development expenditures through the council's grant application process. Council staff have not systematically used existing IFARMS data for other district technology expenditures. Instead, council staff continue to request duplicative financial information and narrative descriptions of expenditures directly from school districts. Narrative descriptions of expenditures may have anecdotal value. However, quantitative fiscal data gathered from district technology staff are undocumented and unverified. District staff described some of this data as "guesstimated." The council should avoid requirements that obligate school district staff to compile and report duplicative and poor quality data.

The council's efforts to improve data quality may benefit from (a) encouraging districts to use the established financial codes for technology within IFARMS as a condition of grants, (b) ensuring the Bureau of Finance and Transportation provides annual reports on these expenditures to the council, (c) eliminating its narrative expenditure reports, and (d) limiting its financial reporting requirements to professional development expenditures from technology funds.

Regarding the second part of this recommendation, council staff have included definitions of instructional, lab, reference/library, teacher, and administrative computers in the latest (2006) school district inventory survey. However, the council's formal communications with schools and districts have not provided additional guidance to improve the quality of inventory data. Furthermore, the council's formal communications have not provided guidance to help districts improve the quality of the financial information submitted to the council. While a draft document provided by council staff indicates an intent to revise the data collection process, as part of efforts already discussed, these efforts have been delayed until fall 2006.

We therefore conclude that the Idaho Council for Technology in Learning is **in the process of implementing** this recommendation.

Technology Assessment Tools

Recommendation: *The Idaho Council for Technology in Learning should review the CEO Forum's technology assessment chart, used by other states, and develop a plan, including needed resources, for implementation of a similar assessment tool to meet Idaho's needs.*

The council does not have a plan for development of a technology assessment chart, nor an estimate of the resources that might be required to successfully complete it. According the council's 2006 report to the Legislature, council staff have reviewed the CEO Forum technology assessment chart, along with information from the International Society for Technology in Education. Council staff also told us that efforts to incorporate this research and address this recommendation have been combined with the council's development of a new statewide technology plan, which has been delayed until spring 2007.

We therefore conclude that the Idaho Council for Technology in Learning is **in the process of implementing** this recommendation.

Charter School Grant Distributions

Recommendation: *If the intent of the Idaho Council for Technology in Learning is to disburse technology grant program dollars directly to charter schools, the council should modify the funding formula to reflect this.*

The council addressed this recommendation in fall 2005 by adopting a revised funding formula that distributes funds directly to charter schools, as shown in exhibit E. We therefore conclude that the Idaho Council for Technology in Learning **has implemented** this recommendation.

Clarification of One-Time Expenditures

Recommendation: *The Idaho Council for Technology in Learning should clarify annual appropriation bill intent language for the use of one-time funds for ongoing expenditures (including personnel) and communicate this intent to school districts.*

In 2005 and 2006, appropriation bill language alleviated the need to accomplish this recommendation by specifying funds were to be used expressly for the purchase of equipment and software or for costs for Idaho Standards Achievement Test remedial instruction.[5] The council communicated this intent to school districts in 2005 and 2006.

We therefore conclude that the Idaho Council for Technology in Learning **has addressed** this recommendation.

