STATE BOARD OF EDUCATION MEETING

February 18-19, 2015
Boise State University
Simplot Ballroom
Student Union Building
Boise, Idaho

STATE *of* IDAHO
BOARD *of* EDUCATION

Wednesday February 18, 2015, 1:00 p.m., Boise State University, Student Union Building, Boise, Idaho

BOARDWORK

1. Agenda Review / Approval
2. Minutes Review / Approval
3. Rolling Calendar

WORKSESSION

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

A. Statewide Education Strategic Plan
B. Higher Education Research Council Strategic Plan/Annual Report
C. Legislative Update

Thursday February 19, 2015, 8:00 a.m., Boise State University, Simplot Ballroom, Student Union Building, Boise, Idaho

OPEN FORUM

CONSENT AGENDA

IRSA

1. Programs and Changes Approved by Executive Director – Quarterly Report
2. University of Utah – Annual Report
3. EPSCoR Idaho Committee Appointment

PPGA

4. State Rehabilitation Council Appointment
5. Indian Education Committee Appointment
6. Data Management Council Appointment
7. Alcohol Permits – President Approved – Report

SDE

8. Correction of the Legal Description of the Inner Boundary of Trustee Zone One for the Homedale School District
9. Professional Standards Commission Appointment

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Boise State University Annual Report

STATE BOARD OF EDUCATION
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2. Idaho Public Charter School Commission – Annual Report
3. Idaho Digital Learning Academy Annual Report
4. Idaho Educational Services for the Deaf and Blind Annual Report
5. Amendment to Board Policy – I.O. Data Management Council – First Reading
6. Data Management Council – Policies and Procedures – Amendment
7. Amendment to Board Policy – Bylaws – Second Reading
8. Lewis-Clark State College – Tenure and Promotion Policy Amendment
9. Presidents' Council Report
10. Reconsideration of Pending Rules – Docket 08-0203-1401, Graduation Requirements and Docket 08-0203-1406, K-12 Data Elements

AUDIT

1. Audit Committee Appointments
2. FY 2014 College and Universities' Net Position Balances
3. FY 2014 College and Universities' Financial Ratios
4. Lewis-Clark State College Foundation Operating Agreement

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. Amendment to Board Policy – Section II – Human Resources, First
2. Boise State University – Multi-Year Employment Agreement – Football Head Coach
3. Boise State University – Multi-Year Term Sheet – Football Coordinators
4. Idaho State University – Amendment to Multi-Year Employment Agreement – Football Head Coach
5. Idaho State University – Appointment of Vice President for Research and Dean of the Graduate School

Section II – Finance

1. Amendment to Board Policy – Section V.Q. – Retirement Plan Committee, First Reading
2. Intercollegiate Athletics Financial Reports
3. Intercollegiate Athletics Employee Compensation Reports
4. Boise State University – Proposed Student Housing Project
5. Idaho State University – Amendment of ISU Intellectual Property Foundation Bylaws
6. University of Idaho – UI Library – Renovations and Improvements – Planning and Design Phases
7. University of Idaho – Proposed Project – Idaho Sports Arena
8. University of Idaho – Sodexo Food Service Contract
9. Amendment to Board Policy – Section V.T. – Fee Waivers - First Reading

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. Presentation on Title IX – Student Affairs Officers
2. Amendment to Board Policy – Section III.P. – Students – Second Reading

3. Amendment to Board Policy – Section III.Y. – Advanced Opportunities – Second Reading
4. Idaho State University and University of Alaska – Doctor of Pharmacy Program

DEPARTMENT OF EDUCATION

1. Superintendent of Public Instruction Update
2. Professional Standards Commission Annual Report
3. Professional Standards Commission - Boise State University - Proposed Engineering Endorsement Program - Recommendation
4. Professional Standards Commission - Boise State University - Proposed Computer Science Endorsement Program- Recommendation
5. Professional Standards Commission - Boise State University - Proposed Master in Teaching Special Education Endorsement Program - Recommendation
6. Requesting Excision of Territory from Lakeland School District for Annexation into Coeur d' Alene School District
7. Bias and Sensitivity Committee – Assessment Question Recommendation
8. Achievement Level Cut Scores - Idaho Standards Achievement Tests Grades 9 and 10 Math and ELA
9. Temporary Rule – IDAPA 08.02.03.004 Rules Governing Thoroughness, Incorporation by Reference – Achievement Level Cut Scores
10. SAT Data Sharing Authorization

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 <u>two</u> 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

   Changes or additions to the agenda

2. Minutes Approval

   BOARD ACTION

   I move to approve the minutes from the October 15-16, 2014 regular Board Meeting and the November 13, 2014, November 24, 2014, December 18, 2014, and January 22, 2015 Special Board meetings as submitted.

3. Rolling Calendar

   BOARD ACTION

   I move to set December 9-10, 2015 as the date and the College of Southern Idaho as the location for the December 2015 regularly scheduled Board meeting to set February 17-18, 2016 as the date and Boise State University as the location for the regularly February 2016 regularly scheduled Board meeting and to amend the location for the June 2015 regularly scheduled Board meeting to North Idaho College.

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

DRAFT MINUTES
STATE BOARD OF EDUCATION
October 15-16, 2014
Lewis-Clark State College
Williams Conference Center
Lewiston, Idaho

A regularly scheduled meeting of the State Board of Education was held October 15-16, 2014 at Lewis-Clark State College in Lewiston, Idaho.

Present:
Emma Atchley, President
Rod Lewis, Vice President
Don Soltman, Secretary
Richard Westerberg
Tom Luna, State Superintendent (arrived at 2:20)
Bill Goesling
Debbie Critchfield
Dave Hill

Absent:

Wednesday, October 15, 2014

The Board met in the Williams Conference Center at Lewis-Clark State College in Lewiston, Idaho. Board President Emma Atchley welcomed everyone and called the meeting to order at 1:00 pm. Ms. Atchley took a moment to appreciate the good work of the LCSC students for the posters displayed in the lobby, thanking them for their time and effort.

BOARDWORK
1. Agenda Review / Approval

BOARD ACTION

M/S (Lewis/Soltman): By consent to approve the agenda as submitted. The motion carried unanimously 7-0. Mr. Luna was absent from voting.

Mr. Westerberg requested unanimous consent for Board staff to review options for not traveling to Coeur d' Alene for the December Board meetings, and presenting those recommendations to the Board. He clarified by saying he would like to see other options for the Board meeting schedule rotation that would reduce travel during the winter. There were no objections to the request. Ms. Atchley also asked for unanimous consent to direct the Board staff to arrange for teleconference capability for the December meeting. There were no objections to the request.

2. Minutes Review / Approval

BOARD ACTION

M/S (Lewis/Soltman): To approve the minutes from the August 13-14, 2014 regular Board meeting

and the October 3, 2014 special Board meeting as submitted. The motion carried unanimously 7-0. Mr. Luna was absent from voting.

3. Rolling Calendar

BOARD ACTION

M/S (Lewis/Goesling): To set October 21-22, 2015 as the date and Lewis-Clark State College as the location for the October 2015 regularly scheduled Board meeting and to amend the date for the August 2015 regularly scheduled Board meeting to August 12-13, 2015. The motion carried unanimously 7-0. Mr. Luna was absent from voting.

WORKSESSION – Planning, Policy & Governmental Affairs (PPGA)

A. Department of Labor – Workforce Projections

Mr. Ken Edmunds, Director of the Idaho Department of Labor (Labor) and former State Board of Education member, presented to the Board a review of current workforce projections of Idaho jobs by industry and occupation. He indicated they are looking at how Idaho is managing its educational processes and educational direction with workforce development.

Craig Shaul, Senior Research Analyst from the Department of Labor, accompanied Mr. Edmunds for the presentation and presented results of the study. Mr. Shaul provided some background on the biennial study that attempts to project future workforce needs. This study has evolved into an advanced regression analysis to provide an answer to the question of what will the labor force look like a decade from now should the economy be running at full capacity. He clarified that they count jobs (and not people), looking at the perspectives of industry and occupations. They provide projections for 667 occupations in Idaho and analysis for educational attainment for those jobs.
Mr. Shaul reported that the aggregate of their projections shows by the year 2022 Idaho should realize a 16% increase in jobs. Some of the largest areas of growth include construction, healthcare, leisure/hospitality and retail trades. From the occupations perspective, construction, healthcare/technical, healthcare support, and foodservice prep show the largest areas of growth. Both trends appear to be very similar to national trends. Mr. Shaul pointed out many of the STEM occupations are growing at a much smaller rate. Projected annual job openings by occupation due to replacement show the most growth in the areas of office and administrative support, sales, foodservice, and management. The top ten “hot jobs” include pharmacists, RN’s, physical therapists, software developers, physician assistants, industrial machinery mechanics, electricians, dental hygienists, market research analysts and market specialists, and nurse practitioners. He showed a chart showing the median wage of these positions that ranged from $21-$53 per hour.

Moving on to discuss educational attainment, Mr. Shaul reported that by 2022, projections show 59% of Idaho workers 25 and older will have higher than a high school education, 36% are projected to have a bachelor’s degree or higher, and 41% are projected to have a high school diploma or less. Nationwide those same projections are 61%, 38%, and 39% respectively. Related to the share of projected openings by education level, 27% will require a bachelor’s degree, 32% will require greater than high school up to an associate’s, and 41% will require high school or less. Nationally, those same numbers indicate 30%, 32%, and 38% respectively.

Mr. Edmunds confirmed that from their studies the Board’s 60% goal is still accurate. He urged the Board to link where job projections are and how we are educating our people. He summarized that Idaho industry projections show growth based on economic needs of 109,000 jobs over the next ten years. He reported that the problem is the workforce supply doesn’t support the demand. Mr. Edmunds pointed out the baby boomer issue and also how technology is drastically changing the workforce. He pointed out Idaho has plenty of people to fill minimum wage jobs, but we need to focus on occupations and industries that promote higher wage jobs. Mr. Edmunds expressed the desire of the Department of Labor for industry to work with education to understand where the needs are and to determine how educational requirements and industry needs can both be met.

Ms. Critchfield remarked that her observations and those from others in her geographic area indicate disconnect appears to be in programs that are not as useful or needed anymore are still being offered. She remarked on the lack of communication between industry and what the schools are providing, and in some cases the education setting is not attractive enough for industry instructors and professionals to come to the technical schools to teach. She also felt the climate is good for those non-university bound students to try something different, perhaps technical.

Ms. Critchfield asked what things have been identified that would be useful to move forward. Mr. Edmunds felt the stigma that presently exists is due to old information and stereotypes such as an all-or-nothing approach to a four year degree. He also pointed out career counseling is an area of great need, along with opportunities for internships, apprenticeships, etc. Ms. Critchfield felt the largest advocates for change are the students themselves. Mr. Luna remarked on the kind of changes that need to be made needs to be made by adults. Dr. Goesling asked where to start when there is not enough resources to fund even proper equipment or buildings for training. Mr. Edmunds responded he didn't wish to make this conversation a funding issue, and pointed out employers are a likely source for equipment and training. He called out the argument should not be about bricks and mortar, but how to do it; how to create the knowledge base that employers need.

Mr. Lewis asked what Labor wants from the Board of Education. Mr. Edmunds responded they want a reconciliation of process that allows the Department of Labor to take needed occupation numbers and match it up to how we are educating Idaho people. He wants to know if the educational process is preparing the people for the workforce Idaho needs. Mr. Lewis asked what kind of interaction he is looking for from the Board in order to do that. Mr. Edmunds responded by asking the Board to acknowledge that the Department of Labor is a resource to use for reconciling workforce demands and educational outputs. He felt it would also assist the institutions in their program prioritization process. Ms. Atchley remarked that Idaho needs to make itself more attractive perhaps in the form of an adjustment to tuition, performance measures, industry partnerships, etc. She applauded the effort of Mr. Edmunds and the Department of Labor to work together with education leaders on this issue.

B. Performance Measure Reports

Mr. Westerberg introduced the next item which is a report on institution performance measures and whether those measures need to be adjusted. He stated the measures are intended to guide both the institution and Board's strategic plans going forward.

Mr. Carson Howell, Director of Research, and Ms. Cathleen McHugh, Senior Data Analyst reported to the Board. Mr. Howell showed an illustration of the overall education pipeline showing who is coming in, where are students being lost, how well are they moving through the pipeline, and if they making it to the end. Focusing on high school measures, dual-credit headcount and credit hours have increased since 2008 to 12,442 and 68,994 respectively. Mr. Howell pointed out though, that dual credits per student actually decreased since 2008. While more students are taking dual credit courses, the actual number of credits has decreased. Related to the SAT percentages of students meeting the benchmark, the trend shows a decrease since 2010. This trend has also been seen by other states that have gone to universal testing. Average SAT scores across the Board for regions doing 100% testing shows Idaho has a good rating. The ACT scores are trending as anticipated and the benchmarks are going up. For Idaho, Math and reading scores showed a slight decline, while critical writing was above the national benchmark. National Student Clearinghouse data show a peak in twelve month go-on rates for 2012 and a slight decline in 2013. Mr. Howell reported that there was a change in age of Mormon missionaries that may have affected this number; however if the trend continues to decline next year, we will know it is not the case. He indicated he has been in contact with the mission department of the LDS Church to find out the true impact of the change.

Mr. Howell discussed go-on rates indicating in 2013 they were 51% which was a slight decline from 2012 of 53.7%. He reviewed 16 month, 12 month, and fall-immediate data and reported longer a student takes a break between high school and college, the less likely they are to return. Mr. Howell recommended looking at a longer window of time to provide a more thorough picture of the go-on rates, adding that if you look at a 24 month period for instance, it would show various types of other activities like military service and peace corps, etc.

Ms. McHugh went on to report on enrollment, remediation, and retention measures. Related to enrollment measures, they counted head count and full time equivalent (FTE) by institution. Head count includes both full time and part time students. Ms. McHugh reported on enrollments at all of Idaho's eight public institutions. Boise State University (BSU) shows an increase in enrollments over a four year period of 7%. However, their FTE shows a flatter line suggesting their growth in enrollments is by part time students. She pointed out that BSU is an anomaly because it is the only institution that has seen growth between 2010 and 2014. Enrollments at Idaho State University (ISU) have decreased since 2010 by about 15%. Lewis-Clark State College's (LCSC) enrollments have declined by 18% over the past four years. This suggests the drop in headcount is more concentrated among part time students. The University of Idaho (UI) saw a nearly 17% decrease in headcount since 2010. Ms. McHugh pointed out that these large percentage drops were greatest during 2010 and 2011 likely as a result of the recession, and from 2010 to 2014 from students changing from full time to part time status. For the College of Southern Idaho (CSI), their headcount has decreased roughly 14% since 2011. The College of Western Idaho (CWI) enrollment continues to grow at a rapid pace and grew 8% from 2013-2014, however it is slowing down. North Idaho College's (NIC) headcount has dropped by 6.7% over the past year. It peaked in 2012 and since then has fallen 13.5%. FTE has dropped roughly 14.5% since 2012 suggesting part time headcount is declining. Eastern Idaho Technical College (EITC) saw a reduction in head count since 2010 of 35%. Headcount is decreasing faster than FTE suggesting a greater decline in part time students than full time students.

Ms. McHugh reported that over the past year (2013-2014), system wide head count has decreased 2.5% and FTE has decreased 2.9%. Over the past four years, head count has increased 1% and FTE has increased 2.9%.

Moving on to remediation, Ms. McHugh reported that system wide the numbers are slightly up this year at 41% of high school graduates enrolling in a public postsecondary institution needed either math or English remediation. For the 4-year institutions the rates have remained fairly flat, increasing by 8% over the past year. For the 2-year institutions, the remediation rate increased by 14% over the past year, but it is 7% lower than where it was in 2011; that data excluded EITC. Remediation at EITC dropped by 38% this past year and is the lowest rate seen in four years. Ms. McHugh pointed out that the EITC has a small number of Idaho freshmen and this decrease was based on five students.

Reporting on retention measures, system wide retention rates increased by 4%. The 4-year institutions increased 4.8% over the past year. BSU, ISU, and LCSC, have seen an increase in retention rates. The UI has decreased since 2011 but is still the institution with the highest retention rate for 4-year institutions. Two-year institution retention rates have seen a 2.2% increase in retention from 2013-2014, however rates have declined since 2011. Ms. McHugh reported CSI and EITC retention rates have decreased over the past year. CWI rates are up by 1.5% from last year, but down 7% since 2011. Retention at NIC is up 7% from last year and about 7% since 2011.

Dr. Goesling suggested looking at why students are failing to remain and questioned if institutions had information collected from exit interviews. Mr. Luna suggested looking at if there is a correlation between remediation rates and institution retention rates.

Moving on, Mr. Howell reported on efficiency measures, particularly cost per credit and the degrees/awards per $100K. He clarified that the costs per credit are institution costs to deliver each credit of educational instruction and not costs to the student. Mr. Howell pointed out that of the graphs being presented, the institution specific graphs are taken from an Idaho specific report looking just at undergraduate costs and also excludes certain costs such as research, public service, scholarships, etc. A second institution graph uses Integrated Postsecondary Education Data System (IPEDS) data and provides a comparison with peer institutions.

Starting with the 4-year institutions, BSU cost per credit has increased during 2010-2013 by about 15.9%; their costs per credit are $380. Relative to their peers, BSU has the lowest cost per credit. ISU shows an increase in cost per credit over the last four years of about 8.1%; with their costs per credit of approximately $530. Relative to their peers, ISU is in the upper half and above the cost of their three aspirational peers. LCSC shows an increase in cost per credit hour of 4.7% since 2010, and compared to their peers they are in the top half. Their costs per credit are approximately $382. UI had the lowest cost per credit growth of all of the 4-year institutions of 4.6% over the last four years, and are in the top third of their peers at $612 per credit.

Mr. Howell reported in looking at the two year institutions they used IPEDs financials and the EWA report, and they do not have peer comparisons. He clarified that CSI shows a steep decline from 2012-2013 which was due to how the financial data was being reported to IPEDs; at that time federal financial aid was included in the data. Since 2013, CSI is now being reported consistently in comparison with the other institutions. CWI shows an increase in costs over the last year, but have decreased 16.9% over 2010-2013. NIC costs have risen consistently over the past four years and have increased 16.7% from 2010-2013. EITC shows an increase in cost per credit, also pointing out the PTE classes cost more to teach. Their costs per credit have grown 21.5% from 2010-2013, and credits have decreased 18.4%. As those credits decrease, the costs will increase. Ms. Critchfield asked what percentage of the credit goes to salary. Responses from each of the institutions were between 70% and 80%.

Mr. Howell went on to discuss awards per $100K based on the *Cost of College* report for undergraduates. For BSU, their awards have increased 23.2%. Compared to their peers, BSU had the lowest cost per credit and are in the top half of their peers for degrees awarded. ISU's awards have increased 8.8% over the four years reported. Compared to their peers, they are in the bottom half of their peers. LCSC dropped in awards from last year due to a combination of increased expenses and awards declining which resulted in an overall decrease of 7.2%. Overall over the past four years the awards have increased 17.1%. In comparison with their peers, LCSC is right near the middle. UI's awards per $100K have grown 19.1%, and compared to their peers they are in the top half. While their expenses are higher, they are graduating more students. In looking at the two year institutions, CSI showed an increase since 2012. CWI has seen growth over the past four years and are starting to level out. NIC showed growth in awards over the past four years of 46%. EITC has seen a decline mainly due to a decrease of 12.5% over the past three years in the number of awards being earned.

Mr. Howell reported on graduation measures of total degrees and certificates awarded system wide. Over the past four years the amount of degrees and certificated awarded has increased by 29.6%; over the past three years, completions have increased 16.3%. Completion growth has outpaced enrollment growth over the past three years, indicating the institutions are doing a pretty good job of moving the students through the pipeline to completion. Awards by level show an increase in all degree levels since 2010. Certificates have increased by 43.7%, associate's degrees by 50.8%, bachelor's degrees by 21.2, and graduate degrees by 22.1%.

In overall growth by institution over the past four years, BSU showed 24%, ISU 10%, LCSC 17%, and UI 21%. In looking at the two year institutions over the past four years, CSI showed 55%, CWI 287%, NIC 68%, and EITC 15%. Mr. Howell discussed each of the award levels per institution in his report.

Mr. Howell went on to review average credits to completion starting with bachelor's degrees which has remained fairly constant at 145 credits. The non-STEM to STEM ratio increased slightly to a 4.17:1 ratio. In looking at graduation ratios BSU, ISU and UI show an increase. LCSC showed a dip, but those numbers are back up. In looking at the two year institutions, CSI, CWI, EITC showed an increase. NIC showed a slight decline, but has returned to near peak levels.

Mr. Howell presented data on Idaho specific annual wages and employment for all awards. The graph he presented showed earnings five years after graduation based on degree level. The graph summarized that as education levels increase, wages also increase. Five years after graduation we see approximately 50% still in the state and earning wages. Related to bachelor's degrees, Mr. Howell shared data on the particular degree areas and their average wages. In 2005 the US average was 38.1%

of 25-34 year olds having an associated degree or higher. Idaho has shown growth toward that goal. Related to current to goal comparison, the biggest gap is the need for associates and bachelor's degrees. He reported we are seeing significant growth and we are seeing progress in these areas. Mr. Howell shared data on state research expenditures budgeted. Competitive grant expenditures shows we are receiving more money from federally funded grants.

In looking at this information related to the 60% goal, in 2005 the US average of 25-34 year-olds with an associate's degree or higher was 38.1% and Idaho's was 30.0%. In 2012, the US average of 25-34 year-olds with an associate's degree or higher was 41.1%; Idaho's percentage is at 36.1%. This shows that in that span of time, the US average has increased about 3%, while Idaho's average has increased by 6.1%. Mr. Howell concluded his report by saying that although we are not at our goal or at the national average, Idaho has shown good progress and continues to make progress toward the goal. Mr. Howell reported that the largest need for us to reach the 60% goal by 2020 is in associate's (20,000) and bachelor's (16,300) degrees.

Dr. Goesling asked what the institutions are doing related to remediation and working with high school students. Mr. Luna interjected that the colleges and universities are working with K-12 and progress is being made since the adoption of higher core standards. Dr. Rush reiterated that the institutions have been making a significant effort in working with students who need remediation. There was additional discussion on remediation. Mr. Luna again pointed out and praised the cooperation between higher education and K-12, and remarked that it is working. Dr. Woodworth-Ney added that they have seen significant success with their remediation courses. Mr. Lewis praised the institutions for their efforts, but expressed continued concern about enrollments. He suggested comparing enrollments versus population.

C. STEM Strategic Plan

M/S (Westerberg/Goesling): To approve the 2014-2018 P-20 STEM Education Strategic Plan as submitted. The motion carried unanimously 8-0.

Mr. Westerberg introduced the item and encouraged Board input. He remarked that the PPGA Committee put in significant work and thoughtful consideration on the STEM Education Strategic Plan and performance measures, and the question to the Board is if they are satisfied with those measures; if something else should be measured; should it be measured in a different way, etc.

Ms. Atchley remarked about a graduation ratio and that there is not a clear picture on institution cohorts such as athletes, minorities, low income, etc., and encouraged the institutions to develop this type of data. Mr. Westerberg indicated PPGA would discuss the item to understand and develop what goes into the graduation ratio. Dr. Goesling also requested student debt be one of the ratios looked at. Mr. Howell described what is being collected in the Statewide Longitudinal Data System (SLDS) which includes demographic data, remediation data, students transitioning from high school to college, etc. There was additional discussion about the data collected and Mr. Howell added that the SLDS will grow to be very useful because it will be able to capture individual student data such as if a student transfers from one institution to another.

Mr. Lewis reminded the institutions about increasing their measurements of excellence and quality. He also expressed concern about efficiency and increasing cost per credit and costs to students. He questioned if there are other measures that should be looked at for the purpose of understanding whether institutions are running efficiently, and questioned whether cost per credit is the ultimate measure of efficiency. He recommended the institutions bring forward their ideas on increasing efficiency. Mr. Westerberg asked the provosts and Council for Academic Affairs Programs (CAAP) Committee for recommendations for quality and efficiency measures that could be sent through the IRSA Committee, and back through the PPGA and BAHR committees. Mr. Soltman suggested asking institutions who belong to the Educational Advisory Board for their input. Ms. Atchley directed the IRSA and BAHR committees to work through the PPGA Committee to make recommendations for measuring efficiency and quality. Dr. Rush also pointed out that the presidents intend to have representatives from some of the institutions look at the Board's strategic plan and provide comment which would include looking at measures and outcomes. Mr. Westerberg requested Board members who have suggestions on what to measure provide that information to Board staff. Ms. Atchley felt the measure for efficiency of the number of credits earned for a degree was inefficient and requested that measure be looked at closely.

At this time Ms. Atchley asked for unanimous consent to recess the meeting until Thursday morning at 8:00 a.m. There were no objections to the request.

Thursday October 16, 2014, 8:00 a.m., Lewis-Clark State College, Williams Conference Center, Lewiston, Idaho.

The Board convened at Lewis-Clark State College in the Williams Conference Center for regular business. Board President Emma Atchley called the meeting to order at 8:00 a.m. and thanked LCSC for their hospitality. Ms. Atchley acknowledged the 24 years of service of Leo Herman from ISU who is retiring this year.

OPEN FORUM

There were two individuals who requested to speak during open forum.

Marvin Dugger, Lewiston citizen, spoke to the importance of professional technical training. Mr. Dugger worked for Potlatch Corporation for 40 years. He shared his personal experience of working in this industry where he was able to earn a good living with good benefits, and a good retirement. He also pointed out there are many college graduates working in technical trades such as at the wood mill who are earning a better living than they could with their degree. Mr. Dugger emphasized the need for more people with mechanical and professional-technical skills. He expressed real concern on saddling students with massive amounts of debt for a college degree that may not take them anywhere. He urged the Board to look at a more realistic approach to education by developing stronger professional-technical skills for students along with academia. Mr. Dugger concluded his comments by saying a highly trained and skilled workforce attracts industry to our state, and that kind of shift in thinking would be good four our economy and the future of our country. He also recommended looking at the Clearwater Economic Development Association who has developed a program to bring educators and business together.

Christine Frei, Executive Director of Clearwater Economic Development Association (CEDA), addressed the Board on the importance of professional technical education. She summarized that CEDA provides regional leadership on planning and implementation of economic development activities for the counties of Latah, Lewis, Nez Perce, Clearwater, and Idaho. Members are included from the counties, 24 communities, the University of Idaho, Lewis-Clark State College, Port of Lewiston, and businesses and economic development partners of the Clearwater Economic Development District. Ms. Frei reported they have recently completed a review of their economic condition and the development of a new five year regional strategy. This strategy was developed by input from 55 people representing a regional cross section. Ms. Frei reported workforce development and education are at the forefront of their strategy. CEDA plans to implement a strategy to advance technical education delivery systems to meet industry and workforce needs. She reported that their strategies align with the Board's goal to increase educational access for individuals, along with the Division of Professional-Technical Education's (PTE) goal to provide an efficient and effective delivery system resulting in a highly skilled workforce. She asked for the Board to help CEDA with the work ahead that is primary to the Board's goals and their own, related to the development of professional-technical skills for students and future workforce development.

CONSENT AGENDA

M/S (Lewis/Soltman): To approve the consent agenda as presented. The motion carried unanimously 8-0.

Business Affairs & Human Resources – Section II (BAHR)

1. University of Idaho – Verizon License Agreement – Theophilus Tower

BOARD ACTION

By unanimous consent to approve the request by the University of Idaho for authority to grant a five year license to Verizon Wireless in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Vice President for Finance and Administration to execute the license and any related documents.

Instruction, Research & Student Affairs (IRSA)

2. Idaho EPSCoR Committee Appointment

BOARD ACTION

By unanimous consent to appoint Todd Allen to the Idaho Experimental Program to Stimulate Competitive Research (EPSCoR) Idaho Committee as a representative of the Idaho National Laboratory, effective immediately.

3. Higher Educational Research Council (HERC) Appointment

BOARD ACTION

By unanimous consent to appoint Dr. Haven Baker and Ms. Robin Woods to the Higher Education Research Council for three (3) year terms effective immediately and expiring June 30, 2017.

Planning, Policy & Governmental Affairs (PPGA)

4. Indian Education Committee Appointment

BOARD ACTION

By unanimous consent to appoint Ms. Mitzi Sabori, representing the Shoshone-Bannock Tribe to the Idaho Indian Education Committee, effective immediately.

5. President Approved Alcohol Permits

A list of approved permits by institution was provided for informational purposes in the agenda materials to the Board.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. 2015 Board Legislation

BOARD ACTION

M/S (Westerberg/Soltman): To approve the proposed legislation in substantial conformance to the form submitted as attachments 1-9 and to authorize the Executive Director to make additional changes as necessary as the legislation moves forward through the Governor's legislative process. The motion carried unanimously 8-0.

Mr. Westerberg introduced the item indicating that it includes nine items that have been before the Board previously. Dr. Goesling inquired about item number four, *risk management opt-out*, and asked about the cost to the institutions if they opt out. Ms. Tracie Bent from the Board office responded that an increase in staff is not anticipated at the institutions. Based on the analysis done last year, the institutions in some part felt there may be some savings by going with this option. For the institutions who do opt out, they will need to bring a proposal to the Board that includes more firm figures.

Mr. Westerberg reminded the Board that there is flexibility to modify proposed legislation as the process moves forward.

2. Lewis-Clark State College (LCSC) – Annual Progress Report

LCSC President Dr. Tony Fernandez welcomed the Board to Lewiston. He introduced Alex Deseridez, Faculty Senate Chair, and Megan Ware, President of the Associated Students of LCSC. Dr. Fernandez provided a progress report to the Board on the college's strategic plan.

Dr. Fernandez reviewed their mission statement and four goals of their five year strategic plan. He reported related to sustaining and enhancing excellence in teaching and learning, that the Northwest Commission of Colleges and Universities (NWCCU) accreditation process is in full form, and they will have their mid cycle accreditation visit in two weeks. They are working through their program prioritization process, their general education assessment process, and technology-based course delivery. Dr. Fernandez also remarked that they are still below the average of their peers in faculty and staff salaries and are working to increase them at LCSC.

Dr. Fernandez reported LCSC has expanded centralized advising to contribute to student success. They have increased student internship and volunteer opportunities, and are creating opportunities for community leaders to participate in college activities. Dr. Fernandez reported they are leveraging resources to maximize institutional strength and efficiency, and are working to support priorities and programs central to the LCSC mission.

Dr. Fernandez summarized a number of things LCSC is working on related to performance measures, including the intent to exceed national averages for all professional exams. They want to increase the efficiency of student course selection and intend for their students to place in the 90th percentile of the ETS critical thinking construct. They hope to increase participation in advanced placement and reduce the cost per credit hour.

Dr. Fernandez reported their annual enrollment has stayed fairly constant since 2010. Pre-college head count shows an increase in both dual credit and tech prep courses. Student credit hours have also remained fairly constant, however academic credit hours have shown a decrease likely due to part time students. Retention rates have gradually been increasing since the dip in 2013. He pointed out federal student financial aid requirements changed in 2013, which corresponds directly to the dip that year. Graduation rates show a decrease in 2014, but that is likely attributed to a change between full time to part time students. LCSC trends in degrees and certificates show a 3% in growth and look to be on track with predictions.

Dr. Fernandez reported on instructional programs at LCSC and of the programs he reported on, they all showed a high pass rate. Community outreach programs provide credit and non-credit courses to thousands of citizens. Legislative requests for 2016 include faculty and staff salaries as a major priority, along with deferred maintenance. Line item requests support Complete College Idaho, salary competitiveness, and deferred maintenance. Dr. Fernandez recapped the LCSC FY16 Permanent Building Fund (PBF) requests which included capital requests and building maintenance. He reported that research grants and contracts provide support for access, student success, and career readiness. He pointed out college advancement is small but increasing; it is at a little over $8 million presently.

3. President's Council Report

NIC President Joe Dunlap, current chair of the Presidents' Council, provided a report on the recent Council meetings. The Council last met on October 14, 2014 for their annual retreat. At their September 2nd meeting, Dr. Kustra brought in representatives from an organization called Strive for College. Strive for College sets up student organizations and recruits undergraduate mentors to work with underserved juniors and seniors on college application, financial aid, health care, scholarships, and other processes.

The Albertson's Foundation invited the organization to Idaho and funded the implementation of their virtual mentoring program. BSU started the first chapter through their honors college to work with students in rural areas. In two semesters the program has garnered 80 volunteer mentors and has served over 100 students; the goal is to serve over 500 students. Dr. Kustra encouraged other institutions to look at the organization and consider adopting it as a way to help students.

Dr. Dunlap reported a question from one of the meetings was whether there is a need for policy that relates to sexual violence, assault, and Title IX initiatives. The IRSA Committee has asked the institutions to review their policies and compare them to the AG guidelines. It was determined that the student affairs officers would work through the CAAP Committee and respond to the IRSA Committee. Campus leaders will continue to review their own policies and focus on prevention.

Dr. Dunlap remarked on Board's meetings with legislators and legislative contacts, stating there is a need to improve the public relations stance on common core. Other topics discussed with legislators included funding of secondary task force recommendations, funding for higher education budgets, and focus on the Board's 60% goal. There was a brief discussion related to program prioritization. Related to budgeting priorities and supplemental requests, the Division of Financial Management (DFM) has asked the institutions to prioritize supplemental requests. Institutions have pushed back on that and feel that supplemental requests should not be prioritized because they are not line items and not all institutions are making the supplemental request. In preparing for JFAC presentations, JFAC has indicated they would like more data focused on outcomes and performance. JFAC wants institutions to specifically state what they will do with the funds they receive. He reported there is a meeting set for November 4th for the President's Council and Governmental Affairs Directors to discuss legislative strategies for the forthcoming legislative session.

Dr. Dunlap reported that on Tuesday, October 14th, the presidents had their annual President's Retreat's; the focus was varied. They discussed the Northwest Accreditation's new fee structure that has been imposed, and its unintended consequences to institutions. They talked about creating a strategic plan for the Board and reviewing the Board's existing strategic plan. The process will be for each institution to provide an individual to assist with recommendations to the plan. They hope to have the plan complete by November and approved at the December Board meeting. The presidents discussed the 60% goal and different strategies to support it. One strategy focuses on how to reintegrate adults into the system; another strategy may be credit for prior learning. They discussed faculty retention and the changing nature of tenure. They discussed requirements to teach dual credit in high schools and how the interpretation differs between institutions; state board staff will develop a matrix on what the requirements are and how they should be interpreted.

The community colleges met with the state Association of Counties regarding the $500 per student for out of district funding that comes from liquor distribution. The first issue related to it is that the $500 per student was established in 1986 and is no longer adequate. The Association of Counties and community colleges are looking to propose legislation to remedy that. Related to that topic is a recent bill that provides $200 in funding for high school juniors and $400 to high school seniors towards dual credit enrollment. There is obvious confusion with the counties as to what that money was intended for; counties assumed one position and community colleges assumed another. There was a teleconference with Senators Thayne and Mortimer to clarify the intent of the legislation and Senator Thayne's intent was to offset the counties, and Senator Mortimer's intent was to encourage the go-on rate within the state. With there still being confusion on the issue, the suggestion by the senators was that they would fund both the counties and the colleges, holding the students harmless, and that the funding would come from the Public Education Stabilization Fund. Dr. Dunlap clarified that this is a one-time solution for this year and that the senators would bring forward emergency legislation that would correct the language to make the intent clear with how it is funded in the future. There was additional discussion about the issue and that the Board would pay special attention to it. Board President Atchley requested the BAHR Committee to take a closer look at the $500 issue and bring information or a recommendation back to the Board.

Dr. Dunlap concluded with remarks about an article from the American Association of State Colleges and Universities, about providing a new compact between states and public higher education that provides some strategies and alignment suggestions that are worth taking a look at.

4. Idaho Division of Vocational Rehabilitation – Annual Report

Ms. Jane Donnellan, Interim Administrator of the Idaho Division of Vocational Rehabilitation (IDVR), provided a report to the Board on the progress of the agency's strategic plan. Ms. Donnellan reviewed IDVR's program structure which includes three distinct programs which include the vocational rehabilitation (VR) program, the extended employment services program, and the Council for the Deaf and Hard of Hearing. She indicated for the purpose of this report, she would be focusing on the VR program. The VR program assists individuals with an array of disabilities to prepare for, obtain, and maintain employment. Ms. Donnellan highlighted a number of regional VR success stories throughout her report. She clarified that the report data presented was based on a federal fiscal year (FFY) and is preliminary in nature as the final data is not available at this time. Ms. Donnellan reviewed the accomplishments of VR which included a 90% increase in 2014 in customer wages after receiving IDVR services. Additionally, they met or exceeded all primary federal performance measures, and continue collaboration with UI in their leadership in counseling program to advance the profession of vocational rehabilitation counselors.

Ms. Donnellan reported in their FFY 2013, postsecondary funds were the second highest VR expenditures. In FFY 2014 they supported approximately 762 individuals with tuition assistance to higher education institutions in Idaho. Ms. Donnellan reported that in 2014 VR successfully assisted 1,980 individuals in returning to work, and that there has been a steady increase in the VR customer average hourly wage to $11.16/hr for FFY 2014. She pointed out the fact that increased personal income results in a decrease on public assistance. Ms. Donnellan reviewed the successful youth employment outcomes which show a decrease in the past five fiscal years likely due in part to the recession. She pointed out VR has had a greater emphasis on postsecondary services as well as training, resulting in cases being open for longer periods of time and ideally leading to an increase in quality outcomes.

Ms. Donnellan reviewed their FY16 budget requests which include additional spending authority for the purpose of increasing counselor wages, spending authority for federal funds, and a request in general funds for the purpose of supporting one additional full-time employee for the Council for the Deaf and Hard of Hearing.

Ms. Donnellan reported on IDVR's partnerships which include school districts, the State Department of Education, the Department of Corrections, the Department of Juvenile Corrections, and the Department of Health and Welfare. Each $1 in partnerships generates $3.69 in federal funds.

At this time Ms. Donnellan shared her own personal story as an attestation of the power of vocational rehabilitation. Ms. Donnellan, at the age of 22, was injured in an automobile accident resulting in paraplegia. In part, through the support of VR, she obtained her master's degree in rehabilitation counseling. She has worked for the Idaho Division of Vocational Rehabilitation for 20 years, starting as a counselor, regional manager, planning an evaluation manager, and presently the Interim Administrator.

Mr. Luna thanked Ms. Donnellan for the good work they do with the School for the Deaf and Blind in Gooding, ID, and encouraged Board members to visit that school.

5. Idaho Division of Vocational Rehabilitation – Administrator Appointment

BOARD ACTION

M/S (Westerberg/Soltman): To appoint Jane Donnellan as the Administrator for the Division of Vocational Rehabilitation and to set her salary at $47.29/hour ($98,363 annually), effective immediately. The motion carried unanimously 8-0.

Dr. Mike Rush from the Board of Education indicated that Ms. Donnellan has been nominated to fill the Administrator position with the Division of Vocational Rehabilitation. Dr. Rush called out that he received extremely positive feedback regarding her nomination, and he expressed real appreciation for her leadership and the significant progress she has made while in the interim position.

Ms. Donnellan indicated one of her goals is to create a more stable work environment for the VR staff and focus on the mission of VR. Board President Atchley congratulated Ms. Donnellan and expressed appreciation for the work she has done during her interim position, and encouraged her to share her own personal success story.

6. Indian Education Committee Presentation

Dr. Goesling introduced Bob Sabota, Chair of the Indian Education Committee, Johanna Jones from the State Department of Education (SDE), and Patty Sanchez from the Board office.

Mr. Sabota provided an update from the Committee since their last report in February. He reviewed the mission of the Idaho Indian Education Committee, and indicated its members include about 20 representatives from throughout the state and different tribal areas (there are five tribes within the state of Idaho).

Mr. Sabota shared some troubling statistics on ISAT Reading and Math Scores for American Indian students. Twenty-six percent of American Indian students are not meeting proficiency status in reading by the 3rd grade; 24% by the 10th grade. Twenty-seven percent of American Indian students are not meeting proficiency status in Math by the 3rd grade; 45% by the 10th grade. Idaho Composite SAT college readiness scores show all students grades 10, 11, 12 had a composite score of 23.87, while American Indian students had a composite score of just 2.76%. He reported on Star ratings of public school located on or near Idaho Indian reservations where several of the schools are at a 1 or 2 rating. However, they do have some schools at higher 4 and 5 ratings, and should look to those schools for best practices. He reported that American Indian student go-on rates show a 47% rate for 2012-2013 which is a gradual increase since 2010-2011 of 31%.

Mr. Sabota indicated they wanted to focus on why there is such a disparity in the achievement gaps of American Indian students to compare to all students. He commented that there is a need for culturally responsive practices and pedagogies in Indian education, and that teachers need to understand and embed multiple perspectives within their teaching. Mr. Sabota commented on culturally responsive education and discussed some of its key areas. He remarked that cultural responsiveness requires the examination of relativity to culture and learning.

He reviewed next steps recommended by the committee which include introducing tribal student demographics and tribal initiatives to increase student success, addressing retention, recruitment, and graduation efforts at the postsecondary level. The committee intends to develop a strategic plan to address closing the achievement gap for American Indian students, and to develop recommends for Board consideration on cultural responsiveness and cultural pedagogy.

In closing, Mr. Sabota encouraged Board members to visit schools and tribal departments within their regions throughout Idaho. He extended an invitation to the next Indian Education Summit in June 10-11, 2015 in Boise.

Ms. Critchfield asked how teachers can be culturally responsive. Mr. Sabota reported on the State Tribal Educational Partnership (STEP) grant with the State Department of Education and indicated they are working with teachers to better engage students and integrate cultural elements into the lesson plans. They are also exploring other ways of teaching. Ms. Jones also indicated that they will be creating a handbook with the STEP project and pointed out they are taking Nez Perce cultural standards and implementing them with the common core standards presently.

Mr. Luna asked if they are looking at how one and two star schools can learn from the five star schools. Ms. Jones responded they are looking at the differences between the schools and hope to learn best practices to benefit those lower scoring schools.

7. Board Policy Bylaws – First Reading

BOARD ACTION

M/S (Westerberg/Critchfield): To approve the first reading of Board policy – Bylaws, adding a new subsection codifying the Boards Athletic Committee as submitted. The motion carried 7-1. Dr. Goesling voted nay on the motion.

Mr. Westerberg indicated the proposed amendment to Board policy would codify the Athletics Committee as a standing subcommittee of BAHR. Dr. Goesling urged the Board to make the Athletics Committee a standing full committee under the Board.

Mr. Lewis recommended consideration of athletic compliance and that it should be within the purview of the committee to have a review provided by compliance officers. He suggested considering what that role would be and to bring it forward for Board review at another date. Mr. Westerberg recommended making those changes for the second reading of the policy. Dr. Goesling also recommended having a relationship with the Idaho Athletic Sports Association (IAA) related to concussions. Mr. Westerberg recommended suggested language be sent to staff to include in the second reading.

Mr. Westerberg and Mr. Lewis continued to express the Athletics Committee should remain a subcommittee of the Board and felt it appropriate as a subcommittee of BAHR.

8. Board Policy IV.E. – Professional-Technical Education – Second Reading

BOARD ACTION

M/S (Westerberg/Hill): To approve the second reading of amendments to Board Policy IV.E. Division of Professional-Technical Education, incorporating the Idaho Agricultural Education Quality Program Standards approved, August 2014, by reference as submitted in Attachment 1. The motion carried unanimously 8-0.

Dr. Goesling asked if 4-H is involved in the process. Mr. Dwight Johnson from PTE responded that 4-H has been involved in the process. Dr. Goesling asked if mentoring for teachers and advancement opportunities for teachers exist. Mr. Johnson responded they are currently in discussions about guidelines, and recommendations are being developed presently.

9. IDAPA 08.0203.113 – Rewards - Waiver

BOARD ACTION

M/S (Westerberg/Critchfield): To waive IDAPA 08.02.03, subsection 113 Rewards for the current year. The motion carried unanimously 8-0.

Mr. Westerberg introduced the item pointing out that Distinguished School Awards are unable to be calculated based on the formula specified in administrative rule this year, therefore Board and Department staff will determine an appropriate measure and bring forward a list of Distinguished Schools for Board recognition at a later date.

At this time unanimous consent was requested to defer PPGA #10 - University of Idaho – Building Naming - to the end of the Board agenda. There were no objections.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS (IRSA)

1. General Education Committee Nominations

BOARD ACTION

M/S (Soltman/Westerberg): To appoint the members of the General Education Committee as

presented in Attachment 1. The motion carried unanimously 8-0.

Mr. Soltman introduced the item indicating the item is for nominations to the General Education Committee. He stated that in April 2014, the Board approved a new policy, III.N., which states that the Board will establish the State General Education Committee, that will be responsible for reviewing competencies and rubrics for institutionally-designated *general education* categories and to ensure transferability. The committee consists of a nominated representative from each of the eight public postsecondary institutions.

2. Waiver of Board Policy III.S.4.e. – Developmental and Remedial Courses

BOARD ACTION

M/S (Soltman/Hill): To waive Board Policy III.S.4.e as it applies to Advanced Technical Certificates and remedial courses for the 2014-2015 academic year. The motion carried unanimously 8-0.

Mr. Soltman indicated approval of the waiver will allow NIC to continue using lower level occupational specific courses – considered remedial courses at an Associate's or higher degree level - for the awarding of technical certificates. Once Policy III.S is updated to incorporate proposed changes from CAAP, NIC will no longer need this waiver.

3. Board Policy III.Y. – Advanced Opportunities – First Reading

BOARD ACTION

M/S (Soltman/Goesling): To approve the first reading of proposed amendments to Board Policy III.Y. Advanced Opportunities as submitted in Attachment 1. The motion carried unanimously 8-0.

Mr. Soltman indicated this policy is returning again for a first reading since the Board didn't approve the second reading of the previous version in June. Dr. Mathias explained that proposed amendments have been through the CAPP Committee twice and clarify how secondary students may earn postsecondary technical credits. He reported that after the June Board meeting the policy was revised to make it less complex and less confusing, and to reconsider the provisions that would have negative impacts on members of the military. The policy was revised to return to just one dual credit program as opposed to an academic and a technical dual credit program. The committee also reevaluated the proposed requirement that tech prep students be required to matriculate to postsecondary institutions in order for them to have their credits transcribe. The committee felt that may have negative impacts and decided that rather than requiring students who have earned tech prep credits to matriculate to a postsecondary institution, that they would need to abide to the transcribing institution's policy and time limits. Under no instance would a student be able to go more than two years without having those credits transcribe.

Dr. Goesling asked about a two year limit for credits as related to individuals who have been away on military or church service and return past the two year transcribing limit, and was concerned about cutting out those individuals. Dr. Mathias responded that students under those circumstances would be precluded from taking advantage of having those technical credit competencies transcribe, however, all of the institutions are working on upgrading their prior learning mechanisms enabling students to demonstrate competencies. Dr. Goesling requested changing the word "may" to "should" for the second reading. Mr. Soltman requested recommended changes be provided to staff prior to the second reading.

Mr. Lewis asked about the concerns expressed that lead to a new first reading and any unintended consequences to students. Ms. Bent provided some clarity that students can do technical or academic dual credit; that portion stays the same. The technical competency credit is for those schools who do not have a single course that qualifies for dual credit. She provided an example that a student could take two classes at the high school that together would meet the competency of a credit bearing class. It allows for, particularly in rural areas, students to combine classes to meet the same competencies. Mr. Luna added that there are multiple pathways of advanced opportunities for students and this is one. Dr. Rush commented that this policy change is intended to encourage enrollment.

4. Technology Transfer Feasibility Study

Mr. Soltman introduced the item stating that BSU, ISU, and UI were tasked with jointly conducting a feasibility study toward creating a centralized technology transfer organization. Dr. Mark Rudin, chair of the Higher Education Research Council (HERC) Committee, provided additional background on the item explaining they set out to explore the feasibility of centralizing tech transfer offices. The HERC Committee recommended using an independent party to conduct the study and Dr. William Tucker from the University of California was hired. Dr. Tucker completed the study and provided HERC with the final report in May 2014. The final conclusion of Dr. Tucker's work is that given Idaho's limited resources for research and technology transfer and unique geographical challenges, it would not be feasible for Idaho to move to a centralized technology transfer organization, and that there would be no real benefit.

Dr. Rudin reported that in addition to this finding, Dr. Tucker at the request of HERC looked for areas where there could be efficiencies and stronger collaborations formed between the institutions. HERC has reviewed the report and discussed recommendations and how they could be implemented. He pointed to a spreadsheet that HERC intends to use as a roadmap going forward in development of future action items. Dr. Rudin also reported on items they decided to take no action on, some of which are already taking place in various capacities. He indicated they have established a technology transfer consortium of tech transfer offices among the institutions and will charge that group with the action item on standardization of license documents used with outside entities. Mr. Soltman recommended HERC develop timelines to correspond to the action items on the spreadsheet.

DEPARTMENT OF EDUCATION

1. Superintendent's Update

Superintendent Luna reported on three items during his report in addition to the efforts being taken to improve teacher preparation programs. Mr. Luna reported on the Idaho Higher Education (IHE) Coalition and Network for Transforming Educator Preparation (NTEP). In 2013 Idaho secured NTEP grant funding through the Council for Chief State School Officers (CCSSO) that focused on the recommendations found in *"Our Responsibility, Our Promise",* to reform the way teachers are prepared to ensure they are learner ready from day one. Mr. Luna indicated this work is consistent with the Board's objective of implementing the Governor's Task Force recommendations. He reported on raising the bar for the teacher preparation programs that included input versus outcomes being based on candidate performance, continuum of support that looks at what educator preparation programs are doing to support teachers after graduation, instructional shifts that look at what educator preparation programs are doing to address the changing landscape of K-12 education, and ongoing improvement process that looks at program approval based on programs demonstrating commitment to improvement.

Mr. Luna recapped what was done formerly and what is required today to get an institutional recommendation. Formerly requirements included just credit compilation and passing the Praxis II. Now, in addition, they must demonstrate competencies in core, foundational and enhancement standards, have a Danielson-based evaluation, develop a plan for continuing professional growth, and demonstrate abilities to effectively use data, integrate technology and teach to Idaho core standards, among other competencies. Mr. Luna indicated the Department has worked with the Colleges of Education to develop these standards.

There was additional discussion about institutional recommendations and Mr. Luna explained the recommendation process. They must have an institutional recommendation from an Idaho approved preparation program in order to receive initial licensure to teach in Idaho, along with other requirements.

Mr. Luna introduced Alex Macdonald, Director of Instructional Technology, from the Department to report on one of the tools that is available to Idaho teachers for professional development. Mr. Macdonald directed the group's attention to the Educator Development Suite, which is a component of SchoolNet. This suite is able to conduct observations on data, and through that improve teacher effectiveness. Mr. Macdonald walked the Board through a visual guide of how the component looks and works, including its drill-down ability. One of the resources for professional development contained in the platform is called Edivation (formerly known as PD 360). Edivation is an on-demand professional learning resource that creates a highly personalized learning experience for all educators, helping them improve their practice and, raise student achievement. The program allows teachers to see how they are doing overall, in alignment with the Danielson criteria, and linked to the Idaho Core. It also allows principals to see how teachers are doing, see their progress in professional development, and identify where they need improvement. There are currently over 300 schools using this resource.

Ms. Atchley asked if the technology available to schools can support this type of tool. Mr. Luna responded that the Idaho Education Network (IEN) provides broadband connectivity to all of our high schools and currently to all of our districts. Currently district have connected it to their middle schools and grade schools. The next phases of the IEN is to go to the middle schools and grade schools to make sure they all have broadband connectivity; they are making great strides in the connectivity issue.

Mr. Luna moved on to report on the efforts of improving teacher pay and provided a timeline of those efforts since 1998 through 2014. Mr. Luna indicated that if he had one wish it would be to transform teaching into a true profession and not a trade union-driven model.

2. Proposed Waiver of Requirement in IDAPA 08.02.02.120, .121 – Educator Evaluations for 2014-2015

BOARD ACTION

M/S (Luna/Critchfield): To waive the requirement that districts include growth in student achievement as measured by Idaho's statewide assessment in educator's evaluations as specified in IDAPA 08.02.02, Subsections 120.03 and 121.03 for the 2014-2015 school year. The motion carried unanimously 8-0.

Mr. Luna indicated waiving this requirement will allow districts to use the other district-determined measures of growth in student achievement as the student achievement portion for certificated instructional employee, principal, and superintendent evaluations for the 2014-2015 school-year.

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section I – Human Resources

1. Boise State University – Addendum to Multi-Year Employment agreement – Track and Cross Country Head Coach

BOARD ACTION

M/S (Lewis/Hill): To approve the request by Boise State University to enter into an Addendum No. 2 to the Employment Agreement for head Track and Cross Country Coach Corey Ihmels. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

Ms. Atchley asked about APR scores. BSU legal counsel Kevin Ketchie responded that track and field is composed of six different sports, and that the scores are relatively high. He commented BSU feels they set very meaningful objectives. Dr. Goesling asked about the incentive for *All American*, and whether it was a single score or for each. Mr. Ketchie responded it is for each, and there have been two.

2. Boise State University – Amendment to Multi-Year Employment Agreement – Men's Basketball Head Coach

M/S (Lewis/Goesling): To approve the request by Boise State University to enter into a first amendment to the 2014-2019 employment agreement with Coach Leon Rice as submitted. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

Mr. Ketchie indicated that the Board approved Mr. Rice's five-year contract in June and at that time directed BSU to increase the academic achievement incentives. This amendment is a result of those negotiations and the academic achievement incentives have been increased in this contract.

3. Idaho State University – Salary Increase – Women's Softball Head Coach

BOARD ACTION

M/S (Lewis/Hill): To approve the request by Idaho State University to increase the base salary of Julie Wright, Head Women's Softball Coach, to $60,361.60, effective September 1, 2014. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

ISU's Financial Vice President Jim Fletcher summarized the proposal, pointing out that Ms. Wright has won two Big Sky championships and is receiving competitive offers from other institutions.

Ms. Atchley asked about the academic incentive. Mr. Freeman indicated adjustment to base salary was the only area addressed with this change. He pointed out this item, subject to Board approval, is essentially a counter offer to combat a competitive offer.

4. University of Idaho – Extension to Multi-Year Employment Agreement – Women's Basketball Head Coach

BOARD ACTION

M/S (Lewis/Goesling): To approve the University of Idaho's multi-year employment contract for the Women's Basketball Head Coach for a term extending through June 30, 2019, in substantial conformance to the form submitted to the Board in Attachment 2. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

University of Idaho's Ron Smith indicated they are requesting to extend the contract for the women's head basketball coach for an additional two years as a result of the coach's success. Ms. Atchley asked about the academic incentive and commented it seems low. Athletic Director Rob Spear responded defending the academic incentives and also recommended the Board consider the University of Marilyn's system which says the wins/performance bonuses are contingent upon achieving an academic incentive. Ms. Atchley recommended discussing that suggestion with the Athletic Committee.

5. University of Idaho – Extension to Multi-Year Employment Agreement – Men's Basketball Head Coach

BOARD ACTION

M/S (Lewis/Goesling): To approve the University of Idaho's request to extend the multi-year employment contract for the Men's Basketball Team Head Coach, Don Verlin, for one additional year for a term extending through June 30, 2017 plus other adjustments to terms in substantial conformance to the form submitted to the Board in Attachment 2. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

Mr. Smith indicated they are requesting to extend the contract for the men's basketball head coach for an additional year as a result of an issue arising as a result of one of the teams they played not being classified by the NCAA as a Division One team; therefore the coach missed his number of wins by one game in his contract. The revisions to the contract extend it for one year and addresses the issue, along with including the Board policy for annual leave.

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section II – Finance

1. FY 2014 Sources and Uses Funds

Mr. Freeman introduced the item indicating that it is a standard report for the Board's October agenda and details were provided in the agenda materials. The report shows budgeted sources and uses of funds. Ms. Atchley recommended administrative costs be identified more clearly. Mr. Lewis pointed out that the institutions are still not at the level of funding they received seven years ago, and are still struggling with funding.

2. Amendment to Board Policy V.R. – Establishment of Fees – First Reading

BOARD ACTION

M/S (Lewis/Soltman): To approve the first reading of proposed amendments to Board policy Section V.R., Establishment of Fees, as presented. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

Mr. Freeman spoke to the item commenting that the revisions define the scope and use of special course fees. In addition, the revisions help clarify that all fees charged by the institutions shall be approved by the Board except those expressly delegated to the institution including: 1) Continuing Education, 2) Course Overload Fee, 3) Special Course Fees, and 4) Processing Fees, Permits and Fines. Mr. Freeman remarked that an Audit Committee query dating back to 2012 was interested in looking at special course fees at the institutions. An audit was conducted and it was determined the policy was so broad there wasn't anything to audit against. After extensive work, policy language was created to provide guidance to institutions on special course fees.

Mr. Freeman pointed out that this policy also addresses the creation of a policy authorizing a new on-line program fee which is the fulfillment of a request by a former BAHR Committee member and responds to increasing interest by the institutions to enter this environment.

Mr. Freeman also reported that ISU has requested a new Summer Bridge Program fee be added. They have piloted the program with demonstrative success; the intent of the program is to assist incoming at-risk students with knowledge and skills to be successful in college. Mr. Freeman concluded that additionally, there are a number of material changes since the first reading in June, so staff brings this back as a new first reading.

Dr. Goesling asked about the $65 dual credit fee. Mr. Freeman pointed out that the Board already approved that $65 fee at the April meeting, and that it will continue to be a Board approved fee. Dr. Goesling recommended readdressing it and asked about making a motion to reconsider the $65 fee for dual credit. Mr. Luna also suggested the language say "up to $65" and let the institutions charge less if they choose. Mr. Lewis reminded the Board they have been through the dual credit issue which is scheduled for discussion in April, and that the item on the floor is an entirely different topic which is at first reading.

3. Amendment to Board Policy – V.E. – Gifts & Affiliated Foundations – Second Reading

BOARD ACTION

M/S (Lewis/Soltman): To approve the second reading of proposed amendments to Board Policy V.E. Gifts & Affiliated Foundations, as presented in Attachment 1 with one amendment that the words "and technology" be added at the end of the second sentence of the third to last paragraph. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

Mr. Lewis indicated this policy amendment will provide the Board with the appropriate level of oversight while providing the institutions flexibility to develop research or technology transfer foundations to meet their own unique needs and facilitate the transfer of university research to the marketplace. There were no changes between first and second reading. Mr. Lewis requested adding the words "and technology" to the policy (Tab 3, Page 7) in reference to intellectual property.

4. University of Idaho – Executive Residence Project – Budget and Construction Phase Authorization

BOARD ACTION

M/S (Lewis/Goesling): To approve the request by the University of Idaho to implement the construction phase for the replacement of the executive residence pursuant to the budget set forth in the materials submitted to the Board. Authorization includes the authority to execute all requisite consulting, design, and vendor contracts necessary to fully implement construction phase of the project. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

Mr. Smith indicated UI is requesting authorization to implement the construction phase of the replacement of the existing executive residence located on the main campus.

At this time Mr. Freeman asked for a point of personal privilege to recognize Mr. Leo Herman, remarking on his contributions and what a pleasure it has been working with him.

LATE ITEMS

Instruction, Research & Student Affairs (IRSA)

1. Boise State University – College of Innovation & Design

BOARD ACTION

M/S (Soltman/Luna): To approve the request by Boise State University to create a new College of Innovation and Design as presented. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

Mr. Soltman introduced the item indicating this is a request by BSU for approval to create a new College of Innovation and Design. He alerted Board members to some of the staff comments regarding the proposal. He reported that the IRSA Committee reviewed the item at length and felt it should be something considered by the whole Board. The proposal was also reviewed by the CAAP Committee who had several discussions regarding the proposal. He noted this is also the first time in history that CAAP has forwarded a recommendation for an instructional unit that did not identify programs, which does represent a departure from past practice and may have possible implications.

Dr. Schimpf provided a presentation on the item indicating the proliferation of startup ventures at the university has created a need for increased flexibility in university programming. The university feels they need an incubator for program development, that there is a demand for trans-disciplinary programs, credentialing beyond majors and minors, that students need the university to acknowledge and validate their own self-motivated extracurricular activities that increase opportunities, and increased university structure.

Dr. Schimpf reported that in conclusion of their studies about this new College of Innovation and Design, they believe that faculty should be driving innovation and reported on some barriers to faculty innovation. He pointed out they are reorganizing their colleges as a part of program prioritization and are consolidating six colleges into five, but are not proposing a complete restructuring of the system. They are proposing to build back a sixth college around program innovation with a trans-disciplinary theme. He remarked that the College of Innovation and Design is intended to overcome the limitations of the traditional college structure, and to provide leadership and support to harness existing faculty efforts, in order to accelerate change. He also expressed that the university intends to collaborate with other institutions and community partners.

Dr. Schimpf said the college will harness the work of the most innovative faculty to drive change and develop new academic credentials that will attract students and result in employment of graduates. They feel the college will become a beacon for program innovation and become a hub for competency based learning that includes recognition for life experiences of non-traditional students and credentialing of co-curricular experiences.

Dr. Schimpf reported when they shared this new idea last spring, they asked faculty to send ideas and comments. They received a supportive response and 25 proposals in all. Their intention is to develop this college within BSU's mission and role as defined by the Board and outlined in their strategic plan and policy III.Z. Dr. Schimpf stated they anticipate the college will be in place by spring semester 2015.

Mr. Luna asked about a timeline for the college. Dr. Schimpf responded that through the spring they hope to bring more detail to the Board and by next fiscal year have a dean in place. Dr. Kustra described an example a possible degree that would come from the program. It is called *Games, Interactive, Mobile and Media* and is considered a broad interdisciplinary degree coming from five different departments and two colleges. They types of jobs that students in this major would seek are likely to be found at Yahoo, Google and other types of places specializing in technology development. BSU feels this type of college will lend itself to creating in Boise the types of academic technology/education hubs that will feed both large and small technology companies.

Ms. Atchley asked what they envision in five years in the way of success. Dr. Schimpf responded the employers from the tech industry are requesting more flexibility in graduates, and the university believes Boise is a hub that will lead to more and better paying jobs in that arena. Dr. Kustra added that it is the start of students who are not siloed in one discipline. Mr. Lewis asked how the other BSU colleges feel about this proposal. Dr. Schimpf responded the response has been tremendously supportive.

Dr. Goesling asked where the resources will come from for the first several years. Dr. Kustra responded it will come from several areas and also will come as a direct result of program prioritization. He indicated he has been talking to the technology community and industry where they intend to raise external funds to support this effort. He reported they will not need a new location presently and will reallocate space for this new venture. Dr. Goesling asked about partnerships. Dr. Kustra responded they are more than willing to partner with other interested institutions.

Ms. Patty Sanchez, Academic Affairs Program Manager at the State Board of Education, clarified that the Board does approve both administrative and instructional units. She pointed out the Board's policy III.G. dealing with program approval was amended in April of 2013, because it was somewhat unclear. The amendment provided clarification that depending on the threshold of the request, it could go to the Board or to the Executive Director for approval, and that the definitions for an administrative unit and instructional unit are clarified in the Board's policy.

Ms. Critchfield, for clarification purposes, paraphrased that BSU is seeking approval for a new college that at this point has no degree or opportunity presently; and that BSU will work to develop programs in the new college which will come back before the Board for approval. Dr. Schimpf responded in the affirmative, and that they want to start with a structure and leadership structure that can work with the faculty to develop those programs. Ms. Critchfield asked if they anticipate how many programs the college will have. Dr. Schimpf responded they currently have four: a bachelors, a graduate, a research certificate, and a community engagement program.

Mr. Lewis remarked that the nature of BSU's proposal is very exciting but the openness of it creates some angst because where BSU is headed with it is unclear. He remarked on the need for focus and that the college can't be all things to all people. He recommended BSU bring forward their programs and plans well ahead of time and commented that if it is successful, then it may serve as a good model for all. Dr. Kustra remarked that BSU will give the Board regular updates in addition to the program approvals.

2. Boise State University – Restructure of Special Education & Early Childhood Studies

BOARD ACTION

M/S (Soltman/Critchfield): To approve the request by Boise State University to restructure their existing Special Education and Early Childhood Studies graduate programs and create a Master in Teaching in Special Education and a Master in Teaching in Early Childhood Intervention as submitted in Attachment 1. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

Dr. Schimpf indicated BSU proposes a complete restructuring of their graduate programs in Special Education and Early Childhood Studies based on program prioritization. As part of that restructure, they propose the creation of two new graduate programs: a Master in Teaching (MIT) in Special Education and an MIT in Early Childhood Intervention. According to BSU, the proposed changes will result in greater productivity of the department and therefore more efficient resource utilization. BSU also indicates the proposed changes will result in programs that are more attuned to the needs of the educational community.

Planning, Policy & Governmental Affairs

10. University of Idaho – Building Naming

BOARD ACTION

M/S (Critchfield/Goesling): To approve the request by the University of Idaho to rename the Student Union Build, the Bruce M. Pittman Center. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

Ms. Critchfield introduced the item and indicated Board staff have discussed the policy requirements for memorializing a building and have found the university's request to be in compliance with Board policy.

Dr. Staben provided a brief history of the building which was built as a student union building in 1936. He expressed that Bruce Pittman is in his 42nd year of service to the University of Idaho, and the university wishes to honor him as a revered student affairs leader by renaming the building in his name.

OTHER BUSINESS

There being no further business, a motion to adjourn was entertained.

M/S (Luna/Critchfield): To adjourn the meeting at 3:46 p.m. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

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

DRAFT MINUTES
STATE BOARD OF EDUCATION
November 13, 2014
Special Board Meeting
Boise, ID

A special meeting of the State Board of Education was held November 13, 2014. It originated from the Capital Building, meeting room WW17, in Boise Idaho. Board President Emma Atchley presided and called the meeting to order at 4:30 p.m. MST. A roll call of members was taken.

Present:
Emma Atchley, President
Rod Lewis, Vice President
Don Soltman, Secretary
David Hill
Richard Westerberg
Debbie Critchfield
Tom Luna
Bill Goesling

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

1. Pending Rule Docket 08-0202-1401 – Rules Governing Uniformity – Certification

M/S (Westerberg/Critchfield): To approve the Pending Rule Docket 08-0202-1401 in substantial conformance to the form submitted in attachment 1. A roll call vote was taken and the motion passed unanimously 8-0.

Mr. Westerberg, chair of the Planning, Policy and Governmental Affairs committee, indicated this special meeting is to consider a pending rule on teacher certification. He clarified that in August, the Board passed the proposed rule on tiered licensure as presented by the Governor's Task Force. After an open comment period, the proposed rule was modified to reflect concerns and suggestions and is now being presented for approval.

Mr. Lewis, Co-chair of the Tiered Licensure Committee, lead the Board through a review of the changes between the proposed rule and what is being considered today. Mr. Lewis summarized some of the concerns communicated during the public meetings. One of the primary concerns expressed (most frequently) was concern about accountability measures in aspects of licensure. Other concerns included the feeling that the statewide assessments are not valid growth indicators and should not be required; that administrators in small districts may not have access to train observers; that no credit was being given in the proposal for additional education and thus no incentive for teachers to earn advanced degrees. Other concerns included the feeling that there was too much responsibility at the local level to determine certification and compensation, and certification should be made at the state level; and comments that administrator evaluation should not be a determinant of teachers receiving substantial increases in pay; additionally that the proposal would pose a reporting burden on schools and districts. One final comment was that the Danielson model is designed to support teacher growth and not certification or compensation.

Mr. Lewis summarized the proposal before the Board includes proposed changes in response to the comments received. The biggest change is the reduction in the proposal to only two tiers; a residency tier and a professional tier. With respect to the professional tier, the proposed changes would remove all accountability from the professional certificate and move it all to career ladder. Secondly, with respect to the professional tier, it would continue as it currently exists; only credit requirements would be required for renewal. With respect to the residency tier, statewide assessments (SmarterBalanced and IRI) would be listed as options but not required. Local districts, in collaboration with teachers, will have the ability to choose growth measures they feel appropriate from the list provided. Also in the residency tier, the option is provided for districts to extend the residency period from three years to four years at their discretion. Also related to the residency tier, there is a deletion of references to the domains and requirements relating to the final year. It is also proposed that teachers would be allowed to submit additional artifacts evidencing proficiency and effective teaching in their application for a professional certificate. The requirement for two separate observers was removed; two observers would be used only at the request of the teacher or administrator.

Mr. Lewis also added that they anticipate changing the career ladder for increased compensation for additional or advanced degrees.

Mr. Luna asked for more detail about the Danielson domains and what expectation there is for an evaluation in residency or professional license, and in moving from one to the other. Mr. Lewis responded that as described previously, the professional certificate would continue as it is today and be renewable every five years. Mr. Luna asked for clarification on how the 22 components of the Danielson framework are measured and what impact that has on moving from residency to professional licensure. Mr. Lewis responded that as to the residency, the resident would receive a three year non-renewable certificate. As to the teacher's evaluation, they must successfully complete those evaluations two out of three years. As to the evaluation, part of the application would include evidence that the teacher has achieved proficiency on 16 of the 22 components referred to as the Danielson framework, regardless of the number of basics in any one of the four domains.

Dr. Hill asked about any changes for teachers coming from outside of the state. Mr. Lewis responded there is no change being recommended in that regard form what was proposed by the committee; the committee proposal is being used in regards to out of state teachers. Dr. Goesling asked about out of state teachers with four or more years of experience. Mr. Lewis responded the proposed rule included provisions for out of state teachers. The committee urged that teachers coming in from out of state receive equal treatment to those who are in the state. Out of state teachers with fewer than three years of experience would be required to meet the requirements of a resident teacher. Teachers with more than three years would be required to show evidence of proficiency and growth and have at least one year proficiency in student growth in the state of Idaho before they receive their professional certificate.

Mr. Critchfield asked what provisions are available to mentor and help a teacher coming to Idaho from out of state. Mr. Lewis responded that mentoring and collaboration are major recommendations from the committee. The committee recommended mentoring for at least the first three years. The intent of the proposal is that they receive the same level of mentoring as in-state teachers. If the teacher does not show evidence of proficiency or student growth, they would be allowed to go back and receive additional education as to the areas of deficiency, and reapply for a residency certificate.

Dr. Hill applauded the principle of fairness. He asked if the Board has considered creating a reciprocal agreement from state to state. Mr. Luna interjected that the Department of Education currently has language that creates a reciprocal relationship with other states from around the country. He indicated that the language can be found in either Idaho Code or Administrative Rule, and that staff could provide that information to the Board. Mr. Westerberg commented that the residency mechanism in tiered licensure is to assure there is a quality product and a quality teacher, and that there is provision to require the same from out of state teachers.

Dr. Goesling requested that paragraph two on the second page of the agenda regarding the comments received be read aloud (PPGA Tab 1, page 2). Mr. Westerberg obliged and read aloud that section as requested.

Mr. Lewis publicly thanked the Tiered Licensure Committee and the Task Force for their work on the process leading to this rule. He expressed his appreciation for how open, inclusive, and collaborative the process was. He also recognized from the audience Dr. Linda Clark as co-chair of the committee and publically thanked her for her work.

Ms. Atchley also extended the Board’s appreciation for the amount of work put forth by the Task Force and Tiered Licensure Committee on this rule. She expressed that they feel they have come up with a rule that will work, and reminded the audience that there is flexibility in the process and that rules can change. Ms. Atchley pointed out that she has agreed to establish an Implementation Committee which will oversee and analyze the process of the implementation of these rules as they go forward. She asked for people to please recognize that all of the Board members are parents, grandparents, and have been involved in education for a long time, and are doing what the Board feels is good work for the state of Idaho. She concluded by saying that we are taking an important step forward today.

OTHER BUSINESS

There being no further business, a motion to adjourn was entertained.

M/S (Westerberg/Critchfield): To adjourn the meeting at 5:04 p.m. The motion carried unanimously 8-0.

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

DRAFT MINUTES
STATE BOARD OF EDUCATION
November 24, 2014
Special Board Meeting
Boise, ID

A special meeting of the State Board of Education was held November 24, 2014. It originated at the State Board of Education's main office, large conference room, in Boise Idaho. Board President Emma Atchley presided and called the meeting to order at 2:00 p.m. MST. A roll call of members was taken.

Present:
Emma Atchley, President
Rod Lewis, Vice President
Don Soltman, Secretary
Bill Goesling
Richard Westerberg
Debbie Critchfield
Tom Luna
Rod Lewis (Joined at 2:07)

Absent:
David Hill

BUSINESS AFFAIRS & HUMAN RESOURCES

1. Boise State University – Litigation Request

BOARD ACTION

M/S (Soltman/Goesling): To approve the request by Boise State University to initiate litigation pursuant to State Board Policy, Section V.W.2. A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Freeman indicating that this is a request by Boise State University for approval for the authority to initiate litigation.

2. Boise State University – Research Foundation

BOARD ACTION

M/S (Lewis/Critchfield): To approve the request by Boise State University to establish the Boise State University Research Foundation, to obtain a variance as outlined herein pursuant to Board policy V.E.6, to enter into the proposed Operating Agreement, Loaned

Employee Agreement and Administrative Support Services Agreement in substantial conformance with the documents attached hereto, and to approve an initial line of credit to the Research Foundation not to exceed $75,000 consistent with the terms herein. A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Freeman introduced the item indicating it is a request from Boise State University (BSU) for approval to establish the Boise State University Research Foundation. Mr. Lewis asked for a review of the governance principles BSU is implementing and what position they believe it puts them in regarding liability and from an ability to own equity standpoint. Dr. Rudin, Vice President for Research and Economic Development from BSU, made a few comments about the research foundation derived from discussions at the Institutional Research and Student Affairs (IRSA) Committee. He indicated the overall purpose of establishing the Research Foundation will serve to support the university's work in the area of research and service, and specifically to help them facilitate the transfer of intellectual property (IP) to the private sector and to the option to own equity in the sector. He pointed out establishment of the Research Foundation would also help facilitate interaction with industry through sponsored programs, as well as facilitate being able to receive sponsored projects on behalf of the university. He felt it would also help add and expand ad hoc programs to community based programs.

Mr. Satterlee indicated that the university is setting up the Research Foundation as a separate nonprofit corporation (501(c)(3)) that will have a tax exempt status under IRS Code 509(a)(3). He pointed out that status allows the government to set up a public charity as a support foundation and allows them to have a different board of directors.
Its board of seven, will be controlled by BSU and BSU's Vice President of Research will chair the Foundation; BSU's Vice President of Finance will serve as an *ex officio* member; and the president of BSU will appoint the two faculty or staff members who are not key administrators. Then, there will be three community members selected by those four BSU employees. Then, ongoing, the board will continue to appoint the three new members by majority vote. Mr. Satterlee added the University believes it is prudent to retain control over any organization that may ultimately hold its intellectual property. In addition, the Research Foundation will operate consistent with the role and mission of the University. Mr. Satterlee commented that with respect to the equity ownership, they believe this allows the separate corporation that is formed to be able to own an equity interest, and they believe what they have set up is sufficient and is the right format for BSU at this point in time.

Mr. Soltman asked if there any conflict of interest issues with the Research Foundation's board. Mr. Satterlee responded they do not feel there is any conflict of interest. He added there will be a conflict of interest policy and a code of ethics in place. Dr. Goesling asked about the university's loaned employee concept. Mr. Satterlee responded the intent is the same as the loaned employees with other foundations pursuant to Board policy.

Mr. Lewis commented that this type of foundation is created for purposes of dissemination and handling of IP of the university, and is an entity where the university will have the ability to control its IP. He felt it important to not confuse this Research Foundation with the goals and purposes of financial oriented foundations, and was supporting of the Research Foundation.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

2. Pending Rule Docket 08-0111-1401 – Proprietary Postsecondary Institution Registration

BOARD ACTION

M/S (Westerberg/Critchfield): To approve the Pending Rule Docket 08.-0111-1401 as submitted. A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Westerberg indicated this rule has been before the Board previously, and has received no comments during the public comment period. No changes are being made between the proposed and pending states of the rule.

3. Pending Rule – Docket No. 08-0201-1401 – Qualified Trainer Criteria

BOARD ACTION

M/S (Westerberg/Goesling): To approve Pending Rule Docket 08-0201-1401 as submitted. A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Westerberg indicated this rule has been before the Board previously, and has received no comments during the public comment period. No changes are being made between the proposed and pending states of the rule.

4. Pending Rule – Docket No. 08-0501-1401 – Seed Certification

BOARD ACTION

M/S (Westerberg/Soltman): To approve the Temporary and Pending Rule Docket 08-0501-1401 as presented in Attachment 1. A roll call vote was taken and the motion carried 6-0. Ms. Atchley abstained from voting.

Mr. Westerberg indicated this rule has been before the Board previously, and has received no comments during the public comment period. No changes are being made between the proposed and pending states of the rule.

5. Pending Rule – Docket No. 55-0104-1404 – Quality Agriculture Program Grants

BOARD ACTION

M/S (Westerberg/Goesling): To approve the Pending Rule Docket 55-0104-1401, Rules Governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-up Grants as submitted in Attachment 1. A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Westerberg indicated this rule has been before the Board previously, and has received no comments during the public comment period. No changes are being made between the proposed and pending states of the rule.

DEPARTMENT OF EDUCATION

1. Pending Rule - Docket No. 08-0201-1402 - Special Education Funding

BOARD ACTION

M/S (Luna/Critchfield): To approve the Pending Rule, Docket No. 08-0201-1402, as submitted. A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Luna pointed out this a pending rule that outlines the formula for reimbursement of school districts for Exceptional Child Support Units. There was one comment received and no changes are being made between the proposed and pending states of the rule.

2. Pending Rule - Docket No. 08-0202-1402 – Documents Incorporated by Reference – Idaho Standards for Initial Certification/Idaho Standards for Operating Driver Education Programs

BOARD ACTION

M/S (Luna/Soltman): To approve the Pending Rule - Docket No. 08-0202-1402, as submitted. A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Luna pointed out this a pending rule that deals with the Professional Standards Commission of annually who annually reviews 20% of the Idaho Standards for Initial Certification of Professional School Personnel. There were three comments received and no changes are being made between the proposed and pending states of the rule.

3. Pending Rule – Docket No. 08-0202-1403 – Endorsements

BOARD ACTION

M/S (Luna/Goesling): To approve the Pending Rule - Docket No. 08-0202-1403, as submitted. A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Luna indicated this is a pending rule which focuses on the endorsements that have been reviewed by committees of content experts, specifically School Counselor, Special Education Blind & Visually Impaired, and Special Education Hearing Impaired. The revised standards were approved by the Board at the August 2014 Board meeting. The Professional Standards Commission recommended approval of all the committee's proposed endorsement revisions. Five comments were received during the comment period. No changes were made to the rule between the proposed and pending rule stages.

Ms. Willits pointed out to the Board members that the standards were approved and what the Board is approving today is the associated endorsements.

Mr. Lewis asked about the deletion of the supervisor for special education endorsement. Ms. Willits responded it was deleted because it is not offered by any higher education institution in Idaho. Ms. Atchley asked what if they come from out of state with that degree. Ms. Willits responded they would not be able to obtain that endorsement in the state of Idaho because it doesn't exist in the state of Idaho, and they would not be able to get it renewed in Idaho.

4. Pending Rule – Docket No. 08-0202-1404 - Educator Evaluations

BOARD ACTION

M/S (Luna/Goesling): To approve Pending Rule - Docket No. 08-0202-1404, with the following amendments: to change the word "include" to the word "are" and in sections

02 and 04.d., remove "situations such as" and the word "etc." A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Luna indicated this pending rule did receive some comments that initiated a change between the proposed and pending rule stage. He clarified the only change from the proposed to the pending rule is the word "contracted" is being removed from the rule.

Ms. Atchley asked if this rule conforms to the rule adopted in the Tiered Licensure arena. Mr. Luna responded this brings this rule into conformity with the others.

Mr. Lewis felt it was unclear on who can make the evaluation and asked if anyone can make the evaluation under this rule. Mr. Luna responded the intent is district leadership. Mr. Luna suggested replacing the word "include" with the word "are", to read *those responsible for measuring "are" district leadership such as . . ."*. Mr. Lewis agreed with that recommendation.

Mr. Lewis also asked about Tab 4, page 5, Section 05.d. *Sources of Data,* indicating the change is not clear as to what the exception is under this rule. Mr. Lewis suggested insertion of additional guiding words. Ms. Willits recommended rewording the section with *"in situations where certificated personnel are unavailable for tow (2) documented classroom observations due to long term illness or late year hire"* and remove the word "*etc."* because of its vagueness. That edit was agreeable to Mr. Lewis. Ms. Willits pointed out there are two sections where there are identical words where the change needs to be incorporated, sections 02 and 04.b.

5. Pending Rule – Docket No. 08-0203-1401 - Graduation Requirement

BOARD ACTION

M/S (Luna/Westerberg): To approve the amended Pending Rule - Docket No. 08-0203-1401, striking the words "after usage" in subsection 06.f.; inserting the language in subsections g. with "students who graduate in 2019 are required to pass the ISAT in grade eleven in mathematics and English language usage at a proficiency level set by the State Board of Education"; striking subsection i and inserting "students who graduate in 2019 will be required to pass an end of course assessment in science at a proficiency level set by the State Board of Education". A roll call vote was taken and the motion carried unanimously 7-0.

M/S (Soltman/Critchfield): To postpone SDE item number 5 until after the other items on the agenda are considered. The motion carried unanimously 7-0.

Ms. Willits reminded the Board that this section of rule is dynamic and changes to it are not uncommon. She reviewed the changes to the three major sections of the rule that were made between the proposed and pending stages of the rule. The first change was a requirement in proficiency where at the request of the Legislature, the substitution clause for one credit of physical education for graduation is clarified. More specifically, students must show mastery of the content standards for physical education in a format provided by the school district. Ms. Willits provided an example for illustrative purposes.

Ms. Willits indicated two other changes deal with assessments where the class of 2017 and 2018 are required to complete the Idaho Standards Achievement Test (ISAT). As Idaho continues to transition to higher standards, its graduation requirement must be retooled and phased in over time.

Ms. Willits reported that presently, Federal law requires the ISAT in science to be taken in grades 5, 7, and 10. The state Department of Education (Department) decided that Idaho would have end of course assessments in biology and chemistry for the graduation requirement instead of 10th grade science, so the student could take the assessment at any time upon completion of biology or chemistry whether it be in the 7th, 8th, 9th, or 10th grade. She did point out this is in alignment with standards.

Mr. Lewis asked about the overall intent of the rule, particularly the section on proficiency. Mr. Luna responded it is a transition to higher standards and assessment that takes at least two iterations to measure and assess growth. He clarified once the data is in hand, the graduation requirements will be set by the state Board. Mr. Lewis wondered about an alternative graduation plan as designed by the district where the Board would set the proficiency levels by a certain time. Mr. Luna responded he is not opposed to that suggestion. Mr. Lewis felt the Board was being asked to endorse no proficiency requirements. Mr. Luna responded by suggesting to add some words to the language making it more specific. Ms. Willits interjected some suggestions regarding students who graduate in 2019 that will help with clarification going forward regardless of who is on the Board and who the state Superintendent.

Ms. Critchfield asked about the initial ISAT implementation. Ms. Willits responded that with the previous testing there was at least two years of data available. Ms. Willits indicated going forward there will be time to see the growth pattern in the data with the class of 2019. There was additional discussion related to graduation requirements. Mr. Luna questioned whether the Board would like to do the same thing with end of course (EOC) assessments for the class of 2019 where the students would be required to take them and pass them at a level set by the state Board after test data is available. There was additional discussion about the science requirements. Ms. Willits pointed out there is no graduation requirement tied to science presently. She indicated they would like to tie a requirement to standards specific in either biology or chemistry. Ms. Bent reported on the credit requirements for science.

Mr. Luna remarked that based on the discussion, the motion should be amended with changes that specifically say that students of the class of 2019 are required to pass the ISAT in grade 11 in mathematics and English language usage at a level set by the state Board; and to strike some language in “f” and “l” under *Proficiency*; and add language to say that students who graduate in the class of 2019 are required to pass an EOC assessment in either biology or chemistry at a level set by the state Board.

There was considerable discussion regarding science requirements. Mr. Lewis was troubled by students needing to meet science requirements through only biology or chemistry, and asked if the Department is working on other areas of assessment. Ms. Willits responded on what the standards are, which included earth science, physical science, biology and chemistry, and indicated next year they will revise the standards again. Ms. Atchley was concerned about the gap in the science assessments between now and when they are revised and questioned how to address it. Ms. Willits pointed out there is a progression to the assessments and there is time to develop the EOCs.

At this time during the meeting, a motion to postpone this item until after the remainder of the agenda items are considered carried unanimously.

When the agenda returned to this item, there was additional discussion about the science requirements, and the subsection numbering of the revisions in the rule. Mr. Luna recommended the following language for subsection I, "The State Department of Education shall develop end of course assessments for earth science and physical science tied to the state content standards by the Fall of 2018." Ms. Bent pointed out the standards are located in a different section of rule and emphasized the difficulty of adding to the graduation requirements; that it confuses the rule. Additionally, that it is a substantive change that has not gone to public comment. After discussion, the group concluded that there was not a need for end of course assessments for earth science and physical science, and agreed to strike through and eliminate subsection I. They felt they could address the issue when the end of course assessments are developed and reviewed at a later date. Dr. Rush recommended the Department create end of course assessments in "advanced sciences" to encompass the science area. The Board members agreed with that suggestion.

After further discussion, Ms. Willits pointed out that the science standards will be reviewed in the next year; and the decision to leave the language regarding biology and chemistry as stated was agreed upon. As a point of clarification Dr. Rush reminded the Board that the standards in science are on schedule to be reviewed and the new strategy for teaching science is not "*biology, chemistry, physics";* it is an integrated science based on competencies and outcomes. He pointed out that after the standards review, we may be looking at a different environment in terms of how science is being taught and offered.

Mr. Luna recommended revisions to subsection "k" to state "Students who graduate in 2019 will be required to pass an end of course assessment in biology or chemistry at a proficiency level set by the Board of Education". The Board members agreed on that change. Additionally, Mr. Luna recommended changing subsection "g" to state "Students who graduate in 2019 are required to pass the ISAT in grade eleven in mathematics and English language usage at a proficiency level set by the State Board of Education." The Board members agreed on that change as well.

Mr. Lewis asked if other changes included taking the graduation requirements to the Algebra II level. Ms. Willits responded that the Common Core Standards for grade 11 are Algebra II which is what's determined to be college and career ready. Mr. Lewis recommended adopting Algebra II as a minimum graduation requirement in Math and expressed great concern about Idaho's graduation requirements for math, expressing that Idaho is behind the times right now.

After the re-reading of the amended rule, Mr. Westerberg expressed that he was satisfied with the changes that were made to the pending rule, but not comfortable with the process used to get there. He expressed that this level of change should have been provided in the proposed rule.

6. Pending Rule – Docket No. 08-0203-1402 – Accountability

BOARD ACTION

M/S (Luna/Soltman): To approve the Pending Rule – Docket No. 08-0203-1402, as submitted. A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Luna indicated this item deals with Limited English Proficiency (LEP) allowing districts to have a uniform definition of LEP students. There were no changes between the proposed and pending rule stages.

7. Pending Rule – Docket No. 08-0203-1403 – Assessment

BOARD ACTION

M/S (Luna/Goesling): To approve the Pending Rule - Docket No. 08-0203-1403 - Assessment, as submitted. A roll call vote was taken and the motion passed unanimously 7-0.

M/S (Luna/Soltman): To amend the motion to include changing the wording in Section 06.n. to remove the words "who complete biology or chemistry as required to take" and add the words "in science". A roll call vote was taken and the motion passed unanimously 7-0.

Mr. Luna indicated this item also deals with accommodations/adaptations for LEP students to reflect the designated supports and accommodations as referenced in the Smarter Balanced Assessment Consortium (SBAC) guidelines. If approved, districts will have a uniform definition for LEP students. He pointed out that following the public comment period, there were minor changes made to the rule.

Mr. Soltman asked about the end of course assessment for biology and chemistry and wanted to make sure it conforms to the changes in SDE agenda item 5. Mr. Luna acknowledged and Ms. Willits recommended editing Section 06.n. to say students are required to take an end of course assessment in science provided by the state and administered by the district.

8. Pending Rule – Docket No. 08-0203-1404 - Physical Education and Professional-Technical Education

BOARD ACTION

M/S (Luna/Soltman): To approve the Pending Rule - Docket No. 08-0203-1404 – Other Required Instruction, as submitted. A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Luna pointed out this pending rule is specific to physical education and professional-technical education and approval will reinstate the requirement that high schools offer physical education and professional-technical education and clarify that the learning plans created in middle school and junior high must be reviewed annually throughout the students' high school experience. There four comments received and no changes have been made between the proposed and pending rule stages.

9. Pending Rule and Amendment of Temporary Rule Docket No. 08-0203-1406-Student Data System

BOARD ACTION

M/S (Luna/Critchfield): To approve the amendment to the Temporary Rule and Pending Rule - Docket No. 08-0203-1406, as submitted. A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Luna pointed out that this rule deals with student data. In August, the Board approved incorporating additional data elements into the Statewide Longitudinal Data System (SLDS). The new data elements will provide the information necessary to accurately identify students, staff and educational institutions participating in various programs offered by the Idaho State Department of Education. Two comments were received and the only change to the rule between proposed and pending status is to the list of data elements to include elements that were not approved in August. Dr. Rush pointed out there is a Data Management Council that is actively involved in monitoring data issues.

10. Appointment of 30 Members to the Bias and Sensitivity Committee

BOARD ACTION

M/S (Luna/Goesling): To appoint the thirty (30) committee members listed on Attachment 1, to the Bias and Sensitivity Committee representing Regions 1 – 6 for a two (2) or four (4) year term as specified in Attachment 1. A roll call vote was taken and the motion carried unanimously 7-0.

M/S (Luna/Soltman): To appoint the list of ninety (90) individuals listed in Attachment 2 and the thirty (30) individuals listed on the Alternate List provided in Attachment 3, as supplemental members of the Bias and Sensitivity Committee for one time only to do the initial review, representing Region 1 – 6, effective immediately and ending December 31, 2014. A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Luna indicated this item deals with the Bias and Sensitivity Committee and last year the passed a law requiring that a 30 member review committee consisting of parents, teachers, and administrators representing public and charter schools in all six (6) education regions of the state be formed to review items on the new ISAT assessment which may reach 40,000 items. In order to comply with the law, the committee has been expanded to 120 members with a number of alternates identified. The additional 90 members will serve on a temporary basis for the initial assessment items review and will not participate beyond the initial item review. The Department of Education will bring the members to Boise from December 15-18, 2014 to complete the review of test items.

OTHER BUSINESS

There being no further business, a motion to adjourn was entertained.

M/S (Westerberg/Goesling): To adjourn the meeting at 4:47p.m. The motion carried unanimously 7-0.

DRAFT MINUTES
STATE BOARD OF EDUCATION
December 18, 2014
Office of the State Board of Education
Len B. Jordan Building, 3rd Floor
Boise, Idaho

A regularly scheduled meeting of the State Board of Education was held December 18, 2014 at the Office of the State Board of Education in Boise, Idaho. Board President Emma Atchley presided, called the meeting to order at 9:00 am Mountain Time, and requested a roll call of members. Ms. Atchley recognized that this was Superintendent Tom Luna's last official Board meeting. She invited him to the February Board meeting for a more proper farewell and recognition of his years of service as Superintendent of Public Instruction and to the Board.

Present:
Emma Atchley, President
Rod Lewis, Vice President
Don Soltman, Secretary
Richard Westerberg joined at 9:08 am
Tom Luna, State Superintendent
Bill Goesling joined at 9:05 am
Debbie Critchfield
Dave Hill

At this time Ms. Atchley requested the Board go directly to the Audit section of the agenda for a report by Moss Adams.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Career Ladder Legislation

BOARD ACTION

M/S (Westerberg/Lewis): To approve the proposed legislation in substantial conformance to the form submitted as attachment 1 and to authorize the Executive Director to make additional changes as necessary as the legislation moves forward through the Governor's legislative process. A roll call vote was taken and the motion carried unanimously 8-0.

Mr. Westerberg introduced the item indicating it is proposed legislation on the career ladder which is consistent with the Governor's Task Force recommendations. He explained the career ladder and tiered licensure were designed by the Governor's Task Force to be mutually dependent, and the proposed changes to the legislation will separate the career ladder from the teacher certification in that the performance and measurable student achievement criteria will be used for movement on the career ladder, but will not impact renewal of a professional teaching certificate. Mr. Westerberg pointed out this legislation is a product of nearly two years of work by a group of education stakeholders and that the process used to build the proposal was open and transparent.

Dr. Goesling expressed concern from superintendents in Region II who felt underexposed to the details and discussion on the career ladder. He felt the public meetings covered more information about tiered licensure and not enough about the career ladder.

Mr. Westerberg responded that there were different processes used to communicate the proposed legislation. The tiered licensure proposal went through the rule process which comes through the Board and requires public hearings. Instead of doing only one public hearing as required, they held three. He explained further that for this proposed legislation on the career ladder, it is a recommendation from the committee through the Board to the Governor, then to the legislators, at which time the public comment and testimony will take place. Simply put, the public hearings haven't happened yet because this proposed legislation isn't to that step in the process.

Mr. Lewis added that the principles outlined in the career ladder are ones that were commented on, and contains no new principles that haven't been discussed. They have made adjustments based on those comments.

Dr. Goesling continued to express concern that the superintendents from his region feel comments haven't been thoroughly vetted. Mr. Lewis responded that this information has been vetted through multiple committees and has been supported. Mr. Westerberg reminded the Board members of the process the career ladder went through which was agreed on to move it forward, pointing out but that it would require additional work to prepare it for legislation. Career Ladder and Tiered Licensure committees met and the materials have been through three extensive public meetings. He also remarked that the representation on the committees was wide and varied and included many superintendents and teachers. He expressed that this was an exceptional effort. Ms. Bent indicated changes would take effect during the implementation years.

Ms. Critchfield commented that her experience with superintendents from in Region IV was similar to Dr. Goesling's where some of the feedback was that career ladder details weren't overly clear and somewhat complicated, so she understood his concern. She also added that the *classified employees* group that are part of the education team as a whole (i.e., office staff, administrators) are undercompensated and wasn't sure how to improve that. She encouraged the Board to try to address that issue somewhere in its work. She expressed concern that increases at many districts were based on the state schedule, and questioned how many districts fund above the state level. There was additional discussion about the item and the process it will take. Mr. Westerberg pointed out this is an appropriation and how districts pay is their call. Mr. Lewis pointed out for Ms. Critchfield's benefit that the provision in the law is amended such that the minimum salary will be moved up by a meaningful amount.

Mr. Hill asked regarding the education factor who determines relevancy. Ms. Bent responded it falls to the certification staff from the Department of Education who would be reviewing the transcripts. If necessary, it would go to the Professional Standards Commission (PFC) if there was a discrepancy in agreement.

Mr. Luna asked about when performance measures have an impact to movement on the career ladder. Ms. Bent responded that the recommendation for full implementation for the performance criteria is that they would be met in three out of five years and explained the process. She added that the changes allow for a five year rolling calendar. Mr. Luna shared an additional concern of teachers getting a few years into it and then getting push back on the measures.

Dr. Goesling asked what can be done to better inform superintendents. Mr. Westerberg reminded the group that an implementation committee would be put in place. Ms. Atchley also reminded the group again that this is proposed legislation and that the Governor and legislators would be taking up the details of the proposal. Ms. Atchley complemented the Board members and others for their major work on this item. Mr. Luna reminded the Board that at the October meeting he reviewed the history going back almost 12 years related to improving teacher pay, and he hoped that this would continue its momentum in that direction. He was very supportive of Idaho spending its time improving the tiered licensure and career ladder plans going forward and getting away from the pay grids that have been in place for so long.

AUDIT

1. Presentation of Audit Findings by the Board's External Auditor

BOARD ACTION

M/S (Soltman/Goesling): To accept from the Audit Committee the Fiscal Year 2014 financial audit reports for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as presented by Moss Adams LLP. A roll call vote was taken and the motion carried unanimously 8-0.

Mr. Scott Simpson, audit partner and one of the lead institution auditors with Moss Adams, provided a brief presentation of audit results for the Board. He indicated they completed all of their audits for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College at the end of September and audit reports were issued. They met the deadlines set by the State Controller's Office, and the audit results for each institution were positive. He explained that "positive" means they issued unmodified audit reports for financial statements as well as for the compliance for each institution. This also means that they had clean, unmodified opinions for each institution. Mr. Simpson reported the institutions had no material weaknesses or significant deficiencies in internal controls. They found all institutions were prepared for the audits and responded timely for any information requests or inquiries. He remarked favorably on the coordination with management at each of the institutions and reported no disagreements. Mr. Simpson felt it was a very successful audit season, and commented on the complexity and amount of work required in the audit process. Mr. Simpson was ready to answer any questions from the Board.

Mr. Lewis commented on the positive remarks from the auditors and praised the coordination of the institutions in this process. Mr. Freeman remarked that a much more thorough and in depth report was provided to the Audit Committee, and he complemented the high level due diligence by the institutions and Moss Adams during this process.

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section I – Human Resources

1. Boise State University – Multi-Year Employment Agreement – Women's Volleyball Head Coach

BOARD ACTION

M/S (Goesling/Hill): To approve the request by Boise State University to enter into a two year employment agreement with Shawn Garus, Head Women's Volleyball Coach, commencing on February 1, 2015 and terminating on January 31, 2017, at a base salary of $87,610 and supplemental compensation provisions, as submitted. A roll call vote was taken and the motion carried unanimously 8-0.

Dr. Goesling indicated this is a request by Boise State University (BSU) for a multi-year employment agreement with the Women's Volleyball Head Coach. He added the Athletics Committee feels the academic incentives are adequate.

2. Boise State University – Multi-Year Employment Agreement – Women's Basketball Head Coach

BOARD ACTION

M/S (Goesling/Hill): To approve the request by Boise State University to enter into a two year, three month employment agreement with Gordon Presnell, Head Women's Basketball Coach, commencing on December 19, 2014 and terminating on March 31, 2017, at a base salary of $189,132 and supplemental compensation provisions, as submitted, with one amendment converting the APR percentiles to raw scores for purposes of the academic achievement incentive

pay. A roll call vote was taken and the motion carried unanimously 8-0.

Dr. Goesling indicated this is a request by Boise State University for a multi-year contract with Gordon Presnell, Head Women's Basketball Coach. He pointed out an amendment which converted the APR percentages to raw scores for the purposes of the academic achievement incentive.

Mr. Westerberg remarked that with regard to all the coaches' contracts, the liquidated damages seem to be low and requested the Athletics Committee review what is being done nationally with liquidated damages going forward.

3. Idaho State University – Multi-Year Employment Agreement – Men's Football Head Coach

BOARD ACTION

M/S (Goesling/Hill): To waive Board Policy II.H.3 only with respect to the requirement that a coach contract include supplemental compensation incentive based upon academic performance, and only for purposes of the contract submitted as Attachment 1 as modified. A roll call vote was taken and the motion carried unanimously 8-0.

M/S (Goesling/Hill): To approve the request by Idaho State University to enter into a three year, one month employment agreement with Michael D. Kramer, Head Football Coach, commencing on December 19, 2014 and terminating on January 21, 2018, at a base salary of $164,523.20 and supplemental compensation provisions as submitted, with one amendment to delete section 3.2.8. A roll call vote was taken and the motion carried unanimously 8-0.

Dr. Goesling indicated this is a request from Idaho State University (ISU) for a multi-year agreement with their Head Football Coach, Michael Kramer. He pointed out this request deviates from the model contract in that it will be paid by state funds.

Mr. Freeman highlighted the differences between this contract and the model contract. He pointed out that Board policy requires contracts for head coaches or athletic directors include incentives in the form of supplemental compensation based on academic achievement. For this proposed contract, the coach asked that any academic incentive pay that is earned be paid out to the assistant coaches instead of the head coach. To do so requires a waiver of Board policy.

Mr. Soltman asked if the Athletics Committee feels this is a better way to incentivize academic achievement. Dr. Goesling responded that the committee is comfortable with it. He said other athletic directors were asked their opinion and there were no objections or negative comments toward it. Mr. Freeman added that this is not intended to set a precedent and that they are not seeking to change Board policy to accommodate this in the future. Mr. Lewis also added they do not want to see the APR incentives transferred to assistant coaches on a regular basis.

Mr. Lewis expressed concern about provisions for money games in coaches' contracts in general. Mr. Hill expressed the same concern. He questioned whether or not the Board would want to support provisions for money games where the there is a percentage bonus awarded for "money games". He expressed concern about providing incentives in the coaches contracts allowing for a percentage of the take on money games and felt it was not a good way to incentivize. He explained that often these money games are very challenging and stressful for the coaches, the teams, and also represents a high chance of having an additional loss on a record, not to mention the increase in physical roughness of the environment. He felt there are other ways to compensate a coach rather than receiving a bonus for these kinds of games.

Mr. Westerberg remarked in agreement with the comments of Mr. Lewis and would be in support of increasing the base salary for coaches instead.

Dr. Goesling suggested tabling the item. Mr. Freeman pointed out that may be a problem because of the effective date of the contract which is tomorrow, and asked for institution input on the item. Mr. Fletcher responded they feel it is important to take action on the contract now and are concerned about retention and reward for the coach. He added that this action with the coach's contract will bring him up just a few points from the bottom level of compensation of the Big Sky Conference.

Ms. Atchley asked if the 1% regarding money games could be omitted from the contract at this time, and then have the Athletics Committee make an amendment to the contract later on the money game provision. Legal counsel from ISU, David Alexander, responded they would be agreeable to that. He felt they could proceed with signing the contract with the coach with the understanding that the 1% money game provision has not been approved by the Board. Mr. Westerberg remarked that if they do away with the money game compensation, they need to figure out some way to address the negative impact to compensation and consider other provisions. Mr. Westerberg was in agreement of striking the money game clause from the contract. He commented that there is a 1% guarantee to just show up to the money game and recommended making an addition to the base salary of the 1%. Mr. Westerberg felt a $10,000 increase in base salary should be added and the money game provision be eliminated. Mr. Fletcher commented in agreement with that recommendation.

4. Idaho State University – Extension to Multi-Year Employment Agreement – Athletic Director

BOARD ACTION

M/S (Goesling/Hill): To approve the request by Idaho State University to extend a multi-year employment agreement with Jeffrey K. Tingey, Athletic Director, for a term commencing on December 19, 2014 and terminating on June 30, 2017, at a base salary of $120,931.20 and supplemental compensation provisions, as submitted, with one amendment to increase academic achievement incentive pay to $4,000, $6,000, $8,000 and $10,000 based on Athletic Department average APR scores. Mr. Freeman read the motion aloud as requested by Dr. Goesling who approved it as stated. A roll call vote was taken and the motion carried unanimously 8-0.

Dr. Goesling indicated that Idaho State University is requesting approval to extend the multi-year contract agreement for Jeffrey K. Tingey, Director of Athletics, pointing out the academic incentives have been increased. Dr. Goesling expressed major concern by the Athletics Committee that Mr. Tingey has been working without a contract since June 2014. He asked ISU for an explanation, and sought assurance for that not to happen again. Mr. Fletcher was unable to explain how it happened. Dr. Goesling asked for an explanation of how they would avoid a similar situation in the future. Mr. Fletcher responded they have the President's commitment coupled with a new system of managing contracts and it shouldn't happen again.

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section II – Finance

1. Amendment to Board Policy Section V.R. – Establishment of Fees – Second Reading

BOARD ACTION

M/S (Lewis/Soltman): To approve the second reading of proposed amendments to Board policy Section V.R., Establishment of Fees, as presented. A roll call vote was taken and the motion carried unanimously 8-0.

2. Boise State University – License Agreement to Elsevier

BOARD ACTION

M/S (Lewis/Soltman): To authorize Boise State University to enter into a three year license agreement, with an optional one year renewal, for an amount not to exceed $1.75 million, with Elsevier as outlined herein. A roll call vote was taken and the motion carried unanimously 8-0.

Mr. Lewis indicated this is a request from Boise State University to enter into a license agreement with Elsevier B.V. (Elsevier) and relates to publications being made available to the library. Mr. Freeman noted that under normal circumstances, this would be a Consent Agenda item. Mr. Westerberg asked why this was being done as a singular contract instead of system-wide contract that would include other institutions. Mr. Freeman responded this subscription service doesn't incent system-wide agreements.

3. University of Idaho – 2015 Bond Refunding

BOARD ACTION

M/S (Lewis/Hill): To approve the request by the University of Idaho for a Supplemental Resolution for issuance of the Series 2015A bonds, the title of which is as follows:

> **A SUPPLEMENTAL RESOLUTION of the Regents of the University of Idaho authorizing the issuance and sale of General Revenue Refunding Bonds, Series 2015A, in the principal amount of up to $22,285,000 (the "Series 2015A Bonds"), authorizing the execution and delivery of a Bond Purchase Agreement, Escrow Agreement, Continuing Disclosure Agreement, Preliminary Official Statement, Final Official Statement and other documents, and providing for other matters relating to the authorization, issuance, sale and payment of the Series 2015A Bonds.**

A roll call vote was taken and the motion carried unanimously 8-0.

University of Idaho's Financial Vice President Ron Smith summarized the item for the Board members indicating that the university requests to refinance bonds issued in 2005, not to exceed $22,285,000. He indicated this refinance will result in present value savings of just over 9% or just over $2 million. The refinancing will not extend the maturity date of original issuance and will result in $1.9M in debt service avoidance. Mr. Smith pointed out they went through reaffirmation from the credit agencies and both ratings were the same as before with a stable outlook for the institution.

4. Opportunity Scholarship – Maximum Award Amount

BOARD ACTION

M/S (Lewis/Soltman): To approve the maximum award amount of the Idaho Opportunity Scholarship, at $3,750 per year for fiscal year 2015. A roll call vote was taken and the motion carried unanimously 8-0.

Mr. Lewis introduced the item that seeks approval for the 2015 Opportunity Scholarship maximum amount. Mr. Freeman summarized that the Board annually sets the maximum award amount for the Opportunity Scholarship which the Board did in December of 2013. They estimated, based on past experience, what the maximum award should be. Approximately 1,300 scholarships have been awarded and most recipients received $3,000. However, there is still just under $1 million that will revert back to the state if it is not spent on scholarships. This request is to increase the maximum amount to push that money out to students. The additional amount will hit during the Spring semester and will increase by $750, serving 1,297 students. Mr. Freeman noted for the Board that there are ten times as many applicants this year as there were last year.

Ms. Critchfield asked if more awards were in order instead of increasing the dollar amount. Ms. Bent responded that based on the eligibility requirements in law, they funded everyone who was eligible.

DEPARTMENT OF EDUCATION

1. Superintendent's Update

This item was not covered during the meeting.

2. ISAT Achievement Level Scores (Cut Scores)

BOARD ACTION

M/S (Luna/Critchfield): To approve the Idaho academic achievement standards, including the Proficiency line descriptors and ISAT achievement levels, at each performance level for each grade, as submitted in attachments 1, 2 and 3. A roll call vote was taken and the motion carried unanimously 8-0.

Mr. Luna introduced the item which concerns the Idaho Standard Achievement Test (ISAT) scores. He reported this is another step in the process of the implementation of the new ISAT. He added that legislation required the formation of a committee made up of stakeholders from across the state look at all items that will be part of the new ISAT for sensitivity and bias. There were 84 Idahoans that made up that committee and the work was completed this week. Reviewers looked at the items three times and if the item was flagged twice, it required additional review or elimination. Of the 33,400 items that were reviewed, only 91 of them were flagged for review. Mr. Luna expressed they felt it was an appropriate and valid assessment and it will provide teachers with more tools and parents with more information on the ISAT. Mr. Luna described the levels of achievement of the assessment.

3. IDAPA 08.02.03.111.06.j. 0 Grade 9 Assessment - Waiver

BOARD ACTION

M/S (Luna/Soltman): To approve the Waiver of Requirement of Idaho Administrative Code, IDAPA 08.02.03.111.06(j), requiring grade nine (9) students take the Idaho Standards Achievement Test, Idaho ALT Assessment Test, and the Idaho English Language Assessment for the 2014-2015 school year, as submitted. A roll call vote was taken and the motion carried 7-1. Mr. Lewis voted nay on the motion.

Mr. Luna introduced the next item which is a request by the Department to waive the requirement for the assessments required for grade nine students. The current Administrative Rule requires all students in Idaho public schools, grades K-12 to participate in the comprehensive assessment program. Mr. Luna described the assessment pattern going forward and the tests it consists of. During the 2012 and 2013 school years, the Smarter Balanced Assessment Consortium (SBAC) started to develop assessment items and performance tasks in English language arts/literacy and mathematics to be administered in grades three through eight and in high school.

Mr. Luna summarized that the Board approved a waiver to allow districts the option of not administering field test assessments in grades nine and ten. Districts were still required to have field test assessments in grade three through eight and in grade eleven to meet the federal testing requirement. Then in October 2014, a group of district superintendents and testing coordinators recommended that districts should be allowed to choose not to administer the Idaho Standard Achievement Tests (ISAT) and Idaho Alternate Assessment on grade nine students due to technical and logistical difficulties.

Mr. Soltman asked about the cost savings as referenced in the impact statement. Angela Hemingway from the Department responded that currently they pay per student for the assessments and the cost savings would be realized for each student who did not participate in the assessment. She clarified they would still have funds available if 100% of the students opted to take the assessment. There was additional discussion about the assessments. Mr. Luna pointed out that federal law does not require ninth grade assessments which is why they have made ninth grade optional. He pointed out that this is a one year waiver specific to 2014-15, but will be visited again.

Mr. Lewis asked why it is important to test ninth graders in the first place. Mr. Luna responded it is to gather a continuum of where students are at academically. Ms. Hemmingway provided a summary of the scope of work developed by the SBAC and how they are working to get those items developed. She indicated the intent is to create assessments for grades three through eleven in both math and English.

Ms. Critchfield asked about districts opting out of the ninth grade testing if a parent still wanted the child to be tested. Ms. Hemingway responded that students would still be allowed to be tested and arrangements for testing would be made with the district.

At this time the meeting moved to item 5, *Special Education Manual*, on the Department's agenda.

4. Reading Literacy Task Force Recommendations

Mr. Luna introduced the item which deals with the recommendations from the Idaho Reading Literacy Task Force. He pointed out that one of the recommendations focused on third grade literacy which is a critical part of a student's academic success. He read aloud some content from conclusion of the report. He indicated the task force was developed to form recommendations for students from the third grade on with a level of literacy that ensures they can read and comprehend. The taskforce met six times and was facilitated by Dr. Marybeth Flachbart, CEO of Neuhaus Education Center, and Education Northwest provided technical assistance. Twenty individuals from across Idaho served on the committee including Board member Critchfield. The final report focuses on four areas with specific recommendations in each area: assessment, curriculum and instruction, professional development for teachers and administrators, and policy, evaluation and funding.

Ms. Critchfield added that the meetings were very productive and that she is very supportive of the recommendations. The committee was very committed to support legislative efforts to increase funding for literacy and creating funding flexibility for literacy programs.

Mr. Luna commented on one of the recommendations which is to remove the requirement that the state should provide a minimum of 40 hours of intervention to any student receiving a score of one on the Idaho Reading Indicator (IRI). The state provides funding to districts for the number of students that are at a one (with three being the highest score equal to proficient). Mr. Luna clarified that there are other parameters on how those dollars can be used, so they aren't taking the intervention hours away, they are just removing the "minimum" requirement. Ms. Critchfield added that teachers are doing a more individualized plan with students and that often they spend well over 40 hours with the student.

Mr. Hill recommended under the *Curriculum and Instruction* section that the two bullet points be read together as one item. Board members agreed.

Mr. Luna indicated these four areas will be developed further and that there will be a level of accountability for literacy for every child. Mr. Westerberg requested unanimous consent that the Board accept the report and refer the matter to staff and the Instruction Research and Student Affairs (IRSA) Committee for further development and recommended action, or delegation of recommendations. There were no objections. Mr. Luna recommended that Board member Critchfield be an ad-hoc member to the IRSA Committee related to this item. Ms. Critchfield willingly agreed. Mr. Luna also pointed out there are items that should be moved forward for this coming legislative session. Ms. Bent responded the timing is such that legislation would not be able to be done through the normal process. She indicated legislation could be developed and they would need to work with legislative sponsors on it, as well as discussing it with the Governor's office. Ms. Critchfield recommended contacting Representative VanOrden. Ms. Bent went on to say that because of the timeline, temporary and proposed rules would need to be developed after the session.

Ms. Atchley summarized that the Board agreed unanimously to accept the Literacy Task Force Recommendations and develop legislation to further this work.

Mr. Lewis reminded to the Board members related to the Career Ladder legislation, to review the latest draft of the statutory language as there would likely be questions.

5. Special Education Manual

BOARD ACTION

M/S (Luna/Critchfield): To approve the Revised Idaho Special Education Manual, 2015, as submitted in Attachment 1. A roll call vote was taken and the motion carried unanimously 8-0.

Mr. Luna indicated this item is an update of the Idaho Special Education Manual. The manual is designed to help districts and schools understand the provisions of the Individuals with Disabilities Education Act (IDEA) and meet the guidelines contained in the law. Mr. Luna pointed out this manual has not been reviewed in its entirety since 2009, and has recently been updated as federal regulations have changed. A number of stakeholders have been included and consulted in updating the manual.

At this time, the meeting returned to item 4, *Reading Literacy Task Force Recommendations*, on the Department's agenda.

OTHER BUSINESS

There being no further business, a motion to adjourn was entertained.

M/S (Critchfield/Hill): To adjourn the meeting at 11:43 a.m. The motion carried unanimously.

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WORK SESSION
FEBRUARY 18, 2015

TAB	DESCRIPTION	ACTION
A	**STATEWIDE EDUCATION STRATEGIC PLAN**	Motion to Approve
B	**HIGHER EDUCATION RESEARCH COUNCIL STRATEGIC PLAN/ANNUAL REPORT**	Information Item
C	**LEGISLATIVE UPDATE**	Information Item

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SUBJECT

Idaho State Board of Education 2015-2019 Strategic Plan

REFERENCE

April 2010	Board postponed strategic plan approval to June 2010 meeting
June 2010	Board approved 2011-2015 State Board of Education Strategic Plan
December 2010	Board approved 2011-2015 State Board of Education Strategic Plan
December 2011	Board approved 2012-2016 State Board of Education Strategic Plan
December 2012	Board reviewed and requested amendments to the 2013-2017 State Board of Education Strategic Plan
February 2012	Board approved 2013-2017 State Board of Education Strategic Plan
December 2013	Board Work Session on Statewide Strategic Plan
February 2014	Board approved Statewide Strategic Plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Section 67-1903, Idaho Code.

BACKGROUND/ DISCUSSION

The Board's strategic plan is used to define the vision and mission of Idaho's K-20 educational system. The strategic plan is used to guide future growth and development, and establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in education throughout the state. The strategic plan not only defines the Board's purpose, but establishes realistic goals and objectives that are consistent with its governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, the public, and other stakeholder groups.

According to the Board's master planning calendar, the Board is scheduled to review and approve its strategic plan annually in December due to a light agenda in December the December meeting was conducted through teleconference and the strategic plan work session was postponed until the February meeting. Once approved the institutions and agencies then use the Board's strategic plan to inform their annual updates to their own strategic plans. The agencies and institutions bring their strategic plans forward for approval in April of each year with an option for final approval in June.

At the October 2014 Regular Board meeting, the Board had an opportunity to review performance measures and discuss potential changes in performance measures and benchmarks to be incorporated into the next strategic plan update. During the October Board meeting, Board members had requested some amendments to the performance measures contained with the Board’s strategic plan, including the inclusion of performance measures addressing quality and efficiency.

In addition to the Board’s strategic plan, the Board has developed the Complete College Idaho, this plan includes statewide strategies that have been developed to move the Board’s strategic plan forward with a focus on moving the needle on the 60% benchmark for the “Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study” measure.

IMPACT

Once approved, the institutions and agencies will align their strategic plans to the Board’s strategic plan and bring them forward to the Board for consideration in April.

The Board and staff use the strategic plan to prioritize statewide education initiatives in Idaho. By focusing on critical priorities, Board staff, institutions, and agencies can direct limited resources to maximum effect.

ATTACHMENTS

Attachment 1 – 2015–2019 State Board Education Strategic Plan	Page 5
Attachment 2 – 2015-2019 State Board of Education Strategic Plan Redlined	Page 12
Attachment 3 – FY14 Performance Measure Report	Page 21

STAFF COMMENTS AND RECOMMENDATIONS

The Presidents’ Council expressed an interest in having more direct involvement in the update of the strategic plan this cycle, each institution picked one representative to participate in a committee to develop proposed amendments to the Board’s strategic plan. The attached proposed amendments include rewording of the Board’s Goal 2 to focus more on the economic impact of the education system. The previous Goal 2 focused on the transition of students to the workforce. Additionally, in some cases, existing objectives were moved to other goals or reworded for additional clarity and focus.

The work session will provide the Board with an opportunity to review and amend the strategic plan goals, objectives, performance measures, and/or benchmarks. Staff will be prepared to walk the Board through the various parts of the plan, as well as provide additional information on potential performance measure changes. Should the Board have no additional amendments, the plan may be approved at this meeting.

BOARD ACTION

I move to approve the 2015-2019 Idaho State Board of Education Strategic Plan as submitted and to authorize the Executive Director to finalize performance measures and benchmarks as necessary.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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IDAHO STATE BOARD OF EDUCATION
CY2014-2018
FY2015-2019
Strategic Plan

An Idaho Education: High Potential – High Achievement

VISION

The State Board of Education envisions an accessible, affordable, seamless public education system that results in a highly educated citizenry.

MISSION

To provide leadership, set policy, and advocate for transforming Idaho’s educational system to improve each Idaho citizen’s quality of life and enhance the state’s global competitiveness.

AUTHORITY AND SCOPE:

The Idaho Constitution provides that the general supervision of the state educational institutions and public school system of the State of Idaho shall be vested in a state board of education. Pursuant to Idaho Code, the State Board of Education is charged to provide for the general supervision, governance and control of all state educational institutions, and for the general supervision, governance and control of the public school systems, including public community colleges.

**State Board of Education Governed
Agencies and Institutions:**

Educational Institutions	Agencies
Idaho Public School System	Office of the State Board of Education
Idaho State University	Division of Professional-Technical Education
University of Idaho	Division of Vocational Rehabilitation
Boise State University	Idaho Public Broadcasting System
Lewis-Clark State College	State Department of Education
Eastern Idaho Technical College	
College of Southern Idaho*	
North Idaho College*	
College of Western Idaho*	
*Have separate, locally elected oversight boards	

GOAL 1: A WELL EDUCATED CITIZENRY

Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population

Objective A: Access - Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Performance Measures:

- Annual number of state-funded scholarships awarded and total dollar amount.
  Benchmark: 20,000, $16M
- Unmet financial need, average loan indebtedness, and average default rate
  Benchmark: Increase the percentage of students whose financial need was fully met by 15% over 5 years
  Benchmark: 85% graduating student debt of weighted peers
  Benchmark: 10% reduction of average default rate in 5 years
- Percentage of Idaho High School graduates meeting placement test college readiness benchmarks.
  Benchmark: SAT – 60%
  ACT – 60%
- Percent of high school students enrolled and number of credits earned in Dual Credit and Advanced Placement (AP):
  - Dual credit
    Benchmark: 30% students per year
    Benchmark: 75,000 credits per year
  - Tech prep
    Benchmark: 27% students per year enrolled.
  - Advanced Placement (AP) exams taken each year.
    Benchmark: 10% students per year
    Benchmark: 10,000 exams taken per year
- Percent of high school graduates who enroll in postsecondary institutions within 12 months of graduation
  Benchmark: 60%
- Gap in access measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Objective B: Adult learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system.

Performance Measures:

- Percent of Idahoans ages 35-64 who have a college degree.
  Benchmark: 37%
- Number of graduates of training programs in the technical colleges (integrated, reintegrated, upgrade, and customized)
  Benchmark: 10
- Number of GEDs awarded per population

Benchmark: 5,000

- Number of non-traditional college graduates (age>39)
  Benchmark: 2,000
- Gap in re-integration measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Objective C: Higher Level of Educational Attainment – Increase successful progression through Idaho's educational system.

Performance Measures:

- Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.
  Benchmark: 60%
- High School Graduation rate.
  Benchmark: 95%
- Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. (distinguish between new freshmen and transfers)
  2-year Institution Benchmark: 75%
  4-year Institution Benchmark: 85%
- Unduplicated number of graduates as a percent of degree seeking student FTE.
  Benchmark: 20%
- Distinct number of graduates at each level relative to Board target numbers.
  Benchmark: Certificates – 7% by 2020
  Benchmark: Associate's – 19% by 2020
  Benchmark: Bachelor's – 26% by 2020
  Benchmark: Graduate degree – 8% by 2020
- Gap in educational attainment measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Objective D: Quality Education – Deliver quality programs that *foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative*.

Performance Measures:

- Percent of students meeting proficient or advance placement on the Idaho Standards Achievement Test, broken out by subject area.
  Benchmark: 100% for both 5th and 10th Grade students, broken out by subject area (Reading, Language Arts, Mathematics, Science)
- Average composite college placement score of graduating secondary students.
  Benchmark: ACT – 24
  Benchmark: SAT – 1500
- Percent of elementary and secondary schools rated as four star schools or above.

Benchmark: 100%

- Percent of students meeting college readiness benchmark on SAT in Mathematics.
  Benchmark: 60%
- Gap in student achievement measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Objective E: Education to Workforce Alignment – Deliver relevant education that meets the needs of Idaho and the region.

Performance Measures:

- *Ratio of STEM to non-STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).*
  Benchmark: 1:4
- *Number of University of Utah Medical School graduates who are residents in one of Idaho's graduate medical education programs.*
  Benchmark: 8 graduates at any one time
- *Percentage of Boise Family Medicine Residency graduates practicing in Idaho.*
  Benchmark: 60%
- *Percentage of Psychiatry Residency Program graduates practicing in Idaho.*
  Benchmark: 50%
- Number of graduates in high demand fields as defined by DOL

GOAL 2: Innovation and Economic Development

The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.

Objective A: Workforce Readiness – Prepare students to efficiently and effectively enter and succeed in the workforce.

Performance Measures:

- Percentage of graduates employed in Idaho 1 and 3 years after graduation
  Benchmark: 1 year - 75%
  Benchmark: 3 years - 75%
- Percentage of students participating in internships.
  Benchmark: 30%
- Percentage of students participating in undergraduate research.
  Benchmark: 30%

Objective B: Innovation and Creativity – Increase creation and development of new ideas and solutions that benefit society.

Performance Measures:

- Institution expenditures from competitive Federally funded grants
  Benchmark: $112M

- Institution expenditures from competitive industry funded grants
  Benchmark: $7.2M
- Funding of sponsored projects involving the private sector.
  Benchmark: 10% increase
- Total amount of research expenditures
  Benchmark: 20% increase
- Measure of production of intellectual property: number of startups, number of patents, number of disclosures, etc.
  Benchmark: 10% increase

Objective C: Economic Growth – Support retention and recruitment of businesses to the state and region.

GOAL 3: Effective and Efficient Educational System – *Ensure educational resources are coordinated throughout the state and used effectively.*

Objective A: Data-informed Decision Making - Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.

Objective B: Quality Teaching Workforce – Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.

- SAT/ACT scores of students in public institution teacher training programs.
  Benchmark: ACT – 24
  Benchmark: SAT – 1500
- Percentage of first-time students from public institution teacher training programs that pass the Praxis II.
  Benchmark: 90%

Objective C: Alignment and Coordination – Facilitate and promote the articulation and transfer of students throughout the education pipeline (Secondary School, Technical Training, 2yr, 4yr, etc.).

- Percent of Idaho community college transfers who graduate from four year institutions.
  Benchmark: 50%
- Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.
  Benchmark: 2 year – less than 55%
  Benchmark: 4 year – less than 20%

Objective D: Productivity and Efficiency – Apply the principles of program prioritization for resource allocation and reallocation.

- Expense per student FTE
  Benchmark: $12,000

- Graduates per $100,000
  Benchmark: 1.7
- Number of degrees produced
  Benchmark: 14,000
- Number of graduates
  Benchmark: 13,000
- Cost per undergraduate weighted student credit hour
  Benchmark: $400
- Average net cost to attend public 4 year institution.
  Benchmark: 90% of peers (using IPEDS calculation)
- Median number of credits earned at completion of a degree program.
  Benchmark: 115% of required for transfer students
  Benchmark: 115% of required for non-transfer students
- Institutional reserves comparable to best practice.
  Benchmark: A minimum target reserve of 5% of operating expenditures.

Objective E: Advocacy and Communication – Educate the public and their elected representatives by advocating the value and impact of the educational system.

Key External Factors

Accreditation

Eligible Idaho public Universities are regionally accredited by the Northwest Commission on Colleges & Universities (NWCCU). To that end, there are 24 Eligibility Requirements and Five Standards that contain 114 subsets for which the institutions must maintain compliance. The five Standards for Accreditation are best understood within the context of the seven-year accreditation cycle. Although each is to be addressed during different stages of the cycle (Standard One in year one, Standard Two in year three, and Standards Three, Four, and Five in year seven), the standards are interconnected and build upon each other in a recursive cycle of continuous improvement. For that reason, as an institution focuses on a given standard(s) for its Self-Evaluation Report, it does so in light of the standard(s) that have already been addressed, with the result that the information and analysis of previously addressed standards may be updated, expanded, and modified to produce a cohesive report.

The five Standards for Accreditation are statements that articulate the quality and effectiveness expected of Accredited institutions, and collectively they provide a framework for continuous improvement within institutions. The five standards also serve as indicators by which institutions are evaluated by peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's Mission and Core Themes;
- The translation of the Mission's Core Themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;

- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

The accreditation process is intended to be one of continues improvement, involving both self-assessment and peer-review at the various stages. This processes necessitates flexibility and the capacity to make changes based on both the Eligibility Requirements and Standards of the NWCCU at times that may not be in alignment with state processes. In addition, the NWCCU may make recommendations to Institutions that could be in conflict with state timelines and content requirements.

Initiatives

1. Ensure College and Career Readiness (Increased Rigor – Content Standards)
2. Development of Intention Advising along the K-20 Continuum that links education with careers
3. Support Accelerated High School to Postsecondary and Career Pathways (Dual Credit)
4. Statewide Model for Transformation of Remedial Placement and Support (3 options)
5. Clear Statewide Articulation and Transfer Options (Gen Ed Reform, Transfer/Articulation Web Portal)
6. Establish Metrics and Accountability tied to Institution Mission (Program Prioritization/PBFI)
7. Strengthen collaborations Between Education and Business/Industry Partners
8. Meaningful Financial Aid/Support (Scholarship Program Consolidation)
9. Design transfer admission policies in coordination with community colleges to create and coordinate pathways from 2 year to 4 year institutions.
10. Continued assessment of mission fulfillment and effectiveness through accreditation process.

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GOAL 1: A WELL EDUCATED CITIZENRY

~~The~~Idaho's P-20 educational system will provide opportunities for individual advancement~~.~~ across Idaho's diverse population

Objective A: Access - Set policy and advocate for increasing access ~~for individuals of all ages, abilities, and economic means~~ to Idaho's ~~P-20~~ educational system~~.~~ for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Performance Measures:

- Annual number of state~~-~~-funded scholarships awarded and total dollar amount.
  Benchmark: 20,000, $16M
- ~~Amount of need-based aid per student.~~
- Unmet financial need, average loan indebtedness, and average default rate
  Benchmark: ~~undergraduate FTE WICHE Average~~
  - ~~Postsecondary student enrollment~~ Increase the percentage of students whose financial need was fully met by ~~race/ethnicity/gender as compared against population.~~15% over 5 years
  ~~**Benchmark:** 85,000 students for White & White, non-Hispanic; 30,000 students for all other race/ethnicities.~~
  Benchmark: 85% graduating student debt of weighted peers
  Benchmark: 10% reduction of average default rate in 5 years
- Percentage of Idaho High School graduates ~~(secondary)~~ meeting placement test college readiness benchmarks.
  Benchmark: SAT – 60% ~~by 2017~~
  ACT – 60% ~~by 2017~~

~~**Objective B: Higher Level of Educational Attainment –** Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.~~

~~**Performance Measures:**~~

- Percent of high school students enrolled and number of credits earned in Dual Credit ~~(tied to HS enrollment, based on trend~~and Advanced Placement (AP):
  - o Dual credit
    Benchmark: ~~25~~30% students per year
    Benchmark: 75,000 credits per year
  - o Tech prep
    Benchmark: 27% students per year enrolled.
  - o ~~Percent of high school students taking~~ Advanced Placement (AP) exams ~~and number of exams~~ taken each year.
    Benchmark: 10% students per year
    Benchmark: 10,000 exams taken per year
- ~~High School Graduation rate as defined in the Accountability Workbook.~~
  ~~**Benchmark:** 95%~~

- Percent of high school graduates who enroll in postsecondary ~~institution~~institutions within 12 months of graduation
  Benchmark: ~~80%~~
- ~~Percentage of new full-time students returning (or graduated) for second year in an Idaho public institution.~~
  ~~**2-year Institution Benchmark:**75%~~
  ~~**4-year Institution Benchmark:**85%~~
- ~~Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.~~
  ~~**Benchmark:**~~ 60%~~ by 2020~~
  ~~**Benchmark:** 26% with a Baccalaureate degree by 2020~~
  ~~**Benchmark:** 8% with a graduate level degree by 2020~~
- ~~Postsecondary unduplicated awards (certificate of one academic year or more) as a percentage of total student headcount)~~
  ~~**Benchmark:** 20% for 2-year institutions, 20% for 4-year institutions~~

- Gap in access measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Objective ~~C~~B: Adult learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system.

Performance Measures:

- ~~Number~~Percent of ~~integrated training and or reintegrated~~Idahoans ages 35-64 who have a college degree.
  Benchmark: 37%
- Number of graduates of training programs in the technical colleges~~.~~
  ~~**Benchmark:** 10~~
- ~~Number of adults enrolled in~~ (integrated, reintegrated, upgrade, and customized~~ training (including statewide fire and emergency services training programs).~~)
  Benchmark: 10
- Number of GEDs awarded per population
  Benchmark: ~~45~~5,000
- Number of non-traditional college graduates (age>39)
  Benchmark: 2,000
- Gap in re-integration measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Objective ~~D: Transition~~ ~~– Improve the ability of the~~C: Higher Level of Educational Attainment – Increase successful progression through Idaho's educational system ~~to meet educational needs and allow students to efficiently and effectively transition into the workforce~~.

Performance Measures:

- Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.
  Benchmark: 60%
- High School Graduation rate.
  Benchmark: 95%
- Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. (distinguish between new freshmen and transfers)
  2-year Institution Benchmark: 75%
  4-year Institution Benchmark: 85%
- Unduplicated number of graduates as a percent of degree seeking student FTE.
  Benchmark: 20%
- Distinct number of graduates at each level relative to Board target numbers.
  Benchmark: Certificates – 7% by 2020
  Benchmark: Associate's – 19% by 2020
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Objective D: Quality Education – Deliver quality programs that *foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative*.

Performance Measures:

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  Benchmark: 100% for both 5th and 10th Grade students, broken out by subject area (Reading, Language Arts, Mathematics, Science)
- Average composite college placement score of graduating secondary students.
  Benchmark: ACT – 24
  Benchmark: SAT – 1500
- Percent of elementary and secondary schools rated as four star schools or above.
  Benchmark: 100%
- Percent of students meeting college readiness benchmark on SAT in Mathematics.
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- Gap in student achievement measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Objective E: Education to Workforce Alignment – Deliver relevant education that meets the needs of Idaho and the region.

Performance Measures:

- *Ratio of STEM to non-STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).*
  Benchmark: 1:4
- ~~Percentage of students participating in internships.~~
  ~~**Benchmark:** 30%~~
- ~~Percentage of students participating in undergraduate research.~~
  ~~**Benchmark:** 30%~~
- *Number of University of Utah Medical School graduates who are residents in one of Idaho's graduate medical education programs.*
  Benchmark: 8 graduates at any one time
- *Percentage of Boise Family Medicine Residency graduates practicing in Idaho.*
  Benchmark: 60%
- *Percentage of Psychiatry Residency Program graduates practicing in Idaho.*
  Benchmark: 50%
- Number of graduates in high demand fields as defined by DOL

GOAL 2: ~~CRITICAL THINKING AND INNOVATION~~Innovation and Economic Development

The educational system will provide an environment ~~for~~that facilitates the ~~development~~creation of ~~new ideas, and~~ practical and theoretical knowledge leading to ~~foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative~~new ideas.

Objective A: Workforce Readiness – Prepare students to efficiently and effectively enter and succeed in the workforce.

Performance Measures:

- Percentage of graduates employed in Idaho 1 and 3 years after graduation
  Benchmark: 1 year - 75%
  Benchmark: 3 years - 75%
- Percentage of students participating in internships.
  Benchmark: 30%
- Percentage of students participating in undergraduate research.
  ~~**Critical Thinking,**~~**Benchmark:** 30%

Objective B: Innovation and Creativity – Increase ~~research~~creation and development of new ideas ~~into~~and solutions that benefit society.

Performance Measures:

- Institution expenditures from competitive Federally funded grants
  Benchmark: $112M
- Institution expenditures from competitive industry funded grants
  Benchmark: $7.2M
- ~~Number~~Funding of sponsored projects involving the private sector.

Benchmark: 10% increase

- Total amount of research expenditures
  Benchmark: 20% increase
- ~~Percent of students meeting college readiness benchmark on SAT in Mathematics.~~
- Measure of production of intellectual property: number of startups, number of patents, number of disclosures, etc.
  Benchmark: ~~42.2%~~ 10% increase

Objective C: Economic Growth – Support retention and recruitment of businesses to the state and region.

GOAL 3: Effective and Efficient Educational System – *Ensure educational resources are coordinated throughout the state and used effectively.*

Objective A: Data-informed Decision Making - Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.

Objective B: Quality ~~**Instruction** – Increase student performance through the development, recruitment, and retention of~~**Teaching Workforce –** Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.

~~**Performance Measures:**~~

- ~~Percent of student meeting proficient or advance placement on the Idaho Standards Achievement Test, broken out by subject area.~~
  ~~**Benchmark:** 100% for both 5th and 10th Grade students, broken out by subject area (Reading, Language Arts, Mathematics, Science)~~
- ~~Average composite college placement score of graduating secondary students.~~
- ~~**Benchmark:** ACT -~~SAT/ACT scores of students in public institution teacher training programs.
  Benchmark: ACT – 24~~.0~~
  Benchmark: SAT – 1500~~(average score of 500 on each exam)~~
- ~~Percent of elementary and secondary schools rated as four star schools or above.~~
  ~~**Benchmark:** 100%~~
- Percentage of first-time students from public institution teacher training programs that pass the Praxis II.
  Benchmark: 90%
- ~~**GOAL 3: Effective and Efficient Delivery Systems** – *Ensure educational resources are used efficiently*.~~

~~**Objective A: Cost Effective and Fiscally Prudent** – Increased productivity and cost-effectiveness.~~

- ~~Cost per successfully completed weighted student credit hour~~

Objective C: Alignment and Coordination – Facilitate and promote the articulation and transfer of students throughout the education pipeline (Secondary School, Technical Training, 2yr, 4yr, etc.).

- Percent of Idaho community college transfers who graduate from four year institutions.
  Benchmark: ~~2-year – less than or equal to $185~~50%
  ~~**Benchmark:** 4-year – less than or equal to $165~~
- ~~Average net cost to attend public 4 year institution.~~
  ~~**Benchmark:** 90% of peers (using IPEDS calculation)~~
- ~~Average number of credits earned at completion of a degree program.~~
  ~~**Benchmark:** Associates – 70 credits or less~~
  ~~Transfer Students: 70 credits or less~~
  ~~**Benchmark:** Bachelors – 130 credits or less~~
  ~~Transfer Student: 130 credits or less~~
- Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.
  Benchmark: 2 year – less than 55%
  Benchmark: 4 year – less than 20%

Objective D: Productivity and Efficiency – Apply the principles of program prioritization for resource allocation and reallocation.

- Expense per student FTE
  Benchmark: $12,000
- Graduates per $100,000
  Benchmark: 1.7
- Number of degrees produced
  Benchmark: 14,000
- Number of graduates
  Benchmark: 13,000
- Cost per undergraduate weighted student credit hour
  Benchmark: $400
- Average net cost to attend public 4 year institution.
  Benchmark: 90% of peers (using IPEDS calculation)
- Median number of credits earned at completion of a degree program.
  Benchmark: 115% of required for transfer students
  Benchmark: 115% of required for non-transfer students
- Institutional reserves comparable to best practice.
  Benchmark: A minimum target reserve of 5% of operating expenditures.

Objective ~~**B: Data-informed Decision Making** - Increase~~**E: Advocacy and Communication** – Educate the ~~quality, thoroughness, and accessibility of data for informed decision-making~~public and ~~continuous improvement of Idaho's~~their elected representatives by advocating the value and impact of the educational system.

~~Performance Measures:~~

- ~~Develop P-20 to workforce longitudinal data system with the ability to access timely and relevant data.~~

  ~~Benchmark:~~ ~~Completed by 2015.~~
  ~~Phase Two completed by June 30, 2013~~
  ~~Phase Three completed by June 30, 2014~~
  ~~Phase Four completed by June 30, 2015~~

Key External Factors

~~Legislation/Rules:~~

~~Beyond funding considerations, many education policies are embedded in state statute or rule. Changes to statute and rule desired by the Board of Education are accomplished according to state guidelines. Rules require public notice and opportunity for comment, gubernatorial support, and adoption by the Legislature. As applicable the State Board of Education uses a process that includes broad stakeholder input and negotiations to that lead to a product that has the broadest support. In addition to this process the legislature has the option of amending legislation put forward by the Board or introducing their own legislation that at times does not have Board input.~~

~~School Boards:~~

~~The Board of Education establishes rules and standards for all Idaho public K-12 education, but Idaho provides for "local control of school districts." Elected school boards have wide discretion in hiring teachers and staff, school construction and maintenance, and the daily operations of the public schools. This can impact the implementation of Board initiatives as was well as the consistency of application of rules and standards.~~

~~Federal Government:~~

~~A great deal of educational funding for Idaho public schools is provided by the federal government. Funding is often tied to specific federal programs and objectives, and therefore can greatly influence education policy in the State.~~ **Accreditation**

Eligible Idaho public Universities are regionally accredited by the Northwest Commission on Colleges & Universities (NWCCU). To that end, there are 24 Eligibility Requirements and Five Standards that contain 114 subsets for which the institutions must maintain compliance. The five Standards for Accreditation are best understood within the context of the seven-year accreditation cycle. Although each is to be addressed during different stages of the cycle (Standard One in year one, Standard Two in year three, and Standards Three, Four, and Five in year seven), the standards are interconnected and build upon each other in a recursive cycle of continuous improvement. For that reason, as an institution focuses on a given standard(s) for its Self-Evaluation Report, it does so in light of the standard(s) that have already been addressed, with the result that the information and analysis of previously addressed standards may be updated, expanded, and modified to produce a cohesive report.

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- The institution's Mission and Core Themes;
- The translation of the Mission's Core Themes into assessable objectives supported by programs and services;
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Initiatives

1. Ensure College and Career Readiness (Increased Rigor – Content Standards)
2. Development of Intention Advising along the K-20 Continuum that links education with careers
3. Support Accelerated High School to Postsecondary and Career Pathways (Dual Credit)
4. Statewide Model for Transformation of Remedial Placement and Support (3 options)
5. Clear Statewide Articulation and Transfer Options (Gen Ed Reform, Transfer/Articulation Web Portal)
6. Establish Metrics and Accountability tied to Institution Mission (Program Prioritization/PBFI)
7. Strengthen collaborations Between Education and Business/Industry Partners
8. Meaningful Financial Aid/Support (Scholarship Program Consolidation)
9. Design transfer admission policies in coordination with community colleges to create and coordinate pathways from 2 year to 4 year institutions.
10. Continued assessment of mission fulfillment and effectiveness through accreditation process.

				Performance for School Year Ending in Spring (i.e., Academic Year):						
Goal/Objective	Performance Measure	2018 Benchmark	Benchmark Perspective	2008	2009	2010	2011	2012	2013	2014
Goal 1: A Well Educated Citizenry										
Goal 1, Objective A: Access.	Annual number of state-funded scholarships awarded.	20,000	9,122 scholarships more than 2009; an 84% increase	9,089	10,878	10,956	7,904	7,740	8,219	7,860
	Annual total dollar amount of state-funded scholarships awarded.	$16,000,000	$8.0M more scholarship dollars than 2009, which is double the dollar amount	$8,816,132	$9,610,456	$7,439,092	$5,934,857	$7,627,099	$6,992,527	$6,187,700
	Amount of need-based aid per undergraduate student.	$489	WICHE Average	$51	$46	$31	$22	$28		
	Postsecondary student enrollment by race/ethnicity/gender as compared against population.									
	Total Postsecondary student enrollment by race/ethnicity for White/White, non-Hispanic.	85,000		67,927	66,862	75,634	77,267	78,273	77,752	
	Total Postsecondary student enrollment by race/ethnicity for all other race/ethnicities.	30,000		17,968	22,448	22,221	25,385	25,541	25,806	
	Percent of Idaho (High School) graduates meeting placement test college readiness benchmark on SAT Reading Test	60%				68.4%	66.6%	69.7%	34.2%	34.0%
	Percent of Idaho (High School) graduates meeting placement test college readiness benchmark on SAT Writing Test	60%				57.7%	56.3%	60.7%	31.9%	30.0%
	Percent of Idaho (High School) graduates meeting placement test college readiness benchmarks on ACT Reading Test	60%				60.0%	59.0%	59.0%	54.0%	55.0%
	Percent of Idaho (High School) graduates meeting placement test college readiness benchmarks on ACT English Test	60%				72.0%	72.0%	72.0%	74.0%	75.0%
Goal 1, Objective B: Higher Level of Educational Attainment	Percent of high school students enrolled in dual credit courses.	25.0%	Tied to HS enrollment & based on trend.	8.5%	10.1%	12.2%	13.3%	15.8%	18.4%	20.3%
	Number of credits earned in dual credit courses.	75,000	Tied to HS enrollment & based on trend.	30,565	35,862	43,131	46,134	54,465	62,248	68,944
	Percent of high school students enrolled in tech prep courses.	27.0%		15.6%	21.1%	22.9%	26.3%	24.3%	24.2%	20.0%
	Percent of students taking AP exams.	10.0%		6.3%	7.0%	7.7%	8.2%	8.8%	8.9%	
	Number of AP exams.	10,000	which is 2,160 more AP Exams than in 2009; a 32% increase	6,319	6,840	7,897	8,584	9,193	9,149	

	High School graduation rate as defined in the Accountability Workbook.	95.00%	which is 0.30% above 2008	88.29%	89.70%	91.69%	92.40%	93.30%	84.10%	
	Percent of Idaho Public high school graduates who enrolled in a postsecondary institution within 12 months of graduation from an Idaho high school.	80.00%	which is 14.30% above 2006				49.00%	54.00%	51.00%	
	Percentage of full-time first-year freshmen at 4-Year Institutions returning for second year.	85.00%	which is 4.60% above than 2008	64%	60%	64%	66%	67%	65%	
	Percentage of full-time first-year freshmen at 2-year Institutions returning for second year.	75.00%	which is 3.80% above 2008	49%	50%	57%	52%	58%	54%	
	Percent of Idahoans (ages 25 to 34) who have a college degree or certificate of at least 1 year.	60% by 2020	which is 7.20% more than 2008	34.10%	31.44%	31.18%	34.97%	42.00%		
	Percent of Idahoans (ages 25 to 34) who have a Baccalaureate degree.	26.00%						19.00%		
	Percent of Idahoans (ages 25 to 34) who have a graduate level degree.	8.00%						7.00%		
	Postsecondary unduplicated awards as a percentage of total student headcount	20%						11.40%	12.00%	
Goal 1, Objective C: Adult Learner Re-Integration.	Number of integrated training and/or reintegrated training programs in the technical colleges.	10				1	4	5 (plus 1 funded by JKAF)	5 (plus 1 funded by JKAF)	15
	Number of adults enrolled in upgraded or customized training (including statewide fire & emergency services training programs.	45,000		50,154	51,555	50,532	51,260	46,733	48,006	42,759
Goal 1, Objective D: Transition	Ratio of STEM to non-STEM baccalaureate degrees	1:4.00					1:4.23	1:4.34	1:4.17	
	Percent of students participating in interships.	30.0%			5.57%, only BSU and U of I interns counted, no research students	5.89%, only BSU and U of I interns counted, no research students	7.93%	7.29%, but no BSU research students counted	4.04%	
	Percent of students participating in undergraduate research.	30.0%			5.57%, only BSU and U of I interns counted, no research students	5.89%, only BSU and U of I interns counted, no research students	7.93%	7.29%, but no BSU research students counted	2.25%	
	Number of University of Utah Medical School graduates who are residents in one of Idaho's graduate medical education programs.	8	See note & comment to the far right.	8	8	8	8	8	8	8
	Parentage of Boise Family Medicine Residency Graduates Practicing in Idaho.	60%	See note & comment to the far right.			18%	50%	54%	54%	54%
	Percent of Psychiatry Residency Program graduates practicing in Idaho.	50%	See note & comment to the far right.	100% (2)	0%	50% (1)	50% (1)	50% (1)	100% (3)	100% (2)
Goal 2: Critical Thinking & Innovation										

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 18, 2015

Goal 2, Objective A: Critical Thinking, Innovation & Creativity.	Institution expenditures from competitive Federally funded grants.	$112,000,000	which is $18.5M more than 2009; which is a 20% increase	$76,490,071	$93,537,598	$122,966,139	$112,458,680	$101,824,222	$96,304,087	
	Institution expenditures from competitive industry funded grants.	$7,200,000	which is $1.8M more than 2009; which is a 20% increase	$6,226,448	$6,016,139	$10,589,050	$3,955,569	$4,544,394	$4,288,042	
	Number of sponsored projects involving the private sector	10% increase								
	Total amount of research expenditures.	20% increase								
	Percent of students meeting college readiness benchmark on the SAT Mathematics exam.	42.2%				67.0%	65.8%	66.4%	35.2%	33.0%
Goal 2, Objective B: Quality Instruction.	Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - **10th Grade Reading.**	100.00%	16% above 2009	85.70%	N/A due to many (but not all) of these students "banking" their scores…not accurate comparison, per Scott Cook.	86.40%	87.20%	87.60%	89.20%	39.70%
	Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - **10th Grade Math.**	100.00%	30% above 2009	76.60%	N/A due to many (but not all) of these students "banking" their scores…not accurate comparison, per Scott Cook.	76.80%	78.50%	78.00%	76.40%	24.50%
	Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - **10th Grade Language.**	100.00%	35.60% above 2009	68.80%	N/A due to many (but not all) of these students "banking" their scores…not accurate comparison, per Scott Cook.	71.50%	72.60%	76.60%	72.30%	31.50%
	Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - **10th Grade Science.**	100.00%	31.10% above 2009	66.90%	N/A due to many (but not all) of these students "banking" their scores…not accurate comparison, per Scott Cook.	67.90%	69.30%	72.50%	72.70%	73.50%
	Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - **5th Grade Reading.**	100.00%	13.60% above 2009	84.30%	86.40%	88.00%	88.10%	87.80%	88.50%	0.00%
	Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - **5th Grade Math.**	100.00%	22.10% above 2009	78.00%	77.90%	79.80%	80.90%	78.60%	79.20%	0.00%
	Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - **5th Grade Language.**	100.00%	22.80% above 2009	74.20%	77.20%	77.20%	78.70%	79.40%	80.10%	0.00%

	Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - **5th Grade Science.**	100.00%	33.60% above 2009	60.10%	66.40%	64.90%	67.40%	69.30%	72.20%	63.40%
	Average composite ACT score.	24.0	2.4 points above 2009; an 11% increase when a 0.5% increase is the norm	21.5	21.6	21.8	21.7	21.6	22.1	22.4
	Average Total SAT Score (not a Board measure as of 8/28/12)	1,500	Benchmark is the College Board's	1,580	1,597	1,602	1,599	1,609	1,356	1,357
	Percent of elementary and secondary schools rated as four star schools or above.	100.00%	which is 23.83% more than 2009					58.5%	59.4%	59.4%
🟥	Percent of first-time students from public institution teacher training programs that pass the Praxis II.	90.00%								
Goal 3: Effective & Efficient Delivery Systems										
Goal 3, Objective A: Cost Effective & Fiscally Prudent.	Cost per successfully completed weighted student credit hour for 2-year institutions.	<$185				$373	$382	$421	$292	
	Cost per successfully completed weighted student credit hour for 4-year institutions.	<$165				$436	$427	$443	$478	
	Average net cost to attend public 4-year institution.	90%	90% of peers (using IPEDS calculation - $11,696 FY 14)		110.1%	107.7%	102.9%	103.7%		
	Average number of credits earned at completion of an Associates degree program - NON-TRANSFER STUDENTS.	70		Full-time = 100.6; Part-time = 88.7;	Full-time = 94; Part-time = 93;				Full-time = 90.8; Part-time = 94.4;	
	Average number of credits earned at completion of an Associates degree program - TRANSFER STUDENTS.	70		Transfer = 99.9 (doesn't include LCSC or CWI data)	Transfer = 101 (doesn't include CWI)				Transfer = 109.4	
	Average number of credits earned at completion of Bachelor's degree program - NON-TRANSFER STUDENTS.	130		Full-time = 139.8; Part-time = 141.5;	Full-time = 141; Part-time = 144;				Full-time = 142.8; Part-time = 132.1;	
	Average number of credits earned at completion of Bachelor's degree program - TRANSFER STUDENTS.	130		Transfer = 140.0 (doesn't include LCSC data)	Transfer = 130 (31 to 59 credits)				Transfer = 128.6 (31 to 59 credits)	
	Percent of 2-year postsecondary first-time first year freshman who graduate from an Idaho High School in the previous year requiring remedial education in math and/or language art.	<55%		71.1%	73.0%	65.5%	58.1%	66.0%	52.9%	60.2%
	Percent of 4-year postsecondary first-time first year freshman who graduate from an Idaho High School in the previous year requiring remedial education in math and/or language arts.	<20%		20.3%	27.7%	24.2%	20.6%	22.4%	19.2%	20.7%
	Institution reserves comparable to best practice.	> or = 5%				BSU = 2.2%; ISU= 3.7%; U of I = 1.6%; LCSC = 3.5%	BSU=2.7%; ISU=5.9%; U of I=1.6%; LCSC=3.5%	BSU = 3.5%; ISU= 7.3%; U of I = 2.3%; LCSC = 3.8%	BSU = 5.0%; ISU= 11.7%; U of I = 2.7%; LCSC = 5.1%	

Goal 3, Objective B: Data-informed decision making.	Develop a P-20 to workforce longitudinal data system with the ability to access timely and relevant data.	Phase II completed by 6/30/13; Phase III completed by 6/30/14; Phase IV completed by 6/30/15.

Part I – Agency Profile

Agency Overview

The mission of the Professional-Technical Education System is to provide Idaho's youth and adults with technical skills, knowledge, and attitudes necessary for successful performance in a highly effective workplace.

Idaho Code §33-2202 defines Professional-Technical Education as "secondary, postsecondary and adult courses, programs, training and services administered by the Division of Professional-Technical Education for occupations or careers that require other than a baccalaureate, masters or doctoral degree. The courses, programs, training and services include, but are not limited to, vocational, technical and applied technology education. They are delivered through the professional-technical delivery system of public secondary and postsecondary schools and colleges."

The Division of Professional-Technical Education (DPTE) is the administrative arm of the State Board for Professional-Technical Education that provides leadership, advocacy and technical assistance for professional-technical education in Idaho, from secondary students through adults. This includes responsibilities for Adult Basic Education/GED programs, the State Wellness program, state employee training including the Certified Public Manager program, and the S.T.A.R. Motorcycle Training program.

DPTE is responsible for preparing and submitting an annual budget for professional-technical education to the State Board, Governor, and Legislature. Funds appropriated to DPTE include state general funds, federal funds, dedicated funds and miscellaneous receipts.

Professional-technical education programs are integrated into the Idaho public education system through school districts, colleges, and universities. DPTE provides the focus for professional-technical education programs and training within existing schools and institutions by using a state-wide system approach with an emphasis on student learning, program quality, and industry engagement.

Secondary professional-technical education programs and services are provided via junior high/middle schools, comprehensive high schools, professional-technical schools, and through cooperative programs with the Idaho Technical College System.

Postsecondary professional-technical education programs and services are delivered through Idaho's six technical colleges. Three technical colleges are located on the campus of community colleges: College of Southern Idaho, College of Western Idaho, and North Idaho College. Two technical colleges are on the campus of four-year institutions: Idaho State University and Lewis and Clark State College. Eastern Idaho Technical College is the only stand-alone technical college in Idaho. The Idaho Technical College System delivers certificate and A.A.S. degree occupational programs on a full or part-time basis; workforce/short-term training; Adult Basic Education; displaced homemaker services; and Fire Service Technology.

The Administrator of the Division of Professional-Technical Education is Dwight Johnson. The DPTE staff consists of 36 FTP employees; 7 are federally funded, 26 are funded through the state general fund and 3 are funded through a dedicated fund. The DPTE budget also includes 478.09 technical college FTPs.

Core Functions/Idaho Code

Statutory authority for DPTE is delineated in Idaho Code, Chapter 22, §§ 33-2201 through 33-2212 and IDAPA 55. Idaho Code §33-1002G allows school districts to establish professional-technical schools and §39-5009 established the displaced homemaker account for appropriation to the State Board. The role of DPTE (IDAPA 55) is to administer professional-technical education in Idaho. Specifically, DPTE:

- Provides statewide leadership and coordination for professional-technical education;
- Assists local educational agencies in program planning, development, and evaluation;
- Promotes the availability and accessibility of professional-technical education;
- Prepares annual and long-range state plans;

- Prepares an annual budget to present to the State Board and the Legislature;
- Provides a state finance and accountability system for professional-technical education;
- Evaluates professional-technical education programs;
- Initiates research, curriculum development, and professional development activities;
- Collects, analyzes, evaluates, and disseminates data and program information;
- Administers programs in accordance with state and federal legislation;
- Coordinates professional-technical education related activities with other agencies, officials, and organizations.

Revenue and Expenditures

Revenue	FY2011	FY2012	FY2013	FY2014
General Fund	$47,577,400	$46,511,600	$48,259,600	$48,957,400
Seminars and Publication Fund	$287,400	$140,000	$140,000	$140,000
Displaced Homemaker	$170,000	$170,000	$170,000	$170,000
Haz Mat/Waste Training	$67,800	$67,800	$67,800	$67,800
Federal Grant	$9,593,100	$9,251,900	$8,648,100	$8,648,100
Miscellaneous Revenue Fund	$368,000	$234,800	$242,700	$245,000
Unrestricted Current	$467,000	$520,000	$546,000	$510,000
Total	**$58,530,700**	**$56,896,100**	**$58,074,200**	**$58,738,300**
Expenditures	**FY2011**	**FY2012**	**FY2013**	**FY2014**
Personnel Costs	$2,787,100	$2,496,300	$2,610,100	$2,641,400
Operating Expenditures	$1,048,900	$673,500	$614,500	$614,400
Capital Outlay	$0	$0	$0	$35,500
Trustee/Benefit Payments	$20,234,900	$19,973,200	$19,396,800	$55,447,000
Lump Sum	$34,459,800	$33,753,100	$35,452,800	$0
Total	**$58,530,700**	**$56,896,100**	**$58,074,200**	**$58,738,300**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY2011	FY2012	FY2013	FY2014
Number of Students Enrolled in High School PTE Programs (headcount)	87,256	85,490	84,423	83,026
Number of Students Enrolled in Postsecondary PTE Programs (headcount)	9,034	8,815	7,760	7,066
Number of Technical College FTE enrollments	4,588	4,483	4,349	4,120
Number of Workforce Training Network (WTN) enrollments (headcount)	44,295	42,119	43,487	39,011
Number of WTN enrollments for Fire and Emergency Services Training (headcount)	6,965	4,614	4,519	3,748
Number of clients served in the ABE program (headcount)	6,669	6,330	6,329	5,091
Number of Adults Served in the Displaced Homemaker Program (Center for New Directions)	909	1,038	552	405
Number of state employees enrolled in the Certified Public Manager (CPM) Program	79	78	77	94
Health Matters Wellness Program monthly average website hits	163,843	182,263	182,382	217,745

Performance Highlights

ABE - The ***Integrated Transition and Retention Program*** **(ITRP)** is an innovative, coordinated effort that promotes the improvement of student completion rates in technical college programs. ITRP is designed to assist students who may not meet the entry requirements of a technical program or are struggling in a technical program and are in need of remediation in reading, writing, and/or math. These programs feature: 1) ABE and PTE instructors co-teaching in the same classroom and/or co-planning and following up on student progress; 2) ABE instructors creating applied lesson plans in reading, writing, and/or math using technical curriculum content; and, 3) time shortened programs that do not add time to what would normally be required for course completion. This past year ITRP instruction was provided to 250 unique students enrolled in technical programs including Business Technology, Diesel Mechanics, Welding, Culinary Arts, Hospitality, Health Related Fields, and Technical and Industry Programs. Of the 250 students enrolled in ITRP programs, 209 completed their ITRP program. Of those who completed their ITRP program, 201 met their education goal for enrolling in the program (such as improved COMPASS scores or passing their CNA certification exam). Those who met their goals included 163 students who continued in or qualified to enroll in a technical program without the need for remediation. The cost was approximately $425 per student.

Part II – Performance Measures

Performance Measure	FY2011	FY2012	FY2013	FY2014	Benchmark
Postsecondary student pass rate for Technical Skill Assessment (TSA)	92.7%	90.1%	91.4%	Numbers reported in Nov.	90%
Secondary student pass rate for Technical Skill Assessment (TSA)*	68.7%	73.6%	73.2%	Numbers reported in Nov.	75%
Percentage of ABE clients with stated goal who transition to postsecondary education**	N/A	N/A	26%	Numbers reported in Nov.	50%
Positive placement rate of postsecondary program completers***	91%	91%	90%	92%	Placement at 90.5% or higher
Rate of secondary program completers (concentrators) who transition to postsecondary education or training ****	66%	64%	64%	67%	Exceed National Center for Higher Education Management System rankings in Idaho

Performance Measure Explanatory Notes:

* The Perkins Act requires that each state negotiate a target/benchmark with the U.S. Department of Education known as the Final Agreed Upon Performance Level (FAUPL). When our performance doesn't meet 90% of the FAUPL, we are required to submit an improvement plan. For the Secondary TSA, our benchmark is 75% and 90% of 75% is 67.5%. We met 90% of the benchmark and aren't required to submit an improvement plan.

** This is from an Applicable Cohort. All learners who passed the GED test while enrolled in adult education, or have a secondary credential at entry, or are enrolled in a class specifically designed for transitioning to postsecondary education. This figure does not include those students who participated in the ITRP programs.

** Beginning in FY13, reporting requirements were changed by US Dept. of Education and moved away from a "goal-setting" model. Prior to FY13, this percent was calculated based on the number of students who had the goal of enrolling in postsecondary education and the number who met the goal. In FY13 and later, the percent was calculated based on cohort designation, regardless of whether students had a postsecondary goal. Therefore, figures obtained prior to FY13 cannot be compared.

*** A technical college PTE completer is a postsecondary student who has completed all the requirements for a certificate or an AAS degree in a state approved professional-technical education program. This person must have met all the requirements of the institution for program completion, whether or not the person officially graduated from the institution. Positive placement represents the percent of technical college completers who attain employment, join the military, or continue their education within six (6) months of completing.

**** A secondary PTE completer (concentrator) is a junior or senior student who: (1) has completed four state approved PTE courses in a program sequence which includes a capstone course; OR (2) who has completed all the PTE courses in a program sequence if three or less, OR (3) who is enrolled in a state approved Professional-Technical School and is enrolled in a capstone course. Transition to postsecondary education or training is determined by an annual follow-up report of secondary PTE completers (concentrators) who are seniors and graduated. The most recently published overall state rate of 45.0% is from The National Center for Higher Education Management Systems (NCHEMS) Information Center "College-Going Rates of High School Graduates Directly from High School" (2010).

For More Information Contact

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SUBJECT

Higher Education Research Council and Statewide Strategic Plan for Higher Education Research Annual Update

REFERENCE

April 2010	The Board was provided with a summary of the Statewide Strategic Plan for Higher Education Research
October 2010	The Board was provided with an update of the progress made toward the development of the Statewide Strategic Plan for Higher Education Research
December 2011	Board approved the Statewide Strategic Plan for Higher Education Research
December 2012	The Board was updated on the progress made in the Higher Education Research Strategic Plan
December 2013	The Board was updated on the progress made in the Higher Education Research Strategic Plan and received the annual report of the Higher Education Research Council
October 2014	The Board was provided the Performance Measure Report for the Higher Education Strategic Plan.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Board Policy III.W Higher Education Research recognizes the significant role science, technology, and other research play in statewide economic development as well as the need for collaboration and accountability in publicly funded research, to this end, the Higher Education Research Council (HERC) is assigned the responsibility of directing and overseeing the development, implementation, and monitoring of a statewide strategic plan for research. The Statewide Strategic Plan for research will assist in the identification of general research areas that will enhance the economy of Idaho through the collaboration of academia, industry, and/or government. The Research Strategic Plan was completed and approved by the Board in December 2011. The Board has received annual performance measure reports each year.

The plan represents the role Idaho’s research universities play in driving innovation, economic development, and enhancing the quality of life in Idaho through national and internationally research programs in strategic areas. The plan identifies areas of strength among Idaho’s research universities; research challenges and barriers facing universities; research opportunities Idaho should capitalize upon to further build its research base, and steps for achieving the research vision for Idaho’s universities. Additional responsibilities of HERC include the management of the Incubation Fund and HERC IGEM Fund programs, in alignment with Board policy and receiving annual reporting from the Center for Advanced Energy Studies (CAES).

Following a review of the data available for the Higher Education Research Strategic Plan performance measures in October 2014 the council determined there was a need to revisit both the Higher Education Research Strategic Plan and the performance measures that corresponded with the goals and objectives of the plan. The three Vice Presidents of Research met to develop changes for the larger Council Consideration. In January the Council met and approved the new attached Higher Education Research Strategic Plan.

In addition to consideration of the strategic plan, Dr. Mark Rudin, the current chair of HERC, will provide the Board with the Council's annual update, including an update on CAES activities.

IMPACT

Taking a strategic approach to invest in the state's unique research expertise and strengths will lead to new advances and opportunities for economic growth and enhance Idaho's reputation as a national and international leader in excellence and innovation.

ATTACHMENTS

Attachment 1 - Statewide Strategic Plan for Higher Education Research	Page 5
Attachment 2 – FY14 Performance Measure Report	Page 9
Attachment 3 – FY14 Research Activity Reports	Page 10
Attachment 4 – HERC Funding Categories	Page 20
Attachment 5 – HERC FY15 Budget Allocation	Page 22
Attachment 6 – Project's Summary	Page 23

STAFF COMMENTS AND RECOMMENDATIONS

In addition the be responsible for the creation of the state's Higher Education Research Strategic plan the Council is responsible for approximately $3.6M in funds used for the mission of HERC and to incentivize industry and institution research partnerships. Attachment 2 is the October 2014 performance measure report, Attachment 3, is the research institutions annual research activity report, Attachment 4 summarizes the funding categories that HERC is authorized by the Board to allocate funds for, Attachment 4 outlines HERC's FY15 budget allocation, and Attachment 5 is a summary of the projects funded by HERC in FY15.

The strategic plan is monitored annually and updated as needed based on the work of HERC and direction from the Board. This is the first comprehensive annual report from HERC, and serves as an opportunity for the Board to provide additional feedback and direction to the council.

BOARD ACTION

I move to approve the 2015-2019 Higher Education Research Strategic Plan as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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Strategic Research Plan for Idaho Higher Education (2015-2019)

Research is being increasingly acknowledged by industry, government and education as a key factor in the future economic vitality of Idaho. The universities and colleges of Idaho's system of higher education understand the need for greater collaboration in order to be competitive in today's global environment. Recognizing the need to focus on and emphasize existing strengths and opportunities in Idaho's research community, the vice presidents of research and economic development developed the following statewide strategic plan for research to ensure the greatest potential for achieving a vital and sustainable research base for Idaho. The strategic plan identifies the key research areas that will become the focal points for research and economic development through partnering among academia, industry and government in science, technology, and creative activity.

Research is fundamental to the mission of a university due to its role in knowledge discovery and in providing new ideas for technology commercialization via patents, copyright, licenses and startup companies. University faculty who engage in research and creative activity are at the leading edge of their respective fields. Research also enhances the national reputation of the faculty and the universities. These faculty and their vibrant research programs attract the best graduate and undergraduate students by providing unique cutting-edge learning experiences in their research laboratories, studios, field sites and classrooms. On the most basic level, research strengthens a university's primary product — innovative, well-educated students ready to enter a competitive workforce.

Research is the foundation of a university's economic development role. The influx of research dollars from external grants and contracts creates new jobs at the university, along with the attendant purchases of supplies, services, materials and equipment. The results of the research are new knowledge, new ideas, and new processes, which lead to patents, startup companies, more efficient businesses as well as a highly trained workforce prepared to tackle 21st century challenges.

Idaho's research universities have strengths and opportunities for economic development in 1) Energy, 2) Natural Resource Utilization and Conservation, 3) Biosciences, 4) Novel Materials and 5) Software Engineering.

By focusing collaborative efforts in these areas, the research universities will expand research success by:

- Helping Idaho institutions focus on their research strengths;
- Creating research and development opportunities that build relationships between universities and the private sector;
- Contributing to the economic development of the State of Idaho;
- Enhancing learning and professional development through research and scholarly activity; and

- Building and improving the research infrastructure of Idaho universities to meet current and future research needs.

This statewide Strategic Research Plan for Idaho Higher Education is a tool for identifying and attaining quantifiable goals for research and economic growth and success in Idaho. The plan will be reviewed and updated annually as needed amid the fast-changing pace of research discovery.

VISION

Idaho's public universities will be a catalyst and engine to spur creation of new knowledge, technologies, products and industries that lead to advances and opportunities for economic growth and enhance the quality of life in Idaho and the nation.

MISSION

The research mission for Idaho's universities is to develop a sustainable resource base by:

- Identifying, recruiting and retaining top faculty with expertise in key research areas;
- Building research infrastructure including facilities, instrumentation, connectivity and database systems to support an expanding statewide and national research platform;
- Attracting top-tier students to Idaho universities at the undergraduate and graduate levels and providing outstanding education and research opportunities that will prepare them to excel in future careers;
- Raising awareness among state, national and international constituencies about the research excellence and capabilities of Idaho's universities by developing and implementing targeted outreach, programs and policies; and
- Collaborating with external public, private, state and national entities to further the shared research agenda for the state, thereby promoting economic and workforce development and addressing the needs and challenges of the state, region and nation.

GOALS AND OBJECTIVES

Goal 1: Increase research at, and collaboration among, Idaho universities and colleges to advance areas of research strength and opportunity.

Objective 1.A: Ensure growth and sustainability of public university research efforts.

Performance Measure 1.A.1: Statewide amount of total annual research and development expenditures as reported in the National Science Foundation

(NSF) Higher Education Research and Development Survey. Benchmark: 10% increase per year.

Objective 1.B: Ensure the growth and sustainability of the existing collaborative research at the Center for Advanced Energy Studies (CAES).

Performance Measure 1.B.1: Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey. Benchmark: 10% increase per year.

Objective 1.C: Expand joint research ventures among the state universities.

Performance Measure 1.C.1: Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction). Benchmark: 50% increase per year.

Performance Measure 1.C.2: Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction). Benchmark: 30% increase per year.

Goal 2: Create research and development opportunities that strengthen the relationship between state universities and the private sector.

Objective 2.A: Increase the number of sponsored projects involving the private sector.

Performance Measure 2.A.1: Number of new sponsored projects involving the private sector. Benchmark: 50% increase per year.

Goal 3: Contribute to the economic development of the State of Idaho.

Objective 3.A: Increase the amount of university-generated intellectual property introduced into the marketplace.

Performance Measure 3.A.1: Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]). Benchmark: 15% increase per year.

Performance Measure 3.A.2: Number of invention disclosures (including plant varieties). Benchmark: 1 for every $2M of research expenditures.

Performance Measure: 3.A.3: Amount of licensing revenues. Benchmark: 10% increase per year.

Objective 3.B: Increase the number of university startup companies (include startups outside of Idaho).

Performance Measure 3.B.1: Number of startup companies. Benchmark: 10% increase per year.

Goal 4: Enhance learning and professional development through research and scholarly activity.

Objective 4.A: Increase the number of university and college students and staff involved in sponsored project activities.

Performance Measure 4.A.1: Number of undergraduate and graduate students paid from sponsored projects. Benchmark: 20% increase per year.

Performance Measure 4.A.2: Percentage of baccalaureate students who graduated in STEM disciplines and had a research experience. Benchmark: 20% increase per year.

Performance Measure 4.A.3: Number of faculty and staff paid from sponsored projects. Benchmark: 20% increase per year.

Higher Education Research Strategic Plan
Performance Measure Report
FY14

Higher Education Research Strategic Plan Performance Measure Report - FY2014					
Performance Measure	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**
Amount of ongoing state funding received annually at each of the universities to support CAES activities	$1,752,943	$1,741,582	$1,709,538	$1,894,080	$2,065,437
Number of graduate degrees resulting from CAES-related activities each year	59	57	197	211	372
Annual expenditures derived from external funds on CAES activities	NA	$4,495,747	$4,818,337	$5,849,927	$9,293,394
Number of collaborative, sponsored proposals submitted	19	16	75	106	77
Number of collaborative, sponsored projects awarded	12	13	53	48	53
Number of university/private sector facility use agreements (in both directions)	NA	NA	49	840	197
Number of proposed sponsored projects with private sector	95	124	150	157	258
Number of awarded sponsored projects with private sector	128	105	92	108	183
Number of student internships	1,931	2,293	2,688	2,905	2,480
Number of faculty conducting research in external facilities	NA	NA	99	167	167
Number of private sector personnel conducting research in residence at university facilities	NA	NA	NA	19	27
Number of joint university/industry workshops	NA	NA	NA	474	0
Number of technology transfer agreements	25	29	35	26	34
Number of invention disclosures	39	57	55	43	47
Number of non-disclosure agreements	65	58	60	46	59
Number of patent filings	36	63	41	39	31
Number of issued patents	14	16	5	32	13
Amount of licensing revenues	$203,201	$289,798	$478,891	$404,153	$1,192,007
Number of start-up companies	0	1	0	3	0
Number of jobs created by startup companies	0	8	0	12	0
Number of undergraduate students supported by sponsored projects	NA	972	846	782	1,383
Number of graduate students supported by sponsored projects	NA	763	710	699	860
Number of faculty and staff PAID BY sponsored projects	653	2,121	2,113	2,310	2,050
Number of peer-reviewed publications (students and faculty)	243	228	1,629	1,442	1,622
Number of theses and dissertations	446	490	487	563	482
Number of STEM events promoting research-related activities	NA	NA	NA	467	658
Number of K-12 students involved in research presentations and instruction	NA	NA	NA	37,686	0
Number of proposals targeted for research equipment, facilities, and services	17	20	16	17	23
Number of awards for research equipment, facilities, and services	14	6	8	8	11
Amount of space dedicated to research	695,954	879,867	963,253	961,123	$980,922

University of Idaho - FY2014 Research Activity Report

Awards for the Period July 1, 2013 through June 30, 2014

	Federal	State	Industry	Other	Total	% of Grand Total	% of Sponsor Total
Instruction:							
Sponsored Programs	$ 3,160,733.13	$ 103,254.00	$ 32,000.00	$ 37,712.32	$ 3,333,699.45		**4.56%**
	$ 3,160,733.13	$ 103,254.00	$ 32,000.00	$ 37,712.32	$ 3,333,699.45	**3.17%**	
Research:							
Sponsored Programs	$ 46,508,378.25	$ 1,392,313.11	$ 1,458,482.33	$ 3,757,526.33	$ 53,116,700.02		**72.70%**
Federal Land Grant Appropriations (FFY14)	2,763,631.00				2,763,631.00		
State Research/Endowment Appropriations		16,675,386.35			16,675,386.35		
Subtotal Research:	$ 49,272,009.25	$ 18,067,699.46	$ 1,458,482.33	$ 3,757,526.33	$ 72,555,717.37	**68.99%**	
Public Service:							
Sponsored Programs	$ 13,851,573.65	$ 1,537,058.64	$ 175,000.00	$ 1,041,332.58	$ 16,604,964.87		**22.74%**
Sponsored ARRA Stimulus Funding	6,481.00				6,481.00		
Federal Land Grant Appropriations (FFY14)	2,932,011.00				2,932,011.00		
State Extension Appropriations		9,742,905.42			9,742,905.42		
Subtotal Public Service:	$ 16,790,065.65	$ 11,279,964.06	$ 175,000.00	$ 1,041,332.58	$ 29,286,362.29	**27.85%**	
Construction:							
Sponsored Programs	-	-	-	-	-	**0.00%**	**0.00%**
Total Sponsored Programs Funding & ARRA Funding Only	**$ 63,527,166.03**	**$ 3,032,625.75**	**$ 1,665,482.33**	**$ 4,836,571.23**	**$ 73,061,845.34**		
Percent of Total Sponsored Programs	***87%***	***4%***	***2%***	***7%***	***100%***		***100%***
Grand Total of All Funding Per Category	**$ 69,222,808.03**	**$ 29,450,917.52**	**$ 1,665,482.33**	**$ 4,836,571.23**	**$ 105,175,779.11**		
Percent of All Funding	***66%***	***28%***	***2%***	***5%***	***100%***	***100%***	

Expenditures for the Period July 1, 2013 through June 30, 2014

	Federal	State	Industry	Other	Institutional	Total	% of Grand Total	% of Sponsor Total
Instruction:								
Sponsored Programs	$ 2,505,088.79	$ 3,883.72	$ 10,199.52	$ 55,863.34	$ 358,794.60	$ 2,933,829.97		**3.39%**
Other Sources		10,076.82			59,349.61	69,426.43		
	$ 2,505,088.79	$ 13,960.54	$ 10,199.52	$ 55,863.34	$ 418,144.21	$ 3,003,256.40	**2.31%**	
Research:								
Sponsored Programs	$ 48,383,082.28	$ 1,101,255.00	$ 1,861,834.33	$ 4,489,154.71	$ 8,407,194.84	$ 64,242,521.16		**74.21%**
Sponsored ARRA Stimulus Funding	236,719.73					236,719.73		**0.27%**
Federal Land Grant Appropriations	2,018,458.52					2,018,458.52		
State Research Appropriations		14,710,514.14				14,710,514.14		
State Endowment/Other Appropriations		5,292,664.33				5,292,664.33		
Other Sources			259,662.54	1,634,305.19	7,199,004.96	9,092,972.69		
Subtotal Research:	$ 50,638,260.53	$ 21,104,433.47	$ 2,121,496.87	$ 6,123,459.90	$ 15,606,199.80	$ 95,593,850.57	**73.58%**	
Public Service:								
Sponsored Programs	$ 14,070,929.69	$ 1,497,367.66	$ 55,602.07	$ 883,736.57	$ 2,606,318.17	$ 19,113,954.16		**22.08%**
Sponsored ARRA Stimulus Funding	42,096.24					42,096.24		**0.05%**
Federal Land Grant Appropriations	2,293,334.63					2,293,334.63		
State Extension Appropriations		9,740,612.60				9,740,612.60		
Other Sources					131,911.97	131,911.97		
Subtotal Public Service:	$ 16,406,360.56	$ 11,237,980.26	$ 55,602.07	$ 883,736.57	$ 2,738,230.14	$ 31,321,909.60	**24.11%**	
Construction:								
Sponsored Programs	$ -	$ -	$ -	$ -	$ -	$ -	**0.00%**	**0.00%**
Total Sponsored Programs Funding & ARRA Funding Only	$ 65,237,916.73	$ 2,602,506.38	$ 1,927,635.92	$ 5,428,754.62	$ 11,372,307.61	$ 86,569,121.26		
Percent of Total Sponsored Programs	***75%***	***3%***	***2%***	***6%***	***13%***	***100%***		***100%***
Grand Total of All Funding Per Category	$ 69,549,709.88	$ 32,356,374.27	$ 2,187,298.46	$ 7,063,059.81	$ 18,762,574.15	$ 129,919,016.57	**100%**	
Percent of All Funding	***54%***	***25%***	***2%***	***5%***	***14%***	***100%***		

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Boise State University
Fiscal Year 2014

1). Awards and Contracts Over One Million Dollars

Award Date	PI Full Name	Primary Sponsor	Funding Source	Amount Awarded	Program Type	Institutional Commitment	Purpose
4/10/2014	Andersen, Timothy	Idaho Department of Labor	State of Idaho Entity	$1,000,000	Instruction	Boise State University will fund a Computer Science department manager who will be responsible for administering scholarships and other program activity. Approximate cost beginning in FY 16 will be $81,000 annually.	Boise State University is partnering with Idaho industry to double the number of Computer Science graduates each year, equipping them to meet critical industry needs by addressing: 1) Capacity-Increasing instructional capacity in the Computer Science Department at Boise State; 2) Retention-Improving 3rd and 4th year Computer Science student retention and degree completion through increased scholarship support; and 3) Work Experience-Providing paid internship opportunities with industry partners to provide 3rd and 4th year students with on-site training in the regional software industry.
6/30/2014	Parrett, William	J.A. & Kathryn Albertson Foundation	Non-Profit Organization	$1,500,000	Other Sponsored Activities	None	This grant shall provide transition funding to the Idaho Leads Project so that they may investigate the development of a public School Resource Center modeled after the Arkansas Public School Resource Center in an effort to work towards sustainability. The Idaho Leads team will reallocate staff time and effort to reflect the participation in the process as necessary. The Idaho Leads team will continue to provide technical assistance and professional development to Idaho administrators, teachers and community members to build the needed leadership and instructional capacity required to ensure the success of all Idaho students.
10/14/2013	Hughes, William L	National Science Foundation	Federal	$1,499,918	Research-Development	None	The goal of this project is to address the technical and nontechnical barriers to implement scalable nanomanufacturing from DNA crystallization to hard lithographic mask fabrication. The objectives are to: (I) validate directed self-assembly of DNA for high-volume manufacturing as an alternative to block copolymers, (II) integrate atomically precise DNA crystals into photolithography with embedded real-time, in-line optical metrology, for sub-10 nm half-pitch device manufacturing, and (III) create a local to global policy framework for scalable nanomanufacturing that guides public-private collaborations. The project is motivated in part by and in full collaboration with Micron Technology - a worldwide leading manufacturer of memory products based in Boise, Idaho.

Boise State University
Fiscal Year 2014

2). Discretionary F&A Reductions or Waivers

Award Date	PI Full Name	Primary Sponsor	Funding Source	Award Type	Amount Awarded	Amount Waived
7/29/2013	Johnson, Evelyn	Lee Pesky Learning Center	Non-Profit Organization	Continuation	Other Sponsored Activities	$ 28,486
3/3/2014	Wingett, Denise Gay	University of Nevada Las Vegas	Federal Flow-Through	Initial	Research-Basic	$ 14,500
3/3/2014	Jorcyk, Cheryl	University of Nevada Las Vegas	Federal Flow-Through	Initial	Research-Basic	$ 14,500
10/31/2013	Glenn, Nancy	University of Idaho	Federal Flow-Through	Initial	Research-Basic	$ 21,275
10/28/2013	Cline, Richard Casey	Friends of Minidoka	Federal Flow-Through	Initial	Other Sponsored Activities	$ 9,693
6/26/2014	Carrigan, Teri	Idaho Department of Health & Welfare	State of Idaho Entity	Initial	Other Sponsored Activities	$ 3,684
4/21/2014	Gao, Yong	St. Luke's Regional Medical Center	Non-Profit Organization	Initial	Research-Applied	$ 3,015
8/7/2013	Grassley, Jane S	St. Luke's Regional Medical Center	Non-Profit Organization	Initial	Other Sponsored Activities	$ 4,304
3/10/2014	Chittoori, Bhaskar	University of Texas, Arlington	Non-Idaho Local Entity	Initial	Research-Applied	$ 5,128
4/24/2014	Young, Richard	City of Boise	Local Entity	Initial	Other Sponsored Activities	$ 2,500
4/23/2014	Hubbert, Ann	St. Luke's Regional Medical Center	Non-Profit Organization	Continuation	Other Sponsored Activities	$ 2,950
8/1/2013	Davis, Shoni K.	Idaho State University	State of Idaho Entity	Initial	Research-Applied	$ 1,000
9/12/2013	Heath, Julie A	US Fish & Wildlife Service/US Department of the	Federal	Initial	Research-Applied	$ 500
3/5/2014	Hansen, Matthew C	City of Boise	Local Entity	Initial	Other Sponsored Activities	$ 458
3/24/2014	Temkin Martinez, Michal	Idaho Humanities Council	Federal Flow-Through	Initial	Research-Basic	$ 159
12/9/2013	Vos, Jacobus	City of Boise	Local Entity	Initial	Research-Basic	$ 600
					Total Waived	**$ 112,752**

Fiscal Year 2014 Report as per Idaho State Board of Education, Governing Policies
Section: V Financial Affairs, Subsection N. Grants and Contracts.

Boise State University
Sponsored Project Activity Report
FY2014

Awards for the Period July 1, 2013 through June 30, 2014

	Federal	State	Industry	Other	Total	% of Grand Total
Instruction:						
Sponsored Programs Total	$ 4,004,886	$ 2,698,017	$ 10,000	$ 917,227	$ 7,630,130	23.84%
College of Arts & Sciences Total	$ 645,649	$ 73,070	$ -	$ 9,700	$ 728,419	
College of Business & Economics Total	$ -	$ -	$ 10,000	$ -	$ 10,000	
College of Education Total	$ 1,564,562	$ 924,947	$ -	$ 907,527	$ 3,397,036	
College Engineering Total	$ 1,630,374	$ 1,000,000	$ -	$ -	$ 2,630,374	
College of Health Sciences Total	$ -	$ -	$ -	$ -	$ -	
Social Sciences and Public Affairs Total	$ 164,301	$ -	$ -	$ -	$ 164,301	
Other Total	$ -	$ 700,000	$ -	$ -	$ 700,000	
Subtotal Instruction	$ 4,004,886	$ 2,698,017	$ 10,000	$ 917,227	$ 7,630,130	23.84%

	Federal	State	Industry	Other	Total	% of Grand Total
Research:						
Sponsored Programs Total*	$ 13,106,458	$ 964,860	$ 232,355	$ 473,997	$ 14,777,670	46.17%
College of Arts & Sciences Total	$ 5,381,427	$ 402,064	$ 30,000	$ 229,129	$ 6,042,620	
College of Business & Economics Total	$ 24,881	$ -	$ -	$ 26,138	$ 51,019	
College of Education Total	$ 547,136	$ -	$ -	$ 31,222	$ 578,358	
College Engineering Total	$ 4,803,296	$ 191,554	$ 202,355	$ 116,417	$ 5,313,622	
College of Health Sciences Total	$ 246,722	$ 284,897	$ -	$ 28,670	$ 560,289	
Social Sciences and Public Affairs Total	$ 360,511	$ 86,345	$ -	$ 30,674	$ 477,530	
Other Total	$ 1,742,485	$ -	$ -	$ 11,747	$ 1,754,232	
Construction	$ -	$ -	$ -	$ -	$ -	
State Research Appropriations	$ -	$ 187,300	$ -	$ -	$ 187,300	
Subtotal Research	$ 13,106,458	$ 1,152,160	$ 232,355	$ 473,997	$ 14,964,970	46.75%

BOISE STATE UNIVERSITY

	Federal	State	Industry	Other	Total	% of Grand Total
Other Sponsored Activities:						
Sponsored Programs Total*	$ 6,118,210	$ 990,797	$ 31,597	$ 2,233,168	$ 9,373,772	29.29%
College of Arts & Sciences Total	$ 29,640	$ 183,271	$ -	$ 40,500	$ 253,411	
College of Business & Economics Total	$ 1,943,483	$ 33,594	$ -	$ 2,020	$ 1,979,097	
College of Education Total	$ 3,021,895	$ 34,000	$ -	$ 1,638,799	$ 4,694,694	
College Engineering Total	$ 82,554	$ -	$ 23,600	$ -	$ 106,154	
College of Health Sciences Total	$ 711,412	$ 436,708	$ 7,997	$ 122,590	$ 1,278,707	
Social Sciences and Public Affairs Total	$ 97,026	$ 10,759	$ -	$ -	$ 107,785	
Other Total	$ 232,200	$ 292,465	$ -	$ 429,259	$ 953,924	
Construction Total	$ 39,844	$ -	$ -	$ -	$ 39,844	0.12%
Subtotal Other Sponsored Activities	$ 6,158,054	$ 990,797	$ 31,597	$ 2,233,168	$ 9,413,616	29.41%
Grand Totals	$ 23,269,398	$ 4,840,974	$ 273,952	$ 3,624,392	$ 32,008,716	
Percent of Grand Total	*72.70%*	*15.12%*	*0.86%*	*11.32%*	*100%*	*100%*

Expenditures for the Period July 1, 2013 through June 30, 2014

	Federal	State	Industry	Other	Totals	% of Grand Total
Instruction:						
Sponsored Programs Total	**$ 2,610,897.66**	**$ 1,302,032.86**	**$ 2,813.44**	**$ 3,248,527.87**	**$ 7,164,271.83**	**21.44%**
College of Arts & Sciences Total	$ 568,071.92	$ 84,563.42	$ -	$ 10,243.01	$ 662,878.35	
College of Business & Economics Total	$ (475.99)	$ -	$ 2,813.44	$ -	$ 2,337.45	
College of Education Total	$ 1,868,456.90	$ 801,176.65	$ -	$ 3,112,626.89	$ 5,782,260.44	
College Engineering Total	$ 62,867.54	$ 2,636.03	$ -	$ -	$ 65,503.57	
College of Health Sciences Total	$ -	$ 3,696.80	$ -	$ 32,004.31	$ 35,701.11	
Social Sciences and Public Affairs Total	$ -	$ 155,754.26	$ -	$ 93,653.66	$ 249,407.92	
Other Total	$ 111,977.29	$ 254,205.70	$ -	$ -	$ 366,182.99	
Subtotal Instruction	**$ 2,610,897.66**	**$ 1,302,032.86**	**$ 2,813.44**	**$ 3,248,527.87**	**$ 7,164,271.83**	**21.44%**

	Federal	State	Industry	Other	Totals	% of Grand Total
Research:						
Sponsored Programs*	**$ 15,477,253.72**	**$ 713,624.75**	**$ 107,926.68**	**$ 1,041,644.24**	**$ 17,340,449.39**	**51.89%**
College of Arts & Sciences Total	$ 7,777,260.70	$ 278,869.59	$ 21,947.02	$ 605,849.35	$ 8,683,926.66	
College of Business & Economics Total	$ 25,922.91	$ -	$ -	$ 9,879.63	$ 35,802.54	
College of Education Total	$ 518,963.22	$ -	$ -	$ 17,443.99	$ 536,407.21	
College Engineering Total	$ 4,973,330.28	$ 67,824.24	$ 85,979.66	$ 365,219.15	$ 5,492,353.33	
College of Health Sciences Total	$ 203,481.65	$ 256,182.58	$ -	$ 39,922.40	$ 499,586.63	
Social Sciences and Public Affairs Total	$ 475,172.48	$ 102,772.43	$ -	$ 2,696.06	$ 580,640.97	
Other Total	$ 1,503,122.48	$ 7,975.91	$ -	$ 633.66	$ 1,511,732.05	
Construction	**$ 40.00**	**$ -**	**$ -**	**$ -**	**$ 40.00**	
Other	$ 40.00	$ -	$ -	$ -	$ 40.00	
State Research Appropriations Total	**$ -**	**$ 198,100.65**	**$ -**	**$ -**	**$ 198,100.65**	
Other	$ -	$ -	$ -	$ -	$ 198,100.65	
Subtotal Research	**$ 15,477,293.72**	**$ 911,725.40**	**$ 107,926.68**	**$ 1,041,644.24**	**$ 17,538,590.04**	**52.48%**

	Federal	State	Industry	Other	Totals	% of Grand Total
Other Sponsored Activities:						
Sponsored Programs Total*	$ 7,056,739.64	$ 638,005.52	$ 23,269.64	$ 773,677.72	$ 8,491,692.52	25.41%
College of Arts & Sciences Total	$ 142,712.53	$ 41,934.00	$ -	$ 17,553.56	$ 202,200.09	
College of Business & Economics Total	$ 1,555,861.20	$ 35,627.22	$ -	$ 11,567.32	$ 1,603,055.74	
College of Education Total	$ 3,724,997.08	$ -	$ -	$ 7,562.12	$ 3,732,559.20	
College Engineering Total	$ 187,901.28	$ -	$ 16,018.91	$ -	$ 203,920.19	
College of Health Sciences Total	$ 521,004.91	$ 286,338.65	$ 7,250.73	$ 142,672.66	$ 957,266.95	
Social Sciences and Public Affairs Total	$ 233,558.98	$ 10,734.54	$ -	$ 8,262.15	$ 252,555.67	
Other Total	$ 690,703.66	$ 263,371.11	$ -	$ 586,059.91	$ 1,540,134.68	
Construction Total	$ 222,657.23	$ -	$ -	$ -	$ 222,657.23	0.67%

Other Total	$ 222,657.23	$ -	$ -	$ -	$ -	
Subtotal Other Sponsored Activities	**$ 7,279,396.87**	**$ 638,005.52**	**$ 23,269.64**	**$ 773,677.72**	**$ 8,714,349.75**	**26.08%**
Grand Totals	**$ 25,367,588.25**	**$ 2,851,763.78**	**$ 134,009.76**	**$ 5,063,849.83**	**$ 33,417,211.62**	
Percent of Grand Total	***75.91%***	***8.53%***	***0.40%***	***15.15%***	***100%***	***100%***

*Totals do not include construction project activity. Construction project information has been identified separately.

Notes:

1. The expenditure totals presented are on a cash basis.
2. The expenditure totals do not include research expenses recorded in Appropriated and Local Accounts.
3. The expenditure totals do not report cost share or program income expenditures.
4. The funding and expenditure totals include F&A recovery costs.
5. Environmental Finance Center expenditure totals are included in the Public Policy and Administration totals.
6. Energy Policy Institute expenditure totals are included in the Vice President for Research totals.
7. CAES Energy Efficiency Research Institute expenditure totals are included in the Vice President for Research totals.
8. Idaho RADAR Network Center expenditures are included in the Institute for the Study of Addiction totals.
9. Musculoskeletal Research Institute expenditures, funding and award totals are included in the Biology totals.
10. Center for Business and Economic Research expenditures are included in the Business Administration totals.
11. Idaho State Board of Education (SBOE) funding for non-research projects are included in the award numbers by the individual department/unit totals, but are not included in the expenditure totals.

Idaho State University
Office for Research Economic Development
Award Breakdown by Funding Agency Type and Project Type
July 1, 2013 through June 30, 2014

	Federal	State	Industry	Other/Foundation	Totals	Percent of Total
Research	5,286,427	2,725,181	2,414,069	558,146	10,983,823	44%
Training and Instruction	2,226,133	3,421,915	1,459,114	684,240	7,791,402	31%
Other/Public Service	874,194	4,384,868	321,910	666,137	6,247,109	25%
Totals	8,386,754	10,531,964	4,195,093	1,908,523	25,022,334	100%
Percent of Total	34%	42%	17%	8%	100%	

File Name: ISU ORED Annual Awards FY14_final

IDAHO STATE UNIVERSITY

8/22/201

SPONSORED PROJECT EXPENDITURE REPORT
FY2014

Expenditures for the Period July 1, 2013 through June 30, 2014

	Federal	State	Industry	Other	Totals
Training and Instruction	$5,494,480	$1,032,060	$223,607	$261,629	$7,011,77
Research	$11,098,032	$510,185	$583,015	$449,807	$12,641,03
Other/Public Service	$4,723,582	$151,137	$345,807	$80,409	$5,300,93
Totals	$21,316,093	$1,693,383	$1,152,429	$791,845	$24,953,75
Percent of Total	85%	7%	5%	3%	100

HERC Funding Programs

a) Infrastructure

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

b) Targeted Research Funding

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

1) All projects selected for funding under this program will demonstrate the potential for economic benefit or cost savings for the State.
2) A major focus under this program should be start-up and seed funds that will assist a principal investigator in promoting basic or applied research; competing for external funding; and enhancing technology transfer or commercialization.
3) Collaborative research projects are encouraged.

Guidelines for this program will be established by HERC, will incorporate an independent peer review, and will include an evaluation component for commercial applicability for the benefit of the State.

c) Research Centers

Many important research advances are made through focused research centers. These centers should involve several faculty members from multiple institutions in conjunction with the necessary research equipment and support personnel. The funds needed to establish centers of this type should be adequate to create a critical research mass for multiple years leading to research center sustainability. State funding should be supplemented by non-state matching funds.

d) State Matching Awards

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

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

1) Federal Agencies
2) EPSCoR projects e.g., National Science Foundation, National Institute of Health, Department of Energy, Department of Defense, National Aeronautics and Space Administration, etc.
3) Foundations
4) Business and Industry
5) Other

e) Minimum Post-Award Accountability

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

1) number of students involved;
2) number of faculty involved;
3) external funding earned as a result;
4) publications in refereed journals;
5) presentations at professional meetings and conferences;
6) patents awarded or pending;
7) economic benefits; or
8) problem resolution.

Additional reporting procedures will be established and administered through HERC.

FY 2015 Allocation of HERC Funds

Amount to be Awarded	Total	Proposed Allocation
$1,635,500		
$2,000,000	$3,635,500	

IGEM Funds	$2,000,000.00
IGEM Proposals	
University of Idaho (Year 3 of 3)	$674,900
Boise State University (Year 3 of 3)	$700,000
Idaho State University (Year 3 of 3)	$515,600
One year proposals	$109,500
Total IGEM	**$2,000,000**
Infrastructure Funds	$500,000.00
BSU	$125,000
ISU	$125,000
UI	$200,000
LCSC	$50,000
Total Infrastructure	**$500,000**
Matching Award Grants	
NSF-EPSCoR (Managing Idaho's Landscapes for Ecosystem Services - $20M) (2013 - 2018)	$800,000
Total Matching Grants	**$800,000**
Targeted Research	$333,000
Idaho Incubation Fund (5th round) (Five Proposals Awarded for FY15)	$333,000
Total Targeted Research	**$333,000**
Research Centers	
Total Research Center	**$0**
Administrative Costs	
FY15 Administrative Costs	$2,500
Total Administrative Costs	**$2,500**
Total Budget / Allocation	**$3,635,500**

NOTES

Higher Education Research Council
IGEM Program Awards

Funding under this program was awarded to competitive state university research in support of the goals of the Idaho Global Entrepreneurial Mission (IGEM) initiative. Including, investing in the development of expertise, products, and services which had potential to result in state economic growth.

Selected project proposals were in alignment with the statewide higher education research strategic plan and leveraged the talents and expertise of Idaho's research universities to further the economic vitality of the state. Priority was given to those proposals that showed a strong collaborative effort between institutions as well as the private sector.

A competitive process using industry partners selected from the Idaho Technology Council to evaluate each proposal was used in FY12. The projects were awarded on a three year ongoing basis, subject to continued appropriation and annual progress of each project. HERC conducts and annual review of each projects performance prior to renewing the award for the next year.

Funded Projects
University of Idaho (PI: J. Alves-Foss, K.G. Aiken, G.W. Donohue, B.K. Johnson, K.R. DenBraven)
Multidisciplinary Cyber-Security Faculty Cluster Project: This proposal was a request for a multidisciplinary faculty cluster hire in the area of cybersecurity, with a specific focus on critical information infrastructure and support for secure software development. This is a enhancement to existing expertise at the University, focusing on development of critical technologies for Idaho industry. Cyber-security technologies improve the efficiency of corporate computing systems, whether they are for manufacturing controls, e-commerce or internal operations.
FY13: $640,200
FY14: $667,700
FY15: $674,900 (requested)

Boise State University (PI: Amit Jain)
Computer Science Program Expansion and Restructuring: This proposal sought funding to expand and restructure the Universities computer Science Department to help meet compelling state economic development, research, and workforce needs.
FY13: $700,000
FY14: $700,000
FY15: $700,000 (requested)

Idaho State University (PI: Douglas P. Wells, Alan Hunt)
Development of Accelerator-Produced Isotopes: This proposal sought funding to accomplish multiple objectives in medical isotope production and in materials modification for the semiconductor and other industries:

1. Support the creation of proprietary and patentable intellectual property that improves the production and lowers the cost of the medical isotope 67Cu,
2. Complete the equipment portfolio necessary for more efficient production of 67Cu and follow-on medical isotopes in demand,
3. Research proprietary and patentable techniques for producing medical isotopes in demand,

4. Develop the accelerator produced medical isotope market by providing trial samples of isotopes to researchers,
5. Assemble a 20 MeV, 4 kW LINAC with a scanning output beam and characterize this system for use by commercial partners for semiconductor materials modification,
6. Build expertise within the University regarding commercialization of University Intellectual Property and foster a culture of entrepreneurship and innovation with commercialization as a goal.

FY13: $670,700
FY14: $515,600
FY15: $515,600 (requested)

HERC IF Summary Report with Institution Input Updated: 1/14/15

Number	Institution	PI	Project	Award	Expended	Faculty Involved	Students Involved	Patents	Copyrights	Licenses	Options	License or Option Revenue	Start Ups Spin Outs	Industry Involvement	OTT Ref. # Office of Tech Transfer	Additional Information
IF11-004	BSU	Greg Hampikian	MSM Micro Pumps	$ 49,382.00	$49,393.93	2	2	Provisionals filed 61/560,603 and 61/507,991; combined for utility filing 13/550,386 on 7/16/12	n/a	n/a	n/a	n/a	n/a	Testing with Lockheed Martin; International MSM Conference held at BSU 6/3	90 and 96 (combined 122)	
IF11-010	ISU	Alok Buhshan	Cancer Drug	$50,000	$50,000.00		2	1	0	0	0	0	0	no	n/a	
IF11-011	U of I	Stephen L. Love	Propagation Capability	$ 49,770.00		1	0	N/A	N/A	1	0		Idaho start-up	Conservation Seeding &	10-023	
IF11-012	U of I	Erik R. Coats	Production Facility	$ 50,000.00		2	1	none filed	N/A	0	0		0	Inventor secured an	10-019	
IF11-013	U of I	Kerry C. Huber	Potato-Based RS	$ 50,000.00		2	1	Two Patent Cooperative Treaty (PCT) applications filed.	N/A	Being negotiated	0		0	research associated with technology.	09-028 & 10-004	
IF11-016	U of I	Kenneth Cain	Probiotic Bacterial Strains	$ 33,848.00		1	2	Issue fee for patent allowance paid 7/25/13.	N/A	1	0		0	Clear Springs Foods, Inc.	09-002	
IF11-018	U of I	David McIlroy	Nano spring Coatings	$ 50,000.00		0	1	US utility application filed. Selection of foreign patent applications made in June/July 2013.	N/A	0	1		company created around technology. Company	MJ3 was able to secure $150K NSF Phase I funding. Some of the tasks under this SBIR	10-018	
IF12-001	BSU	Warren Barrash	Pump n Pack	$ 50,000.00	$50,000.00	2	2	Provisional filed 11/22/10 (61/416,200) and utility filed 9/14/11 (13/232,876); PCT filed but BSU has declined to nationalize	4	n/a	n/a	n/a	n/a	Stanford and Eni; using the IP currently in Italy: PI took this IP to Stanford for funding from Eni (not Boise	71	
IF12-003	BSU	Greg Hampikian	MSM Micro Pumps	$ 50,000.00	$49,966.25	2	2	Provisionals filed 61/560,603 and 61/507,991; combined for utility filing 13/550,386 on 7/16/12	n/a	n/a	n/a	n/a	n/a	Testing with Lockheed Martin; International MSM Conference held at BSU 6/3	90 and 96 (combined 122)	
IF12-005	BSU	Owen McDougal	3 Industrial Cleaners	$ 49,600.00	$49,603.68	1	5	n/a	n/a	n/a	n/a	n/a	n/a	Marketing, LLC.	to OTT	
IF-12-011	ISU	Doug Wells	Commercialization of electron linear accelerator manufactured isotopes	$50,000	$50,000.00	4	3	Application filed. 13/100,324. No action from USPTO yet.	0	0	0	0	0	A development agreement was signed with International Isotopes Inc. of Idaho Falls. The terms specify work in joint development and commercialization. Details were provided in the quarterly reports filed for the project.	n/a	
IF12-014	U of I	Dean Edwards	A high performance, horizontal plate battery for plug-in, hybrid electric vehicles (PHEVs)	$ 44,000.00		3	6	none filed	N/A	0	0		0	0	11-006	
IF12-015	U of I	Suat Utku Ay	SSLAR Imaging system for surveillance camera markets	$ 50,000.00		1	2	PCT application filed	N/A	0	0		0	0	08-022 & 09-016	
IF12-017	U of I	Richard Wall	Development of an independent fault monitor to increase safety and marketability of the advanced accessible pedestrian system	$ 39,400.00		1	4	none filed	N/A	0	0		0	Campbell Company	11-011	
IF13-001	U of I	Patrick Hrdlicka	Development of diagnostic kits for gender determination of animal embryos	$ 50,000.00		1	1	PCT application filed.	N/A	1	0		0	Company name confidential	11-020	
IF13-002	U of I	Kenneth Cain	"Natural occurring" probiotic bacterial strains	$ 50,000.00		1	1	Issue fee for patent allowance paid 7/25/13.	N/A	1	0		0	Sciences,Inc.; Uath Fisheries Experiemntal	09-002	
IF13-003	U of I	An Chen	Development of an energy integrated FRP-confined precast sandwich roof panel for green buildings	$ 50,000.00		1	2	PCT application filed	N/A	0	0		this project were used to secure a 3 year $1.5 million dollar award	Missouri Structural Composites, LLC	11-025	
IF13-004	U of I	Jon Van Gerpen	Ultrafast fermentation	$ 45,100.00		1	1	PCT application filed.	N/A	0	1		company	0	12-002	

HERC IF Summary Report with Institution Input Updated: 1/14/15

Number	Institution	PI	Project	Award	Expended	Faculty Involved	Students Involved	Patents	Copyrights	Licenses	Options	License or Option Revenue	Start Ups Spin Outs	Industry Involvement	OTT Ref. # Office of Tech Transfer	Additional Information
IF13-005	U of I	Brian He	Advancing glycerol conversion technology for commercialization for sustainable biodiesel industry	$ 50,000.00		2	1 collaborator (and technology inventor) from MSU-Northern Bio-Energy Center	US utility filed.	N/A	0	0		0	0	11-022	
IF13-006	BSU	Tinker	Staph Vaccine	$ 50,000.00	$16,322.65	2	5	Two patents filed (parent 13/328,686 and CIP 13/896,854)	n/a	*Exclusive Technology Brokerage Agreement with Dr. Brian Mitchell	n/a	n/a	n/a	Partnered with DairyTeam Veterinary Consulting; Exclusive Brokerage Agreement for licensing; written in USDA Grant Proposal	93	
IF13-007	BSU	Lujan	Bone Fracture Analysis	$ 27,000.00	$27,000.00	1	2	n/a	n/a	n/a	n/a	n/a	n/a		to OTT	
IF14-002	BSU	Greg Hampikian	cancer killing nullomer	$50,000.00	$50,000.00	2	4	13/358,952	n/a	n/a	n/a	n/a	n/a	potential industry	5936	
IF14-004	BSU	Maria Mitkova	Structure to improve	$ 45,750.00	$45,750.00	1	5	61/823,783 & 61/847,974	n/a	n/a	n/a	n/a	n/a	In discussion with 2	5917	
IF14-005	BSU	Peter Mullner	Integral 3-D straing	$ 45,750.00	$45,750.00	3	2	13/652,293	n/a	n/a	n/a	n/a	n/a	Working with 2 local	5916	
IF14-008	BSU	Gang-Ryung Uh	SAVE: self-organizing air vent system	$ 45,800.00	$44,210.57	1	5	61/835,276	n/a	n/a	n/a	n/a	n/a	companies. Company	5915	
IF14-009	ISU	Guang Yan	Cationic Prodrugs	$50,000	$50,000.00	1	3	filed provisional patent	0	0	0	0	0	In discussion	n/a	
IF14-012	U of I	Patrick Hrdlicka	Production of gender-sorted sperm	$ 50,000.00	$50,000.00	1	3	2013, PCT WO 2013103713A1 & 2013, PCT WO 2013013068A2	N/A	1	0		0	Minitube of America/MOFA Global	11-020	
IF14-013	U of I	Daniele Tonina	Thermal scour-deposition chain	$ 45,800.00	$44,675.67	1	collaborators (and technology inventors) from	13/890,919	N/A	0	0		0	CH2M Hill and US Forest Service Rocky Mountain Research Station	12-009	
IF15-001	BSU	Greg Hampikian	Nullomer Anticancer Peptides	$50,000	$6,367.00	1	0	Negotiating								
IF15-002	BSU	Cheryl Jorcyk	Small Molecule Inhibitors for the Reduction of Cancer Metastasis	$50,000	$1,650.00	2	5	P10980US01 - Oncostatin M submitted								
IF15-003	BSU	Peter Mullner	Integral 3D Strain Sensor Phase II	$50,000	$7,651.00	2	5	Sensor Device, Non-Provisional Application for US Letters Patent		n/a				PM Research		Proposals submitted for Technology developemnt: 1)Walmart Foundation-$2,600,000 not funded 2) Accelerating Innovation Research-$200k-pending 3)Economic Development Admin-$500k pending 4) NASA-EPSCoR $706,500-pending
IF-15-004	BSU	Dr. Gang-Ryung Uh	Self-organizing Air Vent System	$50,000	$7,247.00	1	1	Provisional patent 61/835,276-2013					0	KEG and FAMCO		
IF15-007	U of I	Daniele Tonina	Prototype Development of Low Cost Thermal Scour-Deposition Chain	$20,900	$679.00	1	1	13/890,919						Idaho Transportation Department		

SUBJECT

Legislative Update

BACKGROUND/DISCUSSION

This item is to provide the Board with an update on Board approved legislation and other education related bills thus far in the 2015 legislative session. The Board approved nine (9) bills for introduction during the 2015 legislative session. Three or those bills were directly related to the Governor's Task Force for Improving Education Recommendations.

The attached summary provides a brief outline of where each bill currently stands in the legislative process and any new education related education introduced since the last legislative update to the Board.

IMPACT

Board action, either supporting or opposing individual bills would allow for Board staff to testify to the Boards position during the hearings on the bills during the legislative committee meetings.

ATTACHMENTS

Attachment 1 – Summary of Education Related Legislation	Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board staff will be prepared to walk the Board through specific legislation that the Board may wish to opine on as well as answer questions regarding the impact that a given piece of legislation may have on the state educational system.

The Board has the option of supporting, opposing or taking no action on any of the bills discussed. Board staff will be available to walk through the bills and answer specific questions and give recommendations on the bills discussed.

Under Board Action is suggested language Board members may wish to use, should they want to take action on any given bill.

BOARD ACTION

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

I move the State Board of Education oppose __________. *(insert bill number)*

OR

I move the State Board of Education support ___________. *(insert bill number)*

Board Approved Legislation

Bill No	Description	Last Action
H0020	Transfer of Surplus Property: Clarifies the conflict between the	02/02/205 House- Passed 64-5-1 02/12/2015 Senate - Reported out of Committee with Do Pass Recommendation; Retained on calendar
H0021	Nursing Education Program Approval: Amends language in section 54-1406, removing the requirement that the Board approve curriculum changes in all nursing programs that would impact articulation agreements.	02/02/2015 House – Passed 69-0-1 02/12/2015 Senate – Passed 33-0-2
H0022	School District Trustee Terms – Transition from 3 to 4 year terms: Repeals a section of code that is no longer relevant as the terms specified in it have all expired.	02/02/2015 House – Passed 68-1-1 02/10/2015 Senate – Passed 33-0-2
H0045	Income Tax Credit – Sunset Removal: Removes the sunset on tax credits to educational institutions and agencies	01/28/2015 House - Reported Printed and Referred to Revenue & Taxation
H0074/ HB122	Continuous Improvement Plans: Updates the language around district strategic plans to focus them more toward continuous improvement plans and increases the amount of funds available for training from $2,000 to $6,600.	02/04/2015 House - Reported Printed and Referred to Education 02/17/2015 House – Reported out of Committee with Do Pass Recommendation
S1021	Charter School Financial Support: Separates the state appropriate from the automatic calculation of the Charter School Authorizer fee for the schools Authorized by the Public Charter School Commission and amends reporting date requirement	02/09/2015 Senate – Passed 33-2-0 02/17/2015 House – Passed 68-0-2
S1050	Advanced Opportunities: Amends the Advanced Opportunities programs contained in code to consolidate them into one chapter and other various small program changes	02/17/2015 Senate – Scheduled for bill hearing 02/18/2015
RS23268	Risk Management – Opt Out: Allows the Institutions to opt out of Risk Management services, including the purchase of their own liability insurance with Board approval.	Has not been scheduled for a print hearing yet.
RS23314	Career Ladder Legislation:	Has not been scheduled for a print hearing yet.

	Implements the recommendations of the Task Force moving teacher apportionment to a Career Ladder model.	

Board Supported Legislation

S1081	Amends required reserved limits on public postsecondary educational institutions self-insured health care benefits. (Requested by UI)	02/16/2015 Senate - Reported Printed; referred to Commerce & Human Resources
S1086	Requires PTE to coordinate with IDLA on providing online PTE courses to school districts and allows PTE to provide incentives to institutions to align courses with secondary programs for greater uniformity and transferability	02/16/2015 Senate - Reported Printed; referred to Education

Superintendent Introduced Legislation

H0097	Education Services for the Deaf and Blind for the Board of Directors: Allows the Superintendent to appoint a designee in their place to serve as the chair of the Board of Directors.	02/10/2015 House - Reported Printed and Referred to Education
S1018	Teacher Certification Fees and the Professional Standards Commission: Allows the Department to move the fee revenue into a line item within the Departments budget and removes the statutory percentages that could be used by the Department to defray the cost of teacher certification administration	02/06/2015 Senate – Passed 34-0-1 02/17/2015 House – Reported out of Committee with Do Pass Recommendation
S1019	Teacher Criminal History Check Fees: Amends the fee to $11 plus applicable fees charged by ISP, FBI, etc rather than the total maximum fee of $40 for criminal history/fingerprint check.	02/06/2015 Senate – Passed 32-2-1 02/09/2015 House – Referred to Education

Other Education Related Legislation

H0052	Youth challenge prog/repeal sunset: Repeals the sunset on this National Guard youth intervention program	02/13/2015 House – Passed 46-17-7 02/16/2015 Senate – Referred to Education

H0065	Education, superintendent duties: Requires the State Superintendent start the process of withdrawing from the SBAC consortium, prohibits the use of SBAC created questions as a graduation requirement, repurposes assessment funds to professional development	02/02/2015 House - Reported Printed and Referred to Ways & Means
H0076	Taxes, base assessment roll: amends existing law to provide for funds for the school emergency fund levy to be included on the base assessment roll	02/13/2015 House – Passed 66-1-3 02/16/2015 Senate – Referred to Local Government & Taxation
H0083	Postsecondary credit scholarship: Provides a scholarship to students who graduate from and Idaho high school and go to a public institution who have earned dual credits. Requires a matching academic scholarship.	02/05/2015 House - Reported Printed and Referred to Education
H0110	Authorizes the Department of Education to conduct a statewide awareness campaign to promote mastery based education and to facilitate the development of an incubator program. This legislation is in alignment with the Governor's Task Force Recommendation on Mastery Based education.	02/17/2015 House - Reported out of Committee with Do Pass Recommendation, Filed for Second Reading
H0126	Allows school districts to receive salary-based apportionment based on the better of their midterm or full-term support unit numbers. The staff allowance is used in calculated funds used for personnel costs.	02/13/2015 House - Reported Printed and Referred to Education
S1070	Requires high school students be allowed to take alternate route to graduation rather than a standards achievement test with parent/guardian approval	02/13/2015 Senate - Reported Printed; referred to Education
S1071	Requires students pass US citizenship civics test for high	02/13/2015 Senate - Reported Printed; referred to Education

	school graduation, sets level to pass	
S1072	Requires candidates for school board trustee position file sunshine reports like other non-partisan positions	02/13/2015 Senate - Reported Printed; referred to Education
S1085	Requires state superintendent to start process to remove Idaho from Smarter Balanced Assessment Consortium, prohibits students from taking any test or test question develop by such consortium as a graduation requirement	02/16/2015 Senate - Reported Printed; referred to Education
S1087	Amends existing law to provide admission preference to students transferring from a charter school to a different charter school	02/16/2015 Senate - Reported Printed; referred to Education
S1088	Defines when a reduction in force may occur and removes sunset clause from previous session	02/16/2015 Senate - Reported Printed; referred to Education
S1096	Creates a new chapter outline parental rights in education. Requires school districts to develop polices to promote parental involvement and requires annual parent notification of such rights.	02/17/2015 Senate - Reported Printed; referred to Education
S1097	Repeals §33-1006A which requires the Department of Education to conduct audits of transportation operations under certain conditions.	02/17/2015 Senate - Reported Printed; referred to Education
HCR003	Education, data system study: Creates a Legislative Council to study the state's K-20 SLDS	02/05/2015 House – Adopted 63-4-3 02/16/2015 Senate – Referred to Education
SCR105	This resolution directs the Department of Education and Board to convert the current Idaho Core Standards into more Idaho-specific standards in 2015.	02/17/2015 Senate - Reported Printed; referred to Education
SCR106	This resolution directs the Department of Education to find an alternative to the "Smarter Balance Assessment Consortium"	02/17/2015 Senate - Reported Printed; referred to Education

	and report to the legislature in 2016 the feasibility of using a replacement and further resolves that assessments for evaluation or accountability purposed should be chosen at the local level.	

Supplemental Appropriations

S1002	Approp, Public Television, add'l: Provides a one-time supplemental appropriation to IPTV for FY15 for the replacement of equipment.	01/28/2015 Senate – Passed 33-1-1 02/02/2015 – House – Passed 53-15-2
S1012	Approp, Voc Rehab Div, add'l: Provides an ongoing supplemental appropriation to IDVR for FY15 for the State Independent Living Council and assessment, training, etc to assist people with disabilities secure and retain employment.	01/30/2015 Senate – Passed 32-0-3 02/04/2015 House – Passed 60-10-0

May Impact Institutions/Education

S1039	Eminent domain – specifies what a property owner may use to assess property value and damages	02/05/2015 Senate - Reported Printed; referred to Transportation

CONSENT
FEBRUARY 19, 2015

TAB	DESCRIPTION	ACTION
1	**IRSA - PROGRAMS AND CHANGES APPROVED BY EXECUTIVE DIRECTOR - QUARTERLY REPORT**	Information Item
2	**IRSA - UNIVERSITY OF UTAH - ANNUAL REPORT**	Information Item
3	**IRSA - EPSCoR IDAHO COMMITTEE APPOINTMENT**	Motion to Approve
4	**PPGA - STATE REHABILITATION COUNCIL APPOINTMENT**	Motion to Approve
5	**PPGA - INDIAN EDUCATION COMMITTEE APPOINTMENT**	Motion to Approve
6	**PPGA - DATA MANAGEMENT COUNCIL APPOINTMENT**	Motion to Approve
7	**PPGA - ALCOHOL PERMITS - PRESIDENT APPROVED REPORT**	Information Item
8	**SDE - HOMEDALE SCHOOL DISTRICT TRUSTEE ZONE BOUNDARY CORRECTION**	Motion to Approve
9	**SDE - PROFESSIONAL STANDARDS COMMISSION APPOINTMENT**	Motion to Approve

BOARD ACTION

I move to approve the Consent Agenda as presented.

Moved by _________ Seconded by __________ Carried Yes ______ No ______

SUBJECT

Programs and Changes Approved by Executive Director - Quarterly Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8.a., Postsecondary Program Approval and Discontinuance

BACKGROUND/DISCUSSION

On August 13, 2014, the Board was presented with a full report on Program Prioritization to include a summary of programmatic changes institutions propose to implement as a result of this process.

Board staff developed a streamlined program approval process that aligns with Board Policy III.G for processing the changes *en masse*. The process was divided into three parts and required institutions to submit batch notices for minor program changes, creation and discontinuation of new academic program components, and name changes. A batch request was required for the discontinuation of academic and professional-technical programs, centers, institutes, etc.; the creation, consolidation, and bifurcation of undergraduate programs; and the creation of new undergraduate certificates.

Board staff maintained the existing proposal process for any new academic/PTE program; the creation, consolidation, and bifurcation of graduate programs; new graduate certificates; program expansion to off-campus sites; creation of new academic centers, institutes; and the transition of existing programs to online delivery. Institutions were required to follow the standard proposal process for self-support or professional fee program requests consistent with Board Policy V.R.

In accordance with Board Policy III.G.3.b.i.(2) and 4.b, prior to implementation the Executive Director may approve any new, modification, and/or discontinuation of academic or professional-technical programs, with a financial impact of less than $250,000 per fiscal year. Each institution has indicated that their respective program changes provided in Attachment 1 fall within the threshold for approval by the Executive Director.

Consistent with Board Policy III.G.8.a., the Board office is providing a quarterly report of program changes from Idaho's public institutions that were approved between July 2014 and January 2015 by the Executive Director.

ATTACHMENTS

Attachment 1 – List of Programs and Changes Approved by the Executive Director	Page 3

BOARD ACTION

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

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Program Prioritization Changes

Approved by Executive Director
November 2014 and January 2015

Institution	Batch Request and Approval
BSU	Discontinue Bachelor of Music in Music/Business
BSU	Discontinue Graduate Certificate in Gerontological Studies
BSU	Discontinue MS in Physical Education Pedagogy
BSU	Change existing BA in Anthropology to a BS in Anthropology
BSU	New undergraduate certificates: • Certificate in Leadership and Human Relations • Elementary Arabic Certificate • Intermediate Arabic Certificate • Elementary American Sign Language Certificate • Intermediate American Sign Language Certificate • Elementary Basque Certificate • Intermediate Basque Certificate • Elementary Mandarin Chinese Certificate • Intermediate Mandarin Chinese Certificate • Elementary French Certificate • Intermediate French Certificate • Elementary German Certificate • Intermediate German Certificate • Elementary Japanese Certificate • Intermediate Japanese Certificate • Elementary Korean Certificate • Intermediate Korean Certificate • Elementary Latin Certificate • Intermediate Latin Certificate • Elementary Spanish Certificate • Intermediate Spanish Certificate
BSU	Discontinue centers and institutes: • Environmental Science and Policy Research Institute • Center for Environmental Sensing • Geospatial Research Facility • Musculoskeletal Research Institute • Permian Research Institute • International Center for Bayesian Methods (will sunset in Fall 2020)
ISU	Discontinue Bachelor of University Studies
ISU	Discontinue BA in French and BA in German
ISU	Discontinue BS in Theatre
ISU	Consolidate BA in Mass Communication, BA in Communication and Rhetorical Studies, and the BS in Communication and Rhetorical Studies into a BA in Communication
ISU	New undergraduate certificate in Basic Language Proficiency in Spanish, French, German, and Japanese
ISU	New undergraduate certificate in Advanced Language Proficiency in Spanish, French, German, and Japanese
ISU	New undergraduate certificate in Organizational Leadership

Institution	Batch Notice to OSBE (Does not require approval but notification to OSBE per policy III.G. & Streamlined Process)
BSU	Discontinue Minors in Civil Engineering and Leadership
BSU	Discontinue the following options from the BA in Theatre Arts • Dance option • Design option • Directing option • Dramatic writing option • Performance option • Stage management option
BSU	Discontinue Emphases in Environmental Health and Evaluation and Research from the Master of Health Sciences
BSU	Discontinue General Studies emphasis from Radiological Sciences
BSU	Create Minors in Cybersecurity and in Supply Chain Management
BSU	Create emphases in the following: • Astrophysics in BS Physics • Statistics in BS Applied Mathematics • Secondary Education in BS Computer Science • Secondary Education in BS Mechanical and Biomedical Engineering
BSU	Move BA and BS in Interdisciplinary Studies from the College of Arts and Science to the Honors College
BSU	Change CIP code for Radiologic Science from 51.0907 to 51.0911
BSU	Change the name of the STEM Institute to the Institute for STEM and Diversity Initiatives
ISU	Move the School Psychology program into Department of School Psychology and Educational Leadership
ISU	Move Literacy program and Special Education program into Department of Teaching and Educational Studies
ISU	Move PhD in Instructional Design program and M.Ed Instructional Technology program to the Department of Organizational Learning and Performance
ISU	Discontinue Emphases in Advertising, Media Studies, Public Relations, and Television
ISU	Move the A.S. and B.S., Fire Services Administration programs and the A.S. and B.S. Emergency Management programs from the College of Technology to the Kasiska School of Health Professions
ISU	Change the name of the Minor in Women Studies to Minor in Gender & Sexuality Studies
ISU	Create new emphasis in Community College Leadership, Ed.D. in Educational Leadership
ISU	Create new K-12 Endorsement in Mathematics Coaching, M.Ed. Elementary Education and Secondary Education programs
ISU	Create new emphasis in English as a New Language (K-12) to BA and BS in Elementary Education
ISU	Discontinue Family Studies emphasis/option in the Master of Education with Child and Family Studies emphasis
ISU	Creation of three new Minors within the Organizational Leadership and Performance Program • Minor in Workplace Training and Leadership • Minor in Organizational Leadership • Minor in Human Resource Development
ISU	Discontinue Nursing Leadership option in the MS in Nursing

Institution	**Batch Notice to OSBE** (Does not require approval but notification to OSBE per policy III.G. & Streamlined Process)
ISU	Discontinue the Adult Clinical Nurse Specialist option in the DNP program
ISU	Discontinue the Clinical Nurse Leadership option in the MS in Nursing
ISU	Name changes to the following emphases and minors: • Emphasis in Organizational Communication to Corporate Communication • Emphasis in Rhetorical Studies to Rhetoric • Emphasis in Journalism to Multiplatform Journalism • Minor in Organizational Communication to Public Relations/Advertising • Minor in Rhetorical Studies to Rhetoric • Minor in Mass Communication to Visual Communication • Minor in Leadership Studies to Leadership
ISU	Name changes to the following graduate programs: • Department of Educational Foundations to Department of Teaching and Educational Studies • Department of Educational Leadership and Instructional Design to Department of School Psychology and Educational Leadership • BS in Human Exceptionality to BS in Special Education • Master of Education in Human Exceptionality, Special Education option to Master of Education in Special Education • Master of Education in Human Exceptionality, School Psychological Examiner option to Master of Education in School Psychology • Master of Education with Child and Family Studies emphasis, option in Early Childhood Education and Intervention to Master of Education in Early Childhood Education
ISU	Change the name of the Advanced Manufacturing Technology program to Advanced Automation and Manufacturing Technology
ISU	Change the name of the minor in Women Studies to Minor in Gender & Sexuality Studies Change the name of the Department of Languages and Literatures to Department of Global Studies and Languages ○ Move the International Studies program to the new proposed Department of Global Studies and Languages
ISU	Change the name of the Department of Sociology, Social Work, and Criminal Justice to the Department of Sociology, Social Work, and Criminology. ○ Change the name of the A.A. in Criminal Justice to the A.A. in Criminology
ISU	Add an emphasis in Criminology to their existing B.A. in Sociology and an emphasis in Interdisciplinary Specialized Area in Criminal Justice to the Master of Public Administration and Master of Arts in Sociology

Academic Programs

Approved by Executive Director
July 2014 and January 2015

Institution	Program Changes
BSU	New Graduate Certificate, Non-Profit Management
BSU	New School of Allied Health to include Departments of Kinesiology, Community and Environmental Health, Respiratory Care, and Radiologic Sciences within the College of Health Sciences • Move School of Social Work from the College of Social Sciences and Public Affairs to the College of Health Sciences • Move the Department of Kinesiology from the College of Education to the College of Health Sciences

Institution	Program Changes
BSU	College of Education – restructure of departments • Move functions of Department of Bilingual Education into the Department of Literacy • Rename Department of Literacy to the Department of Literacy, Language, and Culture • Discontinue the Department of Bilingual Education
BSU	New School of Public Service • Move Departments of Community & Regional Planning, Criminal Justice, Military Science, Political Science, and Public Policy & Administration from College of Social Sciences and Public Affairs to the School of Public Service • Move Departments of Anthropology, Communication, History, Psychology, and Sociology; Program in Environmental Studies; and BA in Multidisciplinary Studies from College of Social Sciences and Public Affairs to the School of Public Service • Discontinue College of Social Sciences and Public Affairs
BSU	Minor in Computational Science & Engineering
ISU	New Bachelor of Science in Electrical Engineering Technology – utilizing existing courses, laboratory resources and faculty of the College of Science and Engineering and the College of Technology
ISU	Remove the Special Education Double Major and change it to Special Education as an Elementary emphasis area

Institution	Other Program Changes (does not require approval but require notification to OSBE per policy III.G.)
BSU	Change name of BA in Multi-ethnic Studies to BS in Ethnic Studies
ISU	Change their existing M.S., B.S., and A.S., in Physics with an emphasis in Health Physics to an M.S., B.S., and A.S., in Health Physics
ISU	Addition of new concentrations in Health Science and Emergency Medical Services to their existing Bachelor of Science in Health Science • The Emergency Medical Services concentration will include four tracks: Leadership/Management, Clinical, Education, and Community Paramedic.
ISU	• Under the B.S. in Earth and Environmental Systems program o Change the name of the Biological Systems track to Environmental Systems track o Change the name of the Environmental Geochemistry track to Geospatial Systems track o Discontinue the existing track in Global Environmental Change • Under the B.A in Earth and Environmental Systems program o Change the name of the Environmental Policy and Management track to Environmental Systems track o Discontinue the existing track in Environmental Health
ISU	• Change the name of the Department of Health and Nutrition Sciences to Department of Community and Public Health o Move the existing Dietetics program from the proposed Department of Community and Public Health to become a free-standing program under the Kasiska School of Health Professions • Change the name of the existing BBA in Informatics to BBA in Business Informatics • Change the name of the existing BBA in Health Care Informatics to BBA in Health Informatics • Change the name of the B.S., Geomatics Technology program to Surveying and Geomatics Engineering Technology

Institution	**Other Program Changes** (does not require approval but require notification to OSBE per policy III.G.)
ISU	Move the A.S. and B.S., Fire Services Administration programs and the A.S. and B.S. Emergency Management programs from the College of Technology to the Kasiska School of Health Professions
ISU	Move its existing Bachelor of Arts in Theatre, Film, and Video from the James E. Rogers Department of Communication, Media, and Persuasion to the Department of Theatre & Dance within the School of Performing Arts
ISU	Merge the Department of Communication and Rhetorical Studies with the James E. Rogers Department of Communication, Media, and Persuasion

Professional - Technical Education Programs

Approved by Executive Director

Program Activity	Institution
Discontinue Legal Administrative Support program	CWI
New Law Enforcement Program – Idaho Peace Officer Standards and Training Council (POST) Certificate	CWI
New Intermediate Technical Certificate under the Microsoft Computer Networking Technologies, Computer Networking Technologies Program	EITC
New Intermediate Technical Certificate under the Web Development Technologies Program	EITC
New Advanced Technical Certificate under the Web Development Technologies Program	EITC
New Medical Coding, Intermediate Technical Certificate under the Health Information Technology Program	ISU
New Aviation Maintenance Program - AAS and ATC	NIC

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SUBJECT

University of Utah Annual - Report

BACKGROUND/DISCUSSION

The state contracts with the University of Utah School of Medicine for eight (8) seats per year for a total of thirty-two (32) seats. Idaho students spend all four years at the University of Utah in Salt Lake City. These Idaho-sponsored students are required to spend seven week in Idaho in their third year doing a four week family medicine rotation and a three (3) week internal medicine rotation. The University of Utah School of Medicine reports annual to the Board regarding the curriculum requirements and admission numbers of Idaho students.

ATTACHMENTS

Attachment 1 – University of Utah – Annual Report	Page 3

BOARD ACTION

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

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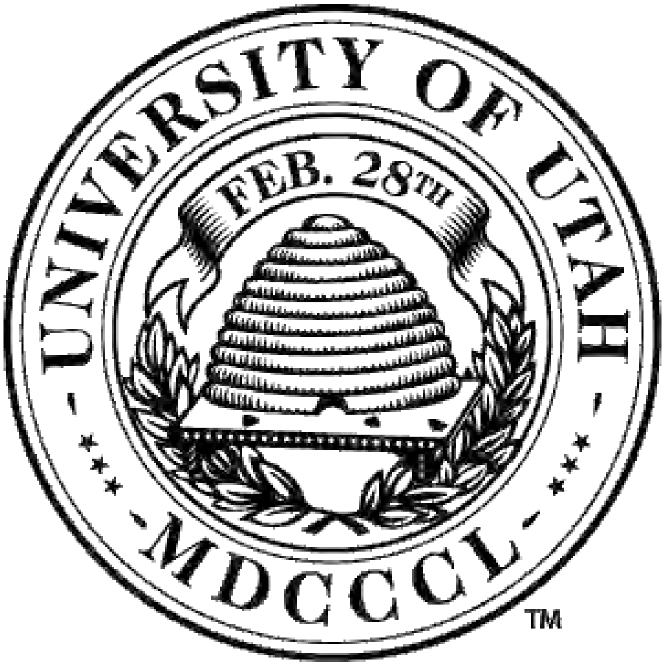

University of Utah, School of Medicine

Idaho State Board of Education Annual Report

2014

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UNIVERSITY OF UTAH
FEB. 28TH
MDCCCL

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Mission Statement

The University of Utah School of Medicine serves the people of Utah and beyond by continually improving individual and community health and quality of life. This is achieved through excellence in patient care, education, and research. Each is vital to our mission and each makes the others stronger.

Overview of the Four Year Curriculum

Year 1

Phase1: Foundations of Medicine

This 17-week phase includes the medical science, medical arts and clinical skills that students will require before beginning in clinics and Phase 2 units. Each week of Phase 1 will have a predominant theme. Anatomy (embryonic, microscopic and gross, including cadaver dissection), physiology, pharmacology, data analysis, metabolism and nutrition will be taught in relation to the weekly themes. The medical science components of the curriculum will heavily depend upon an integrated textbook: Human Anatomy & Physiology, 8th edition by Marieb and Hoehn. Students will be expected to thoroughly understand the content of this textbook, as well as others used in the phase, at the completion of Phase 1. Students will develop patient interview and physical examination skills over the course of Phase 1 to prepare them for their Longitudinal Clinical Experience which begins in Phase 2. Students will engage in professional development through self-exploration and self-assessment activities across Phase 1 as they examine the different psycho-social and technical dimensions of patient care.

Phase 2: (2.1) Molecules, Cells and Cancer

This 9-week unit, beginning in early January, integrates molecular and cell biology with genetics, hematology, cancer biology and basic oncology. It includes a strong component of translational research as we explore how we know what we know about the molecular basis of cancer and other genetic diseases. Students begin their longitudinal clinical experience at the start of this unit. The clinical skills taught include breast, pelvic and male genital exams.

Phase 2: (2.2) Host and Defense

This 9-week unit begins in March and introduces infectious disease, the biology of the immune system, the body's response to pathogens, and antimicrobial therapy. Instruction centers on common clinical presentations, beginning with fever and then moving through major body systems while addressing increasingly complicated diseases, from sore throat to AIDS.

Clinical Experience

Students begin their Longitudinal Clinical Experience (two half days per month in a primary care clinic) during Phase 2 of Year 1.

Year 2

Phase 2: (2.3) Brain and Behavior

This 9-week unit begins in August of the second calendar year. The unit integrates basic neuroanatomy and neurophysiology with the clinical disciplines of neurology, psychiatry, pathology and pharmacology. The unit provides the students with the conceptual framework necessary to recognize common neurological and mental health issues.

Phase 2: (2.4) Circulation, Respiration and Regulation

This is a 12-week unit that runs from mid-October to mid-December. The unit is designed to help students develop the clinical medicine skills and medical science knowledge to be able to propose rational differential diagnoses and diagnostic and treatment strategies for clinical problems affecting the hematologic, circulatory, respiratory, and renal organ systems.

Phase 2: (2.5) Metabolism and Reproduction

This 9-week unit runs from early January to late March. It begins with the pathophysiology of the gastrointestinal tract and the digestion/absorption of nutrients. The basic metabolism covered in phase 1 is reviewed and built upon as we focus on the liver. Obesity, metabolic syndrome and insulin resistance lead into endocrinology. From the sex hormones, we transition to reproduction. Clinical reasoning skills, with a particular focus on causes and treatment of abdominal pain, will be emphasized throughout the unit.

Phase 2: (2.6) Skin, Muscle, Bone and Joint

Upon completion of this 8-week unit, students will be able to name, recognize and describe common dermatologic and musculoskeletal diseases, including the basic science foundations of each condition. In addition, they will describe diseases' clinical presentation and pathophysiology and define terms used on physical, microscopic and radiologic examinations. Students will be able to gather essential information from clinic patients presenting with dermatologic and musculoskeletal complaints and produce accurate, clear and organized documentation of patient encounters in the form of SOAP notes and complete H&P's. This unit provides students with the knowledge and skills necessary to reason through case-based vignettes as seen in USMLE in order to prepare them for USMLE Step I and Phases III and IV.

Phase 2: (2.7) Life Cycle

This 2 week unit teaches students to apply knowledge of the normal life cycle emphasizing on transitions within the life span according to its place in clinical medicine, medical science, and medical arts.

Clinical Experience

Students continue their Longitudinal Clinical Experience (two half days per month in a primary care clinic) and begin their Subspecialty Clinic Experience (one half day per month in a variety of subspecialty clinics) during Phase 2 of Year 2.

Year 3

In the third year, emphasis is on the integration of basic science knowledge with clinical, ethical, diagnostic, and problem solving skills. Clinical clerkships, during which students learn patient management as members of the health care team, include family practice, internal medicine, obstetrics and gynecology, pediatrics, psychiatry, and surgery. Students also take a Topics of Medicine course, which reviews a series of simulated patients with common medical problems seen in ambulatory medicine. The student is also required to complete a four-week clinical neurology clerkship between the end of the sophomore year and the end of the senior year. Each student must also satisfactorily complete an objective standardized clinical examination (OSCE) administered at the end of the 3rd year prior to being promoted to the 4th year.

Family Medicine Clinical Clerkship

Four weeks with a community based faculty family medicine preceptor. The majority of the time is spent with the preceptor in the hospital, office, nursing homes, and on house calls. Time is also spent learning about and experiencing other elements of the health care system in the community served by the preceptor.

Internal Medicine Clinical Clerkship

Twelve weeks divided into one six-week inpatient rotation taken in the first half of the year and a second six-week rotation in the second half of the year. The second rotation consists of 3 weeks of inpatient responsibilities and 3 weeks in an ambulatory clinic. Inpatient clerkships consist of case work and rounds on wards of the University of Utah Medical Center, LDS Hospital, or the VA Medical Center.

Neurology Clinical Clerkship

Four weeks divided into two weeks inpatient and two weeks outpatient experiences. The inpatient rotation at the University of Utah Medical Center, Primary Children's Medical Center, or VA Medical Center consists of direct patient care, daily ward rounds, brain cutting sessions, procedures such as lumbar puncture, participation in clinical conferences, and attendance at specialty clinics. The outpatient experience occurs in the multiple sclerosis, muscle, and neurology outpatient clinics.

Obstetrics and Gynecology Clinical Clerkship

Six weeks of inpatient and outpatient experience at the University of Utah Medical Center and LDS Hospital. Time is also spent in lectures, seminars, and review of gynecological pathology.

Pediatrics Clinical Clerkship

Six weeks divided into two three-week blocks. Three weeks are spent on the inpatient wards at Primary Children's Medical Center (PCMC). The other three-week block includes one week on a pediatric subspecialty service and the other two weeks at the General Pediatric Clinic at the University of Utah Medical Center, and the newborn nursery at the University of Utah Medical Center.

Psychiatry Clinical Clerkship

Six weeks emphasizing inpatient care at the University of Utah Medical Center, VA Medical Center, Primary Children's Medical Center, and the University of Utah Neuropsychiatric Institute. Students attend civil commitment proceedings, electroconvulsive therapy, outpatient clinics, and consultation/liaison rounds. One day each week is devoted to a core lecture series and case conferences. Each student spends one week on the consultation/liaison service and one half day per week in the office of an outpatient therapist.

Surgery Clinical Clerkship

Eight weeks of ward work, operating room experience, lectures, case presentations, and rounds at the University Medical Center, LDS Hospital and VA Medical Center. Students spend six weeks on general surgery and two weeks in specialty areas.

Year 4

The fourth year track system at the University of Utah School of Medicine utilizes a learning community model to deliver medical education and career mentoring necessary to prepare fourth year medical students for their internship.

There are four tracks that students can select from– Acute Care, Applied Anatomy, Medical Sciences and Specialties, and Primary Care. There is a specific set of specialties designated to each track (e.g. the Primary Care track consists of students anticipating matching into Pediatrics, Internal Medicine, Family Medicine, etc.) Students select their track designation in the middle of their Phase III clerkships as they begin to plan their Phase IV courses. Specialty specific mentors are designated for each specialty within each track and are available to help with course scheduling and career mentoring. Students are allowed to change their track designation at any time.

All students graduating from the University of Utah School of Medicine must meet a core set of requirements for graduation as determined by the Curriculum Committee – such as completion of Phases I-III, a local Sub-Internship rotation during the fourth year, 32 weeks of total credits in the fourth year and a minimum number of ambulatory and clinical credits. Additionally all students must participate in two required courses in the fourth year – the Longitudinal Preparation for Internship (LPIC) course and the Transition to Internship Course (TIC). Each track has its own faculty Track Director who is responsible for the content of the track’s LPIC and TIC.

The LPIC is a longitudinal 2 credit course that runs July through March and meets for one afternoon every other week. Students are excused from their clinical duties to attend the LPIC. The curriculum emphasizes career mentoring, preparation for the Match, and the delivery of curriculum thread content. Students participating in away rotations or residency interviews are excused from the LPIC for that afternoon. Shared portions of the curriculum are delivered to the entire class. Some portions are delivered to individual tracks and individual specialties in small group activities.

The TIC is a 4 credit course that runs Monday through Friday for four weeks in April after the students have matched. The course is intended to be a capstone course for their medical school career. The curriculum emphasizes clinical reasoning skills, psychomotor task training, team communication, and the delivery of curriculum thread content needed for the student to be successful in their matched internship. Hands-on task trainers, high fidelity simulation models, inter-professional education, role playing, small group discussions and formal didactic lectures are used to deliver content. Similar to the LPIC, shared portions of the curriculum are delivered to the entire class and some portions are delivered to individual tracks and individual specialties.