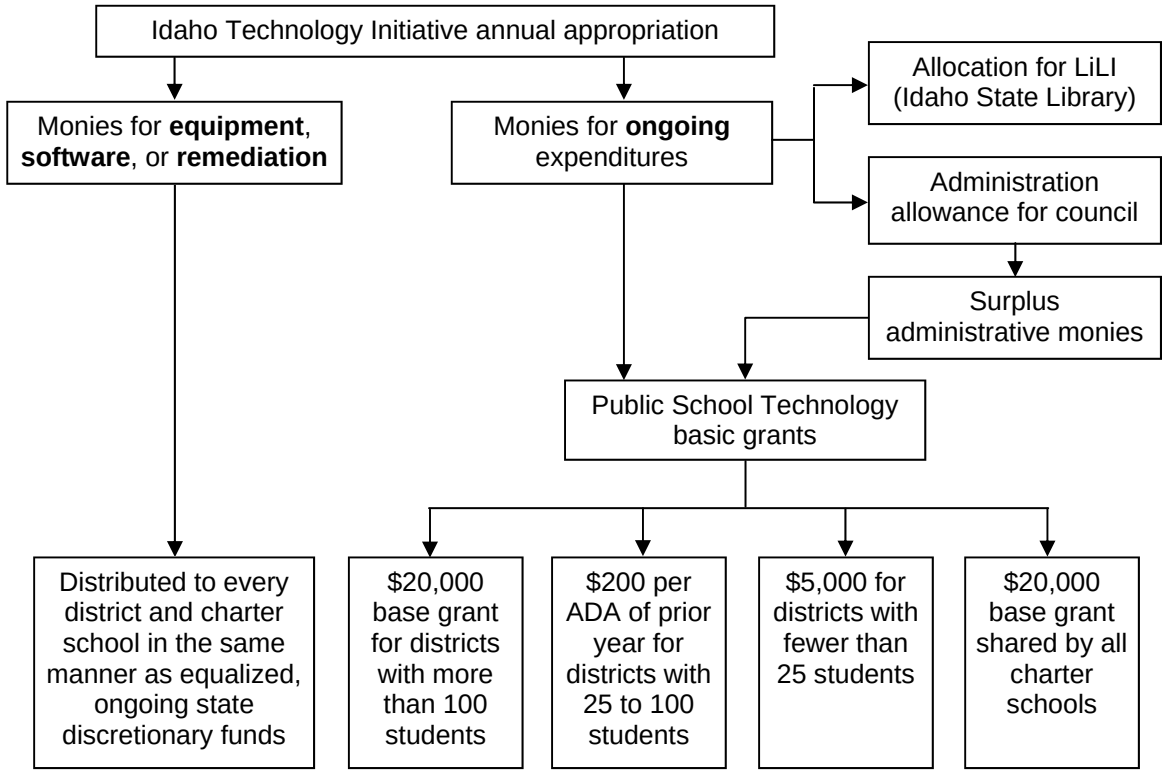
Eighth Grade Technology Standards

Recommendation: *The State Board of Education should formally revisit Idaho's eighth grade technology standards, their purpose, and implementation relative to the requirements of the statewide technology plan and the No Child Left Behind Act of 2001.*

The Board of Education formally approved eighth-grade technology standards at its October 2005 meeting. We therefore conclude that the

[5] S. 1223, 58th Leg., 1st Sess. (Idaho 2005), §4; H. 846, 58th Leg., 2nd Sess. (Idaho 2006), §4.

Exhibit E: Revised Formula for Distribution of State Technology



Note: ADA = average daily attendance

Source: Office of Performance Evaluations' analysis of information from the Idaho Council for Technology in Learning, and H. 846, 58th Leg., 2nd Sess. (Idaho 2006), §4.

Idaho Council for Technology in Learning **has implemented** this recommendation.

Statewide Student Information System Audit

Recommendation: *Should the State Department of Education invest state or federal dollars into the development of a statewide centralized student information management system, legislative financial auditors should consider including a review of the department's technology-related financial and budgetary practices as part of their periodic audit work.*

In 2006, the Legislature authorized the Board of Education to adopt rules for "a student information management system." However, the state has not yet moved forward with a system used by districts statewide and centrally-located—such as a centralized data warehouse or centralized student information management software.

We therefore conclude that this recommendation **is not germane** to the state's current plans. However, should the Department of Education or the Board of Education pursue any statewide, centralized system—such as a centralized data warehouse or "longitudinal" data system, or centralized software—this recommendation **should be addressed**.

We appreciate the cooperation and assistance we received from the Department of Education, the Idaho Council for Technology in Learning, and the Board of Education in conducting this follow-up review. Rachel Johnstone of the Office of Performance Evaluations conducted the review.

Joint Legislative Oversight Committee (JLOC)

Sen. Shawn Keough, Co-chair
Sen. John Andreason
Sen. Bert Marley
Sen. Kate Kelly

Rep. Margaret Henbest, Co-chair
Rep. Maxine Bell
Rep. Debbie Field
Rep. Donna Boe

Office of Performance Evaluations

Rakesh Mohan, Director

Appendix A

Board of Education's Self-assessment of Implementation Efforts

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May 15, 2006

Mr. Rakesh Mohan
Ms. Rachel Johnstone
Office of Performance Evaluations
PO Box 83720
Boise, ID 83720-0055

Re: Follow-up Review of the Report on Pubic Education Technology Initiatives

Dear Rakesh and Rachel:

Thank you for the opportunity to update the Office of Performance Evaluation (OPE) on the progress the State Board of Education (Board) has made on the recommendations set out in the January 2005 Report on Pubic Education Technology Initiatives.

Listed below are each of the recommendations and the Board's progress on each recommendation:

Recommendation 1.a. – The State Board of Education should annually review and approve the statewide technology plan developed by the Idaho Council for Technology in Learning.

The Idaho Council for Technology in Learning has developed a statewide technology plan. That plan will be reviewed and approved at their June meeting. If approved, the plan will be submitted to the Board for their approval at the August 2006 meeting.

Recommendation 2 – The State Board of Education should ensure the statewide education technology plan has the following elements: a. Assessment of current goals and realignment (if necessary) with statute; b. Timelines for achieving goals and objectives; c. Standards or benchmarks for performance measures; d. Standards and planning guidance for adequate district staffing for technical support; e. Guidance on finance, budgeting, and cost-effective technology acquisition.

The technology plan that will be presented to the Board in August 2006 contains all of the recommended items.

Recommendation 9 – The State Board of Education should formally revisit Idaho's eighth-grade technology standards, their purpose, and implementation relative to the requirements of the statewide technology plan and the No Child Left Behind Act of 2001.

> The eighth-grade technology standards were originally approved by the State Board of Education at the April 2004 meeting. Because of technical difficulties with both the audio and written minutes of the meeting, there was no record available of the approval. In order to assure there is a record of the approval, the eighth-grade technology standards were approved once again by the Board at the October 2005 meeting.

Therefore, the State Board of Education believes they have complied with the recommendations set out in this report.

Please let me know if you have any further questions or if I can be of any assistance.

Sincerely,

Karen Echeverria

Karen L. Echeverria
Chief Administration and Governmental Affairs Officer