Threads

The medical arts curriculum is focused on the integration of 10 threads into the core curriculum. The threads are: interprofessional education, nutrition, women's and gender health, geriatrics, health care systems, public and global health, medical ethics and humanities, translational research, biomedical informatics, and cultural diversity.

Idaho Student Affairs Update

Introduction

Program Leadership

Dr. Benjamin Chan is a Board Certified physician in General Psychiatry and Child & Adolescent Psychiatry. He attended medical school at the University of Utah School of Medicine until 2004, residency at George Washington University in Washington DC and Fellowship at University of Maryland in Baltimore, MD. He moved back to Utah in 2010 and joined the faculty in the Department of Psychiatry. He works as an inpatient hospitalist at the University Neuropsychiatric Institute (UNI) treating children and adolescents with a wide variety of acute psychiatric conditions. He was appointed Assistant Dean of Admissions in March of 2012 and Assistant Dean of Idaho Student Affairs in July 2014.

Dr. Ilana Shumsky is a Board Certified Internal Medicine physician. She earned her M.D. degree from UCLA and completed her Internal Medicine Residency at the University of Utah. She was a member of the University of Utah faculty as Clerkship Director for Internal Medicine for three years before moving to Boise, Idaho. She currently is on staff at the Boise VAMC and has a clinical faculty appointment at the University of Washington. Additionally, she is the Director of Idaho Student Programs for the University of Utah. In this capacity, she coordinates the placement of Idaho students from the University of Utah medical school into clinical practices within the state of Idaho.

Admissions

Our goal is to select the most capable students to attend our school and to have a balanced, but heterogeneous group that will excel in both the art and science of medicine. We recognize that a diverse student body promotes an atmosphere of creativity, experimentation and discussion that is conducive to learning. Exposure to a variety of perspectives and experiences prepares students to care for patients in all walks of life and in every segment of society.

Considered individually, age, color, gender, sexual orientation, race, national origin, religion, status as a person with a disability, status as a veteran or disabled veteran are not determinants of diversity and are not identified as unique characteristics during the admissions process.

MCAT scores and grades are carefully scrutinized and are an important part of the application process. All grades received for college credit are included in the AMCAS GPA calculation. If a course is repeated, both grades received for that course are calculated into the GPA. Pass/Fail grades received for college credit are not included in the AMCAS GPA calculation.

As important as grades and test scores are, by themselves they do not predict who will be successful in medical school. The demands of medical education and life as a physician are not for everyone. We consider how the applicant balances outside activities and responsibilities with schoolwork to be an indicator of ability to deal with the rigors of life as a physician. The committee is interested in the applicant's motivation for attending medical school and his/her understanding of the medical profession. Commitment to community service, ethical behavior, compassion, leadership ability and communication skills are important characteristics of physicians. Applications and interviews assist us in evaluating these qualities. We expect applicants to be courteous, respectful and professional at all times.

We evaluate applications against minimum and average standards in 8 specific areas. Applicants must achieve at least the minimum level of performance in all 8 areas and be average or above in 5 out of the 8 areas in order to proceed in the admissions process. Successful applicants distinguish themselves with outstanding performance in one or more of these areas. The 8 areas are listed below.

Academic Requirements

Grade Point Average (GPA): The minimum acceptable GPA is 3.0. Applicants with a science, non-science or overall GPA below 3.0 will not be considered. All grades received for college credit are included in the AMCAS GPA calculation. If a course is repeated, both grades received for that course are calculated into the GPA.

To determine average criteria, the applicant's GPA is compared to the average GPA of students who have gone on to attend medical school from the institution granting the applicant's highest degree.

Medical College Admission Test (MCAT): All applicants are required to take the MCAT within 3 years of their application. Example: For applications for the class entering medical school in 2013, scores will be accepted from tests taken in 2012, 2011 and 2010. Tests taken after September will not be considered for the current application year.

The minimum acceptable score for each section, (physical science, biological science and verbal reasoning) of the MCAT examination is 7. The average score for entering freshmen is 10 in each section. If the test is taken more than once within 3 years of application, the best score for each section will be considered.

Required Activities

Extracurricular: Extracurricular activities are defined as activities outside the usual duties of a full-time job and/or school. The committee is interested in how applicants deal with the demands of their lives outside of the classroom in activities such as work, athletics, family, church, clubs, hobbies, volunteering and other special interests. This is a strong indicator of how well an applicant will handle responsibilities and deal with stressful situations. It also predicts how well they will handle the difficult demands of medical school.

- The minimum requirement is some involvement in outside activities.
- The average applicant devotes 20 hours per week during each of the 4 years prior to entering medical school

Community/Volunteer Service: Community/Volunteer service is defined as involvement in a service activity without constraint or guarantee of reward or compensation. The medical profession is strongly oriented to service in the community. Applicants should demonstrate a commitment to the community by involving themselves in service and volunteer activities. Work performed in service learning courses and community service performed as part of employment does not satisfy this requirement.

- The minimum requirement is 36 hours.
- The average applicant devotes 48 hours during each of the 4 years prior to entering medical school.

Leadership: Leadership is defined as a position of responsibility for others, with a purpose to guide or direct others. Dedication, determination, ability to make decisions and a willingness to contribute to the welfare of others are indicators of one's ability to succeed in medicine. Individuals with these characteristics readily accept positions of leadership and are an asset to their community and profession. Leadership capacity can be demonstrated in a variety of ways. Positions in employment, church, community and school organizations including coaching, tutoring and mentoring will satisfy this requirement.

- The minimum leadership requirement is 1 leadership experience lasting 3 months during the 4 years prior to matriculation.
- The average applicant has 3 different leadership experiences each lasting 3 months during the 4 years prior to matriculation.

Research: Research is defined as involvement in a scholarly or scientific hypothesis investigation that is supervised by an individual with verifiable research credentials. Research may be in any discipline and performed at any site.

Research is the foundation of medical knowledge. We consider participation in research activities to be an important part of the preparation for medical school. Physicians depend on medical literature to remain current in their fields. Most physicians participate in research at some point in their careers. Research experience may be in any discipline and performed at any site. However, it must involve the testing of a hypothesis.

Research performed as part of a class is not acceptable, unless the course was in independent research and the applicant completed independent, hypothesis-based research under the supervision of the professor. Research completed for a graduate thesis is acceptable. Applicants should be able to describe their project, the hypothesis investigated, and their role in the conduct of the research.

- The minimum requirement is 4 hours per week for 2 months or the equivalent of 32 hours.
- The average experience is 4 hours per week for 3 months or the equivalent of 48 hours.

Physician Shadowing: Physician shadowing is defined as the observation of a physician as s/he cares for and treats patients and carries out the other responsibilities of medical practice.

Applicants should spend enough time directly shadowing physicians to understand the challenges, demands and lifestyle of a medical doctor. Shadowing must be done with allopathic (M.D.) or osteopathic (D.O.) physicians in their practice in the United States. Time spent shadowing residents, physician assistants, podiatrists, veterinarians, nurses, EMT's, PhD's etc., will not be considered. It is our recommendation that applicants shadow several physicians in varied specialties.

- The minimum requirement is 8 hours shadowing a physician(s) through all the activities of an average day.
- The average applicant spends 24 hours with a physician(s).

Patient Exposure: Patient exposure is defined as direct interaction with patients and hands-on involvement in the care of conscious people in a health care related environment, attending to their health maintenance/progression or end of life needs. It is important that the applicant be comfortable working with and around people who are ill.

Direct patient exposure can be gained in a variety of ways. Patient contact must include patients other than family members and friends and does not include indirect patient care such as housekeeping (cleaning operating rooms or patient rooms) working at the hospital information desk, or working in a pharmacy.

- The minimum patient exposure requirement is 4 hours per week for a period of 2 months or the equivalent of 32 hours.
- The average applicant spends 4 hours per week in patient exposure for 3 months or the equivalent of 48 hours.

Note: Physician shadowing and caring for friends and family members cannot be used to meet this requirement.

Admissions Report

Academic Year	Idaho Med Stud Applicant Pool	Selected for Interviews	Accepted for Admission	Sponsored Students	Non-Sponsored Students
2013 - 2014	115	51	11	8	0
2012 - 2013	104	50	16	8	0
2011 - 2012	89	40	14	8	0
2010 - 2011	95	49	12	8	0
2009-2010	84	45	14	8	2
2008-009	108	64	12	8	1
2007-2008	116	61	13	8	0
2006-2007	93	43	9	8	1
2005-2006	112	57	13	8	0
2004-2005	86	47	11	8	1
2003-2004	84	33	14	8	4
2002-2003	99	53	17	8	0
2001-2002	88	50	13	8	4
2000-2001	96	50	13	8	1
1999-2000	88	42	9	6	0
1998-1999	87	52	13	6	0

GREAT SEAL OF THE STATE OF IDAHO

Hometowns

Freshmen

Last Name	First Name	City at Time of Application	State at Time of Application	Birth City	Birth State
Archibald-Seiffer	Noah	Boise	ID	Boise	ID
Bodes	Sarah	Boise	ID	Modesto	CA
Downey	Carey	Pocatello	ID	Pocatello	ID
Foss	Wylie	Boise	ID	Denver	CO
Gamboa	Nicholas	Boise	ID	Twin Falls	ID
Smith	Elynn	Caldwell	ID	Bozeman	MT
Vranes	Marcus	Soda Springs	ID	Murray	UT
Wright	Alex	Orem	UT	Idaho Falls	ID

Rural Observational Experience

A four to eight week non-credit observational experience for students is offered between their first and second year of medical school. Students can shadow a rural doctor for up to 8 weeks. Students receive a stipend and travel expenses.

The following student completed the observational experience in Coeur d'Alene, from June 16- July 11, 2014:

I spent four weeks this summer working with a pediatrician at an outpatient general pediatric clinic in Coeur D'Alene, Idaho. I worked full time hours that mirrored those of the physician I was working with, so I got to experience the full range of pediatric primary care. Because it was spread over a longer period of time than most clinical experiences during 1st and 2nd year, I was able to sharpen my skills and target improvements in clinical technique based on continued feedback from my preceptor. In certain cases there was a lot of "shadowing" type activity, but I was also able to take histories and physicals of both newborns and adolescents. It was a low pressure environment that allowed me the freedom to ask questions and make mistakes in order to learn.

Most students in medical school have had brief shadowing experiences that consist of several days here and there. It was a great opportunity to see the daily rhythm of a private practice primary care facility because the time will come when I will have to consider the type of environment in which I would like to practice.

This was a valuable opportunity to gain skills in clinical medicine, gain knowledge about longitudinal care and to gain experience in both a specific field and practice type that may be a career interest. The program allowed me to choose any physician in any primary care specialty so it was easy to target any location in Idaho and any field of medicine.

George Josten

Idaho Rural Outreach Program (IROP)

Idaho has a notable demand for health care providers in its rural communities. The Idaho Rural Outreach Program (IROP) revolves around the concept of medical students inspiring the youth of rural Idaho to pursue a career in the medical field with the long-term goal being to alleviate the shortage of health care providers in Idaho. The goal is to have a significant impact on the youth in rural areas of Idaho that will motivate them towards a productive career in medicine. As 1st and 2nd year medical students we have a unique perspective with regards to the admissions process and what medical school is really like. Our experiences the last several years have been overwhelmingly positive. The educators we have worked with have expressed their gratitude and noted how beneficial the program has been to the students. They appreciate the opportunity it gave the students to gain exposure to a career in medicine and expressed how difficult it is to find such opportunities.

Since its creation in 2007, medical students taking part in IROP have traveled to high schools in various rural areas of Idaho including: Malad, Marsh Valley, Soda Springs, Bear Lake, Burley, Preston, the Boise area, Twin Falls, McCall and the surrounding area, Idaho Falls and Rexburg.

This past year, three 2nd year and two 1st year medical students visited Shelley, Firth and Snake River High Schools over a two day period. In all, they visited 11 classes. They presented a PowerPoint that discussed the different career options in the health profession: medical assistant, pharmacist, dentist, doctor, nurse practitioner, physician assistant, etc. They then split the classes up into small groups and taught students about the heart, using plastic models and cow hearts as teaching aides. They also had kidneys, a liver and spleen which they incorporated into the teaching.

Clinical Medical Education in Idaho

During an Idaho medical student's third year, two of the required rotations, the Family Medicine Clinical Clerkship and the Internal Medicine Clinical Clerkship, are completed in Idaho. While the Family Medicine Clinical Clerkship is four weeks with a community based family medicine preceptor, the Internal Medicine Clinical Clerkship is twelve weeks divided into one six-week inpatient rotation taken in the first half of the year and a second six-week rotation in the second half of the year. It is during the second six-week rotation that the student travels to Idaho for three weeks to work in an ambulatory clinic.

Family Practice Clinical Clerkship

Brief Description of Clerkship

During the clerkship, all students develop competencies in patient care, systems-based practice, lifelong-learning, and professionalism. Students assess and manage acute, chronic, and preventive medical issues in the outpatient family medicine setting. Students also engage in reflective and interactive activities throughout the month, designed to develop awareness and hone skills for physician-patient relationships. These relationships are an essential and powerful tool for good care of patients.

The majority of time is spent in direct patient care, most of which occurs in the outpatient family medicine clinic. The patient care is under the direction of a board-certified family physician member of the clerkship faculty team. Settings are diverse and include inner city, rural, urban, and suburban. This range of choices, as well as the opportunity to conduct patient care in the community, where the majority of Americans seek care, makes the Family Medicine Clerkship unique. In addition to clinical work there is time dedicated to reading, completing projects and assignments, and attending educational sessions.

Clerkship Goals

As a result of completing the Family Medicine Clerkship:

1. Students will be able to integrate their clinical reasoning skills with their scientific background through broad-spectrum hands-on patient care in the primary care setting.
2. Students will be able to see patients collaboratively with their preceptor, managing the full spectrum of acute, chronic, and preventive care needs that are addressed in the primary care setting.
3. Students will be able to developed therapeutic relationships with patients, families and communities.
4. Students will be able to understand how the principles of Family Medicine can help create a more efficient and effective health care system.
5. Students will be able to be more prepared to serve their community, by taking an active learning role in patient care, navigation of complex health systems, lifelong learning, and professional commitment.

Timeline

The clerkship is four weeks in duration. Students will be expected to be active in clinical duties for the majority of the days, however there is built in dedicated study time for the shelf and the various assignments. Students will be working in the preceptor model, which means the student will work similar hours to the physician each day.

Preceptors/Site Requirements

The preceptor must be board certified in family medicine, and hold a University of Utah Volunteer Clinical Faculty appointment with the Department of Family and Preventative Medicine.

Formative Clinical Performance Assessment

All Phase III Clerkships employ a common formative feedback form that includes both a Student Self-Assessment and Faculty Evaluation of Student section (*Formative Clerkship Feedback Form*). This self-assessment and feedback is intended to be formative in nature and will not be used in the calculation of Preceptor Evaluation data for final grade determination.

Preceptor Evaluations

All Phase III Clerkships employ a common preceptor evaluation form that instructs evaluators to select performance based behaviors along multiple dimensions that best represent the student's highest sustained performance during the preceptor's period of observation.

Family Medicine Volunteer Clinical Faculty in Idaho

11-14

Physician	Location	Phone
Thomas S. Call, DO	Bingham Memorial Hospital 98 Poplar MOB 1st floor Blackfoot, ID 83221	208-782-3700
Julie Gunther, MD	St Luke's Family Medicine Park Center 701 East Parkcenter Blvd Boise, ID 83706	208-381-6500
Jason Ludwig, DO	Pioneer Family Medicine 13150 West Persimmon Lane Boise, ID 83713	208-938-3663
Michael Maier, MD	Saint Luke's Medical Center 3301 North Sawgrass Way Boise, ID 83704	208-376-9592
Waj E. Nasser, MD	St Luke's Capital City Family Medicine 1520 W State St Boise, ID 83702	208-947-7700
Phyllis You, MD	Boise Family Medicine Residency 777 North Raymond St Boise, ID 83704	208-514-2500
R. Bret Campbell, DO	1501 Hiland Ave. Suite A Burley, ID 83318	208-878-9432
Leanne L. LeBlanc, MD	610 North West 2nd Street Grangeville, ID 83530	208-983-5120
Richard F. Paris, MD	Hailey Medical Clinic 706 South Main Street Hailey, ID 83333	208-788-3434
Terrance A Riske, MD	Hayden Lake Family Physicians 8181 Cornerstone Drive Hayden Lake, ID 83835	208-772-0785
Barry F. Bennett, MD	South East Family Medicine 2775 Channing Way Idaho Falls, ID 83404	208-524-0133
David A. Hall, MD	St Luke's Payette Lakes Medical Clinic 211 Forest Street Box 1047 McCall, ID 83638	208-634-6443
Dan Ostermiller, MD	St Luke's Payette Lakes Medical Clinic 211 Forest Street, Box 1047 McCall, ID 83638	208-634-6443
William Crump, MD	St Lukes Family Health 3090 Gentry Way Ste 200 Meridian, ID 83642	208-887-6813
Andrew Holtz, DO	Praxis Medical Group 3080 East Gentry Way Ste 200 Meridian, ID 83642	208-884-3770
Peter Crane, MD	Bear Lake Family Care & OBGYN 465 Washington Street Montpelier, ID 83254	208-847-4495

Internal Medicine Clinical Clerkship

The third year internal medicine curriculum requires a three week ambulatory care rotation in internal medicine for all students. Since 2007, the contract requires this rotation to be done in Idaho. These rotations are scheduled for the second half of the third year so that students going have had at least six months of patient contact.

Internal Medicine Volunteer Clinical Faculty in Idaho
11-14

Physician	Office Address	Phone
Sky Blue	125 South Idaho, Suite 203 Boise, ID 83712	(208) 338-0148
Julie Foote	900 North Liberty, Suite 201 Boise, ID 83704	(208) 367-6740
Christopher Goulet	6259 W Emerald Boise, ID 83704	(208) 489-1900
Nicholas Hunt	5610 West Gage, Suite A Boise, ID 83706	(208) 367-3370
Ilana "Lonnie" Shumsky	VA Medical Center 500 West Fort Street Boise, ID 83702	(208) 422-1000
Emily Petersen	700 Ironwood, Suite 334 Coeur d' Alene, ID 83814	(208) 666-9541
Alan Avondet	2001 S. Woodruff Avenue, Suite 15 Idaho Falls, ID 83404 -6372	(208) 522-7310
Scott Taylor	Medical Office Building 3200 Channing Way Idaho Falls, ID 83404	(208) 535-4300
James Gallafent	St. Luke's Internal Medicine, Meridian Clinic 520 S. Eagle Road, Suite 3102 Meridian, ID 83642	(208) 796-5100
Michael Hedemark	St. Luke's Internal Medicine, Meridian Clinic 520 S. Eagle Road, Suite 3102 Meridian, ID 83642	(208) 706-5100
Anne Poinier	St. Luke's Internal Medicine, Meridian Clinic 520 S. Eagle Road, Suite 3102 Meridian, ID 83642	(208) 706-5100
Sherwin D'Souza	Diabetes & Internal Medicine Associates 2302 E Terry Street, Suite A Pocatello, ID 83204	(208) 235-5910
Steven Lofgran	37 South 2nd East, Suite 301 Rexburg, ID 83440	(208) 356-0234
Dan Fairman	Wood River Internal Medicine 100 Hospital Drive, Suite 201 Ketchum, ID 83340	(208) 727-8888

Brian Berk	St. Luke's Magic Valley Med Center 801 Pole Line Road W Twin Falls, ID 83301	(208) 814-1000
Matthew Dopp	2550 Addison Ave Twin Falls, ID 83301	(208) 814-7780

Financial Report 2013-2014

The Idaho State Board of Education subsidizes eight seats at the University of Utah so these students are able to pay in-state tuition. For academic year 2013-2014, Idaho students paid $32,933.82, with student fees of $952.10, for a total of $31,981.72. Idaho students also paid a surcharge of $1644, which was returned to Idaho (to the Idaho Rural Recruitment program). The State of Idaho paid $40,100/per student.

A portion of the subsidy that the University of Utah receives from the ISBOE went towards:

<u>Direct student support</u>:

Administrator Travel	$2592.92
Student Rotation Expenses*	
First-Year Job Shadowing Stipend	$ 1700.00
Third/Fourth-Year Rotation Expenses	$ 14,363.06
Idaho Rural Outreach Program	$ 1,226.69
Idaho Medical Association U of U Student Rep Expenses	$1,217.53
Boise Physician Support Salary	$12,772.00
Administrative Support Salary	$41,845.25
Total	**$75,717.45**

The remainder of the funds was used for educational advancement of Idaho Medical Students.

* **Covered expenses for rotations:**
First-Year Job Shadowing Stipend: $1100/4 week block
Mileage: One round trip between SLC and rotation site ($0.56/mile) and mileage if distance between housing and rotation sites is ≥ 15 miles ($0.56/mile)
Housing: If renting apt/motel ≤ $600 or if staying with family or friends a nice dinner/gift basket as a thank you ≤ $75
Preceptor: nice dinner/gift basket as a thank you ≤ $75

(Physicians that mentor students in Idaho do so as volunteers. We have been impressed with the willingness of physicians to volunteer to teach medical students and have appreciated the time and effort that it takes for these physicians to give students an opportunity for an Idaho experience. These physicians are required to be credentialed as volunteer faculty at the University of Utah in order to teach in the 3rd year clerkship rotations.)

School of Medicine Graduate Report

Following is the medical student graduate report of Idaho sponsored and non-sponsored from the Office of Student Affairs:

Academic Year	Sponsored	Non-sponsored
2013-2014	8	1
2012 - 2013	8	2
2011 - 2012	8	4
2010 - 2011	9	3
2009-2010	6	4
2008-2009	7	1
2007-2008	8	0
2006-2007	8	1
2005-2006	8	4
2004-2005	8	0
2003-2004	8	4
2002-2003	9	1
2001-2002	5	0
2000-2001	6	0
1999-2000	6	7
1998-1999	6	2
1997-1998	6	1
1996-1997	6	3
1995-1996	6	3

As of November 2014, the Alumni Office reported the following estimated numbers for graduates practicing medicine in Idaho:

Estimated Idaho Sponsored Students, 1953-2014:	**267**
Medical School Graduates practicing in Idaho	*207*
Resident Graduates practicing in Idaho	*54*
Total	***261***

Following is the resident graduate report from the Office of Graduate Medical Education of those who chose to practice medicine in Idaho:

Academic Year	Number of Graduates	Specialty	
2013 - 2014	9 : 291	1 - Internal Med 1 - Dermatology 1 - Pathology 1 - Plastic Surgery 1 - Vascular Surgery	2 - Pain Med 1 - Nephrology 1 - Pediatric Gastroenterology
2012 - 2013	8 : 305	1 – Pediatrics 2 – Cardiology 1 – Pathology 1 – Internal Medicine	1 – Anesthesiology 1 - Hematology/Oncology 1 - PM&R
2011 - 2012	8 : 297	1 – Neurology 1 – Family Medicine 1 - Pediatrics	3 – Internal Medicine 1 – Emergency Medicine 1 - Dermatology
2010 – 2011	9 : 292	4 – Family Medicine 1 – Radiation Oncology 1 – Internal Medicine	1 – General Surgery 1 – Emergency Medicine 1 - Peds-Anesthesiology
2009 – 2010* Jason Hawkes, MD Grad 2011	7 : 266	1 – Medicine – Psychiatry 3 –Family Medicine 3 – Internal Medicine	1 – Pediatrics 1 – Emergency Medicine

Academic Year	Number of Graduates	Specialty	
2008 – 2009* Robin Ninefeldt, MD Grad 2010	7 : 287	1 – Anesthesiology 3 – Internal Medicine 1 – Family Medicine	1 – Pediatrics 1 – General Surgery
2007 – 2008* Matt Reed, MD,PhD Grad 2010	7 : 265	4 – Family Medicine 1 – Internal Medicine 2 - Anesthesiology	
2006 - 2007	4 : 228	1 – Internal Medicine 2 – Pediatrics 1 – Pediatric Hemy/Onc	
2005 - 2006	8 : 214	2 – Sports Medicine 1 – Dental 1 – Pulmonary	1 – Pediatric Psychiatry 2 – Pediatrics 1 – Pathology
2004 - 2005	7: 222	1 – Internal Medicine 1 – Anesthesiology 2 – Dental	1 – Cardiology 1 – Gastroenterology 1 – Physical Medicine

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SUBJECT

Experimental Program to Stimulate Competitive Research (EPSCoR) Idaho Committee Appointment

REFERENCE

April 2012	Board appointed Gynii Gilliam's as the Commerce Representative to the Idaho EPSCoR Committee
August 2012	Board appointed Dave Tuthill to the Idaho EPSCoR Committee
February 2013	Board reappointed Doug Chadderdon and Jean'ne Shreeve to the Idaho EPSCoR Committee
June 2013	Board appointed Dr. David Hill as the INL representative to the Idaho EPSCoR Committee
December 2013	Board reappointed David Barneby to the Idaho EPSCoR Committee
February 2014	Board appointed Matt Borud as the Commerce Representative to the Idaho EPSCoR Committee (Replacing Gynii Gilliam)
October 2014	Board appointed Dr. Todd Allen as the INL Representative to the Idaho EPSCoR Committee (Replacing Dr. Hill)

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Experimental Program to Stimulate Competitive Research (EPSCoR) represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. As a participating state, Idaho EPSCoR is subject to federal program requirements and policy established by the Idaho State Board of Education (Board). The purpose of EPSCoR is to build a high-quality, academic research base to advance science, technology, engineering and mathematics (STEM) to stimulate sustainable improvements in research and development capacity and competitiveness.

Idaho EPSCoR is guided by a committee of sixteen (16) members appointed by the Board for five (5) year terms. The membership of this committee is constituted to provide for geographic, academic, business and state governmental representation as specified in Board policy and consists of one member from each of Idaho's legislative chambers. Senator Goedde has served on the committee as the Idaho Senate representative. Senator Goedde no longer serves in the Idaho legislature, necessitating a new Senate representative to the Council. The Council is recommending Senator Tibbits be appointed to the Council.

ATTACHMENTS

Attachment 1 – Senator Tibbits Letter of Interest	Page 3
Attachment 2 – Senator Tibbits Bio	Page 4

STAFF COMMENTS AND RECOMMENDATIONS

Senator Tibbits has served in the Idaho State Senate since 2011 and served in the Idaho House of Representatives from 1989 to 2000.

Senator Goedde’s term is set to expire June 30, 2015. The requested term for Senator Tibbits would encompass the remainder of Senator Goedde’s term and a new five (5) year term.

Board staff recommends approval.

BOARD ACTION

I move to appoint Senator John Tibbits to the Idaho Experimental Program to Stimulate Competitive Research (EPSCoR) Idaho Committee as a representative of the Idaho State Senate, effective immediately and expiring June 30, 2020.

Moved by____________ Seconded by____________ Carried Yes_____ No_____

Home Address
610 Red Canyon Road
Bennington, ID 83254

State Capitol
P.O. Box 83720
Boise, ID 83720-0081
(208) 332-1333
jtippets@senate.idaho.gov

Idaho State Senate
John H. Tippets

December 29, 2014

Dr. Laird Noh, Chair
Idaho EPSCoR Committee
875 Perimeter Dr.
MS 3029
Moscow, ID 83844-3029

Senator Noh:

It was a pleasure visiting with you recently. Our conversation took me back to the 1990s when we served together in the Idaho legislature. I still hear your name mentioned in the capitol regularly; you left a legacy of one who was always extremely well-informed and passionate about promoting policies that would benefit the people that the State of Idaho.

Thank you for inquiring about my interest in potentially serving on the Idaho EPSCoR Committee. I admit I had heard about the program, but have not been very well informed about its activities. Having learned more, I can say that I am, indeed, interested in serving on the committee and would consider it an honor to serve should I be appointed.

With this letter, I am sending a brief bio that will indicate my educational background and potentially applicable experience.

Kindest regards,

John H. Tippets

John H. Tippets

John H. Tippets

610 Red Canyon Road
Bennington, ID 83254
phone: (208) 390-9016

Educational Background

Brigham Young University:
Bachelor of Independent Studies

Utah State University:
MS, Human Resource Management

Work Experience

Agrium U.S., Inc. (1995 to present)
Soda Springs, Idaho

Positions:
Public Relations/Government Affairs Manager (current)
Human Resources Manager (1999 to 2012)

Other Experience

Idaho State Senate (February 2011 to the present)

- Chairman Commerce and Human Resources Committee
- Chairman Permanent Building Fund Advisory Council
- Co-chairman Change In Employee Compensation Committee

Idaho House of Representatives (1989 to 2000)

- Majority Caucus Chairman
- Chairman State Affairs Committee
- Chairman Commerce and Human Resources Committee

Bear Lake Memorial Hospital—Trustee (1999 to 2013)

- Vice Chairman of the Board
- Chairman Finance Committee

Various Board Positions

- Idaho Association of Commerce and Industry (IACI)—current
- Idaho Council on Industry and the Environment(ICIE) –current
- American Exploration and Mining Association (AEMA)—formerly the Northwest Mining Association—current
- Idaho Governor's Cup—current

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IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho State Rehabilitation Council Appointment

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.G. Idaho State Rehabilitation Council and Federal Regulations 34 CFR§361.

BACKGROUND/DISCUSSION

Federal Regulations (34 CFR §361.17), set out the requirements for the State Rehabilitation Council, including the appointment and composition of the Council.

The members of the Council must be appointed by the Governor or, in the case of a State that, under State law, vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Section 33-2303, Idaho code designates the State Board for Professional-Technical Education as that entity.

Further federal regulations establish that the Council must be composed of at least fifteen (15) members, including:

i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;
ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;
iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director of or other individual recommended by the Client Assistance Program;
iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the Council if employed by the designated State agency;
v. At least one representative of community rehabilitation program service providers;
vi. Four representatives of business, industry, and labor;
vii. Representatives of disability groups that include a cross section of (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
viii. Current or former applicants for, or recipients of, vocational rehabilitation services;

ix. In a State in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;
x. At least one representative of the State educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
xi. At least one representative of the State workforce investment board; and
xii. The director of the designated State unit as an ex officio, nonvoting member of the Council.

Additionally, Federal Regulation specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR §361.5(b)(29) and are not employed by the designated State unit. Members are appointed for a term of no more than three (3) years, and each member of the Council, may serve for not more than two consecutive full terms. A member appointed to fill a vacancy occurring prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has one nomination for Board approval: Mike Hauser to fulfill the representative of a disability group position.

IMPACT

The above appointment will bring the IDVR Advisory Council membership to a total of sixteen (16) with two vacancies on the council for a representative from Business/Industry and Labor. Minimum composition for the council is 15 members.

ATTACHMENTS

Attachment 1 - Current Council Membership	Page 3
Attachment 2 – Mike Hauser	Page 4

BOARD ACTION

I move to approve the appointment for Mike Hauser to the State Rehabilitation Council as a representative of a disability group for a term of three years effective March 1, 2015 through February 28, 2018.

Moved by ___________ Seconded by __________ Carried Yes_____ No_____

STATE REHABILITATION COUNCIL February 2015

Members Shall Represent:	Number of Representatives Required	Name	Term Ends	Serving Term # (maximum 2)
Parent Training & Information Center…	Minimum 1	Angela Lindig	6/30/2015	1
Department of Education	Minimum 1	Alison Lowenthal	6/30/2017	1
Client Assistant Program	Minimum 1	Dina Flores - Brewer	n/a	No Limit
Workforce Development Council	Minimum 1	Gordon Graff	8/31/2015	1
Director of Vocational Rehabilitation	Minimum 1	Jane Donnellan	n/a	No Limit
Former Applicant or Recipient	Minimum 1	Lonnie Pitt	6/30/2015	1
Community Rehabilitation Program	Minimum 1	Lori Gentillon	6/30/2015	1
Business, Industry and Labor	Minimum 4	Lucas Rose	6/30/2017	1
		Rachel Damewood	6/30/2017	2
		VACANT		
		VACANT		
VR Counselor	Minimum 1	Max Sorenson	6/30/2015	1
Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	6/30/2014	No Limit
		David Miles	6/30/2014	No Limit
State Independent Living Council	Minimum 1	Robbi Barrutia	6/30/2016	2
Disability Advocacy groups	No minimum or maximum	Sean Burlile	6/30/2015	2
		Molly Sherpa	3/31/2017	1
		Mike Hauser	Nominated	1
updated 1/14/15				Total Mbrs 16

3661 West Pineridge Drive
Coeur d'Alene ID 83815

Phone (208)755-4938
E-mail mghauser@live.com

Micheal G. Hauser

Statement of Intent

To be involved in the state Rehabilitation Council as an advocate for Idaho's disabled population, to insure policies are within the scope of the federal law. I believe my experience and knowledge as both a client of Vocational Rehabilitation and an employee can be an effective tool to further enhance opportunities for eligible clients.

Work Experience

July 1977 through February 1983	State of Idaho, Department of Labor Wallace, Idaho Vocational Counselor
February 1983 Through June 2011	State of Idaho, Division of Vocational Rehabilitation Coeur d'Alene, Idaho Rehabilitation Counselor I, II, and III

Education

University of Idaho, Bachelor's Degree, Liberal Arts
50 Credit Hours, Graduate School, Rehabilitation Curriculum

Certification

Certified Rehabilitation Counselor, #00008194

SUBJECT

Indian Education Committee Appointment

REFERENCE

February 21, 2013	The Board approved the first reading of Board Policy I.P. combining the Higher Education and K-12 Indian Education Committees
April 18, 2013	The Board approved the second reading of Board Policy I.P. combining the Higher Education and K-12 Indian Education Committees
December 19, 2013	The Board approved members of the Idaho Indian Education Committee.
June 18, 2014	The Board approved the appointment of Dani Hansing to the Committee.
August 14, 2014	The Board approved the appointment of Kathy Albin and Bill Picard.
October 16, 2014	The Board approved the appointment of Mitzi Sabori to the Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.P.

BACKGROUND/DISCUSSION

The purpose of the Board’s Indian Education Committee is “to advocate for American Indian students, act as an advisory body to the State Board of Education and the State Superintendent of Public Instruction, and serve as a link between the American Indian Tribes”.

The Idaho Indian Education Committee consists of 19 members appointed by the Board and includes the following consistent with Board Policy I.P.

- One representative from each of the eight public postsecondary institutions
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education affiliations (K-12)
- One representative from each of the two Bureau of Indian Education schools
- One representative from the State Board of Education, as an ex-officio member

The Shoshone-Paiute Tribe has forwarded Mr. Pete Putra’s name for consideration to fill the current vacant seat for their tribal chair or designee. Additionally, the College of Western Idaho (CWI) has forwarded Mr. Will Fanning’s name for consideration to fill the current vacancy for their representative.

IMPACT

The proposed appointment replaces the Shoshone-Paiute Tribe's representative and the CWI representative on the Committee.

ATTACHMENTS

Attachment 1 – Current Committee Membership	Page 3
Attachment 2 – Nomination Letters	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Ms. Nancy Egan representing the Shoshone-Paiute Tribe is no longer employed with the Tribal Education Department. Mr. Pete Putra has been identified to replace Ms. Egan and to serve as the Tribal Chairperson's designee on the Indian Education Committee. If approved, Mr. Putra would complete the current term of Ms. Egan which runs from July 1, 2013 – June 30, 2018.

Ms. Lori Manzanares representing the College of Western Idaho has left employment of CWI. Mr. Will Fanning has been identified to replace Ms. Manzanares and serve as CWI's representative. If approved, Mr. Fanning would complete the current term of Ms. Manzanares which runs from July 1, 2013 – June 30, 2016.

Board staff recommends approval.

BOARD ACTION

I move to appoint Mr. Pete Putra, representing the Shoshone-Paiute Tribe and Mr. Will Fanning representing the College of Western Idaho to the Idaho Indian Education Committee, effective immediately.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

State Board of Education
Indian Education Committee

Dr. Yolanda Bisbee is the Executive Director of Tribal Relations at the University of Idaho (UI). Term: July 1, 2013 – June 30, 2017.

Selena Grace is the Associate Vice President for Institutional Effectiveness at Idaho State University (ISU). Term: July 1, 2013 – June 30, 2016.

James Anderson is the Vice President for Enrollment Services in the Division of Student Affairs at Boise State University (BSU). Term: July 1, 2013 – June 30, 2018

Bob Sobotta, Jr. is the Director of Native American/Minority Student Services at Lewis-Clark State College (LCSC). Term: July 1, 2013 – June 30, 2016

Evanlene Melting-Tallow is an Advisor for American Indian students at North Idaho College (NIC). Term: July 1, 2013 – June 30, 2017

Dani Hansing is the New Student Services Coordinator for the College of Southern Idaho (CSI). Term: July 1, 2013 – June 30, 2018

Will Fanning is the Dean of Professional-Technical Education at the College of Western Idaho (CWI). Term: July 1, 2013 – June 30, 2016

Jared Gardner is currently an Admissions Counselor at Eastern Idaho Technical College (EITC). Term: July 1, 2013 – June 30, 2017

Jennifer Porter is the chairperson’s designee for the Kootenai Tribe. Term: July 1, 2013 – June 30, 2017

Dr. Chris Meyer is the Director of Education for the Coeur d’Alene tribe and serves as the Tribal Chairperson’s designee for the Coeur d’Alene Tribe. Term: July 1, 2013 – June 30, 2016

Kathy Albin is the High School Coordinator for the Coeur d’Alene tribe and serves as the K-12 Representative for the Tribe. Term: July 1, 2013 – June 30, 2016

Bill Picard is a member of the Nez Perce Tribal Executive committee and serves as the Tribal Chairperson’s designee. Term: July 1, 2013 – June 30, 2018

Joyce McFarland is the Education Manager for the Nez Perce tribe and serves as the K-12 representative for the Nez Perce tribe. Term: July 1, 2013 – June 30, 2018

Mitzi Sabori is a member of the Fort Hall Business Council and serves as the Tribal Chairperson’s designee for the Shoshone-Bannock Tribes. Term: July 1, 2013 – June 30, 2017

Vacant is the Youth Education Coordinator for the Shoshone-Bannock Tribes and serves as the K-12 representative for the Shoshone-Bannock Tribes. Term: July 1, 2013 – June 30, 2016

Pete Putra is a member of the Shoshone-Paiute Tribes and serves as the Tribal Chairperson’s designee for the Shoshone-Paiute Tribes. Term: July 1, 2013 – June 30, 2018

Shana Thomas is the Owhyee Combined School Counselor for the Shoshone-Paiute Tribes and serves as the K-12 representative for the Shoshone-Paiute Tribes. Term: July 1, 2013 – June 30, 2017

Eric Kendra is the Superintendent of the Coeur d’Alene Tribal School and serves as the one of the Bureau of Indian Education school representatives. Term: July 1, 2013 – June 30, 2016

Eric Lords is the Superintendent of the Sho-Ban Jr-Sr High School and serves as the one of the Bureau of Indian Education school representatives. Term: July 1, 2013 – June 30, 2018

THE SHOSHONE-PAIUTE TRIBES
OF THE DUCK VALLEY INDIAN RESERVATION
P.O. Box 219 Owyhee, NV 89832
(208) 759-3100
www.shopaitribes.org

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OFFICE OF THE
STATE BOARD OF EDUCATION

October 2, 2014

Dr. Christopher Mathias
Chief Academic Officer
Office of the State of Idaho Board of Education
650 West State Street, Room 307
Boise, Idaho 83720-0037

Dear Dr. Mathias:

The Shoshone-Paiute Tribes will be continuing their participation in the Idaho Indian Education Committee with the State of Idaho. We feel this is a vital part of keeping in line with the State of Idaho's educational plans for the future of Indian Education in the State of Idaho.

Pete Putra will be our Idaho Indian Education Committee appointee and Rochelle Thomas will be the alternate for the Shoshone-Paiute Tribes.

If you have any questions or concerns regarding this matter please contact our office (208) 759-3100 ext. 1223. Thank you for this opportunity.

Sincerely,

Lindsey Manning

Lindsey Manning
Tribal Chairman
Shoshone-Paiute Tribes

xc: Tribal Council
Administration File
Rochelle Thomas, Case Manager

CWI
College of Western Idaho

Administrative Offices
Suite 202
6056 Birch Lane
Nampa, Idaho 83687

Mail Stop 1000
P.O. Box 3010
Nampa, Idaho 83653

phone 208.562.3200
fax 208.562.3555

www.cwidaho.cc

RECEIVED
DEC 22 2014
OFFICE OF THE
STATE BOARD OF EDUCATION

December 17, 2014

Dr. Christopher Mathias
Chief Academic Officer
Office of the State Board of Education
650 W. State St., Rm 307
Boise, ID 83720-0037

Dear Dr. Mathias:

On behalf of the College of Western Idaho, we are excited to continue our participation in the Idaho Indian Education Committee with the State of Idaho. We feel that this committee is beneficial and helps to build a strong connection between our college and the State of Idaho's educational plan for the future of Indian Education.

Mr. Will Fanning will be the College of Western Idaho's designated representative to the Indian Education Committee. Mr. Fanning is the Dean of Professional Technical Education for CWI. He can be reached at 208-562-2380 or willfanning@cwidaho.cc.

Thank you in advance for your efforts toward including Mr. Fanning into the committee.

Sincerely,

David Shellberg
Executive Vice President
College of Western Idaho

SUBJECT

Data Management Council Appointment

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.O.

BACKGROUND/DISCUSSION

The Data Management Council (DMC) is tasked with making recommendations on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system. There are 12 seats on the DMC. The DMC consists of representatives from the Office of the State Board of Education (OSBE), public postsecondary institutions, a registrar, State Department of Education, school districts, Professional-Technical Education, and the Department of Labor.

There are currently three open seats on the Council that are needing to be filled – Department of Education (1), School district (1), and University (1). The DMC has met and reviewed materials from applicants and are now coming forward with recommendations for appointment onto the Council.

IMPACT

Appointment of these three individuals will fill all open seats on the Data Management Council.

ATTACHMENTS

Attachment 1 – Matthew Rauch (Kuna School District)	Page 3
Attachment 2 – Will Goodman (Department of Education)	Page 4
Attachment 3 – Shari Ellertson (Boise State University)	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

The Data Management Council met and formally voted to recommend these three individuals for the open seats on the DMC. All three expressed interest in serving on the Council and are qualified.

Staff recommends approval.

BOARD ACTION

I move to approve the appointment to the Data Management Council for Matthew Rauch, Will Gooman, and Shari Ellertson.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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Matthew Rauch (Kuna School District)

Thank you for considering me. I am very much interested in serving on the Council. This would be a great opportunity for my experience to assist in making good decisions. Below is an explanation of my experience.

Degrees

University of Idaho
Bachelor of Secondary Education, Industrial Arts
June 2008

Boise State University
Master of Education Technology
Dec 2014

Work Experience

Payette High School (500 Students)
Tech Ed Teacher
Sept 2008 - Feb 2010

Payette School District (1500 Students)
Technology Coordinator
Jul 2008 - Feb 2010

Potlatch School District (500 Students)
Technology Coordinator
Feb 2010 - Oct 2014

Kuna School District (5000 Students)
Database Specialist
Oct 2014 - Present

I started doing the ISEE monthly reports since it started in 2010. I have had error free uploads since 2010. I have worked in three different school districts, ranging in size from 500 total students to over 5000 total students. I have real world small rural district experience.

Life Experience

I grew up in Lewiston Idaho, moved to Moscow, then Payette, then Potlatch, then Kuna. I have lived in Idaho my entire life. I have a family of 4 daughters, aged 8, 6, 4, 2.

705 SW PORTAL STREET • MOUNTAIN HOME, ID 83647
PHONE (208) 599-3680 • E-MAIL WILLAGOOD@HOTMAIL.COM

WILLIAM A. GOODMAN

OBJECTIVE

Seeking appointment to the Idaho State Board of Education Data Management Council.

POST SECONDARY EDUCATION

University of Idaho Moscow, ID Graduated: May 2011
Master of Education

- Major Emphasis: Educational Leadership
- Areas of Certification: School Principal Pre-K - 12

University of Idaho Moscow, ID Graduated: May 2004
Bachelor of Science in Secondary Education

- Major Emphasis: Social Science
- Minor Emphasis: Political Science
- Areas of Certification: History, Government, Economics, Geography, Anthropology, Psychology, and Sociology.

Additional Certification: Network Technologies

EDUCATION WORK EXPERIENCE

Idaho State Department of Education (2015 – Present)
Boise, Idaho

Chief Technology Officer (2015 – Present)

- Oversee the planning, maintenance, budgeting, installation, and maintenance of department technologies.
- Oversee the development and maintenance of department applications.
- Oversee statewide technology programs.
- Oversee technology staff.

Mountain Home School District (2012 – 2015)
Mountain Home, Idaho

District of Technology (2012 – 2015)

- Oversee the Planning, maintenance, budgeting, and installation of district technologies.
- Maintain the district’s servers, computers, switches, routers, wireless access points, and various softwares.
- Oversee technology staff.

- Chair the District Technology Committees.
- Oversee the district ISEE submissions.

Teacher of Social Sciences (2012 - 2012)

- 2012-2012 Teacher High School classes in US History, and Government.

Bruneau – Grand View Joint School District (2004 – 2011)
Grand View, Idaho

District Technology Coordinator (2005 – 2011)

- Oversee the Planning, maintenance, budgeting, and installation of district technologies.
- Maintain the district's servers, computers, switches, routers, wireless access points, and various softwares.
- File all Erate forms.
- Oversee technology staff.
- Chair the District Technology Committee.
- Oversee and complete district ISEE submissions.

Building Administrator (2008 – 2011)

- 2008-2010 Athletic Director responsible for all athletic budgets, schedules, coach evaluations, student issues, and IHSAA reporting.
- 2010-2011 Assistant Principal responsible for completing tasks as assigned by the building principal.
- 2011 Principal responsible for staff management, evaluations, student learning, parental contact, and building management.

Teacher of P.E., Health, Business Technology, and Social Sciences Classes. (2004 - 2011)

- 2004-2005 Teacher elementary P.E. and Health.
- 2005-2011 Teacher Junior High and High School classes in Geography, World History, US History, Social Science, Human Heritage, and Psychology.
- 2010-2011 Teacher Computer Applications, Web Design, Introduction to Computers, and Introduction to Information Technologies.
- 2010-2011 District Mentor Teacher. Trained in the New Teacher Center Mentor program. Responsible for assisting and mentoring new teachers.

OTHER WORK EXPERIENCE

Office Depot (2002 – 2003) (208) 892-3883

- Consultative Sales Specialist: Technology, Moscow, Idaho

Palouse Inn (2000 – 2001) (208) 882-5511

- Head Desk Clerk & Database Manager, Moscow, Idaho

Argonaut Student Newspaper (1999 – 2000) (208) 885-7825

- Computer Layout and Design Staff, Moscow, Idaho

Computer Country (1997 – 1999) No longer in Business

- Computer Repair Technician, Salmon, Idaho

REFERENCES

Vickie Chandler

- Former Bruneau – Grand View School District Superintendent, (208) 995-6494

Phil McCluskey

- Mountain Home Principal & former Rimrock Principal, (208) 832-4651

Tim McMurtrey

- Mountain Home School District Superintendent, (208) 941-0782

BOISE STATE UNIVERSITY
OFFICE OF INSTITUTIONAL RESEARCH

January 9, 2015

Carson Howell
Director of Research
Office of the Idaho State Board of Education
650 W. State Street, Rm 307
Boise, Idaho 83702

Dear Carson,

I am writing to express my interest in serving as a higher education representative on the Data Management Council. As Director of Institutional Research (IR) at Boise State University, I hold the primary responsibility for our contribution to the Statewide Longitudinal Data System (SLDS). I have been an active member of the IR Director's group during my time at Boise State and believe my contributions through that group have been helpful during the development and implementation of the SLDS.

Prior to serving in my current role, I served as Director of Policy Analysis and Planning at the University of Wisconsin-Stevens Point. During my tenure there, I served on several statewide task forces and work groups that were charged with developing policies and procedures for the System as well as to present to the Board of Regents. Being selected to represent my peers on such groups illustrates my ability to collaborate with others to find solutions for issues that faced not only my institution but, indeed, the entire System and state.

With a Ph.D. in Educational Leadership and Policy Studies and a 20+ year history working in higher education, my background affords me with an understanding of the complex and varied issues within institutions of higher education and among the higher education community at-large. I bring a combination of analytical and communication skills that enable me to examine complex issues from multiple perspectives and communicate with diverse stakeholders.

I appreciate your consideration for participation in the Data Management Council. You could expect me to be an active, engaged, collaborative member that brings my knowledge and experience in higher education and shares my steadfast commitment to quality.

Please let me know if you have any questions or if I can provide additional information. I can be reached at 208.426.1614 or shariellertson@boisestate.edu.

Sincerely,

Shari Ellertson, Ph.D.
Director, Office of Institutional Research

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SUBJECT

Alcohol Permits – President Approved – Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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, Board 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.

The last update presented to the Board was at the October 2014 Board meeting. Since that meeting, Board staff has received fifty seven (57) permits from Boise State University, seventeen (17) permits from Idaho State University, fourteen (14) permits from the University of Idaho, and five (5) permits from Lewis-Clark State College.

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

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution	Page 3-8

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 October 2014 - June 2015

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Dierks Bentley Concert	Taco Bell Arena		X	10/10/14
Disney On Ice	Taco Bell Arena		X	10/16,18,19/14
Frank Church Institute	Stueckle Sky Center		X	10/20/14
Foundation Board of Directors	Student Union Building.	X		10/22/14
Phillip Phillips Concert	Taco Bell Arena		X	10/25/14
Treasure Valley Skills Summit	Stueckle Sky Center		X	10/2914
Washington Trust Client Reception	Stueckle Sky Center		X	10/30/14
Cavalry & Armor Assoc.	Student Union Building		X	11/01/14
Advance Semiconductor Materials Tech Symposium.	Stueckle Sky Center		X	11/06/14
Timpani Sings/Boise Philharmonic Concert	Morrison Center		X	11/08/14
Domby/Grobe Wedding/Reception	Stueckle Sky Center		X	10/06/14
Culinary Capstone	Culinary Arts Building		X	11/12, 12/06/14
National Public Radio Reception	Public Radio Office	X		11/13/14
Rigoletto/Opera	Morrison Center		X	11/14,11/16/14
Alumni Board Meeting	College Of Business and Economics	X		11/19/14
Cirque Dreams Holidaze	Morrison Center		X	11/19/14
Distinguished Lecture Series Reception	Morrison Center	X		11/20/14
Retirement Reception	Stueckle Sky Center		X	11/20/14
Trans Siberian Orchestra	Taco Bell Arena		X	11/20/14
Jersey Boys/Broadway Show	Morrison Center		X	12/02,3,4,5,6,7 /14
Winter Celebration	Student Union Building		X	12/03/14
Mountain West Reception	Stueckle Sky Center		X	12/05/14

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Boise Valley Annual Reception	Stueckle Sky Center		X	12/08/14
Washington Trust Regional Planning Meeting	Stueckle Sky Center		X	12/10/14
Idaho Sports Medicine Institute Luncheon	Stueckle Sky Center		X	12/12/14
Western Aircraft Holiday Party	Stueckle Sky Center		X	12/02/14
Holiday Pops/Boise Philharmonic	Morrison Center		X	12/13/14
Henningson Durham & Richardson Holiday Party	Stueckle Sky Center		X	12/13/14
Montana Dakota Utilities	Stueckle Sky Center		X	12/13/14
Dennis Dillon Holiday Party	Student Union Building		X	12/13/14
Moreton Christmas Party	Stueckle Sky Center		X	12/16/14
Albertsons Directors Reception	Stueckle Sky Center		X	12/17/14
Catholic Diocese of Boise	Student Union Building		X	12/17/14
Gastroenterology Christmas Party	Stueckle Sky Center		X	12/19/14
Keynetics Holiday Party	Stueckle Sky Center		X	12/1914
Ada County Highway District Holiday Party	Student Union Building		X	12/19/14
The Nutcracker Ballet	Morrison Center		X	12/19,20,21/14
Camelot/ Broadway in Boise	Morrison Center		X	1/05,06,07/15
Coaches Club Reception	Bleymaier Complex Recruiting Lounge		X	1/07/15
McAlvain Group Holiday Party	Other: Cavin Williams		X	1/10/2015
Idaho Young Republicans	Student Union Building		X	1/10/15
Black Tie & Boots Ball	Student Union Building		X	1/10/15
George Lopez Comedy	Morrison Center		X	1/16/15
New York Life Dinner	Stueckle Sky Center		X	1/16/15
Key Bank	Stueckle Sky Center		X	1/21/15
Foundation Board of Directors	Student Union Building	X		1/21/15

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Executive MBA Open House	Stueckle Sky Center	X		1/21, 2/24, 4/21, 6/1/15
Western Power Sports Award Banquet	Stueckle Sky Center		X	1/23/15
Idaho Dance Theatre Performance	Student Union Building		X	1/23,24, 4/17,18/15
Boise Philharmonic Concert	Morrison Center		X	1/24/15
Ferguson Wellman Investment Outlook	Stueckle Sky Center		X	1/29/15
MOMIX Modern Dance Performance	Morrison Center		X	1/30/15
The Outsiders Concert	Taco Bell Arena		X	1/30/15
Wynonna Concert	Morrison Center		X	2/6/15
The Kingston Trio	Morrison Center		X	2/7/15

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY
October 2014 - May 2015

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
SHF Reception for New Inductees	Alumni House	X		10/17/14
Teacher's Night Out	Student Union Wood River Room		X	10/22/14
Art Exhibition	Fine Arts Building #11	X		12/1/14
District 25 Gala Dinner	Stephens Performing Arts Center		X	12/2/14
District 25 Employee Appreciation	Stephens Performing Arts Center		X	12/3/14
Holiday Open House	Student Union Building Bennion	X		12/4/14
District 25 Ladies Holiday Tea	Stephens Performing Arts Center		X	12/6/14
ISU Credit Union Holiday Party	Stephens Performing Arts Center Rotunda	X		12/6/14
Meridian Open House	Meridian Health Science Center	X		12/8/14
Alumni Holiday Open House	Alumni House	X		12/11/14
Idaho Treatment Group Holiday Party	Student Union Building Bennion		X	12/12/14
Joy to the World	Student Union Building Bennion Promenade	X		12/13/14
College Holiday Party	Student Union Wood River Room	X		12/18/14
CAES Holiday Celebration	CAES Gallery		X	12/19/14
Winterfest 2015	Stephens Performing Arts Center		X	1/23/15
Opportunity Tea	Stephens Performing Arts Center Rotunda	X		3/7/15
College of Science and Engineering Dean's Reception	Student Union Building Salmon River Suite	X		5/8/15

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO October 2014 - March 2015

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
IWRRI's 50th Anniversary	CDA Lobby	X		10/17/14
Faculty Interdisciplinary Reception	Brink Hall	X		10/31/14
International Education Week Reception	Student Union Building	X		11/13/14
Advisor Appreciation Social	Vandal Ballroom	X		11/18/14
Presidents Holiday Reception	International Ballroom	X		12/3/14
Faculty Assessment Retreat Reception	Crest Room	X		12/5/14
Faculty Gathering	Brink Hall	X		12/5/14
Urban Design Center Reception	Urban Design Center	X		12/8/14
Alumni Awards Banquet	International Ballroom	X		12/12/14
College of Business & Engineering Faculty Retreat	J.A. Albertson Gallery	X		1/12/15
Chamber of Commerce Reception	J.A. Albertson , College of Business & Economics Boardroom	X		1/15/15
Logos School Benefit Auction	Student Union Ballroom		X	1/30/15
Barker Trading Room Opening	J.A. Albertson Gallery	X		3/9/15
Women's Leadership	Student Union Building	X		3/25/15

APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE October 2014 - January 2015

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Center for Arts & History Steampunk Ball	Center for Arts & History	X		10/25/14
Lewis Clark Valley Chamber Business After Hours	Williams Conference Center	X		11/6/14
Whitcomb Artist Reception	Center for Arts & History	X		11/13/14
Exhibition Opening/Staff Exhibit	Center for Arts & History	X		1/30/15
Rock & Roll Retrospective Exhibit	Center for Arts & History	X		1/30/15

SUBJECT

Correction of the Legal Description of the Inner Boundary of Trustee Zone One for the Homedale School District.

REFERENCE

August 11, 2011	Board approved the Homedale School District Trustee Zone Boundaries as part of the 2010 Census Equalization process.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-307, and 33-313, Idaho Code

BACKGROUND/DISCUSSION

Section 33-313, Idaho Code prescribes the method for defining the boundaries of the trustee zones, within a school district. The last approved changes in the Homedale School Districts trustee zone boundaries in 2011 as part of the process all school districts participated in to equalize the populations within zones following the 2010 Census. The Homedale school district has recently discovered an error in the legal description of one of their trustee zones and is requesting the Board approve a correction. Trustee Zone 1 had an incorrect street name reference. The attached description matches the map that was provided with the original approval and corrects the error.

Section 33-307, Idaho code prescribes the requirements for correcting or altering school district boundaries and authorizes the State Board of Education to make correction due to error in the legal description of the boundaries.

IMPACT

Upon approval of the corrected legal description, the Department of Education will send a corrected order to the Homedale Board of Trustees in accordance with section 33-307(2), Idaho code.

ATTACHMENTS

Attachment 1 – Homedale School District Trustee Zones – Legal Descriptions	Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request to correct the legal description of the Homedale School District boundaries for Trustee Zone 1 as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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HOMEDALE SCHOOL DISTRICT #370
LEGAL DESCRIPTIONS
TRUSTEE ZONES

TRUSTEE ZONE 1

A tract of land situated in the Homedale School District No. 370, Owyhee County, Idaho, described as follows:

BEGINNING at the intersection of West Idaho Avenue (State Highway 19) and Railroad Avenue;
Thence westerly along West Idaho Avenue to Johnstone Road;
Thence southerly along Johnstone Road to West Market Road;
Thence westerly along West Market Road to the west district boundary;
Thence northerly along the district boundary to the Snake River;
Thence southeasterly along the Snake River to State Highway 19 (US Highway 95);
Thence southwesterly along State Highway 19 to North 4th Street East;
Thence northerly along North 4th Street East to East Owyhee Avenue;
Thence westerly along East Owyhee Avenue to 3rd Street East;
Thence northerly along 3rd Street East to East Montana Avenue;
Thence westerly along East Montana Avenue to 2nd Street East;
Thence northerly along 2nd Street East to East Washington Avenue;
Thence westerly along East Washington Avenue to North 1st Street East;
Thence northerly along North 1st Street East to West California Avenue;
Thence westerly along West California Avenue to North 1st Street West;
Thence northerly along North 1st Street West to the alleyway between West California Avenue and West Arizona Avenue;
Thence westerly along the alleyway to North 2nd Street West;
Thence northerly along North 2nd Street West to West Arizona;
Thence westerly along West Arizona to North 3rd Street West;
Thence northerly along 3rd Street West to Rodeo Road;
Thence westerly along Rodeo Road to North 5th Street West;
Thence southerly along North 5th Street West to East Selway Drive;
Thence westerly along East Selway Drive to North 6th Street West;
Thence southerly along North 6th Street West to West Nevada Avenue;
Thence westerly along West Nevada Avenue to North 7th Street West;
Thence southerly along North 7th Street West to West Oregon Avenue;
Thence easterly along West Oregon Avenue to North 7th Street West;
Thence southerly along North 7th Street West to West Washington Avenue;
Thence easterly along West Washington Avenue to North 6th Street West;
Thence southerly along North 6th Street West to Railroad Avenue;
Thence southeasterly along Railroad Avenue to the POINT OF BEGINNING.

TRUSTEE ZONE 2

A tract of land situated in the Homedale School District No. 370, Owyhee County, Idaho, described as follows:

BEGINNING at the intersection of West Idaho Avenue (State Highway 19) and Railroad Avenue;

Thence southeasterly along Railroad Avenue to South 1st Street West;
Thence southerly along South 1st Street West to West Kansas Avenue;
Thence easterly along West Kansas Avenue to South Main Street;
Thence southeasterly along South Main Street to 2nd Street East;
Thence southerly along 2nd Street East to US Highway 95;
Thence southerly along US Highway 95 approximately ½ mile to an unnamed road which heads east and southeast;
Thence easterly and southeasterly along the unnamed road approximately ½ mile;
Thence southerly along the unnamed road to West Market Road;
Thence easterly along West Market Road to North Jump Creek Road;
Thence southerly along North Jump Creek Road to the south district boundary;
Thence westerly and northerly along the district boundary to West Market Road;
Thence easterly along West Market Road to Johnstone Road;
Thence northerly along Johnstone Road to West Idaho Avenue (State Highway 19);
Thence easterly along West Idaho Avenue to the POINT OF BEGINNING.

TRUSTEE ZONE 3

A tract of land situated in the Homedale School District No. 370, Canyon County, Idaho, described as follows:

BEGINNING at the intersection of the Snake River and a point on the north district boundary where the district boundary heads east;
Thence easterly along the north district boundary;
Thence southerly along the east district boundary to the Snake River;
Thence westerly along the district boundary and the Snake River to a point where the district boundary heads south;
Thence northwesterly along the Snake River to the POINT OF BEGINNING.

TRUSTEE ZONE 4

A tract of land situated in the Homedale School District No. 370, Owyhee County, Idaho, described as follows:

BEGINNING at the intersection of West Idaho Avenue (State Highway 19) and Railroad Avenue;
Thence easterly along West Idaho Avenue to North 3rd Street West;
Thence northerly along North 3rd Street West to the alleyway between Montana Avenue and Owyhee Avenue;
Thence easterly along the alleyway to 3rd Street East;
Thence southerly along 3rd Street East to East Owyhee Avenue;
Thence easterly along East Owyhee Avenue to North 4th Street East;
Thence southerly along North 4th Street East to State Highway 19 (US Highway 95);
Thence northeasterly along State Highway 19 to the Snake River;
Thence southeasterly along the Snake River to a point where the district boundary heads south;
Thence southerly along the district boundary;
Thence westerly along the district boundary to South Jump Creek Road;
Thence northerly along South Jump Creek Road to Market Road;

Thence westerly along Market Road approximately ½ mile to an unnamed road which heads north;
Thence northerly along the unnamed road approximately ½ mile;
Thence westerly and northwesterly along the unnamed road to US Highway 95;
Thence northerly along US Highway 95 to 2nd Street East;
Thence northerly along 2nd Street East to South Main Street;
Thence northwesterly along South Main Street to West Kansas Avenue;
Thence westerly along West Kansas Avenue to South 1st Street West;
Thence northerly along South 1st Street West to Railroad Avenue;
Thence northwesterly along Railroad Avenue to the POINT OF BEGINNING.

TRUSTEE ZONE 5

A tract of land situated in the Homedale School District No. 370, Owyhee County, Idaho, described as follows:

BEGINNING at the intersection of West Idaho Avenue (State Highway 19) and Railroad Avenue;
Thence northwesterly along Railroad Avenue to North 6th Street West;
Thence northerly along North 6th Street West to West Washington Avenue;
Thence westerly along West Washington Avenue to North 7th Street West;
Thence northerly along North 7th Street West to West Oregon Avenue;
Thence westerly along West Oregon Avenue to North 7th Street West;
Thence northerly along North 7th Street West to West Nevada Avenue;
Thence easterly along West Nevada Avenue to North 6th Street West;
Thence northerly along North 6th Street West to East Selway Drive;
Thence easterly along East Selway Drive to North 5th Street West;
Thence northerly along North 5th Street West to Rodeo Road;
Thence easterly along Rodeo Road to North 3rd Street West;
Thence southerly along North 3rd Street West to West Arizona Avenue;
Thence easterly along West Arizona Avenue to North 2nd Street West;
Thence southerly along North 2nd Street West to the alleyway between West Arizona Avenue and West California Avenue;
Thence easterly along the alleyway to North 1st Street;
Thence southerly along North 1st Street to West California Avenue;
Thence easterly along West California Avenue to North 1st Street East;
Thence southerly along North 1st Street East to East Washington Avenue;
Thence easterly along East Washington Avenue to 2nd Street East;
Thence southerly along 2nd Street East to East Montana Avenue;
Thence easterly along East Montana Avenue to 3rd Street East;
Thence southerly along 3rd Street East to the alleyway between Montana Avenue and Owyhee Avenue;
Thence westerly along the alleyway to North 3rd Street West;
Thence southerly along North 3rd Street West to West Idaho Avenue (State Highway 19);
Thence westerly along West Idaho Avenue to the POINT OF BEGINNING.

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SUBJECT

Professional Standards Commission Appointment

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Idaho Statute Section 33-1252 Idaho Code sets forth criteria for membership on the Professional Standards Commission (PSC).

The Commission consists of eighteen (18) members, one (1) from the State Department of Education, and one (1) from the Division of Professional Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. The Idaho Association of School Superintendents, the Idaho Association of Secondary School Principals, the Idaho Association of Elementary School Principals, the Idaho School Boards Association, the Idaho Association of Special Education Administrators, the education departments of the private colleges of the state, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

A nomination was sought for the position of Department of Education from the State Department of Education. A resume from the interested individual is attached.

ATTACHMENT

Attachment 1 – Resume for Pete Koehler	Page 3

BOARD ACTION

I move to approve Pete Koehler as a member of the Professional Standards Commission for a term of three years representing the Department of Education, effective February 19, 2015.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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PETER CHRISTOPHER KOEHLER

EDUCATION:

BA History – University of Idaho 1975

MA History with secondary education endorsement Boise State University 1986

Elementary Teacher endorsement Boise State University – 1997

Administrative endorsement – Northwest Nazarene University – 2004

Military Education: Command and Staff College -1991
Armed Forces Staff College – 1991

WORK HISTORY:

1975 – 1996 United States Army (retired as Lieutenant Colonel)
1998 – 2002 Classroom Teacher Nampa School District
2002 – 2006 Elementary School Principal (Nampa School District)
2006 – 2013 High School Principal (Nampa School District)
2013 – 2014 Interim Superintendent (Nampa School District)
2014 – Retired
2015 – Interim Chief Deputy State Department of Education

COMMUNITY ACTIVITIES:

Trout Unlimited
Henry’s Fork Foundation
Nampa Education Foundation (left when I became superintendent)
Idaho Community Foundation

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 19, 2015

TAB	DESCRIPTION	ACTION
1	**BOISE STATE UNIVERSITY ANNUAL REPORT**	Information Item
2	**IDAHO PUBLIC CHARTER SCHOOL COMMISSION-ANNUAL REPORT**	Information Item
3	**IDAHO DIGITAL LEARNING ACADEMY ANNUAL REPORT**	Information Item
4	**IDAHO EDUCATIONAL SERVICES FOR THE DEAF AND BLIND ANNUAL REPORT**	Information Item
5	**AMENDMENT TO BOARD POLICY – I.O. DATA MANAGEMENT COUNCIL – FIRST READING**	Motion to Approve
6	**DATA MANAGEMENT COUNCIL POLICIES AND PROCEDURES - AMENDMENT**	Motion to Approve
7	**AMENDMENT TO BOARD POLICY – BYLAWS – SECOND READING**	Motion to Approve
8	**LEWIS-CLARK STATE COLLEGE – TENURE AND PROMOTION POLICY AMENDMENT**	Motion to Approve
9	**PRESIDENTS’ COUNCIL REPORT**	Information Item
10	**RECONSIDERATION PENDING RULES – DOCKET 08.0203-1401, GRADUATION REQUIREMENTS AND DOCKET 08-0203-1406, K-12 DATA ELEMENTS**	Motion to Approve

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BOISE STATE UNIVERSITY

SUBJECT

Boise State University Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda items fulfills the Board's requirement for Boise State University to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

IMPACT

Boise State University's strategic plan drives the University's planning, programming, budgeting and assessment cycles and is the basis for the institution's annual budget requests and performance measure reports.

ATTACHMENTS

Attachment 1 – Summary Annual Statistics per the Board's Template	Page 3

BOARD ACTION

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

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Boise State University Progress Report
February 2015
Presented by: Dr. Robert W. Kustra, President

Strategic Plan Implementation

The goals and strategies of our new strategic plan, *Focus on Effectiveness 2012-2017*, provide the blueprint by which we are deliberately and methodically attaining our vision to become a Metropolitan Research University of Distinction. We are at a halfway point in the plan's implementation, and have made substantial progress in a number of areas.

The plan's Goal #1 is "*Create a signature, high-quality educational experience for all students.*"

One of the strategic projects implementing this goal is groundbreaking, in that it focuses on implementing leading-edge pedagogical practices in an entire program instead of on a course-by-course basis. Our success in that project directly led the National Science Foundation to award BSU a $2M grant in their WIDER program, which stands for Widening Implementation and Dissemination of Evidence-based Reforms, and is focused in the STEM disciplines.

An example of the impact of the WIDER program can be seen in the Department of Biological Sciences, which is revamping its undergraduate curriculum to (i) organize core contents and competencies using a hierarchical framework, (ii) increase focus on higher-level learning skills of creating, evaluating, and analyzing, and (iii) increase use of evidence-based instructional practices such as inquiry-based learning, team projects, and case studies. The department has also identified barriers to the implementation of these changes, one of which is the increased class size caused by a doubling of the number of majors over the last decade. To overcome these barriers, the department has created an efficient and innovative plan that incorporates improvements in undergraduate education with the implementation of a new PhD program. Besides increasing instructional capacity, the changes will expand opportunities for involvement of undergraduate students in research projects.

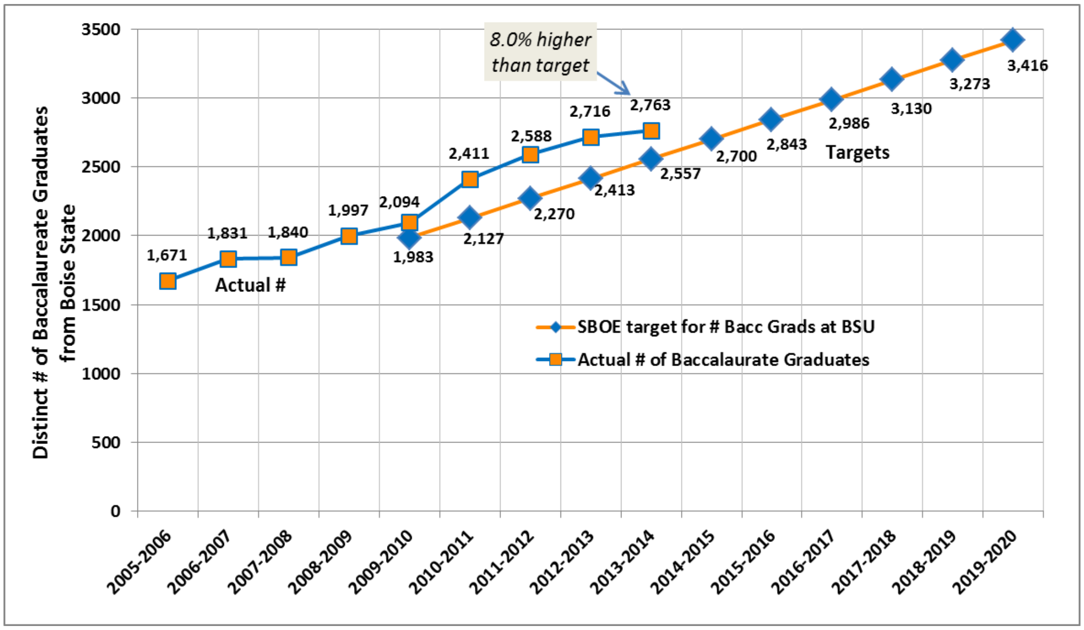
Continued implementation of our Foundational Studies Program, which is our complete restructuring of the way we deliver general education, is another key initiative related to Goal #1. The program provides a connected, multidisciplinary framework of learning from freshman to senior years. Courses incorporate teamwork and extend the educational experience beyond the classroom to include such areas as international studies, service-learning, internships, and participation in student government.

The program is organized around eleven University Learning Objectives (ULOs) that every Boise State graduate will be expected to have met, regardless of major. Importantly, the ULOs align well with the types of skills and knowledge sought by employers: written and oral communication, problem solving, critical thinking, teamwork, and ethics. These outcomes will be fostered and documented by students in personalized e-Portfolios.

The ULOs also provide a framework of uniform assessment categories for departments and degree programs. Boise State has established "Digication" software as the e-Portfolio platform we will use to document and evaluate the achievement of the ULOs and to facilitate student learning via the reflection process inherent in e-portfolio development. Assessment of ULOs will include the collection of data, analysis of data, review of findings, and integration of faculty development to address those findings. Our assessment plan relies on regular, comprehensive collection (via Digication) of evidence of student learning for evaluation, reflection, and ultimately, improvement in student learning based on actions identified through the assessment process. By using ePortfolios to ensure effectiveness of the Foundational Studies Program, we are demonstrating accountability for the resources we invest in the program.

Our strategic plan's Goal #2 is "*Facilitate the timely attainment of educational goals of our diverse student population*."

Our work on this goal is directly aligned with the Complete College Idaho plan and with meeting the targets for numbers of graduates given each institution at the August, 2010, meeting of the SBOE. As can be seen by the following figure, the number of baccalaureate graduates produced by Boise State University in 2013-14 was 8% higher than the 2013-14 target given to Boise State by the SBOE.



Our success thus far in contributing to the SBOE's 60% goal can be attributed to a number of actions we have taken, including revision of mathematics education (including remediation), implementing required advising for all freshmen, and enhancing orientation for new students. To continue to increase our number of graduates, we are pursuing a number of new, bold, comprehensive initiatives, including the following:

- We launched two "Student Success Dashboards," one for first year students and one for continuing students, that identify students with four or more at-risk indicators. Faculty and staff can access these students' electronic profiles and photos and develop appropriate communication and interventions.
- We recently launched "Degree Tracker," a course planning tool that (i) allows students and advisors to know when students are off-track that is, when they are not enrolled in the courses that will best facilitate their progression to graduation and (ii) enables

academic departments to better project course demand and thereby better ensure that sufficient course capacity is available.

- We revised our remediation for English so that instead of taking a non-credit remediation course one semester and enrolling in a 3credit ENGL 101 the next semester, a student in need of remediation enrolls in ENGL 101+, which is a four credit course that will move the successful student to ENGL 102 in the next semester. Results thus far are very promising: 47% of the students who began in English 90 in the fall of 2011 completed English 102 within five semesters. In comparison, more students (53%) who began in English 101+ in spring 2013 completed English 102 within only two semesters.

Our strategic plan's Goal #3 is *"Gain distinction as a doctoral research university."*

At the core of Boise State's emergence as a doctoral research university is the creation of successful doctoral programs. Over the last decade, Boise State has initiated seven new doctoral programs: PhDs in Geosciences, Electrical and Computer Engineering, Materials Science and Engineering, Biomolecular Sciences, and Public Policy and Administration; an EdD in Educational Technology; and a Doctor of Nursing Practice. A new PhD in Ecology, Evolution, and Behavior is under development.

The creation of the PhD in Biomolecular Sciences enabled Boise State to apply for training grants from the National Institutes of Health (NIH) that are available only to institutions with a PhD in a field related to biomedicine. Success followed soon thereafter when Dr. Julie Oxford of the Department of Biological Sciences secured a $10million Institutional Development Award (IDeA) to establish a Center for Biomedical Research Excellence (COBRE) in Matrix Biology. NIH's IDeA program builds research capacities in states that historically have had low levels of NIH funding by supporting basic, clinical and translational research; faculty development; and infrastructure improvements. COBRE centers promote collaborative, interactive efforts among researchers with complementary backgrounds, skills and expertise. The new center will support research in heart disease, cancer and stroke; ligament injury and repair; and liver fibrosis. Additional projects might be added over the course of the grant in musculoskeletal and cancer research.

Our strategic plan's Goal #4 is *"Align university programs and activities with community needs."*

Boise State is among 361 U.S. colleges and universities that have been recognized with The Carnegie Foundation 2015 Community Engagement Classification. Boise State was one of only 76 universities in the country to be classified as a Carnegie Foundation Community Engaged Institution when the designation was first established in 2006. A few examples of the types of partnerships in which faculty and staff are involved include the re-design of a camp for Idaho children diagnosed with cancer, programs that encourage the exploration of math and science, an office that supports the advancement of innovation and entrepreneurship throughout the campus and the community, and linguistics students and faculty working with members of the Boise refugee community to provide language documentation (thus far projects have produced documentation in the Chizigula, Maay and KiBembe languages).

The new College of Innovation and Design will transform the way in which we devise and develop new academic programs and new research programs that are relevant to the needs of society and our students. Often, the needs of society evolve more quickly than change can occur within a specific discipline. The college will breech the constraints of individual disciplines by facilitating the creation of transdisciplinary academic programs and research programs that pull together knowledge and skills from multiple disciplines. The mission of the new college will be to to test new approaches to learning and teaching, find new applications for our degree offerings and research, and foster a culture that will marshal our creativity and innovation. The College's creation is a natural progression of trends in higher education, in the marketplace, among our students and of our faculty.

The plan's Goal #5 is *"Transform our operations to serve the contemporary mission of the university."*

The Program Prioritization process of 2013-14 is the way in which we implemented one of our strategic projects, which was to create a university-wide assessment structure to evaluate the effectiveness of all units at the university. As a result of Program Prioritization, all units at the university (whether academic or administrative/support) have developed a set of metrics to evaluate effectiveness and efficiency. There remains substantial work to revise and systematize those metrics.

During the process of Program Prioritization, most units of the university identified ways to improve the efficiency and effectiveness of their operations. The next critical step is to integrate Program Prioritization with our ongoing processes of accreditation, and we are doing so by interpreting the accreditation standards as not limited to evaluating mission fulfillment of the university as a whole, but instead evaluating the contribution to mission of all units that comprise the university.

A specific way we are transforming our operations is our focus on ensuring that transfer students are able to quickly and accurately know which of their transfer credits will articulate with specific courses. We are creating course equivalencies for the top 20 transfer schools. We have also developed the Bronco Connect admission and advising services at CWI to ensure that students from the Treasure Valley are prepared to move seamlessly from their community college programs to the baccalaureate level.

Budget

Revenue and Expenditures for FY 2014; From Audited Financial Statement	
Operating Revenue	**FY 2014**
Student tuition and fees (Gross)	132,216,608
Scholarship discounts and allowances	(22,499,900)
Federal grants and contracts	25,992,724
State and local grants and contracts	3,422,006
Private grants and contracts	4,860,065
Sales and services of educational activities	3,331,847
Sales and services of auxiliary enterprises	58,197,895
Other	2,177,360
Total operating revenues	207,698,605
Operating Expenses	
Instruction	103,446,926
Research	20,174,198
Public Service	14,467,386
Libraries	5,565,375
Student Services	14,978,886
Operation & Maintenance of plant	20,992,895
Institutional Support	24,042,310
Academic Support	19,962,742
Auxiliary Enterprises	66,295,818
Scholarships and Fellowships	15,314,139
Depreciation	25,037,147
Total operating expenses	330,277,822
Operating income/(loss)	(122,579,217)
Non-operating revenues/(expenses):	
State appropriation - general	78,790,858
State appropriation - maintenance	1,338,024
Pell grants	27,242,851
Gifts	26,673,995
Net investment income	311,990
Change in fair value of investments	(8,881)
Interest	(10,198,560)
Gain/loss on retirement of assets	(983,322)
Other non-operating revenue/(expense)	(2,545,025)
Net non-operating revenues/(expenses)	120,621,930
Other revenue and expenses:	
Capital appropriations	1,765,647
Capital gifts and grants	2,089,027
Total other revenues and expenses	3,854,674
Increase in net position	1,897,387
Net position - beginning of year	383,429,511
Net position - end of year	385,326,898

Enrollment Fall 2014

Enrollment Fall 2014 (October 15 census)	**Headcount**
Undergraduate Degree-seeking	16,206
Graduate Degree-seeking	2,257
Early college	2,879
Other non-degree seeking (undergraduate and graduate combined; includes audit-only)	877
TOTAL	22,259

2013-2014 Graduates

Degree and graduate certificate graduates	**Distinct number of Graduates**
Baccalaureate Degree (Academic)	2,763
Graduate Certificate	191
Master's Degree	640
Doctoral Degree	34

Employees

Employees (from 2014 IPEDS Human Resources Report [based on Nov 2013 snapshot])	**Full-time**	**Part-time**	**FTE** (#full time + 1/3 # part-time)	**% of workforce**
Instructional Faculty	650	525	825	35.6%
Professional Staff (all)	942	58	961	41.5%
Classified Staff	512	50	529	22.8%
TOTAL				100%

Research and Economic Development

	FY2010	**FY2011**	**FY2012**	**FY2013**	**FY2014**
	Office of Technology Transfer				
Invention Disclosures	14	23	25	24	16
Patent Applications Filed	11	8	18	16	9
Patents Issued	4	7	2	7	6
Licenses/Options/Letters of Intent	4	12	15	22	27
License Revenue	$1,000	$500	$34,471	$37,582	$5,600
Startups	0	0	0	1	0
FTEs	1	1	2	2	2
Number of protocols reviewed by:	***Office of Research Compliance***				
Institutional Biosafety Committee	19	16	29	45	36
Institutional Animal Care and Use Committee	31	42	52	50	72
Social and Behavioral Institutional Review Board	309	280	300	319	296
Medical Institutional Review Board	54	62	38	23	18
	Office of Sponsored Programs				
Total # of Proposals Submitted	366	368	340	361	435

Total # of Awards	314	257	299	233	290
Total Federal Appropriation (Earmark) Funding	$5,255,044	$732,088	0	0	(discontinued)
Total Recovery/Stimulus Funding	$10,333,374	$4,480,370	$907,438	0	(discontinued)
Remainder of Sponsored Projects Funding	$34,471,530	$30,762,184	$35,120,876	$31,367,273	$32,008,716
Total Sponsored Projects Funding	$50,059,948	$35,974,642	$36,028,314	$31,367,273	$32,008,716
Total Research and Development Expenditures as reported to NSF	$18.7M	$24.2M	$27.9M	$25.7M	Not available at this time
Externally Funded Research Expenditures	$15.5M	$20.3M	$21.8M	$17.8M	$17.3

Collaborations *(select)*

The beautiful new building, going up right now in The Grove, is the symbol of one of the best public-private partnerships we’ve ever undertaken. About eight local technology companies joined their financial resources together last year to help Boise State secure a state workforce development grant to jumpstart plans to double the number of our computer science graduates.

A few months later, Boise State became a partner in one of the most innovative new projects in Downtown Boise — joining the Gardner Companies and many others in a project to expand convention center space, meet the needs of a downtown transit center, and, for the first time in Boise, move an entire academic department into the heart of the industry where its students will intern and work.

Our longterm goal is to expand computer science from the around 25 graduates a year we’ve had in the past to about 200 graduates per year, to establish a PhD in Computer Sciences to support the research needs of the industry and to eventually spin off 10 start-up companies every year — the kind of entrepreneurial innovation that drives the modern economy.

We have already increased our computer science student body to 476 from 337 in just a couple of years. And little wonder — these are high paying jobs, earning college graduates annual salaries between $65,000 and $68,000, and master’s degree holders between $80,000 and $120,000. Almost all of them stay in Idaho — in fact, most have job offers in hand before they even graduate.

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SUBJECT

Idaho Public Charter School Commission Update

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5213, Idaho Code

BACKGROUND/DISCUSSION

Idaho Public Charter School Commission Director Tamara Baysinger will update the Board on the status of the PCSC's portfolio schools and the IPCSC's ongoing implementation of best authorizing practices.

IMPACT

This report will inform the Board of the current progress the Commission has made in implementing the provisions of legislation passed in 2013, as well as provide an update to the Board regarding the schools authorized by the Commission.

ATTACHMENTS

Attachment 1 – Idaho Public Charter School Commission Annual Report	Page 3
Attachment 2 – NACSA Authorizer Evaluation Report	Page 16

BOARD ACTION

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

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Idaho Public Charter School Commission
2014 Annual Report

A Year in Review

Thank you for your interest in Idaho's public charter schools. The Public Charter School Commission (PCSC) is Idaho's largest authorizer, with a portfolio comprising 73% of Idaho's 48 charters. Our mission is to protect student and public interests by balancing high standards of accountability with respect for the autonomy of public charter schools. We endeavor to implement best practices and enforce compliance with Idaho statute in order to ensure the excellence of public charter school options for Idaho families.

This report represents the first of its kind. We thank Idaho's legislature, educational leadership, and charter school stakeholders for their thoughtful effort in the recent changes to our state's charter school accountability structure. Their work has made the data provided here not only available, but meaningful.

In the wake of Idaho's 2013 legislative session, the PCSC, its staff, and its stakeholders have developed a performance certificate and performance framework. We hope these documents will improve transparency of PCSC expectations, as well as highlight the challenges and successes of our portfolio schools.

As of early 2015, our portfolio has expanded to include three, new schools: Syringa Mountain School, Bingham Academy, and Idaho College and Career Readiness Academy. We also welcome two transfers that were formerly district-authorized: North Star Charter School and Coeur d'Alene Charter Academy.

During 2014, we had the privilege of being selected by the National Association of Charter School Authorizers for a formative evaluation of our work. Their recommendations both affirm our current direction and serve as a guide for future improvement.

We invite you to join us in supporting a high quality charter school sector here in Idaho.

Sincerely,

Alan Reed, Chairman
Tamara L. Baysinger, Director

January 2015

Portfolio Overview

The PCSC's portfolio comprises 35 public charter schools. These schools are located all across the state, in both rural and urban communities. Their time in operation ranges from one semester to 15 years. They offer an array of educational choices: Core Knowledge, Expeditionary Learning, Harbor, Montessori, Classical, Waldorf, and more. Several are alternative schools, and others focus on underserved or at-risk populations while welcoming all students who wish to attend. Seven are categorized as virtual schools; among them, these offer coursework to grades K-12 through a variety of platforms.

School Name	Year	Location	Grades	Method
Academy at Roosevelt Center, The	2006	Pocatello	K-8	Harbor
American Heritage Charter School	2013	Idaho Falls	K-8	Core Knowledge
Another Choice Virtual School	2010	Treasure Valley	K-12	Virtual, Special Needs
Bingham Academy	2014	Blackfoot	9-10	Postsecondary Preparation
Blackfoot Community Charter Learning Center	2000	Blackfoot	K-5	Brain-Based
Chief Tahgee Elementary Academy	2013	Fort Hall	K-6	Language Immersion
Coeur d' Alene Charter Academy	1999	Coeur d'Alene	6-12	College Prep
Compass Public Charter School	2005	Meridian	K-12	Compass Method
Falcon Ridge Public Charter School	2005	Kuna	K-8	Harbor
Heritage Academy	2011	Jerome	K-6	Schoolwide Enrichment
Heritage Community Charter School	2011	Caldwell	K-8	Classical
Idaho College and Career Readiness Academy	2014	Statewide	9-12	Career Technical
Idaho Connects Online	2009	Statewide	6-12	Virtual
Idaho Science and Technology Charter School	2009	Blackfoot	6-8	Science & Technology
Idaho Virtual Academy	2002	Statewide	K-12	Virtual
INSPIRE Connections Academy	2005	Statewide	K-12	Virtual
iSucceed Virtual High School	2008	Statewide	9-12	Virtual
Kootenai Bridge Academy	2009	Coeur d'Alene SD	11-12	Virtual, Credit Recovery
Legacy Charter School	2011	Nampa	K-8	Harbor
Liberty Charter School	1999	Nampa	K-12	Harbor
Monticello Montessori Charter School	2010	Idaho Falls	K-2	Montessori
North Idaho STEM	2012	Rathdrum	5-8	STEM
North Star Charter School	2003	Eagle	K-9	Harbor
North Valley Academy	2008	Gooding	K-12	Core Knowledge
Palouse Prairie School of Expeditionary Learning	2009	Moscow	K-6	Expeditionary Learning
Richard McKenna Charter High School	2002	Mountain Home	9-12	Liberal Arts, Virtual Alternative
Rolling Hills Public Charter School	2005	Boise	K-9	Harbor
Sage International School of Boise	2010	Boise	K-8	International Baccalaureate
Syringa Mountain School	2014	Ketchum	1-5	Waldorf Inspired
Taylor's Crossing Public Charter School	2006	Idaho Falls	K-10	Harbor
The Village Charter School	2011	Boise	K-8	Limitless Learning
Victory Charter School	2004	Nampa	K-12	Harbor
Vision Public Charter School	2007	Caldwell	K-12	Classical
White Pine Charter School	2003	Idaho Falls	K-8	Core Knowledge
Xavier Charter School	2007	Twin Falls	K-12	Core Knowledge

Approximately 14,950 students are served by the PCSC's portfolio schools. Idaho also offers 13 district-authorized charter schools. The total number of public charter school students in Idaho is approximately 19,265; about 5,450 of these are enrolled in virtual charter schools.

During 2014, two PCSC portfolio schools closed their doors. Wings Charter Middle School (Twin Falls, grades 6-8) voluntarily relinquished its charter for financial reasons related to persistently low enrollment and unsustainable facility costs. The charter for Odyssey Charter School (Idaho Falls, grades 6-9) was revoked on the grounds of failure to meet a condition in the school's performance certificate; that condition required that the school achieve accreditation candidacy status during its initial year of operation.

Also during 2014, the PCSC approved two transfer requests from existing, formerly district-authorized schools. These included North Star Charter School (Eagle, grades K-12) and Coeur d'Alene Charter Academy (Coeur d'Alene, grades 6-12).

In December 2014, the PCSC placed a temporary moratorium on the approval of additional transfer petitions until such time as the PCSC has the capacity to meet its statutory obligations and adequately service its existing portfolio, new charter petitioners, and transfer petitioners. This decision was made with the understanding that existing charter schools will be able to continue operations under their existing authorizers. New charter petitioners will be not be affected by the temporary moratorium, and the PCSC looks forward to opening its doors to potential transfers as soon as it has the capacity to serve them well.

Who We Are

The PCSC's seven members hail from all around the state. Commissioners are appointed by the Governor (3 members), Senate Pro Tempore (2 members), or Speaker of the House (2 members). They serve 4 year terms; statute provides for a 2-term limit. Officers are elected every two years in spring.

The PCSC office is staffed by the Office of the State Board of Education, and includes 2.5 FTE: Director Tamara Baysinger, Program Manager Kirsten Pochop, and Administrative Assistant Lorriane Byerly.

The PCSC's Fiscal Year 2015 budget is $331,400, an increase of $17,500 from Fiscal Year 2014. All FY15 revenue was obtained through the authorizer fee described in Section 33-5208(8), Idaho Code.

In its October 2013 Authorizing Roadmap, the National Association of Charter School Authorizers provided the following comparison of PCSC resources compared to those of similar authorizers:

Authorizer	# of Schools	FTE	Budget
OH CCS	47	21	$3,400,000
CO CSI	23	4	$1,730,000
HI PCSC	32	15	$1,230,000
Denver Public Schools	36	9	$750,000
Idaho PCSC	34	2.5	$313,900

OUR COMMISSIONERS

Chairman Alan Reed
Idaho Falls
Term: 2014 - 2018

Vice-Chair Gayle O'Donahue
Nampa
Term: 2012 - 2016

Commissioner Esther Van Wart
Pocatello
Term: 2011 - 2015

Commissioner Nick Hallett
Rupert
Term: 2010 - 2014

Commissioner Wanda Quinn
Coeur d'Alene
Term: 2011 - 2016

Commissioner Brian Scigliano
Boise
Term: 2012 - 2016

Commissioner Gayann DeMordaunt
Boise
Term: 2011 - 2015

School Performance Evaluation

The PCSC bases its evaluation of school performance on the performance certificate and performance framework. These documents were developed in accordance with 2013 legislation, through a collaborative process that invited the input of stakeholders over a five-month period. Performance certificates set forth the rights and duties of each school and the PCSC as its authorizer. Performance frameworks establish the specific criteria schools are expected to meet in order to qualify for periodic charter renewal pursuant to Idaho Code.

The PCSC's performance framework is divided into four sets of measures: Academic, Mission-Specific, Operational, and Financial. Renewal decisions will be based primarily on the Academic and Mission-Specific results, but will also be informed by Operational and Financial outcomes.

	Purpose	Measures	Weight
Academic	To assess and compare schools' results on standardized assessments.	15 measures aligned with state standards as established in Idaho's ESEA waiver and Star Rating System. Categories include state & federal accountability, proficiency, growth, and college and career readiness. Modified measures are available for charters designated as alternative schools.	Primary (60%)
Mission-Specific	To recognize achievements specific to school's mission, which may not be captured by standardized assessments.	3 to 7 measures individually negotiated with each school. Measures may be academic or non-academic in nature, but must be data-driven and objective. Existing schools were offered the option to opt-out of mission-specific measures for their initial certificate terms.	Primary (40%)
Operational	To evaluate schools' legal compliance and operational effectiveness.	16 measures in categories including: educational program, financial management & oversight, governance & reporting, students & employees, school environment, and additional obligations.	Secondary
Financial	To analyze schools' financial stability using independent fiscal audits and enrollment data.	8 measures split evenly into near-term and sustainability categories.	Secondary

Data is gathered primarily through ISEE reports and the Star Rating System. Independent fiscal audits and State Department of Education records are also used. Most PCSC portfolio schools need to submit only three, additional reports to the PCSC on an annual basis.

Many public charter schools, whose staffing and financial resources are limited, report difficulty in keeping up with the reporting obligations required of all public schools. The PCSC is committed to minimizing this burden as much as possible without compromising its ability to protect students and taxpayers.

ANNUAL REPORTS TO PCSC

Dashboard Report (leadership and contact update, support unit calculations, optional updates)

Fiscal Status Report (year-to-date actuals, year-end projections, cash flow projections)

Mission-Specific Results (if applicable)

Annual Performance Reports

Each PCSC portfolio school receives an annual report reflecting its outcomes on each measure within the performance framework. Schools are encouraged to use this information for strategic planning and to ensure that any identified weaknesses are addressed in advance of renewal consideration, which takes place in Year 3 of operations, then every 5 years thereafter (or as otherwise stated in initial performance certificates).

Annual reports include scores on individual measures, which are then tallied to establish an Accountability Designation in each of three categories: Academic & Mission Specific (combined), Operational, and Financial.

Individual schools' reports are published on the PCSC's website. These reports include scoring details for all measures, in addition to explanatory notes as applicable.

ACCOUNTABILITY DESIGNATIONS

Honor

Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.

Good Standing

Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered.

Remediation

Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are poor. Replication and expansion proposals are unlikely to succeed.

Critical

Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.

The PCSC thanks NACSA for assistance provided through its Core Performance Framework and Guidance.

2014 Annual Performance Outcomes

PCSC portfolio schools were provided with their first, draft annual reports in January 2015. Following the response period, this report may be updated to reflect shifts in the data.

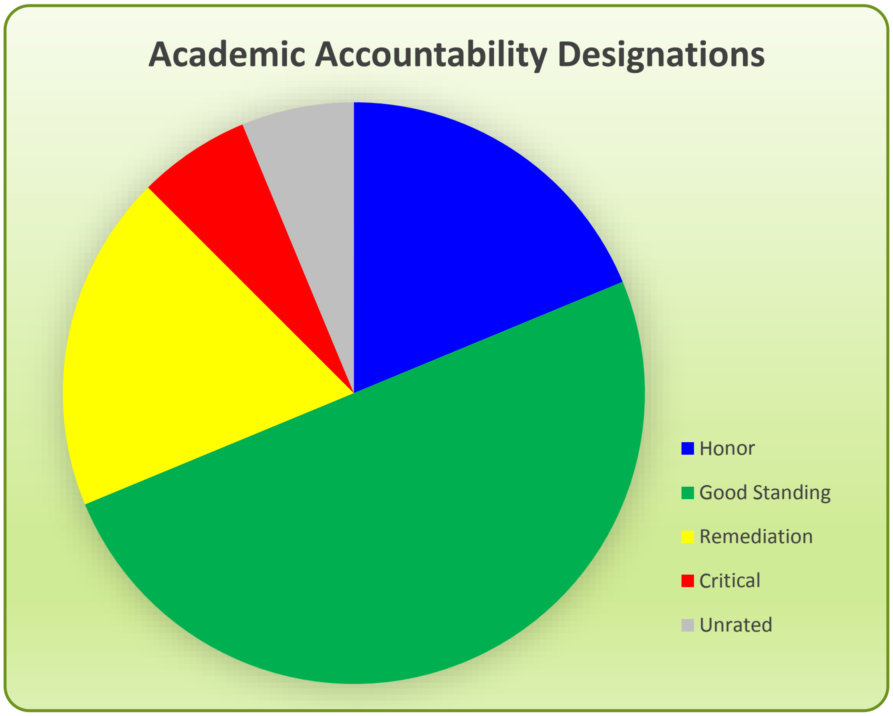
Because standardized testing was not performed in Idaho in 2014, the academic results included here are from 2013. They are based on the use of the ISAT, rather than the Smarter Balanced Assessment, and care should therefore be taken when attempting to compare 2013 results to outcomes in future years.

Mission-Specific measures were not evaluated for this report, as initial data will not be available until fall 2015.

Operational outcomes reflect the time period from July 2013 through December 2014, and Financial outcomes are based on FY 2014 and previous independent fiscal audits.

Academic Outcomes

The PCSC's academic framework dovetails with the Star Rating System. Schools must earn at least three stars in order to be eligible for a Good Standing or better rating on the framework.



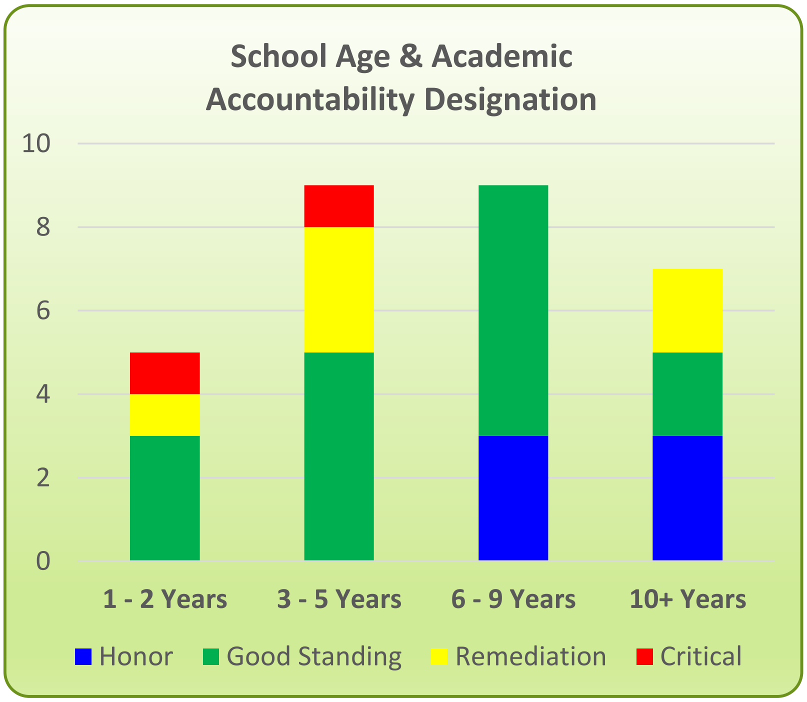
As of the 2012-13 school year, the majority of PCSC portfolio schools showed strong outcomes on standardized assessments, with 69% designated as Good Standing or Honor.

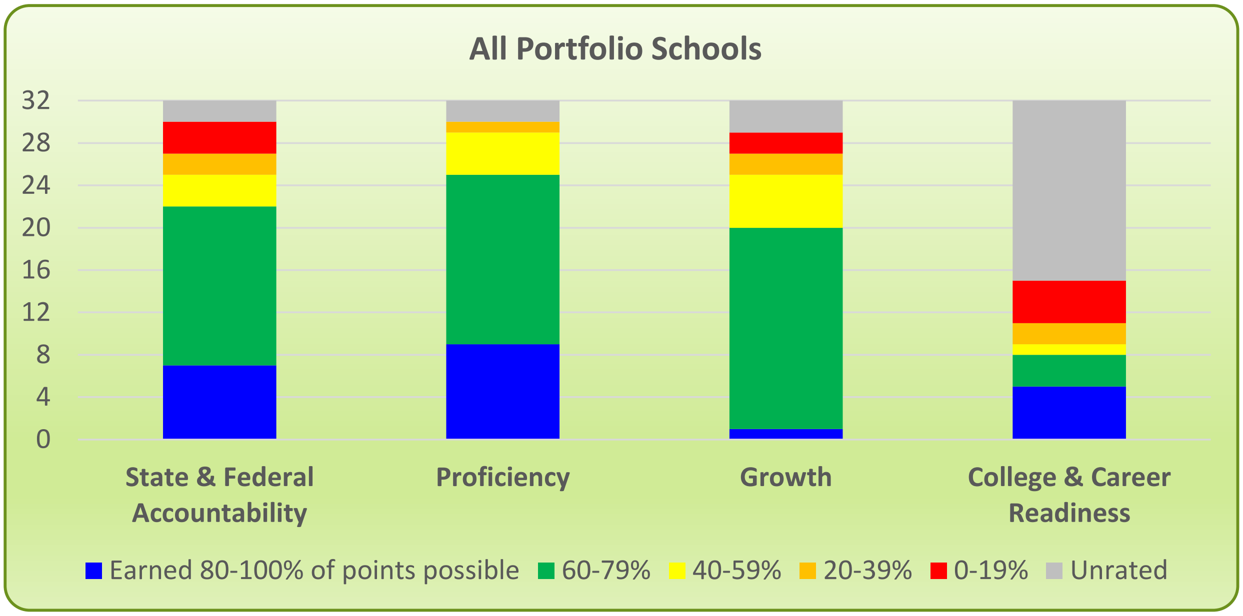
6% of the 32 schools achieved very low scores, resulting in a Critical designation, while 19% fell into Remediation. These schools will have until at least spring 2017 to improve their outcomes before being considered for renewal.

The unrated schools are those that opened in Fall 2013, and therefore have no test results for the prior year.

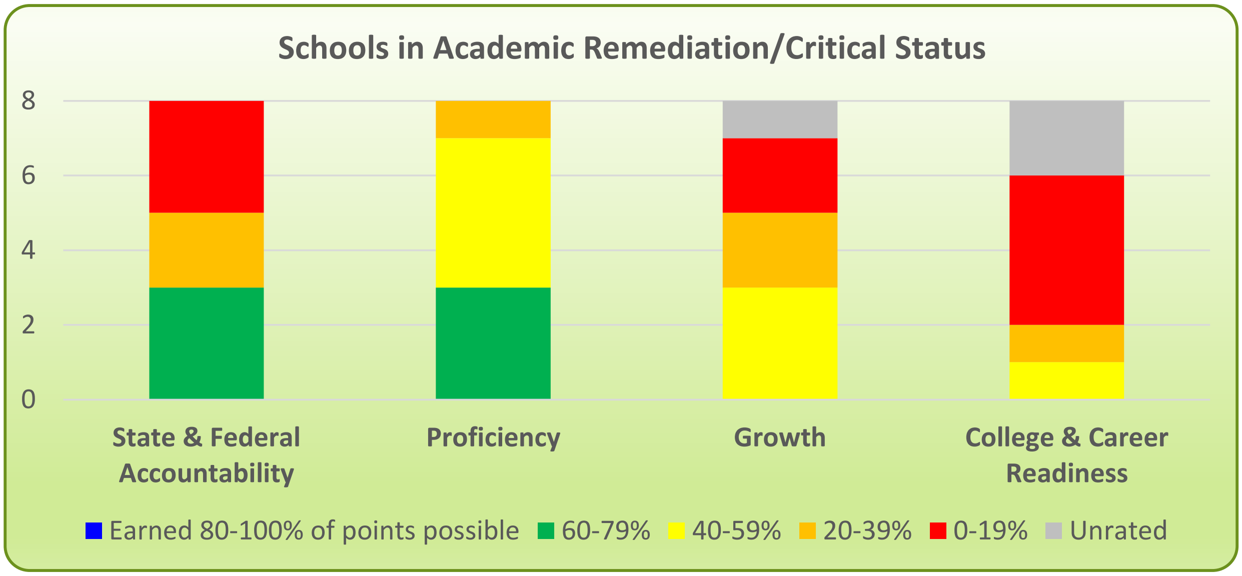
Schools that had been in operation more than five years at the time of testing tended to show stronger academic results. This result is likely multi-factorial.

Individual schools hone their educational programs over time. Also, schools with poor academic outcomes are more likely to close. Two of the PCSC-portfolio schools that closed in recent years were among the lowest academic performers; one was in its 5th year of operation and the other in its 7th.





Among all portfolio schools, proficiency is an area of greater strength than growth. (Both criterion-referenced and norm-referenced growth are considered.) College & Career Readiness appears to be the weakest category; however, it is important to note the small number of schools whose outcomes are reflected above. Many PCSC portfolio schools do not offer high school grades, and many that do are not scored on some or all of the indicators due to insufficient sample size. Additionally, several of these high schools serve at-risk or high-needs populations.



The eight schools that earned accountability designations of Remediation or Critical struggled most with growth and post-secondary measures. Individual schools' reports should be examined to understand the context of these results, which in some cases are related to small sample size or targeted student demographics.

SAT Results

SAT results offer additional perspective regarding schools' academic outcomes.

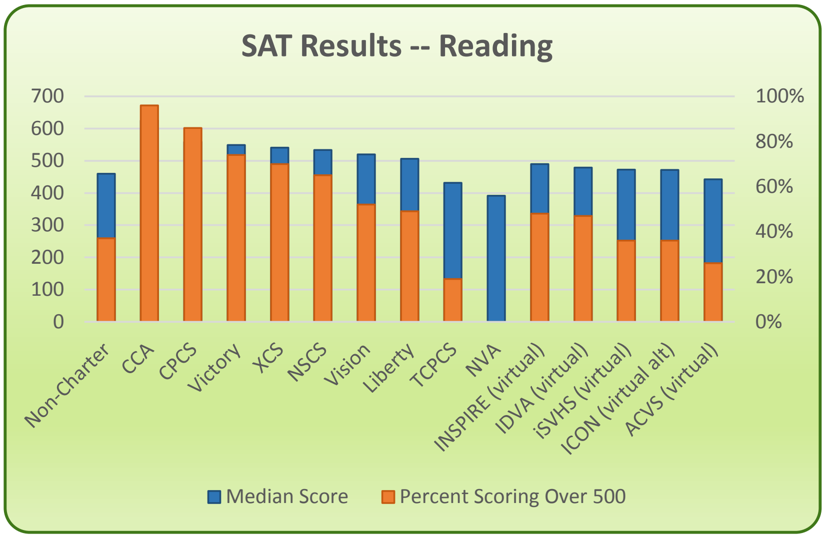
Comparison of the blue bars against the left axis will show the median SAT score for each subject's students. Comparison of the orange bars against the right axis will show the percentage of students that scored over 500, a level generally identified as "college ready."

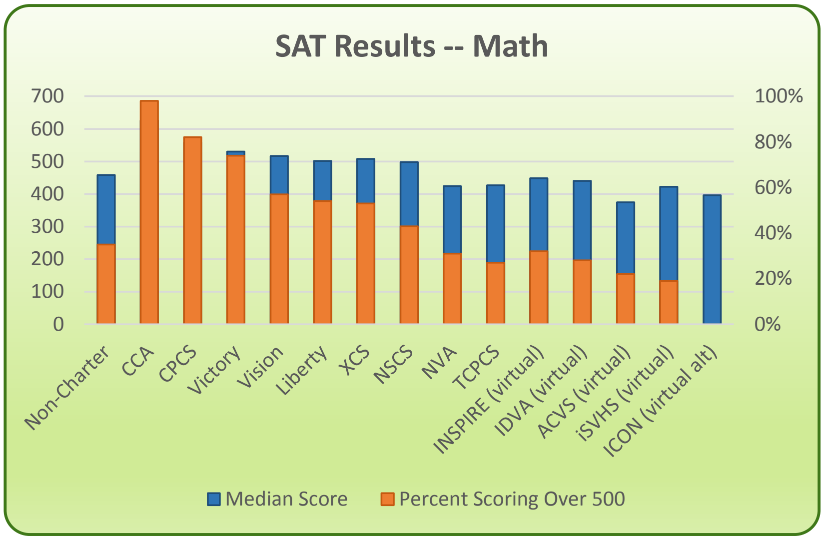
The charts on this page reflect 2014 data for 11th graders who participated on the regular test date.

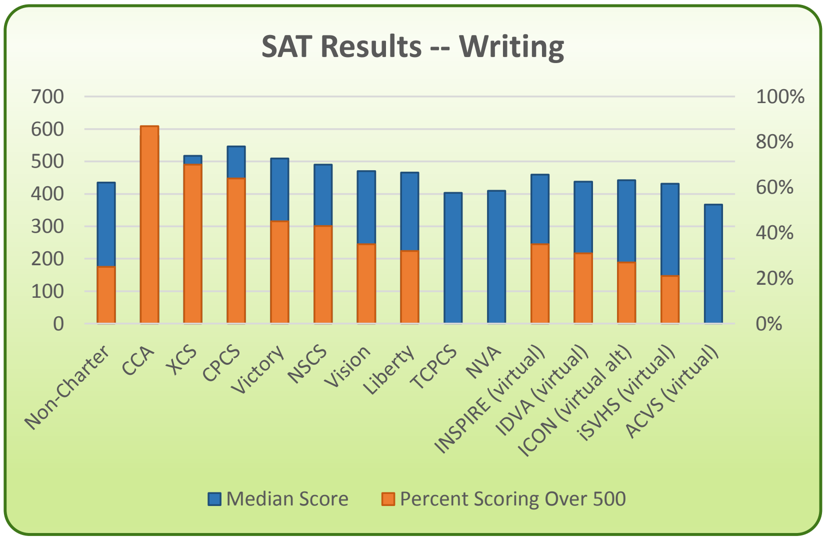
Data in categories with very small sample sizes are excluded. (This is the reason that some PCSC portfolio schools are not shown; it is also the reason that some schools appear to have 0% of students scoring over 500, when the result is actually between 0% and 11%.)

The "non-charter" subject represents all non-charter schools statewide, combined. It is important to consider that the sample size for this category (16,201) is significantly larger than the sample sizes for the individual schools (ranging from 16 to 137.)

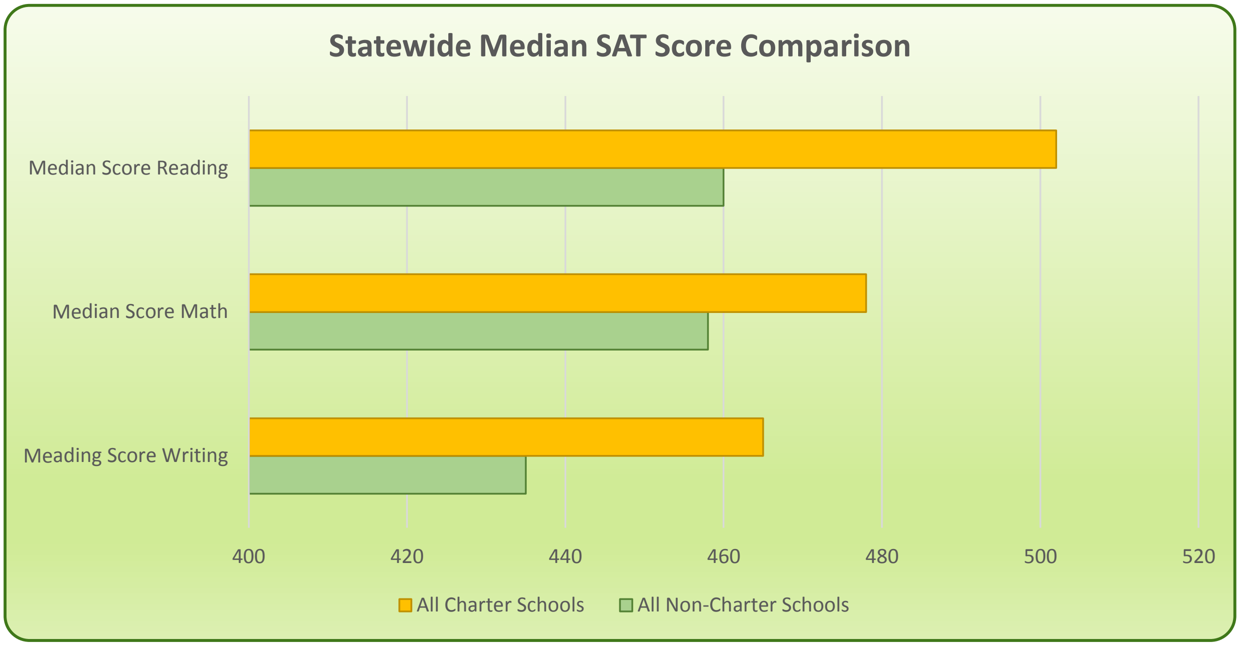
As the charts illustrate, most PCSC portfolio schools are performing well by comparison to the statewide average in terms of both median score and percentage of students achieving over 500.

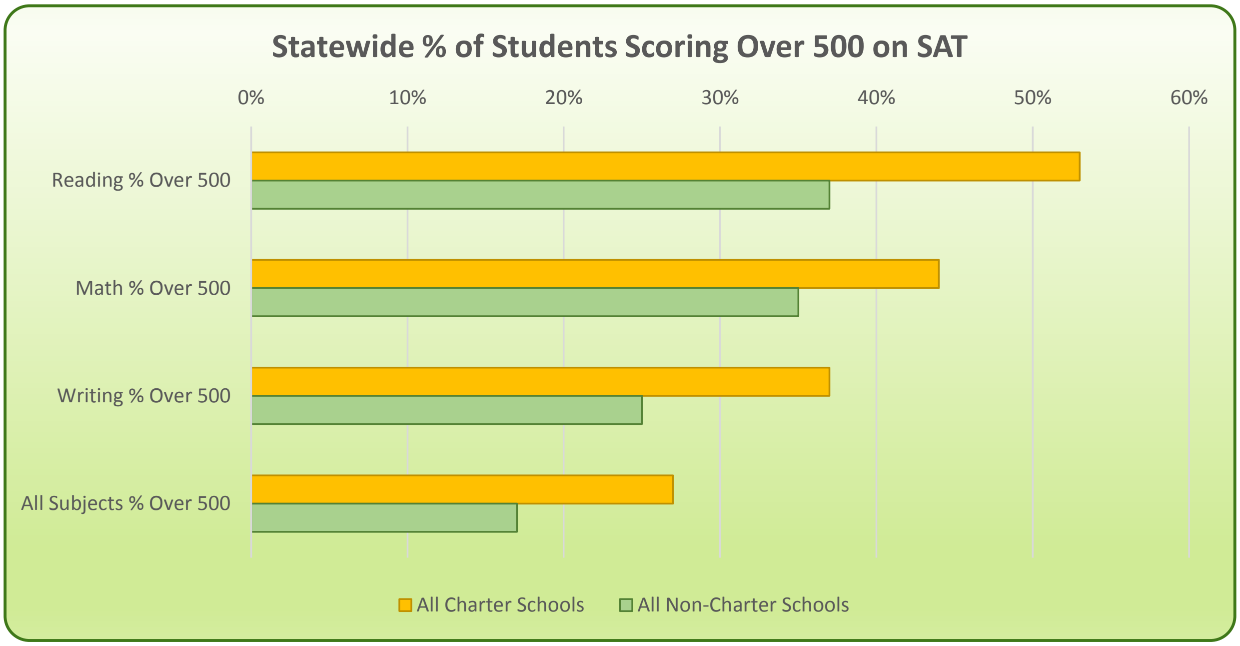






The following charts compare SAT results for all public charter schools (both district-authorized and PCSC-authorized) to results for all public non-charter schools. Like the charts on the previous page, these reflect 2014 data for 11th graders who participated on the regular test date. The non-charter category included 16,201 students; the charter category included 786 students.





Operational Outcomes

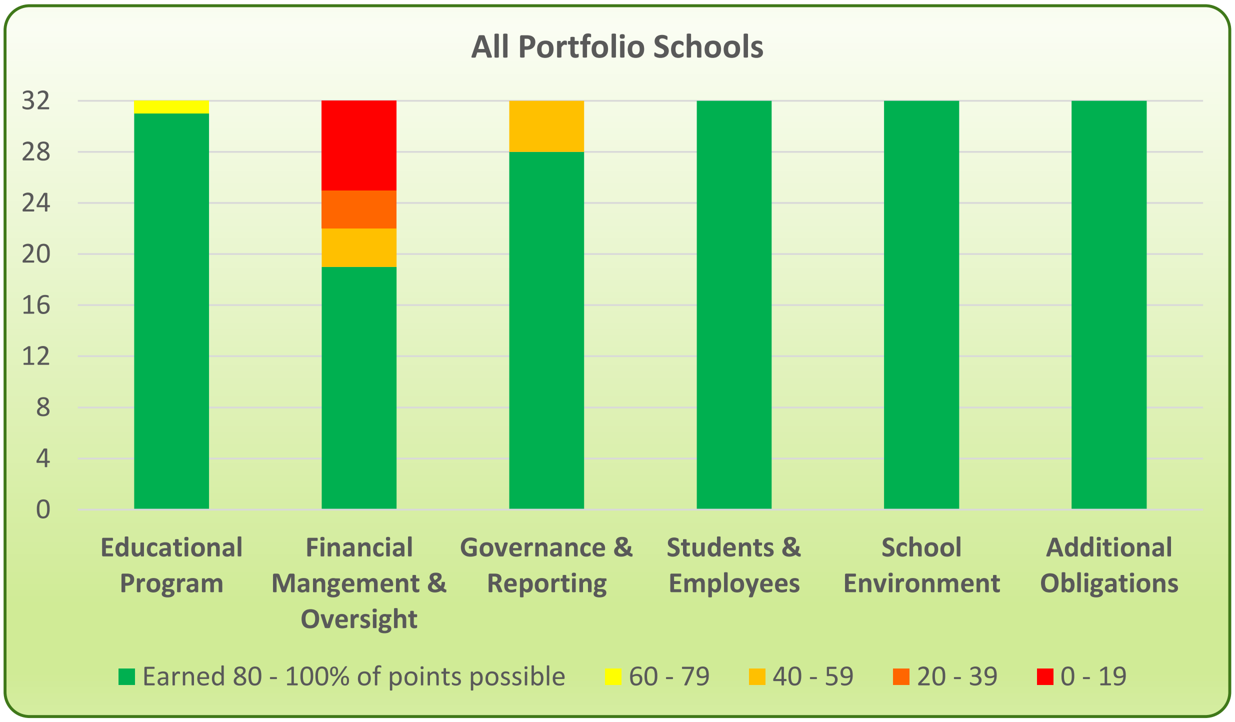
The operational section of the framework assesses a range of management and compliance outcomes.

Most of the measures are designed to reflect not only a school's level of compliance, but also the expediency with which any occasions of non-compliance were resolved.

For example, a school that had special education findings during the year, but proceeded to correct them, will score higher than a school that failed to correct such findings. Similarly, a school that turned in one late report will score higher than a school whose reports were consistently tardy.

Of the 3 schools (9%) rated in Remediation status, all struggled with late reporting and fiscal audit findings. These areas also proved problematic for many schools with higher accountability ratings.

In most cases, improved results appear to be attainable by increased attention to due dates and professional development for business management personnel.



Financial Outcomes

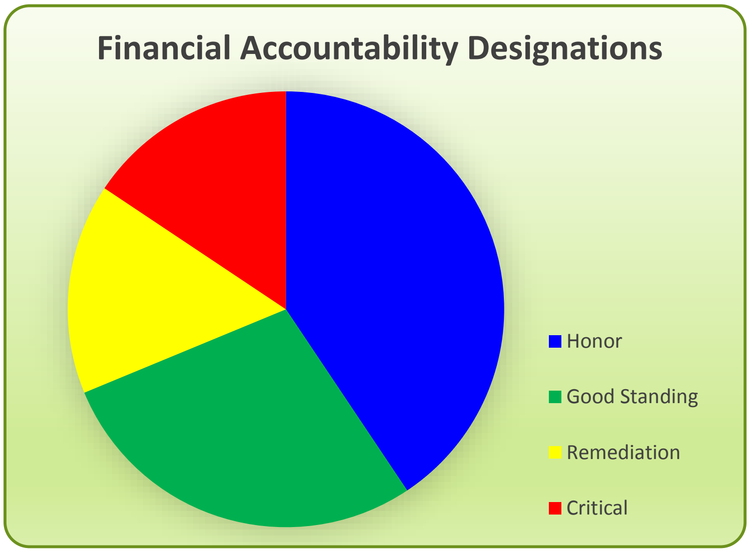
Idaho's public charter schools received $93,142,181 in state funding during FY14.

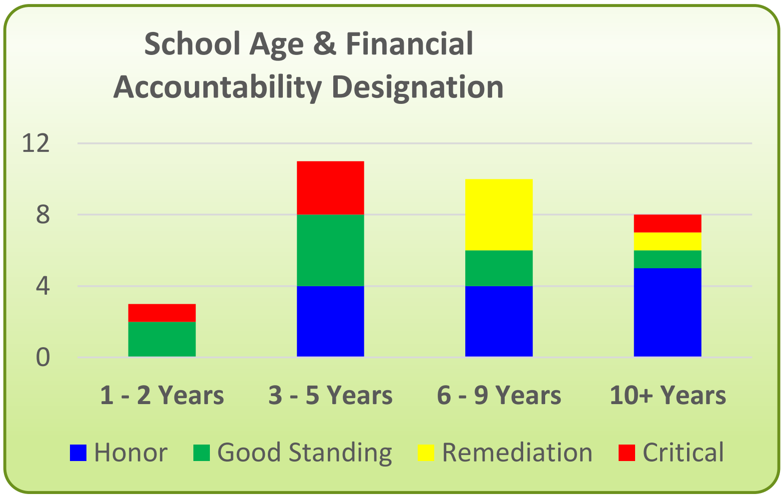
Finances represent one of the most common areas in which public charter schools struggle, both in Idaho and nationwide. The Center for Education Reform's 2011 "The State of Charter Schools" report indicated that about 47% of charter school closures occurred for financial or facility reasons, compared to 19% for academic and 34% for operational or other causes. More recent reports indicate a shift toward closures based on academic shortcomings.

The PCSC's performance framework evaluates schools' near-term financial health and long-term viability. "Near-term" generally refers to the fiscal year following the audit, while "sustainability" refers to the school's viability two or more years in the future. Data is taken mostly from independent fiscal audits, in addition to unit calculation worksheets and ISEE reports.

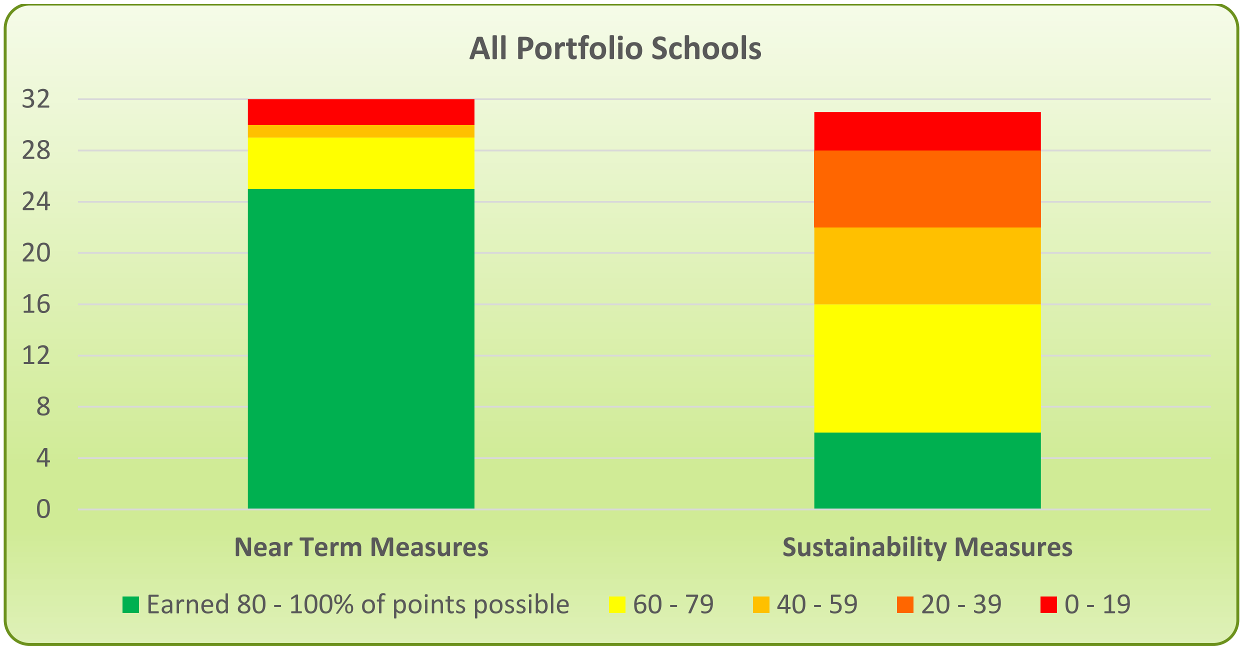
While the financial measures in the framework serve as an excellent starting place for evaluating schools' financial status, context is critical to full understanding of a school's viability. The data provided here represents scores only; contextual information is available in the individual schools' reports.

The financial status of PCSC portfolio schools ranges widely. A minority of schools face substantial concern, while 69% are presently in Honor or Good Standing status.

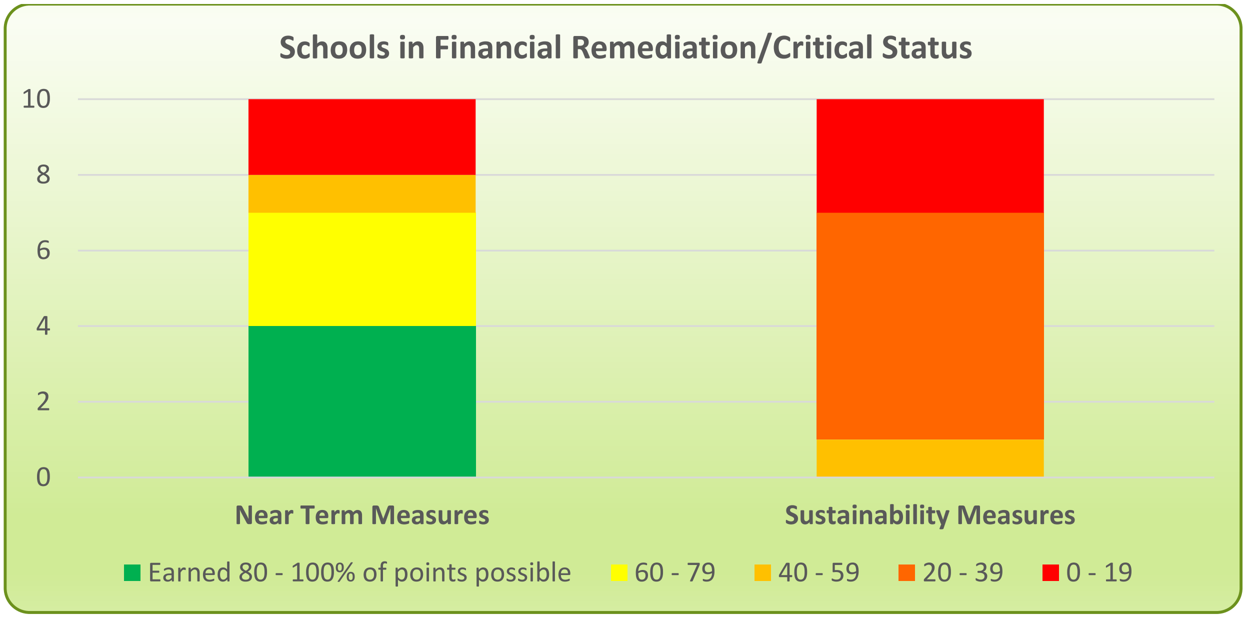




School maturity may be a factor in financial stability. PCSC portfolio schools in their 3rd to 5th years of operation currently have the highest rate of difficulty. However, 25% of the portfolio's oldest schools also earned low scores. Due to the small numbers of schools involved (<11 per category), these statistics should be evaluated with caution.



The majority of PCSC portfolio schools score well on near-term measures. Financial sustainability is of greater concern, with nearly half of schools earning fewer than 60% of points possible in this category. .



All ten schools falling into the accountability designations of Remediation and Critical face sustainability concerns. 70% of these schools appear to have positive near-term prospects.

Looking Ahead

During 2014, the PCSC benefitted from an extensive evaluation by the National Association of Charter School Authorizers (NACSA). Made possible by a federal grant, the evaluation took place over several months and included a site visit, extensive document review, surveys, and interviews.

The review team considered the PCSC's work in light of national best practices, focusing particularly on five areas: Application Decision Making, Performance Management Systems, Performance-Based Accountability, Autonomy, and Organizational Capacity.

The reviewers presented their findings to the PCSC in August 2014, and the NACSA Authorizer Evaluation Report is available online at chartercommission.idaho.gov. The PCSC has considered NACSA's recommendations and responded by prioritizing specific tasks for completion over the next several years, in addition to the ongoing work associated with petition evaluation, school oversight, and high-stakes decision-making.

The highest priorities include the development and amendment of PCSC policy to reflect updated legislation; support of the State Board of Education's efforts to increase PCSC staffing and budgetary capacity; updating of pre-opening requirements; and design of annual performance reports.

Secondary priorities include development of new tools such as petition templates and evaluation rubrics; revision of petitioning processes specific to experienced school operators; and consideration of possible statutory amendments to facilitate quality authorizing.

Long-range priorities include the creation of an onboarding program for new commissioners; implementation of annual strategic planning and self-evaluation processes; and engagement of external reviewers for petitioners and schools.

A few of these tasks have already been completed, many more are underway, and the rest will be advanced as expediently as capacity allows. In the meantime, the PCSC values opportunities to engage with Idaho's education stakeholders and remains committed to its role in the continuous improvement of Idaho's charter school sector.

> "The PCSC has made significant strides in aligning itself to national best practices and improving the authorizing environment in Idaho… The success of the performance management system will depend heavily on the PCSC's ability to implement the certificate and framework with fidelity, as well as providing clear and ongoing communication to schools regarding expectations."
>
> NACSA Authorizer Evaluation Report, August 2014

August 21, 2014

NACSA Authorizer Evaluation Report

Authorizer

Idaho Public Charter School Commission

Board Chair

Alan Reed

nacsa
NATIONAL ASSOCIATION OF CHARTER SCHOOL AUTHORIZERS

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Contents

Evaluation Scope

This evaluation is designed to provide authorizers a reflective, formative look at their current authorizing policies and practices in relation to NACSA's *Principles & Standards for Quality Charter School Authorizing*. The evaluation process and this report serve as an opportunity for an authorizer to reflect upon the strengths of its authorizing program and determine how best to focus time and energy on areas where the program could be improved.

Consistent with NACSA's *Principles & Standards for Quality Charter School Authorizing*, this evaluation focuses on and is organized according to the following five guiding questions:

1. Does the authorizer approve applications based on applicants' demonstrated preparation and capacity to open and operate a quality charter school?

2. Does the authorizer have effective systems for establishing and monitoring school performance expectations and holding schools accountable as necessary to protect student and public interests?

3. Does the authorizer have rigorous, appropriate standards by which it holds schools accountable for results? Are decisions made with the intent to maintain high standards and protect the students' and the public's interests?

4. Do schools have the autonomy to which they are entitled?

5. To what extent do the organizational structure and systems support quality authorizing practices and forward the authorizer's mission?

The contents of this report are a culmination of a process involving analysis of authorizer policy and practice. NACSA gathers evidence that informs our assessment through an extensive document review, surveys, interviews, and a site visit. We explore each guiding question in detail and present the authorizer with analysis of the applicable standards and recommended actions for strengthening the future work of the authorizing office.

Rating Categories

Authorization quality is rated in two categories:

Established

Refers to the authorizer’s practices as set out “on paper” whether by policy, protocol, or other means. It also addresses the way that the authorizer communicates information about its practices to relevant stakeholders within the authorizing agency and to schools. This category rates the authorizer based on what it plans to do.

Applied

Refers to the authorizer’s practices as applied. This category rates the authorizer based on what it actually does, in practice.

Within each part of the evaluation, the rating categories are defined more specifically with respect to the authorizer’s responsibilities in that area.

Rating System

For each category (established or applied), the authorizer receives a rating as follows:

● Well-Developed

Commendable in that it meets or exceeds NACSA’s *Principles & Standards*.

◕ Approaching Well-Developed

Fundamentally sound in that it contains most aspects of a well-developed practice but requires one or more material modifications to meet NACSA’s *Principles & Standards*.

◑ Partially Developed

Incomplete in that it contains some aspects of a well-developed practice but is missing key components, is limited in its execution, or otherwise falls short of satisfying NACSA’s *Principles & Standards*.

◔ Minimally Developed

Inadequate in that the authorizer has minimally undertaken the practice or is carrying it out in a way that falls far short of satisfying NACSA’s *Principles & Standards*.

○ Undeveloped

Wholly inadequate in that the authorizer has not undertaken the practice at all or is carrying it out in a way that is not recognizably connected to NACSA’s *Principles & Standards*.

About the Authorizer

The Idaho Public Charter School Commission (PCSC) is an independent statewide commission whose mission is to ensure compliance with Idaho statute, protecting student and public interests by balancing high standards of accountability with respect for the autonomy of public charter schools and implementing best authorizing practices to ensure the excellence of public charter school options available to Idaho families. The PCSC is one of fourteen authorizers in the state and is the largest authorizer within Idaho. Other authorizers include a variety of districts with portfolio sizes ranging from one school to three schools. In the recent statutory amendment that was adopted in June 2013, the legislature granted universities the right to apply to become authorizers. Idaho currently has 50 charter schools, of which 35 are authorized by the PCSC. The PCSC's portfolio currently serves 11,700 students, which equates to 4 percent of the state's public school student population.

The PCSC was established in 2004 and is composed of seven members who are appointed by the governor, speaker, or pro tempore. The commission has no budget or direct staff but is supported through the Idaho State Board of Education office. The board of education (BOE) is responsible for oversight of all public education in Idaho but has no direct authority over the PCSC. The board does hear appeals of the commission's decisions.

When the PCSC was created in 2004, the BOE's executive director was designated to serve as secretary of the PCSC. Mike Rush is the current executive director of the BOE. In 2011, a PCSC director position was created to serve as the executive director's designee and act as secretary to the commission, as well as act on behalf of the PCSC to enforce the charter school statute. A program manager and a part-time administrative position (currently vacant) report to this director. Tamara Baysinger is the current director of the PCSC. The commission has approved three schools for fall 2014 and recently, in June, recommended one school for dissolution.

Executive Summary

Ratings Summary

		Established	Applied
1	Application Decision Making	Partially Developed	Minimally Developed
2	Performance Management Systems	Partially Developed	Partially Developed
3	Performance-Based Accountability	Approaching Well-Developed	Partially Developed
4	Autonomy	Approaching Well-Developed	Partially Developed
5	Organizational Capacity	Partially Developed	Partially Developed

Key Facts and Findings and Recommended Actions

The PCSC has made significant strides in aligning itself to national best practices and improving the authorizing environment in Idaho. The June 2013 statutory amendment has enabled the PCSC to create a performance-based accountability system with a comprehensive performance framework and a detailed performance certificate. The newly created performance certificate has the potential to become the centerpiece of a strong, performance-driven authorizing program. The PCSC has begun the process of clearly delineating school and authorizer roles and responsibilities. The success of the performance management system will depend heavily on the PCSC's ability to implement the certificate and framework with fidelity, as well as providing clear and ongoing communication to schools regarding expectations.

The PCSC has established academic framework standards that align with the state's ESEA waiver and star rating system. Forty percent of the academic measures cover a school's performance on a set of mission-specific measures. This represents a strong commitment to an individual school's uniqueness, but also a great challenge for implementation. In addition, this is a heavy reliance on measures that are going to be difficult to track and validate, are challenging to use as comparative measures, and will likely be extremely time-consuming for an already limited staff to measure.

In addition, the amended law requires an authorizer to implement a renewal process as part of the charter life cycle. Thus, the PCSC should now focus on developing policies and practices for renewal that comprehensively evaluate charter schools and consistently and transparently maintain a high standard for school performance under its authority.

- **RECOMMENDATION**: Create and implement a comprehensive system for ongoing oversight, evaluation, and intervention that allows for accountability over the course of each charter's term.
- **RECOMMENDATION**: Adjust the performance framework so that mission-specific goals play a less-prominent role.
- **RECOMMENDATION**: Staff should work to develop a well-structured renewal process aligned to the terms of their performance framework. As described in the NACSA *Principles & Standards*, components include:

  - Clear, measurable, and attainable academic, financial, and organizational performance standards and targets that the school must meet as a condition of renewal. These should be aligned with the criteria in the performance certificate.
  - A cumulative performance report that summarizes the school's performance record over the charter term and states the authorizer's summative findings.
  - Requirement that any school seeking renewal apply for it through a renewal application, which provides the school a meaningful opportunity and reasonable time to respond to the cumulative report; to correct the record, if needed; and to present additional evidence regarding its performance.

The PCSC has the largest portfolio of schools authorized in Idaho. They continue to receive new applicants and great interest from those who seek to operate a charter school in the state. The PCSC has implemented a petition evaluation rubric (PER) to assess applicants' quality and capacity but has not yet developed a request for proposals (RFP) that is unique to them as an authorizer. This inherent disconnect creates challenges in terms of strategic authorizing, setting expectations for petitioners, requesting information in addition to statutory requirements, and conducting independent reviews. The current process outlined in statute requires an initial review by the state department of education and tends to be more compliance driven than quality driven. Due to the limited staff capacity as well as the nature of the commission's composition, applicants are led through the process with much handholding, leaving evaluators with lingering questions as to the capacity of the applicants being approved and taking an inordinate amount of time away from necessary authorizing functions—particularly troublesome given the office's limited staff.

- **RECOMMENDATION**: Address obstacles to running a quality petitioning process. This may involve legislative changes or collaboration with other authorizers and should result in the PCSC independently setting clear standards for quality that will increase new schools' chances for success and allow the PCSC to obtain the content needed for a quality application in a streamlined format.
  - Work to establish a clear and transparent petitioning process which includes: a detailed RFP, use of internal/external expert review teams, and an aligned rubric that indicates the expectation that the standard in each category be met.
  - Once clear standards for petition quality and content have been set through an aligned RFP process and PER, discontinue the practice of staff providing substantive technical assistance to petitioners.

The authorizer, despite limited resources, deploys resources effectively and efficiently toward achieving its mission and high-quality authorizing practices; however, many critical functions of authorizing are currently under-resourced. In order to maintain the momentum upon which the essential foundations of the authorizer are being built, the vacant administrative position needs to be filled and additional full-time employees need to be added. The authorizing staff does an excellent job of managing the multiple functions of authorizing and taking the office in an accountability-focused direction, but there are key practices and policies that are lacking in order to ensure a quality portfolio, and their creation and implementation will require resources beyond those currently available.

- **RECOMMENDATION**: Fill open positions and allocate additional staff resources to accountability and ongoing oversight and monitoring.

1

Application Decision Making

Does the authorizer approve applications based on applicants' demonstrated preparation and capacity to open and operate a quality charter school?

Established:
◑ Partially Developed

Applied:
◔ Minimally Developed

Summary Assessment

In terms of established policy, PCSC authorizing staff have developed a detailed rubric for use in assessing applications (referred to as petitions) and, in some instances, communicating expectations to founding groups. Recent improvements to practice have also occurred in the form of a commission-adopted policy stating that no petitions will be approved unless they achieve a score of "2 – meets standards" on all petition evaluation rubric (PER) components. However, critical components of an established process, such as the employment of highly qualified petition review teams made up of internal and external evaluators and use of a formal request for proposals (RFP), are missing. In addition, parts of the PER could be better defined in order to set quality standards and establish clear expectations in all categories. While authorizing staff are generally aware of these shortcomings and cite a lack of financial resources and complications caused by the Idaho charter law (e.g., the PCSC must accept applications referred by traditional school districts), these obstacles prevent the PCSC from functioning at the level required by the NACSA *Principles & Standards* and must be addressed either through changes in policy at the state level or cooperation between all authorizers to establish acceptably high standards for petition review and approval.

As applied, the PCSC's record of application decision making appears weak at best, with a great majority of petitions approved—often despite significant shortcomings. While, as noted above, the PCSC recently adopted a policy to approve only petitions which meet standards on all rubric components, it bears noting that a similar policy had been in place in the past and was largely disregarded. Sample documents from this time period indicate that the commission at times went against its own policy, as well as staff recommendations and approved applications that did not meet standards on all PER components. This in turn caused staff to waive certain critical PER requirements, as the petition had been approved and they were no longer useful for decision making. In addition, PCSC staff spend a considerable amount of time reviewing petition documents and providing feedback and technical support to founding teams, absorbing time and resources that could be spent on other key authorizing functions. While a recently adopted policy to limit the number of opportunities for staff review and feedback is a move in the right direction, this type of in-depth assistance is a drain on staff time, limits the benefits of the petitioning process as a test of founding team capacity, and causes confusion and frustration for applicants who are frequently uncertain about where the true standard lies. Furthermore, both PCSC staff and commission members recognize that this process has at times resulted in petitions that have been revised with the help of PCSC staff so as to appear fit for approval, despite the fact that the founding team remains ill-equipped to open and operate school. An important step in clarifying the petitioning process and reducing frustration for both PCSC authorizing staff and founding teams will be to develop and implement a request for proposals (RFP) that contains specific directions and quality standards.

Recommended Actions

- Address external obstacles to running a quality petitioning process. This may involve legislative changes or collaboration with other authorizers to allow the PCSC independently to set clear standards for quality that will increase new schools' chances for success.
- Work to establish a clear and transparent petitioning process which includes: a detailed RFP to uniformly communicate standards to petitioners, use of internal/external expert review teams, and an aligned rubric that indicates the expectation that the standard in each category be met. See recent best practice examples such as the Indiana Charter School Board Application for New School Operators and/or Washington State Charter School Commission Request for Proposals.
- Follow adopted policies with regard to approving only those petitions that meet established standards for quality.

1.1 Application Materials and Process

The authorizer provides clear guidance and requirements regarding application materials and submission requirements and runs a clear and well- structured application process with realistic timelines.

Established:
◐ Partially Developed

Applied:
◐ Partially Developed

Analysis

ESTABLISHED: The PCSC has not adopted a formal RFP process. Staff note that the establishment of such a process has been hampered by the fact that most new charter applications, called petitions, are first sent to public school districts, and that the PCSC must review all petitions and thus does not intend to use an RFP to recruit specific types of schools. While an authorizer may use an RFP to state its strategic priorities—even while continuing to accept all petitions—perhaps the most important function of an RFP is, as set forth in NACSA's *Principles & Standards*, to articulate "comprehensive application questions…and provide clear guidance and requirements regarding application content and format." The authorizing environment is also somewhat unique in that the Idaho State Department of Education (SDE) must conduct a "sufficiency review" prior to the application being sent to any authorizer for potential approval. Applicants must look for information from both the PCSC and SDE in order to have the most complete picture of requirements, which causes not only confusion for petitioners, but inconsistencies throughout the review process.

At the present time the detailed PER serves as the PCSC's primary point of written communication regarding requirements. Some components of the rubric are well developed and include phrasing that allows for judgment of quality (e.g., uses terms such as *clear*, *comprehensive*, *appropriate*, etc.); however, without defined RFP criteria, petitioners must rely on individual communications with staff to determine the level of depth and detail desired in each area.

APPLIED: Overall, the petitioning process as applied requires further written definition of quality standards and a removal of staff obligations to provide substantive assistance to founding teams. Petitions are accepted on a rolling basis but are subject to timelines set forth in law regarding speed of review as well as a reasonable minimum length of time from approval to opening. Due to a recent policy change staff will provide no more than two reviews per petition, a far more limited basis than used previously and a step in the right direction. However, as noted above, this practice of providing substantive feedback, combined with lack of definition around standards, constitutes a double blow to the petitioning process: falsely improving weak petitions while robbing the strongest of the ability to demonstrate their capacity to meet rigorous criteria.

RECOMMENDATIONS
- Review and revise rubric language around quality expectations.
- Develop a clear RFP process and quality expectations.
- If sufficiency review requirements remain in place, work with the SDE to ensure that communication is clear. This may include creating a graphic depiction, posting links to SDE information on the PCSC webpage, etc.

1.2 Educational Program

The authorizer has thorough requirements and rigorous evaluation criteria for the proposed educational program, including the vision and mission statements, educational philosophy, curriculum and instruction, teaching skills and experience, calendar and daily schedule, target population, enrollment, and plans for educating students with special needs.

Established:
◕ Approaching Well-Developed

Applied:
◔ Minimally Developed

Analysis

ESTABLISHED: As noted above, the PCSC requirements and evaluation criteria are formally communicated through the use of a detailed PER. As an RFP has not yet been created, the language of the charter school law and provisions of the evaluation rubric stand as the sole identifiers of quality standards. The rubric addresses: Educational Philosophy, Educational Program Goals, Educational Thoroughness Standards, Special Education Services, and Dual Enrollment, which collectively address all NACSA educational program requirements (listed at left). Most, but not all, educational program rubric sections include opportunities to evaluate quality through language such as, "goals reflect high standards," "includes specific strategies, appropriate plans," etc. However, in some areas rubric criteria around quality are required only to exceed the standard, while a school can be considered to be meeting the standard based simply on covering all required items.

APPLIED: Although individual educational program requirements are generally established in the PER, sample documents provided by PCSC authorizing staff indicate that proposed schools are not always held to the standards set forth in established materials. In the sample evaluation rubric for the Idaho College and Career Readiness Academy (IDCCRA) application, a number of items pertaining to the educational program were not met; however, rather than the application being denied in accordance with PCSC policy, the items were simply disregarded by the commission and the application was approved, counter to staff recommendations. This led staff to waive items as the rubric was no longer relevant to the decision making process. For example, despite the fact that the IDCCRA was unable to document sufficient interest in and demand for the school as required by the evaluation rubric, this section was left unscored with a note reading, "Though the 20 families gathered does not represent strong market interest, PCSC staff have designated this item as nonessential/not related to the approval conditions established by the PCSC." This uneven treatment of requirements sends mixed signals to schools and negates the useful nature of the evaluation rubric itself. Reluctance to set and hold schools to clear market interest and enrollment requirements appears to be having a material impact on the number of PCSC schools able to experience a healthy opening. At the recently observed June meeting of the PCSC, the commission members requested quarterly enrollment reports from several start-up and operational schools that are struggling with enrollment figures far below budgeted projections.

RECOMMENDATIONS

- Establish and articulate minimum quality standards for all rubric criteria.
- Uniformly follow established policies and procedures to provide clarity for applying schools, uphold quality standards, and protect the PCSC from approving schools to open that are unlikely to succeed.

1.3 Organizational Plan

The authorizer has thorough requirements and rigorous evaluation criteria for the proposed organizational plan including the effective governance and management structures and systems (including staffing); founding team members demonstrating diverse and necessary capabilities; and understanding of legal requirements related to opening and operating a charter school.

Established:
◑ Partially Developed

Applied:
◔ Minimally Developed

Analysis

ESTABLISHED: The PCSC PER contains criteria pertaining to a number of organizational elements, including governance and management, staffing, and certain legal requirements such as articulating appropriate admissions policies. However, with regard to organizational plan elements, the rubric primarily focuses on the presence of required items, with little opportunity for PCSC staff or commission members to approve or deny petitions based on actual quality as long as items are included. An example can be found in the "meets standard" language around management that states, "Comprehensive management plan identifies roles and responsibilities of the board of directors, administration, business management, contractors, and support staff." As long as a plan is provided and includes the listed items, the school will be meeting the standard, even if the plan is nonsensical, poorly developed, or highly unlikely to result in a functional organization. While authorizers must exercise caution to avoid restricting application approvals to only those using familiar ideas and organizational concepts, an allowance for some degree of assessment around likely success is necessary in order to protect student and taxpayer interests.

The PER does not establish requirements around founding team memberships and capabilities but *does* require that board members reflect diverse experience and skills sets.

APPLIED: The sections of the PER related to the organizational plan had strengths and weaknesses that aligned to those of the educational program. In general, allowance for the evaluation process to add value by determining the likelihood of school success were inconsistent, as some rubric categories included opportunities to assess quality and others did not. Similarly, while the PCSC staff generally used the rubric as designed, in a number of instances, categories where the applicants did not meet the standard were designated "nonessential/not related to the approval conditions established by the PCSC." This treatment included a number of sections in the operational area, such as the plan for smooth transition from founding to governing board, as well as the plan for training students and parents in the use of hardware and software. The discounting of the latter item was of particular concern given that the school in question was a virtual school which would appear to make training on hardware/software especially germane. This issue speaks to the need for an increase in decision alignment and shared standards between PCSC commission members and staff as detailed in section 1.7, as these areas were waived by staff only *after* the commission had approved the petition.

RECOMMENDATIONS

- Establish and articulate minimum quality standards for all rubric criteria.
- Uniformly follow established policies and procedures to provide clarity for applying schools, uphold quality standards, and protect the PCSC from opening schools that are unlikely to succeed.

1.4 Business/Financial Plan

The authorizer has thorough requirements and rigorous evaluation criteria for the proposed business plan including financial viability of the plan demonstrated through budget projections that are aligned with the proposed educational program.

Established:
◕ Approaching Well-Developed

Applied:
◔ Minimally Developed

Analysis

ESTABLISHED: The PCSC's business/financial plan requirements are consistent with the overall quality of the PER. Criteria as established are strong, with requirements for a "comprehensive marketing plan, including goals, tasks, timelines, expenses, and responsible individuals," annual external audit assurances, budget and assumptions for the first three years of operations, financial oversight policies, documentation of intended contract services and business partnerships, and more. In contrast to the educational and organizational sections described above, nearly all items related to the financial plan include quality criteria (e.g., realistic fund raising, demonstrated understanding of proper fiscal oversight, etc.). Despite not being contained in an RFP, the criteria and evaluation requirements overall are thorough and rigorous, although the budget and financial information requested could be more detailed. It is worth noting that although the business/financial plan is examined during the application process, this does not appear to correlate with strong outcomes as new schools are not held to their projected enrollment levels or financial plans.

APPLIED: While the business and financial sections of the evaluation rubric include strong requirements, application of these established parameters is compromised by issues similar to those cited in the educational and operational sections above. Sections are at times determined to be "nonessential/not related to the approval conditions established by the PCSC" without a clear justification. However, the item that most clearly poses a challenge to the true viability of new schools is the lack of appropriate linkage between a school's budgeted enrollment projections and what the founding team provides in terms of demonstrated interest from the school's target market. Without strong public interest, even the most professionally presented school budget may prove wildly inaccurate.

A review of decisions and observation during the June PCSC meeting indicated that requests for additional financial information are frequent and that the commission has directed staff to issue letters of concern regarding fiscal status for a number of schools, some within their initial years of operation. While a careful review of a school's financial and business plans cannot root out all potential causes of difficulty, it appears that linking the robust analysis of foundational financial policies and documents to a more thorough examination of the school's target market and demonstrated community support may help prevent weak schools from being approved only to falter upon opening. As the PCSC works to align its practices to the requirements of the newly adopted performance certificate and performance framework, also ensuring alignment between the application process and future school requirements will be critical.

RECOMMENDATIONS

- Uniformly follow established policies and procedures to provide clarity for applying schools, uphold quality standards, and protect the PCSC against accusations of favoritism.
- Strengthen the link between the assessment of financial and business plan documents and the data that will ultimately back them up (e.g., enrollment figures).

1.5 Capacity

The authorizer has thorough requirements and rigorous criteria for evaluating the applicants' capacity to implement the school plan effectively, including but not limited to a substantive in-person capacity interview with all qualified applicants.

Established:
◕ Approaching Well-Developed

Applied:
◔ Minimally Developed

Analysis

ESTABLISHED: The PCSC has formally adopted a helpful policy regarding the acceptance and review of new charter school petitions. The policy provides reasonable timelines for review (in compliance with I.C. § 33-5205) and notes that the PCSC will hold an initial hearing on a petition within 75 days of its receipt. Petitions are reviewed by PCSC staff using the PER which is currently the sole source of documentation regarding the PCSC's criteria/expectations for application quality. Authorizing staff review of petitions is conducted in advance of the commission's consideration. PCSC authorizing staff have also created a founder/board member interview template that includes questions on critical topics such as understanding of appropriate roles and responsibilities, background/expertise, financial literacy, and level of involvement with the proposal both in the past and planned. Every petitioner group receives an interview and a summary of results is provided to the PCSC members along with other relevant materials.

The PCSC's application review rubric is detailed and covers nearly all NACSA-indicated application sections. The only weakness in the tool itself is a failure to consistently articulate rigorous quality standards rather than simply checking to ensure items were covered in some form. Adopted PCSC policy dictates that only applications achieving a score of "2 – meets standards" or above in all areas will be approved.

APPLIED: As noted above, the PER is uniformly used to evaluate new school applications; however, at times critical flaws in petitions have been overlooked and petitions approved, even against staff recommendations. This practice greatly diminishes the value of the adopted policy and process and has at times led to the approval of proposals that were unlikely to succeed. Interviews with commission members and staff also indicated a degree of reluctance to establish and hold to rigorous quality standards in some areas (i.e., establishing minimum enrollment levels in line with schools' projected budgets) in an effort to avoid denying an applicant that *might* succeed. While it is critical for authorizers to allow for some degree of uncertainty, it is equally critical to protect the interest of students and taxpayers who will pay (in terms of learning or money) for schools that struggle. The role of the authorizer is to allow only those schools with a high likelihood of success to open—the burden of proving that likelihood must rest exclusively with founding teams.

Additional difficulties with applying rigorous quality standards include the fact that PCSC staff have historically been called upon to provide extensive technical assistance, frequently reviewing four or more iterations of a proposal, each time helping founders to improve the content of their application. While this was done knowing that the application would ultimately gain approval and become the charter, current changes to Idaho's charter law have opened the door to significant improvements in this area. In the future, it will be critical that applications are allowed to succeed or fail based on clearly established criteria and that staff spend as little time as possible 'coaching' founders. Commission decisions should reflect a measured examination of whether a petition is likely to result in a successful school.

RECOMMENDATIONS

- Minimize the time staff spend coaching founding teams.
- Ensure decision alignment with PCSC policy and quality standards.
- Engage external reviewers in the petition review process.

1.6 Priorities and Application Adaptations

The authorizer adapts the "basic" application as necessary based on identified needs including specialized applicant types that are commonly received and/or desired program types.

Established:
⊕ Undeveloped

Applied:
⊕ Undeveloped

Analysis

ESTABLISHED: The PCSC currently has no formal application/RFP and relies on the provisions establish by statute, the SDE, and, to a lesser extent, traditional public school districts. The PCSC's PER currently provides the only documentation of the commission's specific expectations.

APPLIED: Given that no formal application exists, opportunities for adaptation and recognition of specialized applicant types do not exist. It is worth noting that the PER does make some adjustments/accommodations for applicants intending to contract with an education service provider (CMO/EMO) as well as applicants intending to start a virtual school.

RECOMMENDATION
- Adopt an official application/RFP which can be adapted as needed based on specialized applicant types, programs, and PCSC priorities. Given the current provisions of Idaho's charter law, this may need to be done in concert with legislative changes and/or collaboration with other authorizers.

1.7 Decision Alignment

The authorizer makes application decisions that are informed by and align with documented evidence and analysis of the extent to which the plan satisfies approval criteria and the extent to which applicants demonstrate strong preparation and capacity to establish and operate a quality charter school.

Established:
◕ Approaching Well-Developed

Applied:
◑ Partially Developed

Analysis

ESTABLISHED: As noted in the sections above, the PCSC has recently established a policy regarding the rubric score required for application approval (must meet standards in all areas) and the information to be provided to commissioners, including the petition itself, and completed PER. While the PCSC appropriately reserves the right to adjust PER scores if needed, the adoption of a policy stating that the commission will only approve applications which meet certain specifications is a strong step toward quality decision making.

APPLIED: PCSC staff go above and beyond to ensure commission members are informed regarding petition decisions. In addition to providing commissioners with the petition document and PER, staff also provide a carefully and clearly crafted recommendation document which includes a discussion of the application’s strengths/weaknesses, impact of various decisions, staff comments, and proposed phrasing of motions for all potential decision options.

In practice, commission members appear to struggle with balancing the restrictions of the charter law with the need to establish the types of priorities and standards likely to produce successful schools. At present, it appears that PCSC authorizing staff lean toward aligning work to national standards of quality and best practice, while commission members favor an approach more focused on the current statewide context which tends to be softer and allow more variability in the quality of proposals. While many decision making bodies struggle with this juxtaposition, research and experience indicate that students are best served when only petitions with a high probability for success are approved and strong ready-to-open criteria are in place.

Interviews with the commission and staff indicate that substantial common ground does exist in terms of understanding the role of the authorizer as providing oversight rather than technical support or assistance, as well as the fact that communicating and utilizing clear review criteria will assist all parties by minimizing frustration and eliminating surprises for petitioners. It will be critical for staff and commission members jointly to identify a quality framework and philosophy to which they subscribe and establish decision-making points around items such as financial requirements and acceptable enrollment levels which appear to plague portfolio schools.

The commission’s track record of decision making is uneven at best, with most schools (75 percent in the last three years) receiving approval—even if numerous hearings were required due to poor application quality. In several cases, petitions were denied following multiple hearings, only to be reconsidered and approved at a subsequent meeting. In many of these cases, approval decisions were made counter to staff recommendations and adopted policy, causing frustration for staff and mixed messages for schools.

RECOMMENDATIONS

- Explore areas where authorizers may use their judgment to develop policies and practices that best serve the community and are in keeping with legislative intent.
- Uphold established policies around application decision making.
- Examine the track record of approved schools versus their application and use the data to inform development of quality enrollment, founder capacity, etc.

1.8 Transparency

The authorizer has transparent processes for both application evaluation and application decision making.

Established:
◕ Approaching Well-Developed

Applied:
◕ Approaching Well-Developed

Analysis

ESTABLISHED: The processes in place for petition evaluation and decision making are publicly available and highly transparent. The PERs filled out by staff are made available to schools, commission members, and the general public through packets posted on the PCSC website. The established policy around application review and approval is also available on the PCSC website, along with the PER, and are thus accessible to all interested parties.

The primary challenge to transparency comes through the complications presented by the current iteration of the Idaho charter law, which requires a sufficiency review conducted by the SDE and makes it difficult for the PCSC to establish its own RFP process. Currently no clear, written documentation of the linkage between the SDE, school district, and PCSC processes is available to schools.

The extensive coaching/feedback discussions had between PCSC staff and founding teams may also be considered to reduce transparency, as outside parties would not always be able to access their content and ascertain their influence on the application and subsequent approval/denial.

APPLIED: The PCSC staff does an exceptional job of presenting application/evaluation materials in an accessible way via its website. Information from past PCSC meetings is archived online and remains available to the public for years after a decision is made.

The challenges to transparency described above mean that stakeholders must navigate a winding path in order to determine where the bar for application quality will be set. In the words of one leader, attempting to understand the application process was "horrible, not because of the people involved, but because there were some big holes in the process…[we] had to keep rewriting and coming back…there was lots of guesswork involved."

RECOMMENDATIONS

- Remove barriers to establishing a clear PCSC RFP and/or work with district authorizers to promote a collaborative common application approach with shared standards for approval.
- Develop a graphic depicting the steps of the process and providing more direct links to useful portions of the SDE website and encourage the SDE to do the same for the PCSC.
- Continue the strong practices already in place with regard to providing information to the public.
- Minimize the time staff spend coaching founding teams.

2

Performance Management Systems

Does the authorizer have effective systems for establishing and monitoring school performance expectations and for holding schools accountable as necessary to protect student and public interests?

Established:
◑ Partially Developed

Applied:
◑ Partially Developed

Summary Assessment

The PCSC is in the midst of a major transition involving the implementation of statutory changes which will dramatically alter the amount, type, and schedule of information that will need to flow to PCSC authorizing staff. As the past year has been largely devoted to the herculean task of negotiating performance certificates (contracts) with all 35 portfolio schools, current monitoring and reporting systems remain largely the same as those from years past and will require significant changes in order to align with the requirements articulated in each school's performance certificate.

The PCSC's extremely low staff-to-school ratio impacts the office's ability to monitor schools effectively at every point in their life cycle. Current ready-to-open practices lack depth and clear standards around what constitutes acceptable preparation, and capacity constraints make it impossible for PCSC authorizing staff to conduct ready-to-open visits for all new schools. Similarly, while established closure protocols are well developed, the application of these protocols would be extremely difficult given their time-consuming nature. As noted above, systems for ongoing monitoring are ambitious but have not yet been developed and implemented. PCSC authorizing staff are clearly committed to holding schools to high standards and have plans to put in place a high-quality performance management system; however, evaluators are concerned about whether the ability to first create and then implement such a system will be realistically possible without addressing capacity issues.

Recommended Actions

- Ensure that policies and procedures around document submission are clearly communicated and align with the needs of the newly adopted performance certificate and performance framework.
- Create and implement policies to address the needs of schools performing at the highest and lowest ends of the spectrum, including intervention and revocation policies to assist in communicating clearly with struggling schools, as well as policies around differentiated oversight to lift reporting burdens where possible for high-performing schools.

2.1 Contracting

The authorizer executes a charter contract for each school that clearly articulates the rights and responsibilities of each party.

Established:
● Well-Developed

Applied:
◕ Approaching Well-Developed

Analysis

ESTABLISHED: The PCSC is in a unique situation given that changes to the Idaho charter school law in 2013 substantially altered the authorizer role and allowed the use of a formal contracting process for the first time. Over the past two years, the PCSC has implemented a contract, referred to as a performance certificate, for each school. As of the June 2014 commission meeting, all of the schools within the PCSC portfolio had signed contracts.

The performance certificate articulates the rights and responsibilities of both the authorizer and charter school and establishes parameters such as the contract term, preopening requirements, board composition, operational and financial requirements, governing board role and responsibilities, authorizer role and responsibilities, and more. The contract includes a section on the Educational Program which defines the essential design elements of the charter (which would require an amendment if changed), grades to be served, mission, and other key components. The contract also outlines provisions around termination, nonrenewal, and revocation, including a description of the required dissolution process. Specific academic, organizational, and financial expectations are set forth in the school performance framework, which is included as an appendix to the contract.

APPLIED: Discussions with PCSC staff, executive director of the Office of the State Board of Education, Mike Rush, as well as school leaders indicate that PCSC staff did an exceptional job of moving all 35 authorized schools through the process of understanding the contract and developing performance goals, taking the time to meet with each school on multiple occasions. School leaders stated that the process was "very helpful" and that being held accountable to the finished document is "what they [the charter] should be about," indicating a strong amount of buy-in. Despite opportunities to provide feedback, a few stakeholders indicated that they had remaining concerns about the financial framework and whether it would fit their school. Ongoing communication will be necessary, particularly during the initial implementation phase, to ensure that all authorized schools understand the rationale behind framework measures.

RECOMMENDATION
- Moving forward, consider ways to streamline the contracting process and minimize the need for multiple meetings/calls with each school.

2.2 School Opening

The authorizer ensures that approved schools are prepared adequately for opening.

Established:
◑ Partially Developed

Applied:
◑ Partially Developed

Analysis

ESTABLISHED: Preopening requirements include some components of best practice but stop short of ensuring that new schools are prepared to open successfully. New charter schools authorized by the PCSC must follow the established preopening requirements for newly approved public charter schools, including attendance at SDE trainings, provision of enrollment, facilities, and calendar updates, a final one-year budget and cash flow document, policy manual, and special education assurances among other things.

The PCSC also requires that schools include a preopening timeline as part of their petitioning process and update the timeline by May 31st of their opening year. However, the level of detail required of the founders in meeting the timeline expectations is minimal and intended to be filled in entirely by the founding team, and aside from the May 31st update, the PCSC does not conduct monitoring check-ins. Developing schools are expected to provide a preopening update, including many of the documents noted above, as well as a completed charter school dashboard and prepared presentation for the PCSC during a commission meeting.

Due to lack of staff capacity, no provision is made for visiting new school sites prior to opening or for preventing a new school from opening if enrollment is insufficient or there appears to be a lack of preparation. The performance certificate does make clear that the authorizer may prevent an unprepared school from opening by acting on or before July 20th. Given concerns about the quality of some approved applications noted in section 1, exercising additional oversight in this area is critical to ensuring that only schools with a high probability of success are able to open.

APPLIED: The PCSC's staff members faithfully implement the school opening procedures adopted by the commission. Discussions with PCSC staff indicate that they are aware of the minimal nature of timeline requirements, but at the current juncture they are relying, in part, on the start-up timeline provided by the SDE to provide a level of quality control. Staff appeared open to the idea of ready-to-open visits but recognized that at the present level of staffing such visits are simply not feasible. Staff also noted that they have discussed the idea of establishing cut-points for key issues such as enrollment but currently determine ability to open on a case-by-case basis. Given the number of PCSC schools currently struggling with enrollment issues, it is clear that a firm, evidence-based enrollment policy is necessary.

RECOMMENDATIONS

- Develop quality standards and deadlines around key start-up activities, such as achieving adequate enrollment levels, securing facilities, and other items that have a high correlation to a school's ability to open successfully.
- Align PCSC start-up timeline requirements with those of the SDE and national best practices.
- Consider ways in which information about new schools' start-up processes can flow more frequently without creating a burden for schools or PCSC staff.

2.3 Ongoing Monitoring

The authorizer has an effective process for monitoring education, financial, and organizational performance of the schools it authorizes.

Established:
◐ Partially Developed

Applied:
◐ Partially Developed

Analysis

ESTABLISHED: Given the PCSC's current two-member staff, the monitoring strategy the office plans to deploy is ambitious; however, also worth noting, opportunities for close, proactive monitoring within the office's current structure are extremely limited.

As noted above, changes to Idaho's charter school law in 2013 have dramatically altered the way in which authorizers do their work. As a part of moving to meet the requirements of the updated law, the PCSC adopted formal, performance-based contracts with each of its schools, and as a result, some established policies and procedures are in flux.

As stated in the Authorizer Monitoring Process and Required School Reporting document, due to "operating under new statutory requirements, actual policies and procedures have not yet been developed." However, the PCSC plans to:

- Conduct annual site visits to each school,
- Review annual reports from each school (including academic, financial, and organizational information),
- Assess each school against its performance certificate,
- Examine each school's annual audit, SDE reports, and board membership changes, and
- Review additional information from schools as needed.

In addition, staff intend to continue having schools give an annual update presentation to the PCSC and will be developing further ongoing monitoring processes to align with yet-to-be-developed renewal policy and procedures. It is unclear whether the submission of additional financial documents will be required.

APPLIED: The PCSC finalized its last round of performance certificates in June 2014 and thus is only beginning to implement planned monitoring activities. Staff note that they often feel as if they are "operating in triage mode" and have limited opportunities to conduct the type of ongoing monitoring necessary to proactively catch and address issues. Staff also expressed some concern over whether the planned monitoring cycle would prove realistic given their extremely low staff-to-school ratio (currently 2:35). Further, much work remains to be done as most components of the ongoing monitoring system have yet to be updated to align with performance certificate requirements. This issue is examined in greater detail throughout section 3: Performance-Based Accountability.

RECOMMENDATIONS

- Create a differentiated oversight and monitoring plan aligned to performance-based accountability measures. Such a plan would allow for closer monitoring of struggling schools (perhaps including additional touch-points or report submissions), while allowing high performers an additional degree of earned autonomy (which would be removed if performance levels are not maintained).
- Develop monitoring policies and procedures, including a submission calendar that will optimize staff ability to conduct oversight in a timely, proactive fashion.
- Work with SDE and schools to streamline data formatting and collection in order to reduce staff time requirements.

2.4 School Intervention/Revocation

The authorizer has effective policies and practices for school intervention and revocation and conducts merit-based interventions, including revocation where appropriate, in response to clearly identified deficiencies in the school's record of educational, organizational, and/or financial performance.

Established:
⊕ Undeveloped

Applied:
◑ Partially Developed

Analysis

ESTABLISHED: At the present time, no formal intervention policy or revocation guidelines exist. In the past, Idaho charter law required authorizers, including the PCSC, to issue notices of deficiency for any deviation from the charter as established in the accepted petition. However, after recent changes to the law the PCSC is no longer required to follow this policy.

The PCSC's contracts and accompanying attachments specify that schools will be held accountable for outcomes and may be closed for underperformance but do not include specific information on how schools can expect to be notified of subpar performance.

APPLIED: While the PCSC has not adopted a formal intervention policy and no longer uses the Notice of Defect process formerly required by law, it has begun issuing letters of concern to schools with serious deficiencies. However, given that these notices are not connected with guidelines for when they will be issued or what must be done in order for such a letter to be lifted, room for confusion remains. Over time, schools may question why one organization received a letter for a violation (which may have justifiably been viewed as more serious by the PCSC) and another did not. Articulating, to the extent possible, the process by which the PCSC intends to exercise judgment in such matters may help build schools' trust and dispel any rumors of unequal treatment.

Similarly, with regard to revocation, the PCSC has only begun using its newly adopted performance framework and has not had the opportunity to communicate fully how/when deficiencies may lead to revocation. At its June 2014 board meeting, the PCSC voted to issue a notice of intent to revoke based on a school's failure to achieve accreditation as required by the performance certificate. This was a critical step but did not leverage the performance framework criteria to the fullest extent, as noted in section 3.4 below. The PCSC staff wasted no time in posting a frequently asked questions document providing information to any interested parties regarding the rationale for the decision and anticipated next steps. While not a formal policy, this practice of providing timely information to stakeholders is to be commended and will assist the remaining PCSC schools in understanding how the performance certificate is being implemented.

RECOMMENDATIONS
- Create intervention and revocation policies.
- Continue the practice of providing transparent and timely information to all stakeholders when a revocation decision is made.

2.5 Renewal

The authorizer runs a well-structured renewal process including clear requirements, a meaningful opportunity for the school to present information and respond to the authorizer’s findings, clear communication, and prompt notification of decisions.

Established:
⊕ Undeveloped

Applied:
⊕ Undeveloped

Analysis

ESTABLISHED: As noted in the PCSC’s Authorizer Data Summary, “between July 2004 and July 2013, Idaho's charter school statute did not require or permit renewals. Recently adopted statute now requires renewals. Initial renewal decisions for all existing schools must be made between 2016 and 2019. PCSC schools will be considered for renewal between 2017 and 2019 due to standardized testing changes that will result in lack of data for the 2014–15 school year.”

At the present time, PCSC staff have not yet developed the renewal process, in part due to the fact that other substantial changes to the law—such as the requirement to implement performance certificates—demanded more immediate attention.

APPLIED: As noted above, the process does not yet exist and thus has not been applied.

RECOMMENDATION

- Staff should work to develop a well-structured renewal process aligned to the terms of their performance framework. As described in the NACSA *Principles & Standards* components include:
    - Clear, measurable, and attainable academic, financial, and organizational performance standards and targets that the school must meet as a condition of renewal. These should be aligned with the criteria in the performance certificate.
    - A cumulative performance report that summarizes the school’s performance record over the charter term and states the authorizer’s summative findings.
    - Requirement that any school seeking renewal apply for it through a renewal application, which provides the school a meaningful opportunity and reasonable time to respond to the cumulative report; to correct the record, if needed; and to present additional evidence regarding its performance.

2.6 Closure

Following nonrenewal, revocation, or voluntary return of the charter, the authorizer has an effective plan for and ensures orderly closure of schools.

Established:
● Well-Developed

Applied:
◐ Partially Developed

Analysis

ESTABLISHED: The contracts recently adopted for all PCSC authorized schools include basic information regarding closure in cases of nonrenewal, termination, and revocation. The contract also makes clear that while the board of the charter school has the authority and responsibility to conduct the winding up of school affairs, it is expected that any closing school "shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents."

Embedded in the contract as appendix I is the Idaho Public Charter School Commission Closure Protocol finalized in August 2013. The protocol is comprehensive and provides board members with a wealth of information on the necessary steps to take in the event of school closure. A school following the closure protocol would successfully wind down operations while also easing the transition for families and keeping the authorizer abreast of progress.

APPLIED: Given that performance certificates for PCSC schools were only adopted over the course of the past year, and that the closure protocol was finalized less than one year ago, it is unsurprising that these new policies and procedures have not yet been utilized. Staff appear prepared to make appropriate use of the closure protocol, though as noted in other areas, due to limited capacity it is anticipated that the time-intensive work of overseeing a closing school will place a strain on already full schedules.

2.7 Transparency

The authorizer communicates to schools and the public clearly and consistently regarding expectations for and status of school performance including formal reporting on school performance and status at least annually.

Established:
◕ Approaching Well-Developed

Applied:
◕ Approaching Well-Developed

Analysis

ESTABLISHED: PCSC staff have shown a commitment to transparency in this area through their adopted policies and intended implementation. The performance certificates include a statement indicating that "the school shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually." Discussion with PCSC staff indicates that this requirement will be fulfilled by filling out the performance framework annually and sharing results with both schools and commission members. As the commission is subject to open meeting law, these reports will become public information at the time they are brought before the board.

At this time, not all elements of the framework for conducting these annual performance reviews has been established, thus it is difficult to determine whether the timeline, format, and context supplied will be sufficient to keep the public and schools fully informed. It is worth noting that the PCSC has a track record of posting its board meeting materials, including supporting documents, in a way that is easily accessible, searchable, and sensibly organized for interested members of the public.

The PCSC does not currently provide information on a portfolio level and does not presently have established systems in place for formally communicating with the full portfolio of schools on a regular basis.

APPLIED: School leaders who had participated in the development of their schools' performance frameworks and contracts indicated that there were ample opportunities to review the documents in their draft form and provide feedback. PCSC staff also noted that dialogue with the schools during this time was explicitly designed to be transparent and build buy-in.

As noted above, the PCSC has a strong track record of presenting documents to the public in a clear and transparent manner but could develop further in terms of consolidating information for public consumption. School leaders noted some degree of confusion around the implementation of processes/timelines for collecting and inputting information pertaining to performance frameworks. While this is likely due to the fact that staff are still working to develop this information, ensuring that schools are aware of progress and anticipated completion timelines is critical to supporting an accurate understanding of expectations.

RECOMMENDATIONS

- Particularly during this time of transition and development of new policies and procedures, work to keep schools informed through regular progress updates.
- Maintain strong practices around the accessibility of key documents via the PCSC website.
- Work toward public reporting that provides a comprehensible overview of portfolio performance as well as school-level performance.

3

Performance-Based Accountability

Does the authorizer have rigorous, appropriate standards by which it holds schools accountable for results? Are decisions made with the intent to maintain high standards and protect the students' and the public's interests?

Established:
◕ Approaching Well-Developed

Applied:
◑ Partially Developed

Summary Assessment

The performance certificate process has been a challenge for all involved stakeholders, including the commission members, authorizing staff, school leaders, and board members. The development included numerous opportunities for stakeholder buy-in and was driven by a need to the define roles and responsibilities for both the schools and the authorizer. Interviews with school staff demonstrated that the process led to higher engagement and a deeper understanding of the performance expectations but that questions remain about implementation and expectations. Amidst the questions and concerns in the field, the PCSC set precedent in the recent June commission meeting by making a key decision based on a school's failure to meet the conditions within its own performance contract. The PCSC's recent decision to begin the revocation process for Odyssey Charter School demonstrates a commitment to utilizing the performance certificate process and the commission's own accountability system to guide high-stakes decisions.

With the recently amended state statute and rules, the PCSC is in the process of developing related policy and procedures. The PCSC has recently adopted a performance framework to guide its performance management and accountability decision-making process. As established in law, the PCSC is required to use the goals established in the performance framework and codified in each school's performance certificate to guide renewal and revocation decisions. At this time, although performance certificates have been adopted for all schools, it remains to be tested how high-stakes decisions will be made and whether or not the PCSC will adhere to the established metrics and measures. There are positive signs that the PCSC is starting to apply the performance certificate requirements when making high-stakes decisions. As exemplified by the Odyssey Charter School intent-to-revoke process, the PCSC in June 2014 took the formal steps to proceed with revocation for the school's failure to comply with material terms of the performance certificate. In doing so, the PCSC demonstrated a keen ability to follow an established condition dictated by law and policy and make a challenging decision that not only establishes a precedent, but also demonstrates a commitment to accountability-driven practices.

The performance framework does establish educational, organizational, and fiscal performance standards by which it intends to hold schools accountable. Sixty percent of the total score is accounted for using the same academic metrics that apply to all Idaho public schools. The remaining 40 percent is based on a school's performance on a set of mission-specific measures. This represents both a strong commitment to an individual school's uniqueness but also a great challenge for implementation. The PCSC has established academic framework standards that align with the state's ESEA waiver and star rating system. In addition, this is a heavy reliance on measures that are going to be difficult to track and validate, are challenging to use as comparative measures, and will likely be extremely time-consuming for an already limited staff to measure. Because the implementation is new and has yet to be utilized to make any high-stakes decisions, an evaluation could not be completed as to the alignment of standards and actions.

Recommended Actions

- Create a performance framework report that is appropriate for all schools, transparent for all stakeholders, and a guide for high-stakes decisions.
- Adjust the performance framework so that mission-specific goals play a less-prominent role.

3.1 Educational Performance

The authorizer holds schools accountable for academic performance using objective and verifiable measures, established in the charter contract or performance framework, that address, at a minimum, student achievement, student growth, and postsecondary success as the primary measures of school quality.

Established:
◕ Approaching Well-Developed

Applied:
◑ Partially Developed

Analysis

ESTABLISHED: The PCSC has established academic framework standards that align with the state's ESEA waiver and star rating system. Sixty percent of the total score is made up of metrics that apply to all Idaho public schools. The remaining 40 percent is based on a school's performance on a set of mission-specific measures. This represents both a strong commitment to an individual school's uniqueness and a great challenge for implementation. The PCSC provides mission-specific goal guidance, and schools are left with a lot of flexibility to develop and adopt these particular measures. The PCSC spends time negotiating with each individual school when developing these metrics, and it is unclear how the mission-specific goals are aligned to the larger framework and accountability system. In addition, this is a heavy reliance on measures that are going to be difficult to track and validate, are challenging to use as comparative measures, and will likely be extremely time-consuming for an already limited staff to measure.

While the PCSC does have quantitative educational standards related to measures of absolute proficiency, growth, college and career readiness, and comparative performance, the framework is limited in terms of its charter-specific accountability system. The performance framework does have comparative academic standards that track charter performance vs. traditional public schools, as NACSA would recommend. The standards, aligned to statewide metrics, do not set a higher bar for charter schools, and high school–specific measures are extremely limited.

APPLIED: In practice, it is unclear how the PSCS will use the academic measures and metrics within the framework to make high-stakes decisions and what the implications will be for schools meeting academic measures but failing mission-specific measures. Although there is a clear percentage weighting associated with these categories, the 40% distribution for mission specific measures demonstrates an over reliance on these factors as compared to academic performance data. Commission members see data regarding the schools in their portfolio, but it is not evident how this data is used to drive decision making. It was evident to evaluators that there needs to be a well-developed system for collecting and analyzing the educational performance data at both the staff and commission levels in order to evaluate the performance framework and make high-stakes decisions (see section 2 for more detail).

As noted in section 2, evaluators found that PCSC has not yet utilized the academic framework to guide high-stakes decisions. While the academic measures do correlate to a scoring system, intervention policies or related closure or revocation guidance has not been created. The performance framework and performance certificate have the potential to cause confusion and anxiety among stakeholders if it is not made explicit how the standards will be applied and how the measures will be integrated into the monitoring system.

RECOMMENDATIONS
- Create comparative academic standards that assess charter school performance related to all peer schools.
- Adjust the performance framework so that mission-specific goals play a less-prominent role.

3.2 Financial Performance

The authorizer holds schools accountable for financial performance using appropriate near-term and sustainability measures, established in the charter contract or performance framework, as the primary indicators of a school's financial viability.

Established:
◕ Approaching Well-Developed

Applied:
◑ Partially Developed

Analysis

ESTABLISHED: The PCSC's financial performance indicators are clearly delineated within the performance framework. The performance framework aligns with national best practices and includes key ratios such as current ratio, unrestricted days cash, debt to asset ratio, and debt service coverage ratio. The financial performance indicators measure both near-term and sustainability metrics. The performance certificate requires annual audits and appropriate financial controls.

Idaho state law grants authorizers the authority to not renew a charter school based on a violation of any part of its performance certificate. It further enables an authorizer to refer to the SDE a school that appears to be in danger of not remaining fiscally viable for further review and payment schedule modification. SDE can modify a school's payment schedule so that funding can be dispersed in installments rather than a one-time, front-loaded schedule. This check and balance accounts for monitoring and financial oversight of taxpayer dollars when notices of concern are issued. Further policies and procedures need to be developed to enable all stakeholders to understand how these determinations would be made and how financial stability will be monitored and evaluated.

In the absence of a clear policy relating to measures that call for PCSC action for issues related to financial viability, the PCSC runs the risk of reacting to schools' financial problems when they become dire, as opposed to proactively holding them accountable through standards to prevent financial instability and demonstrate fiscal viability.

APPLIED: It is unclear to evaluators how the PCSC will collect and analyze the financial information for each school. While the PCSC does provide a three-year budget template for existing schools to submit at the time of the annual review, it doesn't align to a renewal cycle or charter term. Details and a review process are lacking. In addition, the PCSC does not have consistent financial reports that are collected, reviewed, and analyzed. Evaluators witnessed a commission meeting that looked at the preopening financial health of multiple schools, and with each school, requests were made for financial reports without specificity and without clarity of purpose.

Schools are unclear about the implications of the financial performance indicators and how they will be applied to a monitoring and oversight process. Schools do not know what is expected of them in terms of financial reporting requirements nor any potential interventions related to the financial measures.

RECOMMENDATIONS
- Implement a financial intervention ladder or monitoring policy that correlates to the financial performance indicators.
- Create a financial reporting schedule that aligns with high-stakes decision making.

3.3 Organizational Performance

The authorizer holds schools accountable for compliance with organizational performance requirements established in the charter contract or the performance framework, including educational program requirements, governance and reporting, financial management and oversight, and operational requirements related to students, employees, and the school environment.

Established:
◕ Approaching Well-Developed

Applied:
◑ Partially Developed

Analysis

ESTABLISHED: PCSC's new performance framework incorporates various and appropriate measures to effectively examine organizational performance which are aligned to NACSA's *Principles & Standards.* The PCSC's performance framework addresses expected components related to organizational performance through evaluating the educational program, financial management and oversight, governance and reporting, student and employee rights, the school environment, and a catchall for any additional obligations. The performance certificate further outlines additional annual requirements for all schools as related to enrollment, facilities, attendance, etc. The performance certificate gives ample latitude for the PCSC to request and require reports related to the governance and operations of the school, yet it does not clearly delineate specific required reports or how the reports will be used to determine the operational and organizational health of a school.

APPLIED: As applied, the PCSC does not yet have a comprehensive system for monitoring the organizational performance and compliance with the required measures, and thus it is difficult to determine whether and how the information collected will ultimately be used by the commission. Evaluators found evidence that commission members have historically collected, reviewed, and considered synopsis reports from both staff and outside school evaluators. Because high-stakes decisions have not yet been made, it is difficult to ascertain whether or not the information found in the reports and collected were critically assessed or used to guide challenging decisions. As such, with the performance certificate process, the commission members have an opportunity to use predefined data points to guide decisions.

While the performance framework does indicate that the operational indicators comprise a secondary element of review during the renewal process, the PCSC has yet to develop a clear definition of severe or systemic noncompliance. In addition, it has not yet correlated these standards to their system of intervention or high-stakes decision making.

RECOMMENDATION
- Develop and correlate to a system of intervention and decision making a definition of severe noncompliance.

3.4 Decision Alignment

Authorizer makes accountability decisions that are informed by and align with documented evidence and analysis of the extent to which the school satisfies performance expectations. The analysis presented to decision makers is of high quality and the merits of the decisions themselves show decision making is based on thoughtful analysis, ensuring that only the charter schools that meet or exceed expectations are in operation. (Note: this section focuses on decisions by the authorizer other than the application, which is addressed in 2.7.)

Established:
◑ Partially Developed

Applied:
◑ Partially Developed

Analysis

ESTABLISHED: Limited evidence exists demonstrating the alignment between accountability decisions and performance expectations. Between 2004 and July 2013, Idaho law did not permit or require renewals. While there were school closures, schools closed for reasons that were not related to the current performance-based accountability system. As such, the commission has not yet used performance measures for high-stakes decisions.

A clear intervention, renewal, or revocation policy has not yet been developed. There are no standards describing the process that will occur if the performance certificate or performance framework standards are not met. As described in sections 3.1, 3.2, and 3.3 above, this needs to take place for the academic, organizational, and fiscal requirements.

APPLIED: In practice, the PCSC is starting to apply the performance certificate requirements when making high-stakes decisions. As exemplified by the Odyssey Charter School intent-to-revoke process, the PCSC in June 2014 took the formal steps to proceed with revocation for the school’s failure to comply with material terms of the performance certificate. In doing so, the PCSC demonstrated a keen ability to follow an established condition dictated by law and policy and make a challenging decision that not only establishes a precedent but also demonstrates a commitment to accountability-driven practices. This decision also demonstrated a commitment to using the accountability system to guide decisions. While this is a clear best practice, it will be essential to convey the decision to all stakeholders and frame it in a way that connects to the larger performance-based accountability discussion. In addition, the PCSC needs to ensure that all stakeholders understand what standards Odyssey failed to meet, what other factors indicated an at-risk assessment, and what due process and procedural rights were afforded to the school.

RECOMMENDATIONS
- Ensure alignment between performance expectations and high-stakes accountability decisions.
- Create key message points related to high-stakes decision making.

4

Autonomy

Do schools have the autonomy to which they are entitled?

Established:
◕ Approaching Well-Developed

Applied:
◑ Partially Developed

Summary Assessment

The PCSC fundamentally understands its role as authorizer and believes that it is tasked with affording its schools the autonomy to which they are entitled while holding them accountable based on the law and the terms of their contract. The PCSC roots its actions in law and has worked diligently to create a system that focuses on outcomes, allowing the schools the maximum flexibility with inputs. In interviews with the director, commission members, and several school administrators and board members, evaluators heard that upholding autonomy is being discussed more frequently and openly since they began instituting performance certificates. Idaho charter school law is clear in the autonomies afforded to charter schools and clearly delineates the laws and regulations all charters must follow. The PCSC has evolved over time from being an authorizer who was overly compliance driven, to a commission that dialogues about, engages in, and strives for a balance between autonomy and accountability. Oversight remains integral to the authorizing practice, but there is an evident shift away from a self-recognized tendency to be nitpicky toward a system focused on performance management.

The implementation of the performance framework and the performance certificates indicates a move toward a structured accountability system, but the system is new and not yet fully established. All of the schools as of the June 2014 commission meeting are operating under a performance certificate, but as they are not yet fully implemented, it is difficult to ascertain whether or not the autonomies granted by law to schools will be upheld by the authorizer and how the accountability designations will affect and correlate to high-stakes decision making.

Recommended Actions

- Continue to move toward outcome-based accountability by establishing a correlation between standards and evaluation.
- Create an amendment process aligned to the accountability designations.
- Align oversight to all high-stakes decision-making practices.

Detailed Analysis

4.1 Autonomy

The authorizer defines and respects the autonomies to which the schools are entitled based on statute, waiver, or authorizer policy. The authorizer does not reduce school autonomy unless there is a compelling reason to do so.

Established:
◑ Partially Developed

Applied:
◑ Partially Developed

Analysis

ESTABLISHED: The performance certificate signed by PCSC authorized schools explicitly states the autonomies afforded it by the Idaho charter school law. Stakeholders do not feel that there is a unified system or a concrete set of rules and expectations around compliance with the expectations. Although it was evident to the evaluators that the authorizing staff read and understood all of the information they received, it was similarly clear that adjustments to the submission system will be necessary in order to align with collection needs under the new performance framework. In addition, it was not evident that all the commission members were aware of what information was required, when and why, and what information needed to be reviewed prior to PCSC commission meetings. Clarity regarding what is required of all schools and on what timetable will be critical to bolstering understanding between schools, PCSC staff, and commission members.

As demonstrated in the performance certificate, the PCSC has committed to "the extent possible…not request[ing] reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer." By making this promise, they will be responding to stakeholder feedback regarding reporting confusion and redundancy and further defining expectations.

Both commission members and authorizing staff talk about earned autonomy and an outcomes-based evaluation system, but it is not yet clear how this will work in practice. Information needs to be codified and expectations need to be clear so that all stakeholders understand the relationship between meeting the standards and earned flexibility, as well as failing to meet the standards and established consequences.

APPLIED: The PCSC members define autonomy broadly in terms of setting expectations from the time of application submission. Commission members indicated that they struggled with finding a balance between evaluated capacity and possible success. For example, although the petition and performance certificate define enrollment maximums, an enrollment threshold for opening (either preopening or year to year) does not exist. Schools stray from achieving their projected enrollment, creating possible budgetary and financial viability issues, and the PCSC does not have clear policies related to enrollment variances. While commission members and staff refer to this as an issue of autonomy for schools, evaluators found that it actually created systemic problems throughout the portfolio. By establishing clear autonomies and clear standards, all stakeholders will be more focused on overall school success.

RECOMMENDATIONS

- Review and create policy focused on autonomies granted to schools.
- Continue to move toward outcome-based accountability by establishing a correlation between standards and evaluation.

4.2 Educational Program

The authorizer defines and respects school autonomy over the educational program.

Established:
◐ Approaching Well-Developed

Applied:
◐ Partially Developed

Analysis

ESTABLISHED: The PCSC appropriately respects a school's ultimate control over its educational programs. The authorizer intends to evaluate a school's programs largely based on outputs and whether it is achieving the goals set forth in its performance certificate. At this time, PCSC does not identify any priorities for educational programs at the time of approval.

The performance certificate is well done in that it clearly indicates, for each school, a section defining the key components of the educational program. It defines the items that are nonnegotiable, yet gives 40 percent of the weight within the academic framework toward mission-specific goals. The PCSC has committed to academic testing standards as well as goals related to the unique nature of each school's program. As discussed in section 3.1, this 40 percent focus on mission-specific goals is difficult to manage, validate, and monitor. While it demonstrates a commitment to assessing schools based on their individual missions, it will also create implementation challenges for the authorizer. The PCSC will need to create a system that accounts for a balance between these two output systems in order to fully establish a system for respecting school autonomy within agreed upon measures of success.

APPLIED: In practice, it is unclear how the ongoing monitoring and evaluation of the schools will respect the autonomy schools have to execute their individualized educational programs. In order to maintain the balance between autonomy and accountability, site visit processes and protocols should be developed, formalized, connected to the performance framework, and conveyed to the schools so that expectations are clear and established.

Evaluators were unable to find clear information related to the amendment process as it pertains to school eligibility. Information about submission requirements exists, but the process is not tied to outcomes or performance. Materials show that schools are able to request an amendment to their charter throughout their life cycle, from preopening to existing schools. A lack of guidance and alignment to the performance framework, and specifically to educational performance, make it difficult for PCSC staff to manage the process and for schools to know how and when to make appropriate requests.

RECOMMENDATION

- Codify an amendment process that clarifies how to seek an amendment to a charter certificate and what eligibility requirements exist based on the educational performance of a school.

4.3 Financial Management

The authorizer defines and respects school autonomy over financial operations.

Established:
◕ Approaching Well-Developed

Applied:
◑ Partially Developed

Analysis

ESTABLISHED: As established, the PCSC's new performance framework accounts for best practice ratios of near-term and sustainability indicators. Through the framework, the authorizer is seeking information that will assess the school's financial health and viability and is not requiring information that limits a school's financial autonomy.

The processes, as established by the PCSC for financial oversight, are in line with their authority and preserve the school's autonomy to make budgetary decisions and changes as needed. As demonstrated in the June commission meeting, the PCSC does not prescribe budgetary percentages or advised fund allocations related to individual school programming. Schools' budgets were reviewed on an individual basis without a presupposed format or assumptions.

APPLIED: The PCSC demonstrates a need to gain additional in-house expertise regarding financial oversight. Interviews with schools showed that they are unclear as to what the authorizer role is in relation to fiscal oversight and if it is anything more than submitting reports. In addition, schools are still uncertain why PCSC's reports differ from those that they are required to submit to the SDE and what the purpose of the various reporting requirements are. Although the fiscal ratios within the framework are a starting point for monitoring fiscal health, the criteria for and application of these tools remains unclear.

RECOMMENDATION

- Determine follow up protocols as they relate to financial performance indicators. Establish what questions, reports, or information will be needed when standards are evaluated.

4.4 Differentiated Oversight

The authorizer periodically reviews compliance requirements and evaluates the potential to differentiate school oversight based on flexibility in the law, demonstrated school performance, and other considerations.

Established:
◐ Partially Developed

Applied:
◐ Partially Developed

Analysis

ESTABLISHED: At this time, as established, the evaluators were not able to ascertain whether or not the performance framework and certificate process will yield differentiated oversight of schools. There is a continued desire among commission members and PCSC staff to move beyond compliance as the measure of success and toward an accountability system that will create maximum flexibility and oversight aligned to a school's performance. The performance framework is based upon a weighted scoring system that should result in a rating system of honor, good standing, remediation, or critical accountability designations. The system has been developed to encourage oversight practices and high-stakes decision making like renewal and revocation, as referenced in the performance framework.

APPLIED: At this time, the performance framework and certificate process have not yet been applied or used as the basis for evaluation. As such, the evaluators did not find that there is a clear or well-defined path to differentiated oversight. The PCSC needs to establish criteria and metrics to dictate an oversight policy based on the accountability designations within the performance framework. These designations need to be correlated to renewal practices, reporting, expansion and amendment decisions, and any additional autonomies granted by law.

RECOMMENDATIONS

- Create a differentiated oversight policy based on the accountability designations within the performance framework.
- Align oversight to all high-stakes decision-making practices.

5

Organizational Capacity

To what extent do the organizational structure and systems support quality authorizing practices and forward the authorizer's mission?

Established:
◑ Partially Developed

Applied:
◑ Partially Developed

Summary Assessment

The PCSC is committed to being a nationally recognized authorizer of excellence. The commission members and authorizing staff commonly use and reference NACSA's *Principles & Standards* and discuss their roles and responsibilities in terms of doing high-level authorizing work. The PCSC meets regularly, strives to operate effectively, uses committees, and continuously evaluates practice and policy in order to improve its authorizing functions.

Overall, the PCSC deploys the limited resources it has effectively and efficiently toward achieving its mission and goals. All stakeholders point to a marked improvement in practice, communication, openness, and responsiveness.

The organizational implications of being an authorizer with an appointed commission and a small but dedicated staff are significant. State board of education policies and protocols control many aspects of the authorizing staff's operations, while the political appointments and the connected complexities of the commission members' roles create a sometimes symbiotic approach and a sometimes juxtaposed operating context. Despite this challenging landscape, the director and board chair continue to strive to maximize many aspects of the revised statute and organizational capacity. In order to operate effectively and develop the necessary policies, procedures, and protocols, additional resources are needed to address the gaps in the key authorizing functions and oversight necessities.

Recommended Actions

- Create and publish a strategic plan to engage stakeholders and to ensure alignment between the PCSC and authorizing staff.
- Fill the vacant positions and advocate for additional staff members and resources.

Detailed Analysis

5.1 Strategic Planning

The authorizer plans well for the future in a way that aligns with NACSA's *Principles & Standards.* The authorizer uses quality authorizing to forward its mission.

Established:
◕ Approaching Well-Developed

Applied:
◑ Partially Developed

Analysis

ESTABLISHED: The PCSC does not have an established strategic planning process or a process for ongoing development. The PCSC does, however, have a clear mission, an evident commitment to improving its authorizing practices, and an aligned state board of education, commission, and authorizing staff that seek to continuously improve themselves as well as their portfolio. Evaluators found evidence of training that was aligned to national authorizing practices, board training that referenced NACSA updates and landscape changes, and a director who is keenly connected to and aware of national dialogues, networks, and resources.

APPLIED: With the current structure of the authorizing staff, there is no real time for investment in strategic planning. The current staff is clearly dedicated and committed to a cycle of continuous development and improvement, but the day-to-day responsibilities and duties make it very difficult to plan for increased workload or strategic growth. Commission members seemed overwhelmed with the meeting materials, even with the current guidance on required submission deadlines, demonstrating that the volunteer nature of the work, while vital and important to all members, makes it difficult to find the balance to forward its mission. In addition, commission members indicated that a key piece of their role, as appointed members, is to maintain an understanding of the current administration's interpretation of law and policy while making decisions based on policy and practice. The PCSC members need to communicate with, dialogue about, and strategize how to maintain a commitment to their mission, an alignment to their staff's recommendations and hard work, and a neutrality within the political landscape.

Currently, there is no training or onboarding for new commission members.

RECOMMENDATIONS
- Create an onboarding process for new commission members.
- Establish an annual strategic planning process.
- Conduct commission self-evaluation to ensure mission alignment and strategic priorities.
- Create a system to align strategic priorities and goals of commission and staff.

5.2 Organizational Structure

The authorizer purposefully and economically staffs its office to effectively carry out its authorizing duties. Staff positions are clearly defined both in policy and in practice.

Established:
◑ Partially Developed

Applied:
◔ Minimally Developed

Analysis

ESTABLISHED: The PCSC implements an organizational structure that is committed to, but struggles with, the capacity to complete key duties related to high-quality authorizing. The executive director of the office of the state board of education delegates his authority to the director of the PCSC, and the director acts at the direction of the commission. As of enactment of the July 2013 statutory amendment, the PCSC receives a minimal authorizing fee. With this fee and the allotted 2.5 FTE staff, it is extremely difficult to carry out the essential authorizing functions effectively. The PCSC staff is dependent on the state board of education for budgetary purposes, making it challenging to advocate for and receive the necessary resources to oversee the largest portfolio in the state. It is evident to evaluators that the current staff members are committed and dedicated to their jobs, to the work, and to the 11,700 students they serve. While law and policy establish a clear role for the PCSC and staff, there is no correlation between the vast roles and responsibilities afforded to these individuals and the resources available to carry out their duties effectively.

APPLIED: In practice, it is clear that there is not enough staff capacity to effectively implement the key authorizing functions. The PCSC thoughtfully utilizes and respects the staff members who are focused on core authorizing functions. Staff members are overwhelmed by the growing portfolio and the need to align their newly established performance management system with clear policies, practices, and procedures. With a notable and continued shift to an outcome-based rather than compliance-based approach, commission members and staff need to continue to work together to mitigate capacity constraints. School leaders and board members are concerned that the recent autonomies afforded to them and the shift from compliance to oversight will revert back if resources are not allocated appropriately.

Evaluators are fearful that the performance management system currently being created will be ineffective if not implemented with fidelity, and with the current staffing structure, it appears doubtful that this can occur. Additional resources are needed to effectively evaluate applications, create a specific PCSC application process, analyze data, monitor schools, create a renewal process, implement a monitoring and intervention protocol, and strategically move the program forward. Expertise needs to be developed or acquired in the realm of academic and financial analysis. Without increasing staff capacity, the necessary and tough decisions will not get made.

RECOMMENDATIONS

- Work with the state board of education to determine additional funds for increased staff.
- Fill the vacant administrative assistant position or, if additional FTEs become available, explore staffing models that will allow efficiencies through distribution of labor (one person assigned to a group of schools) or expertise (hiring a designated financial expert, academic expert, etc.).
- Seek out external resources for training, capacity building, and professional development.

5.3 Human Capital Processes and Systems

The authorizer has systems necessary for building and maintaining a strong workforce and implements them with fidelity.

Established:
◕ Approaching Well-Developed

Applied:
◑ Partially Developed

Analysis

ESTABLISHED: Due to the small nature of the authorizing staff, it is clear how the director works with and evaluates the performance of the program manager. Both staff members have been with the PCSC for multiple years and have created a working relationship that is professional, effective, and balanced.

The executive director of the office of the state board of education evaluates the PCSC director's performance via a 360-type approach. He is clear in his role, in the responsibility he has designated to the director, and in the importance of connecting with both commission and staff members to ensure that the director is leading the work with a commitment to the mission and a focus on authorizing best practices.
While commission members cite a self-evaluation conducted in the past, it is not a regular or established process. Currently, there is no board evaluation, nor any charter-specific professional development taking place.

APPLIED: Despite the limitations and difficulties of hiring, there is a strong culture that supports the PCSC's mission and goals. All authorizing staff and commission members describe a shared commitment to an outcome-based culture and cite the director's leadership, commitment, and drive to enforce authorizing best practices.

While open and easy communication between authorizing staff and PCSC members was apparent, it was also evident that there is not a predetermined schedule of communication between staff and the commission. Relationships guide the dialogue, and while the connections were strong and respectful, it would be advantageous to implement a consistent, planned, and targeted approach to engagement.

RECOMMENDATION
- Create a system for communication between authorizing staff and PCSC members.

5.4 Conflict of Interest

The authorizer operates free from conflicts of interest.

Established:
⊕ Undeveloped

Applied:
◑ Partially Developed

Analysis

ESTABLISHED: At the present time, the PCSC has no established conflict of interest policy for either staff or commission members. As commission members are appointed, and influence over appointments is extremely limited, the lack of checks on member conflicts is problematic. Currently, several members have potential conflicts which are unable to be addressed through an appropriate screening/handling protocol.

APPLIED: While the board currently has members with potential conflicts of interest, interviews with PCSC staff, commission members, and legal counsel indicate that such conflicts are actively addressed. For example, in the case of a member who works with several authorized schools, the member always recuses herself from votes pertaining to the relevant schools and even has a practice of stepping out of the meeting room to promote open conversation. The attorney general assigned to work with the PCSC is a valuable resource in mitigating conflicts and makes herself available for counsel when conflict of interest questions arise from either PCSC staff or commission members.

While it is clear that the PCSC does not take conflicts of interest lightly, the lack of a firm policy indicating the commission’s commitment to operating free from conflicts leaves open the possibility of actual or perceived harm.

RECOMMENDATIONS
- Develop and implement a strong conflict of interest policy containing clear language about how the PCSC attempts to avoid conflicts and will handle any conflicts that may inadvertently arise.
- To the extent possible, share the conflict of interest policy with those making PCSC appointments and encourage them to consider its parameters when selecting future PCSC appointments.

5.5 Organizational Budget

The authorizer's budget allows for organizational effectiveness and stability. The budget is aligned with the strategic goals and supports quality authorizing practice.

Established:
◕ Approaching Well-Developed

Applied:
◔ Minimally Developed

Analysis

ESTABLISHED: The PCSC receives funding through a formula in state law (I.C. § 33-5208(8)) which results in between $3,000 and $13,000 flowing to the commission for each authorized school. This funding amount is low by national averages, a challenge that is exacerbated by the fact that, under the PCSC's current structure, funds not expended do not roll over from year to year and thus no cushion can be built up to assist in covering any unexpected costs.

At the present time, the PCSC budget is a part of the larger state board of education budget but receives its own line item which is controlled, and appropriately allocated, by the PCSC director.

APPLIED: Despite the fact that the potential for complications exists in the PCSC's budgeting structure, the current arrangement of the budget as a specific line item within the larger SBOE budget appears to work well for all involved and is not viewed as problematic by PCSC authorizing staff or SBOE's executive director. The PCSC is fortunate in that the SBOE's current leadership understands and values its work and has at times assisted the office in covering some limited costs.

At this time, the most pressing concern with regard to the budget is not its structure or ability to be aligned with current strategic goals, but rather it size. At present, particularly in light of recent changes to Idaho laws which strengthened and broadened the scope of the authorizer role, it is clear that the funds available through school fees are far from sufficient to support the type of staffing structure needed to implement quality authorizing practices. This insufficiency appears poised to grow worse as the office's portfolio continues to grow and staff are stretched increasingly thin.

Interviews with PCSC staff and SBOE leadership indicated that the office's budget constraints are keenly felt but that concerns regarding the adequacy of funding for charter schools make a simple raising of the authorizer fee unattractive.

RECOMMENDATIONS
- Examine the current PCSC budget and determine what amount and structure of funding would be necessary to support staffing at a level closer to national averages as the portfolio grows over time.
- Vigorously communicate the need for additional funding to the legislature and others who may be able to assist the PCSC in achieving a sustainable funding level.

5.6 Leadership and Decision-Making Body

The authorizer leadership and decision-making body understand their roles and responsibilities; are invested in the mission, vision, and strategic plan of authorizing; and have the expertise necessary to make well-informed decisions that support the tenets of a high-quality authorizer.

Established:
◕ Approaching Well-Developed

Applied:
◕ Approaching Well-Developed

Analysis

ESTABLISHED: PCSC members and authorizing staff understand the authorizing role and are invested in making well-informed decisions. PCSC members are committed to operating in a manner consistent with the law and aligned to the needs of Idaho's students. Commission members make the high-stakes decisions related to applications and revocations, and will soon be making decisions related to renewal or nonrenewal. Commission members work closely with authorizing staff and continue to create policy and improve practice to ensure not only mission alignment but decision-making alignment. Commission members and authorizing staff remain committed to improving their own practices and are committed to NACSA's *Principles & Standards*.

APPLIED: In practice, commission members are engaged in the authorizing role. In meetings, it is evident that materials have been prepared and organized and that the chairman is a great authority as it relates to meeting law and etiquette. There is a reliance on the authorizing staff as well as the attorney general for certain actions and motions, demonstrating that there remains a need for onboarding and ongoing training. Authorizing staff meaningfully engage in the substance of authorizing functions, have strong relationships with the schools, work well with SDE staff, and connect to national level networks and resources. Commission members and authorizing staff need to continue to develop their practice and codify their intentions into well-defined practices and procedures, as well as ensure that the commission's annual calendar includes built-in times for training in order to promote a shared commission-staff understanding of the PCSC's role and purpose. A greater alignment of understanding will assist in minimizing the occasions on which staff recommendations and PCSC decisions differ.

RECOMMENDATIONS

- Ensure that all new PCSC members are oriented prior to being seated.
- Provide ongoing training for PCSC members, including training on the philosophy that surrounds quality authorizing and current best practices.

Sources

Background and Organizational Capacity
Charter Legislation, Statutes, and Rules 2013
Commissioner Biographies
Organizational Chart
Organizational Planning Documents
Commissioner Biographies

Application Decision Making
Three (3) Year Record of Application Decisions
Petition Review Documents
Facility Guidelines
Budget Template
Capacity Interview Materials
Petition Evaluation Rubric

Monitoring Operations
Fiscal Monitoring Documents
General Monitoring Policies and Guidance
Site Visit Protocol Documents
School Closure Protocol and Policies
School Reporting Schedule
Preopening Policies

Performance-Based Accountability
Performance Framework
Performance Framework for Alternative Schools
Mission Development Guidelines
Performance Certificate Template
Record of Accountability Decisions

School Histories
Charter Applications
Renewal Reports and Applications
Petition Review Documents
Annual Reports and Audited Financials
Charter School Correspondence
Programmatic Audits

Biographies

Molly McGraw Healy serves as the director of charter school authorizing for the University of St. Thomas in St. Paul, Minnesota, providing oversight to a midsized portfolio of charter schools in conjunction with St. Thomas's Charter Accountability Board. Molly earned her BA in English literature and education at St. Olaf College. In 2010, she earned her MPP, with an emphasis on education and charter school policy, from the Hubert H. Humphrey Institute of Public Affairs. Formerly, Molly was the senior manager of the charter school program at Volunteers of America and has also worked as an education policy researcher for the Minnesota House of Representatives' Research Department.

Amy Ruck Kagan is the director of the Office of Charter Schools for the state of New Jersey Department of Education, where she oversees a portfolio of 87 schools. Amy has a strong background in building accountability and performance management systems. Before coming to the NJDOE, Amy worked in New York City and Washington, DC, developing charter schools for a nonprofit organization. Before that she worked for the New York City Charter School Center doing new school development and operations work. Amy started her career as a teacher and remains committed and passionate about doing the hard work focused on the students.

IDAHO DIGITAL LEARNING ACADEMY

SUBJECT

Idaho Digital Learning Academy Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5501, Idaho Code
Idaho Administrative code, IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy

BACKGROUND/DISCUSSION

According to IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy, an annual report is required to be submitted each year to the State Board of Education. This request is to meet the requirements as outlined in the rule. This report will include Accreditation, Acceptable Use, and an IDLA fee schedule in order to be in compliance with statute and State Board rule.

The 2002 Idaho Legislature created the Idaho Digital Learning Academy (IDLA) as an online, school-choice learning environment (Title 33 Chapter 55, Idaho Code). IDLA is a state virtual school providing Idaho students with greater access to a diverse assortment of courses. This virtual school was created to address the educational needs of all Idaho students: traditional, home schooled, at-risk, and gifted learners and is a service to Idaho students and schools. Rigorous online courses delivered by highly qualified faculty assists the state in preparing Idaho students to meet Idaho's high school graduation requirements, Idaho standards, and the increased demand from colleges and industry.

IMPACT

IDLA served 20,945 enrollments for 2013-2014 which is a 10% increase over 2012-2013. 99% of the school districts in Idaho participated in 2013-2014. The number one reason for taking IDLA courses is *classes not offered locally*. Other reasons include: scheduling conflicts; advanced placement; dual credit; early graduation; foreign languages; and credit recovery.

ATTACHMENTS

BOARD ACTION

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

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2014-2015 IDLA FEES POLICY STATEMENT

By legislative statute (33-5508), IDLA is granted the ability to collect fees from participating school districts. IDLA is not allowed to collect fees directly from students and guardians unless one of the following criteria is met:

1. The course is taken in addition to the student's full course load at the local school ("overload" courses).
2. The school district has an established policy that states the IDLA fee is to be paid by the student or guardian.

Fees for Idaho Digital Learning Academy

The fee schedule for 2014-2015 is determined upon a per-enrollment basis. An "enrollment" is defined as one (1) student enrolled into one (1) IDLA course. IDLA enrollment fees apply to all courses offered through IDLA.

IDLA Per-Enrollment Cost

The cost for one (1) enrollment is $75 for Idaho public school students.

SBAC and ISAT Courses

Courses designated with "SBAC" and "ISAT" will not incur a per-enrollment cost to the district. See IDLA Course Catalog for list of courses.

Advanced Placement/Dual Credit Courses

Courses designated as "Advanced Placement or Dual Credit" will not incur a per-enrollment cost to the district.

Students are responsible for any fees that may be charged by universities to receive college credit for Dual Credit Courses. Additionally, students are responsible for any fees that may be charged by the College Board to take the Advanced Placement Exam. Advanced Placement and Dual Credit courses may require additional textbooks (see below).

Scholarships

Scholarships are awarded through an application process which is submitted by the District Site Coordinator. Scholarship submissions should be based on the financial need of the parent/student and are only available for IDLA courses which are taken in addition to the student's full course load at the local school. Limited, partial scholarships are available for 2014-2015 at $50 per enrollment.

Textbooks

IDLA provides online textbooks in the majority of content areas and provides access to Libraries Linking Idaho (LiLI-D). In cases where an online textbook is unavailable, the local school district may be responsible to provide the required text(s) according to school district policy. For example, advanced placement, dual credit, and English courses may require additional textbooks or required readings not available online. The local school district is also responsible to provide access and assistance to library media centers if necessary. Please refer to the IDLA Course Catalog posted at www.IdahoDigitalLearning.org for a list of required textbooks.

IDLA reserves the right to modify the fee policy. Districts will be notified of any changes.

IDLA REFUND POLICY

IDLA requires that all drops are requested or confirmed by the Site Coordinator. The site coordinator may request a drop during the following times:

- **All cohort sessions:**
    - **Orientation:** If the student does not complete orientation, they will not be enrolled in classes and a full refund of fees will be granted.
    - **12 week or Custom Sessions:** The IDLA Office must be notified by Friday of the 2nd week of class to receive a full refund and remove the student from the course.
    - **16 week session:** The IDLA Office must be notified by Friday of the 3rd week of class to receive a full refund and remove the student from the course.
- **Flex sessions:**
    - The drop deadline for all flex classes is 14 days after the student is enrolled.
    - If a student is inactive in class for a period of 14 consecutive days, the instructor will initiate a drop process. The Site Coordinator can confirm the drop or request additional time for the student to become active in the course.
- **After the drop deadline:** Grades will be reported for all students remaining in courses regardless of completion and the full fee will be invoiced to the district. **Exceptions to the drop-deadline may be requested by the district for extenuating circumstances.**

IDLA ACCEPTABLE USE POLICY

Students should print and review this policy with a parent or guardian to ensure a safe and rewarding experience with IDLA. All students enrolled in any course work of Idaho Digital Learning Academy (IDLA) shall be responsible to comply with all of the policies of their home school district and the policies of IDLA including this Acceptable Use Policy (AUP).

1. The IDLA network is for educational purposes only and includes computers, communication networks, the Internet, and other electronic resources used in the delivery of IDLA courses.

2. All users of IDLA must agree to all of the terms of this AUP prior to being able to access a user account providing access to the IDLA network.

3. Privileges and Rights of IDLA Community Members:

Members of the IDLA community have certain privileges and rights. These include:

A. Safety
   - *No student or IDLA personnel shall utilize the IDLA network to access any site that includes, but is not limited to pornography, graphic sexual or violent content, or advocates the use of illegal substances.*

   - *Communication on the IDLA network between students shall respect the privacy of all individuals and shall not contain personal information regarding other persons.*

   - Bullying or harassment of IDLA users shall not be tolerated. No user of the IDLA network shall engage in any communication or entry that shall have the intent of, or results in, the bullying or harassment of other students or employees of IDLA or utilizes profanity or degrading language directed at known persons. Any user who receives, or believes they are subject of, such communications should immediately notify the IDLA online principal.

   - For reasons of privacy and safety, users are prohibited from downloading or uploading photographs of persons other than as may be directly relevant to the required coursework, and any depiction of fellow students or IDLA personnel is expressly prohibited without the written permission of the individual, or permission of that individual’s parent or legal guardian if the individual is a minor.

   - Any graphic or digital representation must be presented in an appropriate manner in accordance with the local school district’s dress code policy. IDLA reserves the right to determine whether a graphic representation is appropriate and to respond accordingly.

B. Access for all users

All IDLA users shall be granted access to as many IDLA services as the available technology and IDLA role will allow. Relevant exploration of the Internet for educational purposes is permissible in IDLA courses within the limitations of compliance with this policy and the acknowledgement that certain sites may be offensive to specific individuals. IDLA will make every effort to ensure that course content will be appropriate to the designated grade-level of that course, regardless of the ages of students enrolled in that course.

C. Intellectual Freedom

- Discussion forums within the IDLA course management system are a free and open forum for expression, including all viewpoints within the role and mission of IDLA. The poster of an opinion should be aware that other community members may be openly critical of such opinions.

- Any statement of personal belief is implicitly understood to be representative of the author's individual point of view, and not that of the IDLA, its administrators, teachers, other staff, or the participating schools. Personal attacks are not an acceptable use of IDLA resources at anytime and IDLA instructional staff or administration should be notified. IDLA does not officially endorse any opinions stated on the network.

D. Privacy

In guarding the safety of its students and users, there is no reasonable expectation of privacy in any use of the IDLA network by any user. IDLA is a public educational agency and therefore IDLA personnel, both technology specialists and teaching and/or administrative staff, may periodically access accounts, review emails sent or received, internet sites (including any social networking websites) and chat rooms visited, as well as electronic class discussion materials.

4. The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

5. Responsibilities of IDLA users

With the rights and privileges of participation in the IDLA community come certain responsibilities. IDLA users need to familiarize themselves with these responsibilities.

A. Using appropriate language

Profanity or obscenity will not be tolerated. All IDLA community members must use language appropriate for school situations. Inappropriate language includes, but is not limited to language that is: defamatory, inaccurate, abusive, rude, sexually explicit, threatening, harassing, or racially offensive;

B. Avoiding offensive or inflammatory speech

IDLA users must respect the rights of others both in IDLA courses and in the Internet at large. Personal attacks are an unacceptable use of the network. If an IDLA user is the victim of a personal attack, they are responsible to bring the incident to the attention of an IDLA teacher or administrator.

C. Copyright adherence

IDLA users must respect all copyright issues regarding software, information, and attributions of authorship. The unauthorized copying or transfer of copyrighted materials may result in the loss of IDLA privileges.

D. Plagiarism

IDLA users must not engage in plagiarism, which is the act of presenting other peoples' ideas, writings, or products (written or electronic) by claiming them to be one's own and not giving credit to these sources. Forms of plagiarism include:

submitting work that is not your own, failing to properly cite words and ideas that are not your own, using direct wording from another source (even a cited one) without quotation marks, or slightly re-wording phrases from another source and passing the phrases as your own.

E. Cheating
IDLA users must not engage in cheating, which in its various forms includes, but is not limited to: copying another student's work or allowing your work to be copied; allowing someone other than yourself to submit work in your name; using unauthorized assistance on an assessment; allowing someone other than yourself to take an assessment; inappropriate use of a translator in language classes; submitting the same work for multiple courses; or giving answers to other students.

F. Fabricating Data
IDLA users must not engage in fabricating data when completing assignments that require research and/or collecting data. Forms of fabrication include, but are not limited to: falsifying or manipulating data to achieve a desired result; reporting data for an experiment that was not conducted (dry-labbing); or submitting written work with fabricated or falsified sources.

G. Academic Sabotage
IDLA users must not engage in Academic sabotage, which consists of any act that damages another student's work or grade on purpose.

H. False Information
IDLA users must not lie to an instructor, site coordinator, parent, or principal (such as saying an assignment has been completed when it has not, or lying about your grade).

I. Illegal activities
Illegal activities include tampering with IDLA computer hardware or software, unauthorized entry into computers, knowledgeable vandalism or destruction of computer files, or encouraging the use of illegal materials. Use of the IDLA for any illegal activities is prohibited and will result in legal action.

J. System disruption
Intentional or malicious attempts to degrade or disrupt system performance of the IDLA or any other computer system or network are considered criminal activity under state and federal law. IDLA encourages IDLA users to use best practices to avoid unintentional disruption of system performance.

K. Account responsibility
IDLA users have full responsibility for the use of their account. All violations of this policy traced to an individual account name will be treated as the sole responsibility of the owner of that account.

L. User information
IDLA mandates all users to provide current demographic information which includes but is not limited to full name, mailing address, email address, and phone number.

M. Impersonation
All IDLA users must use their own name in the use of the IDLA network. Impersonation (logging in as another user or under a false name) is not allowed. (This prohibition does not extend to activities with curricular objectives, such as role-playing within a class discussion, in which users are not attempting to disguise their identities).

N. Anonymity
All IDLA users must use their name on all communication. Anonymity is not allowed. As an educational network, we believe that individuals are responsible for their actions and words;

O. Representation.
When navigating locations on the Internet or using IDLA tools, IDLA users must conduct themselves as representatives of both their respective schools and the IDLA.

P. Email Communication
Email accounts are required to communicate on the IDLA network, and inappropriate email user account names will not be allowed in the system.

6. IDLA assumes no responsibility for Internet access including phone charges, line costs, usage fees, hardware, software, other media, or any other non-specified technology costs associated with a user’s connectivity to the Internet or that may be required to access IDLA courses or other instructional resources. IDLA assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. IDLA assumes no responsibility for any damages to the user’s computer system under any circumstances. The technology requirements of all courses are available on the IDLA website prior to enrollment. Users are solely responsible for acquiring and learning to use all required technology needed to access and complete all online IDLA courses activities.

7. Failure to abide by the IDLA Acceptable Use Policy could result in:
   - Report to the local district of the infraction
   - Immediate removal of the user’s access to IDLA instructional computing resources, which could result in their inability to complete learning activities and subsequent course failure.
   - Immediate removal of the user from the course.
   - Involvement of law enforcement agencies and possible legal action.

IDLA reserves the right to make modifications to the document at any time without prior notification.

AdvancED
ACCREDITED | NWAC

This is to certify that

Idaho Digital Learning Academy

having met the requirements established by the AdvancED® Accreditation Commission and Board of Trustees is hereby accredited by the Northwest Accreditation Commission.

Valid through June 30, 2015

Mark A. Elgart

Mark A. Elgart, Ed.D.
President and CEO, AdvancED

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IDAHO BUREAU OF EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND

SUBJECT

Idaho Bureau of Educational Services for the Deaf and the Blind (IESDB) Annual Report

REFERENCE

August 2013	IESDB Provided the Board with report updating the Board with current progress of the Bureau.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-3405(4) and 33-3411, Idaho Code, Idaho State Bureau of Educational Services for the Deaf and the Blind,

BACKGROUND/DISCUSSION

Pursuant to Section 33-3405(4), Idaho Code, the administrator of IESDB shall make an annual report of the bureau's activities to the State Board of Education at a time and in a format designated by the Board. While IESDB was moved out from the Board’s direct governance in 2009, The Board retains rule making authority for education services for students who are deaf or hard of hearing and/or blind or visually impaired, as well as property rights for the School for the Deaf and Blind.

ATTACHMENTS

Attachment 1 – IESDB Annual Report	Page 3

BOARD ACTION

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

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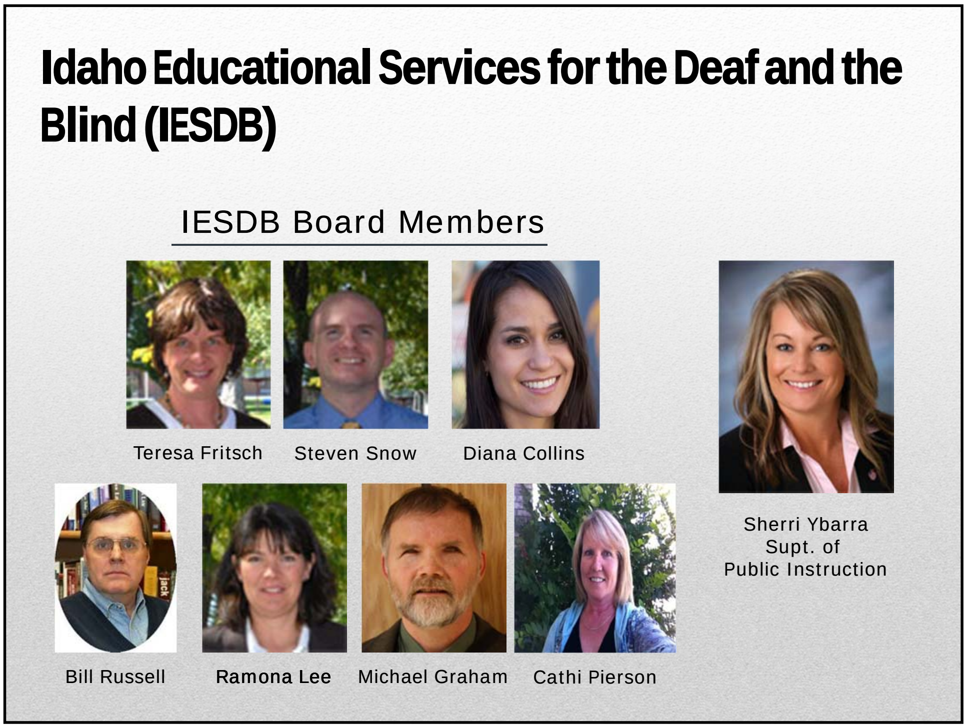
Idaho Educational Services for the Deaf and the Blind

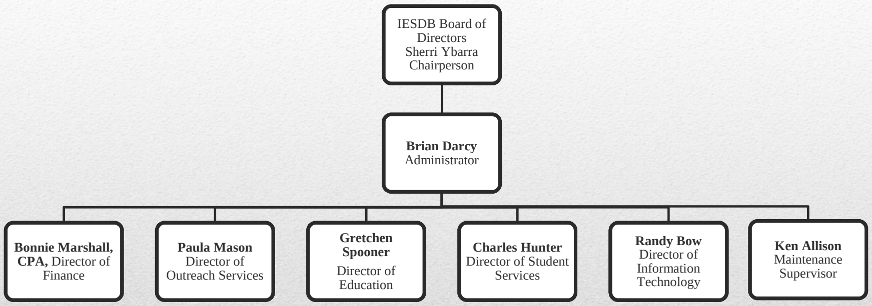


Idaho Educational Services for the Deaf and the Blind (IESDB)

IESDB Board Members

Teresa Fritsch
Steven Snow
Diana Collins
Bill Russell
Ramona Lee
Michael Graham
Cathi Pierson

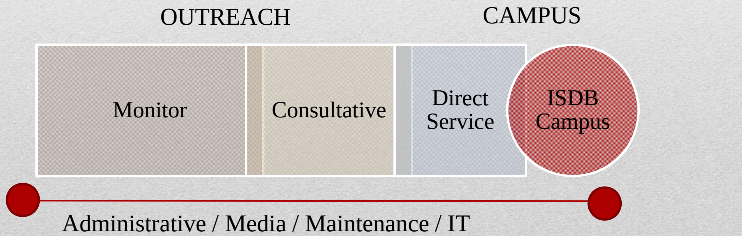
Sherri Ybarra
Supt. of
Public Instruction



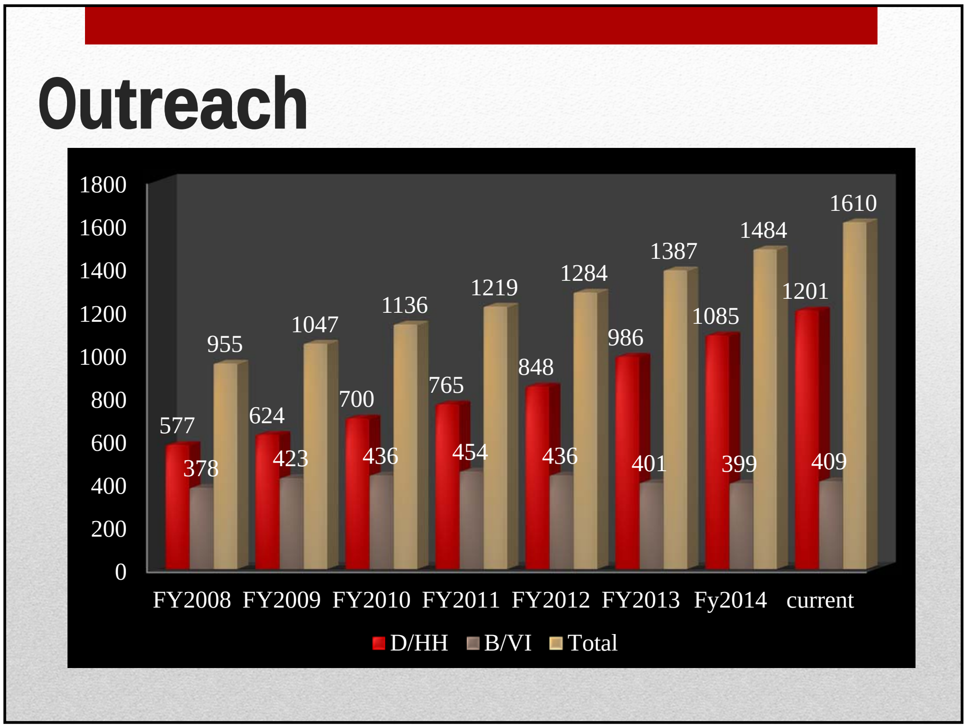
Organizational Chart

Continuum of Services

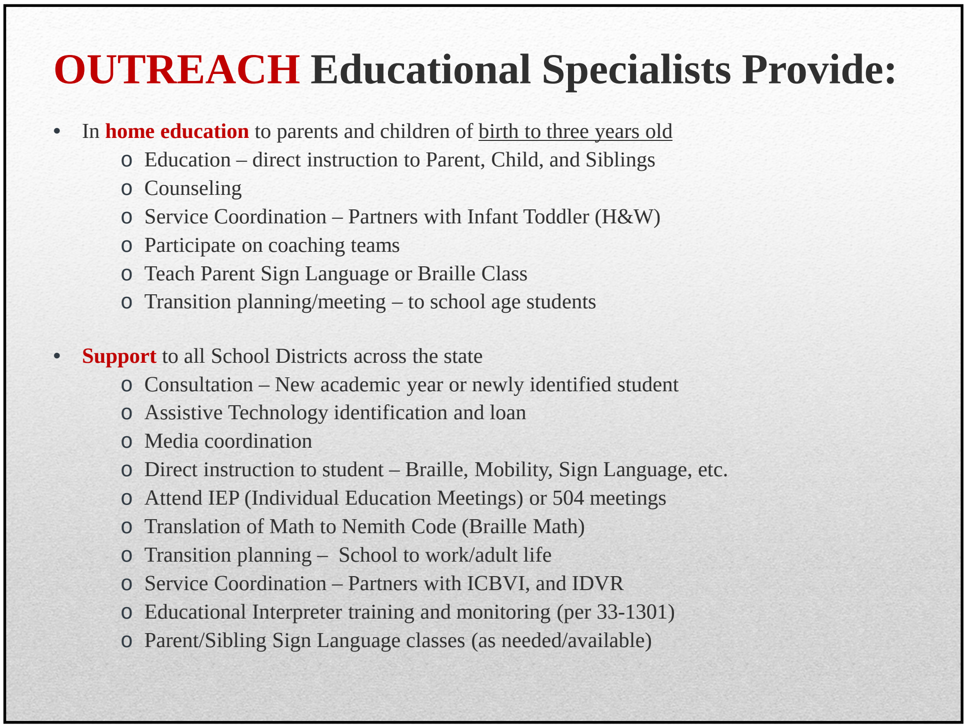
33-3403 -“The goal of the Idaho bureau of educational services for the deaf and the blind is to assist school districts and state agencies in providing accessibility, quality and equity to students in the state with sensory impairments through a **continuum** of service and placement options.”



Outreach



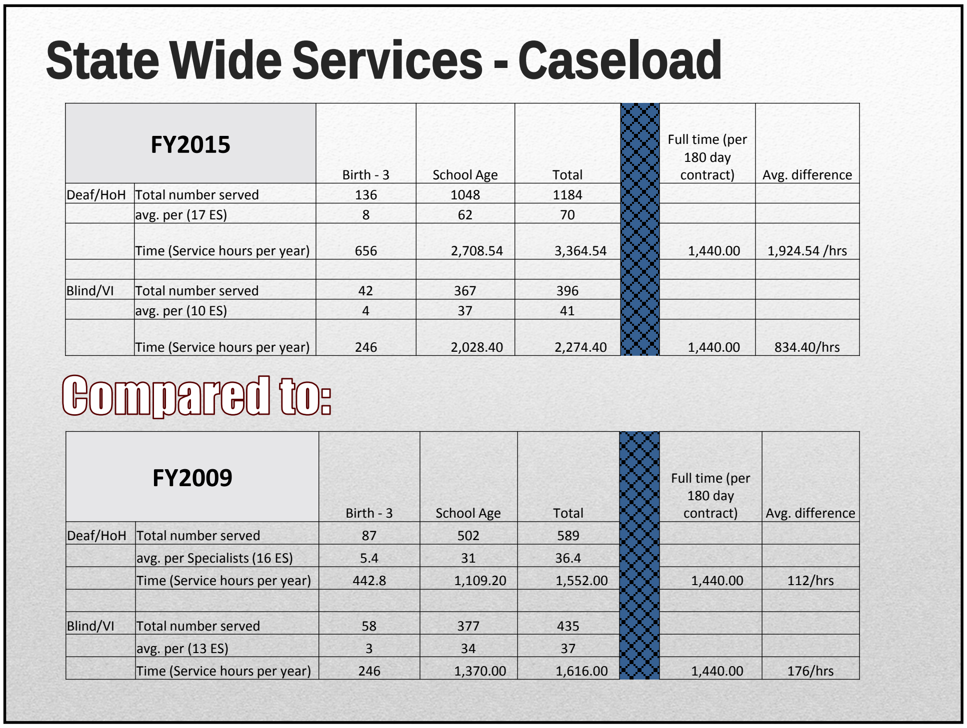
Outreach



OUTREACH Educational Specialists Provide:

- In **home education** to parents and children of birth to three years old
    - Education – direct instruction to Parent, Child, and Siblings
    - Counseling
    - Service Coordination – Partners with Infant Toddler (H&W)
    - Participate on coaching teams
    - Teach Parent Sign Language or Braille Class
    - Transition planning/meeting – to school age students

- **Support** to all School Districts across the state
    - Consultation – New academic year or newly identified student
    - Assistive Technology identification and loan
    - Media coordination
    - Direct instruction to student – Braille, Mobility, Sign Language, etc.
    - Attend IEP (Individual Education Meetings) or 504 meetings
    - Translation of Math to Nemith Code (Braille Math)
    - Transition planning – School to work/adult life
    - Service Coordination – Partners with ICBVI, and IDVR
    - Educational Interpreter training and monitoring (per 33-1301)
    - Parent/Sibling Sign Language classes (as needed/available)

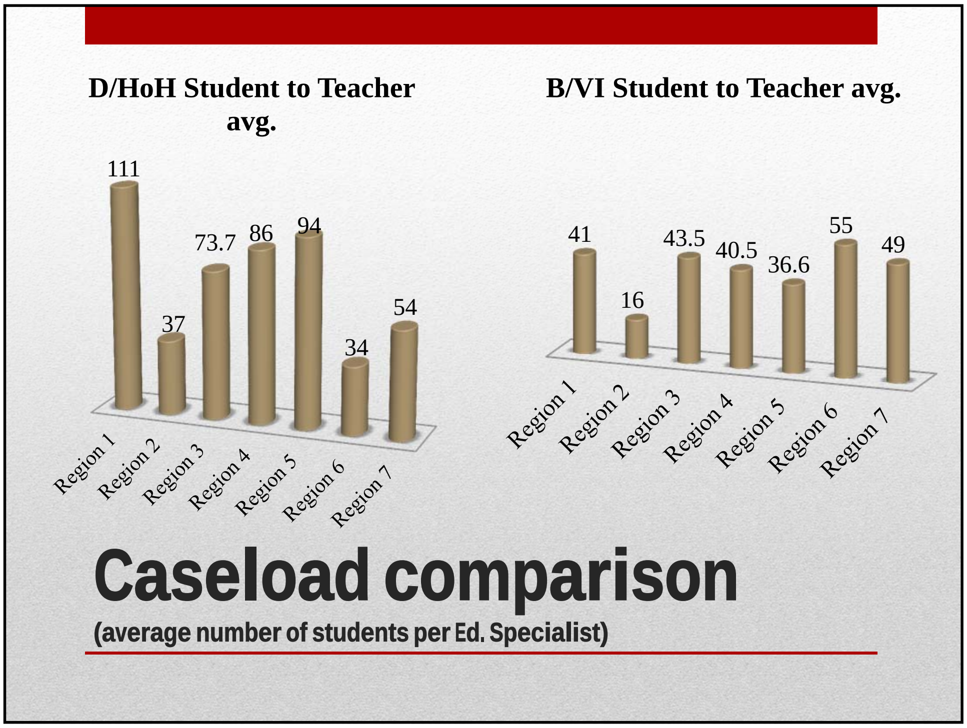


State Wide Services - Caseload

FY2015		Birth - 3	School Age	Total		Full time (per 180 day contract)	Avg. difference
Deaf/HoH	Total number served	136	1048	1184			
	avg. per (17 ES)	8	62	70			
	Time (Service hours per year)	656	2,708.54	3,364.54		1,440.00	1,924.54 /hrs
Blind/VI	Total number served	42	367	396			
	avg. per (10 ES)	4	37	41			
	Time (Service hours per year)	246	2,028.40	2,274.40		1,440.00	834.40/hrs

Compared to:

FY2009		Birth - 3	School Age	Total		Full time (per 180 day contract)	Avg. difference
Deaf/HoH	Total number served	87	502	589			
	avg. per Specialists (16 ES)	5.4	31	36.4			
	Time (Service hours per year)	442.8	1,109.20	1,552.00		1,440.00	112/hrs
Blind/VI	Total number served	58	377	435			
	avg. per (13 ES)	3	34	37			
	Time (Service hours per year)	246	1,370.00	1,616.00		1,440.00	176/hrs

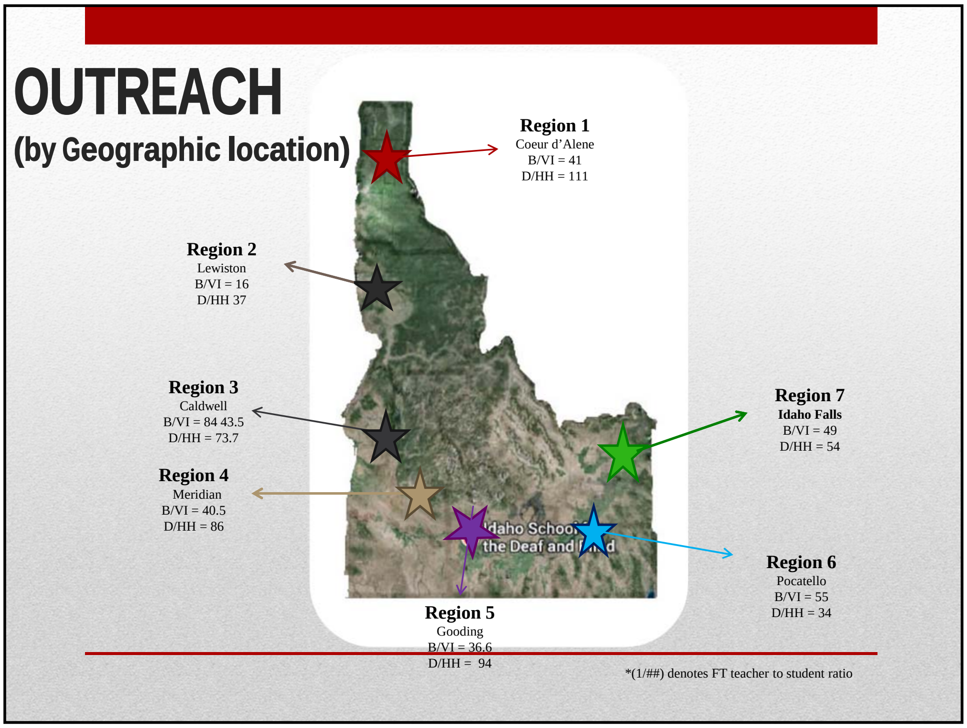


D/HoH Student to Teacher avg.

B/VI Student to Teacher avg.

Caseload comparison

(average number of students per Ed. Specialist)



OUTREACH

(by Geographic location)

Region 1
Coeur d'Alene
B/VI = 41
D/HH = 111

Region 2
Lewiston
B/VI = 16
D/HH 37

Region 3
Caldwell
B/VI = 84 43.5
D/HH = 73.7

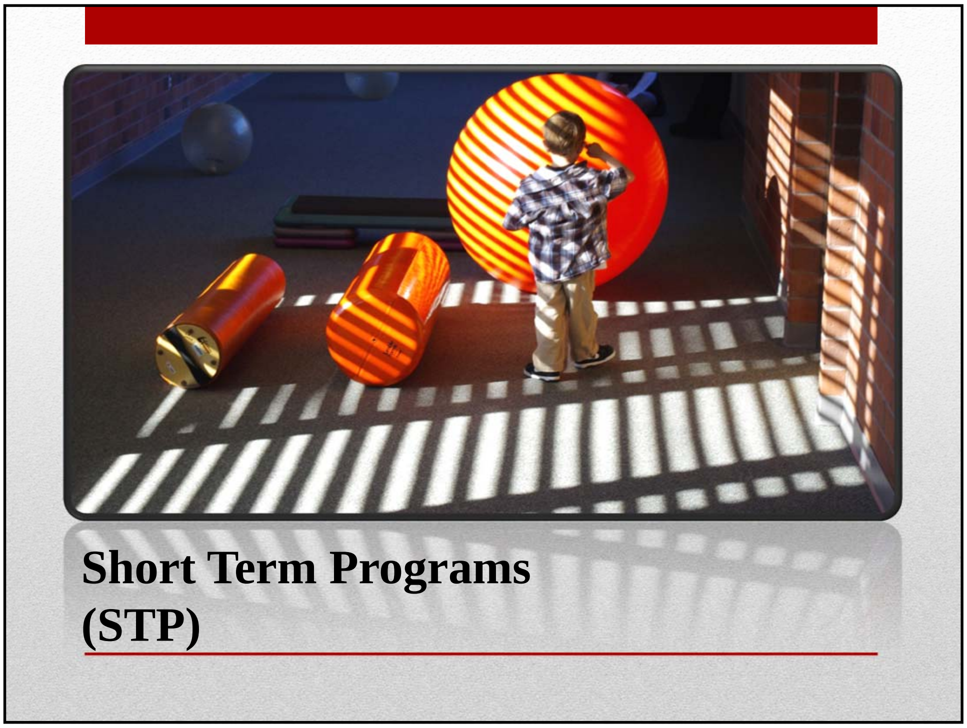
Region 4
Meridian
B/VI = 40.5
D/HH = 86

Region 5
Gooding
B/VI = 36.6
D/HH = 94

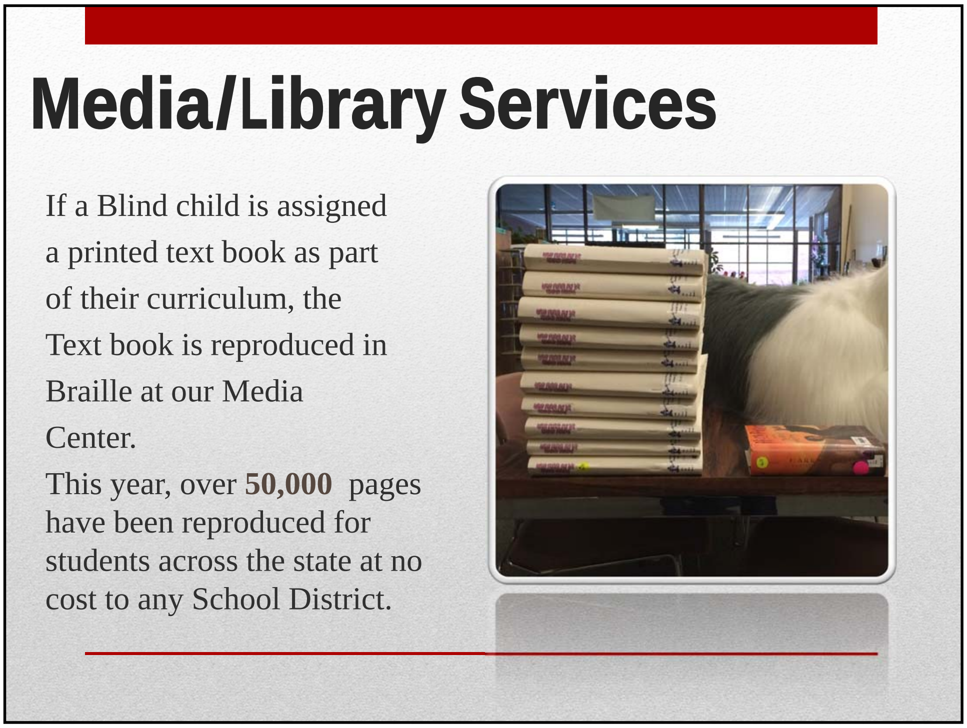
Region 6
Pocatello
B/VI = 55
D/HH = 34

Region 7
Idaho Falls
B/VI = 49
D/HH = 54

*(1/##) denotes FT teacher to student ratio



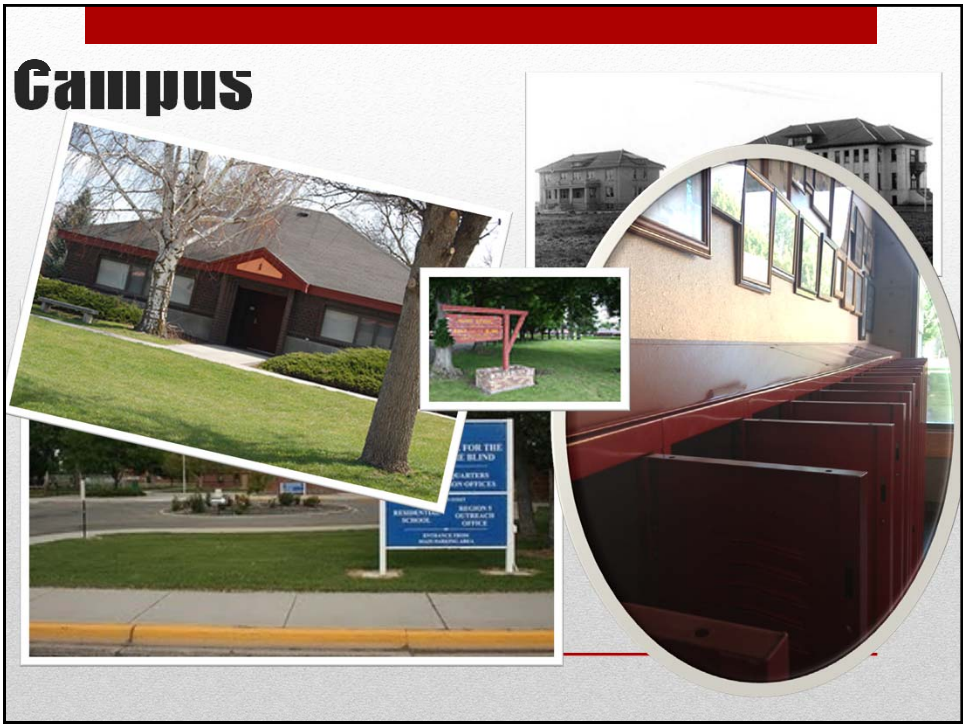
Short Term Programs (STP)



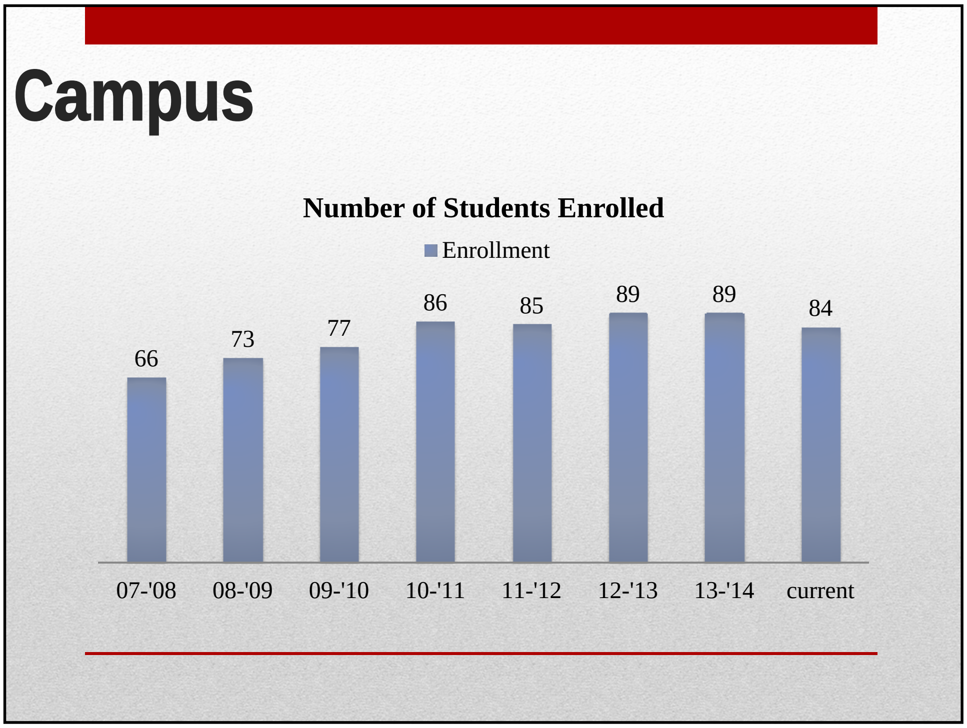
Media/Library Services

If a Blind child is assigned a printed text book as part of their curriculum, the Text book is reproduced in Braille at our Media Center.

This year, over **50,000** pages have been reproduced for students across the state at no cost to any School District.



Campus

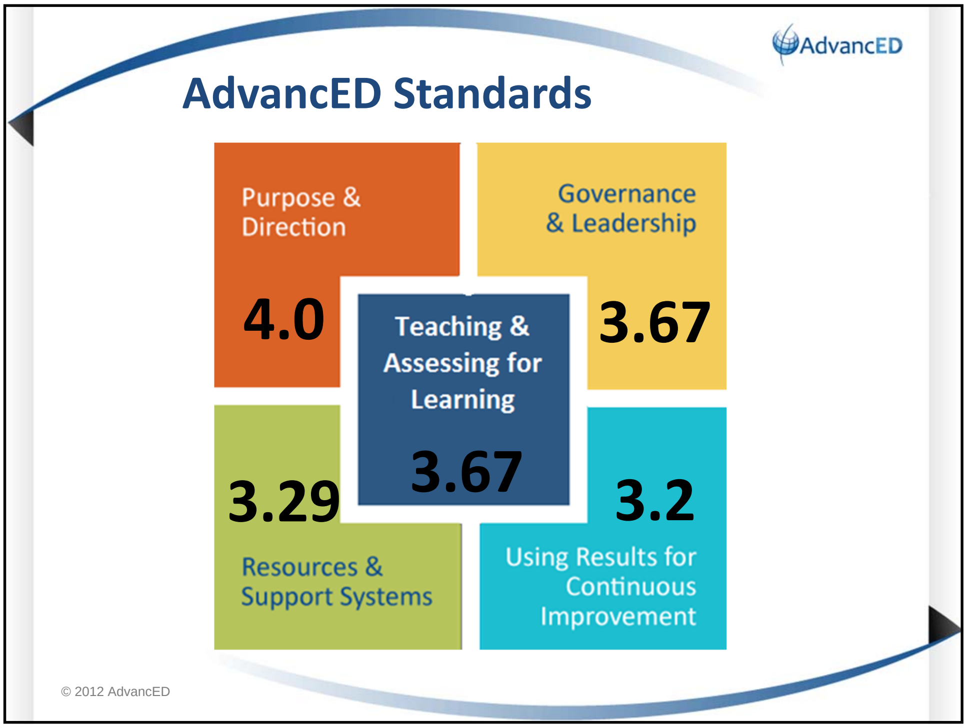


Campus

Number of Students Enrolled

Early Access = Early Learners

Collaboration is the Key to Success



AdvancED

AdvancED Standards

Purpose & Direction

4.0

Governance & Leadership

3.67

Teaching & Assessing for Learning

3.67

Resources & Support Systems

3.29

Using Results for Continuous Improvement

3.2

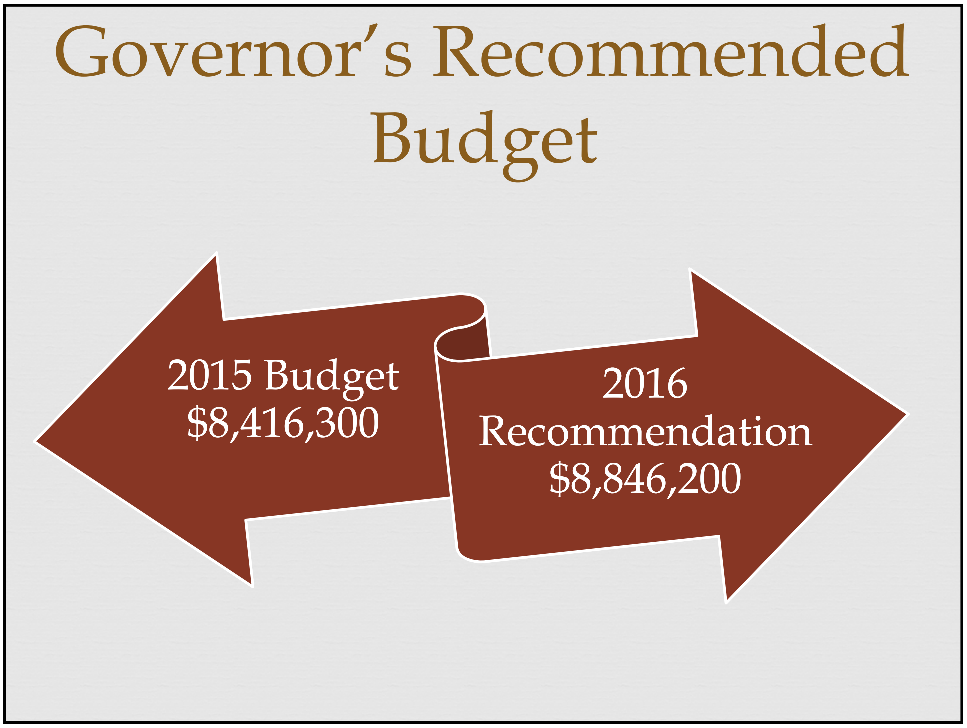
Education is about Experiences…

...and Conquering Challenges

Facility Development

Focus on Safety and Accessibility

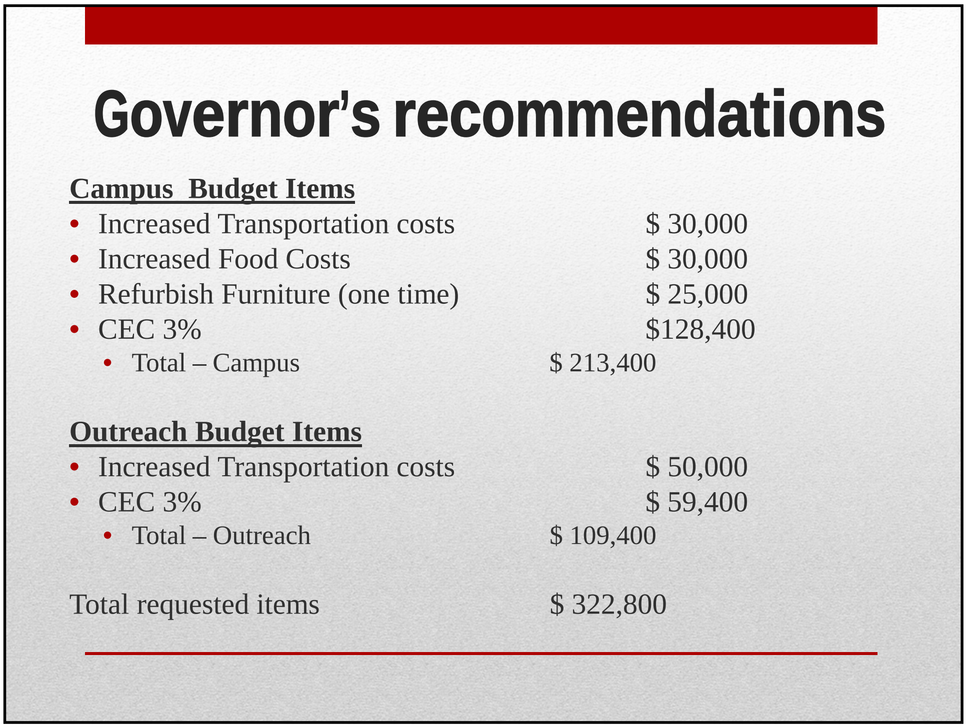
Future Requests



Governor's Recommended Budget

2015 Budget
$8,416,300

2016
Recommendation
$8,846,200



Governor's recommendations

Campus Budget Items		
• Increased Transportation costs		$ 30,000
• Increased Food Costs		$ 30,000
• Refurbish Furniture (one time)		$ 25,000
• CEC 3%		$128,400
• Total – Campus	$ 213,400	
Outreach Budget Items		
• Increased Transportation costs		$ 50,000
• CEC 3%		$ 59,400
• Total – Outreach	$ 109,400	
Total requested items	$ 322,800	

Strategic Planning

Current Strategic Plan

- **Goal 1 – UNDERSTAND NEEDS**
- **Goal 2 – DELIVER BEST EDUCATION SERVICES**
- **Goal 3 – EXPAND ACCESS**
- **Goal 4 – PROMOTE ENTITY SERVICES**
- **Goal 5 – GROW REVENUE**

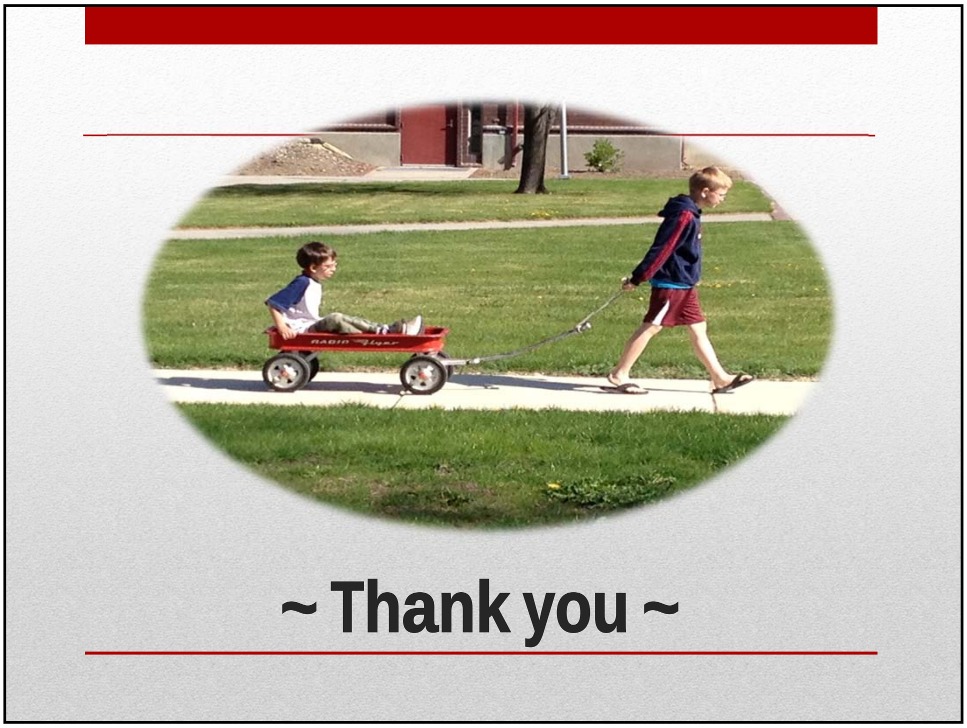
Foreseeable Barriers

- Lack of Qualified Teachers
- Recruitment
- Retention
- Funding vs. Demand

Partnerships

- State Department of Education
- Local School Districts
- Health and Welfare – Infant Toddler
- Vocational Rehabilitation
- Council for the Deaf/Hard of Hearing
- Commission for the Blind and Visually Impaired
- Department of Labor

We are all pulling together.



~ Thank you ~

SUBJECT

Board Policy, Section I.O. – Data Management Council – First Reading

REFERENCE

October 2013	Board approved second reading of the amendments to Board Policy I.O. incorporating language clarifying data protection requirements.
August 2013	Board approved first reading of amendments to Board Policy I.O.
October 2011	Board approved the second reading of Board Policy I.O. Data Management Council.
August 2011	Board approved the first reading of Board Policy I.O. Data Management Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.O.

BACKGROUND/DISCUSSION

The Data Management Council (Council) is tasked with making recommendations on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system. There are 12 seats on the Council. The Council consists of representatives from the Board office, public postsecondary institutions, a registrar, State Department of Education, school districts, Professional-Technical Education, and the Department of Labor.

Current Board policy states that the Chair of the Council is currently selected by the membership on a rotating basis. This change would provide increased oversight of the Council and continuity of the Councils work.

IMPACT

The proposed amendments would specify the Chair of the Council would be the Board office staff person rather than elected by the Council as a whole.

ATTACHMENTS

Attachment 1 – Proposed Policy Amendment – First Reading	Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Accountability Subcommittee of the Education Task Force recommended the change in recognition of the importance of the oversight of the SLDS and the importance of continuity in assessing and making recommendations to the Board regarding data management and security policies.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board Policy I.O. Data Management Council as presented in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. General Policies

SUBSECTION: O. Data Management Council ~~October~~ April ~~2013~~2015

The Idaho Data Management Council (hereinafter referred to as “Council”) is a council established to make recommendation on the oversight and development of Idaho’s Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system.

The purpose of the SLDS will be to allow longitudinal tracking of students from preschool through all levels of the public education system (elementary, middle and high schools, college and graduate school) and into the workforce. To reflect this scope, the SLDS will be referred to as a P-20W system. This system will collect data from a variety of disparate source systems, including the K-12 system developed by the State Department of Education, the systems in use at the various postsecondary institutions, the State Department of Labor, the National Student Clearinghouse, and others, and will transform that data into a single, coherent structure on which longitudinal reporting and analysis can be performed. The privacy of all student level data that is collected by the SLDS will be protected. A list of all data fields (but not the data within the field) collected by the SLDS will be publicly available. Only student identifiable data that is required by law will be shared with the federal government.

The construction, maintenance and administration of the P-20W SLDS shall be carried out by designated staff of the Office of the State Board of Education and State Department of Education. The role of the council is to provide direction and make recommendations to the Board on policies and procedures for the development and usage of the system, and to report back to the Board as needed on the progress made on any issues that require Board consideration.

1. Roles and Responsibilities
   In order to advise and make recommendation to the Board on the implementation of the SLDS, the council will report to the Board through the Planning, Policy and Governmental Affairs Committee. The scope of responsibilities of the Council will include the following:

   a. Data Standards and Quality
      i. Ensure that all data elements within the SLDS are clearly and unambiguously defined and used consistently throughout the system.
      ii. Ensure that the data within the SLDS is as complete and accurate as possible and complies with the agreed upon definitions.

   b. Access and Security
      i. Establish parameters for security and encryption of data uploads, data storage, user roles and access, privacy protection, and appropriate use of data.

   ii. Review and approve mechanisms (technical and procedural) for implementing the required security and access rights.
   iii. Establish guidelines for responding to requests for data access by various stakeholders, including school, district and college/university staff, education researchers, and the public.

c. Change Management and Prioritization
   i. Propose enhancements to the SLDS, review enhancements proposed by other groups, and set priorities for the development of those enhancements.
   ii. Review and approve or deny any proposed changes to existing functionality, data definitions, access and security policies, etc.

d. Training and Communication
   i. Establish guidelines for training of SLDS users, and review and approve specific training plans.
   ii. Ensure adequate communication concerning the SLDS.

In each of these areas, the Council shall develop policies and procedures for Board approval as appropriate.

2. Membership
The membership of the Council shall consist of:

a. One representative from the Office of the State Board of Education.

b. Three representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution.

c. One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented in subsection 3.c. above.

d. Two representatives from the State Department of Education.

e. Three representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district.

f. One representative from the Division of Professional-Technical Education.

g. One representative from the Department of Labor.

Original appointments shall be for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for two years, commencing on July 1st. All members of the Council shall have equal voting privileges.

The representative from the Office of the State Board of Education shall serve as the Chair.~~The Chair shall be selected by the membership on a rotating basis, such that no one constituency shall hold the chair in consecutive terms (i.e. no two representatives from a postsecondary institution or school district shall serve as chair in consecutive terms.~~

3. Nominating Process

The Council shall nominate candidates for membership for Board consideration. The list of candidates including letters of interest and biographical information must be forwarded to the Board for consideration not less than 60 days prior to expiration of the term of a committee member, or within 30 days after any vacancy.

a. Incumbent Reappointment

If the incumbent candidate is interested in reappointment and is eligible to continue serving based on the Council's current membership structure, the incumbent will provide in writing his or her interest for reappointment, which will be forwarded to the Board for consideration.

b. Open Appointment

i. Council members shall solicit nominations from all constituency groups.
ii. Each nominee must provide a written statement expressing his or her interest in becoming a member of the Council. Each nominee must also provide a description of his or her qualifications.
iii. The Council will review all nominations for the vacant position and will forward the qualified candidates with recommendations to the Board for consideration.

The Board may, after a review of nominee's pursuant to the process described herein, consider other candidates for Council membership identified by the Board or its staff.

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SUBJECT

Data Management Council Policies and Procedures

REFERENCE

August 2011	Board approved the Data Management Council Bylaws.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.O.
Section 33-133(3)(b), Idaho Code

BACKGROUND/DISCUSSION

The Data Management Council (Council) is tasked with making recommendations on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system. There are 12 seats on the Council. The Council consists of representatives from the Office of the State Board of Education (OSBE), public postsecondary institutions, a registrar, State Department of Education, school districts, Professional-Technical Education, and the Idaho Department of Labor.

The SLDS consists of three separate and distinct databases housed and managed by the State Department of Education, the Office of the State Board of Education, and the Idaho Department of Labor.

Section 33-133(3)(b) requires the state board of education to publish and make available policies and procedures to comply with the federal family education rights and privacy act (FERPA) and other relevant privacy laws. The current Council policies and procedures approved by the Board require all data requests to be submitted to the Council. The Council is proposing three (3) changes to the current policy, these include the release of aggregate data, as allowed by law, the sharing of original data with the custodian of the data, and the third change adds additional clarity to the cell size (number of data points) of data that must be masked even in the aggregate form.

IMPACT

There are three impacts from the proposed changes. The first change allows agencies the ability to release aggregate data over which they are responsible without DMC approval. If the data is not aggregate data or if the data spans different agencies, this change clarifies that in order to release that data, Council approval must be granted.

The second change is that student-level data may be shared with the original custodian of the data. This allows for audits and verification of data accuracy within the system. However, these data may only be shared without approval from the Council with the original custodian of the data.

The third change is clarification on cell size masking. SLDS data where the cell size is below 10 or within 9 from 100% shall be masked unless approval is granted from the Council.

ATTACHMENTS

Attachment 1 – Proposed policy	Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The current policy is not clear on when a data request must be fulfilled through the Council process or can be requested directly from the custodian agency that is singularly responsible for the data requested. The proposed changes clarify when the Council must grant approval for a release of data. The changes also clarify how those data must be reported upon release.

Staff recommends approval.

BOARD ACTION

I move to approve the Data Management Council policies and procedures as submitted in attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

IDAHO STATE BOARD OF EDUCATION
DATA MANAGEMENT COUNCIL
POLICIES AND PROCEDURES

Scope

The Idaho State Board of Education (Board) is constitutionally and statutorily charged with supervising public education in Idaho, K-20. The Board recognizes the need to measure how well our public schools are preparing children for higher education and how well higher education is preparing Idaho's future workforce. For this purpose, the Statewide Longitudinal Data System (SLDS) was created. The SLDS was created as a means to evaluate and improve the process by which a student progresses through Idaho's educational system. The SLDS allows the Board to detect strengths or weaknesses in Idaho's educational system by identifying trends in groups of students over time. These trends can then be used to analyze the public and higher education systems in order to improve efficiency, effectiveness, and accountability.

The SLDS will maintain a longitudinal record of students from preschool through all levels of the education system (elementary, middle and high schools, and higher education) and into the workforce. This system is a partnership of separate and unique source systems, including the K-12 system developed by the State Department of Education, the systems in use at the various postsecondary institutions, and the State Department of Labor wage record systems. The agreements between these separate groups allows for user-initiated matching of the data into a single, coherent structure on which longitudinal reporting and analysis can be performed. The privacy of all Personally Identifiable Information (PII) that is collected into the SLDS is protected in accordance with federal and state law.[1] Public reports generated from data within the SLDS do not identify individual students.

The Idaho Data Management Council (Council) is an oversight and controlling body of the SLDS, comprised of representatives approved by the Board from Idaho's public postsecondary institutions, the State Department of Education, the Department of Labor, Professional-Technical Education, Idaho public schools, and Board staff. The Council provides direction and makes recommendations to the Board on policies and procedures for the development and usage of the system, and reports back to the Board as needed on the progress made on issues that require Board consideration. The policies governing the Council and the SLDS are reviewed and approved by the Board of Education.

This policy defines the security of data contained in all parts of the SLDS. The definitions and policies described below are designed to protect the confidentiality of Personally Identifiable Information (PII) contained within Idaho's SLDS.

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[1] Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g(a)(4)(A) and the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014, Idaho Code Title 33, Section 133.

Definitions

Participating Agency – Participating agencies consist of the Idaho State Board of Education, the Idaho State Department of Education, Idaho Professional-Technical Education, Idaho public institutions of higher education, and the Idaho Department of Labor.

Education Records - Information directly related to a student, and recorded in any medium maintained by an educational agency or institution or a person acting for such agency or institution.

Personally Identifiable Information (PII) – Includes: a student's name; the name of a student's family; the student's address; a social security number; a student education unique identification number or biometric record; or other indirect identifiers such as a student's date of birth, place of birth or mother's maiden name; and other information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community who does not have personal knowledge of the relevant circumstances, to identify the student.[2]

Disclose or Disclosure is the access to, or to release, transfer, or otherwise communication of PII to any party, by any means.[3]

Data Breach is the unauthorized acquisition of PII.

Unauthorized Data Disclosure is the intentional or unintentional release of PII to an unauthorized person or untrusted environment.

Aggregate Data is data collected or reported at a group, cohort or institutional level and does not contain Personally Identifiable Information (PII).

Data Access Levels are the four data access levels as defined by the Data Management Council as shown below:

Level 1 - Restricted-Use Data – Student-level data that includes PII. Level 1 data requires specific procedures to protect confidentiality.

Level 2 - Restricted-Use Data – Student-level data where all PII has been removed. Merging Level 1 data with Level 2 data would result in a file that is defined as Level 1.

Level 3 - Restricted-Use Data – Aggregate data created from Level 2 data. Data at this level contains no PII. Data at this level can be manipulated to view the data relative to a variety of data elements in compliance with data restrictions.

Level 4 - Public-Use Data – Aggregate or summarized data created from Level 1, Level 2 or Level 3 data that contains no PII and is provided in a format that cannot

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[2] Idaho Code Title 33, Section 133

[3] Family Educational Rights and Privacy Act, 34 CFR Part 99

be manipulated to reveal restricted data elements. Level 4 data may be publically released.

Data Standards and Quality

1. The Council shall maintain a dictionary of student data fields collected for inclusion within the SLDS. The dictionary shall include definitions of the data fields and explanations of the purposes for collecting the data (Data Dictionary). The Data Dictionary shall be available to the public via the Board of Education website: www.boardofed.idaho.gov. The Data Dictionary shall be reviewed annually by the Council, as required by Idaho Code, Section 33-133(3) (a). The annual review will ensure that no data is collected into the SLDS other than as set forth in the Data Dictionary. The annual review will include a determination of whether new data elements should be included into the SLDS. Any proposed changes to the Data Dictionary are subject to prior approval by the Board. Any Board approved changes made to the Data Dictionary shall be submitted to the Idaho State Legislature and the Idaho Governor annually for review and approval in accordance with Idaho law.
2. The Data Management Council is responsible for the accuracy and quality of the data contained in the SLDS. The Data Management Council shall conduct an annual review of the data contained in the SLDS to ensure that data collected is in accordance with the definitions in the Data Dictionary.
3. The Council shall recommend to the Board minimum cell size for public reports to prevent identification of individuals. The Board will set the cell size restrictions as required by Idaho Code, 33-133(1)(b).

Access and Security

1. The SLDS data shall be housed on a secure server, as defined through a Memorandum of Understanding (MOU) between the Office of the State Board of Education (OSBE) and the State Department of Education (SDE). All hardware, software, and network infrastructure shall be secured by a firewall from unauthorized external access, require individual user accounts, and be password protected to control internal access.
2. Periodic tests shall be run to ensure that technical safeguards remain effective. Documentation of the dates of tests run shall be maintained at OSBE.
3. Access to the K-12 and postsecondary SLDS shall be limited to those employees of OSBE and SDE who require access to perform their assigned duties. An annual review of existing access shall be performed by the Council.
4. Access to the SLDS shall require the use of a password. Passwords shall be unique to the assigned employee and shall not be shared.

5. Data uploaded to and downloaded from the SLDS shall be done using secure methods to protect the data from a Data Breach or Unauthorized Data Disclosure.
6. Requests for SLDS data that do not require linking data across participating agencies and meet Level 4 Data Access Level specifications may be fulfilled by the agency that governs the requested data, pursuant to section 33-133, Idaho Code.
7. Requests for SLDS data ~~from the SLDS~~ that require linking data across participating agencies or fall within Levels 1, 2, or 3 Data Access Level specifications must be submitted to the Council using the "Data Request Form" and if required the "Acknowledgement of Confidentiality Requirements" publicly available on the OSBE website. Data requests for non-Level 4 data by non-participating state agencies require the completion of an MOU. Data requests for non-Level 4 data external to state agencies require completion of a Memorandum of Agreement (MOA) and "Acknowledgement of Confidentiality Requirements". Approving applicable SLDS data requests will be the responsibility of the Council or its designee. Approved requests will be processed in accordance with applicable state and federal law.

~~6.~~8. Requests for SLDS student-level data by the original custodian of those data may be fulfilled by the participating agency collecting the requested data.

~~7.~~9. The Council will determine that human subjects research requirements are met and approved by an Institutional Review Board (IRB) and any certificates of approval are submitted to OSBE before approval of the research request.

~~8.~~10. The Council will verify that the annual IRB review is completed.

~~9.~~11. The Council is charged with evaluating requests for SLDS data, determining whether access to data is allowed under federal and state law, and ensuring that when access to data is allowed, data is provided at the Data Access Level that is most protective of privacy while still meeting the stated purpose for the request. The Council shall not approve a Data Access Level that provides greater detail than what is necessary to fulfill the data request.

~~10.~~12. In compliance with FERPA guidelines, the Council shall maintain a record detailing all requests for data from the SLDS and including:[4]

    a. The date of the request and the date of the response
    b. A description of the data requested
    c. The data provided in response to the request, if any
    d. If PII was included in the data provided, the statutory authorization for providing it shall be recorded and a copy of the executed agreement governing the security, use and destruction of the PII shall be maintained in the Board offices.

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[4] 20 U.S.C. 1232g(b)(4); 20 U.S.C. 1232g(j)(4)

~~11.~~13. Any request by a student or their parent for individual student records shall be redirected to the original custodian of the data.

~~12.~~14. Any release of data approved by the Council will include in the MOA or MOU details on limitations of use of the data, including length of time the data can be used, and procedures for destroying the data when use is complete.

~~13.~~15. Publicly released reports shall contain only aggregate data and not contain PII.

~~14.~~16. PII will not be disclosed unless in compliance with the limited circumstances allowed by state and federal law.[5]

~~15.~~17. If the disclosure of PII is allowed under federal or state law under an exception requiring a written agreement to document the use, security and destruction of the data; data shall not be disclosed prior to the execution of the agreement.

18. PII shall not be stored on unencrypted portable devices or laptops.

~~16.~~19. If any aggregated data cell size is below 10 or within 9 of 100%, at least two data cell values shall be masked or summarized to avoid small cell sizes being released or calculated. Exceptions can be approved by the Data Management Council.

Change Management and Prioritization

1. The Council shall review proposed enhancements to the SLDS and shall set priorities for the development of those enhancements.
2. The Council shall recommend any proposed enhancements to the SLDS to the Board, including changes to the governing policies and procedures which may affect access and security policies.
3. The Council shall review and approve or deny any proposed changes to existing functionality or data definitions of the SLDS.

Training and Communication

1. The Council shall oversee the training of SLDS users to ensure consistency in procedures and adherence to access and security policies.
2. The Council shall review and approve specific training plans established by OSBE, SDE, and the Idaho Department of Labor, for properly securing SLDS data.
3. Training shall include building an understanding of federal and state privacy laws which protect the rights of students and compliance with IRB requirements.
4. The Council shall establish a webpage on the Board's website to provide the public with information pertinent to the SLDS.

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[5] Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g(a)(4)(A) and the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014, Idaho Code Title 33, Section 133

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SUBJECT

Board Bylaws – Second Reading

REFERENCE

October 2014	Board approved a first reading of the Board Bylaws, incorporating language outlining the purpose of the Athletic Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures – Bylaws

BACKGROUND/DISCUSSION

The Athletic Committee has been an ad hoc subcommittee of the Business Affairs and Human Resources (BAHR) Committee for a number of years. Absent any specific charge, the work of the committee largely depended upon the chair of the committee in any given year. This has created uncertainties among Board staff and institutions and a lack of continuity in the Committee process. At the Regular October 2014 Board meeting the Board approved a first reading of a policy amendment incorporating the Athletic Committing as a working committee of BAHR. The proposed amendments clearly outline the Athletics Committee responsibility regarding athletic department staff contracts and operating budgets, as well as a number of related reports.

There was some discussion at the Board meeting regarding the Athletics Committee becoming a standing committee of the Board that reported directly to the Board rather than the current process of reporting to the Board through BAHR. At that time the discussion centered on the need for close interaction and collaboration of the Athletics Committee with BAHR due to the number of Coach and Athletic Director contracts and various budget related reports the committee reviews that also all fall under BAHR's area of responsibility. No additional changes were proposed at that time.

IMPACT

Codifying the Athletic Committee with specific scope and responsibilities will bring clarity to the review and approval process of athletics agenda items for Board members, staff and institutions.

ATTACHMENTS

Attachment 1 – Board Policy – Bylaws, subsection F.5. Athletic Committee – Second Reading	Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Athletic Committee, as currently constituted, lacks a defined purpose and role. The absence of clear expectations and continuity from year-to-year makes it very difficult for staff to help manage the committee process and perform appropriate due diligence. There were no changes made between the first and second reading.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board policy – Bylaws, adding a new subsection codifying the Boards athletic committee as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

F. Committees of the Board

5. Athletics Committee

a. Purpose

The Athletics Committee is a standing advisory committee of the Board that reports through the Business Affairs and Human Resources Committee. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning intercollegiate athletics.

b. Composition

The Athletics 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 is staffed by the Board’s Chief Fiscal Officer. The Athletics Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be composed of the institutions’ Athletics Directors.

c. Responsibilities and Procedures

The Athletics Committee is responsible for making recommendations to the Board in areas including but not limited to:

- i. athletics director and coach contracts;
- ii. Athletics Department operating budgets;
- iii. Athletics Department reports on revenue, expenditures and student-athlete participation;
- iv. Athletics Department employee compensation reports;
- v. institutional National Collegiate Athletics Association (NCAA) Academic Progress Rate (APR) reports;
- vi. institutional Title IX gender equity reports;
- vii. athletics division or conference changes; and
- viii. institutional athletics sponsorship and media rights agreements;

The Athletics Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the Athletics Committee work for the Business Affairs and Human Resources Committee agenda that is under consideration at each meeting of the Board.

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LEWIS-CLARK STATE COLLEGE

SUBJECT

Review of faculty rank and promotion policy and tenure policy

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II. Human Resources Policies and Procedures. Subsection: G. Policies Regarding Faculty.

BACKGROUND/DISCUSSION

Board Policy II.G.d.iii. requires each institution to establish criteria for initial appointment to faculty rank and for promotion within the ranks. Such criteria are required to be submitted to the Board for approval and upon approval be published and made available to the faculty.

The policies on a) faculty rank and promotion and b) tenure were edited to clarify definitions, criteria, and eligibility. In addition, the rank of academic instructor is proposed to be tenure-eligible.

IMPACT

The changes will bring consistency and clarity to how the institution defines the eligibility and criteria necessary for both promotion and tenure.

ATTACHMENTS

Attachment 1 – Policy 2.106: Faculty Rank and Promotion	Page 3
Attachment 2 – Policy 2.111: Tenure	Page 18

STAFF COMMENTS AND RECOMMENDATIONS

Lewis-Clark State College (LCSC) has indicated these polices were last provided to the Board for consider in 2008, however, no Board action was taken at that time. The policy includes the four (4) faculty ranks in Board policy as well as a fifth rank, Lecturer. The policy amendments are in conformance with Board Policy II.G.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Lewis-Clark State College to approve their Faculty Rank and Promotion Policy 2.106 and Tenure Policy 2.111 as submitted in attachment 1 and 2.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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Lewis-Clark State College | Policy # 2.106 | Page 1 of 15
Policy and Procedures Manual | Date: 2/80 | Rev. 7/2014

SECTION: Academic

SUBJECT: FACULTY RANK AND PROMOTION

Background: SBOE Policy II.G.1.c. Faculty Rank and Promotion.

Point of Contact: Office of the Provost/Vice President for Academic Affairs

Other LCSC offices directly involved with implementation of this policy, or significantly affected by the policy: Dean, Academic Programs; Dean, Professional-Technical Programs; Faculty Senate

Date of approval by LCSC authority: 3/2009

Date of State Board Approval: Interim Policy

Date of Most Recent Review: July, 2008; ~~–~~July, 2014

Summary of Major Changes incorporated in this revision to the policy: Clarification ~~of timeline for promotion, the addition of eligibility of 0.5 FTE faculty and the inclusion of the library policy. Policies 2.108 and 2.109 have been incorporated into this policy.~~ of definitions, criteria, and promotion requirements for academic faculty.

1. Definitions

   A. Division

   For the purposes of this policy, the term “division” refers to Academic Program areas (Business, Education, Humanities, Natural Sciences and Mathematics, Nursing and Health Sciences, Social Sciences, ~~Library~~), ~~and~~ Professional-Technical areas (Business Technology and Service, Technical and Industrial), and the Library.~~.~~

   B. Division Chair

   For the purposes of this policy, the term “chair” refers to the administrative head of all divisions, including the Library Director.

   C. Dean

   For the purposes of this policy, the term “dean” refers to the Dean of Academic Programs or the Dean of Professional-Technical Programs.

   D. Board

   Idaho State Board of Education (SBOE)

   E. Competence

   A faculty member who demonstrates competence completes tasks and assignments on time, in a quality manner. Originality and creativity are valued but not expected on a regular basis. A competent faculty member accepts and reflects on constructive feedback. The focus of activities is at the program and division level.

F. Proficiency

A faculty member who demonstrates proficiency completes tasks and assignments on time, in a high quality manner, and meets all minimum requirements. A faculty member who demonstrates proficient performance has advanced in terms of degree of contribution to one's program, the Division, LCSC, one's profession and community. The focus of activities is at the program, division, and college level. Leadership and mentoring of peers are expected of an individual whose performance is defined as proficient. Originality and creativity are valued. The proficient faculty member is a reflective practitioner who continually assesses and evaluates the effects of his/her teaching, advising, scholarly activity choices and service activities. The proficient faculty member actively seeks out opportunities to grow professionally.

2. Philosophy

The quality of the College is determined to a large extent by the quality of the faculty. In our concern for the College's quality, the administration and faculty base the criteria for faculty promotion upon continued growth in professional skills and performance. The College encourages and assists each faculty member to improve professionally. Promotion is one means of encouraging professional improvement, of reflecting the continuing value of the faculty member to the college, and of rewarding meritorious service. Faculty who are awarded promotion shall be afforded all rights, rewards, privileges and responsibilities pertaining to said promotion.

3. Definition of Rank

A. ~~A.~~ Lecturer: A lecturer is a faculty member who is qualified to teach college level courses, but is not eligible for promotion or tenure. This position is reserved for faculty members hired to teach lower division level and/or developmental courses for which they have appropriate preparation. Advising, scholarship, and service to the institution are not expectations of a lecturer**.**

B. Instructor: An instructor is a faculty member who is qualified to teach college level courses and who ~~,~~ may be eligible for promotion **(**Professional-Technical Programs) or tenure (Academic Programs). For academic positions, a Master's degree in content area is normally required. Service to the institution is an expectation for instructors.

C. Assistant Professor: An Assistant Professor is an individual who normally possesses the terminal degree or the equivalent in the field and appropriate professional expertise as determined by the division.

D. Associate Professor: An Associate Professor is an individual who in all but exceptional circumstances possesses a terminal degree or its equivalent in the field and appropriate professional expertise as determined by the division.

E. Professor: A Professor is an individual who in all but very exceptional circumstances possesses a terminal degree or the equivalent in the field and who has demonstrated meritorious performance in the field as defined by the individual's division. The rank of Professor shall be awarded only to those who are proven masters of the field, are outstanding in that field, and whose general attributes are recognized by their fellows with such determination to be made by the administration and the faculty.

4. Timeline for Promotion

Unless otherwise established in the candidate's initial letter of appointment, the usual time in rank required for promotion for faculty hired after August 22, 2008, is as follows:

A. Instructor to Assistant Professor—After two (2) full years of service as Instructor, a faculty member within Professional-Technical Programs may apply and be evaluated for promotion to Assistant Professor. Instructors within Academic Programs are not eligible for promotion.

B. Assistant to Associate Professor—After four (4) full years of service as Assistant Professor, a faculty member may apply and be evaluated for promotion to Associate Professor.

C. Associate to Full Professor—After five (5) full years of service as Associate Professor, a faculty member may apply and be evaluated for promotion to Professor.

5 Criteria for Promotion for all Faculty

A. Criteria for promotion are consonant with the role and mission of Lewis-Clark State College. Accordingly, a teaching faculty member advancing through the ranks is expected to meet escalating standards of performance and assume additional responsibilities in teaching, advising and mentoring,~~ and advising,~~ scholarly/creative~~/creative~~ ~~-~~activity and professional development, and service. The Library faculty are expected to meet escalating standards of professional knowledge and skills, scholarly/creative activity and professional development, and service.

B. Each division shall maintain a written policy that identifies appropriate standards for promotion from Instructor to Assistant Professor (does not apply to divisions within Academic Programs~~-~~), Assistant Professor to Associate Professor, and Associate Professor to Professor. Division criteria for promotion must be developed by division faculty and be approved by division faculty, the division chair, the respective dean, and the provost. Changes to the criteria will follow the same approval process. Each list of criteria must include the date the faculty approved the division criteria. Copies of the criteria will be maintained in the offices of the provost, dean, and division chair. The division chair will distribute copies to all division faculty.

C. For faculty whose duties are primarily instructional, teaching and activities that develop and improve teaching will be weighed most heavily in any evaluation. For librarians, activities that increase access to knowledge will weigh most heavily. However, it is recognized that the faculty of Lewis-Clark State College perform varied tasks, and that the relative value placed on teaching, ~~and~~ advising and mentoring, professional knowledge and skills, scholarly/creative activity and professional development, and service differ among faculty. Because of this, division chairs are

SECTION: Academic

SUBJECT: FACULTY RANK AND PROMOTION

to negotiate with the faculty member the relative importance of each criterion to the evaluation of an individual faculty member's performance. Each criterion will be weighed relative to its value to the division and its appropriateness to the college's role and mission. This weighing shall be used in a consistent fashion by all reviewers.

D. Faculty with a 0.5 FTE or greater appointment may be eligible to apply for promotion.

6. Terminal Degrees

For the purposes of promotion, terminal degrees are defined as follows:

A. Academic Terminal Degrees

(1) Business

(a) PhD, DBA, JD or appropriate and related earned doctorate, or

(b) CPA, CMA, current license plus appropriate Masters Degree, or

(c) Appropriate Masters and a minimum of 5 years of executive level decision making authority in the respective content area in a local or regionally recognized organization or

(d) Appropriate Masters plus 10 years of exemplary teaching in the content area.

(2) Education..EdD, PED, PhD

(3) Humanities

(a) ~~Journalism~~ Art……………………….Master's of Fine Arts (MFA), ~~or~~ PhD, or equivalent
Creative Writing
Music
Theater

(b) Foreign and Heritage Languages~~Languages~~ ………………………………. MA

(c) All other areas..PhD

(4) Library ……………………………….. Master's of Library Science (MLS) or PhD

(5) Natural Sciences & Mathematics ....PhD

(6) Nursing and Health Sciences

(a) Nursing ....Masters in Nursing for Assistant Professor and Associate Professor
PhD, EdD, Doctorate in Nursing or related fields for Professor

(b) Radiography..........Bachelor's Degree for Assistant Professor
Masters Degree for Associate Professor and Professor

(7) Social Sciences............PhD for Associate Professor and Professor
MSW for Social Work Assistant Professor
MA or MS for Justice Studies Assistant Professor
ABD for Social Sciences Assistant Professor

B. Professional-Technical Terminal Degrees

(1) Business Technology and Service

(a) Graphic Arts/Printing Technology.......................Bachelor's Degree

(b) Business Management ....Master's Degree
Early Childhood Development
Hotel/Restaurant Management
Office Technology
Paralegal
Web Development

(2) Technical and Industrial ....Bachelor's Degree

7. Promotion Requirements

LCSC recognizes faculty within Academic Programs, Professional-Technical Programs, and the Library. Each unit differs in the requirements for promotion which are presented separately herein.

A. Academic Faculty

(1) Promotion from Assistant Professor to Associate Professor for Academic Faculty

(a) Reviewers will evaluate and make recommendations for promotion from Assistant Professor to Associate Professor on the basis of the following:

(i) ~~Candidate Statement.~~ Candidate Statement. The candidate shall provide a personal statement describing the candidate's role within the division that includes substantive statements on 1) teaching 2) advising and mentoring 3) scholarly/creative activity and professional development and 4) service. The statement shall include examples of division-specific evidence the candidate has accumulated to demonstrate proficiency in each of the four areas. Appropriate representative documentation in support of the personal statement may be included by the candidate. Such documentation must be made available if requested by any reviewer.~~The candidate for Associate Professor shall provide a personal statement describing the candidate's role within the division that includes substantive statements on teaching and advising, scholarly/creative activity and professional~~

~~development, and service. The statement also shall include a description of how the candidate meets division specific criteria for promotion. Substantive supporting documentation shall be included as appendices or made available at the request of any reviewer.~~

(ii) Teaching. The candidate for Associate Professor shall demonstrate proficiency in teaching appropriate to the discipline and rank as established by the candidate's division.

(iii) Advising and mentoring.~~and advising.~~ The candidate for Associate Professor shall demonstrate proficiency in ~~teaching and advising~~advising and mentoring appropriate to the discipline and the rank as established by the candidate's division.

(iv~~ii~~) Scholarly/creative activity and professional development.~~/Creative Activity and Professional Development.~~ The candidate for Associate Professor shall demonstrate proficiency in ~~scholarly/creative activity and professional development~~scholarly/creative activity and professional development as appropriate to the discipline and rank as established by the candidate's division.

(v~~iv~~) Service. The candidate for Associate Professor shall demonstrate a proficient record of active contributions and ~~a record of active contributions and~~ continuing growth in service activities appropriate to the discipline and rank as established by the candidate's division.

(2) Promotion from Associate Professor to Professor for Academic Faculty

(a) Reviewers will evaluate and make recommendations for Promotion from Associate Professor to Professor on the basis of the following:

(i) ~~Candidate Statement. Th~~Candidate Statement. The candidate shall provide a personal statement describing the candidate's role within the division that includes substantive statements on 1) teaching 2) advising and mentoring 3) scholarly/creative activity and professional development and 4) service. The statement shall include examples of division-specific evidence the candidate has accumulated to demonstrate excellence in each of the four areas. Appropriate representative documentation in support of the personal statement may be included by the candidate. Such documentation must be made available if requested by any reviewer.~~e candidate for Professor shall provide a personal statement as described in section 7.A.(1)(a)(i).~~

(ii) Teaching. The candidate for Professor shall demonstrate excellence in teaching appropriate to the rank and to the discipline as established by the candidate's division.

(iii) ~~and A~~advising and mentoring. The candidate for Professor shall demonstrate excellence in~~teaching and~~ advising and mentoring appropriate to the rank and to the discipline as established by the candidate’s division.

(iv~~ii~~) Scholarly/Creative Activity and Professional Development. The candidate for Professor shall demonstrate excellence in scholarly/creative activity and professional development appropriate to the rank and to the discipline, as established by the candidate’s division.

(v~~iv~~) Service. The candidate for the rank of Professor shall demonstrate an excellent record of service as appropriate to the rank and to the discipline, as determined by the candidate’s division.

B. Professional-Technical Faculty

Within Professional-Technical Programs, faculty have the option of pursuing one of two paths for promotion: 1) the Academic Degree Path or 2) the Business/Industry Path. Both paths lead to the rank of Professor. Regardless of the path chosen, all candidates must have current professional technical certification from the State of Idaho.

(1) Promotion from Instructor to Assistant Professor for Professional-Technical Faculty.

(a) Reviewers will evaluate and make recommendations for promotion from Assistant Professor to Associate Professor on the basis of the following:

(i) Candidate Statement. The candidate shall provide a personal statement describing the candidate’s role within the division and that includes appropriate statements on teaching and advising, scholarly/creative activity and professional development, and service. The statement also shall include a description of how the candidate meets division criteria for promotion. Appropriate supporting documentation shall be included as appendices or made available at the request of any reviewer.

(ii) Teaching and advising. The candidate for Assistant Professor shall demonstrate competency in teaching and advising appropriate to the discipline and the rank as established by the candidate’s division.

(iii) Scholarly/Creative Activity and Professional Development. The candidate for Assistant Professor shall demonstrate competence in the basic tools of scholarly/creative activity common to the discipline and the rank and demonstrate sufficient professional development, as established by the candidate’s division.

(iv) Service. The candidate should demonstrate effective service, according to the candidate’s division guidelines.

(2) Promotion from Assistant Professor to Associate Professor for Professional-Technical Faculty

(a) Candidates who choose the Academic Degree Path for promotion to Associate Professor will have acquired a bachelor's degree in an appropriate field. Candidates who choose the business/industry path must meet the criteria for this path as established by the division.

(b) Reviewers will evaluate and make recommendations for promotion from Assistant Professor to Associate Professor on the basis of the following:

(i) Candidate Statement. The candidate for Associate Professor shall provide a personal statement as described in section 7.B.(1)(a)(i).

(ii) Teaching and advising. The candidate for Associate Professor shall demonstrate proficiency in teaching and advising appropriate to the discipline, rank, and promotion path as established by the candidate's division.

(iii) Scholarly/Creative Activity and Professional Development. The candidate for Associate Professor shall demonstrate proficiency in scholarly/creative activity and professional development as appropriate to the discipline, rank, and promotion path as determined by the candidate's division.

(iv) Service. The candidate for Associate Professor should demonstrate a record of active contribution and continuing growth appropriate to the discipline, rank, and promotion policy as determined by the candidate's division.

(3) Promotion from Associate Professor to Full Professor for Professional-Technical Faculty

(a) Candidates who choose the Academic Degree Path for promotion to Professor will have acquired the terminal degree in an appropriate field. Candidates who choose the business/industry path must meet the criteria for this path as established by the division.

(b) Reviewers will evaluate and make recommendations for promotion from Associate Professor to Professor on the basis of the following:

(i) Candidate Statement. The candidate for Professor shall provide a personal statement as described in section 7.B.(1)(a)(i).

(ii) Teaching and advising. The candidate for Professor shall demonstrate excellence in teaching and advising appropriate to the discipline, rank, and promotion path as established by the candidate's division.

(iii) Scholarly/Creative Activity and Professional Development. The candidate for Professor shall demonstrate excellence in scholarly/creative activity and professional development as appropriate to the discipline, rank, and promotion path as determined by the candidate's division.

(iv) Service. The candidate for Professor should demonstrate a record of excellence in service appropriate to the rank, discipline, and promotion policy as determined by the candidate’s division.

C. Library Faculty

(1) Promotion from Assistant Professor to Associate Professor for Library Faculty

(a) Reviewers will evaluate and make recommendations for promotion to Associate Professor on the basis of the following:

(i) Candidate Statement. The candidate shall provide a personal statement describing the candidate’s role within the library that includes appropriate statements on professional knowledge and skills, scholarly/creative activity and professional development, and service. The statement also shall include a description of how the candidate meets library criteria for promotion. Appropriate supporting documentation shall be included as appendices or made available at the request of any reviewer.

(ii) Professional Knowledge and Skills. The candidate for Associate Professor shall demonstrate competency in professional knowledge and skills appropriate to the rank as established by the library.

(iii) Scholarly/Creative Activity and Professional Development. The candidate for Associate Professor shall demonstrate competence in the scholarly/creative activity and professional development as established by the library.

(iv) Service. The candidate shall demonstrate effective service, according to the library guidelines.

(2) Promotion from Associate Professor to Professor for Library Faculty

(a) Reviewers will evaluate and make recommendations for Promotion from Associate Professor to Professor on the basis of the following:

(i) Candidate Statement. The candidate for Professor shall provide a personal statement as described in section 7.C.(1)(a)(i).

(ii) Professional Knowledge and Skills. The candidate for Associate Professor shall demonstrate excellent competency in professional knowledge and skills appropriate to the rank as established by the library.

(iii) Scholarly/Creative Activity and Professional Development. The candidate for Professor shall demonstrate excellence in the scholarly/creative activity and professional development appropriate to the rank as established by the library.

(iv) Service. The candidate for the rank of Professor shall demonstrate an excellent record of service as appropriate to the rank, according to the library guidelines.

8. Promotion Portfolio

   A. The promotion portfolio will be prepared by the applicant and must include, at a minimum, the following contents:

      (1) Division Criteria for promotion

      (2) Candidate Statement [See 7.A.(1)(a)(i), 7.B.(1)(a)(i). or 7.C.(1)(a)(i).].

      (3) Curriculum Vitae.

      (4) Job descriptions and annual chair and peer evaluations over the last four (4) years.

      (5) For teaching faculty, student course evaluations over the last four (4) years.

      (6) Other materials as determined by the division guidelines.

      (7) Reviewers may request additional materials. If additional materials are requested by the Individual Promotion Committee (IPC), Standing Tenure and Promotion Review Committee (STPRC), Standing Promotion Review Committee (SPRC), division chair, dean, provost, or president, the request and its justification must be in writing and copied to the applicant. The requested information will be added to the portfolio as it is forwarded to the next level of review. If the request includes materials that are in the applicant's personnel file and the applicant chooses to honor the request, he/she must sign a waiver available in the Human Resources 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 a situation if he/she believes his/her record has been or may be misinterpreted. Any such letter will be added to the portfolio and forwarded with the rest of the portfolio.

9. Promotion Process

   A. The Promotion Portfolio

      (1) Applicants eligible for promotion shall prepare a promotion portfolio. The applicant shall receive copies of all items sent to the provost or placed in the portfolio by reviewers.

      (2) The applicant's portfolio may also be used for tenure decisions if tenure and promotion occur simultaneously (see Tenure Policy 2.111).

   B. Portfolio Review

      (1) The portfolio will be made available in the division office for review by the division chair, the division faculty, IPC, and the dean. The portfolio will be made available for review in the provost's office for the provost, president, and if necessary, the STPRC or SPRC.

(2) Each reviewer or group of reviewers will write a promotion recommendation. The recommendation will address the candidate's fulfillment of institutional and divisional promotion criteria. The original recommendations of the division chair, division faculty, IPC and dean will be placed in the portfolio with copies to the applicant and chair of the STPRC or SPRC.

(3) At the completion of the applicant's review process, the original recommendations will be sent to Human Resources for filing in the applicant's personnel file and the portfolio will be returned to the applicant.

C. Individual Promotion Committee (IPC)

(1) The IPC may be the same as the Individual Tenure Committee (ITC) as long as criteria for both committees are met (see Tenure Policy 2.111).

(2) There shall be an IPC for each applicant. The IPC will consist of five (5) members and be composed as follows:

(a) Two (2) or more faculty members that hold the rank the applicant seeks or a higher rank (from the candidate'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, for teaching faculty, have taken upper-division course work in the applicant's division.)

(3) 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.

(4) Faculty in the applicant's division will elect the chair of the committee from the members of the IPC.

(5) No IPC will be formed for faculty currently serving as division chairs. The STPRC or SPRC will serve as the review committee for faculty currently serving as division chairs. All other portions of the review process will occur for such individuals (see section 9B).

D. Standing Review Committees

(1) The College has two (2) standing promotion review committees, one (1) for academic faculty and one (1) for professional-technical faculty. The name of the academic faculty standing promotion review committee is the Standing Tenure and Promotion Review Committee (STPRC). The name of the professional-technical faculty standing promotion review committee is the Standing Promotion Review Committee (SPRC) (see Policy 1.104 Article

IV, Sections 5 and 6 for both committees' responsibilities, committee makeup, and terms of service).

10. Procedures for Promotion Evaluation

A. After review of all credentials and criteria, the provost notifies faculty of their eligibility to apply for promotion.

B. Following notification by the provost of eligibility to apply for promotion, the applicant submits a "Request for Promotion Evaluation" to the provost's office. Request for Promotion Evaluation authorizes the IPC to secure current formal student evaluations and formal teaching evaluations and annual performance evaluations.

C. The provost provides the faculty senate chair, STPRC or SPRC chair, division chairs, and deans with a list of faculty members who have indicated they will be applying for promotion.

D. The applicants' division submits names of IPC members, including the chair, to the STPRC or SPRC chair.

E. The STPRC or SPRC chair issues the list of approved IPCs, identifying the chair, to the applicant, the faculty senate chair, the division chairs, the deans, and the provost.

F. The applicant submits the portfolio to the division office where it will be housed for review by the division chair, the division faculty, the IPC and the dean.

G. The dean will ensure that a portfolio for each faculty member is completed and made available for review in the division office by the division chair, the division faculty, the IPC, and the dean. The dean will notify the above mentioned reviewers that the file is ready for review.

H. The division chair will write a summative promotion evaluation/recommendation of the applicant member based on annual evaluations and other materials in the applicant's portfolio. Prior to submission, the division chair and applicant must discuss the summative evaluation/recommendation. The summative evaluation/recommendation should be attached to copies of prior annual performance evaluations, including those by both the division's evaluating body, if applicable, and the division chair. The original copy of the evaluation/recommendation is to be placed in the portfolio. A copy will be given to the applicant and to the chair of the STPRC or SPRC.

I. The division faculty members may choose to review the portfolio and make a written recommendation to be placed in the portfolio. A copy will be submitted to the applicant and the division chair.

J. The IPC will review the portfolio and arrive at a recommendation. Each member of the committee will have a full vote. Voting will be by secret ballot with no tally recorded. The chair of the IPC will prepare a written recommendation. The committee's recommendation may be signed by the chair only. The original copy of the recommendation will be added to the portfolio with a copy submitted to the applicant and the chair of the STPRC or SPRC.

K. The dean shall review the portfolio and prepare a recommendation. The original copy of the recommendation will be added to the portfolio and a copy forwarded to the applicant and the chair of the STPRC or SPRC, the division chair and the IPC chair.

L. The dean will then move the portfolio to the provost's office for review by the provost, the STPRC or SPRC if warranted, and the president.

M. The provost will review the portfolio to determine whether the portfolio will be reviewed by the STPRC or SPRC. The provost may solicit STPRC or SPRC input for any portfolio; however, the STPRC or SPRC must review a portfolio if the division chair, IPC, or dean recommends against promotion.

N. The STPRC or SPRC will review the portfolio and arrive at a recommendation by simple majority vote. Votes shall be cast by secret ballots, 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 or SPRC will prepare the written recommendation. The committee's recommendation may be signed by the chair only.

O. If the STPRC or SPRC recommends against granting promotion, 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 or SPRC and to present additional material in support of the granting of promotion. Immediately after the meeting with the applicant the STPRC or SPRC will review all materials and again arrive at a recommendation. The STPRC or SPRC will submit its recommendation to the provost and provide a copy to the applicant, the division chair, the IPC chair, and the dean.

P. The provost will review the portfolio and prepare a recommendation to the president. If the STPRC or SPRC have made a recommendation and if the provost disagrees with the recommendation, the provost will, in writing, inform the STPRC or SPRC 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 or SPRC to discuss how the applicant has met or failed to meet the criteria for promotion, or other reasons for the recommendation.

Q. When any reviewer or the provost recommends against granting promotion, the applicant 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. The applicant's written response will be added to the portfolio.

R. The complete portfolio and the provost's final written recommendation shall be forwarded to the president. The president shall review the portfolio and determine whether to recommend approval of the application for promotion. If the president decides to not recommend promotion, he/she shall, in writing, notify the applicant, the IPC chair, the division chair, the dean, the STPRC or SPRC, and the provost. The applicant may meet with the president to discuss the recommendation. If the president recommends promotion, he/she shall submit a recommendation for granting promotion to the State Board of Education, with a copy to the applicant, the IPC chair, the division chair, the dean, the STPRC or SPRC, and the provost.

11. 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.

12. Timeline

Each year the provost’s office will publish the specific dates on which activities are to be completed.

Timeline	Action
By 1st week of Fall Semester	Provost • notifies faculty of their eligibility to apply for promotion based on time in rank and appropriate terminal degree
1 week	Eligible faculty • submit "Request for Promotion Evaluation" to the provost
1 week	Provost • provides faculty senate chair, STPRC/SPRC chair, division chairs, and deans with list of faculty members who have indicated they will be applying for promotion
2 weeks	Applicants' division • submits names of IPC members (including chair) to STPRC/SPRC chair
1 week	STPRC/SPRC Chair • issues list of approved IPCs (identifying chair) to applicant, Faculty Senate chair, division chairs, deans, and provost
6 weeks from notification of eligibility	Applicant • submits portfolio to division office where it will be housed for reviewers (division chair, division faculty, IPC, and dean)
1 week	Dean • ensures that portfolio is complete • notifies appropriate reviewers the portfolio is available in the division office
3 weeks	Division Chair • places summative evaluation/recommendation in the portfolio • provides the applicant and chair of the STPRC/SPRC with a copy of the evaluation/recommendation Division Faculty members (optional) • place written recommendation in portfolio • provide the applicant and division chair with a copy of the recommendation.

3 weeks	IPC • places written recommendation in the portfolio • submits a copy of the recommendation to applicant and chair of the STPRC/SPRC.
4 weeks	Dean • places written recommendation in the portfolio • submits a copy of the recommendation to the applicant, division chair and chair of the STPRC/SPRC • moves portfolio to the provost's office
4 weeks	Provost • submits list of applicants for review to chair of STPRC/SPRC
3 weeks	STPRC/SPRC • considers portfolios and direction from provost and respond to provost
3 weeks	Provost • submits final recommendation and portfolio with all recommendations to President • submits a copy of the recommendation to the applicant, division chair, IPC chair, STPRC/SPRC chair, and the dean
3 weeks	President • sends recommendation to applicants with a copy to the division chair, faculty senate chair, IPC chair, dean, the STPRC/SPRC chair, and the provost • forwards all written recommendations to Human Resources for filing in the applicant's personnel file • returns portfolio to the applicant • notifies the State Board of Education of promotion recommendation • announces promotion awarded as is appropriate

SECTION: ACADEMIC

SUBJECT: TENURE

Background: SBOE Policy II.G.6. Tenure.

Point of Contact: Office of the Provost/Vice President for Academic Affairs

Other LCSC offices directly involved with implementation of this policy, or significantly affected by the policy: Dean, Academic Programs; Faculty Senate

Date of approval by LCSC authority: 8/2008

Date of State Board Approval: Interim Policy

Date of Most Recent Review: July, 2008;~~–~~July, 2014

Summary of Major Changes incorporated in this revision to the policy: Clarification of definitions, criteria, and eligibility ~~timeline~~ for tenure.~~, and the addition of library faculty eligibility for tenure.~~ Addition of academic instructor rank eligibility for tenure.

1. Definitions

   A. Division

   For the purposes of this policy, the term “division” refers to Academic Program areas (Business, Education, Humanities, Natural Sciences and Mathematics, Nursing and Health Sciences, Social Sciences)~~, Library)~~, ~~and~~ Professional-Technical areas (Business Technology and Service, Technical and Industrial), and the Library.~~.~~

   B. Division Chair

   For the purposes of this policy, the term “chair” refers to the administrative head of all divisions, including the Library Director.

   C. Dean

   For the purposes of this policy, the term “dean” refers to the Dean of Academic Programs.

   D. Board

   Idaho State Board of Education (SBOE)

   E. Competence

   A faculty member who demonstrates competence~~,~~ completes tasks and assignments on time, in a quality manner.~~, and meets all minimum requiremen ts.~~ Originality and creativity are valued but not expected on a regular basis. ~~Leadership and mentoring of peers are not expected.~~ A competent faculty member accepts and reflects on constructive feedback. The focus of activities is at the program and division level.

F. Proficiency

A faculty member who demonstrates proficiency completes tasks and assignments on time, in a high quality manner, and meets all minimum requirements. A faculty member who demonstrates proficient performance has advanced in terms of degree of contribution to one's program, the Division, LCSC, one's profession and community. ~~-~~ The focus of activities is at the program, division, and college level. Leadership and mentoring of peers are expected of an individual whose performance is defined as proficient. ~~This growing maturity in one's career can be demonstrated by exceeding minimum requirements.~~ Originality and creativity are valued. The proficient faculty member is a reflective practitioner who continually assesses and evaluates the effects of his/her teaching, advising, scholarly activity choices, and service activities. The proficient faculty member actively seeks out opportunities to grow professionally.

2. Philosophy

A. Tenure refers to a faculty member's continuous employment following the end of a probationary period and upon fulfillment of the appropriate criteria. After tenure is awarded, the faculty member's service may be terminated only for adequate cause as defined by Board policy, in the case of retirement, financial exigency as declared by the Board, where extreme shifts in enrollment have eliminated the justification for a program, or if the Board has otherwise authorized the elimination or reduction of a program.

B. Tenure is based upon the principle of academic freedom, specifically: 1) freedom to teach, conduct research, and participate in extramural activities, and 2) the assurance of sufficient stability to establish a mutually-beneficial commitment between a faculty member and the institution. Toward that end, tenure embodies a long-term relationship of trust, commitment, and reciprocal obligation between the institution and the faculty member. Tenure is granted only to faculty members who demonstrate they have made and will continue to make significant contributions to~~in~~ their disciplines and the college.

3. Eligibility for Tenure Status

A. Pursuant to SBOE policy, tenure is available only to eligible, full-time institutional faculty members, as defined by the institution. Eligible full-time faculty members as defined by the institution include those academic faculty holding the rank of instructor, assistant, associate, and full professor. Instructors have the option of declaring tenure-track or non-tenure track status. Instructors can declare tenure-track status at any time but once tenure-stack status is declared they cannot revert back to non-tenure-track status. ~~. Instructors also may choose to be tenure track and must meet the same criteria for granting tenure as all other tenure eligible ranks. (See Section 5.B)~~ Faculty holding the rank of adjunct instructor or lecturer are not eligible for tenure.

B. Professional-Technical faculty hired and tenured prior to July 1, 1993 retain tenure. All other Professional-Technical faculty are not eligible for tenure.

C. All first-year faculty 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.

(1) Faculty

(a) A probationary period typically precedes the granting of tenure. A faculty member may apply and be evaluated for tenure after at least four (4) full years of tenure-track service and in no case later than during the faculty member's sixth (6th) full academic year of tenure-track employment. When circumstances permit, and when the appropriate criteria have been met, a faculty member may be considered for promotion and tenure in the same year.

(b) Satisfactory service in any tenure-eligible rank may be used to fulfill the time requirement for acquiring tenure. In cases involving prior service, tenure may be granted following less than the usual period of service. Normally a maximum of 2 years credit will be allowed for prior service. Eligibility for early tenure consideration, however, must be stipulated in writing by the provost in the candidate's initial letter of appointment.

(2) Academic Administrators

(a) Academic administrators include the president, chief academic officer of the institution, deans and division chairs of the academic units. An individual hired for or promoted to an academic administrator may be considered for a tenured faculty rank in the appropriate department, contingent upon approval by the institutional president or the SBOE if the president is to be awarded tenure. Upon termination of employment as an administrator, a tenured employee may return to employment in the department in which he or she holds tenure unless such employee resigns, retires, or is terminated for adequate cause. An employee with tenure in an academic department who is appointed to an academic administrator position retains tenure in that department.

(b) An individual hired as a non-academic administrator from outside the institution will not be considered for tenured faculty rank in conjunction with such appointment. However, if the individual will teach and otherwise contribute to that department, 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.

(c) Notwithstanding the above, each administrative employee who is granted tenure shall be reviewed ~~in the same manner as tenured faculty.~~ as per SBOE policies for the evaluation of academic administrators.

4. Notice of and Standards for Non-Reappointment or Termination of Appointment of Non-Tenured Faculty Members Hired in Tenure Track Positions.

SECTION: ACADEMIC

SUBJECT: TENURE

A. First Amendment Guarantee

All non-tenured faculty members are 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. (See Policy 3.118 Reappointment, Nonreappointment, or Termination of Faculty and Other Exempt Employees with Term Appointments.)

5. Criteria for Granting Tenure

A. Criteria for granting tenure are consonant with the role and mission of Lewis-Clark State College. Accordingly, a faculty member seeking tenure ~~-~~is expected to meet high standards of performance and assume additional responsibilities relevant to their appointment.

B. A successful tenure candidate must demonstrate proficiency in 1) teaching and 2) advising and mentoring, as well as proficiency in at least one of the other two evaluation areas 3) scholarly/creative activity and professional development and/or 4) service). In addition, the faculty member must be able to demonstrate competence and professional growth in all four evaluation areas. ~~:~~

~~i. Be able to demonstrate proficiency in 1) teaching and 2) advising & mentoring, as well as proficiency in at least one of the other two evaluation areas (scholarly activity and/or service). In addition, the faculty member must be able to demonstrate competence and professional growth in all four evaluation areas.~~

C. For faculty whose duties are primarily instructional, teaching and activities that develop and improve teaching will be weighed most heavily in any evaluation. For librarians, activities that increase access to knowledge will weigh most heavily. However, it is recognized that the faculty of Lewis-Clark State College perform varied tasks, and that the relative value placed on teaching, ~~and~~ advising and mentoring, professional knowledge and skills, ~~and/or providing access to knowledge~~, scholarly/creative activity and professional development, and service differ among faculty. Because of this, division chairs are to negotiate with the faculty member the relative importance of each criterion to the evaluation of an individual faculty member's performance. Each criterion will be weighed relative to its value to the division and its appropriateness to the college's role and mission. This weighing shall be used in a consistent fashion by all reviewers.

6. Evidence

A. Each division shall publish a list of evidence appropriate for demonstrating competency/proficiency within the areas of 1) teaching 2) advising and mentoring 3) scholarly/creative activity and professional development and 4) service.

7~~6~~. Tenure Portfolio

A. The tenure portfolio will be prepared by the applicant and must include, at a minimum, the following contents:

(1) ~~Institutional Criteria for Tenure~~A copy of policy 2.111

(2) Candidate Statement. The candidate shall provide a personal statement describing the candidate's role within the division that includes substantive statements on 1) teaching 2) advising and mentoring 3) scholarly/creative activity and professional development and 4) service. The statement shall include examples of division-specific evidence the candidate has accumulated to demonstrate competency and/or proficiency in each of the four areas. Appropriate representative documentation in support of the personal statement may be included by the candidate. Such documentation must be made available if requested by any reviewer.~~Candidate Statement . The candidate shall provide a personal statement describing the candidate's role within the division that includes appropriate statements on teaching and advising, and/or providing access to knowledge, scholarly/creative activity and professional development, and service. The statement shall include a description of how the candidate meets division criteria for tenure. Appropriate supporting documentation shall be included as appendices or made available at the request of any reviewer.~~

(3) Curriculum Vitae

(4) Job description and annual chair and peer evaluations over the last four (4) years

(5) For teaching faculty, student course evaluations over the last four (4) years

~~(6) Other materials as determined by division policies on evidence for tenure..~~

(6~~7~~) Reviewers may request additional materials. If additional materials are requested by the Individual Tenure Committee (ITC), Standing Tenure and Promotion Review Committee (STPRC), division chair, dean, provost, or president, the request and its justification must be in writing and copied to the applicant. The requested information will be added to the portfolio as it is forwarded to the next level of review. If the request includes materials that are in the applicant's personnel file and the applicant chooses to honor the request, he/she must sign a waiver available in the Human Resources 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 a situation if he/she believes his/her record has been or may be misinterpreted. Any such letter will be added to the portfolio and forwarded with the rest of the portfolio.

8~~7~~. Tenure Process

A. The Tenure Portfolio

(1) Applicants eligible for tenure shall prepare a tenure portfolio. The applicant shall receive copies of all items sent to the provost or placed in the portfolio by reviewers.

(2) The applicant's portfolio may also be used for promotion decisions if tenure and promotion occur simultaneously (see Promotion Policy 2.106).

B. Portfolio Review

(1) The portfolio will be made available in the division office for review by the division faculty, division chair, dean, and ITC. Subsequently, the portfolio will be made available for review in the provost's office for the provost and president, and if necessary, the STPRC.

(2) Each reviewer or group of reviewers will write a tenure recommendation. The recommendation will address the candidate's fulfillment of institutional and divisional tenure criteria. The original recommendations of the division chair, division faculty, ITC and dean will be placed in the portfolio with copies to the applicant and chair of the STPRC.

(3) At the completion of the applicant's review process, the original recommendations will be sent to Human Resources for filing in the applicant's personnel file and the portfolio will be returned to the applicant.

C. Individual Tenure Committee (ITC)

(1) The ITC may be the same as the Individual Promotion Committee (IPC) as long as criteria for both committees are met (see Promotion Policy 2.106).

(2) There shall be an ITC for each applicant. The ITC will consist of five (5) members and 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, for teaching faculty, have taken upper-division course work in the applicant's division).

(3) Faculty in the applicant's division will elect one (1) member from the division faculty and one (1) student to serve on the committee; the applicant will select the remaining members.

(4) Faculty in the applicant's division will elect the chair from the members of the Individual Tenure Committee.

D. Standing Tenure and Promotion Review Committee (STPRC)

(1) The name of the academic faculty standing tenure review committee is the Standing Tenure and Promotion Review Committee (STPRC) (see Policy 1.104 Article IV, Section 5 for the

committee's responsibilities, makeup and terms of service).

9~~8~~. Procedures for Tenure Evaluation

A. After review of all credentials and criteria, the provost notifies faculty of their eligibility to apply for tenure.

B. Following notification by the provost of eligibility to apply for tenure, the applicant submits a "Request for Tenure Evaluation" to the provost's office. Request for Tenure Evaluation authorizes the ITC to secure current formal student evaluations and formal teaching evaluations and annual performance evaluations.

C. The provost provides the faculty senate chair, STPRC chair, division chairs, and dean with a list of faculty members who have indicated they will be applying for tenure.

D. The applicant's division submits names of ITC members, including the chair, to the STPRC chair.

E. The STPRC chair issues the list of approved ITCs, identifying the chair, to the applicant, the faculty senate chair, the division chairs, the dean, and the provost.

F. The applicant submits the portfolio to the division office where it will be housed for review by the division chair, the division faculty, the ITC and the dean.

G. The dean will ensure that a portfolio for each faculty member is completed and made available for review in the division office by the division chair, the division faculty, the ITC, and the dean. The dean will notify the above mentioned reviewers that the file is ready for review.

H. The division chair will write a summative tenure evaluation/recommendation of the applicant member based on annual evaluations and other materials in the applicant's portfolio. Prior to submission, the division chair and applicant must discuss the summative evaluation/recommendation. The summative evaluation/recommendation should be attached to copies of prior annual performance evaluations, including those by both the division's evaluating body, if applicable, and the division chair. The original copy of the evaluation/recommendation is to be placed in the portfolio. A copy will be given to the applicant and to the chair of the STPRC.

I. The division faculty members may choose to review the portfolio and make a written recommendation to be placed in the portfolio. A copy will be submitted to the applicant and the division chair.

J. The ITC will review the portfolio and arrive at a recommendation. Each member of the committee will have a full vote. Voting will be by secret ballot with no tally recorded. The chair of the ITC will prepare a written recommendation. The committee's recommendation may be signed by the chair only. The original copy of the recommendation will be added to the portfolio with a copy submitted to the applicant and the chair of the STPRC.

K. The dean shall review the portfolio and prepare a recommendation. The original copy of the recommendation will be added to the portfolio and a copy forwarded to the applicant and the chair of the STPRC, the division chair or, and the IPC chair.

L. The dean will then move the portfolio to the provost's office for review of the provost, the STPRC if warranted, and the president.

M. The provost will review the portfolio to determine whether the portfolio will be reviewed by the STPRC. The provost may solicit STPRC input for any portfolio; however, the STPRC must review a portfolio if the division chair, ITC, or dean recommends against tenure, or if a tenured faculty member is undergoing a full tenure review.

N. The STPRC will review the portfolio and arrive at a recommendation by simple majority vote. Votes shall be cast by secret ballots, 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 STRPC will prepare the written recommendation. The committee's recommendation may be signed by the chair only.

O. 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~~ining~~ of tenure. Immediately after the meeting with the applicant the STPRC will review all materials and again arrive at a recommendation. The STPRC will submit its recommendation to the provost and provide a copy to the applicant, the division chair, the ITC chair, and the dean.

P. The provost will review the portfolio and prepare a recommendation to the president. If the STPRC has made a recommendation and if the provost disagrees with the recommendation, 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.

Q. When any reviewer or the provost recommends against granting tenure, the applicant 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. The applicant's written response will be added to the portfolio.

R. The complete portfolio and the provost's final written recommendation shall be forwarded to the president. The president shall review the portfolio and determine whether to recommend approval of the application for tenure. If the president decides to not recommend tenure, he/she shall, in writing, notify the applicant, the ITC chair, the division chair, the dean, the STPRC and the provost. The applicant may meet with the president to discuss the recommendation. If the president recommends tenure, he/she shall submit a recommendation for granting tenure to the State Board of Education, with a copy to the applicant, the ITC chair, the division chair, the dean, the STPRC or SPRC, and the provost.

10~~9~~. 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.

11~~0~~. If tenure is denied, the faculty member will be issued a terminal contract for the next academic year.

12~~1~~. Timeline

Each year the provost's office will publish the specific dates on which activities are to be completed.

Timeline	Action
By 1st week of Fall semester	Provost • notifies faculty of their eligibility to apply for tenure based on time in rank.
1 week	Eligible faculty • submit "Request for Tenure Evaluation" to the provost
1 week	Provost • provides faculty senate chair, STPRC chair, division chairs, and dean a list of those faculty who have indicated they will be applying for tenure
2 weeks	Applicants' division • submits names of ITC members (including chair) to STPRC chair
1 week	STPRC chair • issues list of approved ITC (identifying chairs) to applicant, faculty senate chair, division chairs, dean, and provost
6 weeks from notification of eligibility	Applicants • submit portfolio to division office where it will be housed for reviewers (division chair, dean, division faculty, and ITC)
1 week	Dean • ensures that portfolio is complete • notifies appropriate reviewers that the portfolio is available in the division office
3 weeks	Division Chair • places summative evaluation/recommendation in the portfolio • provides the applicant and chair of the STPRC with a copy of summative evaluation/ recommendation Division faculty members (optional) • place written recommendation in portfolio • provide the applicant and division chair with a copy of the recommendation
3 weeks	ITC • places written recommendation in the portfolio • submits a copy of the recommendation to the chair of the STPRC and applicant
4 weeks	Dean

SECTION: ACADEMIC

SUBJECT: TENURE

	• places written recommendation in the portfolio • submits a copy of the recommendation to the applicant, division chair, and chair of the STPRC • moves portfolio to the provost's office
4 weeks	Provost • submits list of applicants for review to chair of STPRC
3 weeks	STPRC • consider portfolios and direction from provost and respond to provost
3 weeks	Provost • submits final recommendation and portfolio with all recommendations to President • submits a copy of the recommendation to the applicant, division chair, ITC chair, STPRC chair, and the dean
3 weeks	President • sends recommendation to applicants with a copy to the faculty senate chair, ITC chair, division chair, dean, STPRC chair, and the provost • forwards all written recommendations to Human Resources for filing in the applicant's personnel file • returns portfolio to the applicant • notifies the State Board of Education of tenure recommendation • announces tenure awarded as appropriate

PRESIDENTS' COUNCIL

SUBJECT

Presidents' Council Report

BACKGROUND/DISCUSSION

President Joe Dunlap, North Idaho College President and current chair of the Presidents' Council, will give a report on the recent activities of the Presidents' Council and answer questions.

BOARD ACTION

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

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SUBJECT

Reconsideration of Pending Rules Docket 08-0203-1401, Graduation Requirements and Docket 08-0203-1406, K-12 Data Elements

REFERENCE

November 24, 2014	Board approved Pending rules Docket 08-0203-1401 and Docket 08-0203-1406
August 14, 2014	Board approved Proposed rules Docket 08-0203-1401 and Docket 08-0203-1406

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118, Idaho Code, Idaho Administrative Code, IDAPA 08.02.03.105
Section 33-105 and Section 33-133, Idaho Code - Idaho Administrative Code, IDAPA 08.02.03.115

BACKGROUND/DISCUSSION

Docket 08-0203-1401, High School Graduation

In 2014 the Department of Education requested the Board promulgate administrative rules to start the transition of the proficiency requirement in the high school graduation requirements to grade eleven (11). The current requirement in IDAPA 08.02.03.105 requires students score proficient or advanced on the Idaho Standards Achievement Test (ISAT) in grade ten (10). The rule further allows for multiple attempts for those who do not achieve proficiency in grade ten (10) as well as an alternate path determined by the school district should the student not achieve proficiency by the end of grade eleven (11).

In 2010 the Board adopted new math and English content standards. The math and English content standards are not only more rigorous than previous version they are also aligned with college and career ready standards. With the realignment of the ISAT with the math and English content standards, the new assessment developed by the Smarter Balanced Consortium was intended to be taken and to measure grade eleven (11) content knowledge. The intent of the Department of Education following the implementation of the new version of the ISAT, over the past several years, has been to request approval from the Board to transition the graduation proficiency requirement to grade eleven (11). It had been determined that students by grade eleven (11) would also be able to show a level of mastery that could be used to measure their college readiness. Idaho’s public postsecondary institutions agreed early on in the process that if the student could show proficiency at a specific level in grade eleven (11) the institutions would automatically place them in credit bearing (non-remedial) courses, should they meet the admission requirements and enroll at one of their institutions. The Pending rule, as part of the transition to a grade eleven (11) proficiency requirement, required students graduating in 2017 and 2018 to complete the ISAT in grade eleven (11) and for student graduating in 2019 to pass the ISAT at a proficiency level set by the Board.

Additionally, the Pending rule added language regarding students using sports participated in outside of the school to meet the Health/Wellness requirement and required students graduating in 2019 to pass an end of course assessment in biology or chemistry at a proficiency level set by the Board.

The original purpose of the grade ten (10) proficiency requirement when adopted by the Board was, in part, to require students to meet a specified level of content knowledge in math, English, and science prior to graduation. In 2006 (for students graduating in 2012) as part of the Board's High School Redesign initiative, the Board adopted a requirement that secondary students also take a college entrance exam in grade eleven (11). The purpose of the college entrance exam was based on research that indicated taking a college entrance exam was a trigger for increasing a student's probability of going on to postsecondary education after graduation. Generally, students are applying for and making decision regarding their postsecondary education in grade eleven (11), requiring the postsecondary entrance exam in grade eleven (11) aligned with the time students were making those decisions and was determined to be the timeframe where it would have the greatest impact.

Docket 08-0203-1406, Data Elements

Section 33-133, Idaho code, enacted in 2014, requires any new student level data elements in the state data system be "provisional" data elements pursuant to Governor and legislative approval, the elements may remain in the SLDS for up to one year prior to approval. Section 33-133, Idaho code defines the state data system as the "state's elementary, secondary, and postsecondary longitudinal data system." The only existing mechanism in place that includes both Governor and legislative approval is the rulemaking process, therefore it was determined that in order to obtain the required approval, new data elements relating to individual student data would be brought forward through the rulemaking process. During the past year the Department has added a number of data elements and then submitted them to the Board for approval in the form of Proposed and then Pending rules. Of the eight (8) data elements proposed only four (4) of them are student level data and are required to be approved by the Governor and the legislature. Seven (7) of the elements the Department indicated they required to process payments for the various Advanced Opportunities programs that the state funds. The eighth (8th) element, "Home Schooled Flag" they indicated was required for the correct allocation of funds to districts. The Department has indicated, at this time, that they do not need any of the requested data elements.

IMPACT

Rejection of the Pending rules at this stage would allow Board staff to request the germane committees reject the rules in whole or in part based on Board action. Rules rejected by both committees would become null and void at the conclusion of the legislative session.

ATTACHMENTS

Attachment 1 – Docket 08-0203-1401, Graduation Requirements	Page 5
Attachment 2 – Docket 08-0203-1406, Data Elements	Page 11

STAFF COMMENTS AND RECOMMENDATIONS

The Board's Accountability Oversight Committee reviewed the graduation requirement at their February 4, 2015 meeting and is recommending the Board reconsider moving the graduation requirement at this time and only require the college entrance exam for graduation purposes in grade eleven (11). The committee's concerns centered on requiring the students to take both, the ISAT and the college entrance exam in grade eleven (11) and continued uncertainty at the district level during the transition from the old assessment to the new assessment. The committee felt the Board should consider if it is in the best interest of the student to take both assessment, the ISAT and the college entrance exam, in grade eleven (11), and should require one or the other in a single year.

The formal recommendations of the committee at this meeting concerning this and other assessment issues where:

- The Board should maintain the current grade ten (10) proficiency requirement for graduation and school accountability purposes.
- To require current year sophomores only participate in the ISAT or the ISAT-Alt, rather than show proficiency.
- That students entering grade nine (9) in 2015 (graduating in 2019) be the first to be required to meet the proficiency requirement for graduation purposes.
- The Board remove the current language in administrative rule allowing grade nine (9) students to "bank" their scores, should they meet the set proficiency levels.

The Committee will meet again following the Board meeting to start a more in-depth review of the states K-12 Accountability System and bring formal recommendations forward for the Board's consideration at that time.

In addition to the proficiency requirements for graduation in Docket 08-0203-1401, this docket includes clarifying language regarding the Health/Wellness credit requirement and the science end of course assessment requirement in biology or chemistry. It has been the Board's practice in the past to include any new graduation requirements in administrative rule at the same time or prior to the students entering grade nine (9) that will be impacted by those requirements.

Should the Board choose to allow the Pending rules to continue through the rule making process, then no action would be required.

Staff recommends that should the Board choose to reject the ISAT proficiency requirements in Docket 08-0203-1401, they only reject the sections specific to those requirements.

Staff recommends the Board reject Docket 08-0203-1406, regarding the new data elements.

BOARD ACTION

I move to reject sections 105.06.e through g in Docket 08-0203-1401.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

AND

I move to reject Docket 08-0203-1406.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

IDAPA 08 - STATE BOARD OF AND STATE DEPARTMENT OF EDUCATION

08.02.03 - RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-1401

NOTICE OF RULEMAKING - ADOPTION OF PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the agency and is now pending review by the 2015 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session unless the rule is approved or rejected in part by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved or rejected in part by concurrent resolution, the rule becomes final and of full force and effect upon adoption of the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Section 33-105, Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change:

IDAPA 08.02.03.105.i - At the request of the Legislature, the substitution clause for one credit of physical education for graduation is clarified. Student participation in one (1) season in any sport recognized by Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education to include a clause ensuring the student show mastery of the content standards in a format provided by the district.

IDAPA 08.02.03.105.03.b.iii - The rule currently states: students may elect an exemption in grade eleven (11) from the college entrance exam requirement if: Enrolled for the first time in grade twelve (12) at an Idaho high school after the spring statewide administration of the college entrance exam. This should be corrected from spring to fall. The spring administration is for seniors and the College Board does not allow students to test outside of their grade level group.

IDAPA 08.02.03.105.05 - This rule currently contains the word required. It is being removed because it is too vague and this is meant for any class the student is enrolled that meets teacher certification requirements and content standards.

IDAPA 08.02.03.105.06.e-.k - This rule makes changes to high school graduation requirements in regards to testing. This docket adds Idaho Standards Achievement Tests (ISAT) requirements to the previous docket for the class of 2018 and beyond, as well as a graduation requirement for biology and chemistry in the form of End of Course Assessments.

Idaho high school students have been required to pass the ISAT since the class of 2006. The previous requirement was for students to pass the 10th grade ISAT at a proficient level prior to receiving a diploma. The Board passed the requirement in 2003 with Legislative approval in 2004. The graduation requirement was phased in over three years. As Idaho continues to transition to higher standards, Idaho’s graduation requirement must be retooled. The new ISAT will be a true college and career ready test and given for graduation in the student’s junior year. Previously, the Board made accommodations for the Class of 2016 as students took the field test. For the class of 2017, the Department recommends students are required to take the test in 11th grade and phase in the graduation requirement similar to the phase in when the graduation requirement was initiated in 2006. The class of 2018 will be required to pass the ISAT in math and English language usage at a 9th grade level. The class of 2019 will be required to pass the math and English language usage ISAT at a 10th grade level and then the class of 2020 must pass at the college and career level. The rule also allows for students who are advanced to create a mastery element in the requirement. Therefore, students who can pass the ISAT in 9th or 10th grade at an 11th grade college and career ready level will be exempt from taking the ISAT in the future and their graduation requirement is met.

In 2010, the State Board of Education removed the requirement for students to pass the ISAT science test in 10th grade. At that time, the Department began work on replacing the science test with a more appropriate measure of science knowledge in the form of an End of Course assessment. Tests in biology and chemistry were developed and field tested. For the class of 2017 (sophomores in 2014-2015) and class of 2018, students will be required to take either biology or chemistry.

After the Public Comment period ended, the following changes were made:

- Striking the words after “usage” in subsection 105.06.f.
- Students who graduate in 2019 are required to pass the ISAT in grade eleven in mathematics and English language usage at a proficiency level set by the state board of education.”
- Striking subsection 105.06.i.
- In subsection 105.06.k. inserting “Students who graduate in 2019 will be required to pass an end of course assessment in science at a proficiency level set by the State Board of Education.

The text of the pending rule has been amended in accordance with Section 67-5227, Idaho Code. Only those sections that have changes that differ from the proposed text are printed in this bulletin. The complete text of the proposed rule was published in the October 1, 2014, Idaho Administrative Bulletin, **Vol. 14-10, pages 142 though 149**.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars ($10,000) during the fiscal year:

These changes result in no fiscal impact.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning this pending rule, contact Tracie Bent, State Board of Education: (208) 332-1582, **tracie.bent@osbe.idaho.gov**.

DATED this 24th Day of November, 2014.

Tom Luna
Superintendent of Public Instruction
State Department of Education
650 West State Street, 2nd Floor
Boise, ID 83720-0027
Phone: (208) 332-6812
Fax: (208) 334-2228

THE FOLLOWING IS THE TEXT OF DOCKET NO. 08-0203-1401

105. HIGH SCHOOL GRADUATION REQUIREMENTS.

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (5-8-09)

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-12-14)

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-29-10)

b. Mastery. A student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (3-29-10)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-29-10)

d. Mathematics. Six (6) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II standards. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. Students must complete secondary mathematics in the following areas: (3-12-14)

(1) Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; (3-29-10)

(2) Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)

(3) Two (2) credits of mathematics of the student's choice. (3-29-10)

ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics. (3-12-14)

iii. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school. High School math credits completed in middle school shall count for the purposes of this section. (3-12-14)

e. Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Up to two (2) credits in AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science credits. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit

Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. (3-29-10)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-12-14)

i. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the content standards for Physical Education in a format provided by the school district. ~~(3-12-14)~~(   )

02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-29-10)

03. College Entrance Examination. (Effective for all public school students who enter grade nine (9) in Fall 2012 or later.) (3-12-14)

a. A student must take one (1) of the following college entrance or placement examinations before the end of the student's eleventh grade year: SAT, ACT, or Compass. A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet this requirement: (3-12-14)

i. Transferred to an Idaho school district during grade eleven (11); (3-12-14)

ii. Was homeschooled during grade eleven (11); or (3-12-14)

iii. Missed the spring statewide administration of the college entrance exam dates for documented medical reasons. (3-12-14)

b. A student may elect an exemption in grade eleven (11) from the college entrance exam requirement if the student is: (3-12-14)

i. Enrolled in a special education program and has an Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the approved tests; (3-12-14)

ii. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or (3-12-14)

iii. Enrolled for the first time in grade twelve (12) at an Idaho high school after the ~~*spring*~~ fall statewide administration of the college entrance exam. ~~(3-12-14)~~(   )

c. Students who are eligible to take an alternate assessment may take the ACCUPLACER Placement exam during their senior year to meet the college entrance exam graduation requirement. (3-12-14)

04. Senior Project. A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA. (3-12-14)

05. Middle School. A student will have met the high school content and credit area requirement for any ~~required~~ high school course if: ~~(3-12-14)~~(____)

a. The student completes such course with a grade of C or higher before entering grade nine (9); (3-12-14)

b. The course meets the same content standards that are required in high school; and (3-12-14)

c. The course is taught by a properly certificated teacher who meets the federal definition of highly qualified for the course being taught. (3-12-14)

d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. (3-12-14)

06. Proficiency. Each student must achieve a proficient or advanced score on the grade ten (10) Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate. Students who receive a proficient or advanced score on the grade ten (10) ISAT while in grade nine (9) may bank the score for purposes of meeting their graduation requirement. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and will be given an opportunity to demonstrate proficiency of the content standards through some other locally established plan. School districts or LEAs shall adopt an alternate plan and provide notice of that plan to all students who have not achieved a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test by the fall semester of the student's junior year. All locally established alternate plans used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. Alternate plans must be promptly re-submitted to the Board whenever changes are made in such plans. (3-12-14)

a. Before entering an alternate measure, the student must be: (4-2-08)

i. Enrolled in a special education program and have an Individual Education Plan (IEP); or (3-20-04)

ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less; or (3-20-04)

iii. Enrolled in the fall semester of the senior year. (3-20-04)

b. The alternate plan must: (4-7-11)

i. Contain multiple measures of student achievement; (4-7-11)

ii. Be aligned at a minimum to tenth grade state content standards; (4-7-11)

iii. Be aligned to the state content standards for the subject matter in question; (4-7-11)

iv. Be valid and reliable; and (4-7-11)

v. Ninety percent (90%) of the alternate plan criteria must be based on academic proficiency and performance. (4-7-11)

c. A student is not required to achieve a proficient or advanced score on the ISAT if: (5-8-09)

i. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam must approved by the State Board of Education and must measure skills at the tenth grade level and be in comparable subject areas to the ISAT; (5-8-09)

ii. The student completes another measure established by a school district or LEA and received by the Board as outlined in Subsection 105.06; or (3-29-10)

iii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (5-8-09)

iv. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (5-8-09)

d. Those students who will graduate in 2016 and have not received a proficient or advanced score on the ISAT in grade nine (9), will be required to complete an alternative plan for graduation, as designed by the district, including the elements prescribed in Subsection 105.06.b. and may enter the alternate path prior to the fall of their senior year. (3-12-14)

e. Students who graduate in 2017 are required to complete the ISAT in grade eleven (11) in mathematics and English language usage. ( )

f. Students who graduate in 2018 are required to *complete* the ISAT in grade eleven (11) in mathematics and English language usage. *( )*

g. Students who graduate in 2019 are required to pass the ISAT in grade eleven (11) in mathematics and English language usage at a proficiency level *set by the State Board of Education*. *( )*

h. Students who graduate, beginning in 2017, are required to complete an End of Course Assessment (EOC) provided by the state in either biology or chemistry after completion of the course. ( )

i. *Students who graduate in* 2019 *will be* required to pass an end of course assessment in biology or chemistry *at a proficiency level set by the State Board of Education*. *( )*

07. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

08. Foreign Exchange Students. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

IDAPA 08 - STATE BOARD OF AND STATE DEPARTMENT OF EDUCATION

08.02.03 - RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-1406

NOTICE OF RULEMAKING - ADOPTION OF PENDING RULE

EFFECTIVE DATE: The effective date of the amendment to the temporary rule is November 24, 2014. This pending rule has been adopted by the agency and is now pending review by the 2015 Idaho State Legislature for final approval. The pending rule becomes final and at the conclusion of the Legislative session unless the rule is approved or rejected in part by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved or rejected in part by concurrent resolution, the rule becomes final and of full force and effect upon adoption of the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224 and 67-5226, Idaho Code, notice is hereby given that this agency has adopted a pending rule and amended a temporary rule. The action is authorized pursuant to Section 67-5221(1), Idaho Code, and Section 33-105, Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and amending the temporary rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change:

The rule allows for the five new data elements to be collected which will provide the necessary information for finance to accurately calculate payments necessary for staffing and for the Advanced Opportunities option.

The last three fields listed below were not originally included in the rule description but were included in the New Items Excel Spreadsheet attached and approved by the State Board of Education as part of the Rule.

The text of the pending rule has been amended in accordance with Section 67-5227, Idaho Code, and is being republished following this notice. Rather than keep the temporary rule as previously adopted while the pending rule awaits legislative approval, the State Department of Education amended the temporary rule with the same revisions made to the pending rule. Only the sections that differ from the proposed rule text are printed in this Bulletin. The original text of the temporary and proposed rule was published in the original text of the proposed rule was published in the October 1, 2014 Idaho Administrative Bulletin, **Vol. 14-10, pages 165 and 166**.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars ($10,000) during the fiscal year:

This change in rule results in no fiscal impact.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the pending rule and the amendment to temporary rule, contact Joyce Popp, State Department of Education, (208) 332-6970, **jpopp@sde.idaho.gov**.

DATED this 24th Day of November, 2014.

Tom Luna
Superintendent of Public Instruction
State Department of Education
650 West State Street, 2nd Floor
Boise, ID 83720-0027
Phone: (208) 332-6812
Fax: (208) 334-2228

THE FOLLOWING IS THE TEXT OF DOCKET NO. 08-0203-1406

115. DATA COLLECTION.

The State Department of Education will collect the required information from participating school files for state and federal reporting and decision-making. The ~~*enrollment*~~ data collection ~~*will*~~ shall contain ~~*information about the enrollment of the student attributes such as unique student identifier, active special education, Limited English Proficient (LEP), migrant, grade level, gender, race, and free/reduced lunch status*~~ all data as listed on the State Department of Education's website under "required data elements." The collection ~~*will be done in mid-October, early February, and May (end of the testing window)*~~ shall be submitted monthly for any period of time in which students are receiving educational instruction or services provided by a state public school or charter school. Each participating school is required to verify and assure the accuracy and completeness of the data submitted in the files. ~~*(5-8-09)*~~(   )

01. **New Data Elements in State Student Data System**. To meet the requirements of Section 33-133.3, Idaho Code, the following data elements will be added to the monthly ISEE data upload beginning in the 2014-2015 school year. (   )

a. Private or Home Schooled Flag in the Student Demographics File. To indicate if the student is Private or Home Schooled as well as proper grade level for testing for use in correct allocation of funds. (   )

b. Provider School Name Field in the Student Course Enrollment File. To indicate the name of the institution providing instruction of a non-regular course, i.e. virtual or distance education. For use in accurate calculation of payment for Advanced Opportunity Program payments. (   )

c. Instructor Name Field in the Student Course Enrollment File. To indicate the name of the actual instructor within an institution that is providing instruction of a non-regular course, i.e. virtual or distance education. For use in accurate calculation for Advanced Opportunity Program payments. (   )

d. Examination to be Taken Flag in the Student Course Enrollment File. To indicate if a course has a specific examination that requires payment to sit for the examination. To identify and accurately calculate the examination reimbursement payments for the Advanced Opportunities Program. (   )

e. Examination Type Field in the Student Course Enrollment File. To collect the type of college credit bearing examination that a student is associated with a specific Advanced Opportunity course to identify the type of examination and the payment necessary as part of the Advanced Opportunity Program to accurately calculate payment for the program. (   )

f. *Examination CertType Field in the Student Course Enrollment File. To collect the type of exam certification or licensure type associated with a specific Advanced Opportunity course to identify the type of examination and the payment necessary as part of the Advanced Opportunity Program to accurately calculate payment for the program.* *(   )*

g. *Examination Result Field in the Student Course Enrollment File. To collect the students' result on the college credit bearing examination associated with a specific Advanced Opportunity course to identify the qualification of examination and the payment necessary as part of the Advanced Opportunity Program to accurately calculate payment for the program.* *(   )*

h. *Examination Cost Field in the Student Course Enrollment File. To collect the cost of college credit bearing examination that a student is associated with a specific Advanced Opportunity course to identify the payment necessary as part of the Advanced Opportunity Program to accurately calculate payment for the program.* *(   )*

AUDIT COMMITTEE
FEBRUARY 19, 2015

TAB	DESCRIPTION	ACTION
1	**AUDIT COMMITTEE APPOINTMENTS**	Motion to approve
2	**FY 2014 COLLEGE AND UNIVERSITIES' NET POSITION BALANCES**	Information item
3	**FY 2014 COLLEGE and UNIVERSITIES' FINANCIAL RATIOS**	Information item
4	**LEWIS-CLARK STATE COLLEGE FOUNDATION OPERATING AGREEMENT**	Motion to approve

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SUBJECT

Reappointment of Mark Heil and Appointment of Brent Moylan to Audit Committee

REFERENCE

December 2008	Board appointed Mark Heil to Audit Committee
December 2012	Board renewed appointment of Mark Heil

APPLICABLE STATUTE, RULE, OR POLICY

Governing Policies and Procedures V.H.
Board Bylaws H.4.b
Idaho Committee Charter, Appendix B

BACKGROUND/DISCUSSION

Board Bylaws H.4.b, Composition, provides that the Audit Committee members shall be appointed by the Board and shall consist of five or more members. Three members of the Committee shall be current Board members and at least two members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. Members may be reappointed.

Mark Heil is a non-Board member of the Audit Committee. He was originally appointed to a two-year term through December 31, 2010. The Audit Committee approved his reappointment through December 31, 2013 at its December 2012 meeting. Mr. Heil's one year term was used to stagger his appointment with the other non-Board member who subsequently resigned from the Committee leaving Mr. Heil as the only non-Board member. Consequently, the Board revised the Bylaws to eliminate the limit of three year terms.

The Board and Committee have been searching for another outside member.

IMPACT

Since Mr. Heil's appointment was made before the Bylaws were revised, staff requests the Board reappoint Mr. Heil to the Audit Committee under the new Bylaws which do not include a set term. Mr. Heil has expressed his interest in continuing to serve the Board on the Audit Committee.

Prospective individuals for another outside member were considered by the Committee resulting in a conference call on January 8th with Mr. Brent Moylan as a candidate.

The Board Bylaws for the Audit Committee state the following:

> *No employee of an institution or agency 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 or agency under the governance of the Board.

The Audit Committee charter also includes the following:

Each Committee member shall be independent and free from any relationship that would interfere with the exercise of her or his independent judgment. Committee members shall not be compensated for their service on the Committee and shall not have a financial interest in or engage in related-party transactions, or any other conflict of interest with any entity doing business with the Board, or any institution under the governance of the Board. Members, or their immediate relatives, shall not hold a salaried position with any Institution under the Board's governance nor be employed by any entity that provides services for a fee to any such Institution.

The Committee reviewed Mr. Moylan's resume (Attachment 1) and voted unanimously to confirm his independence and recommend his appointment to the Committee.

ATTACHMENTS

Attachment 1 – Brent Moylan Resume	Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends renewing the appointment of Mr. Heil as a non-Board member of the Audit Committee. Staff also recommends the appointment of Mr. Brent Moylan as a non-Board member of the Audit Committee.

BOARD ACTION

I move to renew the appointment of Mark Heil as a non-Board member of the Audit Committee.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

BOARD ACTION

I move to approve the appointment of Brent Moylan as a non-Board member of the Audit Committee.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

Brent K. Moylan
6019 East Grand Prairie Drive
Boise, Idaho 83716

VP & Food Group Controller

QUALIFICATIONS

- Strategic Leadership Development
- Treasury Management and financial reporting
- Background in accounting processes and controls
- Expertise in leadership and development of staff and managers

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PROFESSIONAL EXPERIENCE

J.R. Simplot Company, Boise, Idaho. 2010 to Present
VP & Food Group Controller, Food Group

Responsible for presenting Food group results to the shareholders on a quarterly basis and ensuring that the Food Group is resourced properly in order to execute to both Group and Corporate strategies.

Set strategic direction for the Food Group by participating on the Executive Leadership Team to ensure that sustainable growth is achieved and aligned with shareholder expectations.

Assist in developing growth opportunities both domestic and international markets to ensure sustainable returns on our invested capital.

Provide leadership to the Food Group Finance and IT Function aligning resources to meet company objectives and developing personnel to ensure quality of information and a capable skillset to analyze and evaluate the business on a ongoing basis.

J.R. Simplot Company, Boise, Idaho. 2008 to 2010
Financial Accounting Manager, Food Group

Responsible for preparing and presenting P & L and management information for the Food Group operation to senior management and assisting them in the daily operations of the business.

Direct and control the compilation of the budget and forecast to meet company objectives. Develop tracking tools to monitor the performance of the business segments the contribution they provided towards goals and objectives. Evaluate new business opportunities to see if they meet expectations.

Develop proper controls and procedures to ensure that the company's assets are safeguarded and management is provided with timely and accurate information.

Provide leadership to professional accounting staff to develop their skills and systems to add value in a dynamic working environment in which real time information is essential. Create management tools to assist in the daily decision making by analyzing daily, monthly and quarterly performance reports and engaging the operating groups.

Woodgrain Millwork, Inc. Fruitland, Idaho 2001 to 2008
Corporate Controller

Responsible for preparing and presenting the consolidated P & L and management information to the owners and Vice Presidents and assisting them in evaluating divisional and international operations performance.

Establishing transfer pricing between the division by evaluating market conditions and standard costing for each plant site. Evaluating each division's performance and provide guidance in achieving RONA and EVA goals.

Providing direction to the site controllers in developing standard cost information to assist management in analyzing Material, Labor and Overhead variances through cost studies and material process flow.

Control the compilation of the budget and forecast to meet company objectives and external reporting requirements in order to maintain banking relationships and communications with shareholders.

Plan due diligence requirements for acquisitions and participated in the preparing of the contracts and price negotiations. This included integrating the newly acquired entity into the existing business structure.

M.C.M.S., Nampa, Idaho. 1999 to 2001
Controller

Responsible for preparing and presenting P & L and management information for a custom manufacturing operation to senior management and assisting them in the daily operations of the business.

Direct and control the compilation of the budget and forecast to meet company objectives and investors expectations. Develop tracking tools to monitor the performance of the business units and the contribution they provided towards goals and objectives. Evaluate new business opportunities to see if they meet expectations.

Develop proper controls and procedures to ensure that the company's assets are safeguarded and management is provided with timely and accurate information.

Provide leadership to professional accounting staff to develop their skills and systems to add value in a dynamic working environment in which real time information is essential. Create management tools to assist in the daily decision making by analyzing standard costs, BOM's, routers, labor and material efficiencies and customized automated reporting systems.

M.C.M.S., Nampa, Idaho. 1998 to 1999
Financial Analyst

Responsible for establishing quote rates and compiling quote assembly information used in the quoting process. Utilizing analytical skills and interacting with Sales, Operations, and the technical teams. Understanding of the PTM and ABC models and their impact on products.

Developed a quote database to be utilized by M.C.M.S. team members to analyze and track the performance of their customers and suppliers.

Responsible for consolidating and standardizing the assembly quoting process from each site and preparing quote documentation for management review. Analyzing product cost and customer programs for value add impact.

J.R. Simplot Company, Boise, Idaho. 1991 to 1998
Assistant Controller, Food Group

J.R. Simplot Company, Boise, Idaho. 1989 to 1991
Financial Accounting Manager

J.R. Simplot Company, Boise, Idaho. 1986 to 1989
Financial Accountant

Tullis, Grigg & Hytrek, Boise, Idaho. 1985 to 1986
Staff Accountant

Mark Denham Company, Fresno, California. 1984 to 1985
Financial Accountant

Education	BBA-Accounting, Boise State University, Boise, Idaho
Appointments	Team Leader Investment Grade Task Force. Team Member Pricing Task Force. Team Member Restructuring Team for Sales and Marketing. Nominated for Food Group Presidents Award. ERP Implementation Team Member.
Affiliations	HP Global Services Strategy Advisory Board
Technical	PC, Excel, Word, Dec VAX, Novel Netware, LAN's, BAAN, Infoflo, Avante

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SUBJECT

FY 2014 College and Universities' Unrestricted Net Position

REFERENCE

December	Annual Audit report submitted to the Board

BACKGROUND/DISCUSSION

The net position balances are shown in the Attachments as of June 30, 2014. The net position is broken down as follows:

Invested in capital assets, net of related debt: This represents an institution's total investment in capital assets, net of accumulated depreciation and outstanding debt obligations related to those capital assets. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included.

Restricted, expendable: This represents resources which an institution is legally or contractually obligated to spend in accordance with restrictions imposed by external third parties.

Restricted, nonexpendable: This represents endowment and similar type funds in which donors or other outside sources have stipulated, as a condition of the gift instrument, that the principal is to be maintained inviolate and in perpetuity, and invested for the purpose of producing present and future income, which may either be expended or added to principal.

Unrestricted: This represents resources derived from student tuition and fees, and sales and services of educational departments and auxiliary enterprises. These resources also include auxiliary enterprises, which are substantially self-supporting activities that provide services for students, faculty and staff. Not all source of revenues noted above are necessarily present in the unrestricted position.

Within the category of **Unrestricted Position**, the institutions reserve funds for the following:

Obligated: Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which contractual commitments exist.

Designated: Designated net position represents balances not yet legally contracted but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative cost recovery returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

Note: Designated reserves are not yet legally contracted, so technically they are still subject to management decision or reprioritization. However, it's critical to understand that these net position balances are a snapshot in time as of June 30, 2013, so reserves shown as "designated" on this report could be "obligated" at any point in the current fiscal year.

Unrestricted Funds Available: Balance represents reserves available to bridge uneven cash flows as well as future potential funding shortfalls such as:

- Budget reductions or holdbacks
- Enrollment fluctuations
- Unfunded enrollment workload adjustment (EWA)
- Unfunded occupancy costs
- Critical infrastructure failures

IMPACT

The volatility of state funding as well as fluctuations in enrollment and tuition revenue necessitates the need for institutions to maintain fund balances sufficient to stabilize their operating budgets. As such, the Board has set a minimum target reserve of 5% of operating expenditures as a benchmark in its Strategic Plan (Goal 3, Objective A). The institutions' unrestricted funds available as a percent of operating expenses are as follows:

	FY 2012	FY 2013	FY 2014
BSU:	3.5%	5.0%	6.1%
ISU:	7.3%	12.6%	16.2%
UI:	2.6%	2.7%	4.2%
LCSC:	3.8%	5.1%	6.5%

ATTACHMENTS

BSU Net Position Balances	Page 3
ISU Net Position Balances	Page 5
UI Net Position Balances	Page 7
LCSC Net Position Balances	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

The institutions will present a brief analysis of their respective unrestricted net position.

BOARD ACTION

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

Boise State University

Net Position Balances

As of June 30, 2014

1	**Net Position:**	**FY 2014**
2	Invested in capital assets, net of related debt	271,584,602
3	Restricted, expendable	14,344,550
4	Restricted, nonexpendable	0
5	Unrestricted	99,397,746
6	**Total Net Position**	**$385,326,898**
7		
8	**Unrestricted Net Assets:**	**$99,397,746**
9	Obligated (Note A)	
10	Debt Reserves	18,607,004
11	Capital Projects	
12	Facilities	10,071,860
13	Equipment	639,557
14	Program Commitments	
15	Academic	2,516,935
16	Research	3,555,709
17	Other	5,434,226
18	Administrative Initiatives	599,589
19	Total Obligated	41,424,880
20	Designated (Note B)	
21	Capital Projects	
22	Facilities	21,247,100
23	FFE	2,040,000
24	Program Commitments	
25	Academic	6,409,011
26	Research	6,673,337
27	Other	334,028
28	Administrative Initiatives	669,089
29	Other	500,000
30	Total Designated	37,872,565
31		
32	**Unrestricted Funds Available (Note C)**	**$20,100,301**
33		
34	Operating expenses	330,277,822
35	Ratio of Unrestricted Funds Available to operating expenses	6.1%
36	5% of operating expenses (minimum reserve target)	16,513,891
37		
38	Two months operating expenses	55,046,304
39	Ratio of Unrestricted Funds Available to two months of operating expenses	36.5%
40	Number of days expenses covered by Unrestricted Funds Available	22.21

Note A: **Obligated** - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service and staffing commitments for outstanding debt and personnel. These amounts also consist of inventories and other balances for which a contractual commitments exist.

Note B: **Designated** - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

Note C: **Unrestricted Funds Available** - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are:
Federal grant reductions related to shut-down, debt ceiling
Unfunded Enrollment Workload Adjustment (EWA)
Budget reductions or holdbacks
Enrollment fluctuations

Idaho State University

Net Position Balances

As of June 30, 2014

Information Taken from Workpapers Relating to Audited Financial Statements

1	**Net Position:**	**FY 2014**
2	Invested in capital assets, net of related debt	$123,062,611
3	Restricted, expendable	$5,267,523
4	Restricted, nonexpendable	
5	Unrestricted	$103,154,532
6	Total Net Position	$231,484,666
7		
8	**Unrestricted Net Assets:**	**103,154,532**
9	Obligated (Note A)	
10	Debt Reserves	11,219,474
11	Capital Projects	
12	Facilities	-
13	Equipment	5,155,513
14	Program Commitments	
15	Academic	10,557,773
16	Research	29,788
17	Other	
18	Administrative Initiatives	-
19	Other	1,641,249
20		-
21	Total Obligated	28,603,798
22		
23	Designated (Note B)	
24	Capital Projects	
25	Facilities	6,478,657
26	Equipment	
27	Program Commitments	
28	Academic	14,375,271
29	Research	2,912,339
30	Other	11,123,302
31	Administrative Initiatives	1,808,365
32	Other	2,302,430
33		-
34	Total Designated	39,000,364
35		
36	**Unrestricted Available (Note C)**	**$35,550,370**
37		
38	Operating expenses	219,960,108
39	Ratio of Unrestricted Funds Available to operating expenses	16.2%
40	5% of operating expenses (minimum available reserve target)	10,998,005
41		
42	Two months operating expenses	36,660,018
43	Ratio of Unrestricted Funds Available to two months of operating expenses	97%
44	Number of days expenses covered by Unrestricted Funds Available	58.99

Note A: Obligated - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management plannning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which a contractual commitments exist.

Note B: Designated - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and adminstrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

Note C: Unrestricted Funds Available - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding.

Idaho College and Universities
Net Position Balances

As of June 30, 2014

Information Taken from Workpapers Relating to Audited Financial Statements

1	**Net Position:**			**University of Idaho**
2	Invested in capital assets, net of related debt			$ 248,651,560
3	Restricted, expendable			31,913,431
4	Unrestricted			65,015,217
5	Total Net Position			$ 345,580,208
6	**Unrestricted Net Position:**			**$ 65,015,217**
7	**Obligated (Note A)**			
	- Debt Service and Real Estate Lease Obligations		$ 16,798,260	
	- Capital Project and Equipment Funds		6,396,543	
	Total Obligated Funds			**$ 23,194,803**
8	**Designated (Note B)**			
	Academic Funds:			
	- Dedicated Course Fees	$ 1,355,025		
	- Research Funds	1,000,885		
	- Faculty Start-up Funds	998,200		
	- Support Funds	3,905,807		
	Total Academic Funds		$ 7,259,918	
	Agricultural Extension Funds:			
	- Agricultural Extension Education Funds	$ 758,460		
	- Agricultural Extension Research Funds	1,444,177		
	- Agricultural Extension Support Funds	1,887,518		
	Total Agricultural Extension Funds		4,090,155	
	Student Funds:			
	- Student Services Funds	$ 806,406		
	- Student Scholarship Funds	197,291		
	Total Student Funds		1,003,697	
	Faculty Start-up & Research Support Funds (from F&A)		9,544,857	
	Anticipated University Capital Projects:			
	University House Project		650,000	
	Service Centers		1,251,527	
	Benefits & Self-Insured Health Plan		820,000	
	Auxiliary Services Funds		1,333,821	
	Facility/Departmental Repair and Replacement Funds		350,638	
	Total Designated Funds			**$ 26,304,612**
9	**Unrestricted Available (Note C)**			**$ 15,515,802**

Idaho College and Universities
Net Position Balances

As of June 30, 2014

Information Taken from Workpapers Relating to Audited Financial Statements

10	Operating expenses	$368,164,892
11	Ratio of Unrestricted Funds Available to operating expenses	4.2%
12	5% of operating expenses (minimum available reserve target)	$18,408,245
13	Two months operating expenses	$61,360,815
14	Ratio of Unrestricted Funds Available to two months of operating expenses	25%
15	Number of days expenses covered by Unrestricted Funds Available	15

NOTES

Note A: **Obligated** - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management plannning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which a contractual commitments exist.

Note B: **Designated** - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and adminstrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

Note C: **Unrestricted Funds Available** - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are:

Budget reductions or holdbacks
Enrollment fluctuations
Unfunded Enrollment Workload Adjustment (EWA)
Loss of ARRA funding

Lewis-Clark State College
Net Position Balances
As of June 30, 2014

1	**Net Position:**	**FY 2014**
2	Invested in capital assets, net of related debt	$46,192,648
3	Restricted, expendable	951,772
4	Restricted, nonexpendable	0
5	Unrestricted	28,831,962
6	**Total Net Position**	$75,976,382
7		
8	**Unrestricted Net Position:**	**$28,831,962**
9	Obligated (Note A)	
10	Debt Service	2,331,213
11	Other	544,311
12	Total Obligated	$2,875,525
13		
14	Designated (Note B)	
15	Capital Projects	
16	Facilities	$8,605,746
17	Equipment	4,049,192
18	Program Commitments	
19	Academic	3,650,591
20	Other	5,003,524
21	Strategic Initiatives	1,000,000
22	Other	550,813
23	Total Designated	$22,859,865
24		
25	**Unrestricted Available (Note C)**	**$3,096,573**
26		
27	Operating expenses	$47,593,411
28	Ratio of Unrestricted Funds Available to operating expenses	6.5%
29	5% of operating expenses (minimum available reserve target)	$2,379,671
30		
31	Two months operating expenses	$7,932,235
32	Ratio of Unrestricted Funds Available to two months of operating expenses	39%
33	Number of days expenses covered by Unrestricted Funds Available	24

Note A: **Obligated** - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which a contractual commitments exist.

Note B: **Designated** - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

Note C: **Unrestricted Funds Available** - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are:

Enrollment fluctuations
Budget reductions or holdbacks

SUBJECT

FY 2014 College and Universities' Financial Ratios

REFERENCE

December	Annual report submitted to the Board

BACKGROUND/DISCUSSION

The ratios presented measure the financial health of the institution and include the composite index comprised of four ratios. The ratios are designed as a management tool to measure financial activity and trends within an institution. They do not lend themselves to comparative analysis between institutions because of the varying missions and current initiatives taking place at a given institution.

Institution foundations are reported as component units in the college and universities' financial statements. The nationally developed ratio benchmarks model is built around this combined picture.[1] An institution foundation holds assets for the purpose of supporting the institution. Foundation assets are nearly all restricted for institution purposes and are a very important part of an institution's financial strategy and financial health.

Ratio	Measure	Benchmark
Primary reserve	Sufficiency of resources and their flexibility; good measure for net assets	.40
Viability	Capacity to repay total debt through reserves	1.25
Return on net assets	Whether the institution is better off financially this year than last	6.00%
Net operating revenues	Whether institution is living within available resources	2.00%
Composite Index	Combines four ratios using weighting	3.0

IMPACT

The ratios and analyses are provided in order for the Board to review the financial health and relative efficiency of each institution.

ATTACHMENTS

Boise State University	Page 3 - 4
Idaho State University	Page 5 - 6
University of Idaho	Page 7 - 8
Lewis-Clark State College	Page 9-10

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[1] See *Strategic Financial Analysis for Higher Education: Identifying, Measuring & Reporting Financial Risks* (7th ed.). New York, NY: Prager, Sealy & Co., LLC; KPMG, LLP; Attain, LLC. The model's well vetted analysis developed by industry experts has been around and evolving since 1980. It is widely used and accepted in the higher education finance community.

STAFF COMMENTS AND RECOMMENDATIONS

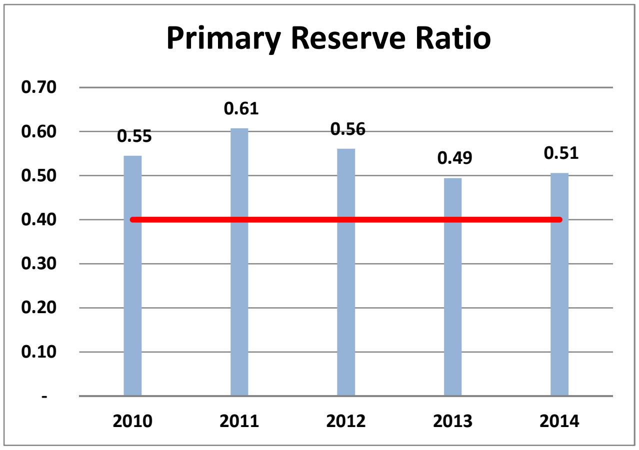
The institutions will present a brief analysis of the financial ratios and be available for questions by the Board.

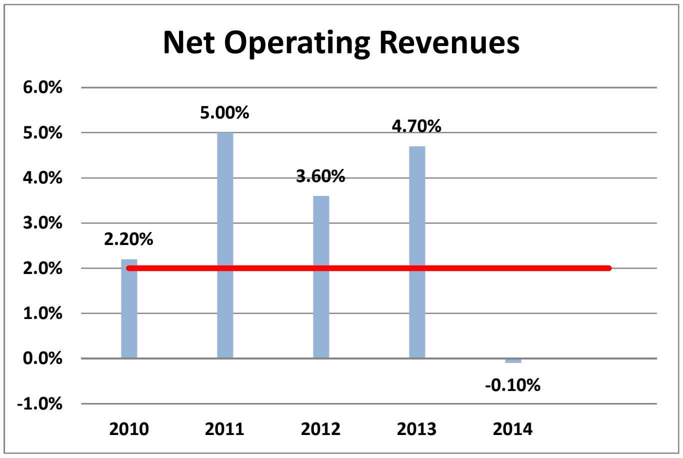
BOARD ACTION

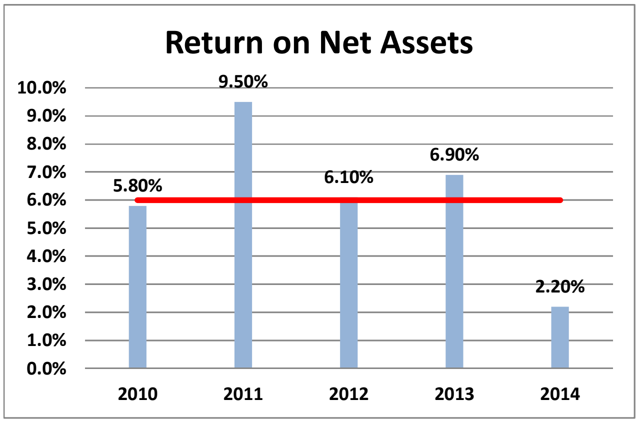
This item is for informational purposes only. Any action will be at the Board's discretion.

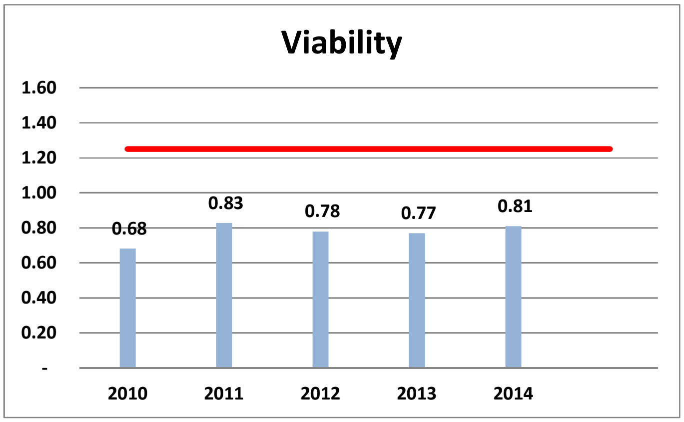
Boise State University

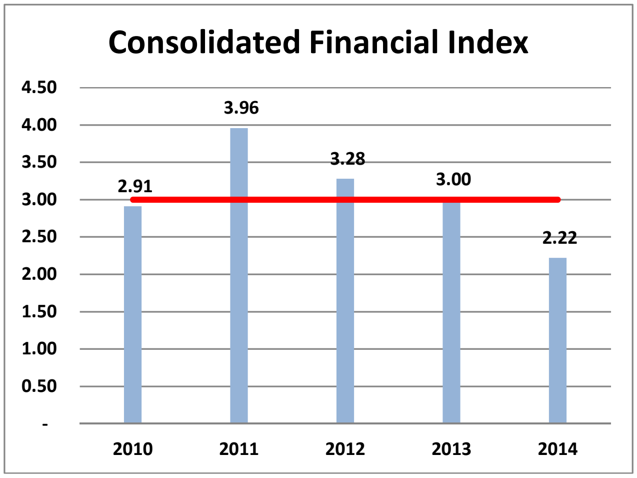
	2010	2011	2012	2013	2014	Benchmark
Primary Reserve	0.55	0.61	0.56	0.49	0.51	0.40
Net Operating Revenues	2.2%	5.0%	3.6%	4.7%	-0.1%	2.00%
Return on Net Assets	5.8%	9.5%	6.1%	6.9%	2.2%	6.00%
Viability	0.68	0.83	0.78	0.77	0.81	1.25
CFI	2.91	3.96	3.28	3.00	2.22	3.0



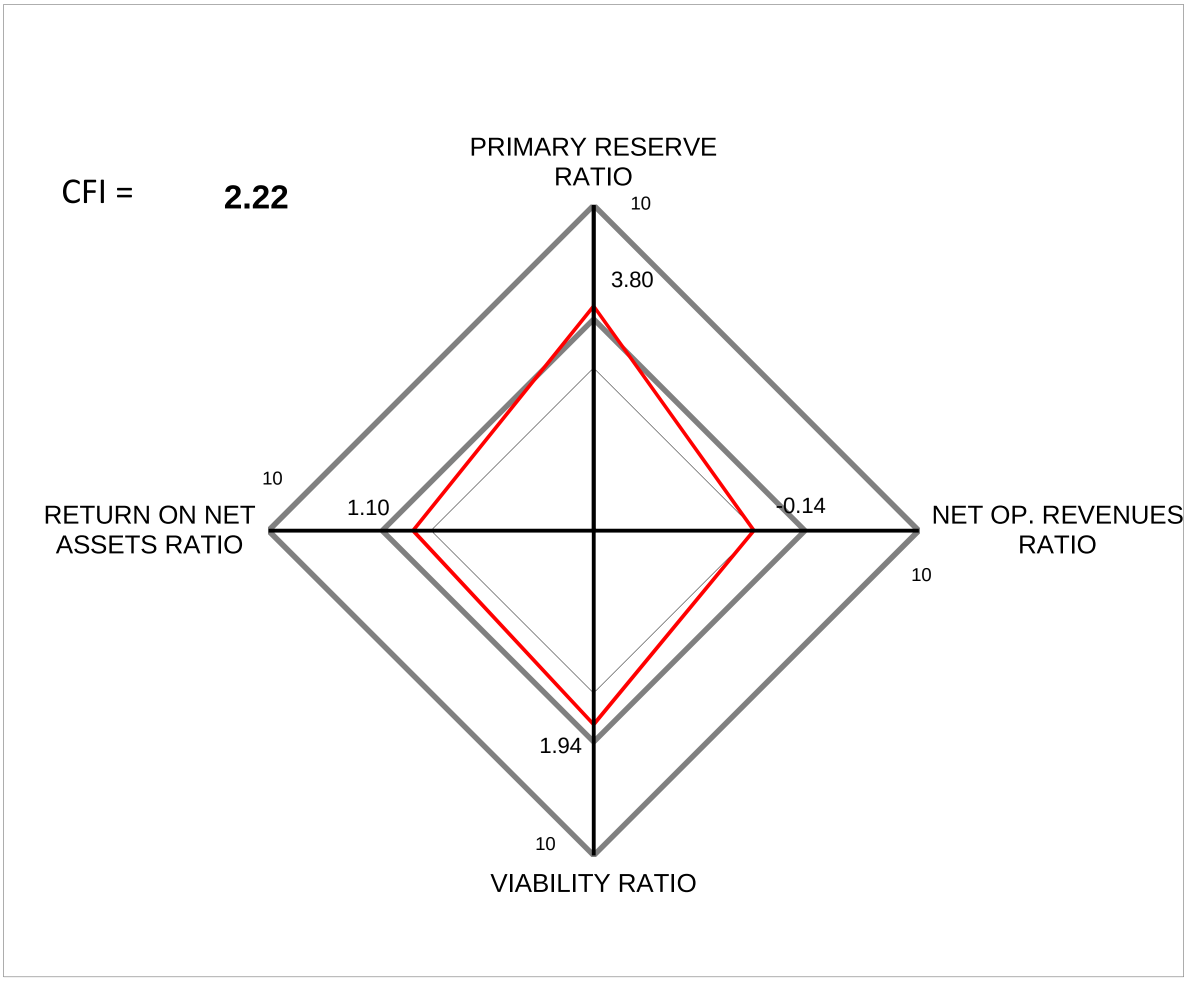






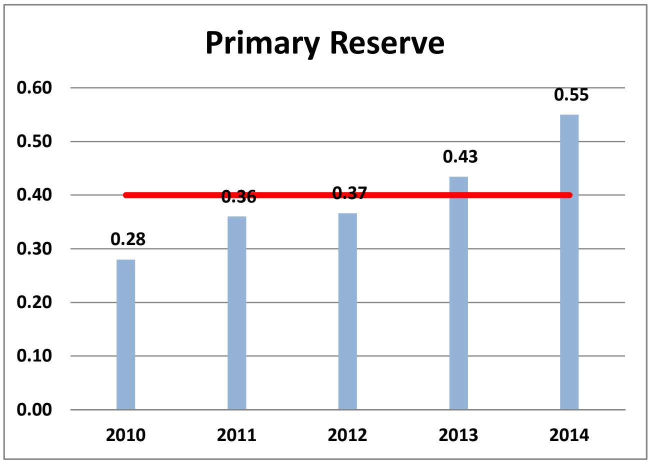


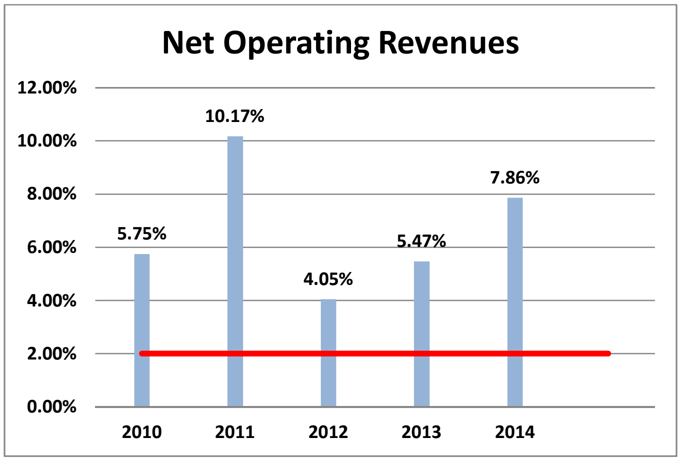
Boise State University
FY 2014

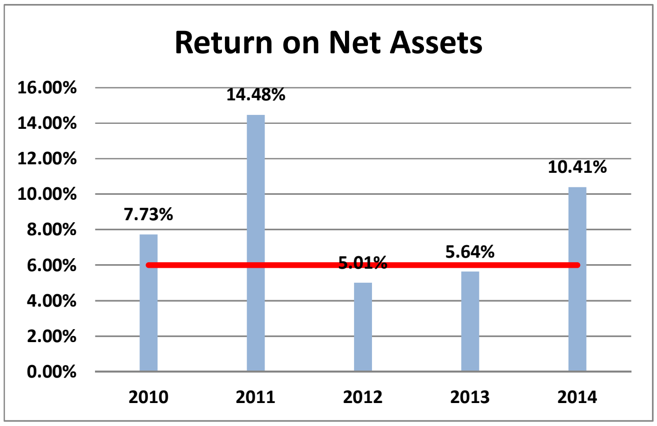


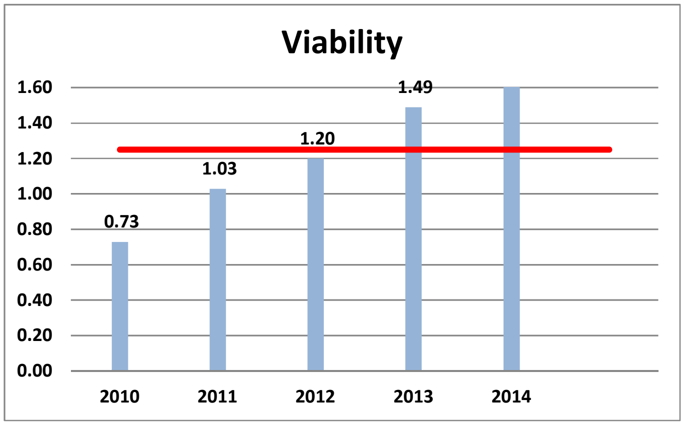
Idaho State University

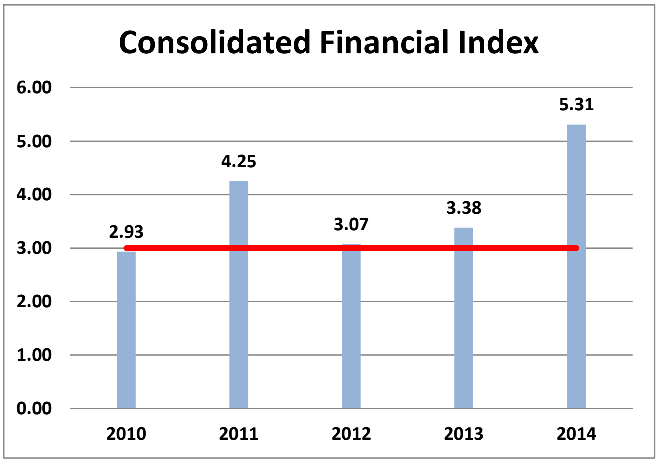
	2010	2011	2012	2013	2014	Benchmark
Primary Reserve	0.28	0.36	0.37	0.43	0.55	0.40
Net Operating Revenues	5.75%	10.17%	4.05%	5.47%	7.86%	2.00%
Return on Net Assets	7.73%	14.48%	5.01%	5.64%	10.41%	6.00%
Viability	0.73	1.03	1.20	1.49	2.02	1.25
CFI	2.93	4.25	3.07	3.38	5.31	3.00



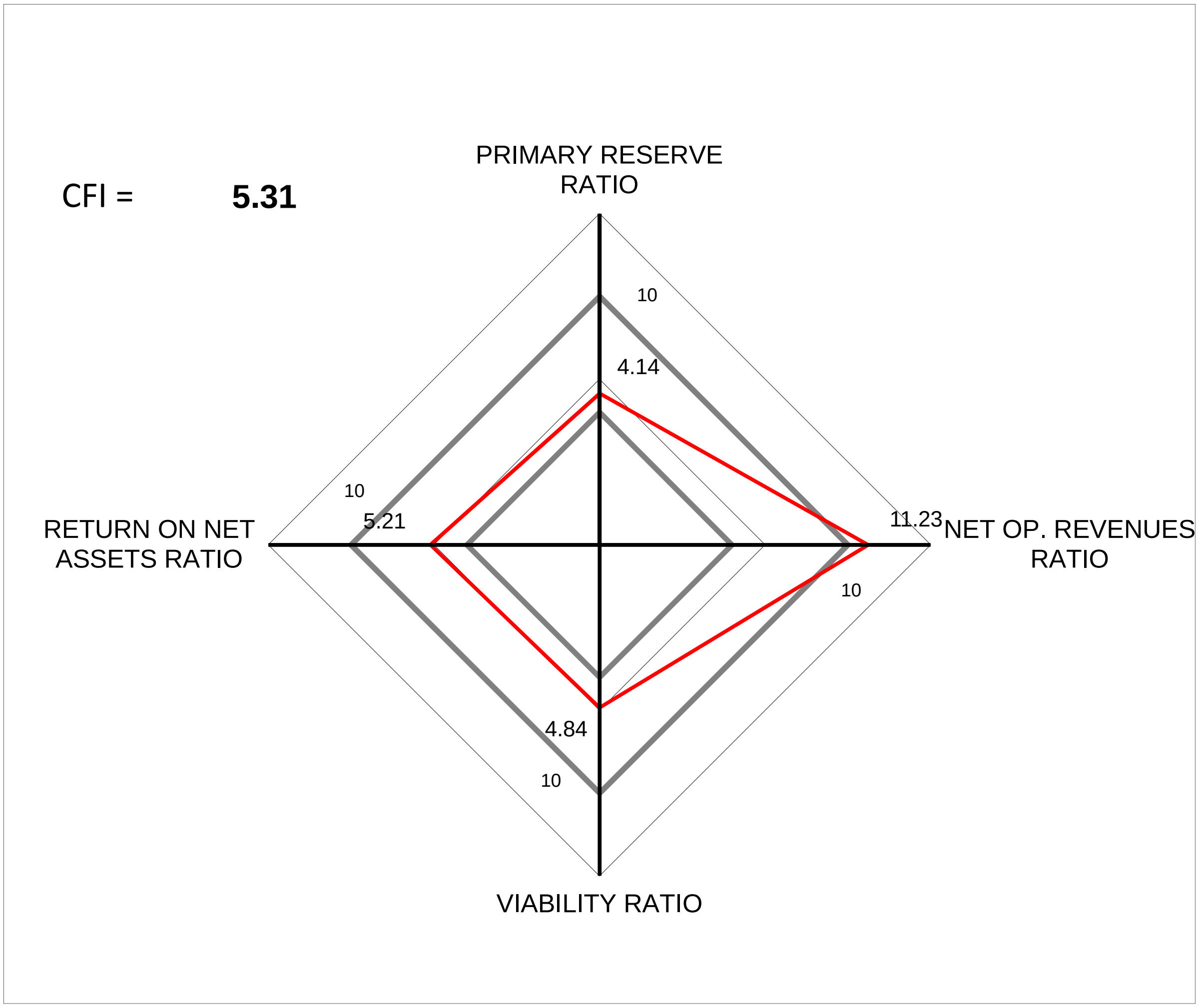






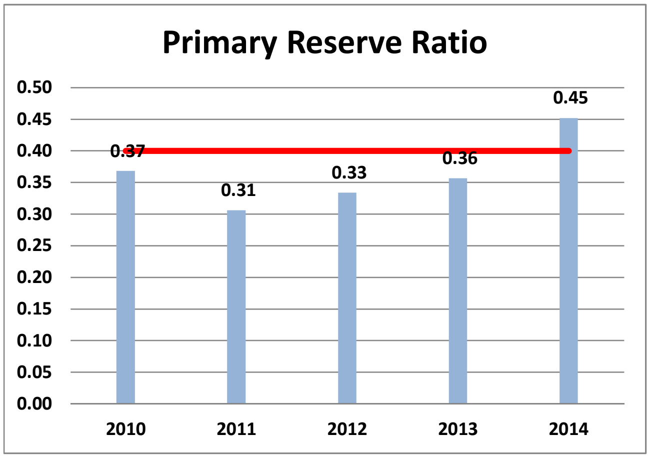


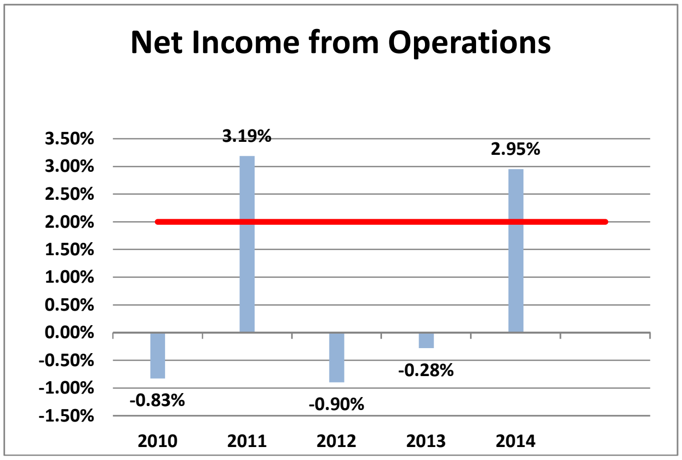
Idaho State University
FY 2014

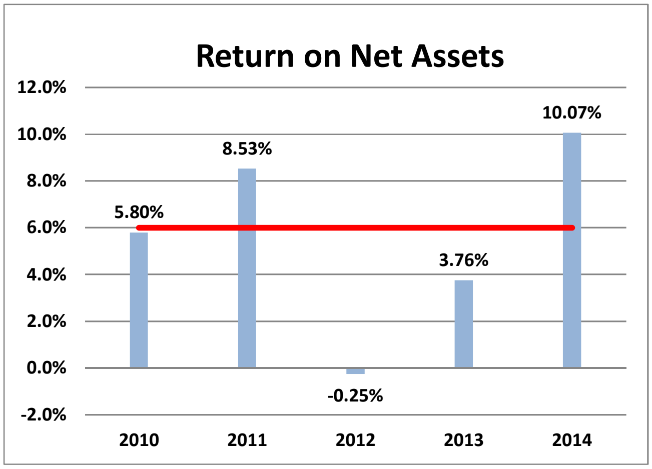


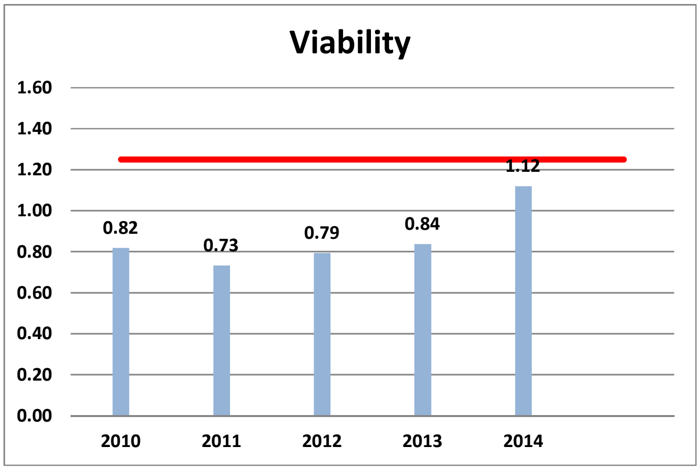
University of Idaho

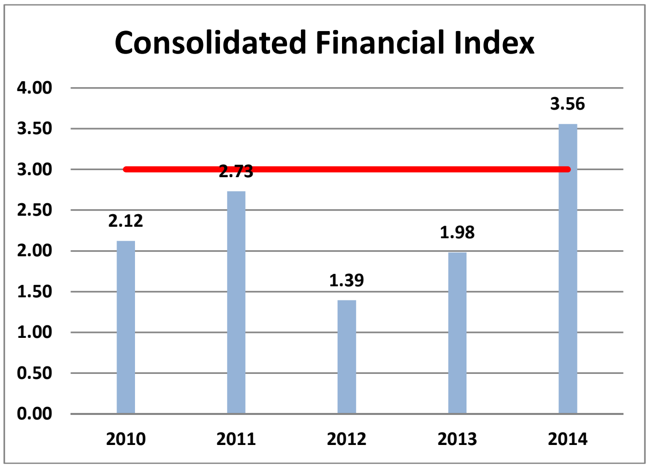
	2010	2011	2012	2013	2014	Benchmark
Primary Reserve Ratio	0.37	0.31	0.33	0.36	0.45	0.40
Net Operating Revenues	-0.83%	3.19%	-0.90%	-0.28%	2.95%	2.00%
Return on Net Assets	5.80%	8.53%	-0.25%	3.76%	10.07%	6.00%
Viability	0.82	0.73	0.79	0.84	1.12	1.25
CFI	2.12	2.73	1.39	1.98	3.56	3.00


Primary Reserve Ratio

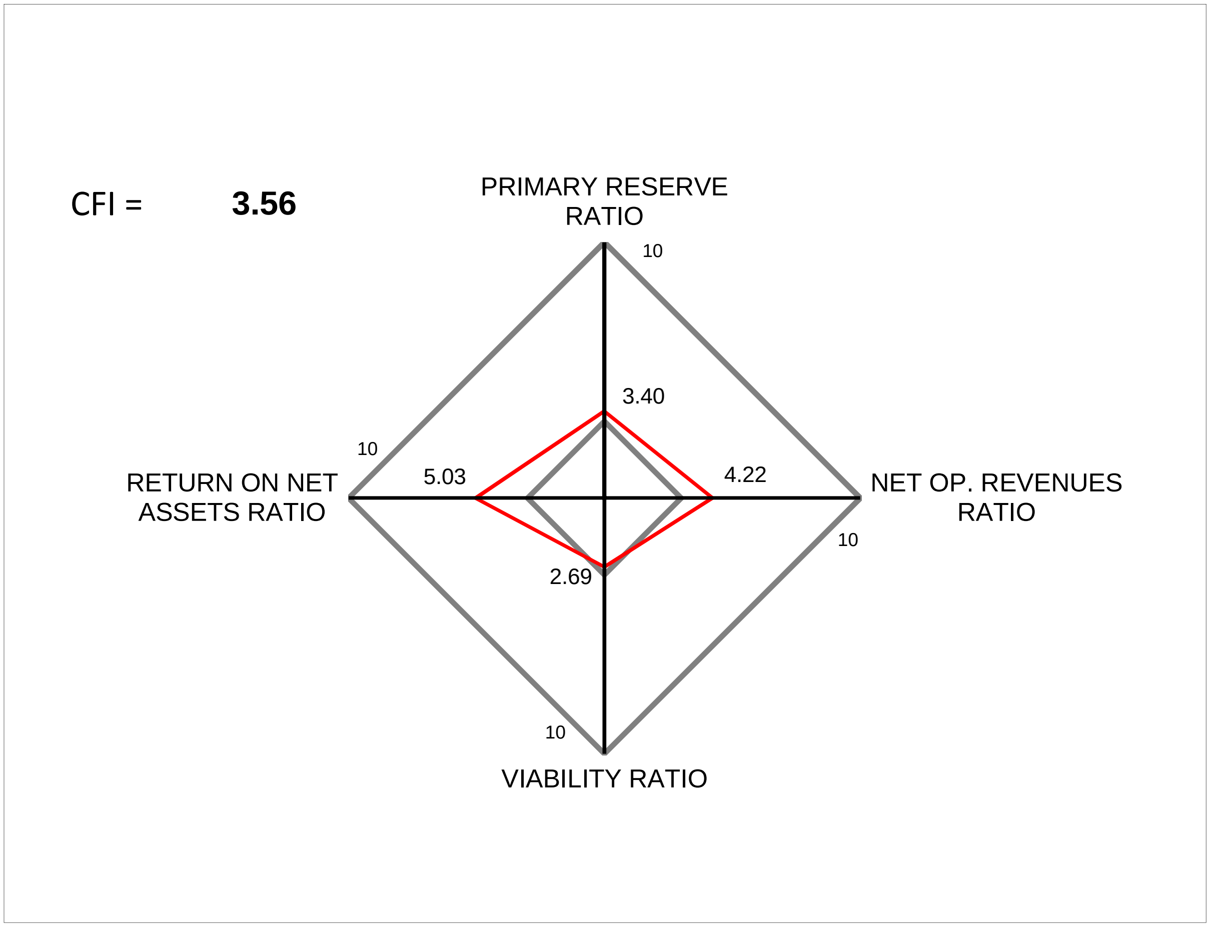

Net Income from Operations


Return on Net Assets


Viability

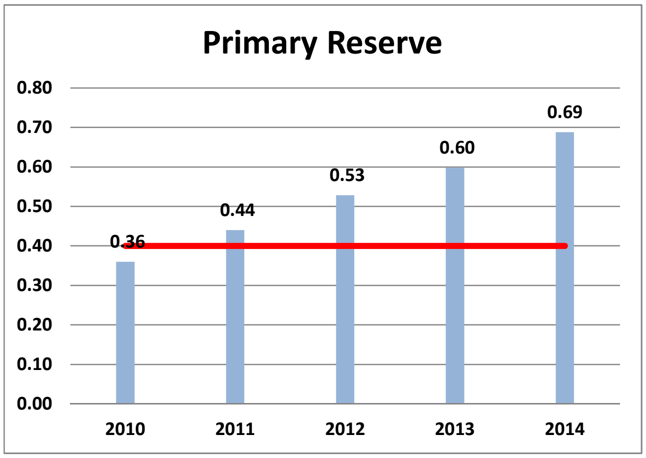

Consolidated Financial Index

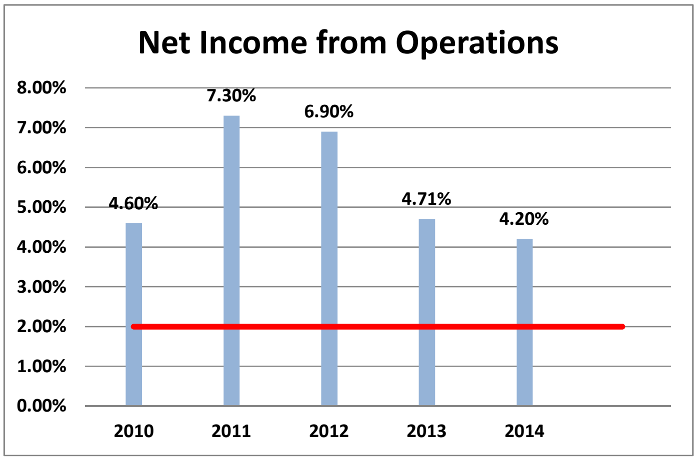
University of Idaho
FY 2014

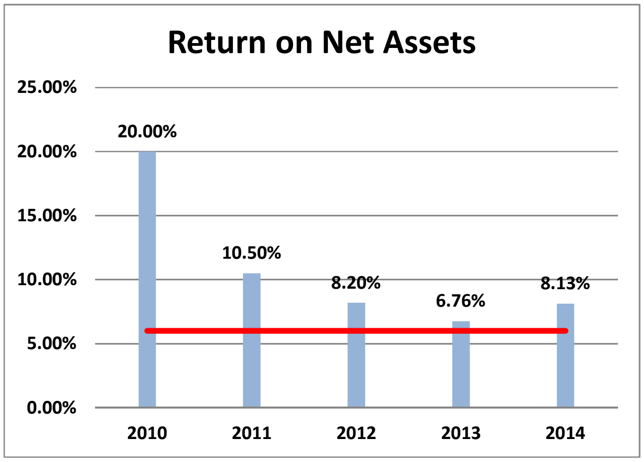


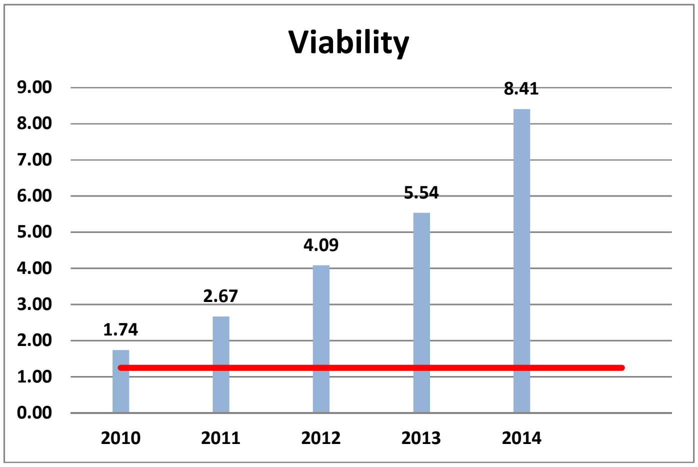
Lewis-Clark State College

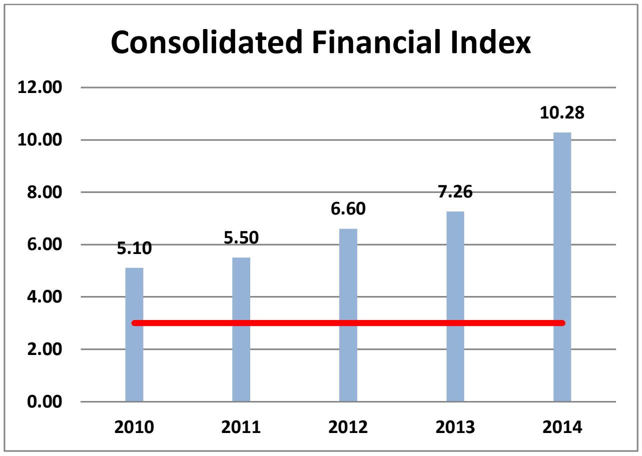
	2010	2011	2012	2013	2014	Benchmark
Primary Reserve	0.36	0.44	0.53	0.60	0.69	0.40
Net Operating Revenues	4.60%	7.30%	6.90%	4.71%	4.20%	2.00%
Return on Net Assets	20.00%	10.50%	8.20%	6.76%	8.13%	6.00%
Viability	1.74	2.67	4.09	5.54	8.41	1.25
CFI	5.10	5.50	6.60	7.26	10.28	3.00



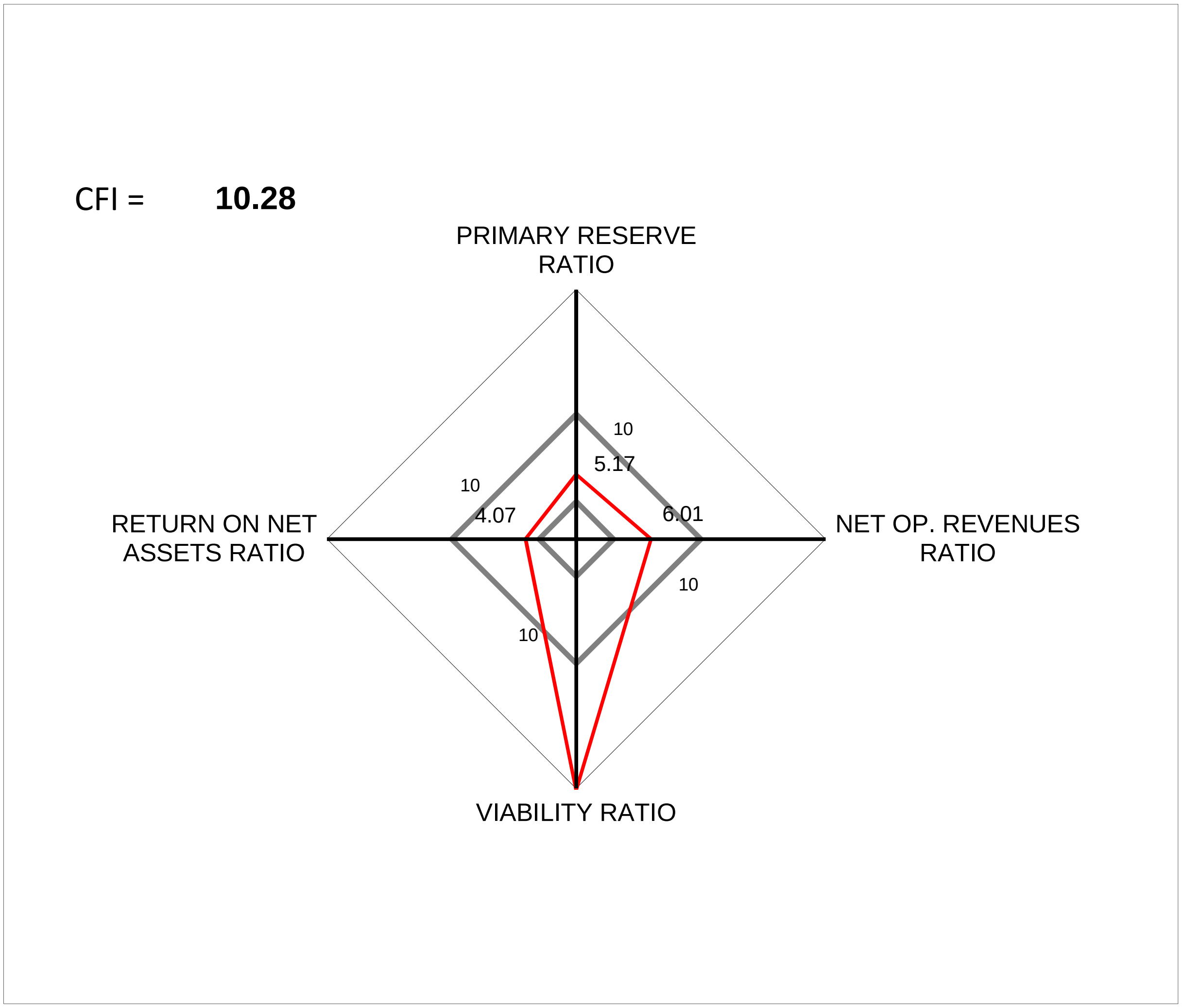








Lewis-Clark State College
FY 2014



LEWIS-CLARK STATE COLLEGE

SUBJECT

Board approval of Lewis-Clark State College operating agreement with LCSC Foundation

REFERENCE

October 2009	Board approval of LCSC operating agreement with LCSC Foundation
August 2012	Board approval of revised operating agreement
December 2014	Audit Committee reviewed and recommended Board approval of revised operating agreement

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.E.

BACKGROUND/DISCUSSION

State Board policy stipulates that *"each institution shall enter into a written operating agreement with each recognized foundation that is affiliated with the institution."* The proposed revision to the LCSC operating agreement updates the agreement approved by the Board in 2012 to address the following points:

1) Adds the recently re-established position of Vice President for Student Affairs as an ex officio member of the Foundation. Other ex officio members of the Foundation include the College President, Provost/Vice President for Academic Affairs, Vice President for Finance and Administration, Faculty Senate Chair-Elect, and an LCSC Alumni Association Board representative). Ex officio members are not entitled to vote.
2) Revises the section describing Foundation Officers to delete the former restrictive wording, which mandated that the College Budget Officer serve as the Foundation Treasurer, and provides more flexible language which will permit the Foundation to elect as Treasurer either one of the members of the Foundation Board of Directors, or upon mutual consent of the Foundation and the President of the College, a College staff officer.
3) Stipulates that executive officers of the College (President and Vice Presidents) shall not serve as officers of the Foundation Board of Directors.
4) Amends the section on "signature authority" to make it clear that no College employee, including College executive officers (Presidents or Vice Presidents), has the authority to sign any transaction on behalf of the Foundation.

IMPACT

The proposed revisions will align the wording of the operating agreement with the current (Board-approved) organizational structure of the College (reflecting establishment of Vice President for Student Affairs) and strengthens language which ensures mutual independence of the executive leadership of the College and the Foundation Board. The language draws a bright line to make it clear that College executive-level officers cannot serve as officers of the Foundation, or exercise signature authority on behalf of the Foundation. The revision preserves and strengthens the underlying principle that neither the Foundation nor the College can financially commit the other party without mutual consent and written authorization.

ATTACHMENTS

Attachment 1—Revised LCSC Foundation Operating Agreement	Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The current operating agreement, which was approved by the Board in 2012, provided that the Budget Director of the College shall serve as Treasurer of the Foundation. The revised operating agreement replaces the Budget Director with “an officer of the College” approved by the Foundation. It is anticipated that the college’s Controller may be appointed as the Foundation Treasurer. Staff was told the duties of the Treasurer were mainly to keep the books and make periodic reports to the Foundation Board. Responsibility for policy making, financial oversight, authorizing payments, investments, and supervision of college staff working for the foundation rests with the Board of Directors of the Foundation.

Staff recommends approval.

BOARD ACTION

I move to approve the revisions to the Operating Agreement between Lewis-Clark State College and the Lewis-Clark State College Foundation, Inc., as presented.

Moved by ___________ Seconded by__________ Carried Yes _____ No _____

FOUNDATION OPERATING AGREEMENT

THIS OPERATING AGREEMENT, made and entered into this ______ day of ________________ ~~2012~~ 2015, by and between LEWIS-CLARK STATE COLLEGE, hereinafter referred to as “College”, and LEWIS-CLARK STATE COLLEGE FOUNDATION, INC., hereinafter referred to as “Foundation”,

WHEREAS, the Foundation is a non-profit corporation incorporated on April 4, 1984 pursuant to the Idaho Nonprofit Corporation Act for the purpose of supporting Lewis-Clark State College, its students, staff, faculty and programs;

WHEREAS, the Foundation has been recognized as a tax-exempt entity under Section 501(c)(3) of the Internal Revenue Code;

WHEREAS, the parties hereby acknowledge that they will at all times conform to, and abide by, the Idaho State Board of Education’s (“State Board”) Governing Policy and Procedures, Gifts and Affiliated Foundations policy, Section V.E.; and

WHEREAS, the parties enter into this Agreement to establish the operating agreement between the parties, all as is required under Section V.E.2.c, of the State Board ’s Policies and Procedures.

NOW, THEREFORE, in consideration of the premises and the mutual covenants and agreements herein contained, the parties agree as follows:

ARTICLE I
Foundation's Purposes

The Foundation is the primary affiliated foundation responsible for securing, managing and distributing private support for the College. Accordingly, to the extent consistent with the Foundation's Articles of Incorporation and Bylaws, and the State Board's Policies and Procedures, the Foundation shall:

1. solicit, receive and accept gifts, devises, bequests and other direct or indirect contributions of money and other property made for the benefit of the College from the general public (including individuals, corporations, other entities and other sources);
2. manage and invest the money and property it receives for the benefit of the College; and
3. support and assist the College in fundraising and donor relations. In carrying out its purposes the Foundation shall not engage in activities that conflict with:
    - **a.** federal or state laws, rules and regulations (including, but not limited to all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations);

    - **b.** applicable polices of the State Board; or
    - **c.** the role and mission of the College.

ARTICLE II
Foundation's Organizational Documents

The Foundation shall provide copies of its current Articles of Incorporation and Bylaws to the College. All amendments of such documents shall also be provided to the College and State Board. Furthermore, the Foundation shall, to the extent practicable, provide the College with an advance copy of any proposed amendments to the Foundation's Articles of Incorporation and Bylaws.

Article III
Institutional Resources and Services

1. **Staff.** The Director of College Advancement, an employee of the College, shall serve as Executive Director of the Foundation and shall supervise the College Advancement Staff who are likewise employees of the College and who will provide administrative services to the Foundation. The College is responsible for the employment and compensation of College Advancement Staff providing services to the Foundation, including the Director of College Advancement in his or her capacity as Executive Director of the Foundation. ~~The Budget Director of the College shall serve as Treasurer of the Foundation~~ Subject to approval by the President of the College, the Foundation may appoint an employee of the College to serve as Treasurer. The Treasurer shall provide and/or supervise the provision of financial and accounting services for the Foundation. While providing services to the Foundation, College employees are subject to the oversight and direction of the Board of Directors of the Foundation. Executive officers of the College (President and Vice Presidents) shall not serve as Foundation Board officers or staff members.

2. **Other Services.** The College shall provide the following additional services to the Foundation:
   - **a.** Access to the College's financial system to receive, disburse and account for funds of the Foundation. Except for funds transferred into Foundation's brokerage accounts, all funds received by the Foundation shall be deposited with the College and credited to one or more agency accounts established in the name of the Foundation within the College's financial system. In using the College's financial services, the Foundation shall comply with the College's financial and administrative policies and procedures.
   - **b.** Accounting services, to include cash receipts and disbursements, accounts receivable and payable, bank reconciliation, reporting and analysis, and internal auditing.
   - **c.** Investment, insurance, and similar services.
   - **d.** Development services, including research, information systems, donor records, communications and special events.

3. **Facilities, Furnishings and Office Equipment.** The business office of the Foundation shall be located in the College Advancement Office at 500 8th Avenue, Lewiston, Idaho. The College will provide office space to the Foundation including providing all maintenance and utilities, and local and long-distance telephone service for use in the business of the Foundation. The furnishings, computers, copiers and

other items of office equipment used in the Foundation’s office are owned by the College but shall be made available for use in the business of the Foundation. The cost of repairing, maintaining and replacing such furnishings and equipment shall be paid by the College.

4. **Reimbursement.** Except as otherwise provided in this Agreement, the Foundation shall have no obligation to reimburse the College for costs incurred by the College for personnel, use of facilities or equipment or for other services provided to the Foundation by the College. No payments shall be made directly from the Foundation to College employees in connection with resources or services provided to the Foundation under this Agreement.

Article IV
Management and Operation of Foundation

1. **Gift Solicitation.**
    a. **Form of Solicitation.** Any and all Foundation gift solicitations shall make clear to prospective donors that (1) the Foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the College; and (2) responsibility for the governance of the Foundation, including the investment of gifts and endowments, resides with the Foundation's Board of Directors.
    b. **The Foundation is Primary Donee.** Absent unique circumstances, donors shall be requested to make gifts directly to the Foundation rather than to the College.
    c. **Real Property.** No gifts, grants or transfers of real or personal property will be accepted by the Foundation which do not comply with state law, State Board and College policy.
    d. The Foundation shall not accept gifts or grants containing a condition committing the College financially or contractually without prior written approval of the College President or VP for Finance and Administration.

2. **Receiving, Depositing, Disbursing and Accounting for Funds.**
    a. **General.** College Advancement staff on behalf of the Foundation shall receive, accept and administer gifts in accordance with the Foundation’s Gift Acceptance Policy and Policy for Accounting of Gift Revenue, copies of which are attached hereto as Exhibits A and B. The College’s financial systems and administrative policies and procedures will be utilized in receiving, depositing, disbursing and accounting for funds of the Foundation.
    b. **Institutional Funds Transferred to the Foundation.** In compliance with the policies of the State Board, the College shall not transfer institutional funds, assets, or liabilities directly or indirectly to the Foundation without the prior approval of the State Board and the Foundation Board of Directors. Segregation of duties among College employees who provide accounting and reporting support to the Foundation will be maintained to prevent unauthorized access to or transfer of funds to or from the College and Foundation.

   c. **Funds Transferred to College.** Funds, including gifts designated by the donor to a specific College department or program, will not be transferred from the Foundation to the College except as approved by the Foundation Board of Directors. The College official responsible for that department or program will be notified of the transfer and the purpose of the gift by the College Advancement Staff. The College official into whose department or program Foundation funds have been transferred shall be responsible to account for those funds in accordance with College policies and procedures, to use those funds for their designated purposes, and shall notify the Foundation of the use of those funds on a timely basis. Once funds have been transferred to the College, the transferred funds shall be the property of the College.

3. **Signature Authority.** Foundation expenditures, transfer of funds and financial transactions must be authorized and approved by the Board of Directors or officers designated by the Board. Signature authority on behalf of the Board shall be exercised only by the Foundation President and Vice President. No College employee (including, but not limited to, ~~a College Vice-President~~ the College President or Vice Presidents) shall have the authority to sign on any transaction on behalf of the Foundation.

4. **Investment Policies.** Gifts will be invested in accordance with the guidelines set out in the "Investment Policy Statement," a copy of which is attached hereto as Exhibit C. The responsibility for investment of gifted funds resides with the Foundation's Board of Directors who act upon the recommendations promulgated by the Foundation's Finance and Investment Committee. College employees may provide technical information and reports to the Committee but have no voting rights and are not part of the policy approval process.

5. **Insurance.** To the extent that the Foundation is not covered by the State of Idaho Risk Management insurance, the Foundation shall maintain insurance to cover the operations and activities of its Board of Directors and Officers, attached as Exhibit D.

6. **Separation of Foundation and College Funds.** Foundation and College funds will not be co-mingled. Foundation funds will be deposited in the College's financial system and credited to the appropriate agency account in the Foundation name. It shall be the responsibility of the Foundation Treasurer to reconcile the Foundation's agency accounts on a monthly basis. The Foundation Treasurer shall make a monthly written financial report to the Foundation Board in accordance with generally accepted accounting principles.

7. **Description of Organizational Structure of Foundation.**
   a. **Foundation Board of Directors.** The Foundation is a non-profit corporation organized under the laws of the State of Idaho. It is governed by a board of not more than thirty (30) directors. The directors are elected by the Foundation Board members. Foundation Directors serve staggered terms of up to three (3) years. The President, the Provost and Vice President for Academic Affairs, the Vice President for Finance and Administration, the Vice

President for Student Affairs, the ~~Budget Director~~ the Treasurer (if a College employee has been designated to fill this position), the Faculty Senate Chair-Elect and the LCSC Alumni Association Board Representative are Designated Members of the Foundation who are entitled to attend meetings of the Foundation Board of Directors but are not entitled to vote. Other College officials may serve as advisors to Foundation's Board and may be invited to attend meetings of the Foundation Board on a case-by-case basis.

b. **Board Committees.** The standing committees of the Foundation Board of Directors shall be the Executive Committee, the Scholarship Committee, and the Finance and Investment Committee. The composition, duties and authority of each of those committees is set out on Exhibit E.

c. **Executive Director.** The chief operating officer of the Foundation is its Executive Director who is employed by the College as Director of College Advancement. In the performance of his or her duties with the Foundation, the Executive Director shall report to and be subject to the direction of the Foundation Board of Directors. The Executive Committee of the Foundation Board may prepare and provide to the College President an annual written job performance evaluation of the Executive Director.

d. **Officers.** The ~~Chief Executive Officer of the Foundation is the~~Foundation President ~~who~~ is elected by the Board of Directors. The Foundation Board of Directors also elects a Vice President , Secretary, and Treasurer. Subject to the mutual consent of the Foundation Board of Directors and the College President, an employee from the College staff may be appointed to serve as Treasurer. ~~The Treasurer of the Foundation is the College Budget Officer. In the performance of his or her duties with the Foundation, the Treasurer shall report to and be subject to the direction of the Foundation Board of Directors.~~

Article V
Relationship between the Foundation and the College

1. **Access to Foundation Books and Records.**

a. The financial records of the Foundation shall be available to the College, its officers and representatives in accordance with the policies and procedures of the College. Other financial records of the Foundation shall be made available to the College at reasonable times upon written request of the College President or his or her designee.

b. Donor records containing information with respect to gifts to the Foundation are the property of the Foundation and shall be maintained and secured by the College. The Foundation and the College shall take the steps necessary to monitor and control access to donor records and to protect the security of the donor database. The College shall not access such information except in compliance with the Foundation's donor confidentiality policies. The College shall enforce policies that support the Foundation's ability to respect the privacy and preserve the confidentiality of donor records. The Foundation will provide information contained in donor records to College officials upon request in accordance with applicable laws, Foundation policies and guidelines. Such information may also be provided to Foundation officers and Foundation Board members.

2. **Foundation Budget**. The Finance and Investment Committee of the Foundation Board shall, in consultation with the College President or his or her designee, develop a proposed annual operating budget and capital expenditure plan. After a final review by College President, the budget and capital expenditure plan shall be presented to the full Foundation Board for approval.

3. **Compensation to College Employees.** It is not anticipated that Foundation will provide supplementary compensation to College employees. The Foundation Board of Directors may provide funds to the College annually for Faculty and Staff Achievement Awards. The College identifies the faculty and staff members who will be recipients of those awards and disburses the funds to the recipients.

Article VI
Audit and Reporting Requirements

1. **Fiscal Year.** The Foundation and the College shall have the same fiscal year.

2. **Independent Audit.** The business and affairs of the Foundation shall be audited annually as a component unit of the College by the independent certified public accountants who are the auditors for the College. Those accountants shall not be officers or directors of the Foundation. The audit shall be a full scope audit, performed in accordance with generally accepted auditing standards and prepared in accordance with Government Accounting Standards Board (GASB) principles or Financial Accounting Standards Board (FASB) principles, as appropriate. The cost of the audit shall be paid by the College. A written report of the audit shall be provided to the Idaho State Board of Education.

3. **Foundation Reports to the College President.** The Foundation shall provide the following reports to the President of the College. Except for the audit report prepared by College's independent auditor, these reports will be prepared by or under the direction of the Executive Director. Copies of each report shall be provided to the Foundation Board. The reports and their frequency are as follows:
   - **a.** Annual financial audit report;
   - **b.** Annual report of transfers made to the College, summarized by departments;
   - **c.** Annual report of unrestricted funds received, and of unrestricted funds available for use in that fiscal year;
   - **d.** A list of Foundation officers and directors shall be provided annually and the President shall be promptly notified of any changes in that list;
   - **e.** A list of any College employees for whom the Foundation made payments to College for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment
   - **f.** A list of all state and federal contracts and grants managed by the Foundation;
   - **g.** An annual report of the Foundation's major activities;
   - **h.** An annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding Foundation fiscal year for the benefit of the College; and

i. An annual report of any actual litigation involving the Foundation during its fiscal year, as well as legal counsel used by the Foundation for any purpose during such year. This report should also discuss any potential or threatened litigation involving the Foundation.

Article VII
Conflicts of Interest and Code of Ethics

1. Conflicts of Interest Policy Statements. The Foundation has adopted a written policy addressing the manner the Foundation will address conflict of interest situations. The Foundation's Conflict of Interest Policy is attached as Exhibit F.

2. Dual Representation. Under no circumstances may a College employee represent both the College and the Foundation in any negotiation, sign for both entities in transactions, or direct any other institution employee under their immediate supervision to sign for the related party in a transaction between the College and the Foundation. This shall not prohibit College employees from drafting transactional documents that are subsequently provided the Foundation for its independent review, approval and use.

3. Contractual Obligation of College. The Foundation shall not enter into any contract that would impose a financial or contractual obligation on the College without first obtaining the prior written approval of the College. College approval of any such contract shall comply with policies of the State Board with respect to approval of College contracts.

4. Acquisition or Development of Real Estate. The Foundation shall not acquire or develop real estate or otherwise build facilities for the College's use without first obtaining approval of the State Board. In the event of a proposed purchase of real estate for such purposes by the Foundation, the College shall notify the State Board, at the earliest possible date, of such proposed purchase for such purposes. Furthermore, any such proposed purchase of real estate for the College's use shall be a coordinated effort of the College and the Foundation. Any notification to the State Board required pursuant to this paragraph may be made through the State Board's chief executive officer in executive session pursuant to Idaho Code Section 67-2345(1)(c).

Article VIII
General Terms

1. Effective Date. This Agreement shall be effective on the date set forth above.

2. Right to Terminate. This Operating Agreement shall terminate upon the mutual written agreement of both parties. In addition, either party may, upon 90 days prior written notice to the other, terminate this Operating Agreement, and either party may terminate this Operating Agreement in the event the other party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting party specifying the nature of the default.

Should the College choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the Foundation that is not cured within the time frame set forth above, the Foundation may require the College to pay, within 180 days of written notice, all debt incurred by the Foundation on the College's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives.

Should the Foundation choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the College that is not cured within the time frame set forth above, the College may require the Foundation to pay any debt it holds on behalf of the Foundation in like manner.

The parties agree that in the event this Operating Agreement shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. In the event the parties are unable to negotiate a new agreement within the time period specified herein, they will refer the matter to the State Board for resolution. Termination of this Operating Agreement shall not constitute or cause dissolution of the Foundation.

3. **Board Approval of Operating Agreement.** Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be approved by the State Board. Furthermore, this Operating Agreement, including any subsequent modifications and restatements of this Operating Agreement, shall be submitted to the State Board for review and approval no less frequently than once every three (3) years or more frequently if otherwise requested by the State Board.

4. **Modification.** Any modification to the Agreement or Exhibits hereto shall be in writing and signed by both Parties.

5. **Providing Document to and Obtaining Approval from the College.** Unless otherwise indicated herein, any time documents are to be provided to the College or any time the College's approval of any action is required, such documents shall be provided to, or such approval shall be obtained from, the College's President or an individual to whom such authority has been properly delegated by the College's President.

6. **Providing Documents to and Obtaining Approval from the Foundation.** Unless otherwise indicated herein, any time documents are to be provided to the Foundation or any time the Foundation's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, the Foundation's Board of Directors or an individual to whom such authority has been properly delegated by the Foundation's Board of Directors.

7. **Notices.** Any notices required under this agreement may be mailed or delivered as follows:

Lewiston, ID 83501

8. **No Joint Venture.** At all times and for all purposes of this Operating Agreement, the College and the Foundation shall act in an independent capacity and not as an agent or representative of the other party.
9. **Liability.** The College and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members or employees.

10. **Indemnification.** The College and the Foundation each agree to indemnify, defend and hold the other party, their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of the party, its employees, contractors, or agents in performing its obligations under this Operating Agreement. This indemnification shall include, but not be limited to, any and all claims arising from an employee of one party who is working for the benefit of the other party. Nothing in this Operating Agreement shall be construed to extend to the College's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et seq.

11. **Dispute Resolution.** The parties agree that in the event of any dispute arising from this Operating Agreement, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the parties. If the staff cannot resolve the dispute, the dispute will be referred to the President of the Foundation and the College President. If the Foundation and the College President cannot resolve the dispute, then the dispute will be referred to the Foundation President and the State Board of Education for resolution. If they are unable to resolve the dispute, the parties shall submit the dispute to mediation by an impartial third party or professional mediator mutually acceptable to the parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unsolved, then, in such case, either party shall have the right to initiate litigation arising from this Operating Agreement. In the event of litigation, the prevailing party shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.

12. **Dissolution of Foundation.** Consistent with provisions appearing in the Foundation's Bylaws and/or Articles of Incorporation, should the Foundation cease to exist or cease to qualify as an Internal Revenue Code §501(c)(3) organization, the Foundation will transfer its assets and property to the College, to a reincorporated successor Foundation organized to benefit the College, or to the State of Idaho for public purposes, in accordance with Idaho law.

13. **Assignment.** This Operating Agreement is not assignable by either party, in whole or in part.

14. **Governing Law.** This Operating Agreement shall be governed by the laws of the State of Idaho.

15. **Severability.** If any provision of this Operating Agreement is held invalid or unenforceable to any extent, the remainder of this Operating Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

16. **Entire Operating Agreement.** This Operating Agreement constitutes the entire agreement among the Parties pertaining to the subject matter hereof, and supersedes all prior agreements and understandings pertaining thereto.

17. List of Attachments

Exhibit A – Gift Acceptance Policy
Exhibit B – Policy for Accounting for Gift Revenue
Exhibit C – Investment Policy Statement
Exhibit D – Directors and Officers Liability Insurance
Exhibit E – Committee Descriptions
Exhibit F – Policy on Conflict of Interest

IN WITNESS WHEREOF, the College and the Foundation have executed this agreement on the above specified date.

LEWIS-CLARK STATE COLLEGE

BY____________________________________

COLLEGE

LEWIS-CLARK STATE COLLEGE
FOUNDATION, INC.

BY____________________________________

FOUNDATION

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 19, 2015

TAB	DESCRIPTION	ACTION
1	**AMENDMENT TO BOARD POLICY** Section I – Human Resources, First Reading	Motion to approve
2	**BOISE STATE UNIVERSITY** Multi-Year Employment Agreement – Football Head Coach	Motion to approve
3	**BOISE STATE UNIVERSITY** Multi-Year Term Sheets – Football, Coordinators	Motion to approve
4	**IDAHO STATE UNIVERSITY** Amendment to Multi-Year Employment Agreement – Football Head Coach	Motion to approve
5	**IDAHO STATE UNIVERSITY** Appointment of Vice President for Research and Dean of the Graduate School	Motion to approve

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SUBJECT

Board Policy II – Human Resources, Sections F.,L., and M.

REFERENCE

June 2011	Idaho State Board of Education (Board) approved second reading of Policy V.M.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections II.F, II.L., and II.M.

BACKGROUND / DISCUSSION

In June 2011, the Board approved an amendment to Section II.M. which made the Board's policy on delegated authority[1] internally consistent by removing the option to appeal a final personnel-related decision to the Board. Board staff has since discovered another inconsistency in Board policies II.F. and II.L. which provides employees the right to appeal contract non-renewal and disciplinary decisions to the Board. While the Board has the discretion to hear or not hear the appeal under each of the respective policies, this belies the fact that the affirmative right to appeal is in conflict with Board policies II.B. and II.M. The proposed amendment to Policy II.F. clarifies that a non-classified contract employee may appeal non-renewal of their contract only if discrimination prohibited by law is alleged and the chief executive officer is the subject of the allegation. The proposed amendment to Policy II.L. strikes the conflicting language and clarifies that "Discipline, up to and including dismissal, of an employee is not appealable to the Board." Policy II.M. is amended to clarify that institution and agency internal policies for grievances and appeals must be exhausted before an employee may seek judicial review.

Section II.F.2. provides that payments in addition to fixed salaries may be authorized by the chief executive officer. A proposed amendment clarifies that such additional payments must be based on meritorious performance or for additional duties beyond those set forth in an employee's contract.

Section II.F. also contains a minor amendment to update an Idaho Code reference.

IMPACT

The proposed amendments will: (1) make Board policies internally consistent with respect to finality of employment decisions by institutions and agencies; and

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[1] See Board Policy II.B.2.b.: "Within the general delegation of authority … the chief executive officers shall have the authority to manage, supervise and control the personnel and human resources of the institutions and agencies. Organizational structure, duty assignments, place of work, shift placement, salaries, work hour adjustments, benefit determinations, reductions in force and all similar and related work place decisions are the prerogative of the chief executive officers except or unless as limited by other applicable provisions of Board or institutional policy."

(2) clarify the circumstances under which payments in addition to fixed salaries may be authorized.

ATTACHMENTS

Attachment 1 – Section II.F. – First Reading	Page 3
Attachment 2 – Section II.L. – First Reading	Page 9
Attachment 3 – Section II.M. – First Reading	Page 11

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board policy Sections II.F., II.L. and II.M., as presented.

Moved by____________ Seconded by_____________ Carried Yes____ No____

1. Employment Terms

   a. All non-classified employees, except those set forth in Section II.F.1.b. below, serve at the pleasure of the chief executive officer, and may be dismissed at any time, with or without cause, and without notice, at the discretion of the chief executive officer.

   b. Employment Contracts

      i. An institution may provide employment contracts to its non-classified employees. If an institution chooses to offer employment contracts to its non-classified employees, the employment contract must include the period of the appointment, salary, pay periods, position title, employment status and such other information as the institution may elect to include in order to define the contract of employment. Non-classified employees have no continued expectation of employment beyond their current contract of employment.

      ii. Non-classified employees, who serve pursuant to contracts of employment containing a stated salary are not guaranteed such salary in subsequent contracts or appointments, and such salary is subject to adjustment during the contract period due to financial exigency (as provided for in Section II.N of Board Policy) or through furlough or work hour adjustments (as provided for in section II.B.2.c of Board Policy).

      iii. Each employee must acknowledge receipt and acceptance of the terms of the employment contract by signing and returning a copy to the institution initiating the offer of appointment. Failure or refusal of the employee to sign and return a copy of the employment contract within the time specified in the contract is deemed to be a rejection of the offer of employment unless the parties have mutually agreed in writing to extend the time. Nothing in this paragraph prohibits the institution from extending another offer to the employee in the event the initial offer was not signed and returned in a timely manner. Any alteration by the employee of the offer is deemed a counter-offer requiring an affirmative act of acceptance by an officer authorized to enter into contracts of employment binding the institution.

      iv. Each contract of employment shall include a statement to the following effect and intent: "The terms of employment set forth in this contract of employment are also subject to the Governing Policies and Procedures of the State Board of Education (or the Board of Regents of the University of Idaho, in the case of University of Idaho), and the policies and procedures of the institution." The contract shall also state that it may be terminated at any time for adequate cause, as defined in Section II.L. of Board Policy, or when the Board declares a state of financial exigency, as defined in Section II.N. of Board Policy. The contract shall also state that it may be non-renewed pursuant to Section II.F.5. of Board Policy.

v. No contract of employment with such an employee may exceed one (1) year without the prior express approval of the Board. Employment beyond the contract period may not be legally presumed. Renewal of an employment contract is subject solely to the discretion of the chief executive officer of the institution, and, where applicable, of the Board.

2. Compensation

   a. Salary – All non-classified employees shall receive a fixed salary. Payment in addition to the fixed salary may be authorized by the chief executive officer for documented meritorious performance or to compensate a professional annual employee for short-term work assignments or additional duties beyond what is outlined in an employee's contract. All initial salaries for non-classified employees are established by the chief executive officer, subject to approval by the Board where applicable. The Board may make subsequent changes for any non-classified employee salary or may set annual salary guidelines and delegates to its executive director authority to review compliance with its annual guidelines. Any annual salary increase outside Board guidelines requires specific and prior Board approval before such increase may be effective or paid to the non-classified employee. With the exception of the chief executive officers, and other positions whose appointment is a reserved Board authority, approval of salaries shall be effective concurrently with Board approval of annual operating budgets for that fiscal year.

   b. Salaries, Salary Increases and other Compensation related items

      i. Salaries for new appointments to dean, associate/assistant dean, vice president, and president/vice president direct-report positions may not exceed the median rate for such position established by the College and University Professional Association for Human Resources (CUPA-HR), or its equivalent, without prior Board approval.

      ii. Appointments to acting or interim positions shall be at base salary rates no greater than ten percent (10%) more than the appointees' salary rate immediately prior to accepting the interim appointment or ninety-five percent (95%) of the prior incumbent's rate, whichever is greater.

      iii. Overtime Compensation – Non-classified employees earning annual leave at the equivalent rate of two (2) days for each month or major fraction thereof of credited state service are not eligible for either cash compensation or compensatory time off for overtime work. Non-classified employees in positions that are defined as “non-exempt” under the Fair Labor Standards Act earn overtime at a rate of one and one-half (1½) hours for each overtime hour worked. Other non-classified employees may earn compensatory time off at the discretion of the chief executive officer at a rate not to exceed one (1) hour of compensatory time for each hour of overtime worked.

iv. Credited State Service - The basis for earning credited state service will be the actual hours paid not to exceed forty (40) per week.

v. Pay Periods - All non-classified employees are paid in accordance with a schedule established by the state controller.

vi. Automobile Exclusion - Unless expressly authorized by the Board, no non-classified employee will receive an automobile or automobile allowance as part of his or her compensation.

3. Annual Leave

a. Non-classified employees at the institutions, agencies earn annual leave at the equivalent rate of two (2) days per month or major fraction thereof of credited state service. Twelve-month employees employed at the entities named above may accrue leave up to a maximum of 240 hours. An employee who has accrued the maximum will not earn further leave until the employee's use of annual leave reduces the accrual below the maximum.

Non-classified employees in positions which are covered under the Fair Labor Standards Act earn annual leave ~~according to § 67-5334 and are~~ in accordance with and subject to the maximum leave accruals in Idaho Code § 67-53~~35(2)~~34.

b. Non-classified employees appointed to less than full-time positions earn annual leave on a proportional basis dependent upon the terms and conditions of employment.

c. Professional Leave - At the discretion of the chief executive officer, non-classified employees may be granted professional leave with or without compensation under conditions and terms as established by the chief executive officer.

d. Pursuant to section 59-1606(3), Idaho Code, when a classified employee’s position is changed to non-classified, or when a classified employee is moved into a non-classified position, and that employee, due to the employee’s years of service, has an annual leave balance in excess of 240 hours, then the institution may pay the employee as supplemental pay the balance that is in excess of 240 hours.

4. Performance Evaluation

   Each institution or agency must establish policies and procedures for the performance evaluation of non-classified employees, and are responsible for implementing those policies in evaluating the work performance of employees. The purposes of employee evaluations are to identify areas of strength and weakness, to improve employee work performance, and to provide a basis on which the chief executive officers and the Board may make decisions concerning retention, promotion, and merit salary increases. All non-classified employees must be evaluated annually. Any written recommendations that result from a performance evaluation must be signed by the appropriate supervisor, a copy provided to the employee and a copy placed in the official personnel file of the employee. Evaluation ratings that result in findings of inadequate performance of duties or failure to perform duties constitute adequate cause as set forth in Section II.L. of Board Policy.

5. Non-Renewal of Non-classified Contract Employees

   a. Notice of the decision of the chief executive officer to not renew a contract of employment must be given in writing to the non-classified employee at least sixty (60) calendar days before the end of the existing period of appointment for annual appointments. For appointments of less than one year, the written notice must be at least thirty (30) days prior to the end of the existing period of appointment. Reasons for non-renewal need not be stated. Non-renewal without cause is the legal right of the Board. If any reasons for non-renewal are provided to the employee for information, it does not convert the non-renewal to dismissal for cause and does not establish or shift any burden of proof. Failure to give timely notice of non-renewal because of mechanical, clerical, mailing, or similar error is not deemed to renew the contract of employment for another full term, but the existing term of employment must be extended to the number of days necessary to allow sixty (60) (or thirty days where applicable) calendar days notice to the employee.

   b. Except as set forth in this paragraph, non-renewal is not grievable within the institution nor is it appealable to the Board. However, if an employee presents bona fide allegations and evidence to the chief executive officer of the institution that the non-renewal of the contract of employment was the result of discrimination prohibited by applicable law, the employee is entitled to use the internal discrimination grievance procedure set forth in Section II.M. to test the allegation. If the chief executive officer is the subject of the allegations, the employee may present the bona fide allegations and evidence to the Executive Director. The normal internal grievance procedure for discrimination must be used unless changed by mutual consent of the parties. The ultimate burden of proof rests with the employee. The institution is required to offer evidence of its reasons for non-renewal only if the employee has made a prima facie showing that the recommendation of non-renewal was made for reasons prohibited by applicable law. Unless mutually agreed to by the parties in writing, the use of the discrimination grievance procedure will not delay the effective date of non-renewal. Following the discrimination grievance procedures, if any, the decision of the institution, is final, subject to Section II.F.5.c., below.

c. If, and only if, the chief executive officer is the subject of the alleged discrimination prohibited by applicable law, ~~T~~the non-classified contract employee may petition the Board to review the final action of the institution. Any petition for review must be filed at the Office of the State Board of Education within fifteen (15) calendar days after the employee receives notice of final action. The Board may agree to review the final action, setting out whatever procedure and conditions for review it deems appropriate, or it may choose not to review the final action. The fact that a review petition has been filed will not stay the effectiveness of the final action, nor will the grant of a petition for review, unless specifically provided by the Board. Board review is not a matter of right. An employee need not petition for Board review in order to have exhausted administrative remedies for purposes of judicial review. Nothing in this section should be construed as any prohibition against filing a complaint with any appropriate state or federal entity, including but not limited to the Equal Employment Opportunity Commission (EEOC) or the Idaho Human Rights Commission (IHRC).

6. Tenure

Non-classified employees are generally not entitled to tenure. Certain, very limited, exceptions to this general rule are found in Subsection G.6 of these personnel policies and procedures.

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1. Classified Employees

   Classified employees are subject to discipline, up to and including dismissal, as provided for in Chapter 53, Title 67, Idaho Code and the rules of the State Division of Human Resources.

2. Non-classified Employees

   All University of Idaho classified employees, and all non-classified employees (including all faculty employees) of the Board or of any Board governed agency or institution are subject to discipline, up to and including dismissal, for adequate cause.

3. Definition

   “Adequate cause” means one (1) or more acts or omissions which, singly or in the aggregate, have directly and substantially affected or impaired an employee’s performance of his professional or assigned duties or the interests of the Board, institution or agency. In addition, any conduct seriously prejudicial to the Board, an institution or agency may constitute adequate cause for discipline, up to and including dismissal. Examples include, but are not limited to, one or more instances of sexual harassment or other form of harassment prohibited by law; immorality; criminality; dishonesty; unprofessional conduct; actions in violation of policies, directives, or orders of the Board, an institution or agency; unsatisfactory or inadequate performance of duties, or failure to perform duties.

4. Procedures

   In each case the issue of whether or not adequate cause exists should be determined fairly by the institution or agency recognizing and affording protection to the rights of the employee and to the interests of the Board and its institutions or agencies.

   a. Discipline, up to and including dismissal, of employees before the expiration of the stated period of appointment or employment contract will be only for adequate cause, as determined by the appropriate administrative officers to whom this responsibility is delegated by the Chief Executive Officer of the institution. Each institution or agency shall have a process that provides employees with written notice of contemplated discipline and an opportunity to be heard. The employee may be placed on administrative leave with pay until he or she has exercised the opportunity to respond, or declined, either affirmatively or through inaction to do so, and the recommendation has been acted upon by the Chief Executive Officer or designee.

The Chief Executive Officer or designee must notify the employee of the recommendation and proceed in the following manner:

(1) The notice must be in writing, and may be personally served upon the employee, or be sent by first-class mail, postage pre-paid, to the employee at the last known address on file for the employee.

(2) The notice must contain a concise statement of the reasons and nature of the discipline.

(3) Each institution or agency shall provide for internal grievance procedures in addition to the foregoing in accordance with Section II.M., Grievance and Appeal Procedure. Except as set forth in Section II.M, discipline, up to and including dismissal may be effective prior to the initiation by the employee of the internal grievance procedure.

b. ~~Upon receipt of the final findings and recommendations, including those resulting from an internal grievance, an employee may file an appeal with the Board as set forth in Section II.M. The Board may, if it chooses to hear an appeal, by a majority of the total membership, approve, reject, or amend such findings, recommendations, or suggestions, if any, or may remand the matter for additional evidence, recommendations, or suggestions, if any. Reasons for approval, rejection, or amendment of such findings, recommendations, or suggestions will be stated in writing and communicated to the employee. The Board may employ a hearing officer for carrying out the Board's duties under this paragraph.~~Discipline, up to and including dismissal, of an employee is not appealable to the Board.

c. If, under extraordinary circumstances, the Board itself initiates discipline, up to and including dismissal, against an employee, it must, by majority vote, direct the Chief Executive Officer or any other administrator as may be appropriate to follow established procedures for discipline of the employee.

1. Classified Employees

   Provisions for grievance and appeals procedures for classified employees are provided for in Chapter 53, Title 67 Idaho Code and the rules of the State Division of Human Resources. The University of Idaho shall, to the extent practical, provide for similar grievance and appeals procedures for its classified employees.

2. Non classified Employees (including Faculty Employees)

   Each institution and agency must establish internal policies and procedures to provide for grievances and appeals for human resource matters. Such policies and procedures shall be forwarded to the Executive Director for review and maintenance on file in the Office of the State Board of Education. Internal procedures must include the following elements:

   a. provision for informal resolution;
   b. procedures for filing a formal, written complaint;
   c. reasonable time requirements;
   d. a description of the hearing body; and
   e. requirements for retention of records.

   ~~Pursuant to~~ In accordance with Board Policy II.B.2.b., the Board delegates authority for personnel management to the chief executive officers. ~~Accordingly,~~ Except as otherwise provided in Section II.F., human resource matters are not appealable to the Board. Internal institution and agency policies for grievances and appeals must be exhausted before an employee may seek judicial review.

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BOISE STATE UNIVERSITY

SUBJECT

Boise State University (BSU) requests approval for a new five year contract with Head Football Coach Bryan Harsin

REFERENCE

December 2013	The Idaho State Board of Education (Board) approved material term sheet and directed BSU to return with a contract for February
February 2014	Board approved employment agreement for 2014-2019

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

BACKGROUND/DISCUSSION

Bryan Harsin is the Head Football Coach at BSU. In February 2014, the Board approved a five year Employment Agreement for Bryan Harsin. The football team had a successful first year under Coach Harsin and BSU requests permission to enter into a new five year employment agreement with Coach Harsin. The new contract would make the following changes from the current version:

1) One-year extension: the Agreement is for five years, terminating on January 10, 2020.
2) The Agreement shall be extended by one additional year if the football team has at least eight victories in a season. (The contract is similar to the standard issued by Boise State University, including the extension year language based on eight games. Eight games was the same standard used for the prior head football coach.) For each year the Base Agreement is extended pursuant to this provision, base pay for that extension year shall increase by $100,000.
3) The Coach shall receive a one-time payment of $100,000 as a signing/performance incentive.

In addition, BSU has a License Agreement with Bryan Harsin Enterprises LLC that runs co-extensive with the employment agreement. While there are no material changes to that contract, it is being updated to remain co-extensive with the employment agreement.

IMPACT

Total maximum potential annual compensation (including base salary, licensing royalties, academic and athletic incentives):

2015-16	2016-17	2017-18	2018-19	2019-20
$1,500,000	$1,700,000	$1,950,000	$2,050,000	$2,150,000

If the coach terminates the Agreement for convenience, the liquidated damages are as follows:

2015-16	2016-17	2017-18	2018-19	2019-20
$2,000,000	$1,750,000	$500,000	$0	$0

ATTACHMENTS

Attachment 1 – Proposed Contract	Page 5
Attachment 2 – Proposed License Agreement	Page 21
Attachment 3 – Redline to Prior License Agreement	Page 29
Attachment 4 – Redline to Prior Board Approved Contract 2014-2019	Page 37
Attachment 5 – Redline of Proposed Contract to Model Agreement	Page 55
Attachment 6 – 2009-2013 APR Summary for BSU University Football	Page 75
Attachment 7 – Mountain West Head Coach Salaries	Page 77

STAFF COMMENTS AND RECOMMENDATIONS

Under the current Agreement, Mr. Harsin's contract is extended by one additional year for each season in which the football team has at least nine wins (including bowl games). Since BSU ended its season 12-2, the contract was already extended by operation of law.

The proposed Agreement would reduce the number of wins needed for automatic extensions to the term of contract from nine to eight. The rationale being that 8 wins was the benchmark under the previous head coach. Staff notes, however, that this prior precedent may not be as applicable now that BSU will be playing more games (at least 13 next season). Staff also observes that if BSU has a winning football program it appears counter-intuitive to "lower the bar" for the coach. If the purpose of the contract extension provision is to incent the coach's performance, reducing the number of wins seems to be going in the wrong direction. Furthermore, staff observes that if the contract term is going to be extended, then it stands to reason there should be a corresponding extension in the liquidated damages schedule. Otherwise, over time the university will bear a disproportionate share of the risk.

The current contract provides for additional one-time pay based upon performance relating to regular season and post-season competition. Under this provision Mr. Harsin will be paid $75,000 since the team participated in a Host Bowl as part of the College Football Playoff. In addition, the proposed agreement would pay Mr. Harsin another one-time payment of $100,000 upon execution of the Agreement.

Mr. Harsin is currently the third highest paid coach in the Mountain West Conference.

The Athletics Committee expressed concern about the appropriateness of decreasing the number of wins for purpose of eligibility for an automatic contract extension.

BOARD ACTION

I move to approve the request by Boise State University to enter into a five-year employment agreement with Bryan Harsin, Head Football Coach, with a retroactive effective date of January 11, 2015 and terminating on January 10, 2020, at a base salary of $800,000, and such base salary increases and supplemental compensation provisions as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to approve amendments to the license agreement between Boise State University and Bryan Harsin Enterprises, LLC, to provide a monthly royalty payment of $16,667, as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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EMPLOYMENT AGREEMENT
2015-2020

This Employment Agreement ("Agreement") is entered into by and between Boise State University ("University") and Bryan Harsin ("Coach").

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate football team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (Director). Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and Program and shall perform such other duties in the University's athletic Department (Department) as the Director may reasonably assign and as may be described elsewhere in this Agreement. Coach shall, to the best of his ability and consistent with University policies, perform all duties and responsibilities customarily associated with an NCAA Football Bowl Subdivision head football coach.

1.3.1 Coach is expected to devote full-time to Coaching and recruitment involving the Team as the head Coach. If Coach is reasonably required to perform any such additional duties that are not defined in the Agreement, Coach will be notified of his responsibility to perform these duties within a reasonable time frame.

1.3.2 Coach will attend staff meetings, public relation functions, dinners, awards banquets and make appearances as reasonably directed by the Director unless excused by the Director. The Director shall not unreasonably withhold approval for non-attendance. Such functions shall include, but are not limited, to the following:

a) Television, radio and other public appearances as in the Agreement
b) The annual BAA Bar-b-que
c) The BAA/Alumni Auction Dinner
d) Athletic Department staff meetings called by the Director
e) Athletic Department Graduation Reception
f) Bronco Golf Series Tournaments
g) Other similar Department activities and events

1.3.3 Coach agrees to supervise any staff serving under Coach and to insure, to the best of his ability, that all staff persons follow all applicable University policies, NCAA, and Conference rules and regulations at all times. Director will keep Coach informed, in writing, of which persons serve under Coach.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years, commencing on January 11, 2015, and terminating, without further notice to Coach, on January 10, 2020, unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University's Board of Trustees. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

2.3. Extensions to Initial Term. The term of this Agreement shall be extended by one (1) additional year for each season in which the football team has at least eight (8) victories in a Season (including bowl games). Meaning, one (1) additional year is added for each eight (8) win season on contract terms no less favorable to Coach than the contract terms then applicable to the final year of this Agreement prior to the extension, provided, however, the base salary for the additional year will reflect a raise of $100,000 over the base salary then applicable to the final year of this Agreement prior to the extension.

2.3.1. By way of example, and for the avoidance of doubt, section 2.3 is to be interpreted so that the term of this Agreement will function as a rolling five year term as long as the football team wins eight (8) games in a Season. If any Season results in less than eight (8) victories, then the term shall not extend for an additional year, rendering this Agreement as a potential rolling four (4) year term if a Season with eight (8) victories follows such year or a potential rolling three (3) year term if a subsequent Season is fewer than eight (8) victories. Subsequent seasons of eight (8) victories or more, or fewer than eight (8) victories, will have the same effects as described in this section until this Agreement is terminated as otherwise provided herein.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services, the University shall provide to Coach:

a) A base salary as follows:
January 11, 2015 to January 10, 2016 - $800,000;
January 11, 2016 to January 10, 2017 - $1,100,000;
January 11, 2017 to January 10, 2018 - $1,350,000;
January 11, 2018 to January 10, 2019 - $1,450,000;

January 11, 2019 to January 10, 2020 - $1,550,000,
all generally payable in biweekly installments in accordance with normal University procedures and all of which is to be paid from non-appropriated funds;

b) A one-time payment of $100,000, which shall be paid after execution of this Agreement, but prior to March 1, 2015.

c) The opportunity to receive such employee benefits calculated on the base salary (within the limits of such plans and benefits) as the University provides generally to non-faculty, non-classified, professional staff employees; and

d) The opportunity to receive such employee benefits as the Department provides generally to its employees of a comparable level, including moving expenses. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

e) The opportunity to receive additional benefits as the Director deems necessary and appropriate including a vehicle, complimentary tickets, and club membership, as set forth in a separate letter.

3.2 Supplemental Compensation

3.2.1 Additional Pay based upon performance relating to regular Season and post-Season competition shall be based on the following:

Category 1

a) $15,000 if the Team is the Mountain Division Champion; or
b) $35,000 if the Team participates in a bowl game; or
c) $50,000 if the team is the Conference Champion; or
d) $75,000 if the Team participates in a Host Bowl as part of the CFP; or
e) $100,000 if the Team participates in one of the two semi-final Playoff Bowl games in the CFP.

Category 2

f) $150,000 if the Team participates in the CFP Championship Bowl game; or
g) $250,000 if the Team wins the CFP Championship Bowl game.

Coach shall be eligible for supplemental compensation from each Category listed above. Coach shall only be eligible to earn one amount (the highest amount) from each Category. Any additional pay for performance earned pursuant to this section shall be paid on February 1st following the football Season in which earned, as long as Coach remains continuously employed as head Coach to that date.

3.2.2 Academic Incentive Pay may be earned as follows:

a) $20,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 955 or higher; and
b) $10,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 975 or higher; and
c) $5,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 985 or higher; and
d) $15,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 990 or higher.

These amounts are cumulative. By way of example, and for the avoidance of doubt, if the Team APR equals 990 or higher, Coach will earn $50,000 in Academic Incentive Pay. Any pay earned pursuant to this section shall be paid on October 1st each year as long as Coach remains continuously employed as head Coach to that date.

3.3 Media Programs, Public Appearances and Endorsements.

3.3.1 Coach shall appear on or participate in, as requested by the Director, and make all reasonable efforts to make successful University sanctioned television, radio and internet Productions concerning the University and the Program. Agreements requiring the Coach to participate in Productions and public appearances related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media Productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University's reasonable requests in order for the Productions to be successful and agrees to provide his services to and perform on the Productions and to cooperate with the University's reasonable requests related to their performance, broadcasting, and telecasting.

3.3.2 It is understood that neither Coach nor any assistant coaches shall appear, without the prior written approval of the Director (such approval not to be unreasonably withheld), on any competing Production (including but not limited to a coach's show, call-in show, or interview show) or news segment, except that this prohibition shall not apply to news media interviews and appearances which are non-recurring and for which no compensation is received.

3.3.3 Coach or any assistant coaches shall have no right, title or interest of any kind or nature whatsoever in or to any materials, works or results related to the Productions, or in any component part thereof and the University shall own all rights to the Productions and shall be entitled, at its option, to produce and market the Productions or negotiate with third parties for the production and marketing of the Productions. The University shall be entitled to retain all revenue generated by the Productions. Upon prior written approval of the Director (such written approval not to be unreasonably withheld), Coach may use the materials, works or results related to the Productions so long as such use does not violate University or NCAA policy and does not result in Coach receiving compensation for such use.

3.3.4 Without the prior written approval of the Director (such written approval not to be unreasonably withheld), Coach shall not appear in any form of Production for commercial endorsement or compensation.

3.4 Intellectual Property Rights.

3.4.1 Coach may not use the marks or intellectual property of the University, including without limitation its logos, slogans, trademarks, service marks, copyrights, trade dress, color scheme, or other indicia, without a specific, written licensing agreement relating to the same. Coach agrees that all logos, slogans, trademarks, service marks, copyrights, trade dress, color scheme, or other indicia, including all copyright and other intellectual property rights therein, which relate to the University, including any of its athletic programs, or which would compete with the University's registered marks, that are developed or created by Coach or by others at Coach's direction, shall be owned solely by the University. Coach may, upon written approval of Director (such written approval not to be unreasonably withheld) develop or create such intellectual property rights that are not related to the University and that would not compete with the University's registered marks.

3.4.2 Coach hereby grants University a perpetual, worldwide, royalty-free, non-exclusive, limited license to use Coach's name, image, nickname, signature, voice, likeness, "celebrity rights" and photograph for historical and archival purposes in records and publications related to Coach's performance of his duties as the University's head football coach. Further, Coach hereby grants University a perpetual, worldwide, royalty-free, non-exclusive, limited license to use his name, image, nickname, signature, voice and photograph for the limited purpose of selling or distributing commemorative items which depict him during his tenure as the head coach of the Team in a historically accurate and positive light, so long as his name, image, nickname, signature, voice and photograph, as the case may be, (i) is displayed on the item together with former Team members and/or coaches, or (ii) is not shown predominantly on the item. Coach consents to the University's appropriation of his privacy rights in connection with the grant of the limited license in this section.

3.4.3 During the term of this Agreement, including an extension or renewal pursuant to Section 2.2 or 2.3, the use of Coach's name, image, nickname, signature, voice, likeness, "celebrity rights" and photograph for any other purposes than those outlined in Section 3.4.2 of this Agreement shall be governed by a separate agreement.

3.5 Summer Camp—Operated By University. Coach agrees that the University has the exclusive right to operate youth football camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist with reasonable requests related to the marketing, supervision, and general administration of the University's football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's summer football camps, the University shall pay Coach supplemental compensation during each year of his employment as head football coach at the University.

3.6 Apparel and/or Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.7 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by applicable law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1(a) and paid directly from the University to Coach, and within any applicable compensation limits established by such plans and except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and Coaching of Team members which enable them to compete and reasonably protect their health, safety, and well-being;

4.1.3. Observe and work reasonably to uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the Conference, and the NCAA; supervise and take reasonable steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's director of compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit A. The applicable laws, policies, rules, and regulations include: (a) State Board of Education Governing Policies and Procedures and Rule Manual; (b) University's Policy Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the Conference.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, would reflect adversely upon the University, the Department or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director (such approval not to be unreasonably withheld), who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use nor may Coach authorize third parties to use, the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's President (such approval not to be unreasonably withheld) for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the University's President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the Conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Program, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University's Board of Trustees. Coach shall be provided an annual budget of $2,200,000 per year for the employment of the nine (9) on-field assistant coaches.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.7 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports franchise requiring performance of duties set forth herein prior to the expiration of this Agreement, without giving prior notice to the Director. Coach shall deliver such notice in writing, or by electronic mail, and shall give such notice as soon as reasonably practical but no less than 48 hours prior to such activity.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties in the event he engages in conduct which amounts to good or adequate cause to terminate Coach; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in this Agreement, Boise State University policies, and Idaho State Board of Education policies.

5.1.1 In addition to the definitions contained in applicable policies, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension or termination of this Agreement:

a) A deliberate or major or repetitive violation of Coach's duties under this Agreement or the intentional refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after receiving written notice from the University;

c) A deliberate or major or repetitive violation by Coach of any applicable law (other than minor traffic offenses) or the policies, rules or regulations of the University, the University's governing board, the Conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent (such consent not to be unreasonably withheld);

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's reasonable judgment, reflect adversely on the University, the Department or its athletic programs;

f) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA;

g) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

h) A deliberate or major or repetitive violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known by ordinary supervision of the violation and could have prevented it by such ordinary supervision.

5.1.2 Suspension or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond within at least 14 days after the receipt of the University's written notice. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay or continue to pay Coach, as applicable, as liquidated damages and not a penalty, the applicable regular compensation as set forth in section 3.1.1(a) plus an additional amount at the annual rate of $200,000, excluding all deductions required by law, payable on the regular paydays of the University until the expiration of the term of this Agreement ends, or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid to the Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the applicable gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to the Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance of 3.1.1(b) as if he remained a University employee until the term of this Agreement ends or until Coach obtains other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits outside of section 3.1.1 (a) and (b), except as otherwise required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment and to advise University of all relevant terms of such employment, including without limitation, the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to Coach by University after the date Coach obtains other employment, to which Coach is not entitled under this provision. Coach acknowledges that the University will withhold taxes and other payroll deductions from the payments due Coach pursuant to this Section 5.2.2, in such amounts and at such times as required by applicable law.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the negotiations of this Agreement and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost if he resigns before the end of the term of the Agreement.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Such termination shall be effective ten (10) days after written notice is given to the University unless otherwise agreed to by the parties. Such termination must occur at a time outside the Team's Regular Season (excluding bowl game) so as to minimize the impact on the Program.

5.3.3 If the Coach terminates this Agreement for convenience, all obligations of the University shall cease as of the effective date of the termination. If the Coach terminates this Agreement for convenience prior to January 10, 2018, to commence, or enter into an agreement to commence, "Similar or Related Employment" (as defined in this section 5.3.3), then he (or his designee) shall pay to the University, as liquidated damages and not a penalty, the following sums: if the termination occurs between January 11, 2015 and January 10, 2016, the sum of two-million dollars ($2,000,000); if the termination occurs between January 11, 2016 and January 10, 2017, the sum of one-million-seven-hundred-fifty-thousand dollars ($1,750,000); and if the termination occurs between January 11, 2017 and January 10, 2018, the sum of five-hundred-thousand dollars ($500,000). The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. For purposes of this Section 5.3.3, "Similar or Related Employment" means employment in football, coaching, or any capacity in sports (whether by title of the position or by performing the duties regularly associated with such position), including, but not limited to, employment (a) as a coach in any division of NCAA or NAIA athletics, (b) with a National Football League (NFL) team, or (c) in sports related media. If Coach terminates for convenience and does not immediately commence Similar or Related Employment, and therefore does not pay the liquidated damages, but then at a future date within twelve (12) months of termination for convenience commences, or enters into an agreement to commence in the future, employment as a collegiate head football coach, or professional (NFL) head football coach, or as an assistant coach at a university that is a member of the Conference, then liquidated damages will still be owed by Coach and the amount of liquidated damages owed shall be calculated as of the date Coach accepts, or agrees to accept, such employment as a collegiate or professional head coach or assistant coach at a member institution of the Conference. By way of example only and for the avoidance of doubt, if Coach terminates for convenience on February 1, 2016, and accepts employment as a collegiate or professional head coach on January 15, 2017, Coach, or his designee, would owe the University five hundred thousand dollars ($500,000). However, if Coach terminates for convenience on February 1, 2016, and accepts employment as a collegiate or professional football head coach on July 1, 2017, neither Coach nor his designee would owe the University any liquidated damages.

5.3.4 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the negotiation of this Agreement and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, that the University will lose the benefit of its investment in the Coach, and that the University may face potentially increased compensation costs if Coach terminates this Agreement for convenience, all of which amounts are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for any and all damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3.5 Except as provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments with the exception of any amounts earned by the date of termination but not yet paid due to normal payroll procedures.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the Position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries hereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the Position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination or suspension, Coach shall comply with all reasonable requests relating to the University's ability to transact business or operate its intercollegiate athletics program.

5.7 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.8 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provide for in the State Board of Education Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Policies.

5.9 Annual Leave Upon Termination. In the event of non-renewal or termination of Coach's employment under any provision of this section 5, Coach will use or forfeit all accumulated annual leave prior to the final date of employment and terminate Coach's employment with no annual leave balance.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved by the University's Board of Trustees and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the University's Board of Trustees, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Trustees and University's rules or policies regarding furloughs or financial exigency.

6.2 University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, vehicles, personnel records, recruiting records, Team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director. However, Coach shall be entitled to retain copies of any practice scripts, playbooks, statistics, or recruiting records (to the extent allowed under applicable privacy and confidentiality laws) utilized during his employment by the University. Further, Coach shall be entitled to retain any other personal property developed by Coach prior to his employment by the University or developed on his own time and not for use in his position as the Program's head football coach.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.8 Non-Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion so long as such production by the University is consistent with applicable law, NCAA, University or Conference policy.

6.9 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Director of Athletics
1910 University Drive
Boise, Idaho 83725-1020

with a copy to: President
1910 University Drive
Boise, Idaho 83725-1000

the Coach: Bryan Harsin
Last known address on file with
University's Human Resource Services

with a copy to: Russ Campbell & Patrick Strong
Balch Sports
1901 Sixth Avenue North, Suite 1500
Birmingham, Alabama 35203

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date certified mail is signed for, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.10 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.11 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.12 Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case (such consent not to be unreasonably withheld), use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.13 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.14 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Trustees.

6.15 Opportunity to Consult with Attorney. Both parties acknowledge that they have had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

ARTICLE 7

7.1. Definitions. The following terms as used in the Agreement will be defined as indicated:

a) "APR" means Academic Progress Rate as used by the NCAA to track academic progress of NCAA eligible student athletes and NCAA athletic programs.

b) "Athletic Director" or "Director" means the Boise State University Director of Athletics.

c) "BAA" means the Bronco Athletic Association.

d) "CFP" mean the College Football Playoff (as the successor to the Bowl Championship Series organization) and its affiliated or contracted Host Bowls, semi-final Playoff Bowls and Championship Bowl games.

e) "Coaching" means to direct, supervise, mentor and lead the athletes participating on the Team and/or in the Program.

f) "Conference" means the athletic conference in which the University is a member for purposes of inter-collegiate Football competition as of the date of the applicable event. At the time of the execution of this Agreement, the Conference is the Mountain West Conference. Change of Conference affiliation is at the sole discretion of the University President.

g) “Department” means the Boise State University Department of Intercollegiate Athletics.

h) “FBS” means the Football Bowl Subdivision membership category and participation level of the NCAA.

i) “NCAA” means the National Collegiate Athletic Association.

j) “Position” will mean the position of head football coach.

k) “President” means the Boise State University President.

l) “Productions” means any and all television, radio, podcast, website, webcast, digital, electronic and/or internet (or other similar or newly developed media format) productions or programs concerning or affiliated in any way with the University, the Team, the Program or the Department.

m) “Program” shall mean the Football program, including the Team and the staff, equipment and operations assigned to, or affiliated with, the Team as decided at the sole, reasonable discretion of the Director. Non-capitalized use of the term “program” in reference to fringe benefit programs, media programs or to athletic programs generally are defined by the ordinary use in context.

n) “Season” will mean the NCAA regulated football season commencing on the first day of fall practice and ending immediately after the last game of the football regular season or, if applicable to the Team being selected to play in a post-season bowl (“bowl eligible”), after the post-season bowl game involving the University Team.

o) “Team” means the Boise State University Broncos intercollegiate football team.

In witness whereof the parties have hereunto set their hands on the date below noted:

UNIVERSITY		COACH	
______________________________		______________________________	
Robert Kustra, President	Date	Bryan Harsin	Date

Approved by the Board on the _____ day of _________________, 201__.

LICENSE AGREEMENT

This **LICENSE AGREEMENT** (this "Agreement") is made and entered into to be effective as of the 11th day of January, 2015 (the "Effective Date"), by and between **BRYAN HARSIN ENTERPRISES, LLC**, an Idaho limited liability company ("Licensor"), and **BOISE STATE UNIVERSITY** ("University"), and acknowledged by **BRYAN HARSIN**, individually ("Harsin").

RECITALS:

WHEREAS, pursuant to that certain Employment Agreement by and between the University and Harsin dated effective January 11, 2015 (the "Employment Agreement"), Harsin serves as the head coach of the University's football program; and

WHEREAS, Licensor is the exclusive licensee of any common law and/or statutory rights in Harsin's name, nicknames, pseudonyms, assumed names, voice, signature, photograph, image, likeness, distinctive appearance, gestures, mannerisms that make him identifiable as the University's head football coach ("Proprietary Rights"), together with trademarks and service marks ("Marks") that utilize or incorporate such Proprietary Rights, whether now in existence or created and/or registered after the Effective Date (individually or in the aggregate, the "Property"); and

WHEREAS, the University desires the right to use the Property in connection with marketing and promoting its athletic programs, including, without limitation, the football program, University sponsored youth sports camps, as well as in connection with promoting or endorsing the University's general interests and fundraising efforts ("University Interests"), and to incorporate the Property on products and services that it manufactures, markets, distributes, sells, publishes or otherwise disseminates in furtherance thereof (collectively or individually, the "Licensed Products"); and

WHEREAS, Licensor is willing to grant a sublicense to the University pursuant to which it shall have the exclusive right to use the Property, and to manufacture, market, distribute, publish or otherwise disseminate the Licensed Products, in relation to the University's Interests, subject to and in accordance with the terms hereof.

AGREEMENT:

NOW, THEREFORE, in consideration of the mutual covenants, agreements, and conditions set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties, intending to be legally bound, agree that the foregoing recitals are incorporated herein by reference and as follows:

1. **License and Sublicense Grant**. During the term of this Agreement, Licensor hereby grants to the University the exclusive right and sublicense to use the Property, including the right to manufacture, market, distribute, sell, publish or otherwise disseminate the Licensed Products, as well as on packaging, promotional, and advertising material associated therewith, in

connection with and in relation to the University's Interests (the "Sublicense Rights"); provided, however, that the Sublicense Rights shall be subject to the limitations set forth in the remainder of this Section 1. Licensor reserves, and otherwise maintains, all rights in the Property which are not in connection with or in relation to the University's Interests. Harsin acknowledges that in connection with the grant of the Sublicense Rights hereunder, he consents to the University's appropriation of his privacy rights, provided that the University's use of the Property does not present Harsin in a false light, cause infliction of emotional distress to Harsin, or otherwise result in a breach of this Agreement. Harsin hereby represents and warrants to the University that Harsin has licensed the Property to the Licensor for the express purpose of the Licensor entering into the sublicense as set forth in this Agreement.

1.1 **Limitations**. The exercise of the Sublicense Rights shall be subject to the following limitations:

(a) The Sublicense Rights shall be non-transferable and the University shall not grant any sublicense of the Sublicense Rights to any third party without the prior express written consent of the Licensor, which shall not be unreasonably withheld;

(b) The use of the Property in a Licensed Product and any packaging, marketing, advertisement, or promotional material associated therewith shall be subject to approval by Licensor in writing before the University uses, sells, distributes or discloses the same to the public;

(c) The Property, the Licensed Products, and any packaging, marketing, or promotional material associated therewith shall at all times be used, marketed, and promoted in a light positive to Harsin, Licensor and the University;

(d) During the term of this Agreement, the University shall not knowingly, negligently, or recklessly permit, do, or commit any act or thing that would degrade, tarnish, or deprecate Licensor or Harsin's public image in society or standing in the community; and

(e) The University shall be solely responsible for the manufacture, production, distribution, publication, dissemination and sale of the Licensed Products, and shall bear all costs associated therewith.

1.2 **Quality Control and Samples**. The Sublicense Rights shall be subject to the following quality control and sample requirements:

(a) Licensee shall fully and completely comply with all applicable patent, trademark, and copyright laws, rules, and regulations of the State of Idaho and the United States of America;

(b) All Licensed Products and all promotional, packaging, and advertising material associated therewith shall include all appropriate legal notices as required by applicable laws, rules, and regulations;

(c) All Licensed Products shall be of high quality and in conformity with standard samples approved by Licensor;

(d) If the quality of a class of the Licensed Products falls below a quality standard previously approved by Licensor, University shall use its best efforts to restore such quality. If the University has not taken appropriate steps to restore such quality within thirty (30) days after notification by Licensor, the Licensed Product at issue may not be further manufactured, marketed, distributed, or sold;

(e) Prior to the commencement of manufacture and sale of the Licensed Products, the University shall submit to Licensor, at no cost to Licensor and for written approval as to quality, a sample of all Licensed Products which University intends to manufacture and sell and any promotional and advertising material associated therewith. Failure of Licensor to approve such sample within thirty (30) days after receipt thereof shall be deemed approval. If Licensor should disapprove any sample, it shall provide specific reasons for such disapproval. University shall not sell Licensed Products if reasonably disapproved by Licensor. Once such samples have been approved by Licensor, the University shall not materially depart therefrom without Licensor's prior express written consent, which shall not be unreasonably withheld.

1.3 **Property Rights**.

(a) The parties understand and agree that, to the extent Property does not incorporate or derive from University Owned Intellectual Property as defined herein, Licensor shall retain all right, title, and interest in the Property and any modifications or improvements made to the Property by the University.

(b) To the extent Property does not incorporate or derive from University Owned Intellectual Property as defined herein, University acknowledges Licensor's exclusive rights in the Property and that the Property is unique and original and University agrees not to and shall not, at any time during or after the term of this Agreement, dispute or contest, directly or indirectly, any rights in and title to the Property or the validity thereof.

(c) University acknowledges and agrees that the Property has acquired secondary meaning.

(d) University agrees that its use of the Property inures to the benefit of Licensor and that the University shall not acquire any rights in the Property.

(e) Marks. Licensor shall be responsible for registration of Licensor's Marks with federal or other authorities, as applicable, at its sole cost, however, University may assume responsibility for obtaining the same with the written consent of Licensor. University shall submit any registration or application to Licensor, or his designee, for approval prior to making a filing with the USPTO. To the extent the Marks do not incorporate or derive from University Owned Intellectual Property as defined herein, University acknowledges and agrees that its first use in commerce of any of the Marks shall inure to the benefit of Licensor and vest ownership rights in the same to Licensor.

(f) Works. Notwithstanding anything herein to the contrary, Licensor shall not own or make any claim to copyright in any pictures or photographs of Harsin created or commissioned by the University during the term of this Agreement, provided, however, that the University's use of the same is consistent with the terms of this Agreement.

(g) University Owned Intellectual Property. Notwithstanding anything herein to the contrary, Licensor and Harsin acknowledge that if and to the extent that some or all of the Marks incorporate, or are derivatives of trademarks, service marks, trade dress, the University's colors, copyrighted material or other intellectual property owned by the University (the "University Owned Intellectual Property"), the University makes no grant or transfer of any kind to Licensor or Harsin of any rights to University Owned Intellectual Property and neither Licensor nor Harsin shall use any such University Owned Intellectual Property except with the prior written consent of the University (which consent may be withheld or, once given, revoked at the discretion of the University upon reasonable notice to Harsin) or in accordance with fair use principles (descriptive or nominative) under applicable trademark laws.

1.4 **Post-Termination Rights**.

(a) As soon as practicable following termination of this Agreement, the University shall provide Licensor with a complete schedule of all inventory of Licensed Products then on-hand (the "Inventory").

(b) Upon the termination of this Agreement, except for reason of a breach of University's duty to comply with the quality control or legal notice marking requirements, the University shall be entitled to continue to sell the Inventory in its possession at the time of termination. Such sales shall be made subject to all of the provisions of this Agreement.

(c) Upon the termination of this Agreement and subject to subparagraph (d) below, all of the rights of the University under this Agreement shall forthwith terminate and immediately revert to Licensor and the University shall immediately discontinue all use of the Property and the like, at no cost whatsoever to Licensor.

(d) Following the termination of this Agreement, nothing herein shall preclude the University from using Harsin's name, image, nickname, signature, voice and photograph for historical and archival purposes in records and publications related to Harsin's performance of his duties as the University's head football coach. Further, Licensor hereby grants University a perpetual, worldwide, royalty-free non-exclusive license to use Harsin's name, image, nickname, signature, voice and photograph for the limited purpose of selling or distributing commemorative items which depict Harsin during his tenure as the head coach of the Team in a historically accurate and positive light, so long as his name, image, nickname, signature, voice and photograph, as the case may be, (i) is displayed on the item together with former Team members and/or coaches, or (ii) is not shown predominantly on the item. Harsin consents to the University's appropriation of his privacy rights in connection with the grant of the license in this section.

1.5 **Goodwill**. To the extent Property does not incorporate or derive from University Owned Intellectual Property as defined herein, University acknowledges that the Property and all rights therein, including, without limitation, the goodwill pertaining thereto, belong exclusively to Licensor.

1.6 **Infringement**.

(a) Licensor shall have the right, in its discretion, to institute and prosecute lawsuits against third persons for infringement of any Property right sublicensed in this Agreement, and to retain any recoveries therefrom. Any lawsuit brought by Licensor shall be prosecuted solely at the cost and expense of Licensor and all sums recovered in any such lawsuits, whether by judgment, settlement, or otherwise, in excess of the amount of Licensor's attorneys' fees and other out of pocket expenses of such suit, shall be divided equitably between Licensor and University based on their respective rights under this Agreement.

(b) If Licensor does not institute an infringement suit within ninety (90) days after University's written request that it do so, the University may institute and prosecute such lawsuit. Any lawsuit brought by the University shall be prosecuted solely at the cost and expense of the University and all sums recovered in any such lawsuits, whether by judgment, settlement, or otherwise, in excess of the amount of University's attorneys' fees and other out of pocket expenses of such suit, shall be divided equitably between University and Licensor based on their respective rights under this Agreement.

(c) Upon request of the party bringing a lawsuit for infringement, the other party shall execute all papers, testify on all matters, and otherwise cooperate in every way necessary and desirable for the prosecution of any such lawsuit. The party bringing suit shall reimburse the other party for the expenses incurred as a result of such cooperation.

2. **Term**. The parties intend that this Agreement shall have a term identical to the Employment Agreement and that this Agreement shall be extended or terminated if and when the Employment Agreement is extended or terminated, as applicable. In this respect, this Agreement shall commence on the Effective Date and shall continue thereafter until January 10, 2020, unless terminated earlier as specifically provided in Section 3 hereof. This Agreement shall automatically extend if and when the term of the Employment Agreement is extended and such extension shall be for the same length of time as the Employment Agreement is extended. Provided, always, nothing herein shall preclude the parties from agreeing in writing to extend the term of this Agreement after the termination of the Employment Agreement, and to continue the grant of the Sublicense Rights on the terms and conditions set forth in such extension.

3. **Termination**. This Agreement shall terminate immediately upon the termination of the Employment Agreement for any reason. Upon the termination of this Agreement, Licensor shall be entitled to receive all Royalties (as defined in Section 4 hereof) that have accrued under this Agreement through the termination date. The Royalties shall cease to accrue

as of the end of the day on the termination date. Such amounts of accrued, but unpaid, Royalties shall be due and payable to Licensor within sixty (60) days following the termination date.

4. **Royalties**. In consideration of Licensor granting the Sublicense Rights to the University under this Agreement, the University shall pay Licensor a royalty at the monthly rate of $16,667.00 for each month during the term of this Agreement, payable on the last day of the month ("Royalty"). The parties agree that the payments of said Royalties shall be paid to Licensor without any federal, state, or local wage withholding and that Licensor and/or Harsin shall be solely responsible for the payment of all appropriate income tax and other withholding obligations due upon receipt of the Royalties.

5. **Indemnification**. Subject to the limits of the Idaho Tort Claims Act as set forth in Idaho Code §6-901 et. seq., University irrevocably covenants and agrees from and after the Effective Date hereof to defend, indemnify, and save and hold harmless Licensor and Harsin from and against any claims, actions, causes of actions, damages, proceedings, liabilities, obligations, losses, costs, or expenses (including, without limitation, attorney fees and court costs) arising out of or resulting from University's use of the Property, including but not limited to claims alleging defects in the Licensed Products, alleging deception in endorsements, or otherwise arising under intellectual property law.

6. **Warranty.** Licensor represents and warrants to University that (a) it has the rights necessary to enter into this Agreement and to perform all obligations and provide all licenses granted herein free of the rightful claim of any third person by way of infringement; and (b) it has not granted licenses thereunder to any other entity that would restrict rights granted hereunder.

7. **Independent Contractor**. Each party shall act at all times herein as an independent contractor of the other party, and nothing contained herein shall be construed to create the relationship of principal and agent, employer and employee, or a partnership or joint venture between Licensor and the University. Further, nothing contained herein shall be construed to provide either party with the right, power, or authority, whether express or implied, to bind or create any duty or obligation on behalf of the other party, unless expressly authorized herein.

8. **Survival**. All of the covenants, agreements, indemnification obligations, and other terms in this Agreement shall survive the expiration or earlier termination of this Agreement in perpetuity.

9. **Miscellaneous Provisions**.

9.1 **Entire Agreement, Amendments, and Waivers.** This Agreement contains the entire agreement and understanding of the parties with respect to the subject matter hereof and supersedes all prior agreements and understandings, whether written or oral, relating to such subject matter. This Agreement may not be amended, modified, or discharged nor may any of its terms be waived except by an instrument in writing signed by the party to be bound thereby.

9.2 **Successors and Assigns**. This Agreement shall be binding upon and shall inure to the benefit of and be enforceable by the parties hereto, and their respective successors and permitted assigns.

9.3 **Captions.** The headings and captions herein are inserted for convenient reference only and the same shall not limit or construe the sections, paragraphs, or provisions to which they apply or otherwise affect the interpretation hereof.

9.4 **Construction of Agreement.** Notwithstanding the fact that this Agreement may have been drafted or prepared by one of the parties, all of the parties confirm that they and their respective counsel have reviewed, negotiated, and adopted this Agreement as the joint agreement and understanding of the parties. Accordingly, this Agreement is to be construed as a whole and any presumption that ambiguities are to be resolved against the primary drafting party shall not apply.

9.5 **Counterparts.** This Agreement may be executed in multiple counterparts, each of which shall be deemed an original, and all of which shall constitute one (1) Agreement. The signatures of any party to any counterpart shall be deemed to be a signature to, and may be appended to, any other counterpart. Telecopy signatures shall be deemed effective as originals.

9.6 **Governing Law and Venue.** This Agreement shall be deemed to have been entered into and to be performed in the State of Idaho, and shall be governed, construed, and enforced in accordance with the laws of the State of Idaho. **EACH PARTY HERETO AGREES AND SUBMITS TO THE EXCLUSIVE JURISDICTION OF THE STATE COURTS LOCATED IN BOISE, IDAHO FOR RESOLUTION OF ANY DISPUTES ARISING HEREUNDER.**

9.7 **Severability.** If any provision of this Agreement is or shall be deemed to be illegal, invalid, or unenforceable, the remaining provisions hereof shall remain in full force and effect and interpreted as if such illegal, invalid, or unenforceable provision did not exist herein.

IN WITNESS WHEREOF, this License Agreement has been executed and delivered by the parties hereto to be effective as of the day and date set forth herein above.

BOISE STATE UNIVERSITY:

By: ______________________________

Name: ______________________________

Its: ______________________________

BRYAN HARSIN ENTERPRISES, LLC

By: ______________________________
Bryan Harsin, Member

ACKNOWLEDGED BY:

____
Bryan Harsin, Individually

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ATTACHMENT 3

LICENSE AGREEMENT

This **LICENSE AGREEMENT** (this “Agreement”) is made and entered into to be effective as of the 11th day of January, 201~~4~~5 (the “Effective Date”), by and between **BRYAN HARSIN ENTERPRISES, LLC**, an Idaho limited liability company (“Licensor”), and **BOISE STATE UNIVERSITY** (“University”), and acknowledged by **BRYAN HARSIN**, individually (“Harsin”).

RECITALS:

WHEREAS, pursuant to that certain Employment Agreement by and between the University and Harsin dated effective ~~December~~ January 11, 201~~3~~5 (the “Employment Agreement”), Harsin serves as the head coach of the University’s football program; and

WHEREAS, Licensor is the exclusive licensee of any common law and/or statutory rights in Harsin’s name, nicknames, pseudonyms, assumed names, voice, signature, photograph, image, likeness, distinctive appearance, gestures, mannerisms that make him identifiable as the University’s head football coach (“Proprietary Rights”), together with trademarks and service marks (“Marks”) that utilize or incorporate such Proprietary Rights, whether now in existence or created and/or registered after the Effective Date (individually or in the aggregate, the “Property”); and

WHEREAS, the University desires the right to use the Property in connection with marketing and promoting its athletic programs, including, without limitation, the football program, University sponsored youth sports camps, as well as in connection with promoting or endorsing the University’s general interests and fundraising efforts (“University Interests”), and to incorporate the Property on products and services that it manufactures, markets, distributes, sells, publishes or otherwise disseminates in furtherance thereof (collectively or individually, the “Licensed Products”); and

WHEREAS, Licensor is willing to grant a sublicense to the University pursuant to which it shall have the exclusive right to use the Property, and to manufacture, market, distribute, publish or otherwise disseminate the Licensed Products, in relation to the University’s Interests, subject to and in accordance with the terms hereof.

AGREEMENT:

NOW, THEREFORE, in consideration of the mutual covenants, agreements, and conditions set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties, intending to be legally bound, agree that the foregoing recitals are incorporated herein by reference and as follows:

1. **License and Sublicense Grant**. During the term of this Agreement, Licensor hereby grants to the University the exclusive right and sublicense to use the Property, including the right to manufacture, market, distribute, sell, publish or otherwise disseminate the Licensed Products, as well as on packaging, promotional, and advertising material associated therewith, in

connection with and in relation to the University's Interests (the "Sublicense Rights"); provided, however, that the Sublicense Rights shall be subject to the limitations set forth in the remainder of this Section 1. Licensor reserves, and otherwise maintains, all rights in the Property which are not in connection with or in relation to the University's Interests. Harsin acknowledges that in connection with the grant of the Sublicense Rights hereunder, he consents to the University's appropriation of his privacy rights, provided that the University's use of the Property does not present Harsin in a false light, cause infliction of emotional distress to Harsin, or otherwise result in a breach of this Agreement. Harsin hereby represents and warrants to the University that Harsin has licensed the Property to the Licensor for the express purpose of the Licensor entering into the sublicense as set forth in this Agreement.

1.1 **Limitations**. The exercise of the Sublicense Rights shall be subject to the following limitations:

(a) The Sublicense Rights shall be non-transferable and the University shall not grant any sublicense of the Sublicense Rights to any third party without the prior express written consent of the Licensor, which shall not be unreasonably withheld;

(b) The use of the Property in a Licensed Product and any packaging, marketing, advertisement, or promotional material associated therewith shall be subject to approval by Licensor in writing before the University uses, sells, distributes or discloses the same to the public;

(c) The Property, the Licensed Products, and any packaging, marketing, or promotional material associated therewith shall at all times be used, marketed, and promoted in a light positive to Harsin, Licensor and the University;

(d) During the term of this Agreement, the University shall not knowingly, negligently, or recklessly permit, do, or commit any act or thing that would degrade, tarnish, or deprecate Licensor or Harsin's public image in society or standing in the community; and

(e) The University shall be solely responsible for the manufacture, production, distribution, publication, dissemination and sale of the Licensed Products, and shall bear all costs associated therewith.

1.2 **Quality Control and Samples**. The Sublicense Rights shall be subject to the following quality control and sample requirements:

(a) Licensee shall fully and completely comply with all applicable patent, trademark, and copyright laws, rules, and regulations of the State of Idaho and the United States of America;

(b) All Licensed Products and all promotional, packaging, and advertising material associated therewith shall include all appropriate legal notices as required by applicable laws, rules, and regulations;

(c) All Licensed Products shall be of high quality and in conformity with standard samples approved by Licensor;

(d) If the quality of a class of the Licensed Products falls below a quality standard previously approved by Licensor, University shall use its best efforts to restore such quality. If the University has not taken appropriate steps to restore such quality within thirty (30) days after notification by Licensor, the Licensed Product at issue may not be further manufactured, marketed, distributed, or sold;

(e) Prior to the commencement of manufacture and sale of the Licensed Products, the University shall submit to Licensor, at no cost to Licensor and for written approval as to quality, a sample of all Licensed Products which University intends to manufacture and sell and any promotional and advertising material associated therewith. Failure of Licensor to approve such sample within thirty (30) days after receipt thereof shall be deemed approval. If Licensor should disapprove any sample, it shall provide specific reasons for such disapproval. University shall not sell Licensed Products if reasonably disapproved by Licensor. Once such samples have been approved by Licensor, the University shall not materially depart therefrom without Licensor's prior express written consent, which shall not be unreasonably withheld.

1.3 **Property Rights**.

(a) The parties understand and agree that, to the extent Property does not incorporate or derive from University Owned Intellectual Property as defined herein, Licensor shall retain all right, title, and interest in the Property and any modifications or improvements made to the Property by the University.

(b) To the extent Property does not incorporate or derive from University Owned Intellectual Property as defined herein, University acknowledges Licensor's exclusive rights in the Property and that the Property is unique and original and University agrees not to and shall not, at any time during or after the term of this Agreement, dispute or contest, directly or indirectly, any rights in and title to the Property or the validity thereof.

(c) University acknowledges and agrees that the Property has acquired secondary meaning.

(d) University agrees that its use of the Property inures to the benefit of Licensor and that the University shall not acquire any rights in the Property.

(e) Marks. Licensor shall be responsible for registration of Licensor's Marks with federal or other authorities, as applicable, at its sole cost, however, University may assume responsibility for obtaining the same with the written consent of Licensor. University shall submit any registration or application to Licensor, or his designee, for approval prior to making a filing with the USPTO. To the extent the Marks do not incorporate or derive from University Owned Intellectual Property as defined herein, University acknowledges and agrees that its first use in commerce of any of the Marks shall inure to the benefit of Licensor and vest ownership rights in the same to Licensor.

(f) Works. Notwithstanding anything herein to the contrary, Licensor shall not own or make any claim to copyright in any pictures or photographs of Harsin created or commissioned by the University during the term of this Agreement, provided, however, that the University's use of the same is consistent with the terms of this Agreement.

(g) University Owned Intellectual Property. Notwithstanding anything herein to the contrary, Licensor and Harsin acknowledge that if and to the extent that some or all of the Marks incorporate, or are derivatives of trademarks, service marks, trade dress, the University's colors, copyrighted material or other intellectual property owned by the University (the "University Owned Intellectual Property"), the University makes no grant or transfer of any kind to Licensor or Harsin of any rights to University Owned Intellectual Property and neither Licensor nor Harsin shall use any such University Owned Intellectual Property except with the prior written consent of the University (which consent may be withheld or, once given, revoked at the discretion of the University upon reasonable notice to Harsin) or in accordance with fair use principles (descriptive or nominative) under applicable trademark laws.

1.4 **Post-Termination Rights**.

(a) As soon as practicable following termination of this Agreement, the University shall provide Licensor with a complete schedule of all inventory of Licensed Products then on-hand (the "Inventory").

(b) Upon the termination of this Agreement, except for reason of a breach of University's duty to comply with the quality control or legal notice marking requirements, the University shall be entitled to continue to sell the Inventory in its possession at the time of termination. Such sales shall be made subject to all of the provisions of this Agreement.

(c) Upon the termination of this Agreement and subject to subparagraph (d) below, all of the rights of the University under this Agreement shall forthwith terminate and immediately revert to Licensor and the University shall immediately discontinue all use of the Property and the like, at no cost whatsoever to Licensor.

(d) Following the termination of this Agreement, nothing herein shall preclude the University from using Harsin's name, image, nickname, signature, voice and photograph for historical and archival purposes in records and publications related to Harsin's performance of his duties as the University's head football coach. Further, Licensor hereby grants University a perpetual, worldwide, royalty-free non-exclusive license to use Harsin's name, image, nickname, signature, voice and photograph for the limited purpose of selling or distributing commemorative items which depict Harsin during his tenure as the head coach of the Team in a historically accurate and positive light, so long as his name, image, nickname, signature, voice and photograph, as the case may be, (i) is displayed on the item together with former Team members and/or coaches, or (ii) is not shown predominantly on the item. Harsin consents to the University's appropriation of his privacy rights in connection with the grant of the license in this section.

1.5 **Goodwill**. To the extent Property does not incorporate or derive from University Owned Intellectual Property as defined herein, University acknowledges that the Property and all rights therein, including, without limitation, the goodwill pertaining thereto, belong exclusively to Licensor.

1.6 **Infringement**.

(a) Licensor shall have the right, in its discretion, to institute and prosecute lawsuits against third persons for infringement of any Property right sublicensed in this Agreement, and to retain any recoveries therefrom. Any lawsuit brought by Licensor shall be prosecuted solely at the cost and expense of Licensor and all sums recovered in any such lawsuits, whether by judgment, settlement, or otherwise, in excess of the amount of Licensor's attorneys' fees and other out of pocket expenses of such suit, shall be divided equitably between Licensor and University based on their respective rights under this Agreement.

(b) If Licensor does not institute an infringement suit within ninety (90) days after University's written request that it do so, the University may institute and prosecute such lawsuit. Any lawsuit brought by the University shall be prosecuted solely at the cost and expense of the University and all sums recovered in any such lawsuits, whether by judgment, settlement, or otherwise, in excess of the amount of University's attorneys' fees and other out of pocket expenses of such suit, shall be divided equitably between University and Licensor based on their respective rights under this Agreement.

(c) Upon request of the party bringing a lawsuit for infringement, the other party shall execute all papers, testify on all matters, and otherwise cooperate in every way necessary and desirable for the prosecution of any such lawsuit. The party bringing suit shall reimburse the other party for the expenses incurred as a result of such cooperation.

2. **Term**. The parties intend that this Agreement shall have a term identical to the Employment Agreement and that this Agreement shall be extended or terminated if and when the Employment Agreement is extended or terminated, as applicable. In this respect, this Agreement shall commence on the Effective Date and shall continue thereafter until January 10, 20~~19~~20, unless terminated earlier as specifically provided in Section 3 hereof. This Agreement shall automatically extend if and when the term of the Employment Agreement is extended and such extension shall be for the same length of time as the Employment Agreement is extended. Provided, always, nothing herein shall preclude the parties from agreeing in writing to extend the term of this Agreement after the termination of the Employment Agreement, and to continue the grant of the Sublicense Rights on the terms and conditions set forth in such extension.

3. **Termination**. This Agreement shall terminate immediately upon the termination of the Employment Agreement for any reason. Upon the termination of this Agreement, Licensor shall be entitled to receive all Royalties (as defined in Section 4 hereof) that have accrued under this Agreement through the termination date. The Royalties shall cease to accrue as of the end of the day on the termination date. Such amounts of accrued, but unpaid, Royalties shall be due and payable to Licensor within sixty (60) days following the termination date.

4. **Royalties**. In consideration of Licensor granting the Sublicense Rights to the University under this Agreement, the University shall pay Licensor a royalty at the monthly rate of $16,667.00 for each month during the term of this Agreement, payable on the last day of the month ("Royalty"). The parties agree that the payments of said Royalties shall be paid to Licensor without any federal, state, or local wage withholding and that Licensor and/or Harsin shall be solely responsible for the payment of all appropriate income tax and other withholding obligations due upon receipt of the Royalties.

5. **Indemnification**. Subject to the limits of the Idaho Tort Claims Act as set forth in Idaho Code §6-901 et. seq., University irrevocably covenants and agrees from and after the Effective Date hereof to defend, indemnify, and save and hold harmless Licensor and Harsin from and against any claims, actions, causes of actions, damages, proceedings, liabilities, obligations, losses, costs, or expenses (including, without limitation, attorney fees and court costs) arising out of or resulting from University's use of the Property, including but not limited to claims alleging defects in the Licensed Products, alleging deception in endorsements, or otherwise arising under intellectual property law.

6. **Warranty.** Licensor represents and warrants to University that (a) it has the rights necessary to enter into this Agreement and to perform all obligations and provide all licenses granted herein free of the rightful claim of any third person by way of infringement; and (b) it has not granted licenses thereunder to any other entity that would restrict rights granted hereunder.

7. **Independent Contractor**. Each party shall act at all times herein as an independent contractor of the other party, and nothing contained herein shall be construed to create the relationship of principal and agent, employer and employee, or a partnership or joint venture between Licensor and the University. Further, nothing contained herein shall be construed to provide either party with the right, power, or authority, whether express or implied, to bind or create any duty or obligation on behalf of the other party, unless expressly authorized herein.

8. **Survival**. All of the covenants, agreements, indemnification obligations, and other terms in this Agreement shall survive the expiration or earlier termination of this Agreement in perpetuity.

9. **Miscellaneous Provisions**.

9.1 **Entire Agreement, Amendments, and Waivers.** This Agreement contains the entire agreement and understanding of the parties with respect to the subject matter hereof and supersedes all prior agreements and understandings, whether written or oral, relating to such subject matter. This Agreement may not be amended, modified, or discharged nor may any of its terms be waived except by an instrument in writing signed by the party to be bound thereby.

9.2 **Successors and Assigns**. This Agreement shall be binding upon and shall inure to the benefit of and be enforceable by the parties hereto, and their respective successors and permitted assigns.

9.3 **Captions.** The headings and captions herein are inserted for convenient reference only and the same shall not limit or construe the sections, paragraphs, or provisions to which they apply or otherwise affect the interpretation hereof.

9.4 **Construction of Agreement.** Notwithstanding the fact that this Agreement may have been drafted or prepared by one of the parties, all of the parties confirm that they and their respective counsel have reviewed, negotiated, and adopted this Agreement as the joint agreement and understanding of the parties. Accordingly, this Agreement is to be construed as a whole and any presumption that ambiguities are to be resolved against the primary drafting party shall not apply.

9.5 **Counterparts.** This Agreement may be executed in multiple counterparts, each of which shall be deemed an original, and all of which shall constitute one (1) Agreement. The signatures of any party to any counterpart shall be deemed to be a signature to, and may be appended to, any other counterpart. Telecopy signatures shall be deemed effective as originals.

9.6 **Governing Law and Venue.** This Agreement shall be deemed to have been entered into and to be performed in the State of Idaho, and shall be governed, construed, and enforced in accordance with the laws of the State of Idaho. **EACH PARTY HERETO AGREES AND SUBMITS TO THE EXCLUSIVE JURISDICTION OF THE STATE COURTS LOCATED IN BOISE, IDAHO FOR RESOLUTION OF ANY DISPUTES ARISING HEREUNDER.**

9.7 **Severability.** If any provision of this Agreement is or shall be deemed to be illegal, invalid, or unenforceable, the remaining provisions hereof shall remain in full force and effect and interpreted as if such illegal, invalid, or unenforceable provision did not exist herein.

IN WITNESS WHEREOF, this License Agreement has been executed and delivered by the parties hereto to be effective as of the day and date set forth herein above.

BOISE STATE UNIVERSITY:	**BRYAN HARSIN ENTERPRISES, LLC**
By: ______________________________	By: ______________________________ Bryan Harsin, Member
Name: ______________________________	
Its: ______________________________	**ACKNOWLEDGED BY:**
	______________________________ Bryan Harsin, Individually

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EMPLOYMENT AGREEMENT
201~~3~~5-20~~19~~20

This Employment Agreement ("Agreement") is entered into by and between Boise State University ("University") and Bryan Harsin ("Coach").

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate football team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (Director). Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and Program and shall perform such other duties in the University's athletic Department (Department) as the Director may reasonably assign and as may be described elsewhere in this Agreement. Coach shall, to the best of his ability and consistent with University policies, perform all duties and responsibilities customarily associated with an NCAA Football Bowl Subdivision head football coach.

1.3.1 Coach is expected to devote full-time to Coaching and recruitment involving the Team as the head Coach. If Coach is reasonably required to perform any such additional duties that are not defined in the Agreement, Coach will be notified of his responsibility to perform these duties within a reasonable time frame.

1.3.2 Coach will attend staff meetings, public relation functions, dinners, awards banquets and make appearances as reasonably directed by the Director unless excused by the Director. The Director shall not unreasonably withhold approval for non-attendance. Such functions shall include, but are not limited, to the following:

a) Television, radio and other public appearances as in the Agreement
b) The annual BAA Bar-b-que
c) The BAA/Alumni Auction Dinner
d) Athletic Department staff meetings called by the Director
e) Athletic Department Graduation Reception
f) Bronco Golf Series Tournaments
g) Other similar Department activities and events

1.3.3 Coach agrees to supervise any staff serving under Coach and to insure, to the best of his ability, that all staff persons follow all applicable University policies, NCAA, and Conference rules and regulations at all times. Director will keep Coach informed, in writing, of which persons serve under Coach.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years~~ and one (1) month~~, commencing on ~~December~~ January 11, 201~~3~~5, and terminating, without further notice to Coach, on January 10, 20~~19~~20, unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University's Board of Trustees. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

2.3. Extensions to Initial Term. The term of this Agreement shall be extended by one (1) additional year for each season in which the football team has at least ~~nine~~ eight (~~9~~8) victories in a Season (including bowl games). Meaning, one (1) additional year is added for each ~~nine~~ eight (~~9~~8) win season on contract terms no less favorable to Coach than the contract terms then applicable to the final year of this Agreement prior to the extension, provided, however, the base salary for the additional year will reflect a raise of $100,000 over the base salary then applicable to the final year of this Agreement prior to the extension.

2.3.1. By way of example, and for the avoidance of doubt, section 2.3 is to be interpreted so that the term of this Agreement will function as a rolling five year term as long as the football team wins ~~nine~~ eight (~~9~~8) games in a Season. If any Season results in less than ~~nine~~ eight (~~9~~8) victories, then the term shall not extend for an additional year, rendering this Agreement as a potential rolling four (4) year term if a Season with ~~nine~~ eight (~~9~~8) victories follows such year or a potential rolling three (3) year term if a subsequent Season is fewer than ~~nine~~ eight (~~9~~8) victories. Subsequent seasons of ~~nine~~ eight (~~9~~8) victories or more, or fewer than ~~nine~~ eight (~~9~~8) victories, will have the same effects as described in this section until this Agreement is terminated as otherwise provided herein.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services, the University shall provide to Coach:

a) A base salary as follows:
~~December 11, 2013 to January 10, 2014 - $83,000;~~
~~January 11, 2014 to January 10, 2015 - $800,000;~~
January 11, 2015 to January 10, 2016 - $800,000;

January 11, 2016 to January 10, 2017 - $1,100,000;
January 11, 2017 to January 10, 2018 - $1,350,000;
January 11, 2018 to January 10, 2019 - $1,450,000~~,~~;
January 11, 2019 to January 10, 2020 - $1,550,000,
all generally payable in biweekly installments in accordance with normal University procedures and all of which is to be paid from non-appropriated funds;

b) A one-time payment of $100,000, which shall be paid after execution of this Agreement, but prior to March 1, 2015.

c) The opportunity to receive such employee benefits calculated on the base salary (within the limits of such plans and benefits) as the University provides generally to non-faculty, non-classified, professional staff employees; and

~~c~~d) The opportunity to receive such employee benefits as the Department provides generally to its employees of a comparable level, including moving expenses. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

~~d~~e) The opportunity to receive additional benefits as the Director deems necessary and appropriate including a vehicle, complimentary tickets, and club membership, as set forth in a separate letter.

3.2 Supplemental Compensation

3.2.1 Additional Pay based upon performance relating to regular Season and post-Season competition shall be based on the following:

Category 1

a) $15,000 if the Team is the Mountain Division Champion; or
b) $35,000 if the Team participates in a bowl game; or
c) $50,000 if the team is the Conference Champion; or
d) $75,000 if the Team participates in a Host Bowl as part of the CFP; or
e) $100,000 if the Team participates in one of the two semi-final Playoff Bowl games in the CFP.

Category 2

f) $150,000 if the Team participates in the CFP Championship Bowl game; or

g) $250,000 if the Team wins the CFP Championship Bowl game.

Coach shall be eligible for supplemental compensation from each Category listed above. Coach shall only be eligible to earn one amount (the highest amount) from each Category. Any additional pay for performance earned pursuant to this section shall be paid on February 1st following the football Season in which earned, as long as Coach remains continuously employed as head Coach to that date.

3.2.2 Academic Incentive Pay may be earned as follows:

a) $20,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 955 or higher; and
b) $10,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 975 or higher; and
c) $5,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 985 or higher; and
d) $15,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 990 or higher.

These amounts are cumulative. By way of example, and for the avoidance of doubt, if the Team APR equals 990 or higher, Coach will earn $50,000 in Academic Incentive Pay. Any pay earned pursuant to this section shall be paid on October 1st each year as long as Coach remains continuously employed as head Coach to that date.

3.3 Media Programs, Public Appearances and Endorsements.

3.3.1 Coach shall appear on or participate in, as requested by the Director, and make all reasonable efforts to make successful University sanctioned television, radio and internet Productions concerning the University and the Program. Agreements requiring the Coach to participate in Productions and public appearances related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media Productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University's reasonable requests in order for the Productions to be successful and agrees to provide his services to and perform on the Productions and to cooperate with the University's reasonable requests related to their performance, broadcasting, and telecasting.

3.3.2 It is understood that neither Coach nor any assistant coaches shall appear, without the prior written approval of the Director (such approval not to be unreasonably withheld), on any competing Production (including but not limited to a coach's show, call-in show, or interview show) or news segment, except that this prohibition shall not apply to news media interviews and appearances which are non-recurring and for which no compensation is received.

3.3.3 Coach or any assistant coaches shall have no right, title or interest of any kind or nature whatsoever in or to any materials, works or results related to the Productions, or in any component part thereof and the University shall own all rights to the Productions and shall be entitled, at its option, to produce and market the Productions or negotiate with third parties for the production and marketing of the Productions. The University shall be entitled to retain all revenue generated by the Productions. Upon prior written approval of the Director (such written approval not to be unreasonably withheld), Coach may use the materials, works or results related to the Productions so long as such use does not violate University or NCAA policy and does not result in Coach receiving compensation for such use.

3.3.4 Without the prior written approval of the Director (such written approval not to be unreasonably withheld), Coach shall not appear in any form of Production for commercial endorsement or compensation.

3.4 Intellectual Property Rights.

3.4.1 Coach may not use the marks or intellectual property of the University, including without limitation its logos, slogans, trademarks, service marks, copyrights, trade dress, color scheme, or other indicia, without a specific, written licensing agreement relating to the same. Coach agrees that all logos, slogans, trademarks, service marks, copyrights, trade dress, color scheme, or other indicia, including all copyright and other intellectual property rights therein, which relate to the University, including any of its athletic programs, or which would compete with the University's registered marks, that are developed or created by Coach or by others at Coach's direction, shall be owned solely by the University. Coach may, upon written approval of Director (such written approval not to be unreasonably withheld) develop or create such intellectual property rights that are not related to the University and that would not compete with the University's registered marks.

3.4.2 Coach hereby grants University a perpetual, worldwide, royalty-free, non-exclusive, limited license to use Coach's name, image, nickname, signature, voice, likeness, "celebrity rights" and photograph for historical and archival purposes in records and publications related to Coach's performance of his duties as the University's head football coach. Further, Coach hereby grants University a perpetual, worldwide, royalty-free, non-exclusive, limited license to use his name, image, nickname, signature, voice and photograph for the limited purpose of selling or distributing commemorative items which depict him during his tenure as the head coach of the Team in a historically accurate and positive light, so long as his name, image, nickname, signature, voice and photograph, as the case may be, (i) is displayed on the item together with former Team members and/or coaches, or (ii) is not shown predominantly on the item. Coach consents to the University's appropriation of his privacy rights in connection with the grant of the limited license in this section.

3.4.3 During the term of this Agreement, including an extension or renewal pursuant to Section 2.2 or 2.3, the use of Coach's name, image, nickname, signature, voice, likeness, "celebrity rights" and photograph for any other purposes than those outlined in Section 3.4.2 of this Agreement shall be governed by a separate agreement.

3.5 Summer Camp—Operated By University. Coach agrees that the University has the exclusive right to operate youth football camps on its campus using University facilities. The

University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist with reasonable requests related to the marketing, supervision, and general administration of the University's football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's summer football camps, the University shall pay Coach supplemental compensation during each year of his employment as head football coach at the University.

3.6 Apparel and/or Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.7 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by applicable law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1(a) and paid directly from the University to Coach, and within any applicable compensation limits established by such plans and except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and Coaching of Team members which enable them to compete and reasonably protect their health, safety, and well-being;

4.1.3. Observe and work reasonably to uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the Conference, and the NCAA; supervise and take reasonable steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's director of compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit A. The applicable laws, policies, rules, and regulations include: (a) State Board of Education Governing Policies and Procedures and Rule Manual; (b) University's Policy Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the Conference.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, would reflect adversely upon the University, the Department or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director (such approval not to be unreasonably withheld), who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use nor may Coach authorize third parties to use, the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's President (such approval not to be unreasonably withheld) for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the University's President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the Conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Program, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University's Board of

Trustees. Coach shall be provided an annual budget of $2,200,000 per year for the employment of the nine (9) on-field assistant coaches.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.7 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports franchise requiring performance of duties set forth herein prior to the expiration of this Agreement, without giving prior notice to the Director. Coach shall deliver such notice in writing, or by electronic mail, and shall give such notice as soon as reasonably practical but no less than 48 hours prior to such activity.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties in the event he engages in conduct which amounts to good or adequate cause to terminate Coach; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in this Agreement, Boise State University policies, and Idaho State Board of Education policies.

5.1.1 In addition to the definitions contained in applicable policies, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension or termination of this Agreement:

a) A deliberate or major or repetitive violation of Coach's duties under this Agreement or the intentional refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after receiving written notice from the University;

c) A deliberate or major or repetitive violation by Coach of any applicable law (other than minor traffic offenses) or the policies, rules or regulations of the University, the University's governing board, the Conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent (such consent not to be unreasonably withheld);

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's reasonable judgment, reflect adversely on the University, the Department or its athletic programs;

f) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA;

g) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

h) A deliberate or major or repetitive violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known by ordinary supervision of the violation and could have prevented it by such ordinary supervision.

5.1.2 Suspension or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond within at least 14 days after the receipt of the University's written notice. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which the Coach was employed.

5.2 <u>Termination of Coach for Convenience of University</u>.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay or continue to pay Coach, as applicable, as liquidated damages and not a penalty, the applicable regular compensation as set forth in section 3.1.1(a) plus an additional amount at the annual rate of $200,000, excluding all deductions required by law, payable on the regular paydays of the University until the expiration of the term of this Agreement ends, or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid to the Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the applicable gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to the Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance of 3.1.1(b) as if he remained a University employee until the term of this Agreement ends or until Coach obtains other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits outside of section 3.1.1 (a) and (b), except as otherwise required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment and to advise University of all relevant terms of such employment, including without limitation, the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to Coach by University after the date Coach obtains other employment, to which Coach is not entitled under this provision. Coach acknowledges that the University will withhold taxes and other payroll deductions from the payments due Coach pursuant to this Section 5.2.2, in such amounts and at such times as required by applicable law.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the negotiations of this Agreement and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost if he resigns before the end of the term of the Agreement.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Such termination shall be effective ten (10) days after written notice is given to the University unless otherwise agreed to by the parties. Such termination must occur at a time outside the Team's Regular Season (excluding bowl game) so as to minimize the impact on the Program.

5.3.3 If the Coach terminates this Agreement for convenience, all obligations of the University shall cease as of the effective date of the termination. If the Coach terminates this Agreement for convenience prior to January 10, 2018, to commence, or enter into an agreement to commence, "Similar or Related Employment" (as defined in this section 5.3.3), then he (or his designee) shall pay to the University, as liquidated damages and not a penalty, the following sums: if the termination occurs between ~~December~~ January 11, 201~~3~~5 and January 10, 2016, the sum of two-million dollars ($2,000,000); if the termination occurs between January 11, 2016 and January 10, 2017, the sum of one-million-seven-hundred-fifty-thousand dollars ($1,750,000); and if the termination occurs between January 11, 2017 and January 10, 2018, the sum of five-hundred-thousand dollars ($500,000). The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. For purposes of this Section 5.3.3, "Similar or Related Employment" means employment in football, coaching, or any capacity in sports (whether by title of the position or by performing the duties regularly associated with such position), including, but not limited to, employment (a) as a coach in any division of NCAA or NAIA athletics, (b) with a National Football League (NFL) team, or (c) in sports related media. If Coach terminates for convenience and does not immediately commence Similar or Related Employment, and therefore does not pay the liquidated damages, but then at a future date within twelve (12) months of termination for convenience commences, or enters into an agreement to commence in the future, employment as a collegiate head football coach, or professional (NFL) head football coach, or as an assistant coach at a university that is a member of the Conference, then liquidated damages will still be owed by Coach and the amount of liquidated damages owed shall be calculated as of the date Coach accepts, or agrees to accept, such employment as a collegiate or professional head coach or assistant coach at a member institution of the Conference. By way of example only and for the avoidance of doubt, if Coach terminates for convenience on February 1, 2016, and accepts employment as a collegiate or professional head coach on January 15, 2017, Coach, or his designee, would owe the University five hundred thousand dollars ($500,000). However, if Coach terminates for convenience on February 1, 2016, and accepts employment as a collegiate or professional football head coach on July 1, 2017, neither Coach nor his designee would owe the University any liquidated damages.

5.3.4 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the negotiation of this Agreement and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, that the University will lose the benefit of its investment in the Coach, and that the University may face potentially increased compensation costs if Coach terminates this Agreement for convenience, all of which amounts are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for any and all damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3.5 Except as provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments with the exception of any amounts earned by the date of termination but not yet paid due to normal payroll procedures.

5.4 <u>Termination due to Disability or Death of Coach</u>.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the Position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries hereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the Position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5 <u>Interference by Coach</u>. In the event of termination or suspension, Coach shall comply with all reasonable requests relating to the University's ability to transact business or operate its intercollegiate athletics program.

5.7 <u>No Liability</u>. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.8 <u>Waiver of Rights</u>. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provide for in the State Board of Education Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Policies.

5.9 Annual Leave Upon Termination. In the event of non-renewal or termination of Coach's employment under any provision of this section 5, Coach will use or forfeit all accumulated annual leave prior to the final date of employment and terminate Coach's employment with no annual leave balance.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved by the University's Board of Trustees and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the University's Board of Trustees, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Trustees and University's rules or policies regarding furloughs or financial exigency.

6.2 University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, vehicles, personnel records, recruiting records, Team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director. However, Coach shall be entitled to retain copies of any practice scripts, playbooks, statistics, or recruiting records (to the extent allowed under applicable privacy and confidentiality laws) utilized during his employment by the University. Further, Coach shall be entitled to retain any other personal property developed by Coach prior to his employment by the University or developed on his own time and not for use in his position as the Program's head football coach.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.8 Non-Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion so long as such production by the University is consistent with applicable law, NCAA, University or Conference policy.

6.9 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Director of Athletics
1910 University Drive
Boise, Idaho 83725-1020

with a copy to: President
1910 University Drive
Boise, Idaho 83725-1000

the Coach: Bryan Harsin
Last known address on file with
University's Human Resource Services

with a copy to: Russ Campbell & Patrick Strong
Balch Sports
1901 Sixth Avenue North, Suite 1500
Birmingham, Alabama 35203

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date certified mail is signed for, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.10 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.11 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.12 Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case (such consent not to be unreasonably withheld), use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.13 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.14 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Trustees.

6.15 Opportunity to Consult with Attorney. Both parties acknowledge that they have had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

ARTICLE 7

7.1. Definitions. The following terms as used in the Agreement will be defined as indicated:

a) "APR" means Academic Progress Rate as used by the NCAA to track academic progress of NCAA eligible student athletes and NCAA athletic programs.

b) "Athletic Director" or "Director" means the Boise State University Director of Athletics.

c) "BAA" means the Bronco Athletic Association.

d) “CFP” mean the College Football Playoff (as the successor to the Bowl Championship Series organization) and its affiliated or contracted Host Bowls, semi-final Playoff Bowls and Championship Bowl games.

e) “Coaching” means to direct, supervise, mentor and lead the athletes participating on the Team and/or in the Program.

f) “Conference” means the athletic conference in which the University is a member for purposes of inter-collegiate Football competition as of the date of the applicable event. At the time of the execution of this Agreement, the Conference is the Mountain West Conference. Change of Conference affiliation is at the sole discretion of the University President.

g) “Department” means the Boise State University Department of Intercollegiate Athletics.

h) “FBS” means the Football Bowl Subdivision membership category and participation level of the NCAA.

i) “NCAA” means the National Collegiate Athletic Association.

j) “Position” will mean the position of head football coach.

k) “President” means the Boise State University President.

l) “Productions” means any and all television, radio, podcast, website, webcast, digital, electronic and/or internet (or other similar or newly developed media format) productions or programs concerning or affiliated in any way with the University, the Team, the Program or the Department.

m) “Program” shall mean the Football program, including the Team and the staff, equipment and operations assigned to, or affiliated with, the Team as decided at the sole, reasonable discretion of the Director. Non-capitalized use of the term “program” in reference to fringe benefit programs, media programs or to athletic programs generally are defined by the ordinary use in context.

n) “Season” will mean the NCAA regulated football season commencing on the first day of fall practice and ending immediately after the last game of the football regular season or, if applicable to the Team being selected to play in a post-season bowl (“bowl eligible”), after the post-season bowl game involving the University Team.

o) “Team” means the Boise State University Broncos intercollegiate football team.

In witness whereof the parties have hereunto set their hands on the date below noted:

UNIVERSITY COACH

________________________________ ________________________________

Robert Kustra, President Date Bryan Harsin Date

Approved by the Board on the _____ day of _________________, 201__.

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EMPLOYMENT AGREEMENT
2015-2020

This Employment Agreement ("Agreement") is entered into by and between Boise State University ("University") and Bryan Harsin ("Coach").

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate football team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (Director). Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and Program and shall perform such other duties in the University's athletic Department (Department) as the Director may reasonably assign and as may be described elsewhere in this Agreement. ~~The University (College) shall have the right, at any time, to reassign~~ Coach ~~to~~ shall, to the best of his ability and consistent with University policies, perform all duties ~~at the University (College) other than as~~ and responsibilities customarily associated with an NCAA Football Bowl Subdivision head football coach~~of~~.

1.3.1 Coach is expected to devote full-time to Coaching and recruitment involving the Team~~, provided that Coach's compensation and benefits shall not be affected by~~ as the head Coach. If Coach is reasonably required to perform any such ~~reassignment, except~~additional duties that are not defined in the ~~opportunity to earn supplemental compensation~~Agreement, Coach will be notified of his responsibility to perform these duties within a reasonable time frame.

1.3.2 Coach will attend staff meetings, public relation functions, dinners, awards banquets and make appearances as ~~provided in sections 3.2.1 through _ (Depending on supplemental pay provisions used)~~ reasonably directed by the Director unless excused by the Director. The Director shall not unreasonably withhold approval for non-attendance. Such functions shall ~~cease.~~include, but are not limited, to the following:

a) Television, radio and other public appearances as in the Agreement
b) The annual BAA Bar-b-que
c) The BAA/Alumni Auction Dinner
d) Athletic Department staff meetings called by the Director
e) Athletic Department Graduation Reception
f) Bronco Golf Series Tournaments
g) Other similar Department activities and events

1.3.3 Coach agrees to supervise any staff serving under Coach and to insure, to the best of his ability, that all staff persons follow all applicable University policies, NCAA, and

Conference rules and regulations at all times. Director will keep Coach informed, in writing, of which persons serve under Coach.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years, commencing on January 11, 2015, and terminating, without further notice to Coach, on January 10, 2020, unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University's Board of Trustees. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

2.3. Extensions to Initial Term. The term of this Agreement shall be extended by one (1) additional year for each season in which the football team has at least eight (8) victories in a Season (including bowl games). Meaning, one (1) additional year is added for each eight (8) win season on contract terms no less favorable to Coach than the contract terms then applicable to the final year of this Agreement prior to the extension, provided, however, the base salary for the additional year will reflect a raise of $100,000 over the base salary then applicable to the final year of this Agreement prior to the extension.

2.3.1. By way of example, and for the avoidance of doubt, section 2.3 is to be interpreted so that the term of this Agreement will function as a rolling five year term as long as the football team wins eight (8) games in a Season. If any Season results in less than eight (8) victories, then the term shall not extend for an additional year, rendering this Agreement as a potential rolling four (4) year term if a Season with eight (8) victories follows such year or a potential rolling three (3) year term if a subsequent Season is fewer than eight (8) victories. Subsequent seasons of eight (8) victories or more, or fewer than eight (8) victories, will have the same effects as described in this section until this Agreement is terminated as otherwise provided herein.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services ~~and satisfactory performance of this Agreement~~, the University ~~(College)~~ shall provide to Coach:

a) ~~An annual~~A base salary ~~of $__________ per year,~~ as follows:
January 11, 2015 to January 10, 2016 - $800,000;
January 11, 2016 to January 10, 2017 - $1,100,000;
January 11, 2017 to January 10, 2018 - $1,350,000;
January 11, 2018 to January 10, 2019 - $1,450,000;
January 11, 2019 to January 10, 2020 - $1,550,000,

all generally payable in biweekly installments in accordance with normal University ~~(College)~~ procedures~~,~~ and all of which is to be paid from non-appropriated funds;

b) A one-time payment of $100,000, which shall be paid after execution of this Agreement, but prior to March 1, 2015.

c) The opportunity to receive such employee benefits calculated on the base salary ~~increases as may be determined appropriate by the Director and Chief executive officer and approved by~~(within the ~~University (College)'s Board~~limits of ~~(Regents or Trustees)~~ ;

~~b) The opportunity to receive~~ such ~~employee~~plans and benefits) as the University provides generally to non-faculty ~~exempt~~, non-classified, professional staff employees; and

~~c~~d) The opportunity to receive such employee benefits as the Department provides generally to its employees of a comparable level, including moving expenses. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

e) The opportunity to receive additional benefits as the Director deems necessary and appropriate including a vehicle, complimentary tickets, and club membership, as set forth in a separate letter.

3.2 Supplemental Compensation

3.2.1~~. Each year~~ Additional Pay based upon performance relating to regular Season and post-Season competition shall be based on the following:

Category 1

a) $15,000 if the Team is the ~~conference champion~~Mountain Division Champion; or ~~co-champion and also becomes~~
b) $35,000 if the Team participates in a bowl game; or
c) $50,000 if the team is the Conference Champion; or
d) $75,000 if the Team participates in a Host Bowl as part of the CFP; or
e) $100,000 if the Team participates in one of the two semi-final Playoff Bowl games in the CFP.

Category 2

f) $150,000 if the Team participates in the CFP Championship Bowl game; or

g) $250,000 if the Team wins the CFP Championship Bowl game.

Coach shall be eligible for ~~a (bowl game~~supplemental compensation from each Category listed above. Coach shall only be eligible to earn one amount (the highest amount) from each Category. Any additional pay for performance earned pursuant to ~~NCAA Division I guidelines or post- season tournament or post-season playoffs) , and if Coach continues to be~~this section shall be paid on February 1st following the football Season in which earned, as long as Coach remains continuously employed as ~~University (College)'s~~ head ~~(Sport) coach as of the ensuing July 1st, the University (College) shall pay to Coach supplemental compensation in an amount equal to~~Coach to that date.

~~(amount or computation) of Coach's Annual Salary during the fiscal year in which the championship and (bowl or other post-season) eligibility are achieved. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.2 Each year the Team is ranked in the top 25 in the (national rankings of sport's division, and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary in effect on the date of the final poll. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief executive officer in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board of (Regents or Trustees) as a document available to the public under the Idaho Public Records Act.~~

~~3.2.4 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the overall development of the intercollegiate (men's/women's) (Sport) program; ticket sales;~~

~~fundraising; outreach by Coach to various constituency groups, including University (College) students, staff, faculty, alumni and boosters; and any other factors the Chief executive officer wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief executive officer in consultation with the Director.~~

~~3.2.5 The Coach shall receive the sum of (amount~~
3.2.2 Academic Incentive Pay may be earned as follows:

a) $20,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 955 or higher; and
b) $10,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 975 or higher; and
c) $5,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 985 or higher; and
d) $15,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 990 or higher.

These amounts are cumulative. By way of example, and for the avoidance of doubt, if the Team APR equals 990 or ~~computation) from the University (College) or the University (College)'s designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post- season competition, whichever occurs later. This sum~~higher, Coach will earn $50,000 in Academic Incentive Pay. Any pay earned pursuant to this section shall be paid on October 1st each year as long as Coach remains continuously employed as head Coach to that date.

3.~~(terms or conditions of payment)~~ .3 Media Programs, Public Appearances and Endorsements.

3.3.1 Coach shall appear on or participate in, as requested by the Director, and make all reasonable efforts to make successful University sanctioned television, radio and internet Productions concerning the University and the Program. Agreements requiring the Coach to participate in ~~Programs~~ Productions and public appearances related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media Productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University's reasonable requests in order for the Productions to be successful and agrees to provide his services to and perform on the Productions and to cooperate ~~in~~ with the University's reasonable requests related to their performance, broadcasting, and telecasting.

3.3.2 It is understood that neither Coach nor any assistant coaches shall appear, without the prior written approval of the Director (such approval not to be unreasonably withheld), on any competing ~~radio or television program~~Production (including but not limited to a coach's show, call-in show, or interview show) or ~~a regularly scheduled~~ news segment, except that this prohibition shall not apply to ~~routine~~ news media interviews and appearances which are non-recurring and for which no compensation is received.

3.3.3 Coach or any assistant coaches shall have no right, title or interest of any kind or nature whatsoever in or to any materials, works or results related to the Productions, or in any component part thereof and the University shall own all rights to the Productions and shall be entitled, at its option, to produce and market the Productions or negotiate with third parties for the production and marketing of the Productions. The University shall be entitled to retain all revenue generated by the Productions. Upon prior written approval of the Director (such written approval not to be unreasonably withheld), Coach may use the materials, works or results related to the Productions so long as such use does not violate University or NCAA policy and does not result in Coach receiving compensation for such use.

3.3.4 Without the prior written approval of the Director~~, Coach shall~~ (such written approval not to be unreasonably withheld), Coach shall not appear in any form of Production for commercial endorsement or compensation. ~~not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University (College)'s designated media outlets~~

3.4 Intellectual Property Rights.

3.4.1 Coach may not use the marks or intellectual property of the University, including without limitation its logos, slogans, trademarks, service marks, copyrights, trade dress, color scheme, or other indicia, without a specific, written licensing agreement relating to the same. Coach agrees that all logos, slogans, trademarks, service marks, copyrights, trade dress, color scheme, or other indicia, including all copyright and other intellectual property rights therein, which relate to the University, including any of its athletic programs, or which would compete with the University's registered marks, that are developed or created by Coach or by others at Coach's direction, shall be owned solely by the University. Coach may, upon written approval of Director (such written approval not to be unreasonably withheld) develop or create such intellectual property rights that are not related to the University and that would not compete with the University's registered marks.

3.4.2 Coach hereby grants University a perpetual, worldwide, royalty-free, non-exclusive, limited license to use Coach's name, image, nickname, signature, voice, likeness, "celebrity rights" and photograph for historical and archival purposes in records and publications related to Coach's performance of his duties as the University's head football coach. Further, Coach hereby grants University a perpetual, worldwide, royalty-free, non-exclusive, limited license to use his name, image, nickname, signature, voice and photograph for the limited purpose of selling or distributing commemorative items which depict him during his tenure as the head coach of the Team in a historically accurate and positive light, so long as his name, image, nickname, signature, voice and photograph, as the case may be, (i) is displayed on the item together with former Team members and/or coaches, or (ii) is not shown predominantly on the item. Coach consents to the University's appropriation of his privacy rights in connection with the grant of the limited license in this section.

3.4.3 During the term of this Agreement, including an extension or renewal pursuant to Section 2.2 or 2.3, the use of Coach's name, image, nickname, signature, voice, likeness, "celebrity rights" and photograph for any other purposes than those outlined in Section 3.4.2 of this Agreement shall be governed by a separate agreement.

3.5 Summer Camp—Operated By University. Coach agrees that the University~~.~~

~~3.2.6 (SUMMER CAMP—OPERATED BY UNIVERSITY (COLLEGE))~~ ~~Coach agrees that the University (College)~~ has the exclusive right to operate youth ~~(Sport)~~ football camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist ~~in~~with reasonable requests related to the marketing, supervision, and general administration of the University's football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's summer football camps, the University shall pay Coach supplemental compensation during each year of his employment as head football coach at the University.

~~University (College) shall pay Coach (amount) per year as supplemental compensation during each year of his employment as head (Sport) coach at the University (College). This amount shall be paid (terms of payment).~~

~~(SUMMER CAMP—OPERATED BY COACH) Coach may operate a summer youth (Sport) camp at the University (College) under the following conditions:~~

~~a) The summer youth camp operation reflects positively on the University (College)~~

3.6 Apparel and ~~the Department/;~~

~~b) The summer youth camp is operated by Coach directly~~ or ~~through a private enterprise owned and managed by Coach. The Coach shall not use University (College) personnel, equipment, or facilities without the prior written approval of the Director;~~

~~c) Assistant coaches at the University (College) are given priority when the Coach or the private enterprise selects coaches to participate;~~

~~d) The Coach complies with all NCAA (NAIA), Conference, and University (College) rules and regulations related, directly or indirectly, to the operation of summer youth camps;~~

~~e) The Coach or the private enterprise enters into a contract with University (College) and ____________ (campus concessionaire) for all campus goods and services required by the camp.~~

~~f) The Coach or private enterprise pays for use of University (College) facilities including the ______________.~~

~~g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp~~

~~Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.~~

~~h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--$1 million; (2) catastrophic coverage: camper and staff--$1 million maximum coverage with $100 deductible;~~

~~i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University (College) against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s)~~

~~j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University (College) while engaged in camp activities. The Coach and all other University (College) employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws~~

~~In the event of termination of this Agreement, suspension, or reassignment, University (College) shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University (College) shall be released from all obligations relating thereto.~~

~~3.2.7~~ Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University~~ (College). Coach recognizes that the University (College) is negotiating or has entered into an agreement with (Company Name) to supply the University (College) with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University (College)'s reasonable request, Coach will consult with appropriate parties concerning an (Company Name) product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by (Company Name)~~

~~, or give a lecture at an event sponsored in whole or in part by (Company Name), or make other educationally related appearances as may be reasonably requested by the~~

~~University (College). Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head (Sport) coach.~~. In order to avoid entering into an agreement with a competitor of ~~(Company Name)~~ any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, ~~including (Company Name),~~ and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.~~3~~7 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by applicable law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1~~,~~(a) and paid directly from the University to Coach, and within any applicable compensation limits established by such plans and except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and Coaching of Team members which enable them to compete ~~successfully~~ and reasonably protect their health, safety, and well-being;

4.1.3. Observe and work reasonably to uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the Conference, and the NCAA; supervise and take reasonable steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's director of compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations.

Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit A. The applicable laws, policies, rules, and regulations include: (a) State Board of Education Governing Policies and Procedures and Rule Manual; (b) University's Policy Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the Conference.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would ~~otherwise~~unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, would reflect adversely upon the University, the Department or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director (such approval not to be unreasonably withheld), who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use nor may Coach authorize third parties to use, the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's President (such approval not to be unreasonably withheld) for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the University's President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the Conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Program, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University's Board of Trustees. Coach shall be provided an annual budget of $2,200,000 per year for the employment of the nine (9) on-field assistant coaches.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.7 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports ~~team,~~franchise requiring performance of duties set forth herein prior to the expiration of this Agreement, without ~~the~~giving prior ~~approval of~~notice to the Director. ~~Such approval~~Coach shall ~~not unreasonably be withheld.~~deliver such notice in writing, or by electronic mail, and shall give such notice as soon as reasonably practical but no less than 48 hours prior to such activity.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties in the event he engages in conduct which amounts to good or adequate cause to terminate Coach; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in ~~applicable rules~~this Agreement, Boise State University policies, and ~~regulations.~~Idaho State Board of Education policies.

5.1.1 In addition to the definitions contained in applicable policies, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension~~, reassignment,~~ or termination of this Agreement:

a) A deliberate or major or repetitive violation of Coach's duties under this Agreement or the intentional refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after receiving written notice from the University;

c) A deliberate or major or repetitive violation by Coach of any applicable law (other than minor traffic offenses) or the policies, rules or regulations of the University, the University's governing board, the Conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent (such consent not to be unreasonably withheld);

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's reasonable judgment, reflect adversely on the University-, the Department or its athletic programs;

f) The failure of Coach to ~~represent the University (College) and its athletic programs positively in public and private forums;~~

~~g) The failure of Coach to~~ fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA;

~~h)~~ g) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

h) A deliberate or major or repetitive violation of any applicable law or the policies, rules or regulations of the University-, the University's governing board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known by ordinary supervision of the violation and could have prevented it by such ordinary supervision.

5.1.2 Suspension~~, reassignment,~~ or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond within at least 14 days after the receipt of the University's written notice. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay or continue to pay Coach, as applicable, as liquidated damages and not a penalty, the ~~salary~~applicable regular compensation as set forth in section 3.1.1(a~~),~~) plus an additional amount at the annual rate of $200,000, excluding all deductions required by law, payable on the regular paydays of the University until the expiration of the term of this Agreement ends, or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid to the Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the applicable gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to the Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance of 3.1.1(b) as if he remained a University employee until the term of this Agreement ends or until Coach obtains ~~reasonably comparable employment or any~~ other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits~~,~~, outside of section 3.1.1 (a) and (b), except as otherwise ~~provided herein or~~ required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment and to advise University of all relevant terms of such employment, including without limitation, the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to Coach by University after the date Coach obtains other employment, to which Coach is not entitled under this provision. Coach acknowledges that the University will withhold taxes and other payroll deductions from the payments due Coach pursuant to this Section 5.2.2, in such amounts and at such times as required by applicable law.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the ~~contract~~ negotiations of this Agreement and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost ~~were~~if he ~~to resign or otherwise terminate his employment with the University (College)~~resigns before the end of the ~~contract~~ term of the Agreement.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University~~. Termination~~. Such termination shall be effective ten (10) days after written notice is given to the University unless otherwise agreed to by the parties. Such termination must occur at a time outside the Team's Regular Season (excluding bowl game) so as to minimize the impact on the Program.

5.3.3 If the Coach terminates this Agreement for convenience ~~at any time~~, all obligations of the University shall cease as of the effective date of the termination. If the Coach terminates this Agreement for convenience prior to January 10, 2018, to commence, or enter into an agreement to commence, "Similar or Related Employment" (as defined in this section 5.3.3), then he (or his designee) shall pay to the University~~ (College)~~, as liquidated damages and not a penalty, the following sums: if the termination occurs between January 11, 2015 and January 10, 2016, the sum~~:~~
____________________. of two-million dollars ($2,000,000); if the termination occurs between January 11, 2016 and January 10, 2017, the sum of one-million-seven-hundred-fifty-thousand dollars ($1,750,000); and if the termination occurs between January 11, 2017 and January 10, 2018, the sum of five-hundred-thousand dollars ($500,000). The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. For purposes of this Section 5.3.3, "Similar or Related Employment" means employment in football, coaching, or any capacity in sports (whether by title of the position or by performing the duties regularly associated with such position), including, but not limited to, employment (a) as a coach in any division of NCAA or NAIA athletics, (b) with a National Football League (NFL) team, or (c) in sports related media. If Coach terminates for convenience and does not immediately commence Similar or Related Employment, and therefore does not pay the liquidated damages, but then at a future date within twelve (12) months of termination for convenience commences, or enters into an agreement to commence in the future, employment as a collegiate head football coach, or professional (NFL) head football coach, or as an assistant coach at a university that is a member of the Conference, then liquidated damages will still be owed by Coach and the amount of liquidated damages owed shall be calculated as of the date Coach accepts, or agrees to accept, such employment as a collegiate or professional head coach or assistant coach at a member institution of the Conference. By way of example only and for the avoidance of doubt, if Coach terminates for convenience on February 1, 2016, and accepts employment as a collegiate or professional head coach on January 15, 2017, Coach, or his designee, would owe the University five hundred thousand dollars ($500,000). However, if Coach terminates for convenience on February 1, 2016, and accepts employment as a collegiate or professional football head coach on July 1, 2017, neither Coach nor his designee would owe the University any liquidated damages.

5.3.4 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the ~~contract negotiations~~negotiation of this Agreement and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, ~~in addition to~~that the University will lose the benefit of its investment in the Coach, and that the University may face potentially increased compensation costs if Coach terminates this Agreement for convenience, all of which ~~damages~~amounts are extremely difficult to determine with certainty.~~–~~ The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to

University for ~~the~~any and all damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty.~~ This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University (College).~~

5.3.5 Except as provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments with the exception of any amounts earned by the date of termination but not yet paid due to normal payroll procedures.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the Position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries hereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the Position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination or suspension, ~~or reassignment,~~ Coach ~~agrees that Coach will not interfere~~shall comply with all reasonable requests relating to the ~~University (College)'s student athletes or otherwise obstruct the University (College)'s~~University's ability to transact business or operate its intercollegiate athletics program.

5.7 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.8 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provide for in the State

Board of Education Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Policies.

5.9 Annual Leave Upon Termination. In the event of non-renewal or termination of Coach's employment under any provision of this section 5, Coach will use or forfeit all accumulated annual leave prior to the final date of employment and terminate Coach's employment with no annual leave balance.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved by the University's Board of Trustees and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the University's Board of Trustees, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Trustees and University's rules or policies regarding furloughs or financial exigency.

6.2 University Property. All personal property ~~(excluding vehicle(s) provided through the~~ ______________ ~~program),~~ , material, and articles of information, including, without limitation, keys, credit cards, vehicles, personnel records, recruiting records, Team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director. However, Coach shall be entitled to retain copies of any practice scripts, playbooks, statistics, or recruiting records (to the extent allowed under applicable privacy and confidentiality laws) utilized during his employment by the University. Further, Coach shall be entitled to retain any other personal property developed by Coach prior to his employment by the University or developed on his own time and not for use in his position as the Program's head football coach.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

~~6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University (College).~~

~~6.8 Force Majeure.~~6.7 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.~~9~~8 Non-Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion so long as such production by the University is consistent with applicable law, NCAA, University or Conference policy.

6.~~10~~9Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University:	Director of Athletics 1910 University Drive Boise, Idaho 83725-1020
with a copy to:	President 1910 University Drive Boise, Idaho 83725-1000
the Coach:	Bryan Harsin Last known address on file with University's Human Resource Services
with a copy to:	Russ Campbell & Patrick Strong Balch Sports 1901 Sixth Avenue North, Suite 1500 Birmingham, Alabama 35203

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date ~~of mailing by~~ certified mail is signed for, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.~~11~~ 10 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.~~12~~ 11 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.~~13~~ 12 Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case (such consent not to be unreasonably withheld), use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.~~14~~13 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.~~15~~ 14 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Trustees.

6.~~16~~ 15 Opportunity to Consult with Attorney. ~~The Coach acknowledges~~ Both parties acknowledge that ~~he has~~they have had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

ARTICLE 7

7.1. Definitions. The following terms as used in the Agreement will be defined as indicated:

a) "APR" means Academic Progress Rate as used by the NCAA to track academic progress of NCAA eligible student athletes and NCAA athletic programs.

b) "Athletic Director" or "Director" means the Boise State University Director of Athletics.

c) "BAA" means the Bronco Athletic Association.

d) “CFP” mean the College Football Playoff (as the successor to the Bowl Championship Series organization) and its affiliated or contracted Host Bowls, semi-final Playoff Bowls and Championship Bowl games.

e) “Coaching” means to direct, supervise, mentor and lead the athletes participating on the Team and/or in the Program.

f) “Conference” means the athletic conference in which the University is a member for purposes of inter-collegiate Football competition as of the date of the applicable event. At the time of the execution of this Agreement, the Conference is the Mountain West Conference. Change of Conference affiliation is at the sole discretion of the University President.

g) “Department” means the Boise State University Department of Intercollegiate Athletics.

h) “FBS” means the Football Bowl Subdivision membership category and participation level of the NCAA.

i) “NCAA” means the National Collegiate Athletic Association.

j) “Position” will mean the position of head football coach.

k) “President” means the Boise State University President.

l) “Productions” means any and all television, radio, podcast, website, webcast, digital, electronic and/or internet (or other similar or newly developed media format) productions or programs concerning or affiliated in any way with the University, the Team, the Program or the Department.

m) “Program” shall mean the Football program, including the Team and the staff, equipment and operations assigned to, or affiliated with, the Team as decided at the sole, reasonable discretion of the Director. Non-capitalized use of the term “program” in reference to fringe benefit programs, media programs or to athletic programs generally are defined by the ordinary use in context.

n) “Season” will mean the NCAA regulated football season commencing on the first day of fall practice and ending immediately after the last game of the football regular season or, if applicable to the Team being selected to play in a post-season bowl (“bowl eligible”), after the post-season bowl game involving the University Team.

o) “Team” means the Boise State University Broncos intercollegiate football team.

In witness whereof the parties have hereunto set their hands on the date below noted:

UNIVERSITY	COACH
________________________________	________________________________
Robert Kustra, President Date	Bryan Harsin Date

Approved by the Board on the _____ day of _________________, 201__.

BOISE STATE UNIVERSITY

Football APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES	2009-10	2010-11	2011-12	2012-13
Football	984	985	980	973
National % Rank by Sport	***90-100***	***90-100***	***90-100***	***90-100***

REPORT YEAR
Raw Score for single year
Percentile Rank for Sport

MULTI-YEAR (4-Year Rolling Average)				
Football	989	993	988	981

NATIONAL AVERAGE NCAA ACADEMIC PROGRESS RATE (APR) SCORES FOR FOOTBALL (BOWL SUBDIVISION)	2009-10	2010-11	2011-12	2012-13
Football	949	952	954	957

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Mountain West Head Football Coach Salaries
2014 season

Mountain Division	
Air Force Academy	$892,750
Boise State University*	$1,000,004
Colorado State University	$1,500,000
University of New Mexico	$783,690
Utah State University	$576,434
University of Wyoming	$832,000
West Division	
San Diego State University	$802,000
San Jose State University	$525,000
University of Nevada – Las Vegas	$850,000
University of Nevada - Reno	$575,000
University of Hawaii	$620,500
Fresno State University	$1,435,000

* Salary negotiated took into consideration the
$1,750,000 buyout to Arkansas State University

Source: http://sports.usatoday.com/ncaa/salaries/

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BOISE STATE UNIVERSITY

SUBJECT

Boise State University (BSU) requests approval of the material terms for the defensive coordinator, Marcel Yates of its football team

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

BACKGROUND/DISCUSSION

BSU is seeking a three-year contract for the defensive coordinator for the men's football program. The defensive coordinator is one of the primary assistant coaches of the football team. The team's success has prompted BSU to offer the three-year agreement to one of its assistant coaches. Multi-year contracts (two, three and even five year contracts) for the offensive and defensive coordinator positions have become common in successful Division I FBS programs.

BSU is proposing a Material Term Sheet at this time and will return to the Board with a full employment contract at a future State Board of Education (Board) meeting. The Board model contract for coaches contemplates a head coach agreement so the contracts will be based on the Board-approved model but properly adjusted to account for the differing role of the assistant coaches.

The contract will contain a provision that the contract is terminable on 30 days' notice if the head coach is no longer employed by BSU.

IMPACT

Material terms are as follows:

Term: Fixed term contract of three years
Base Compensation:
Year 1: $330,000
Year 2: $330,000
Year 3: $330,000

Pay for Performance - Athletic:
Conference Championship Game = $2,000
Bowl game = $3,000
One of the six CFP bowl games = $16,250

Pay for Performance - Academic:
APR between 955-959 – up to $2,000 or
APR between 960-964 – up to $3,000 or
APR between 965-969 – up to $4,000 or

APR 970 or higher – up to $5,000.

Buy-Out Provision: If Assistant Coach terminates early without cause, he may be required, at University's discretion, to pay liquidated damages as follows:

Year 1:	$75,000
Year 2:	$50,000

No state funds are used and these amounts are paid only from program revenues, media, donations and other non-state funds.

ATTACHMENTS

Attachment 1 – Material Term Sheets for Yates	Page 3

STAFF COMMENTS AND RECOMMENDATIONS

This is a case of first impression for the Board in that there is currently no assistant coach at any institution on a multi-year contract.

The proposed base compensation represents a $14,500 increase for Marcel Yates.

The term sheet was revised by BSU on February 12, 2015. The Athletics Committee did not have an opportunity to convene to review the revisions.

BOARD ACTION

I move to approve the request by Boise State University to authorize an offer of multi-year employment to the football defensive coordinator, Marcel Yates, with a retroactive date of January 12, 2015, and to bring to the Board for approval an employment agreement in substantial conformance with the term sheet set forth in Attachment 1, at a future Board meeting.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

Material Term Sheet Between Boise State University and Coach Marcel Yates

This Material Term Sheet outlines the material terms that will be incorporated into a formal Employment Agreement ("Agreement") between Boise State University ("University") and Coach Marcel Yates ("Yates"). The parties agree to work together in good faith to finalize a formal Agreement (in substantial conformance with the University Board of Trustees model contract) within a reasonable period of time following the execution of this Material Term Sheet.

- **Term**: 3 Years, beginning March 1, 2015, ending February 28, 2018
- **Compensation**: $330,000 per year
- **Termination by University for Convenience**: In the event the University terminates Yates during the Term, he shall be entitled to the compensation remaining on Agreement that he would have received but for termination. This amount shall be subject to an offset mitigation provision in the event Yates secures other comparable employment prior to the University's full satisfaction of such payments.
- **Termination of Head Coach**: In the event that Head Coach Bryan Harsin resigns or is terminated, Yates's employment contract may be terminated at the sole discretion of the University, at any time following the resignation or termination, upon thirty (30) days' prior written notice.
- **Termination by Yates Without Cause**: In the event Yates terminates the Agreement without cause during the Term, Yates, or his designee, may be responsible, at the sole discretion of the University, for providing the University the following amount depending on the date of such termination:
    - Year 1: $75,000
    - Year 2: $50,000
- **Athletic Achievement Incentive Pay**: If the football team participates in the Conference Championship Game, Yates will receive a $2,000 bonus. In addition, if the football team participates in a bowl game, Yates will receive a $3,000 bonus, **or if** the football team participates in one of the six CFP (College Football Playoff) bowl games, Yates will receive a $16,250 bonus.
- **Academic Achievement Incentive Pay**: Yates may receive a sum based on the annual Academic Progress Rate ("APR") rating for 2014-2015:
    - APR between 955-959 – up to $2,000; **or**
    - APR between 960-964 – up to $3,000; **or**
    - APR between 965-969 – up to $4,000 **or**
    - APR 970 or higher – up to $5,000.

- **Board of Trustees Approval Required**: This Material Term Sheet shall only be binding after approval by the University Board of Trustees. This Material Term Sheet is intended to be replaced by the Agreement at a future meeting of the University Board of Trustees. The University shall seek such approval at the earliest opportunity.

By executing this Material Term Sheet, the parties understand and agree that they accept the terms contained herein.

Boise State University

By: ____________________
Its: Athletics Director
Date: __________, 2015

Marcel Yates

____
Date: _________, 2015

IDAHO STATE UNIVERSITY

SUBJECT

Amendment to employment agreement with Michael D. Kramer, Head Football Coach.

REFERENCE

February 2011	The Idaho State Board of Education (Board) approved an employment agreement with Michael D. Kramer, Head Football Coach
December 2014	The Board approved a new 3-year, 1-month employment agreement with Coach Kramer

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

BACKGROUND/DISCUSSION

In December 2014, the Board approved a new three-year, one-month employment agreement with Michael D. Kramer, Head Football Coach. Following further review of the agreement, Idaho State University (ISU) proposes the following amendments be made:

1. In Sections 3.2.1 to 3.2.8, amend the date of eligibility for the various bonuses from July 1 to February 1.

2. In Section 5.3.3, amend the last date on which the coach's resignation could result in liquidated damages from January 20, 2018 to "the end of the 2017 ISU football season, including any post-season games".

IMPACT

The proposed amendments would discourage the coach from delaying resignation or retirement in order to collect bonuses, which would benefit ISU by allowing more time to find a replacement. The change to Section 5.3.3 would better reflect the intent of the parties, as ISU would suffer no damages if Coach resigned after the end of the football season in the final year of his contract.

ATTACHMENTS

Attachment 1	Current Employment Agreement	Page 3
Attachment 2	Proposed First Amendment Redline	Page 17

STAFF AND COMMENTS AND RECOMMENDATIONS

The Athletics Committee has reviewed this contract and forwards it to the full Board with recommendation for approval.

BOARD ACTION

I move to approve the request by Idaho State University to amend the wording in Sections 3.2.1 to 3.2.8 and Section 5.3.3 in the employment agreement with Michael D. Kramer, Head Football Coach, as proposed.

Moved by ___________ Seconded by ___________ Carried Yes_____ No_____

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Idaho State University (University) and Michael D. Kramer (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate football team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through 3.2.9 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of three (3) years, one (1) month, commencing on December 19, 2014 and terminating, without further notice to Coach, on January 21, 2018 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University's Board of Trustees. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

a) An annual salary of $154,523.20 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the University's Board of Trustees);

b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees; and

c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation

3.2.1. Each year the Team is the conference champion or co-champion, and if Coach continues to be employed as University's head Football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to two week's pay (2/52 x Annual Salary) of Coach's Annual Salary during the fiscal year in which the championship is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2. Each year the Team competes for the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's head Football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to two week's pay (2/52 x Annual Salary) of Coach's Annual Salary during the fiscal year in which the post-season participation are achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

Coach shall not be eligible to receive supplemental compensation based on APR scores. In consideration of Coach's waiver of such supplemental compensation, University agrees that supplemental compensation may be paid to assistant football coaches as follows: Each year, assistant football coaches shall be eligible to receive in equal shares supplemental compensation in an aggregate amount of up to $8,000 based on the single-year APR score achievement and behavior of Team members. Said amount shall be payable only if Coach continues to be employed as University head Football coach as of the ensuing July 1st, and shall be payable only to assistant coaches who continue to be employed by the University as assistant coaches as of the ensuing July 1st. The determination of whether assistant coaches will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Director and approved by the University's Board of Trustees. The determination shall be based on the following factors: the conduct of Team members on the

University campus, at authorized University activities, in the community, and elsewhere and the Team's single-year ranking based on attainment of the following levels:

Team APR Ranking	Incentive Pay
Score of 970-979	$ 2,000.00
Score of 980-989	$ 4,000.00
Score of 990-999	$ 6,000.00
Score of 1,000	$ 8,000.00

Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board of Trustees as a document available to the public under the Idaho Public Records Act.

3.2.4 Each year the Coach shall have the opportunity to receive supplemental compensation for achieving an average attendance at home Football games at the following levels, and if Coach continues to be employed as University's head Football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in a amounts equal to the following. Average attendance numbers shall be determined and announced by the University Ticket office. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation:

6,000-6,999	$ 2,000.00
7,000-7,999	$ 4,000.00
8,000-8,999	$ 6,000.00
9,000-9,999	$ 8,000.00
10,000+	$10,000.00

3.2.5 Each year the Coach earns recognition as the Big Sky Conference Football Coach of the Year, and if Coach continues to be employed as University's head Football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to two week's pay (2/52 x Annual Salary) of Coach's Annual Salary during the fiscal year in which the Big Sky Conference Football Coach of the Year recognition is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6 Each year the Coach shall have the opportunity to receive supplemental compensation for achieving a predetermined number of wins, and if Coach continues to be employed as University's head Football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to the following:

8 wins:	$ 2,000.00
9 wins:	$ 4,000.00
10 wins:	$ 6,000.00
11 wins:	$ 8,000.00
12 wins:	$10,000.00

The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7 Each year the Team advances in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's head Football coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

Play-in	8 Teams	1st win	$5,000.00
Round 2	16 Teams	2nd win	$5,000.00
Round 3	8 Teams	3rd win	$5,000.00
Round 4	4 Teams	4th win	$8,000.00
Round 5	2 Teams	5th win	$10,000.00

Possible national championship winner computation bonus total: $28,000.00/$33,000.00

3.2.8 Each year the Coach shall have the opportunity to receive supplemental compensation for the Team’s participation in “money games” (where another team pays the Team to play them at the other team’s location). If Coach continues to be employed as University's head Football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation for each such money game in an amount equal to either: (a) one percent (1%) of contractual payment received by the University for participation in the money game if the Team loses the money game; or (b) three percent (3%) of contractual payment received by the University if the Team wins the game.

3.2.9 **(SUMMER CAMP—OPERATED BY UNIVERSITY)** Coach agrees that the University has the exclusive right to operate youth Football camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University’s camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University’s football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach’s participation in the University’s summer football camps, the University shall pay Coach any net revenues resulting from the camp per year as supplemental compensation during each year of his employment as head Football coach at the University, or direct those net revenues as an enhancement to the Football program budget at the University. This amount shall be paid within 30 days after all camp billed have been paid.

3.2.10 Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with adidas to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning an adidas product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by adidas, or give a lecture at an event sponsored in whole or in part by adidas, or make other educationally-related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head Football coach. In order to avoid entering into an agreement with a competitor of adidas, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including adidas, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations.

Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit C. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University's Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the Big Sky conference of which the University is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach’s full time and best efforts to the performance of Coach’s duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University’s name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University’s President for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the University’s President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University’s Board of Trustees.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director’s designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director’s designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this agreement within 30 days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends; provided, however, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deduction according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University employee until the term of this Agreement ends or until Coach obtains employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If the Coach terminates this Agreement for his convenience he shall pay to the University, as liquidated damages and not a penalty, for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before January 20, 2016, the sum of $30,000.00; (b) if the Agreement is terminated between January 21, 2016 and January 20, 2017 inclusive, the sum of $20,000.00; (c) if the Agreement is terminated between January 21, 2017 and January 20, 2018 inclusive, the sum of $10,000.00. The liquidated damages shall be due and payable within twenty

(20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provide for in the State Board of Education and Board or Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved of the University's Board of Trustees and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University's Board of Trustees, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Trustees and University's rules regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the Courtesy Car Program), material, and articles of information, including, without limitation, keys, credit cards, cellular telephones, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Director of Athletics

Jeffrey K. Tingey
921 S. 8th Ave. Stop 8173
Pocatello, ID 83209-8173

with a copy to: President Arthur Vailas
921 S. 8th Ave. Stop
Pocatello, ID 83209-

the Coach: Michael D. Kramer
Last known address on file with
University's Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Trustees.

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

IDAHO STATE UNIVERSITY		COACH	
______________________________		______________________________	
Arthur C. Vailas, President	Date	Michael D. Kramer	Date

Approved by the Board of Trustees on the ____ day of ____________ , 2014.

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FIRST AMENDMENT TO EMPLOYMENT AGREEMENT

This Agreement (Amendment) is entered into by and between Idaho State University (University) and Michael D. Kramer (Coach) to amend the Employment Agreement previously entered into effective December 19, 2014. This Amendment shall be contingent upon approval by the Idaho State Board of Education (Board) and will be effective immediately upon approval.

1. Sections 3.2.1 through 3.2.8 of the Employment Agreement are hereby amended, subject to Board approval, to read in their entirety as follows:

3.2 Supplemental Compensation

3.2.1. Each year the Team is the conference champion or co-champion, and if Coach continues to be employed as University's head Football coach as of the ensuing ~~July~~February 1st, the University shall pay to Coach supplemental compensation in an amount equal to two week's pay (2/52 x Annual Salary) of Coach's Annual Salary during the fiscal year in which the championship is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2. Each year the Team competes for the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's head Football coach as of the ensuing ~~July~~February 1st, the University shall pay to Coach supplemental compensation in an amount equal to two week's pay (2/52 x Annual Salary) of Coach's Annual Salary during the fiscal year in which the post-season participation are achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

Coach shall not be eligible to receive supplemental compensation based on APR scores. In consideration of Coach's waiver of such supplemental compensation, University agrees that supplemental compensation may be paid to assistant football coaches as follows: Each year, assistant football coaches shall be eligible to receive in equal shares supplemental compensation in an aggregate amount of up to $8,000 based on the single-year APR score achievement and behavior of Team members. Said amount shall be payable only if Coach continues to be employed as University head Football coach as of the ensuing ~~July~~February 1st, and shall be payable only to assistant coaches who continue to be employed by the University as assistant coaches as of the ensuing July 1st. The determination of whether assistant coaches will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Director and approved by the University's Board of Trustees. The determination shall be based on the following factors: the conduct of Team members on the University *campus, at authorized University activities, in the community, and elsewhere and the Team's single-year ranking based on attainment of the following levels:*

Team APR Ranking	*Incentive Pay*
Score of 970-979	*$ 2,000.00*
Score of 980-989	*$ 4,000.00*
Score of 990-999	*$ 6,000.00*
Score of 1,000	*$ 8,000.00*

Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board of Trustees as a document available to the public under the Idaho Public Records Act.

3.2.4 Each year the Coach shall have the opportunity to receive supplemental compensation for achieving an average attendance at home Football games at the following levels, and if Coach continues to be employed as University's head Football coach as of the ensuing ~~July~~February 1st, the University shall pay to Coach supplemental compensation in a amounts equal to the following. Average attendance numbers shall be determined and announced by the University Ticket office. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation:

6,000-6,999	*$ 2,000.00*
7,000-7,999	*$ 4,000.00*
8,000-8,999	*$ 6,000.00*
9,000-9,999	*$ 8,000.00*
10,000+	*$10,000.00*

3.2.5 Each year the Coach earns recognition as the Big Sky Conference Football Coach of the Year, and if Coach continues to be employed as University's head Football coach as of the ensuing ~~July~~February 1st, the University shall pay to Coach supplemental compensation in an amount equal to two week's pay (2/52 x Annual Salary) of Coach's Annual Salary during the fiscal year in which the Big Sky Conference Football Coach of the Year recognition is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6 Each year the Coach shall have the opportunity to receive supplemental compensation for achieving a predetermined number of wins, and if Coach continues to be employed as University's head Football *coach as of the ensuing ~~July~~February 1st, the University shall pay to Coach supplemental compensation in an amount equal to the following:*

8 wins:	*$ 2,000.00*
9 wins:	*$ 4,000.00*
10 wins:	*$ 6,000.00*
11 wins:	*$ 8,000.00*
12 wins:	*$10,000.00*

The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7 Each year the Team advances in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's head Football coach as of the ensuing ~~July~~February 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

Play-in	*8 Teams*	*1st win*	*$5,000.00*
Round 2	*16 Teams*	*2nd win*	*$5,000.00*
Round 3	*8 Teams*	*3rd win*	*$5,000.00*
Round 4	*4 Teams*	*4th win*	*$8,000.00*
Round 5	*2 Teams*	*5th win*	*$10,000.00*

Possible national championship winner computation bonus total: $28,000.00/$33,000.00

3.2.8 Each year the Coach shall have the opportunity to receive supplemental compensation for the Team's participation in "money games" (where another team pays the Team to play them at the other team's location). If Coach continues to be employed as University's head Football coach as of the ensuing ~~July~~ February 1st, the University shall pay to Coach supplemental compensation for each such money game in an amount equal to either: (a) one percent (1%) of contractual payment received by the University for participation in the money game if the Team loses the money game; or (b) three percent (3%) of contractual payment received by the University if the Team wins the game.

2. Section 5.3.3 of the Employment Agreement is hereby amended, subject to Board approval, to read in its entirety as follows:

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If the Coach terminates this Agreement for his *convenience he shall pay to the University, as liquidated damages and not a penalty, for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before January 20, 2016, the sum of $30,000.00; (b) if the Agreement is terminated between January 21, 2016 and January 20, 2017 inclusive, the sum of $20,000.00; (c) if the Agreement is terminated between January 21, 2017and ~~January 20, 2018, inclusive~~the end of the 2017 ISU football season, including any post-season games, the sum of $10,000.00. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.*

3. All other provisions of the Employment Agreement remain as stated therein.

4. Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Amendment with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

IDAHO STATE UNIVERSITY	COACH
______________________	______________________
Arthur C. Vailas, President Date	Michael D. Kramer Date

Approved by the Board of Trustees on the ______ day of _____________________, 2015.

IDAHO STATE UNIVERSITY

SUBJECT

Approval of the appointment of Cornelis J. Van der Schyf as Vice President for Research and Dean of the Graduate School.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section II.B.3.a., and Section II.F.2.b.(i).

BACKGROUND/DISCUSSION

With the resignation of Dr. Howard Grimes, Vice President for Research and Economic Development, Idaho State University (ISU) requests State Board approval to appoint Dr. Cornelis J. Van der Schyf as Vice President for Research and Dean of the Graduate School. Dr. Van der Schyf has served as Dean of the Graduate School at ISU since April, 2013.

Prior to coming to ISU, he served as Chair and Professor of Pharmaceutical Sciences and Associate Dean for Research & Graduate Studies in the College of Pharmacy at Northeast Ohio Medical University (NEOMED). Before joining NEOMED, Dr. Van der Schyf served as associate professor and graduate program advisor for pharmaceutical sciences at the Texas Tech University Health Sciences Center School of Pharmacy. Prior to this role he served as senior research scientist and then research associate professor at the Peters Center for the Study of Parkinson's Disease in the Department of Chemistry and Department of Biomedical Sciences and Pathobiology at Virginia-Maryland College of Veterinary Medicine, Virginia Polytechnic Institute and State University in Blacksburg, Va.

Dr. Van der Schyf holds 14 patents, serves or has served on several NIH Study Sections and many other national and international granting agencies, is a member of the Phi Beta Delta Honor Society, Sigma Xi, The Scientific Research Society, and has received several teaching and research honors, including South Africa's highest honor in drug discovery research, the FARMOVS Prize for Pharmacology and Drug Development.

He earned his B.Pharm., M.Sc., D.Sc. (Ph.D.), and DTE degrees from Potchefstroom University in South Africa, and completed a postdoctoral fellowship in the Department of Medicinal Chemistry at the University of Connecticut, during which he conducted research at the Francis Bitter National Magnet Lab at MIT in Cambridge, Mass.

IMPACT

The salary for this appointment, at $190,008, does not exceed the chief executive officer’s salary and is below the College and University Professional

Association for Human Resources (CUPA-HR) median salary for public institutions within the Carnegie classification of Doctoral Research High, of $226,000. In accordance with Board policy, this appointment requires Board approval.

ATTACHMENTS

Attachment 1	Letter of Offer and Acceptance	Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University for the appointment of Cornelis J. Van der Schyf as Vice President for Research and Dean of the Graduate School, commencing on March 1, 2015, at a salary of $190,008.

Moved by ___________ Seconded by __________ Carried Yes_____ No_____

Idaho State
UNIVERSITY

Vice President for Finance and Administration
921 South 8th Avenue, Stop 8219 • Pocatello, Idaho 83209-8219

January 26, 2015

Cornelis J. Van der Schyf
921 S. 8th Ave., Stop 8075
Pocatello, ID 83209

Dear Neels,

I am pleased to formalize the President's offer to you with the expanded 12 month, full-time, non-classified appointment as Vice President for Research and Dean of the Graduate School at Idaho State University. In this role you will continue to hold tenure as a full Professor in the Department of Biomedical and Pharmaceutical Sciences in the College of Pharmacy. This initial appointment will begin on March 1, 2015, and has an annualized salary of $190,008, along with ISU's standard comprehensive benefit and non-classified retirement package. In this role, you will report directly to the President as you continue to expand the research mission at Idaho State University. Additionally, you will also continue to report to the Provost on activities of the Graduate School.

Please indicate your acceptance of this offer by submitting a signed copy of this letter to Ms. Dorothy Ruth, Management Assistant in Finance and Administration, Administration Building Room 229, or via email at ruthdoro@isu.edu.

We are very pleased to have you continue as a member of the University community in this expanded leadership role. Senior Administration looks forward to continued success from the Office of Research and Graduate School under your guidance.

Sincerely,

Jim Fletcher

James A. Fletcher
Vice President for Finance and Administration

cc: Brian J. Sagendorf, HR Director
Brian Hickenlooper, Assistant Vice President for Finance and Administration

Accepted:

Cornelis J. Van der Schyf

1/27/2015
Date

Phone: (208) 282-2404 • Fax: (208) 282-3414 • www.isu.edu
ISU is an Equal Opportunity Employer

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 19, 2015

TAB	DESCRIPTION	ACTION
1	**AMENDMENT TO BOARD POLICY** Section V.Q. – Retirement Plan Committee - First Reading	Motion to approve
2	**INTERCOLLEGIATE ATHLETICS** Financial Reports	Information item
3	**INTERCOLLEGIATE ATHLETICS** Employee Compensation Reports	Information item
4	**BOISE STATE UNIVERSITY** Proposed Project - Student Housing	Information item
5	**IDAHO STATE UNIVERSITY** Amendment of ISU Intellectual Property Foundation Bylaws	Motion to approve
6	**UNIVERSITY OF IDAHO** UI Library – Renovation and Improvements – Planning and Design Phases	Motion to approve
7	**UNIVERSITY OF IDAHO** Proposed Project - Idaho Sports Arena	Information item
8	**UNIVERSITY OF IDAHO** Sodexo Food Service Contract	Motion to approve
9	**AMENDMENT TO BOARD POLICY** Section V.T. – Fees Waivers – First Reading	Motion to approve

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SUBJECT

Board Policy V.Q. – Retirement Plan Committee – First Reading

APPLICABLE STATUTES, RULE OR POLICY

Idaho Code §33-107A, -107B, -107C
Idaho Code §59-513
Idaho State Board of Education Governing Policies & Procedures, Section II.K.

BACKGROUND / DISCUSSION

The State Board of Education (Board) is the Plan Sponsor for three defined contribution (DC) plans used by employees at the colleges and universities. The Board has a 401(a) mandatory plan (with employer and employee contributions), and then voluntary 403(b) and 457(b) plans. The exclusive Board-approved vendors for the 401(a) and 457(b) plans are TIAA-CREF and VALIC. These vendors are available for the 403(b), in addition to about a half-dozen other vendors employees can elect to use with whom the Board has information sharing agreements.[1]

There are two other state agencies with same or similar investment responsibilities. The largest and most germane, of course, is the Public Employee Retirement System of Idaho (PERSI). PERSI is massive, with a fund value of $13.8B as of 12/31/14. PERSI has an entire infrastructure of 5 full-time staff and a number of outside investment consultants managing the portfolio.

There is also the Idaho Endowment Fund Investment Board (EFIB).[2] The Endowment Fund value as of 12/31/14 was $1.8B. EFIB staff is smaller than PERSI's, but there is an Investment Manager, Investment Officer and investment consultant to manage the portfolio.

While the Board's DC Plans are smaller in terms of overall asset value, they are not insignificant. As of 7/30/2014, TIAA-CREF had a consolidated asset value of $860.4M, and as of 3/31/14, VALIC had a consolidated asset value of $128.7M. In contrast to PERSI and EFIB, the Board has neither an investment officer nor an investment consultant to manage the portfolio.[3] The Board has instead relied upon the two primary vendors to manage their respective portfolios in the best interest of the participants. Board staff has requested the vendors to provide an

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[1] The 403(b) plan document excludes the community colleges from participation.

[2] "The Endowment Fund Investment Board was established to manage investment of the proceeds generated by the endowment lands within the State of Idaho. The EFIB also manages the financial assets of the State Insurance Fund, the Judges´ Retirement Fund, the Ritter Island Endowment Fund and the Trail of the Coeur d´Alenes Endowment Fund. The Investment Board also manages a Credit Enhancement Program for public school bonds." *Source*: http://efib.idaho.gov/

[3] In the last five years Board staff has, however, retained an investment consultant on two separate occasions to evaluate and opine on major portfolio and fee changes proposed by the vendors.

in-person plan review and investment report annually at a meeting of the human resources directors of the institutions.[4]

The Board also lacks an investment/retirement committee and an investment policy to formalize the Board's fiduciary duty with respect to these three DC plans. "A best practice for plan sponsors of retirement plans is to establish an investment committee to manage the investment process for the plan."[5] A special retirement plan committee of the Board would provide financial market expertise as it relates to evaluating portfolio performance, reviewing vendor fees, and other fiduciary matters. A retirement plan committee would also help provide continuity so that committee members can make good decisions by applying a consistent approach, understanding historical decisions and directions, and having a long term view of market performance.

IMPACT

A Retirement Plan Committee will assist the Board in performing its fiduciary duties as the plan sponsor of the DC Plans.

ATTACHMENTS

Attachment 1 – Section V.Q. – First Reading	Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board staff does not have the time or expertise to perform necessary and appropriate monitoring of the Plans. Even with in-house expertise, however, a committee to oversee retirement plan design, investments and fees is a best practice and industry standard. Staff recommends approval of the proposed policy for the formation of a special Retirement Plan Committee.

BOARD ACTION

I move to approve the first reading of the proposed Board policy Section V.Q., Retirement Plan Committee, as presented.

Moved by____________ Seconded by_____________ Carried Yes____ No____

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[4] In an attempt to provide an additional layer of due diligence, several years ago Board staff asked representatives (knowledgeable about capital markets) from each of the four-year institutions, PERSI's investment officer, and a private sector investment advisor to participate as an ad hoc "investment committee" to sit in on the vendors' annual presentations and provide feedback. Unfortunately, attendance and participation by the members was sporadic, so Board staff ultimately disbanded the group.

[5] "Establishing an Investment Committee for Your Company's Retirement Plan" RBC Wealth Management. n.d. Web. January 1, 2015.

1. The Retirement Plan Committee is a special committee of the Board. The Committee provides stewardship of the retirement plans sponsored by the Board for the exclusive benefit of participants and their beneficiaries. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures.

2. The Committee shall consist of five or more members appointed by, and serving at the pleasure of, the Board. The chair of the Committee shall be appointed by the Board President and shall be a Board member. Other members of the Committee shall include two participants in the sponsored plans: one representative from a public four-year institution and one representative from a community or technical college. At least two members shall be private sector members who are knowledgeable about financial markets. All committee members should have investment, legal or benefits management expertise sufficient to evaluate the risks associated with the Committee’s purpose. A quorum of any meeting of the Committee shall consist of a majority of the members. Committee members shall not be compensated for their service on the Committee. The Committee will meet as needed, but not less than semi-annually. The Committee is supported by the Board’s Chief Fiscal Officer and by the Board’s outside tax counsel.

3. Board-sponsored plans include the 401(a) Optional Retirement Plan (ORP), and the 403(b) and 457(b) voluntary deferred compensation plans (collectively referred to hereinafter as “Plan” or “Plans”). The Board is the Plans’ named fiduciary and has authority to manage and control the Plans’ operation and administration. The Board retains exclusive authority to amend the Plans and select Trustees/Custodians.

    a. The Committee shall report at least annually to the Board.
    b. The Committee members shall sign a conflict of interest disclosure questionnaire.
    c. The Board delegates execution of the following fiduciary responsibilities with respect to the Plans to the Committee:
        i. Establishing, periodically reviewing, and maintaining a written investment policy, including investment allocation strategies.
        ii. Overseeing administration of the Plans in accordance with the investment policy, including:
            a) Selecting an appropriate number and type of investment asset classes and management styles for Plan participants, including default investment elections.
            b) Establishing performance criteria and benchmarks for selected asset classes.

c) Researching, selecting, and withdrawing Plan investments as appropriate for specified asset classes or styles.
d) Reviewing communication methods and materials to ensure that Plan participants receive adequate investment education and performance information.
e) Ensuring the Committee and the Plans comply with applicable laws, regulations, and the terms of the Plan pertaining to investments.

iii. Reviewing and monitoring investment performance, including the reasonableness of investment fees, against appropriate benchmarks and in accordance with the investment policy.
iv. Managing the Plans to ensure regulatory compliance pertaining to Plan investments, including required Plan amendments and document retention;
v. Monitoring the Plans' vendors and implementation of contractual service arrangements;
vi. Advising the Board on selection or termination of the Plans' trustee(s)/custodian(s);
vii. Monitoring for reasonableness and consistency with the Plans' terms any investment product fees and charges passed through to Plan participants; and
viii. Retaining investment consultants, subject to approval by the Board's executive director.

4. The Trustee(s) and/or Custodian(s) of the sponsored plans will be responsible for holding and investing the Plans' assets in accordance with the terms of the Trust/Custodial Agreement.

5. The Committee may recommend to the Board's executive director the engagement of outside consultants and/or other professionals. The services of consultants and other professionals may include, but are not limited to:

   a. Providing formal reviews of the performance of the investment options. Such reviews shall be based on established criteria and shall include recommendations for changes where appropriate;
   b. Advising the Committee of any recommended modifications to the investment structure of the Plans; and
   c. Advising the Committee as to the appropriate performance benchmarks for the investment options.

SUBJECT

Intercollegiate Athletics Reports of revenues, expenditures, participation

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.X.5.b.

BACKGROUND/DISCUSSION

Responsibility, management, control and reporting requirements for athletics are detailed in Board policy V.X. The college and universities are required to submit regular financial reports as specified by the Board office. The revenue and expenditures reported must reconcile to the NCAA Agreed Upon Procedures Reports that are prepared annually and reviewed by the external auditors.

IMPACT

The Athletics Reports present the financial status of the intercollegiate athletic programs and the participation of students in the various sport programs. The report on page 7 shows all the institutions have positive fund balances.

ATTACHMENTS

Attachment 1	Charts identifying the revenue by major source by Institution and as a percent of total athletics revenue	Page 3-6
Attachment 2	Charts identifying athletic departments' fiscal year end fund balance by institution	Page 7
Attachment 3	Charts displaying total students participating in athletic programs and number of full-ride scholarships	Page 8

Institution Tabs (BSU, ISU, UI, LCSC)

STAFF COMMENTS AND RECOMMENDATIONS

The Athletics Reports show actual results for fiscal years 2010 through 2014 and the forecast for fiscal year 2015.

All institutions are within their state general funds, gender equity and institutional funds limits.

Staff highlights the following revenue and expenditure data for the Board's consideration:

<u>BSU FY 2015 Estimates</u>

- Ticket Sales down -9.9%
- NCAA/Conference/Tournaments up 31.3%
- Admin Staff Salary/Benefits up 15.1%
- Direct Facilities/Maint/Rentals down -59.3%
- Debt Service on Facilities up 30.1%

- Medical Expenses and Insurance up 58.6%
- Athletic Director Office up 41.2%
- Total Male Participation down -9.5%
- Total Female Participation down -12.6%

- Fiscal Year Net Income $16,081
- Ending Fund Balance $963,680

ISU FY 2015 Estimates

- Other Program Revenue down -87.8%
- Direct Facilities, Maintenance, Rentals down -85.1%

- Fiscal Year Net Income is $0
- Ending Fund Balance $1,527,903

UI FY 2015 Estimates

- Ticket Sales up 22.4%
- Game Guarantees down -45.2%
- Non-Resident Tuition Waivers up 30.9%
- Athletic Director Office down -46.5%
- Athletic Training Room down -54.4%
- Memberships and Dues down -71.8%
- Other Miscellaneous Expenses up 88.2%

- Fiscal Year Net Income $117,000
- Ending fund balance $115,197

LCSC FY 2015 Estimates

- Athletics Student Aid up 14.4%
- Coaching salary and benefits up 14.1%
- Admin Staff Salary/Benefits up 14.2%

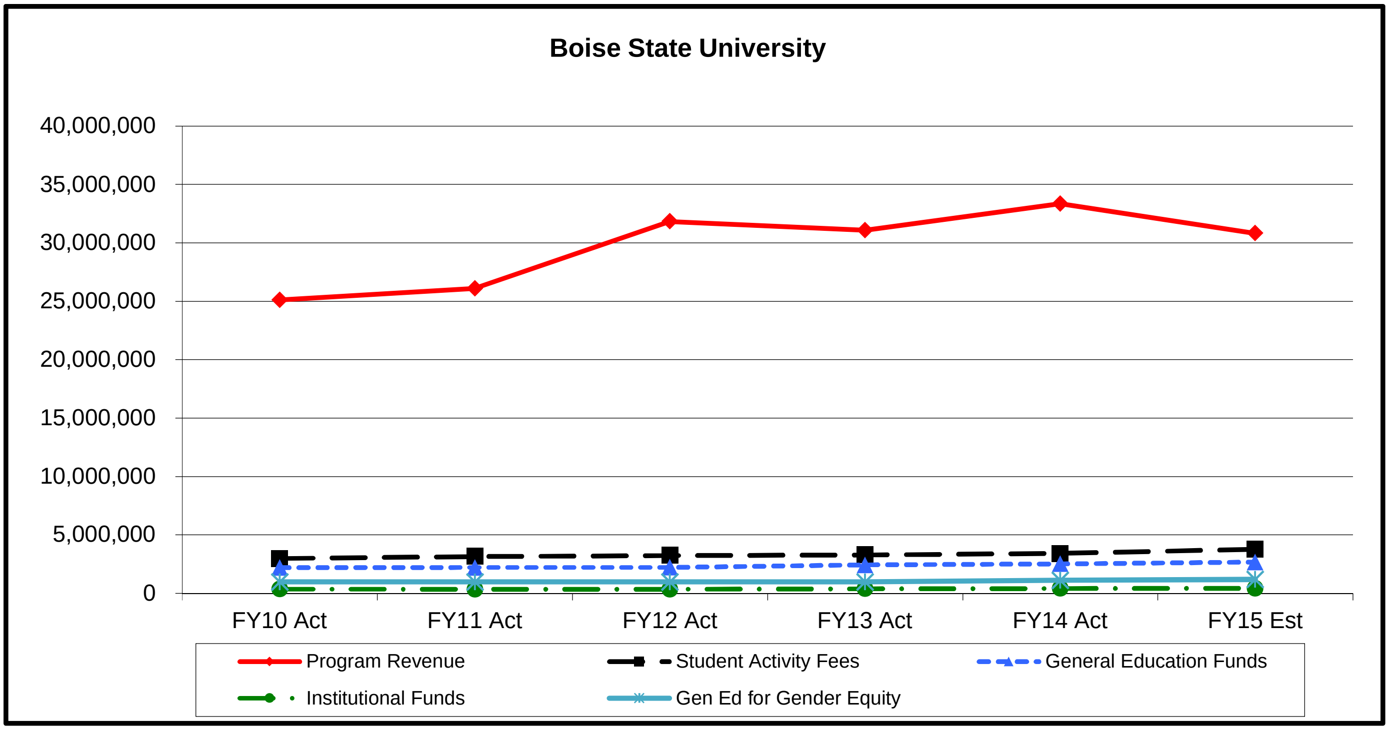
- Fiscal Year Net Income $18,750
- Ending fund balance $336,355

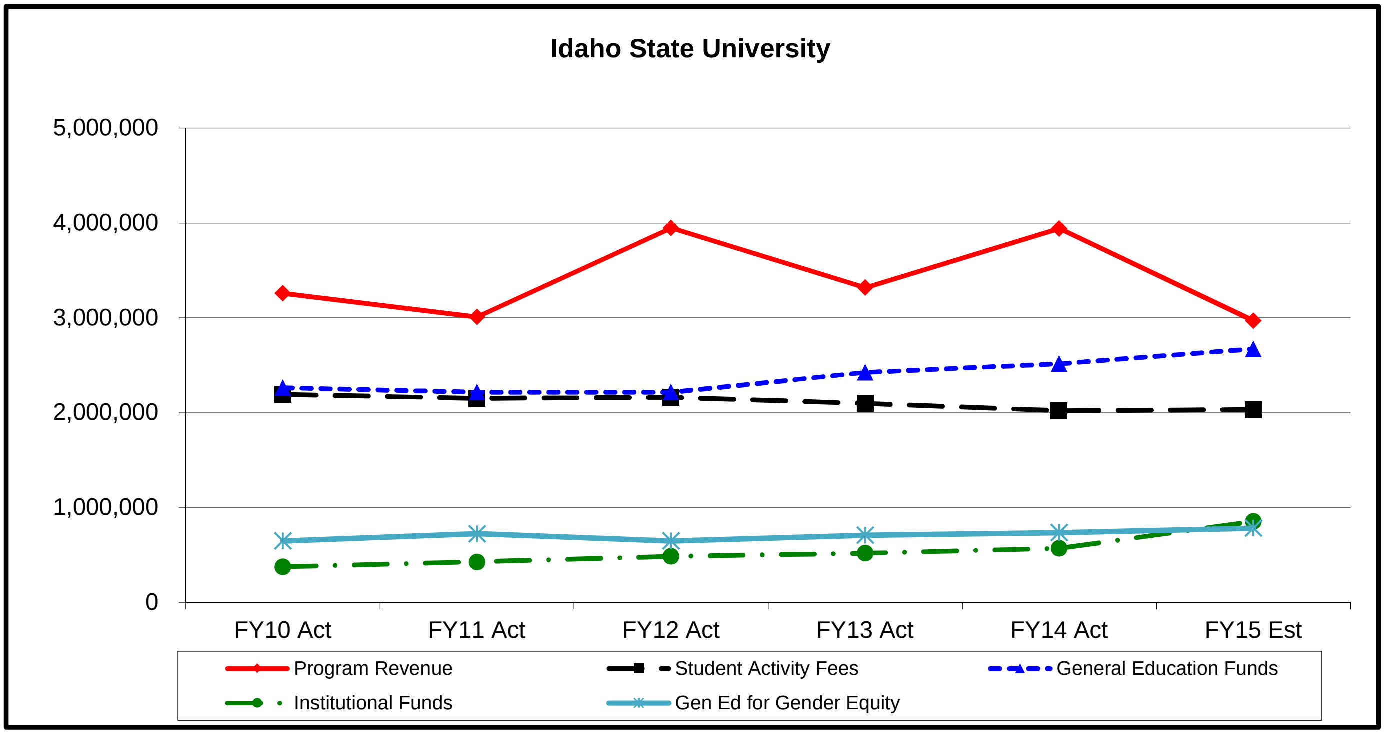
BOARD ACTION

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

Intercollegiate Athletics Report

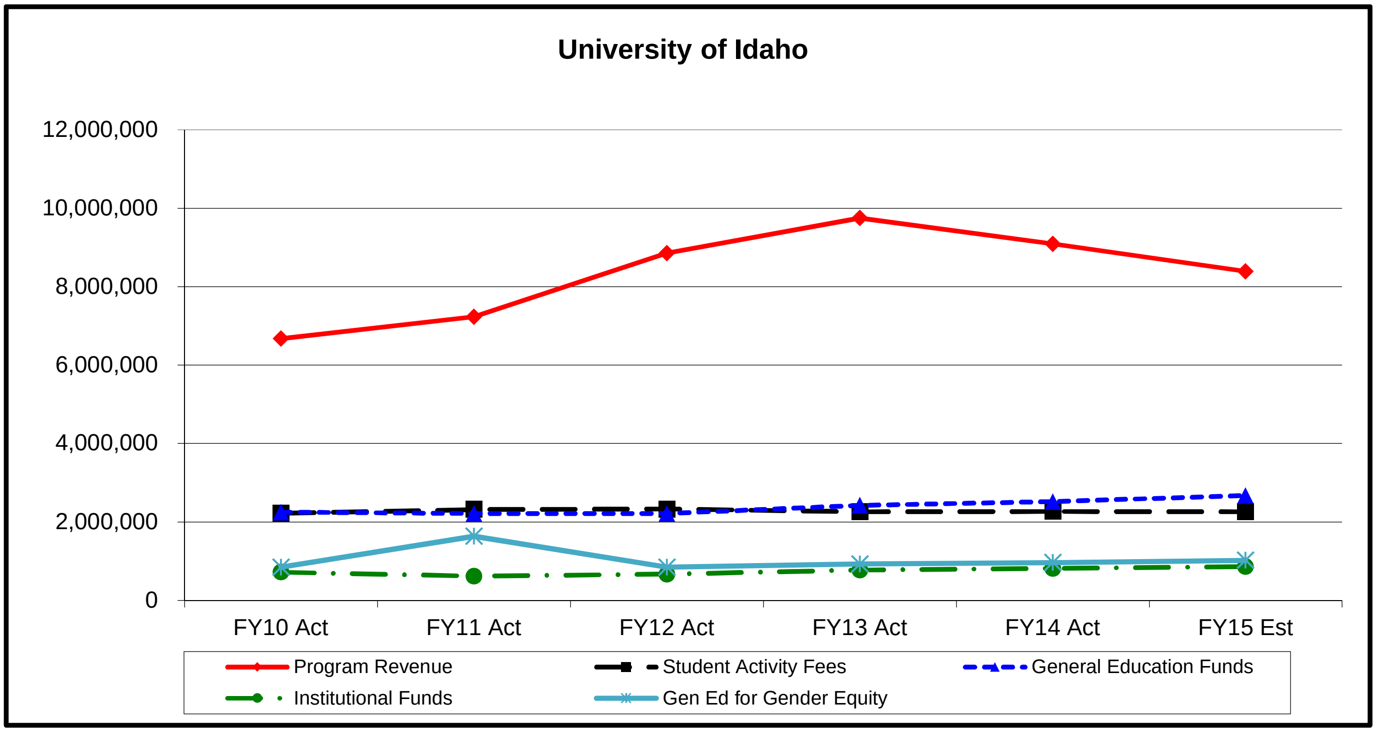
Revenue by Major Source

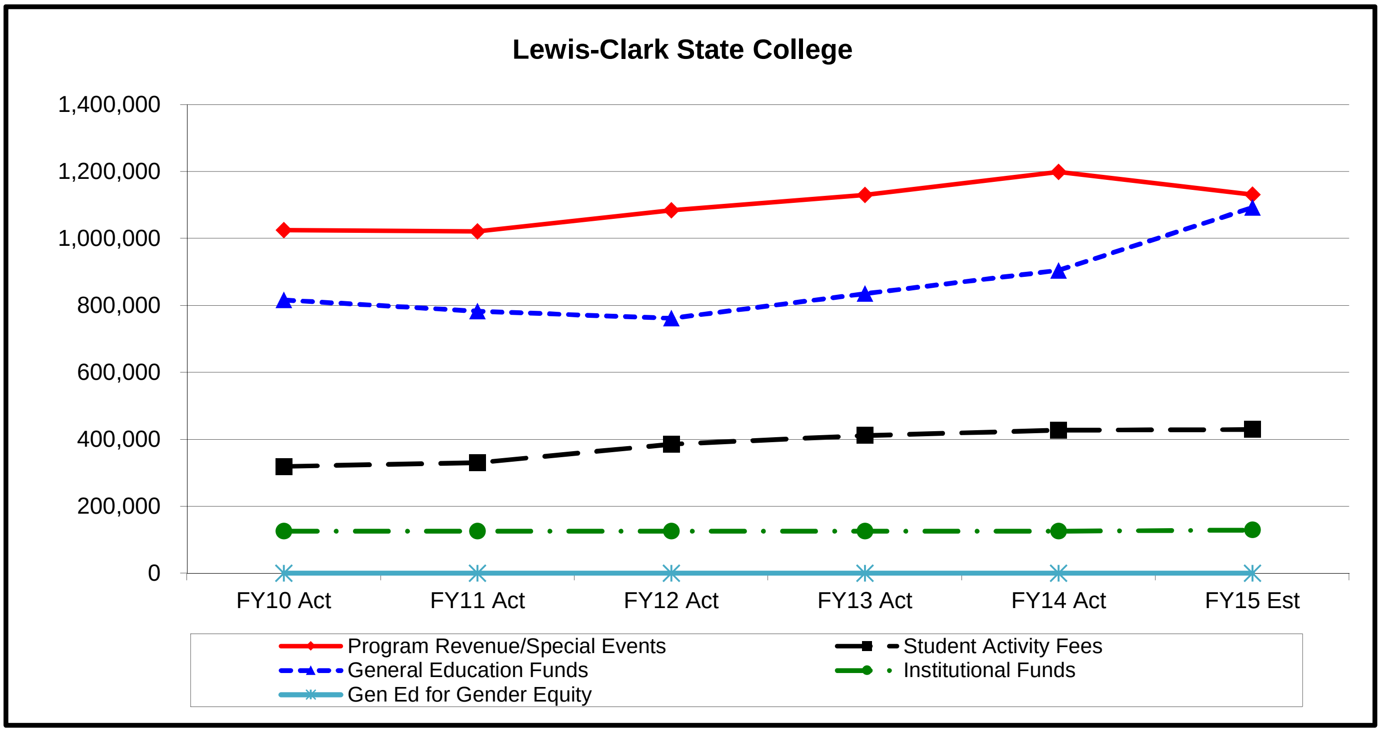




Intercollegiate Athletics Report

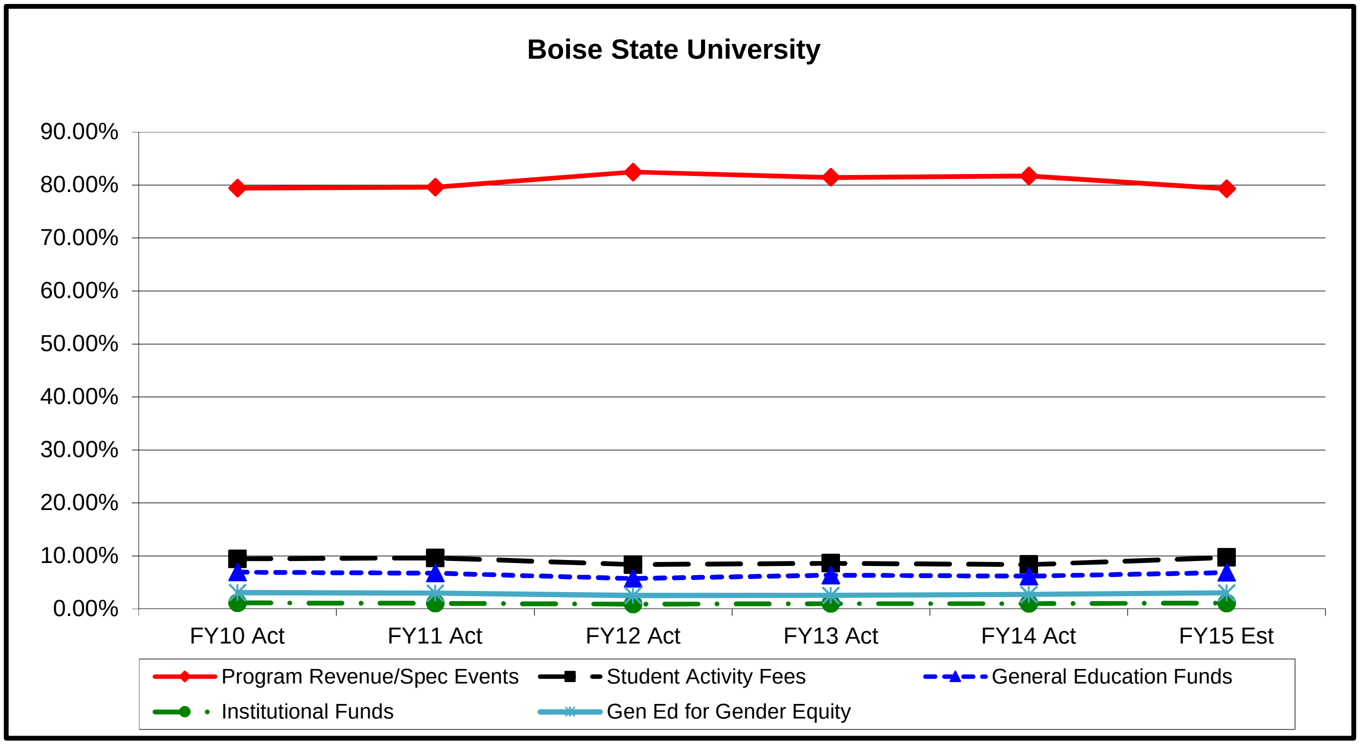
Revenue by Major Source

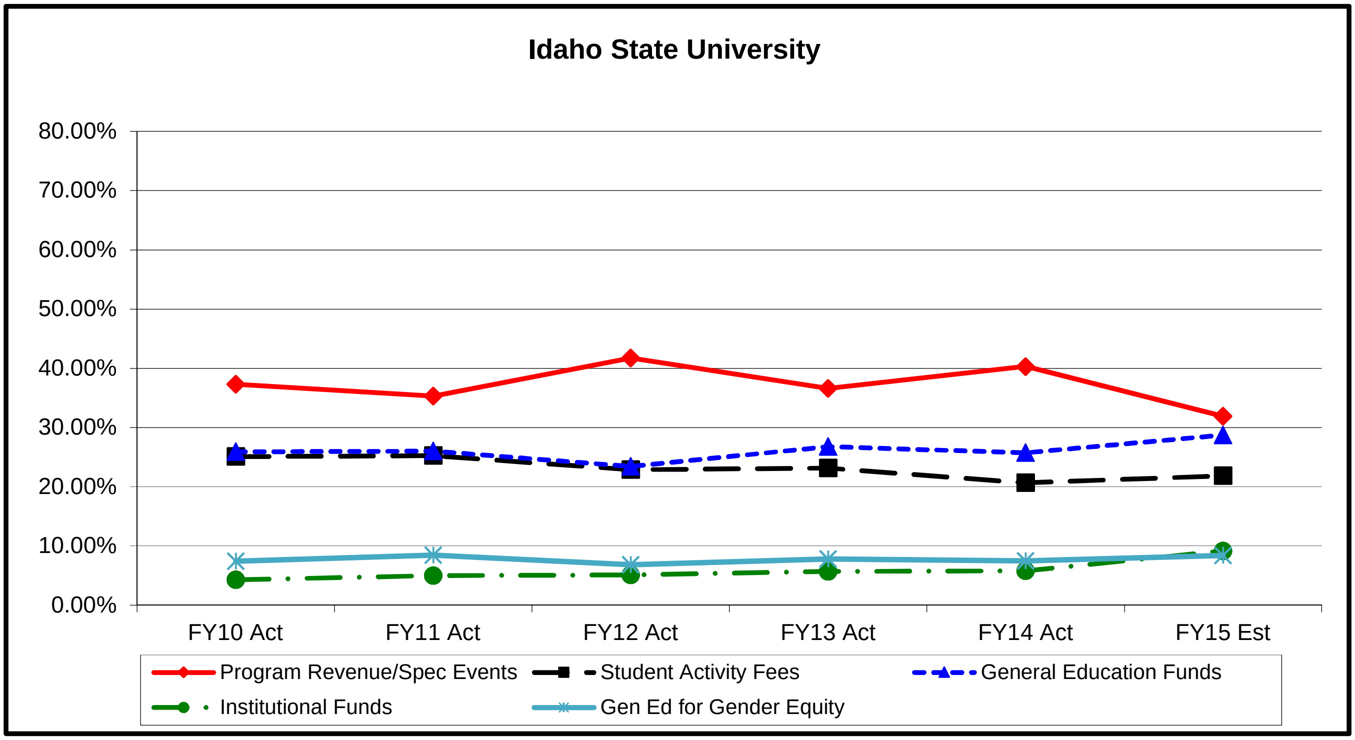




Intercollegiate Athletics Report

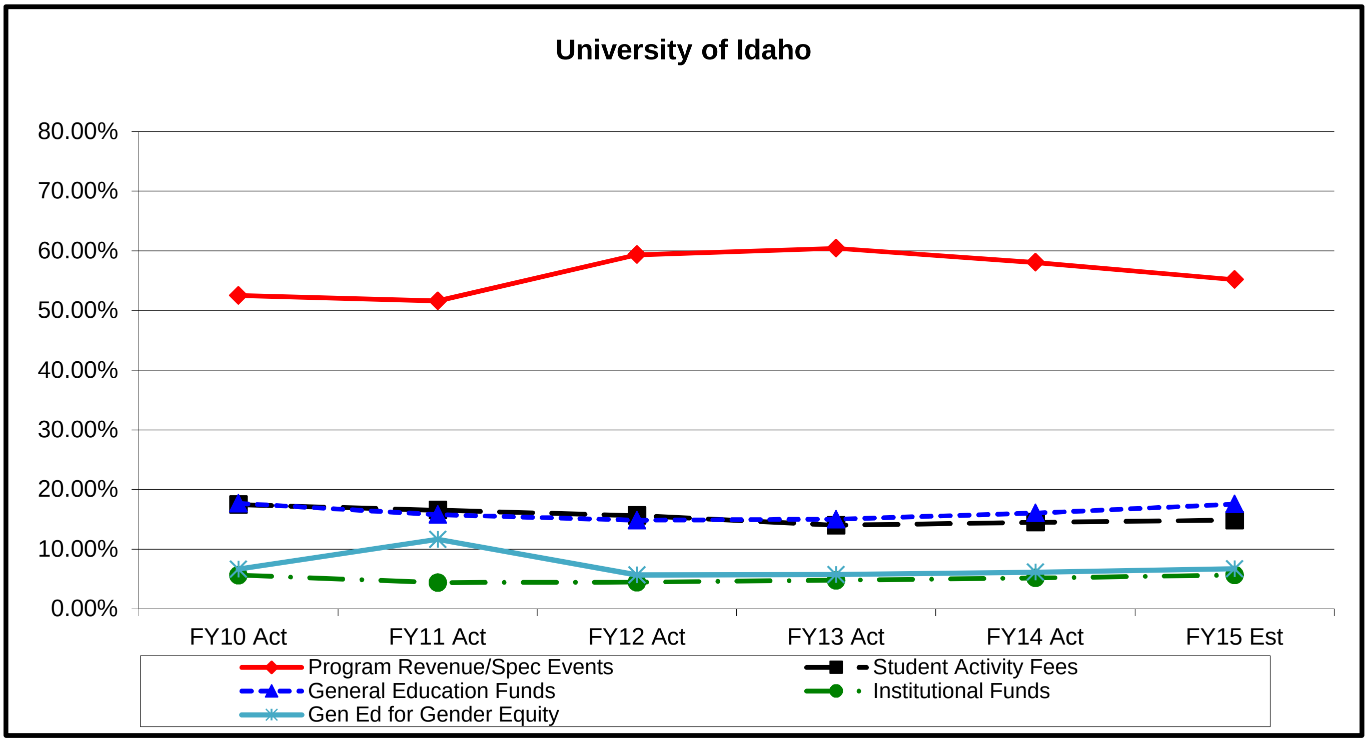
Revenue as a Percent of Total Revenue by Major Source

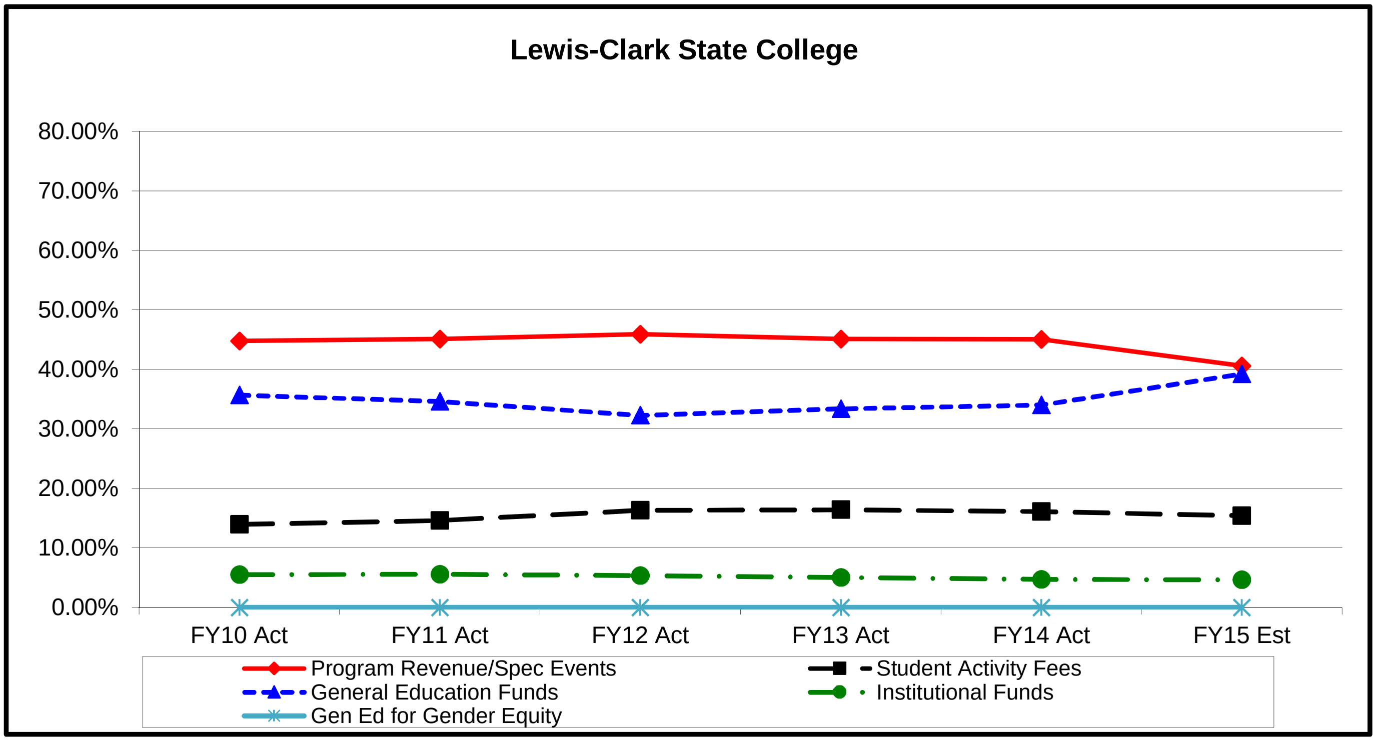




Intercollegiate Athletics Report

Revenue as a Percent of Total Revenue by Major Source

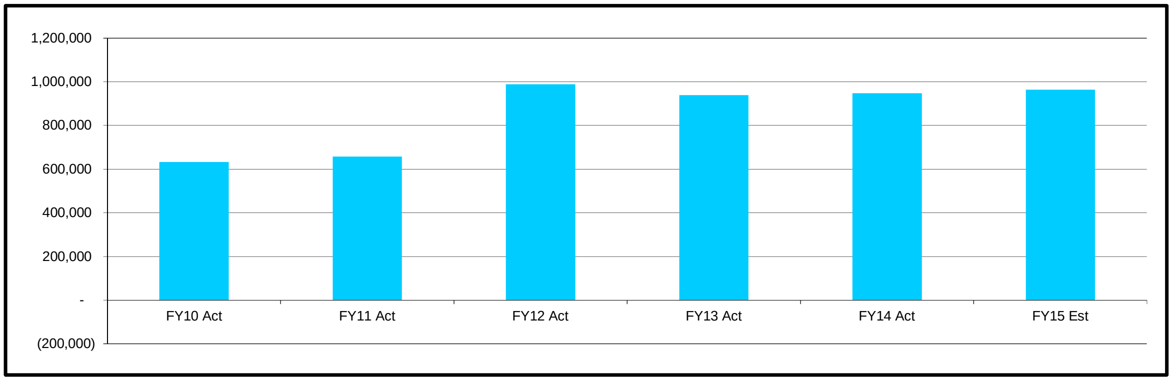




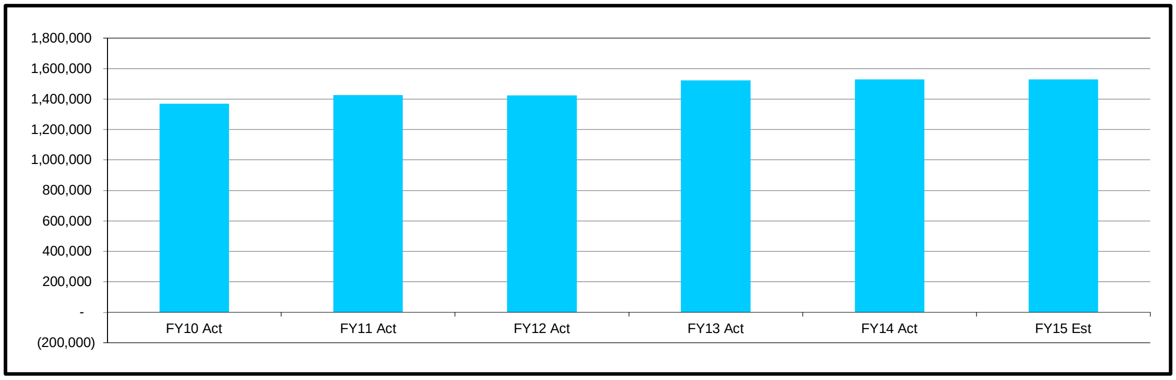
Intercollegiate Athletic Report

Fiscal Year Ending Fund Balance for Athletic Program by Institution

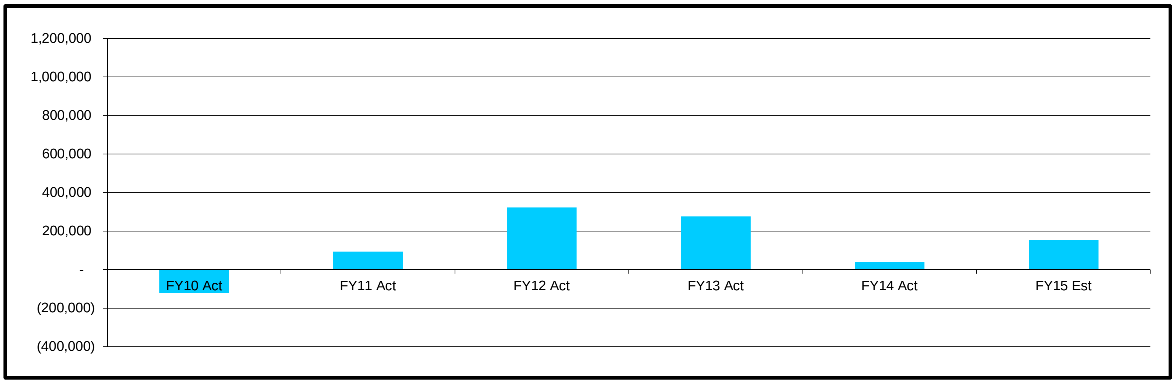
Boise State University



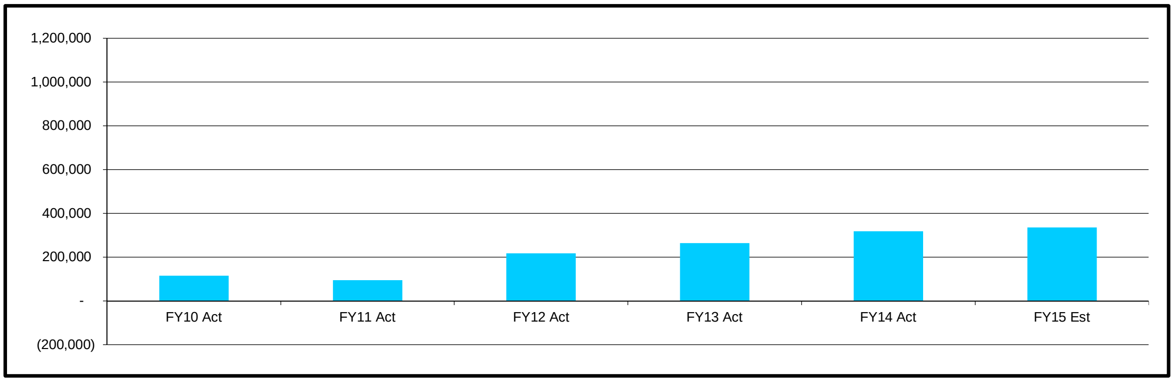
Idaho State University



University of Idaho



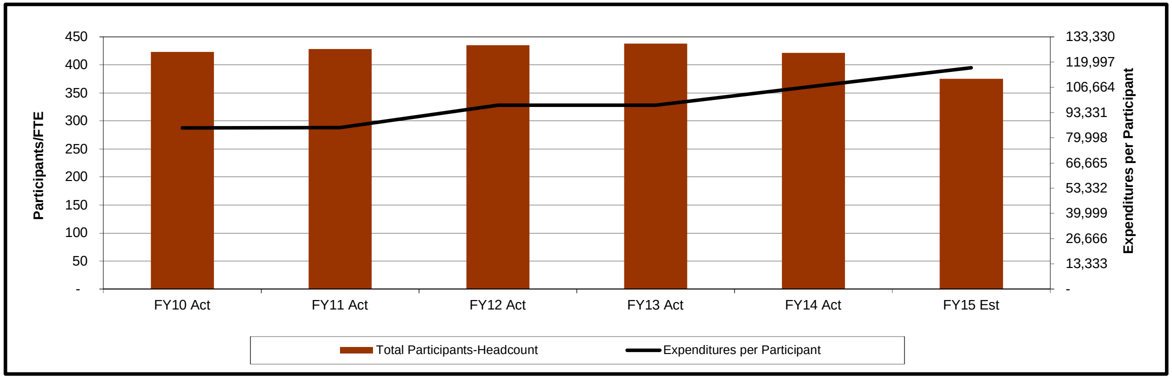
Lewis-Clark State College



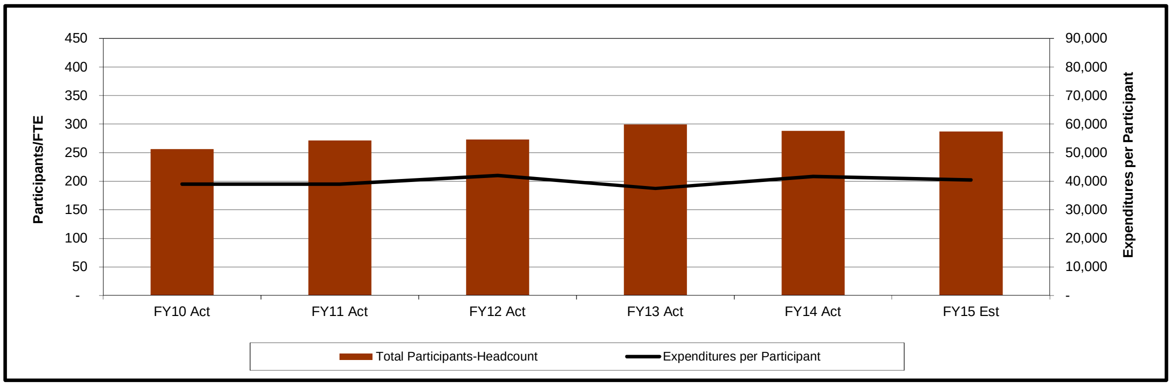
Intercollegiate Athletic Report

Athletic Expenditures by Participant Headcount

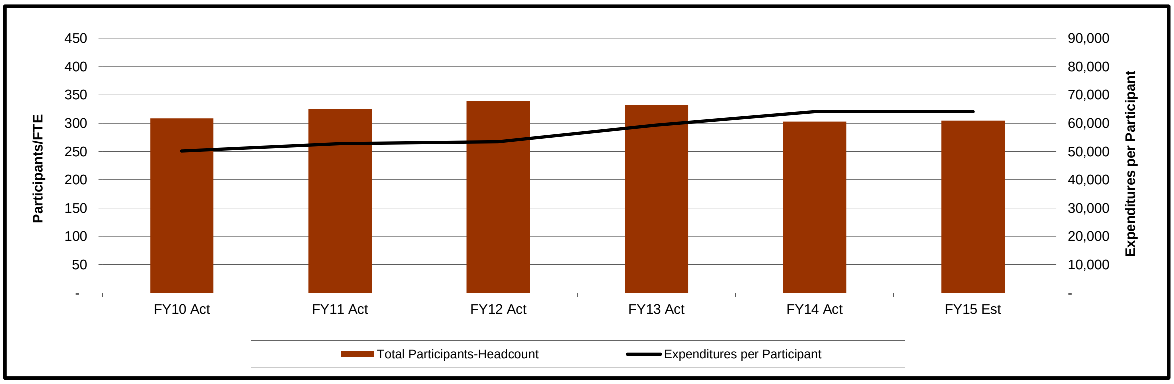
Boise State University



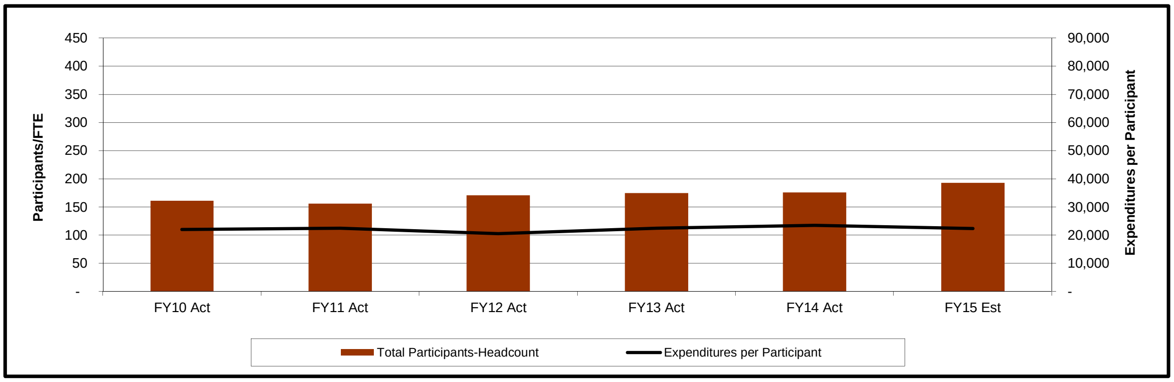
Idaho State University



University of Idaho



Lewis-Clark State College



College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University

	Revenues/Expend/Fund Balance	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Act	FY15 Est	1 YR % Chg	Ave Ann % Chg
1	**Revenue (Detail):**								
2	**Program Revenue:**								
3	Ticket Sales	7,102,661	7,615,697	8,306,921	8,309,461	8,564,574	7,715,396	-9.9%	1.7%
4	Game Guarantees	580,000	1,500,000	2,287,500	1,575,000	667,000	1,550,000	132.4%	21.7%
5	Contributions	6,553,812	9,594,181	9,261,601	11,142,524	11,050,335	8,431,385	-23.7%	5.2%
6	NCAA/Conference/Tournaments	1,835,720	1,298,910	3,782,335	3,335,018	4,725,927	6,204,605	31.3%	27.6%
7	TV/Radio/Internet Rights	126,678	140,598	64,249	39,095	1,691	10,000	491.4%	-39.8%
8	Program/Novelty Sales,								
9	Concessions, Parking	932,558	945,438	1,030,353	1,044,473	1,052,770	858,383	-18.5%	-1.6%
10	Royalty, Advertisement, Sponsorship	2,773,179	3,612,480	3,668,995	3,780,877	4,677,489	4,474,681	-4.3%	10.0%
11	Endowment/Investment Income	0	-	-		-	-		
12	Other	803,891	880,479	3,057,533	1,654,680	2,581,945	1,558,113	-39.7%	14.2%
13	Total Program Revenue	20,708,499	25,587,783	31,459,487	30,881,128	33,321,731	30,802,563	-7.6%	9.9%
14	**Non-Program Revenue:**								
15	NCAA/Bowl/World Series	4,407,144	524,641	385,201	213,059	37,401	29,750	-20.5%	-63.2%
16	Student Activity Fees	2,980,056	3,151,147	3,227,977	3,293,399	3,416,104	3,769,844	10.4%	4.8%
17	General Education Funds	2,193,089	2,211,077	2,214,700	2,424,400	2,515,800	2,671,900	6.2%	4.0%
18	GenEd Funds for Gender Eq.	976,872	976,872	976,872	976,872	1,109,700	1,178,600	6.2%	3.8%
19	Institutional Funds	358,700	346,600	346,600	386,100	406,400	430,200	5.9%	3.7%
20	Subtotal State/Inst. Support	3,528,661	3,534,549	3,538,172	3,787,372	4,031,900	4,280,700	6.2%	3.9%
21	Total Non-Program Revenue	10,915,861	7,210,337	7,151,350	7,293,830	7,485,405	8,080,294	7.9%	-5.8%
22	**Subtotal Operating Revenue:**	31,624,360	32,798,120	38,610,837	38,174,958	40,807,136	38,882,857	-4.7%	4.2%
23	**Non-Cash Revenue**								
24	Third Party Support	293,750	-	-					-100.0%
25	Indirect Institutional Support	2,209,387	1,822,713	1,828,871	2,016,485	1,974,714	2,136,420	8.2%	-0.7%
26	Non-Cash Revenue	0	-	-					
27	Non-Resident Tuition Waivers	1,913,158	1,983,889	2,210,648	2,373,316	2,351,983	2,871,713	22.1%	8.5%
28	Subtotal Non-Cash Revenue	4,416,295	3,806,602	4,039,519	4,389,801	4,326,697	5,008,133	15.7%	2.5%
29	**Total Revenue:**	36,040,655	36,604,722	42,650,356	42,564,759	45,133,833	43,890,990	-2.8%	4.0%
30									
31	**Expenditures:**								
32	**Operating Expenditures:**								
33	Athletics Student Aid	3,739,015	3,865,115	4,126,419	4,412,782	4,574,395	5,191,955	13.5%	6.8%
34	Guarantees	789,500	597,500	633,314	650,651	770,946	662,000	-14.1%	-3.5%
35	Coaching Salary/Benefits	7,219,755	7,910,123	8,169,987	9,174,828	9,551,342	8,831,783	-7.5%	4.1%
36	Admin Staff Salary/Benefits	4,309,086	4,786,700	5,021,919	5,022,466	5,043,009	5,806,208	15.1%	6.1%
37	Fringe Benefits/Severance Payments						0		
38	Recruiting	281,642	383,327	411,603	446,068	588,969	437,980	-25.6%	9.2%
39	Team Travel	1,966,291	2,061,440	2,163,971	2,537,997	2,242,217	2,570,327	14.6%	5.5%
40	Equipment, Uniforms and Supplies	1,483,833	1,188,767	1,430,251	1,384,106	1,732,599	1,489,811	-14.0%	0.1%
41	Game Expenses	791,191	1,642,127	1,790,666	1,331,753	1,685,148	1,398,487	-17.0%	12.1%
42	Fund Raising, Marketing, Promotion	550,524	389,355	337,076	333,068	335,124	237,912	-29.0%	-15.4%
43	Direct Facilities/Maint/Rentals	1,091,002	4,430,381	8,520,267	4,780,139	5,383,629	2,188,553	-59.3%	14.9%
44	Debt Service on Facilities	3,629,955	3,360,608	3,383,251	4,399,874	4,305,383	5,599,888	30.1%	9.1%
45	Spirit Groups	88,599	118,297	185,101	121,422	175,748	155,860	-11.3%	12.0%
46	Medical Expenses & Insurance	104,918	125,596	134,805	184,118	750,743	1,190,672	58.6%	62.6%
47	Memberships & Dues	482,578	479,800	488,816	524,793	666,757	758,056	13.7%	9.5%
48	NCAA/Special Event/Bowls	3,954,459	497,587	375,967	235,915	(32,683)	15,750	-148.2%	-66.9%
49	Other Operating Expenses	1,135,668	935,819	1,107,465	2,683,625	3,025,077	2,331,534	-22.9%	15.5%
50	Subtotal Operating Expenditures	31,618,016	32,772,542	38,280,878	38,223,605	40,798,403	38,866,776	-4.7%	4.2%
51	**Non-Cash Expenditures**								
52	3rd Party Coaches Compensation	293,750	0	0	0	0	0		-100.0%
53	3rd Party Admin Staff Compensation								
54	Indirect Facilities & Admin Support	2,209,387	1,822,713	1,828,871	2,016,485	1,974,714	2,136,420	8.2%	-0.7%
55	Non-Cash Expense								
56	Non-Resident Tuition Waivers	1,913,158	1,983,889	2,210,648	2,373,316	2,351,983	2,871,713	22.1%	8.5%
57	Subtotal Non-Cash Expenditures	4,416,295	3,806,602	4,039,519	4,389,801	4,326,697	5,008,133	15.7%	2.5%
58	**Total Expenditures:**	36,034,311	36,579,144	42,320,397	42,613,406	45,125,100	43,874,909	-2.8%	4.0%
59									
60	**Net Income/(deficit)**	6,344	25,578	329,959	(48,647)	8,733	16,081	84.1%	
61									
62	**Ending Fund Balance 6/30**	631,976	657,554	987,513	938,866	947,599	963,680	1.7%	
63									
64	**Sport Camps & Clinics**								
65	Revenue	865,924	886,724	755,194	678,940	684,506	400,000	-41.6%	-14.3%
66	Coach Compensation from Camp	222,413	196,637	342,655	282,486	209,423	150,000	-28.4%	-7.6%
67	Camp Expenses	398,975	517,499	509,173	499,941	482,972	250,000	-48.2%	-8.9%
68	Total Expenses	621,388	714,136	851,828	782,427	692,395	400,000	-42.2%	-8.4%
69	Net Income from Camps	244,536	172,588	(96,634)	(103,487)	(7,889)	0	-100.0%	-100.0%
								1 YR	Ave Ann

College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University

		FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Act	FY15 Est	% Chg	% Chg
1	**General Revenue:**								
2	Student Fees	2,980,056	3,151,147	3,227,977	3,293,399	3,416,104	3,769,844	10.4%	4.8%
3	Contributions	6,553,812	9,594,182	9,261,601	11,142,524	11,050,335	8,431,385	-23.7%	5.2%
4	State Support	2,193,089	2,211,077	2,214,700	2,424,400	2,515,800	2,671,900	6.2%	4.0%
5	Institutional Gender Equity	976,872	976,872	976,872	976,872	1,109,700	1,178,600	6.2%	3.8%
6	Institutional Support	358,700	346,600	346,600	386,100	406,400	430,200	5.9%	3.7%
7	NCAA/Conference	1,835,720	1,298,910	3,782,335	3,335,018	4,725,927	6,204,605	31.3%	27.6%
8	TV/Radio/Internet	126,678	140,598	64,249	39,095	1,691	10,000	491.4%	-39.8%
9	Concessions/program/etc.	932,558	945,438	1,030,353	1,044,473	1,052,770	858,383	-18.5%	-1.6%
10	Advertising/sponsorship/Royalty	2,773,179	3,612,480	3,668,995	3,780,877	4,677,489	4,474,681	-4.3%	10.0%
11	Endowments	-	-	-	-		-		
12	NCAA/Special Event/Bowls	4,407,144	524,641	385,201	213,059	37,401	29,750	-20.5%	-63.2%
13	Other	803,891	880,479	3,057,533	1,654,680	2,581,945	1,558,113	-39.7%	14.2%
14	Total General Revenue	23,941,699	23,682,424	28,016,416	28,290,497	31,575,562	29,617,461	-6.2%	4.3%
15	**Revenue By Sport:**								
16	**Men's Programs:**								
17	Football								
18	Ticket Sales	6,657,518	7,009,544	7,550,296	7,537,204	7,470,941	6,784,022	-9.2%	0.4%
19	Game Guarantees	450,000	1,450,000	2,201,000	1,575,000	575,000	1,350,000	134.8%	24.6%
20	Other (Tourn/Bowl/Conf)						-		
21	Basketball						-		
22	Ticket Sales	373,570	526,157	620,293	653,494	963,751	883,374	-8.3%	18.8%
23	Game Guarantees	130,000	50,000	85,000		90,000	200,000		
24	Other (Tourn/Bowl/Conf)						-		
25	Track & Field/Cross Country	3,658	3,274	5,038	4,544	5,655	3,510	-37.9%	-0.8%
26	Wrestling	23,431	28,706	41,361	18,559	7,892	5,850	-25.9%	-24.2%
27	Total Men's Sport Revenue	7,638,177	9,067,681	10,502,988	9,788,801	9,113,239	9,226,756	1.2%	3.9%
28	**Women's Programs**								
29	Volleyball								
30	Ticket Sales	5,284	4,729	6,280	6,565	6,840	5,070	-25.9%	-0.8%
31	Game Guarantees								
32	Other (Tourn/Bowl/Conf)								
33	Basketball								
34	Ticket Sales	13,596	20,367	53,907	57,286	77,268	9,000	-88.4%	-7.9%
35	Game Guarantees								
36	Other (Tourn/Bowl/Conf)								
37	Track & Field/Cross Country	3,658	3,274	5,158	4,544	5,815	3,510	-39.6%	-0.8%
38	Gymnastics	8,128	7,276	9,662	10,098	10,523	7,800	-25.9%	-0.8%
39	Soccer	8,128	7,276	9,662	10,098	10,523	7,800	-25.9%	-0.8%
40	Softball	5,690	5,093	6,764	7,069	7,366	5,460	-25.9%	-0.8%
41	Total Women's Sport Rev	44,484	48,015	91,433	95,660	118,335	38,640	-67.3%	-2.8%
42	**Total Revenue**	31,624,360	32,798,120	38,610,837	38,174,958	40,807,136	38,882,857	-4.7%	4.2%

College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University

	Expenditures by Admin/Sport	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Act	FY15 Est	1 YR % Chg	Ave Ann % Chg
43	**Administrative and General**								
44	Athletic Director Office	1,316,953	1,486,160	2,151,763	1,891,453	2,296,044	3,243,006	41.2%	19.7%
45	Fund Raising Office	1,161,260	1,175,263	626,932	705,861	724,272	636,564	-12.1%	-11.3%
46	Academic Support	1,008,813	963,391	1,052,068	1,086,948	1,087,742	1,038,993	-4.5%	0.6%
47	Media Relations	323,729	261,561	265,624	308,093	322,708	385,841	19.6%	3.6%
48	Marketing and Promotions	758,910	809,449	445,782	473,848	489,248	445,168	-9.0%	-10.1%
49	Ticket Office	300,717	291,231	353,820	359,720	353,362	376,906	6.7%	4.6%
50	Athletic Training Room	549,045	590,457	646,873	643,210	724,540	825,374	13.9%	8.5%
51	Memberships and Dues	482,578	479,800	488,816	524,793	666,219	758,056	13.8%	9.5%
52	Facilities Mtn & Debt Service	4,892,422	5,051,465	5,427,987	6,313,573	6,343,444	8,407,188	32.5%	11.4%
53	Capital Improvements	685,863	3,832,545	7,187,002	3,407,304	3,943,529	438,500	-88.9%	-8.6%
54	NCAA/Special Event/Bowls	3,954,459	497,587	375,967	216,747	(32,683)	15,750	-148.2%	-66.9%
55	Other Miscellaneous	1,874,379	1,444,657	2,582,069	4,600,164	3,393,193	4,529,696	33.5%	19.3%
56	**Total Admin & General**	17,309,128	16,883,566	21,604,703	20,531,714	20,311,618	21,101,042	3.9%	4.0%
57									
58	**Men's Programs:**								
59	Football	6,850,396	7,834,316	8,537,612	9,200,026	11,523,144	8,635,504	-25.1%	4.7%
60	Basketball	1,529,236	1,926,002	1,729,154	1,757,700	1,978,592	1,989,182	0.5%	5.4%
61	Track & Field/Cross Country	484,006	486,153	503,319	468,870	469,221	567,019	20.8%	3.2%
62	Tennis	381,888	345,771	355,193	324,282	320,856	340,706	6.2%	-2.3%
63	Wrestling	497,694	433,774	486,327	486,511	448,655	477,159	6.4%	-0.8%
64	Golf	162,284	180,976	186,419	230,737	247,013	196,196	-20.6%	3.9%
65	**Total Men's Programs**	9,905,504	11,206,992	11,798,024	12,468,126	14,987,481	12,205,766	-18.6%	4.3%
66									
67	**Women's Programs**								
68	Volleyball	456,679	528,957	584,346	576,637	577,478	633,402	9.7%	6.8%
69	Basketball	933,985	1,028,579	1,063,506	1,152,429	1,249,635	1,232,135	-1.4%	5.7%
70	Track & Field/Cross Country	558,720	554,851	591,738	551,227	550,822	666,583	21.0%	3.6%
71	Tennis	353,075	245,434	167,725	291,020	304,029	331,018	8.9%	-1.3%
72	Gymnastics	561,430	481,154	512,089	546,568	575,965	576,453	0.1%	0.5%
73	Golf	202,557	192,740	205,041	247,327	270,659	222,839	-17.7%	1.9%
74	Soccer	473,646	557,972	573,723	556,114	650,195	604,739	-7.0%	5.0%
75	Softball	433,678	526,695	560,874	600,892	583,781	650,379	11.4%	8.4%
76	Swimming	429,614	565,602	619,109	701,551	736,740	642,420	-12.8%	8.4%
77	**Total Women's Programs**	4,403,384	4,681,984	4,878,151	5,223,765	5,499,304	5,559,968	1.1%	4.8%
78									
79	**Total Expenditures**	31,618,016	32,772,542	38,280,878	38,223,605	40,798,403	38,866,776	-4.7%	4.2%

College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University

	Participants by Sport	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Act	FY15 Est	1 YR % Chg	Ave Ann % Chg
80	**Men's Programs:**								
81	Football	109	112	108	105	111	106	-4.5%	-0.6%
82	Basketball	15	16	16	14	16	15	-6.3%	0.0%
83	Track & Field/Cross Country	46	45	54	53	42	30	-28.6%	-8.2%
84	Tennis	13	11	10	11	10	8	-20.0%	-9.3%
85	Wrestling	29	32	28	34	34	32	-5.9%	2.0%
86	Golf	9	8	9	8	9	10	11.1%	2.1%
87	Total Male Participation	221	224	225	225	222	201	-9.5%	-1.9%
88	**Women's Programs**								
89	Volleyball	17	17	18	15	16	14	-12.5%	-3.8%
90	Basketball	15	14	14	16	16	16	0.0%	1.3%
91	Track & Field/Cross Country	59	62	68	63	49	36	-26.5%	-9.4%
92	Tennis	8	7	8	11	10	7	-30.0%	-2.6%
93	Gymnastics	18	18	16	15	16	18	12.5%	0.0%
94	Golf	9	9	8	9	9	8	-11.1%	-2.3%
95	Soccer	29	28	31	35	32	25	-21.9%	-2.9%
96	Softball	20	21	20	24	24	23	-4.2%	2.8%
97	Swimming	27	28	27	25	27	27	0.0%	0.0%
98	Total Female Participation	202	204	210	213	199	174	-12.6%	-2.9%
99	**Total Participants**	423	428	435	438	421	375	-10.9%	-2.4%

College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University

	Full Ride Scholarships (Hdct)	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Act	FY15 Est	1 YR % Chg	Ave Ann % Chg
100	**Men's Programs:**								
101	Football	84.0	67.0	63.0	82.0	82.0	84.0	2.4%	0.0%
102	Basketball	12.0	13.0	13.0	13.0	13.0	13.0	0.0%	1.6%
103	Track & Field/Cross Country	5.0	2.0	1.0	0.0	0.0	7.0		7.0%
104	Tennis	2.0	2.0	2.0	1.0	2.0	2.0	0.0%	0.0%
105	Wrestling	1.0	0.0	2.0	2.0	2.0	0.0	-100.0%	-100.0%
106	Golf	0.0	1.0	0.0	1.0	0.0	0.0		
107	Subtotal	104.0	85.0	81.0	99.0	99.0	106.0	7.1%	0.4%
108	**Women's Programs**								
109	Volleyball	11.0	11.0	12.0	11.0	12.0	12.0	0.0%	1.8%
110	Basketball	13.0	13.0	13.0	15.0	15.0	15.0	0.0%	2.9%
111	Track & Field/Cross Country	7.0	3.0	3.0	0.0	3.0	6.0		-3.0%
112	Tennis	8.0	5.0	5.0	8.0	8.0	8.0	0.0%	0.0%
113	Gymnastics	12.0	11.0	12.0	11.0	11.0	14.0	27.3%	3.1%
114	Golf	0.0	1.0	1.0	1.0	1.0	2.0	100.0%	
115	Soccer	1.0	2.0	2.0	2.0	1.0	2.0	100.0%	14.9%
116	Softball	1.0	1.0	1.0	2.0	5.0	0.0	-100.0%	-100.0%
117	Swimming	2.0	2.0	2.0	1.0	0.0	0.0		-100.0%
118	Subtotal	55.0	49.0	51.0	51.0	56.0	59.0	5.4%	1.4%
119	**Total Scholarships**	159.0	134.0	132.0	150.0	155.0	165.0	6.5%	0.7%
120	**Partial Scholarships by Sport (FTE)**								
121	**Men's Programs:**								
122	Football	1.00	12.64	15.20	0.00	0.00	0.00		-100.0%
123	Basketball	0.40	0.00	0.00	0.00	0.00	0.00		-100.0%
124	Track & Field/Cross Country	6.30	10.39	10.38	9.89	8.95	4.50	-49.7%	-6.5%
125	Tennis	2.49	2.64	2.50	3.89	2.50	2.00	-20.0%	-4.3%
126	Wrestling	8.07	8.30	7.30	7.21	7.70	9.81	27.4%	4.0%
127	Golf	3.79	4.09	3.42	2.85	3.20	4.40	37.5%	3.0%
128	Subtotal	22.05	38.06	38.80	23.84	22.35	20.71	-7.3%	-1.2%
129	**Women's Programs**								
130	Volleyball	0.00	0.92	0.00	0.00	0.00	0.00		
131	Basketball	0.78	0.78	0.78	0.00	0.00	0.00		-100.0%
132	Track & Field/Cross Country	8.12	12.17	12.26	13.79	10.72	9.64	-10.1%	3.5%
133	Tennis	0.00	1.21	0.00	0.00	0.00	0.00		
134	Gymnastics	0.78	0.87	0.00	1.00	0.00	0.00		-100.0%
135	Golf	5.53	3.94	4.38	4.99	4.50	2.96	-34.2%	-11.8%
136	Soccer	9.39	8.72	10.53	11.85	12.43	10.91	-12.2%	3.0%
137	Softball	7.75	9.72	10.35	10.69	8.24	11.57	40.4%	8.3%
138	Swimming	10.02	11.79	11.91	12.71	12.39	11.64	-6.1%	3.0%
139	Subtotal	42.37	50.12	50.21	55.03	48.28	46.72	-3.2%	2.0%
140	**Total Scholarships**	64.42	88.18	89.01	78.87	70.63	67.43	-4.5%	0.9%

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College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University

	Revenues/Expend/Fund Balance	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Act	FY15 Est	1 YR % Chg	Ave Ann % Chg
1	**Revenue:**								
2	**Program Revenue:**								
3	Ticket Sales	253,108	222,452	326,481	239,520	243,761	281,462	15.5%	2.1%
4	Game Guarantees	1,330,402	1,179,000	1,099,500	1,372,700	1,256,000	1,129,000	-10.1%	-3.2%
5	Contributions	382,833	379,301	359,422	406,803	434,592	376,000	-13.5%	-0.4%
6	NCAA/Conference/Tournaments	642,292	606,968	664,303	601,037	590,406	524,000	-11.2%	-4.0%
7	TV/Radio/Internet Rights	8,559	4,782	9,199	13,923	9,293	4,000	-57.0%	-14.1%
8	Program/Novelty Sales,								
9	Concessions, Parking	17,000	17,000	17,000	17,000	17,000	17,000	0.0%	0.0%
10	Royalty, Advertisement, Sponsorship	498,620	499,071	767,784	410,155	538,712	520,000	-3.5%	0.8%
11	Endowment/Investment Income	23,710	30,650	23,140	17,851	18,314	18,207	-0.6%	-5.1%
12	Other	98,973	63,821	643,142	228,407	814,504	99,000	-87.8%	0.0%
13	Total Program Revenue	3,255,497	3,003,045	3,909,971	3,307,396	3,922,582	2,968,669	-24.3%	-1.8%
14	**Non-Program Revenue:**								
15	NCAA/Bowl/World Series	720	3,240	36,458	11,670	18,130	0	-100.0%	-100.0%
16	Student Activity Fees	2,191,453	2,149,637	2,160,685	2,096,674	2,019,527	2,030,734	0.6%	-1.5%
17	General Education Funds	2,262,900	2,214,700	2,214,700	2,424,400	2,515,800	2,671,900	6.2%	3.4%
18	GenEd Funds for Gender Eq.	646,500	721,500	646,500	707,700	734,400	780,000	6.2%	3.8%
19	Institutional Funds	374,000	424,628	485,100	516,700	568,900	852,200	49.8%	17.9%
20	Subtotal State/Inst. Support	3,283,400	3,360,828	3,346,300	3,648,800	3,819,100	4,304,100	12.7%	5.6%
21	Total Non-Program Revenue	5,475,573	5,513,705	5,543,443	5,757,144	5,856,757	6,334,834	8.2%	3.0%
22	Subtotal Operating Revenue	8,731,070	8,516,750	9,453,414	9,064,540	9,779,339	9,303,503	-4.9%	1.3%
23	**Non-Cash Revenue**								
24	Third Party Support	42,013	41,271	37,389	26,863	74,500	65,000	-12.8%	9.1%
25	Indirect Institutional Support	0	0	0	0	0	0		
26	Non-Cash Revenue	629,269	605,374	573,359	605,521	542,696	600,000	10.6%	-0.9%
27	Non-Resident Tuition Waivers	1,251,295	1,444,723	1,393,045	1,604,010	1,613,326	1,640,334	1.7%	5.6%
28	Subtotal Non-Cash Revenue	1,922,577	2,091,368	2,003,793	2,236,394	2,230,522	2,305,334	3.4%	3.7%
29	**Total Revenue:**	10,653,647	10,608,118	11,457,207	11,300,934	12,009,861	11,608,837	-3.3%	1.7%
30									
31	**Expenditures**								
32	**Operating Expenditures:**								
33	Athletics Student Aid	1,821,964	1,902,615	2,130,563	2,374,523	2,381,821	2,352,711	-1.2%	5.2%
34	Guarantees	230,667	59,406	61,257	50,187	96,520	126,000	30.5%	-11.4%
35	Coaching Salary/Benefits	1,822,432	1,939,811	1,738,519	1,919,248	1,988,401	2,212,982	11.3%	4.0%
36	Admin Staff Salary/Benefits	1,398,814	1,462,165	1,392,011	1,359,902	1,366,454	1,472,109	7.7%	1.0%
37	Severance Payments	0	0	0	0	0	0		
38	Recruiting	308,441	194,743	204,478	190,156	197,269	223,800	13.4%	-6.2%
39	Team Travel	830,424	872,386	941,467	1,140,313	979,415	950,000	-3.0%	2.7%
40	Equipment, Uniforms and Supplies	249,711	311,693	326,594	308,236	307,809	360,000	17.0%	7.6%
41	Game Expenses	268,359	243,692	262,426	304,579	323,967	270,000	-16.7%	0.1%
42	Fund Raising, Marketing, Promotion	122,220	168,456	130,733	108,336	166,561	185,000	11.1%	8.6%
43	Direct Facilities/Maint/Rentals	204,111	256,817	1,196,670	243,210	1,107,727	165,000	-85.1%	-4.2%
44	Debt Service on Facilities	0	0	0	0	0	0		
45	Spirit Groups	54,421	57,628	0	0	0	0		-100.0%
46	Medical Expenses & Insurance	325,110	307,664	268,988	271,586	275,125	297,000	8.0%	-1.8%
47	Memberships & Dues	39,062	44,648	47,926	41,271	38,282	48,000	25.4%	4.2%
48	NCAA/Special Event/Bowls	762	3,240	30,314	23,789	15,735	0	-100.0%	-100.0%
49	Other Operating Expenses	385,075	635,043	724,547	628,896	528,959	640,901	21.2%	10.7%
50	Subtotal Operating Expenditures	8,061,573	8,460,007	9,456,493	8,964,232	9,774,045	9,303,503	-4.8%	2.9%
51	**Non-Cash Expenditures**								
52	3rd Party Coaches Compensation	37,484	37,282	33,520	19,150	56,100	50,000	-10.9%	5.9%
53	3rd Party Admin Staff Compensation	4,529	3,989	3,869	7,713	18,400	15,000	-18.5%	27.1%
54	Indirect Facilities & Admin Support	0	0	0					
55	Non-Cash Expense	629,269	605,374	573,359	605,521	542,696	600,000	10.6%	-0.9%
56	Non-Resident Tuition Waivers	1,251,295	1,444,723	1,393,045	1,604,010	1,613,326	1,640,334	1.7%	5.6%
57	Subtotal Non-Cash Expenditures	1,922,577	2,091,368	2,003,793	2,236,394	2,230,522	2,305,334	3.4%	3.7%
58	**Total Expenditures:**	9,984,150	10,551,375	11,460,286	11,200,626	12,004,567	11,608,837	-3.3%	3.1%
59									
60	**Net Income/(deficit)**	669,497	56,743	(3,079)	100,308	5,294	0	-100.0%	
61									
62	**Ending Fund Balance 6/30**	1,368,637	1,425,380	1,422,301	1,522,609	1,527,903	1,527,903	0.0%	
63									
64	**Sport Camps & Clinics**								
65	Revenue	197,065	127,179	79,570	123,696	199,935	110,000	-45.0%	-11.0%
66	Coach Compensation from Camp	104,025	65,387	37,109	30,300	76,250	45,000	-41.0%	-15.4%
67	Camp Expenses	137,041	76,190	54,692	63,112	116,974	65,000	-44.4%	-13.9%
68	Total Expenses	241,066	141,577	91,801	93,412	193,224	110,000	-43.1%	-14.5%
69	Net Income from Camps	-44,001	-14,398	-12,231	30,284	6,711	0	-100.0%	-100.0%

College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University

		FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Act	FY15 Est	1 YR % Chg	Ave Ann % Chg
1	**General Revenue:**								
2	Student Fees	2,191,453	2,149,637	2,160,685	2,096,674	2,019,527	2,030,734	0.6%	-1.5%
3	Contributions	382,833	379,301	359,422	406,803	434,592	376,000	-13.5%	-0.4%
4	State Support	2,262,900	2,214,700	2,214,700	2,424,400	2,515,800	2,671,900	6.2%	3.4%
5	Institutional Gender Equity	646,500	721,500	646,500	707,700	734,400	780,000	6.2%	3.8%
6	Institutional Support	374,000	424,628	485,100	516,700	568,900	852,200	49.8%	17.9%
7	NCAA / Conference	642,292	606,968	664,303	601,037	590,406	524,000	-11.2%	-4.0%
8	TV / Radio / Internet	8,559	4,782	9,199	13,923	9,293	4,000	-57.0%	-14.1%
9	Concessions / program / etc.	17,000	17,000	17,000	17,000	17,000	17,000	0.0%	0.0%
10	Advertising / sponsorship / Royalty	498,620	499,071	767,784	410,155	538,712	520,000	-3.5%	0.8%
11	Endowments	23,710	30,650	23,140	17,851	18,314	18,207	-0.6%	-5.1%
12	NCAA / Bowl / World Series	720	3,240	36,458	11,670	18,130	0	-100.0%	-100.0%
13	Other	98,973	63,821	643,142	228,407	814,504	99,000	-87.8%	0.0%
14	Total General Revenue	7,147,560	7,115,298	8,027,433	7,452,320	8,279,578	7,893,041	-4.7%	2.0%
15	**Revenue By Sport:**								
16	**Men's Programs:**								
17	Football								
18	Ticket Sales	124,521	106,830	152,189	119,480	124,668	177,389	42.3%	7.3%
19	Game Guarantees	899,902	725,000	720,000	970,000	850,000	650,000	-23.5%	-6.3%
20	Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
21	Basketball								
22	Ticket Sales	100,082	77,955	86,292	64,367	72,511	60,000	-17.3%	-9.7%
23	Game Guarantees	360,000	368,000	328,000	322,200	325,000	400,000	23.1%	2.1%
24	Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
25	Track & Field/Cross Country	2,710	3,348	3,041	2,788	4,070	2,000	-50.9%	-5.9%
26	Total Men's Sport Revenue	1,487,215	1,281,133	1,289,522	1,478,835	1,376,249	1,289,389	-6.3%	-2.8%
27	**Women's Programs**								
28	Volleyball								
29	Ticket Sales	3,449	4,307	3,781	7,433	7,094	9,838	38.7%	23.3%
30	Game Guarantees	2,000	2,000	6,000	6,000	9,000	10,000	11.1%	38.0%
31	Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
32	Basketball								
33	Ticket Sales	18,184	22,812	76,425	31,107	28,446	24,300	-14.6%	6.0%
34	Game Guarantees	65,000	76,000	44,000	69,000	66,500	56,000	-15.8%	-2.9%
35	Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
36	Track & Field/Cross Country	2,710	3,347	3,042	2,788	4,070	2,000	-50.9%	-5.9%
37	Soccer	4,952	8,853	3,211	15,057	4,403	5,935	34.8%	3.7%
38	Softball	0	3,000	0	2,000	4,000	13,000	225.0%	
39	Total Women's Sport Rev	96,295	120,319	136,459	133,385	123,513	121,073	-2.0%	4.7%
40	**Total Revenue**	8,731,070	8,516,750	9,453,414	9,064,540	9,779,339	9,303,503	-4.9%	1.3%

College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University

	Expenditures by Admin/Sport	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Act	FY15 Est	1 YR % Chg	Ave Ann % Chg
41	**Administrative and General**								
42	Athletic Director Office	725,477	755,459	656,672	662,012	652,440	652,488	0.0%	-2.1%
43	Fund Raising Office	171,829	190,175	199,881	202,266	199,423	213,043	6.8%	4.4%
44	Academics Support	253,551	251,903	241,055	225,644	232,721	223,117	-4.1%	-2.5%
45	Media Relations	187,813	191,580	181,473	170,857	184,726	186,481	1.0%	-0.1%
46	Marketing and Promotions	235,799	203,317	180,034	169,288	231,103	219,228	-5.1%	-1.4%
47	Ticket Office	0	0	0	0	0	0		
48	Athletic Training Room	276,778	276,060	267,815	264,165	289,745	315,658	8.9%	2.7%
49	Memberships and Dues	39,062	44,648	47,926	41,271	38,282	48,000	25.4%	4.2%
50	Facilities Mtn & Debt Service	85,000	85,000	85,000	85,000	85,000	85,000	0.0%	0.0%
51	Capital Improvements	0	0	0	0	0	0		
52	NCAA/Special Event/Bowls	0	0	30,314	23,789	15,735	0	-100.0%	
53	Other Miscellaneous	502,292	756,101	1,497,684	452,314	1,338,470	616,097	-54.0%	4.2%
54	**Total Admin & General**	2,477,601	2,754,243	3,387,854	2,296,606	3,267,645	2,559,112	-21.7%	0.6%
55									
56	**Men's Programs:**								
57	Football	2,107,695	2,050,701	2,267,725	2,628,308	2,411,391	2,435,183	1.0%	2.9%
58	Basketball	860,818	907,169	867,162	858,299	930,597	916,968	-1.5%	1.3%
59	Track & Field/Cross Country	288,551	276,797	308,489	306,057	327,114	330,015	0.9%	2.7%
60	Tennis	97,807	109,243	107,912	114,420	122,216	126,421	3.4%	5.3%
61	Golf	4,817	0	0	0	0	0		-100.0%
62	**Total Men's Programs**	3,359,688	3,343,910	3,551,288	3,907,084	3,791,318	3,808,587	0.5%	2.5%
63									
64	**Women's Programs**								
65	Volleyball	362,629	373,993	382,796	426,474	426,643	447,773	5.0%	4.3%
66	Basketball	602,524	631,067	703,770	787,033	744,981	793,253	6.5%	5.7%
67	Track & Field/Cross Country	344,213	376,260	414,199	427,234	406,542	469,087	15.4%	6.4%
68	Tennis	113,820	132,909	138,800	163,441	178,699	180,518	1.0%	9.7%
69	Golf	110,715	108,037	120,128	134,937	99,068	137,421	38.7%	4.4%
70	Soccer	394,806	407,010	413,482	422,973	448,233	459,308	2.5%	3.1%
71	Softball	295,577	332,578	344,176	398,450	410,916	448,444	9.1%	8.7%
72	**Total Women's Programs**	2,224,284	2,361,854	2,517,351	2,760,542	2,715,082	2,935,804	8.1%	5.7%
73									
74	**Total Expenditures**	8,061,573	8,460,007	9,456,493	8,964,232	9,774,045	9,303,503	-4.8%	2.9%

College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University

	Participants by Sport	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Act	FY15 Est	1 YR % Chg	Ave Ann % Chg
75	**Men's Programs:**								
76	Football	84	84	81	88	83	85	2.4%	0.2%
77	Basketball	15	15	14	15	14	14	0.0%	-1.4%
78	Track & Field/Cross Country	36	39	36	47	46	43	-6.5%	3.6%
79	Tennis	6	8	9	8	7	7	0.0%	3.1%
80	Total Male Participation	141	146	140	158	150	149	-0.7%	1.1%
81	**Women's Programs**								
82	Volleyball	17	13	13	13	15	14	-6.7%	-3.8%
83	Basketball	15	13	16	15	16	16	0.0%	1.3%
84	Track & Field/Cross Country	28	38	42	51	50	50	0.0%	12.3%
85	Tennis	9	10	11	10	9	8	-11.1%	-2.3%
86	Golf	8	7	8	9	5	9	80.0%	2.4%
87	Soccer	24	28	26	24	24	24	0.0%	0.0%
88	Softball	14	16	17	19	19	17	-10.5%	4.0%
89	Total Female Participation	115	125	133	141	138	138	0.0%	3.7%
90	**Total Participants**	256	271	273	299	288	287	-0.3%	2.3%

College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University

	Full Ride Scholarships (Hdct)	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Act	FY15 Est	1 YR % Chg	Ave Ann % Chg
91	**Men's Programs:**								
92	Football	51.0	50.5	54.4	58.5	55.5	56.0	0.9%	1.9%
93	Basketball	11.0	13.0	10.5	11.0	12.0	12.5	4.2%	2.6%
94	Track & Field/Cross Country	3.0	2.0	1.0	0.0	0.0	0.0		-100.0%
95	Tennis	0.0	0.5	0.5	0.5	0.0	0.0		
96	Subtotal	65.0	66.0	66.4	70.0	67.5	68.5	1.5%	1.1%
97	**Women's Programs**								
98	Volleyball	11.0	12.0	12.0	12.0	12.0	12.0	0.0%	1.8%
99	Basketball	11.0	8.5	15.0	14.0	11.5	14.0	22.2%	4.9%
100	Track & Field/Cross Country	5.0	5.0	2.0	4.0	2.0	0.0	-100.0%	-100.0%
101	Tennis	1.0	4.0	3.0	5.0	5.5	6.0	9.1%	43.1%
102	Golf	0.0	0.0	0.0	0.0	0.0	1.0		
103	Soccer	4.0	2.0	1.0	2.0	3.0	2.0	-33.3%	-12.9%
104	Softball	0.0	0.0	1.0	3.0	3.0	4.0	33.3%	
105	Subtotal	32.0	31.5	34.0	40.0	37.0	39.0	5.5%	4.0%
106	**Total Scholarships**	97.0	97.5	100.4	110.0	104.5	107.5	2.9%	2.1%
107	**Partial Scholarships by Sport (FTE)**								
108	**Men's Programs:**								
109	Football	11.09	3.44	4.66	8.35	7.19	5.86	-18.5%	-12.0%
110	Basketball	0.49	0.00	0.00	0.00	0.00	0.00		-100.0%
111	Track & Field/Cross Country	8.00	8.54	11.14	12.49	11.85	11.74	-0.9%	8.0%
112	Tennis	4.02	3.53	3.31	3.87	3.94	3.38	-14.2%	-3.4%
113	Subtotal	23.60	15.51	19.11	24.71	22.98	20.98	-8.7%	-2.3%
114	**Women's Programs**								
115	Volleyball	0.00	0.00	0.00	0.00	0.00	0.00		
116	Basketball	0.50	2.04	0.00	0.68	1.57	0.00	-100.0%	-100.0%
117	Track & Field/Cross Country	9.78	12.92	13.82	13.25	15.23	14.14	-7.2%	7.7%
118	Tennis	3.69	1.87	3.53	1.66	1.73	1.10	-36.4%	-21.5%
119	Golf	4.28	3.31	4.08	3.76	2.29	3.18	38.9%	-5.8%
120	Soccer	8.75	9.16	10.54	11.89	10.53	11.03	4.7%	4.7%
121	Softball	7.70	8.31	8.69	8.55	8.42	7.02	-16.6%	-1.8%
122	Subtotal	34.70	37.61	40.66	39.79	39.77	36.47	-8.3%	1.0%
123	**Total Scholarships**	58.30	53.12	59.77	64.50	62.75	57.45	-8.4%	-0.3%

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College & Universities
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Summary of Revenue and Expenditures
University of Idaho

	Revenues/Expend/Fund Balance	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Act	FY15 Est	1 YR % Chg	Ave Ann % Chg
1	**Revenue (Detail):**								
2	**Program Revenue:**								
3	Ticket Sales	700,856	1,077,791	582,445	754,828	791,987	969,000	22.4%	6.7%
4	Game Guarantees	804,000	1,063,980	2,223,592	2,490,000	3,344,000	1,831,000	-45.2%	17.9%
5	Contributions	2,354,627	2,084,036	3,122,067	968,869	2,354,911	2,739,774	16.3%	3.1%
6	NCAA/Conference/Tournaments	1,578,852	2,004,216	1,531,635	3,983,478	834,318	1,525,580	82.9%	-0.7%
7	TV/Radio/Internet Rights	50,000	50,000	50,000	50,000	75,000	50,000	-33.3%	0.0%
8	Program/Novelty Sales,								
9	Concessions, Parking	48,925	36,037	35,531	25,388	25,708	34,100	32.6%	-7.0%
10	Royalty, Advertisement, Sponsorship	396,999	385,041	716,948	602,221	736,100	710,000	-3.5%	12.3%
11	Endowment/Investment Income	265,469	231,743	221,350	218,262	419,243	225,000	-46.3%	-3.3%
12	Other	77,003	297,993	367,527	449,381	251,019	306,000	21.9%	31.8%
13	Total Program Revenue	6,276,731	7,230,837	8,851,095	9,542,427	8,832,286	8,390,454	-5.0%	6.0%
14	**Non-Program Revenue:**								
15	NCAA/Bowl/World Series	400,000	0	0	0	0	0		
16	Student Activity Fees	2,218,219	2,317,147	2,330,453	2,261,190	2,269,389	2,261,110	-0.4%	0.4%
17	General Education Funds	2,246,527	2,214,700	2,214,700	2,424,400	2,515,800	2,671,900	6.2%	3.5%
18	GenEd Funds for Gender Eq.	846,560	1,632,885	846,560	926,660	961,600	1,021,300	6.2%	3.8%
19	Institutional Funds	717,400	617,506	666,530	772,100	812,800	860,400	5.9%	3.7%
20	Subtotal State/Inst. Support	3,810,487	4,465,091	3,727,790	4,123,160	4,290,200	4,553,600	6.1%	3.6%
21	Total Non-Program Revenue	6,428,706	6,782,238	6,058,243	6,384,350	6,559,589	6,814,710	3.9%	1.2%
22	**Subtotal Operating Revenue:**	12,705,437	14,013,075	14,909,338	15,926,777	15,391,875	15,205,164	-1.2%	3.7%
23	**Non-Cash Revenue**								
24	Third Party Support	270,100	381,000	402,300	422,300	448,650	423,800	-5.5%	9.4%
25	Indirect Institutional Support	305,244	354,418	394,510	448,831	495,585	468,254	-5.5%	8.9%
26	Non-Cash Revenue	421,655	457,572	462,539	536,710	542,077	536,710	-1.0%	4.9%
27	Non-Resident Tuition Waivers	1,843,208	2,160,805	2,267,708	2,338,347	2,326,282	3,044,250	30.9%	10.6%
28	Subtotal Non-Cash Revenue	2,840,207	3,353,795	3,527,057	3,746,188	3,812,594	4,473,014	17.3%	9.5%
29	**Total Revenue:**	15,545,644	17,366,870	18,436,395	19,672,965	19,204,469	19,678,178	2.5%	4.8%
30									
31	**Expenditures:**								
32	**Operating Expenditures:**								
33	Athletics Student Aid	2,850,642	2,956,509	3,138,547	3,267,270	3,169,167	3,552,364	12.1%	4.5%
34	Guarantees	138,132	313,905	275,132	318,099	807,373	215,200	-73.3%	9.3%
35	Coaching Salary/Benefits	2,539,352	2,716,981	2,773,965	3,127,423	2,805,591	2,906,899	3.6%	2.7%
36	Admin Staff Salary/Benefits	1,904,159	1,887,726	1,842,975	2,100,144	2,016,005	2,086,761	3.5%	1.8%
37	Severance Payments	1,934	0	78,655	0	0	0		-100.0%
38	Recruiting	469,594	367,071	494,417	616,004	387,576	363,080	-6.3%	-5.0%
39	Team Travel	1,518,534	1,913,014	1,958,530	2,385,190	2,191,881	2,349,442	7.2%	9.1%
40	Equipment, Uniforms and Supplies	373,182	446,713	528,876	635,019	556,167	540,361	-2.8%	7.7%
41	Game Expenses	559,545	590,233	602,474	626,400	650,815	575,711	-11.5%	0.6%
42	Fund Raising, Marketing, Promotion	207,435	231,482	300,925	515,422	385,136	270,526	-29.8%	5.5%
43	Direct Facilities/Maint/Rentals	69,497	64,870	283,229	158,841	68,292	19,500	-71.4%	-22.4%
44	Debt Service on Facilities	0	0	0	0	0	0		
45	Spirit Groups	0	0	0	0	0	0		
46	Medical Expenses & Insurance	332,460	338,615	368,250	257,327	339,813	388,580	14.4%	3.2%
47	Memberships & Dues	414,380	414,258	419,515	421,794	274,062	134,100	-51.1%	-20.2%
48	NCAA/Special Event/Bowls	381,917	0	0			0		
49	Other Operating Expenses	910,891	1,556,252	1,614,008	1,766,173	2,080,750	1,685,640	-19.0%	13.1%
50	Subtotal Operating Expenditures	12,671,654	13,797,629	14,679,498	16,195,106	15,732,628	15,088,163	-4.1%	3.6%
51	**Non-Cash Expenditures**								
52	3rd Party Coaches Compensation	252,600	363,500	384,800	404,800	433,650	408,800	-5.7%	10.1%
53	3rd Party Admin Staff Compensation	17,500	17,500	17,500	17,500	15,000	15,000	0.0%	-3.0%
54	Indirect Facilities & Admin Support	305,244	354,418	394,510	448,831	495,585	468,254	-5.5%	8.9%
55	Non-Cash Expense	421,655	457,572	462,539	315,001	439,631	536,710	22.1%	4.9%
56	Non-Resident Tuition Waivers	1,843,208	2,160,805	2,267,708	2,338,347	2,326,282	3,044,250	30.9%	10.6%
57	Subtotal Non-Cash Expenditures	2,840,207	3,353,795	3,527,057	3,524,479	3,710,148	4,473,014	20.6%	9.5%
58	**Total Expenditures:**	15,511,861	17,151,424	18,206,555	19,719,585	19,442,776	19,561,177	0.6%	4.7%
59									
60	**Net Income/(deficit)**	33,783	215,446	229,840	(46,620)	(238,307)	117,000	-149.1%	
61									
62	**Ending Fund Balance 6/30**	(122,162)	93,284	323,124	276,504	38,197	155,197	306.3%	
63									
64	**Sport Camps & Clinics**								
65	Revenue	137,542	178,433	147,818	125,150	49,980	80,000	60.1%	-10.3%
66	Coach Compensation from Camp	38,812	31,275	50,165	12,149	19,727	25,000	26.7%	-8.4%
67	Camp Expenses	107,856	131,411	114,815	113,001	14,913	30,000	101.2%	-22.6%
68	Total Expenses	146,668	162,686	164,980	125,150	34,640	55,000	58.8%	-17.8%
69	Net Income from Camps	(9,126)	15,747	(17,162)	0	15,340	25,000	63.0%	

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University of Idaho

		FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Act	FY15 Est	1 YR % Chg	Ave Ann % Chg
1	**General Revenue:**								
2	Student Fees	2,218,219	2,317,147	2,330,453	2,261,190	2,269,389	2,261,110	-0.4%	0.4%
3	Contributions	2,354,627	2,084,036	3,122,067	968,869	2,354,911	2,739,774	16.3%	3.1%
4	State Support	2,246,527	2,214,700	2,214,700	2,424,400	2,515,800	2,671,900	6.2%	3.5%
5	Institutional Gender Equity	846,560	1,632,885	846,560	926,660	961,600	1,021,300	6.2%	3.8%
6	Institutional Support	717,400	617,506	666,530	772,100	812,800	860,400	5.9%	3.7%
7	NCAA/Conference	1,578,852	2,004,216	1,531,635	3,983,478	834,318	1,525,580	82.9%	-0.7%
8	TV/Radio/Internet	50,000	50,000	50,000	50,000	75,000	75,000	0.0%	8.4%
9	Concessions/program/etc.	48,925	36,037	35,531	25,388	25,708	34,100	32.6%	-7.0%
10	Advertising/sponsorship/Royalty	396,999	385,041	716,948	602,221	736,100	710,000	-3.5%	12.3%
11	Endowments	265,469	231,743	221,350	218,262	419,243	225,000	-46.3%	-3.3%
12	Special Events	0		0					
13	Other	77,003	297,993	367,527	449,381	251,019	306,000	21.9%	31.8%
14	Total General Revenue	10,800,581	11,871,304	12,103,301	12,681,949	11,255,888	12,430,164	10.4%	2.9%
15	**Revenue By Sport:**								
16	**Men's Programs:**								
17	Football								
18	Ticket Sales	610,058	998,844	489,788	706,748	704,355	852,000	21.0%	6.9%
19	Game Guarantees	725,000	950,000	2,075,000	2,350,000	3,135,000	1,700,000	-45.8%	18.6%
20	Other (Tourn/Bowl/Conf)	400,000	0	0	0	0	0		
21	Basketball								
22	Ticket Sales	72,357	68,274	77,530	45,022	66,680	80,000	20.0%	2.0%
23	Game Guarantees	65,000	89,980	87,000	90,000	150,000	80,000	-46.7%	4.2%
24	Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
25	Track & Field/Cross Country	3,104	0	1,064	0	1,207	0		
26	Total Men's Sport Revenue	1,875,519	2,107,098	2,730,382	3,191,770	4,057,242	2,712,000	-33.2%	7.7%
27	**Women's Programs**								
28	Volleyball								
29	Ticket Sales	3,869	4,789	6,233	2,171	7,444	6,000	-19.4%	9.2%
30	Game Guarantees	0	4,000	13,592	5,000	1,000			
31	Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
32	Basketball								
33	Ticket Sales	8,310	5,884	6,740	887	11,093	6,000	-45.9%	-6.3%
34	Game Guarantees	14,000	20,000	44,000	40,000	58,000	51,000	-12.1%	29.5%
35	Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
36	Track & Field/Cross Country	3,158	0	1,090	0	1,208	0		
37	Soccer	0	0	4,000	5,000	0	0		
38	Total Women's Sport Rev	29,337	34,673	75,655	53,058	78,745	63,000	-20.0%	16.5%
39	**Total Revenue**	12,705,437	14,013,075	14,909,338	15,926,777	15,391,875	15,205,164	-1.2%	3.7%

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	Expenditures by Admin/Sport	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Act	FY15 Est	1 YR % Chg	Ave Ann % Chg
40	**Administrative and General**								
41	Athletic Director Office	990,936	969,157	912,330	1,145,896	1,113,183	595,312	-46.5%	-9.7%
42	Fund Raising Office	309,804	316,086	313,800	373,729	363,056	350,190	-3.5%	2.5%
43	Academics Support	189,314	139,842	125,552	165,344	160,622	195,830	21.9%	0.7%
44	Media Relations	195,018	187,655	192,102	221,877	215,540	201,726	-6.4%	0.7%
45	Marketing and Promotions	160,798	157,666	206,379	186,419	181,095	229,897	26.9%	7.4%
46	Ticket Office	75,780	228,959	234,982	270,713	262,982	209,501	-20.3%	22.6%
47	Athletic Training Room	568,597	585,811	646,048	692,642	672,862	307,000	-54.4%	-11.6%
48	Memberships and Dues	406,768	414,258	415,780	489,804	475,816	134,100	-71.8%	-19.9%
49	Facilities Mtn & Debt Service	63,922	0	274,568	0	0	0		
50	Capital Improvements	13,203	37,321	20,789	44,125	42,864	20,250	-52.8%	8.9%
51	NCAA/Special Event/Bowls	381,917	0	0	0	0	0		
52	Other Miscellaneous	627,543	661,496	604,904	782,129	759,794	1,429,617	88.2%	17.9%
53	**Total Admin & General**	3,983,600	3,698,251	3,947,234	4,372,678	4,247,814	3,673,423	-13.5%	-1.6%
54									
55	**Men's Programs:**								
56	Football	3,555,514	4,587,974	4,818,488	5,420,569	5,265,775	5,427,883	3.1%	8.8%
57	Basketball	1,184,482	1,377,144	1,432,234	1,627,059	1,580,595	1,319,232	-16.5%	2.2%
58	Track & Field/Cross Country	415,926	396,216	445,082	468,119	454,751	441,459	-2.9%	1.2%
59	Tennis	166,566	156,923	175,975	185,400	180,105	220,778	22.6%	5.8%
60	Golf	179,069	198,443	179,966	234,455	227,759	210,128	-7.7%	3.3%
61	**Total Men's Programs**	5,501,557	6,716,700	7,051,745	7,935,602	7,708,985	7,619,481	-1.2%	6.7%
62									
63	**Women's Programs**								
64	Volleyball	574,067	607,615	660,292	698,173	678,235	683,510	0.8%	3.6%
65	Basketball	819,638	865,568	968,353	994,570	966,168	962,343	-0.4%	3.3%
66	Track & Field/Cross Country	492,382	443,724	507,956	509,856	495,296	517,017	4.4%	1.0%
67	Tennis	170,545	216,623	196,635	248,908	241,800	273,169	13.0%	9.9%
68	Golf	209,922	225,705	227,095	259,344	251,938	247,495	-1.8%	3.3%
69	Soccer	411,111	520,781	570,891	598,397	581,308	575,407	-1.0%	7.0%
70	Swimming	508,832	502,662	549,297	577,578	561,084	536,318	-4.4%	1.1%
71	**Total Women's Programs**	3,186,497	3,382,678	3,680,519	3,886,826	3,775,829	3,795,260	0.5%	3.6%
72									
73	**Total Expenditures**	12,671,654	13,797,629	14,679,498	16,195,106	15,732,628	15,088,163	-4.1%	3.6%

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	Participants by Sport	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Act	FY15 Est	1 YR % Chg	Ave Ann % Chg
74	**Men's Programs:**								
75	Football	102	112	112	108	91	90	-1.1%	-2.5%
76	Basketball	15	14	14	17	15	18	20.0%	3.7%
77	Track & Field/Cross Country	38	43	43	40	38	32	-15.8%	-3.4%
78	Tennis	11	13	12	11	9	9	0.0%	-3.9%
79	Golf	8	8	11	10	9	8	-11.1%	0.0%
80	Total Male Participation	174	190	192	186	162	157	-3.1%	-2.0%
81	**Women's Programs**								
82	Volleyball	17	15	17	15	12	14	16.7%	-3.8%
83	Basketball	13	15	16	16	13	14	7.7%	1.5%
84	Track & Field/Cross Country	40	40	45	47	38	44	15.8%	1.9%
85	Tennis	10	12	10	9	8	8	0.0%	-4.4%
86	Golf	8	8	9	9	8	8	0.0%	0.0%
87	Soccer	22	20	26	25	26	27	3.8%	4.2%
88	Swimming	25	25	25	25	36	33	-8.3%	5.7%
89	Total Female Participation	135	135	148	146	141	148	5.0%	1.9%
90	**Total Participants**	309	325	340	332	303	305	0.7%	-0.3%

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	Full Ride Scholarships (Hdct)	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Act	FY15 Est	1 YR % Chg	Ave Ann % Chg
91	**Men's Programs:**								
92	Football	67.0	66.0	62.0	61.0	61.0	58.0	-4.9%	-2.8%
93	Basketball	11.0	11.0	11.0	10.0	12.0	12.0	0.0%	1.8%
94	Track & Field/Cross Country	6.0	6.0	4.0	5.0	5.0	7.0	40.0%	3.1%
95	Tennis	0.0	0.0	0.0	0.0	1.0	1.0		
96	Golf	1.0	1.0	0.0	0.0	0.0	0.0		-100.0%
97	Subtotal	85.0	84.0	77.0	76.0	79.0	78.0	-1.3%	-1.7%
98	**Women's Programs**								
99	Volleyball	9.0	12.0	11.0	11.0	11.0	10.0	-9.1%	2.1%
100	Basketball	14.0	13.0	13.0	12.0	12.0	11.0	-8.3%	-4.7%
101	Track & Field/Cross Country	7.0	8.0	9.0	7.0	7.0	11.0	57.1%	9.5%
102	Tennis	8.0	8.0	5.0	7.0	8.0	7.0	-12.5%	-2.6%
103	Golf	5.0	4.0	5.0	3.0	3.0	2.0	-33.3%	-16.7%
104	Soccer	3.0	2.0	2.0	1.0	0.0	0.0		-100.0%
105	Swimming	7.0	7.0	8.0	6.0	5.0	3.0	-40.0%	-15.6%
106	Subtotal	53.0	54.0	53.0	47.0	46.0	44.0	-4.3%	-3.7%
107	**Total Scholarships**	138.0	138.0	130.0	123.0	125.0	122.0	-2.4%	-2.4%
108	**Partial Scholarships by Sport (FTE)**								
109	**Men's Programs:**								
110	Football	5.89	8.48	10.34	12.48	12.48	11.26	-9.8%	13.8%
111	Basketball	1.61	0.74	0.00	2.15	0.56	0.90	60.7%	
112	Track & Field/Cross Country	6.40	5.19	7.98	7.09	7.08	6.89	-2.7%	1.5%
113	Tennis	4.49	4.50	4.44	4.45	3.50	3.50	0.0%	-4.9%
114	Golf	3.12	3.51	3.70	3.12	4.25	3.98	-6.4%	5.0%
115	Subtotal	21.51	22.42	26.46	29.29	27.87	26.53	-4.8%	4.3%
116	**Women's Programs**								
117	Volleyball	1.40	0.00	1.00	0.48	0.00	1.00		-6.5%
118	Basketball	0.46	1.01	0.62	1.47	0.00	0.50		1.7%
119	Track & Field/Cross Country	9.27	8.12	7.34	9.65	7.40	4.86	-34.3%	-12.1%
120	Tennis	0.00	0.00	3.00	0.50	0.00	0.82		
121	Golf	0.69	1.96	0.97	2.94	2.98	4.00	34.2%	42.1%
122	Soccer	9.48	10.38	10.77	12.57	12.51	11.24	-10.2%	3.5%
123	Swimming	6.35	6.47	4.04	6.34	7.25	7.66	5.7%	3.8%
124	Subtotal	27.65	27.94	27.74	33.95	30.14	30.08	-0.2%	1.7%
125	**Total Scholarships**	49.16	50.36	54.20	63.24	58.01	56.61	-2.4%	2.9%

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College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College

	Revenues/Expend/Fund Balance	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Act	FY15 Est	1 YR % Chg	Ave Ann % Chg
1	**Revenue (Detail):**								
2	**Program Revenue:**								
3	Ticket Sales	37,188	37,100	37,159	41,177	38,204	35,000	-8.4%	-1.2%
4	Game Guarantees								
5	Contributions	515,511	550,514	624,717	622,670	581,042	591,200	1.7%	2.8%
6	NCAA/Conference/Tournaments								
7	TV/Radio/Internet Rights	8,800	6,350	5,700	7,300	4,400	4,800	9.1%	-11.4%
8	Program/Novelty Sales,								
9	Concessions, Parking								
10	Royalty, Advertisement, Sponsorship								
11	Endowment/Investment Income								
12	Other								
13	Total Program Revenue	561,499	593,964	667,576	671,147	623,646	631,000	1.2%	2.4%
14	**Non-Program Revenue:**								
15	NCAA/Bowl/World Series	463,657	427,581	416,796	459,212	575,684	500,000	-13.1%	1.5%
16	Student Activity Fees	319,920	331,329	386,450	411,617	428,761	430,000	0.3%	6.1%
17	General Education Funds **	817,036	783,656	762,186	836,221	905,307	1,093,300	20.8%	6.0%
18	GenEd Funds for Gender Eq.	* See Note	* See Note	* See Note	* See Note	* See Note	* See Note		
19	Institutional Funds **	126,500	126,500	126,500	126,500	126,500	129,900	2.7%	0.5%
20	Subtotal State/Inst. Support	943,536	910,156	888,686	962,721	1,031,807	1,223,200	18.5%	5.3%
21	Total Non-Program Revenue	1,727,113	1,669,066	1,691,932	1,833,549	2,036,252	2,153,200	5.7%	4.5%
22	**Subtotal Operating Revenue:**	2,288,612	2,263,030	2,359,508	2,504,697	2,659,898	2,784,200	4.7%	4.0%
23	**Non-Cash Revenue**								
24	Third Party Support	36,989	25,550	29,250	32,100	35,600	32,800	-7.9%	-2.4%
25	Indirect Institutional Support	184,702	159,528	160,123	201,415	217,521	243,800	12.1%	5.7%
26	Non-Cash Revenue								
27	Non-Resident Tuition Waivers	1,001,002	1,030,456	1,077,904	1,234,194	1,273,674	1,272,700	-0.1%	4.9%
28	Subtotal Non-Cash Revenue	1,222,693	1,215,534	1,267,277	1,467,709	1,526,795	1,549,300	1.5%	4.8%
29	**Total Revenue:**	3,511,305	3,478,564	3,626,785	3,972,406	4,186,693	4,333,500	3.5%	4.3%
30	* *Institutional gender equity for FY2010 thru FY2015 is reflected in line 27 Non-Resident Tuition Waivers.*								
31	**Expenditures:** *** Reflects revised Gen Ed spending limit approved starting FY 2015.*								
32	**Operating Expenditures:**								
33	Athletics Student Aid	455,825	478,700	460,623	522,750	501,450	573,600	14.4%	4.7%
34	Guarantees	56,567	36,963	37,555	25,183	38,484	40,500	5.2%	-6.5%
35	Coaching Salary/Benefits	495,978	410,023	409,133	507,559	549,531	626,900	14.1%	4.8%
36	Admin Staff Salary/Benefits **	212,584	235,815	266,289	249,018	298,242	340,600	14.2%	9.9%
37	Severance Payments								
38	Recruiting	33,810	41,703	32,122	41,690	39,345	32,500	-17.4%	-0.8%
39	Team Travel	232,572	286,549	299,834	316,550	301,736	321,500	6.6%	6.7%
40	Equipment, Uniforms and Supplies	139,711	178,779	154,149	196,940	186,081	187,800	0.9%	6.1%
41	Game Expenses	83,699	62,707	66,101	87,410	89,618	90,250	0.7%	1.5%
42	Fund Raising, Marketing, Promotion								
43	Direct Facilities/Maint/Rentals								
44	Debt Service on Facilities								
45	Spirit Groups								
46	Medical Expenses & Insurance	16,800	17,930	15,600	15,600	14,970	15,000	0.2%	-2.2%
47	Memberships & Dues								
48	NCAA//Bowls/World Series	495,660	458,361	429,826	422,574	523,930	480,000	-8.4%	-0.6%
49	Other Operating Expenses	94,268	74,843	65,672	72,525	63,834	56,800	-11.0%	-9.6%
50	Subtotal Operating Expenditures	2,317,474	2,282,373	2,236,904	2,457,799	2,607,221	2,765,450	6.1%	3.6%
51	**Non-Cash Expenditures**								
52	3rd Party Coaches Compensation								
53	3rd Party Admin Staff Compensation								
54	Indirect Facilities & Admin Support	184,702	159,528	160,123	201,415	217,521	243,800	12.1%	5.7%
55	Non-Cash Expense	36,989	25,550	29,250	32,100	35,600	32,800	-7.9%	-2.4%
56	Non-Resident Tuition Waivers	1,001,002	1,030,456	1,077,904	1,234,194	1,273,674	1,272,700	-0.1%	4.9%
57	Subtotal Non-Cash Expenditures	1,222,693	1,215,534	1,267,277	1,467,709	1,526,795	1,549,300	1.5%	4.8%
58	**Total Expenditures:**	3,540,167	3,497,907	3,504,181	3,925,508	4,134,015	4,314,750	4.4%	4.0%
59									
60	**Net Income/(deficit)**	(28,862)	(19,343)	122,604	46,898	52,678	18,750	-64.4%	
61									
62	**Ending Fund Balance 6/30**	114,768	95,425	218,029	264,927	317,605	336,355	5.9%	24.0%
63									
64	**Sport Camps & Clinics**								
65	Camp Revenue	55,901	56,367	84,417	98,580	177,590	139,000	-21.7%	20.0%
66	Coach Compensation from Camp	18,675	15,500	24,296	35,158	47,234	30,000	-36.5%	9.9%
67	Camp Expenditures	33,252	29,922	27,096	39,800	43,091	46,000	6.8%	6.7%
68	Total Expenses	51,927	45,422	51,392	74,958	90,325	76,000	-15.9%	7.9%
69	Net Income from Camps	3,974	10,945	33,025	23,622	87,265	63,000	-27.8%	73.8%

College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College

		FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Act	FY15 Est	1 YR % Chg	Ave Ann % Chg
1	**General Revenue:**								
2	Student Fees	319,920	331,329	386,450	411,617	428,761	430,000	0.3%	6.1%
3	Contributions	79,846	85,450	180,824	86,881	45,874	225,200	390.9%	23.0%
4	State Support **	817,036	783,656	762,186	836,221	905,307	1,093,300	20.8%	6.0%
5	Institutional Gender Equity	* See Note	* See Note	* See Note	* See Note	* See Note	* See Note		
6	Institutional Support **	126,500	126,500	126,500	126,500	126,500	129,900	2.7%	0.5%
7	NCAA/Conference /World Series	463,657	427,581	416,796	459,212	575,684	500,000	-13.1%	1.5%
8	TV/Radio/Internet	8,800	6,350	5,700	7,300	4,400	4,800	9.1%	-11.4%
9	Concessions/program/etc.								
10	Advertising/sponsorship/Royalty								
11	Endowments								
12	Special Events								
13	Other								
14	Total General Revenue	1,815,759	1,760,866	1,878,456	1,927,731	2,086,526	2,383,200	14.2%	5.6%
15	**Revenue By Sport:**								
16	**Men's Programs:**								
17	Basketball								
18	Ticket Sales	8,181	8,162	8,175	9,059	8,405	7,700	-8.4%	-1.2%
19	Game Guarantees								
20	Contributions (Fundraising)	60,508	76,569	57,921	91,579	137,819	40,000	-71.0%	-7.9%
21	Track & Field/Cross Country	28,118	24,997	27,536	28,351	29,508	35,000	18.6%	4.5%
22	Tennis	28,315	20,326	5,360	4,916	12,473	8,000	-35.9%	-22.3%
23	Baseball								
24	Ticket Sales	18,594	18,550	18,579	20,588	19,102	17,500	-8.4%	-1.2%
25	Contributions (Fundraising)	69,558	68,921	74,067	111,221	90,021	85,000	-5.6%	4.1%
26	Golf (Contributions & Fundraising)	12,594	15,840	16,385	35,268	25,171	25,000	-0.7%	14.7%
27	Total Men's Sport Revenue	225,868	233,365	208,023	300,982	322,500	218,200	-32.3%	-0.7%
28	**Women's Programs**								
29	Volleyball								
30	Ticket Sales	2,231	2,226	2,230	2,471	2,292	2,100	-8.4%	-1.2%
31	Game Guarantees								
32	Contributions (Fundraising)	35,556	43,445	45,317	43,850	47,508	45,000	-5.3%	4.8%
33	Basketball								
34	Ticket Sales	8,181	8,162	8,175	9,059	8,405	7,700	-8.4%	-1.2%
35	Game Guarantees								
36	Contributions (Fundraising)	77,301	91,420	111,542	106,462	98,993	55,000	-44.4%	-6.6%
37	Track & Field/Cross Country	58,317	60,457	65,118	65,199	48,131	40,000	-16.9%	-7.3%
38	Tennis	37,473	30,337	10,491	5,642	16,132	8,000	-50.4%	-26.6%
39	Golf (Contributions & Fundraising)	27,926	32,752	30,156	43,301	29,411	25,000	-15.0%	-2.2%
40	Total Women's Sport Rev	246,985	268,799	273,029	275,984	250,872	182,800	-27.1%	-5.8%
41	**Total Revenue**	2,288,612	2,263,030	2,359,508	2,504,697	2,659,898	2,784,200	4.7%	4.0%

College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College

	Expenditures by Admin/Sport	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Act	FY15 Est	1 YR % Chg	Ave Ann % Chg
42	**Administrative and General**								
43	Athletic Director Office **	318,686	318,775	353,690	371,397	407,921	451,680	10.7%	7.2%
44	Fund Raising Office	595	174	188	1,280	1,134	1,500	32.3%	20.3%
45	Academic Support								
46	Media Relations								
47	Marketing and Promotions								
48	Ticket Office								
49	Athletic Training Room	46,440	29,232	33,677	40,521	40,050	34,700	-13.4%	-5.7%
50	Memberships and Dues								
51	Facilities Mtn & Debt Service								
52	Capital Improvements								
53	NCAA/Special Event/Bowls								
54	Other Miscellaneous/World Series	495,660	458,361	429,826	422,574	523,930	480,000	-8.4%	-0.6%
55	**Total Admin & General**	861,381	806,542	817,381	835,772	973,035	967,880	-0.5%	2.4%
56									
57	**Men's Programs:**								
58	Basketball	227,163	268,385	226,151	205,771	218,869	232,003	6.0%	0.4%
59	Track & Field/Cross Country	59,148	59,036	57,959	59,363	71,277	153,462	115.3%	21.0%
60	Tennis	40,353	52,783	50,405	31,519	31,852	48,334	51.7%	3.7%
61	Baseball	459,335	391,130	385,383	491,415	487,153	487,723	0.1%	1.2%
62	Golf	47,042	46,833	38,348	64,972	62,115	64,387	3.7%	6.5%
63	**Total Men's Programs**	833,041	818,167	758,246	853,040	871,265	985,909	13.2%	3.4%
64									
65	**Women's Programs**								
66	Volleyball	209,998	227,731	203,421	249,885	229,043	228,053	-0.4%	1.7%
67	Basketball	234,090	229,988	256,048	276,324	284,034	286,281	0.8%	4.1%
68	Track & Field/Cross Country	92,151	86,496	101,571	124,008	138,880	163,012	17.4%	12.1%
69	Tennis	49,462	60,271	50,657	37,696	36,564	52,534	43.7%	1.2%
70	Golf	37,351	53,178	49,580	81,074	74,401	81,781	9.9%	17.0%
71	**Total Women's Programs**	623,052	657,664	661,277	768,987	762,921	811,661	6.4%	5.4%
72									
73	**Total Expenditures**	2,317,474	2,282,373	2,236,904	2,457,799	2,607,221	2,765,450	6.1%	3.6%

College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College

	Participants by Sport	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Act	FY15 Est	1 YR % Chg	Ave Ann % Chg
74	**Men's Programs:**								
75	Basketball	10	14	16	16	15	13	-13.3%	5.4%
76	Track & Field/Cross Country	18	14	24	22	25	35	40.0%	14.2%
77	Tennis	15	12	11	9	16	11	-31.3%	-6.0%
78	Baseball	37	35	34	41	42	50	19.0%	6.2%
79	Golf	7	10	8	8	8	9	12.5%	5.2%
80	Total Male Participation	87	85	93	96	106	118	11.3%	6.3%
81	**Women's Programs**								
82	Volleyball	16	17	17	16	15	16	6.7%	0.0%
83	Basketball	11	12	14	12	12	12	0.0%	1.8%
84	Track & Field/Cross Country	23	20	28	29	20	26	30.0%	2.5%
85	Tennis	14	12	11	13	14	11	-21.4%	-4.7%
86	Golf	10	10	8	9	9	10	11.1%	0.0%
87	Total Female Participation	74	71	78	79	70	75	7.1%	0.3%
88	**Total Participants**	161	156	171	175	176	193	9.7%	3.7%

College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College

	Full Ride Scholarships (Hdct)	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Act	FY15 Est	1 YR % Chg	Ave Ann % Chg
89	**Men's Programs:**								
90	Basketball								
91	Track & Field/Cross Country								
92	Tennis								
93	Baseball								
94	Golf								
95	Subtotal	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
96	**Women's Programs**								
97	Volleyball								
98	Basketball								
99	Track & Field/Cross Country								
100	Tennis								
101	Golf								
102	Subtotal	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
103	**Total Scholarships**	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
104	**Partial Scholarships by Sport (FTE)**								
105	**Men's Programs:**								
106	Basketball	5.64	8.20	6.09	3.66	6.13	5.94	-3.1%	1.0%
107	Track & Field/Cross Country	2.74	2.84	7.26	3.59	3.69	4.02	8.9%	8.0%
108	Tennis	1.87	0.70	1.59	1.66	2.37	1.64	-30.8%	-2.6%
109	Baseball	9.83	9.05	8.76	8.83	10.38	9.37	-9.7%	-1.0%
110	Golf	1.55	2.80	2.28	1.76	1.88	2.05	9.0%	5.8%
111	Subtotal	21.63	23.59	25.98	19.50	24.45	23.02	-5.8%	1.3%
112	**Women's Programs**								
113	Volleyball	2.96	2.70	2.65	4.30	5.10	3.54	-30.6%	3.6%
114	Basketball	4.77	3.61	4.57	4.01	2.49	3.89	56.2%	-4.0%
115	Track & Field/Cross Country	2.98	4.92	9.23	1.93	0.98	4.01	309.2%	6.1%
116	Tennis	1.36	1.65	1.66	1.13	1.47	1.45	-1.4%	1.3%
117	Golf	1.00	1.81	2.36	2.72	2.11	2.00	-5.2%	14.9%
118	Subtotal	13.07	14.69	20.47	14.09	12.15	14.89	22.6%	2.6%
119	**Total Scholarships**	34.70	38.28	46.45	33.59	36.60	37.91	3.6%	1.8%

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SUBJECT

Intercollegiate Athletics Department, Employee Compensation Report

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

BACKGROUND/ DISCUSSION

In FY 1997 the Board adopted an annual report on the compensation of the employees of the intercollegiate athletic departments. The attached reports include FY 2014 actual compensation and FY 2015 estimated compensation for each institution.

IMPACT

The report details the contracted salary received by administrators and coaches, including bonuses, supplemental compensation and perquisites, if applicable.

ATTACHMENTS

Attachment 1 - Boise State University	FY14 Actual	Pages 3-4
	FY15 Estimate	Pages 5-6
Attachment 2 - Idaho State University	FY14 Actual	Pages 7-8
	FY15 Estimate	Pages 9-10
Attachment 3 - University of Idaho	FY14 Actual	Pages 11-12
	FY15 Estimate	Pages 13-14
Attachment 4 - Lewis-Clark State College	FY14 Actual	Pages 15-16
	FY15 Estimate	Pages 17-18

STAFF COMMENTS AND RECOMMENDATIONS

The Board has delegated to the Chief Executive Officer of each institution the appointing authority for all athletic department positions, except multi-year contracts for head coaches and athletic directors.

BOARD ACTION

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

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Intercollegiate Athletics Compensation Report
Boise State University
FY 2014 Actual Compensation

				Compensation				Contract Bonus			Perks				Funding		
	Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Athletic Administration																	
	Adam Herman	Head Coach, Strength & Conditioning	1.000	73,612	0	0	0	0	0	0	No	No	No	No	45,012	28,600	-
	Andy Atkinson	Director, Ath Info & Digital Tech	1.000	66,831	0	0	500	0	0	0	No	No	No	No		66,831	500
	Anita Guerricabeitia	Asst AD - Tkt Operations	1.000	70,013	0	0	1,000	0	0	0	No	No	No	No		70,013	1,000
	Ashlee Anderson-Ching	Dir,Student Ath Enhancement Prog	1.000	47,320	0	0	250	0	0	0	No	No	No	No	47,320	-	250
*	Bob Madden	Assoc AD, Development	0.690	73,554	0	0	0	0	0	0	No	Yes	No	No		73,554	-
	Brandon Voigt	Asst Athletic Trainer	1.000	38,314	738	0	500	0	0	0	No	No	No	No	38,314	-	1,238
	Brent Moore	Director, Annual Giving & Premium Seating	1.000	45,844	0	0	500	0	0	0	No	No	No	No		45,844	500
	Bryan Klobucar	Assoc Coach, Strength & Cond	1.000	30,015	0	0	750	0	0	0	No	No	No	No		30,015	750
	Caleb Howard	Coordinator, Video Services	1.000	35,610	0	0	0	0	0	0	No	No	No	No		35,610	-
	Christina Van Tol	Sr. Assoc AD - SWA	1.000	100,943	0	0	2,500	0	0	0	No	Yes	No	No		100,943	2,500
	Christopher Mackay	Asst Coach, Strength & Conditioning	1.000	32,344	0	0	750	0	0	0	No	No	No	No		32,344	750
	Vacant	Coordinator, Video Services	1.000	44,200	500	0	500	0	0	0	No	No	No	No		44,200	1,000
	Curt Apsey	Sr. Assoc AD, Advancement	1.000	153,026	0	0	2,500	0	0	0	Yes	Yes	No	No		153,026	2,500
	Cynthia Rice	Senior Business Manager	1.000	57,346	0	0	500	0	0	0	No	No	No	No	57,346	-	500
	Dale Holste	Dir, Athletic Equipment Operations	1.000	56,015	3,590	0	2,000	0	0	0	No	No	No	No		56,015	5,590
	Danielle Charters	Assistant Director-Compliance	1.000	45,012	0	0	500	0	0	0	No	No	No	No		45,012	500
	David (DJ) Giumento	Asst AD, Facility Operations	1.000	55,016	0	0	1,000	0	0	0	No	No	No	No		55,016	1,000
	David Kinard	Assoc Director, Development	1.000	83,637	0	0	1,000	0	0	0	Yes	No	No	No		83,637	1,000
	Doug Link	Asst Sports Info Director	1.000	41,975	0	0	500	0	0	0	No	No	No	No		41,975	500
	Eric Kile	Academic Advisor	1.000	40,165	0	0	500	0	0	0	No	No	No	No	40,165	-	500
	Eric Thorpe	Dir, Game Operations/Events	1.000	36,317	0	0	500	0	0	0	No	No	No	No		36,317	500
	Gabe Rosenvall	Asst AD, Student Services	1.000	68,516	0	0	2,000	4,000	0	0	No	No	No	No	68,516	4,000	2,000
	Heather Berry	Director, Athletics HR & Student Insurance	1.000	45,012	0	0	500	0	0	0	No	No	No	No		45,012	500
	James Spooner	Asst Athletic Trainer	1.000	54,600	763	0	500	0	0	1,000	No	No	No	No	54,600	1,000	1,263
	Jeff Pitman	Head Coach, Strength	1.000	128,600	4,590	0	2,000	0	0	0	No	No	No	No		128,600	6,590
	Jennifer Bellomy	Director, NCAA Compliance Monitoring	1.000	54,018	0	0	500	0	0	0	No	No	No	No		54,018	500
	Jessica Perretta	Academic Advisor	1.000	36,733	0	0	500	0	0	0	No	No	No	No	36,733	-	500
	John Perkins	Asst Director, Athletic Equipment Operations	1.000	35,610	0	0	500	0	0	0	No	No	No	No		35,610	500
	Jolenne Dimeo	Facility Operations Supervisor	1.000	53,332	0	0	500	0	0	0	No	No	No	No		53,332	500
	Joseph Nickell	Director, Sports Information	1.000	43,972	0	0	500	0	0	0	No	No	No	No		43,972	500
@	Vacant	Head Dance Coach	1.000	-	0	0	0	0	0	0	No	No	No	No		-	-
	Justin LaChapelle	Athletic Technical Support Specialist	1.000	35,610	0	0	500	0	0	0	No	No	No	No		35,610	500
	Keila Mintz	Accountant	1.000	39,978	0	0	500	0	0	0	No	No	No	No	39,978	-	500
	Keita Shimada	Asst Athletic Trainer	1.000	36,359	725	0	500	0	0	1,000	No	No	No	No		37,359	1,225
	Lauren Rodgers	Asst Athletic Trainer	1.000	35,610	0	0	500	0	0	1,000	No	No	No	No		36,610	500
	Lee Marks	Assistant Coach, Strength & Conditioning	1.000	45,012	1,000	0	750	0	0	0	No	No	No	No		45,012	1,750
	Linsey Saras	Coordinator, Athletic Events & Ops	1.000	36,005	0	0	500	0	0	0	No	No	No	No		36,005	500
	Marc Paul	Asst AD/Athletic Trainer	1.000	73,466	0	0	2,000	0	0	2,000	No	No	No	No		75,466	2,000
	Mark Coyle	Executive Director, Athletics	1.000	331,500	0	0	1,000	25,000	17,500	20,000	Yes	Yes	No	Yes		394,000	1,000
	Mark Wheeler	Director of Compliance	1.000	45,012	0	0	0	0	0	0	No	No	No	No	45,012	-	-
	Matthew Beckman	Asst AD, Mkting & Promotions	1.000	64,272	0	0	1,000	0	0	0	No	No	No	No		64,272	1,000
	Matthieu Gaudry	Director, Fan Development & Strategies	1.000	40,831	0	0	500	0	0	0	No	No	No	No		40,831	500
	Max Corbet	Assoc Athletic Director, Communications	1.000	64,626	0	0	1,000	0	0	0	No	No	No	No		64,626	1,000
	Michael Walsh	Asst Sports Info Director	1.000	35,610	0	0	500	0	0	0	No	No	No	No		35,610	500
	Vacant	Asst Sports Info Dir/Website Coord	1.000	38,085	0	0	500	0	0	0	No	No	No	No	38,085	-	500
	Natalie Keffer	Director, Athletic Relations	1.000	50,004	0	0	500	0	0	0	No	No	No	No		50,004	500
	Nicole Gamez	Assoc AD, Finance	1.000	90,335	0	0	1,000	0	0	0	No	No	No	No		90,335	1,000
+	Paul Frushour	Asst Athletic Director, Event Operations	1.000	55,016	0	0	1,000	0	0	0	No	No	No	No		55,016	1,000
*	Rachel Bickerton	Dir, Trademark Lic/Enforcement	0.437	35,007	0	0	250	0	0	0	No	No	No	No		35,007	250
	Raul Ibarra	Director, Team Operations	1.000	42,037	0	0	500	0	0	0	No	No	No	No		42,037	500
	Rhonda McFarland	Senior Business Manager	1.000	65,354	0	0	500	0	0	0	No	No	No	No		65,354	500
	Robert Carney	Assoc AD, Facilities and Operations	1.000	80,330	0	0	2,500	0	0	0	No	No	No	No		80,330	2,500
	Vacant	Assistant to AD, Major Gifts	1.000	57,804	0	0	0	0	0	0	No	No	No	No		57,804	-
	Sabrena Nottingham	Asst Ticket Manager	1.000	36,359	0	0	500	0	0	0	No	No	No	No		36,359	500
	Scott Duncan	Facility Maintenance Supervisor	1.000	40,207	0	0	500	0	0	0	No	No	No	No		40,207	500
	Shaela Priaulx-Soho	Ticket Manager	1.000	46,946	0	0	500	0	0	0	No	No	No	No		46,946	500
	Vacant	Academic Advisor	1.000	36,733	0	0	500	0	0	0	No	No	No	No	36,733	-	500
	Spencer Jahn	Athletic Multimedia Specialist	1.000	35,610	0	0	500	0	0	0	No	No	No	No		35,610	500
	Suzanne Goss	Director, Donor Relations Events	1.000	40,020	0	0	500	0	0	0	No	No	No	No		40,020	500
	Syringa Stark	Asst Athletic Trainer/ Insurnace Coor	1.000	35,610	0	0	500	0	0	0	No	No	No	No		35,610	500
	Taylor Little	Coordinator, Video Services	1.000	40,914	0	0	500	0	0	0	No	No	No	No		40,914	500
	Ashley Hudson	Asst Athletic Trainer	1.000	35,610	0	0	500	0	0	0	No	No	No	No	-	35,610	500
	Tobruk Everman Blaine	Head Cheer & Dance Coach	1.000	45,012	0	0	500	0	0	0	No	No	No	No		45,012	500
	Tyler Smith	Assoc Athletic Trainer	1.000	54,600	0	0	500	0	0	1,000	No	No	No	No	54,600	1,000	500
	Victoria Lewis	Assistant Business Manager	1.000	39,208	0	0	500	0	0	0	No	No	No	No		39,208	500

Intercollegiate Athletics Compensation Report
Boise State University
FY 2014 Actual Compensation

				Compensation				Contract Bonus			Perks				Funding		
	Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Men's Sports																	
Football							Nike	APR	Winning	Bowl/Other							
#	Bryan Harsin	Head Coach	1.000	800,010	0	0	0	0	0	0	Yes	Yes	No	Yes		800,010	-
#	Mike Sanford	Assistant Coach	1.000	305,012	0	0	0	0	0	0	No	Yes	No	No		305,012	-
#	Marcel Yates	Assistant Coach	1.000	317,512	0	0	0	0	0	0	No	Yes	No	No		317,512	-
#	Kent Riddle	Assistant Coach	1.000	250,016	0	0	0	0	0	0	No	Yes	No	No		250,016	-
#	Steve Caldwell	Assistant Coach	1.000	220,002	0	0	0	0	0	0	No	Yes	No	No		220,002	-
#	Andy Avalos	Assistant Coach	1.000	210,018	4,590	0	2,000	5,000	0	3,000	No	Yes	No	No		218,018	6,590
#	Scott Huff	Assistant Coach	1.000	270,005	4,590	0	2,000	5,000	0	3,000	No	Yes	No	No		278,005	6,590
#	Eliah Drinkwitz	Assistant Coach	1.000	160,015	0	0	0	0	0	0	No	Yes	No	No		160,015	-
#	Alton Adams	Assistant Coach	1.000	160,015	0	0	0	0	0	0	No	Yes	No	No		160,015	-
#	Julius Brown	Assistant Coach	1.000	160,015	0	0	0	0	0	0	No	Yes	No	No		160,015	-
#	Brian Wilkinson	Director, Football Operations	1.000	76,503	0	0	0	0	0	0	No	No	No	No		76,503	-
#	Taylor Tharp	Director, Player Personnel	1.000	45,012	0	0	0	0	0	0	No	No	No	No		45,012	-
#	Antwon Murray	Assistant Director, Player Personnel	1.000	50,004	0	0	0	0	0	0	No	No	No	No		50,004	-
#	Brad Larrondo	Asst Athletic Director, Football	1.000	71,511	4,590	0	2,000	0	0	3,000	No	Yes	No	No		74,511	6,590
#	Darren Uscher	Football Operations Coordinator	1.000	35,610	1,200	0	500	0	0	0	No	No	No	No		35,610	1,700
Basketball																	
	Leon Rice	Head Coach	1.000	496,590	0	0	10,000	7,500	8,000	12,000	Yes	Yes	No	Yes		524,090	10,000
	Daniel Henderon	Assistant Coach, Men's Basketball	1.000	93,731	0	0	2,500	0	0	7,000	No	Yes	No	No		100,731	2,500
	Jeff Linder	Associate Head Coach, Men's Basketball	1.000	133,904	0	0	2,500	1,500	2,000	7,000	No	Yes	No	No		144,404	2,500
	John Rillie	Assistant Coach, Men's Basketball	1.000	106,739	0	0	2,500	1,500	2,000	7,000	No	No	No	No		117,239	2,500
	Isaac Williams	Director, Men's BB Operations	1.000	42,136	180	0	2,500	0	0	7,000	No	No	No	No	42,136	7,000	2,680
Wrestling																	
	Greg Randall	Head Coach	1.000	70,970	1,650	0	2,000	0	7,000	0	No	Yes	No	No	70,970	7,000	3,650
	Chris Owens	Assistant Coach	1.000	43,348	6,044	0	500	0	1,750	0	No	No	No	No	43,348	1,750	6,544
	Kirk White	Assistant Coach	1.000	31,512	5,244	0	500	0	1,750	0	No	No	No	No	31,512	1,750	5,744
Golf																	
	Kevin Burton	Head Coach	1.000	44,242	615	0	2,000	2,000	0	0	Yes	Yes	No	No	41,725	4,517	2,615
Tennis																	-
	Greg Patton	Head Coach	1.000	97,053	0	0	2,000	2,000	3,000	0	No	Yes	No	No		102,053	2,000
	Paluka Shields	Assistant Coach	1.000	31,596	4,769	0	500	0	0	0	No	No	No	No	31,596	-	5,269
Men/Women's Track & Field																	
	Corey Ihmels	Head Coach	1.000	75,005	0	0	4,000	0	1,000	0	No	No	No	Yes		76,005	4,000
	Grant (Charles) Wall	Assistant Coach	1.000	43,992	0	0	500	0	0	0	No	No	No	No	43,992	-	500
	Gavin O'Neal	Assistant Coach	1.000	43,992	0	0	500	0	0	0	No	No	No	No	27,353	16,639	500
@	Vacant	Assistant Coach	1.000	-	0	0	0	0	0	0	No	No	No	No	-	-	-
	Travis Hartke	Assoc Head CC & Asst Track and Field Coa	1.000	43,992	0	0	500	0	0	0	No	No	No	No	43,992	-	500
Women's Sports																	
Basketball																	
	Gordon Presnell	Head Coach	1.000	187,231	0	0	7,500	0	0	0	No	No	No	Yes		187,231	7,500
	Sunny Smallwood	Associate Head Coach	1.000	123,610	0	0	500	0	0	0	No	No	No	No	123,610	-	500
	Cody Butler	Assistant Coach	1.000	60,010	0	0	500	0	0	0	No	Yes	No	No	60,010	-	500
	Heather Sower	Assistant Coach	1.000	61,221	0	0	500	0	0	0	No	Yes	No	No	61,221	-	500
	Cariann Ramirez	Dir, Women's BB Operations	1.000	40,299	0	0	500	0	0	0	No	No	No	No	40,299	-	500
Soccer																	
	James Thomas	Head Coach	1.000	80,018	19,300	0	2,000	0	0	0	No	No	No	No	52,800	27,218	21,300
	Edward Moore	Assistant Coach	1.000	30,930	2,820	0	500	0	0	0	No	No	No	No	30,930	-	3,320
	Madison Collins	Assistant Coach	1.000	30,930	10,700	0	500	1,200	0	0	No	No	No	No		32,130	11,200
Volleyball																	
	Shawn Garus	Head Coach	1.000	86,716	12,963	0	3,500	5,000	0	0	Yes	Yes	No	Yes		91,716	16,463
	Breann Crowell	Assistant Coach	1.000	24,024	900	0	500	1,200	0	0	No	No	No	No		25,224	1,400
	Candy Murphy	Assistant Coach	1.000	51,938	5,000	0	500	1,200	0	0	No	No	No	No	51,938	1,200	5,500
Gymnastics																	
	Neil Resnick	Co-Head Coach	1.000	71,407	0	0	2,000	4,000	6,000	0	No	Yes	No	Yes	71,407	10,000	2,000
	Tina Bird	Co-Head Coach	1.000	61,215	10,006	0	2,000	4,000	6,000	0	No	Yes	No	No		71,215	12,006
	Patti Murphy	Assistant Coach	1.000	36,005	5,515	0	500	0	2,000	0	No	No	No	No	36,005	2,000	6,015
Tennis																	
	Sherman Roghaar	Head Coach	1.000	51,356	6,563	0	2,000	2,000	0	0	No	No	No	No	46,364	6,992	8,563
	Suzanne Matzenauer	Assistant Coach	1.000	28,018	1,783	0	500	0	0	0	No	No	No	No	28,018	-	2,283
Golf																	
	Nicole Bird	Head Coach	1.000	41,580	0	0	2,000	2,000	0	0	Yes	Yes	No	No	41,580	2,000	2,000
Softball																	
	Erin Thorpe	Head Coach	1.000	59,634	6,800	0	2,000	2,000	0	0	No	No	No	No	59,634	2,000	8,800
	Sarah Gaston	Assistant Coach	1.000	25,876	1,300	0	500	0	0	0	No	No	No	No	25,876	-	1,800
+	Shelly Prochaska	Assistant Coach	1.000	33,010	6,800	0	500	1,200	0	0	No	No	No	No		34,210	7,300
Swimming																	
	Kristin Hill	Head Coach	1.000	70,013	3,500	0	2,000	2,000	2,000	0	Yes	Yes	No	No	70,013	4,000	5,500
	Vacant	Assistant Coach	1.000	44,013	900	0	500	0	0	0	No	No	No	No	44,013	-	1,400
	John Lynch	Diving Coach	1.000	38,002	0	0	500	0	0	0	No	No	No	No		38,002	500
	Notes:			9,499,312			117,250										

* Employee works 1 FTE at the University. The FTE and Base Salary on this report reflect the amount of the employee's salary which is funded by Athletics.
\# Football staff started in Jan 2014; FB staff equipment allotment will start FY15
\+ Non-renewal- Employee paid administrative leave.
@ Reallocated funds to another position

Intercollegiate Athletics Compensation Report
Boise State University
FY2015 Estimated Compensation

				Compensation				Contract Bonus			Perks				Funding				
	Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Base Salary Annualized Change	Comments
Athletic Administration																			
	Aaron Juarez	Asst Sports Info Dir/Website Coord	1.000	40,020	0	0	500	0	0	0	No	No	No	No	40,020	-	500	New	
	Adam Herman	Head Coach, Strength & Conditioning	1.000	73,612	0	0	2,000	0	0	0	No	No	No	No	45,012	28,600	2,000	0%	
	Andy Atkinson	Director, Ath Info & Digital Tech	1.000	68,224	0	0	500	0	0	0	No	No	No	No		68,224	500	2%	CEC
	Anita Guerricabeitia	Asst AD - Tkt Operations	1.000	70,720	0	0	1,000	0	0	0	No	No	No	No		70,720	1,000	1%	Equity
	Sarah Swanson	Director, Student Athlete Development	1.000	45,012	0	0	500	0	0	0	No	No	No	No	45,012	-	500	New	
	TBD	Assistant Athletic Director, Development	0.690	-	0	0	0	0	0	0	No	No	No	No		-	-	New	
*	Bart Hendricks	Director, Development/Athletics	0.282	13,295	0	0	0	0	0	0	No	No	No	No		13,295	-	New	
	Brandon Voigt	Asst Athletic Trainer	1.000	39,104	700	0	500	0	0	0	No	No	No	No	39,104	-	1,200	2%	CEC
	Brayden Dunning	Asst Director, Development	1.000	35,610	0	0	500	0	0	0	No	No	No	No		35,610	500	New	
	Brent Moore	Director, Annual Giving & Premium Seating	1.000	46,343	0	0	500	0	0	0	No	No	No	No		46,343	500	1%	CEC
	Benjamin Jaeger	Assistant Director, Sports Performance Coa	1.000	27,207	0	0	500	0	0	0	No	No	No	No		27,207	500	New	
	Caleb Howard	Coordinator, Video Services	1.000	36,380	0	0	500	0	0	0	No	No	No	No		36,380	500	2%	CEC
	Christina Van Tol	Sr. Assoc AD - SWA	1.000	113,527	0	0	2,500	0	0	0	No	Yes	No	No		113,527	2,500	12%	Equity
	Kelly Lopez	Associate Director, Sports Performance Coa	1.000	36,504	0	0	500	0	0	0	No	No	No	No		36,504	500	New	
	John Cunningham	Senior Associate Athletic Director, External	1.000	111,592	0	0	2,500	0	0	0	Yes	No	No	No		111,592	2,500	New	
	TBD	Associate Athletic Director, Complinace	1.000	85,010	0	0	0	0	0	0	No	No	No	No		85,010	-	New	
	Cynthia Rice	Senior Business Manager	1.000	59,114	0	0	500	0	0	0	No	No	No	No	59,114	-	500	3%	CEC
	Dale Holste	Dir, Athletic Equipment Operations	1.000	56,618	3,500	0	2,000	0	0	0	No	No	No	No		56,618	5,500	1%	CEC
	Danielle Charters	Assistant Director-Compliance	1.000	45,948	0	0	500	0	0	0	No	No	No	No		45,948	500	2%	CEC
	David (DJ) Giumento	Asst AD, Facility Operations	1.000	56,160	0	0	1,000	0	0	0	No	No	No	No		56,160	1,000	2%	CEC
	TBD	Assoc Athletic Director, Development	0.248	16,000	0	0	0	0	0	0	No	No	No	No		16,000	-	New	
+	David Kinard	Assoc Athletic Director, Development	1.000	84,532	0	0	656	0	0	0	No	No	No	No		84,532	656	1%	CEC
	Doug Link	Asst Sports Info Director	1.000	42,120	0	0	500	0	0	0	No	No	No	No		42,120	500	0%	
	Eric Kile	Academic Advisor	1.000	41,434	0	0	500	0	0	0	No	No	No	No	41,434	-	500	3%	CEC
	Linsey Saras	Dir, Game Operations/Events	1.000	40,456	0	0	500	0	0	0	No	No	No	No		40,456	500	12%	Promotion
	Gabe Rosenvall	Asst AD, Student Services	1.000	70,616	0	0	2,000	4,000	0	0	No	No	No	No	70,616	4,000	2,000	3%	CEC
	Heather Berry	Director, Athletics HR & Student Insurance	1.000	47,320	0	0	500	0	0	0	No	No	No	No		47,320	500	5%	CEC
	James Spooner	Asst Athletic Trainer	1.000	55,183	750	0	500	0	0	1,000	No	No	No	No	55,183	1,000	1,250	1%	CEC
	Jeff Pitman	Head Coach, Strength	1.000	128,607	4,600	0	2,000	0	0	8,430	No	No	No	No		137,037	6,600	0%	
	Jennifer Bellomy	Assistant Athletic Director, Compliance	1.000	56,223	0	0	1,000	0	0	0	No	No	No	No		56,223	1,000	4%	CEC
	Jessica Perretta	Academic Advisor	1.000	37,856	0	0	500	0	0	0	No	No	No	No	37,856	-	500	3%	CEC
	John Perkins	Asst Director, Athletic Equipment Operations	1.000	35,984	0	0	500	0	0	0	No	No	No	No		35,984	500	1%	CEC
	Jolenne Dimeo	Facility Operations Supervisor	1.000	54,434	0	0	500	0	0	0	No	No	No	No		54,434	500	2%	CEC
	Joseph Nickell	Director, Sports Information	1.000	44,908	0	0	500	0	0	0	No	No	No	No		44,908	500	2%	CEC
	Josh Borgman	Director, Creative Services	1.000	39,208	0	0	500	0	0	0	No	No	No	No		39,208	500	New	
	Justin LaChapelle	Athletic Technical Support Specialist	1.000	36,380	0	0	500	0	0	0	No	No	No	No		36,380	500	2%	CEC
	Keila Mintz	Accountant	1.000	40,831	0	0	500	0	0	0	No	No	No	No	40,831	-	500	2%	CEC
	Keita Shimada	Asst Athletic Trainer	1.000	37,128	725	0	500	0	0	1,000	No	No	No	No		38,128	1,225	2%	CEC
	Kevin Riley	Coordinator, Video Services	1.000	39,208	500	0	500	0	0	0	No	No	No	No		39,208	1,000	New	
	Lauren Rodgers	Asst Athletic Trainer	1.000	36,380	0	0	500	0	0	1,000	No	No	No	No		37,380	500	2%	CEC
	Lee Marks	Assistant Coach, Strength & Conditioning	1.000	45,012	1,000	0	1,000	0	0	0	No	No	No	No		45,012	2,000	0%	
	Marc Paul	Asst AD/Athletic Trainer	1.000	74,984	0	0	2,000			2,000	No	No	No	No		76,984	2,000	2%	CEC
	Mark Coyle	Executive Director, Athletics	1.000	334,839	0	0	1,000	25,000	35,000	30,000	Yes	Yes	No	Yes		424,839	1,000	1%	CEC
	Mark Wheeler	Director of Compliance	1.000	45,948	0	0	500	0	0	0	No	No	No	No	45,948	-	500	2%	CEC
	TBD	Asst AD, Mkting & Promotions	1.000	64,959	0	0	1,000	0	0	0	No	No	No	No		64,959	1,000	New	
	Matthieu Gaudry	Director, Fan Development & Strategies	1.000	41,268	0	0	500	0	0	0	No	No	No	No		41,268	500	1%	CEC
	Max Corbet	Assoc Athletic Director, Communications	1.000	65,624	0	0	1,000	0	0	0	No	No	No	No		65,624	1,000	2%	CEC
	Michael Walsh	Asst Sports Info Director	1.000	38,002	0	0	500	0	0	0	No	No	No	No		38,002	500	7%	Promotion
	Natalie Keffer	Director, Athletic Relations	1.000	76,066	0	0	500	0	0	0	No	No	No	No		76,066	500	52%	Promotion/Add. Act.
	Nicole Gamez	Assoc AD, Finance	1.000	92,186	0	0	1,000	0	0	0	No	No	No	No		92,186	1,000	2%	CEC
	Cody Smith	Asst Athletic Director, Event Operations	1.000	46,405	0	0	500	0	0	0	No	No	No	No		46,405	500	New	
*	Rachel Bickerton	Dir, Trademark Lic/Enforcement	0.437	35,007	0	0	250	0	0	0	No	No	No	No		35,007	250	0%	
	Raul Ibarra	Director, Team Operations	1.000	42,516	0	0	500	0	0	0	No	No	No	No		42,516	500	1%	CEC
	Rhonda McFarland	Senior Business Manager	1.000	67,372	0	0	500	0	0	0	No	No	No	No		67,372	500	3%	CEC
	Robert Carney	Assoc AD, Facilities and Operations	1.000	81,994	0	0	2,500	0	0	0	No	No	No	No		81,994	2,500	2%	CEC
	Sabrena Nottingham	Asst Ticket Manager	1.000	36,754	0	0	500	0	0	0	No	No	No	No		36,754	500	1%	CEC
	Scott Duncan	Facility Maintenance Supervisor	1.000	41,060	0	0	500	0	0	0	No	No	No	No		41,060	500	2%	CEC
	Shaela Priaulx-Soho	Ticket Manager	1.000	47,424	0	0	500	0	0	0	No	No	No	No		47,424	500	1%	CEC
	Taryn Schutte	Academic Advisor	1.000	35,610	0	0	500	0	0	0	No	No	No	No	35,610	-	500	New	
	Spencer Jahn	Athletic Multimedia Specialist	1.000	35,984	0	0	500	0	0	0	No	No	No	No		35,984	500	1%	CEC
	Suzanne Goss	Director, Donor Relations Events	1.000	40,456	0	0	500	0	0	0	No	No	No	No		40,456	500	1%	CEC
	Syringa Stark	Asst Athletic Trainer/ Insurnace Coor	1.000	36,380	0	0	500	0	0	0	No	No	No	No		36,380	500	2%	CEC
	Taylor Little	Coordinator, Video Services	1.000	41,767	0	0	500	0	0	0	No	No	No	No		41,767	500	2%	CEC
	Ashley Hudson	Asst Athletic Trainer	1.000	35,610	0	0	500	0	0	0	No	No	No	No	-	35,610	500	0%	
	Tobruk Everman Blaine	Head Dance Coach	1.000	45,948	0	0	500	0	0	0	No	No	No	No		45,948	500	2%	CEC
	Tyler Smith	Assoc Athletic Trainer	1.000	55,183	0	0	500	0	0	1,000	No	No	No	No	55,183	1,000	500	1%	CEC
	TBD	Ticket Sales and Development Coordinator	1.000	40,914	0	0	0	0	0	0	No	No	No	No		40,914	-	New	
	Victoria Lewis	Assistant Business Manager	1.000	40,040	0	0	500	0	0	0	No	No	No	No		40,040	500	2%	CEC

Intercollegiate Athletics Compensation Report
Boise State University
FY2015 Estimated Compensation

			Compensation				Contract Bonus			Perks				Funding			Base Salary	
Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change	Comments
Men's Sports																		
Football						Nike	APR	Winning	Bowl/Other									
Bryan Harsin	Head Coach	1.000	800,010	0	0	3,000	20,000	50,000	25,000	Yes	Yes	No	Yes		895,010	3,000	0%	$200k to LLC
Mike Sanford	Offensive Coordinator	1.000	305,012	4,600	0	2,000	2,500	2,000	15,251	No	Yes	No	No		324,763	6,600	0%	
Marcel Yates	Defensive Coordinator	1.000	317,512	4,600	0	2,000	2,500	2,000	15,876	No	Yes	No	No		337,888	6,600	0%	
Kent Riddle	Assistant Coach	1.000	250,016	4,600	0	2,000	2,500	2,000	12,501	No	Yes	No	No		267,017	6,600	0%	
Steve Caldwell	Assistant Coach	1.000	220,002	4,600	0	2,000	2,500	2,000	11,000	No	Yes	No	No		235,502	6,600	0%	
Andy Avalos	Assistant Coach	1.000	210,018	4,600	0	2,000	5,000	2,000	10,501	No	Yes	No	No		227,519	6,600	0%	
Scott Huff	Assistant Coach	1.000	270,005	4,600	0	2,000	5,000	2,000	13,500	No	Yes	No	No		290,505	6,600	0%	
Eliah Drinkwitz	Assistant Coach	1.000	160,015	4,600	0	2,000	2,500	2,000	8,001	No	Yes	No	No		172,516	6,600	0%	
Alton Adams	Assistant Coach	1.000	160,015	4,600	0	2,000	2,500	2,000	8,001	No	Yes	No	No		172,516	6,600	0%	
Julius Brown	Assistant Coach	1.000	160,015	4,600	0	2,000	2,500	2,000	8,001	No	Yes	No	No		172,516	6,600	0%	
Brian Wilkinson	Director, Football Operations	1.000	76,503	3,000	0	2,000	2,500	2,000	3,825	No	No	No	No		84,828	5,000	0%	Contract
Taylor Tharp	Director, Player Personnel	1.000	45,012	3,600	0	2,000	2,500	2,000	2,251	No	No	No	No		51,763	5,600	0%	
Antwon Murray	Assistant Director, Player Personnel	1.000	50,004	4,600	0	750	2,500	2,000	2,500	No	No	No	No		57,004	5,350	0%	Promotion
Brad Larrondo	Asst Athletic Director, Football	1.000	72,988	4,600	0	2,000	2,500	2,000	3,649	No	Yes	No	No		81,137	6,600	2%	CEC
Darren Uscher	Coordinator of Football Operations	1.000	35,610	1,200	0	500	0	2,000	1,781	No	No	No	No		39,391	1,700	0%	CEC
Basketball																		CEC
Leon Rice	Head Coach	1.000	596,584	0	0	10,000	8,000	18,600	12,000	Yes	Yes	No	Yes		635,184	10,000	20%	Contract
Daniel Henderon	Assistant Coach, Men's Basketball	1.000	93,731	0	0	2,500	2,000	10,850	0	No	Yes	No	No		106,581	2,500	0%	Contract
Jeff Linder	Associate Head Coach, Men's Basketball	1.000	133,904	0	0	2,500	2,000	10,850	3,000	No	Yes	No	No		149,754	2,500	0%	Contract
John Rillie	Assistant Coach, Men's Basketball	1.000	106,739	0	0	2,500	2,000	10,850	2,000	No	No	No	No		121,589	2,500	0%	Contract
Isaac Williams	Director, Men's BB Operations	1.000	42,136	200	0	2,500	1,000	10,850	0	No	No	No	No	42,136	11,850	2,700	0%	Contract
Wrestling																		
Greg Randall	Head Coach	1.000	71,719	1,650	0	2,000	2,000	2,000	0	No	Yes	No	No	71,719	4,000	3,650	1%	CEC
Chris Owens	Assistant Coach	1.000	43,784	6,050	0	500	1,200	1,000	0	No	No	No	No	43,784	2,200	6,550	1%	CEC
Kirk White	Assistant Coach	1.000	31,866	5,200	0	500	1,200	1,000	0	No	No	No	No	31,866	2,200	5,700	1%	CEC
Golf																		
Dan Potter	Head Coach	1.000	45,012	600	0	2,000	0	0	0	Yes	Yes	No	No	45,012	-	2,600	New	
Tennis																-		
Greg Patton	Head Coach	1.000	98,052	0	0	2,000	2,000	6,000	0	No	Yes	No	No		106,052	2,000	1%	CEC
Paluka Shields	Assistant Coach	1.000	31,928	4,750	0	500	1,200	1,000	0	No	No	No	No	31,928	2,200	5,250	1%	CEC
Men/Women's Track & Field																		
Corey Ihmels	Head Coach	1.000	78,760	0	0	4,000	1,900	11,500	15,000	No	No	No	Yes		107,160	4,000	5%	Contract
Grant (Charles) Wall	Assistant Coach	1.000	44,471	0	0	500	1,200	1,000	0	No	No	No	No	44,471	2,200	500	1%	CEC
Gavin O'Neal	Assistant Coach	1.000	44,472	0	0	500	1,200	1,000	0	No	No	No	No	27,651	19,021	500	1%	CEC
TBD	Assistant Coach	1.000	-	0	0	0	0	0	0	No	No	No	No	-	-	-	New	
Travis Hartke	Assoc Head CC & Asst Track and Field Coa	1.000	44,471	0	0	500	1,200	5,750	0	No	No	No	No	44,471	6,950	500	1%	CEC
Women's Sports																		
Basketball																		
Gordon Presnell	Head Coach	1.000	189,132	0	0	7,500	0	4,000	0	No	No	No	Yes		193,132	7,500	1%	CEC
Sunny Smallwood	Associate Head Coach	1.000	123,610	550	0	500	0	0	0	No	No	No	No	123,610	-	1,050	0%	
Cody Butler	Assistant Coach	1.000	60,636	0	0	500	0	1,000	0	No	Yes	No	No	60,636	1,000	500	1%	CEC
Heather Sower	Assistant Coach	1.000	61,868	0	0	500	0	1,000	0	No	Yes	No	No	61,868	1,000	500	1%	CEC
Cariann Ramirez	Dir, Women's BB Operations	1.000	40,716	1,100	0	500	0	500	0	No	No	No	No	40,716	500	1,600	1%	CEC
Soccer																		
James Thomas	Head Coach	1.000	80,018	19,300	0	2,000	1,400	0	0	No	No	No	No	52,800	28,618	21,300	0%	
Edward Moore	Assistant Coach	1.000	31,263	2,800	0	500	900	0	0	No	No	No	No	31,263	900	3,300	1%	CEC
TBD	Assistant Coach	1.000	31,263	10,700	0	500	900	0	0	No	No	No	No		32,163	11,200	New	
Volleyball																		
Shawn Garus	Head Coach	1.000	87,610	13,000	0	3,500	1,750	0	0	Yes	Yes	No	Yes		89,360	16,500	1%	CEC
Breann Crowell	Assistant Coach	1.000	24,295	900	0	500	0	0	0	No	No	No	No		24,295	1,400	1%	CEC
Candy Murphy	Assistant Coach	1.000	52,479	5,000	0	500	0	0	0	No	No	No	No	52,479	-	5,500	1%	CEC
Gymnastics																		
Neil Resnick	Co-Head Coach	1.000	76,505	0	0	2,000	2,000	2,000	0	Yes	Yes	No	Yes	76,505	4,000	2,000	7%	Contract
Tina Bird	Co-Head Coach	1.000	62,484	10,000	0	2,000	2,000	2,000	0	No	Yes	No	No		66,484	12,000	2%	CEC
Patti Murphy	Assistant Coach	1.000	36,400	5,500	0	500	1,200	1,000	0	No	No	No	No	36,400	2,200	6,000	1%	CEC
Tennis																		
Sherman Roghaar	Head Coach	1.000	52,437	6,550	0	2,000	2,000	0	0	No	No	No	No	47,340	7,097	8,550	2%	CEC
Suzanne Matzenauer	Assistant Coach	1.000	28,330	1,775	0	500	1,200	0	0	No	No	No	No	28,330	1,200	2,275	1%	CEC
Golf																		
Nicole Bird	Head Coach	1.000	44,533	0	0	2,000	2,000	0	0	Yes	Yes	No	No	44,533	2,000	2,000	7%	Equity
Cynthia Ball	Head Coach	1.000	70,013	6,800	0	2,000	0	0	0	No	No	No	No	70,013	-	8,800	New	
Taylor Smith	Assistant Coach	1.000	30,015	1,300	0	500	0	0	0	No	No	No	No	30,015	-	1,800	New	
Nathan Miller	Assistant Coach	1.000	30,015	6,800	0	0	0	0	0	No	No	No	No		30,015	6,800	New	
Swimming																		
Kristin Hill	Head Coach	1.000	75,001	3,500	0	2,000	2,000	3,000	0	Yes	Yes	No	Yes	75,001	5,000	5,500	7%	Contract
Eduardo Larios	Assistant Coach	1.000	38,210	900	0	500	0	0	0	No	No	No	No	-	38,210	1,400	New	
John Lynch	Diving Coach	1.000	44,720	0	0	500	1,200	1,000	0	No	No	No	No		46,920	500	New	
	+ Non-renewal- Employee paid administrative leave.		9,742,039															

* Employee works 1 FTE at the University. The FTE and Base Salary on this report reflect the amount of the employee's salary which is funded by Athletics.

Intercollegiate Athletics Compensation Report
Idaho State University
FY 2014 Actual Compensation

				Compensation				Contract Bonuses			Perks				Funding		
Depart/Name/Title			Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform..	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Athletic Administration:																	
Jeff Tingey		Athletic Director	1.00	105,685								Yes		Yes	105,685		
Jim Kramer		Asst Athl Dir/ UBO	1.00	68,994										No	68,994		
Nancy Graziano		Assoc Athl Dir	1.00	70,949										No	70,949		
Matthew Steuart		Asst AD - Academics	1.00	44,075										No		44,075	
Steve Schaack		Asst AD - Media Rel	1.00	51,314										No	51,314		
Jerek Wolcott		Asst Dir Media Rel	0.95	32,915										No	32,915		
Jodi Wotowey		Hd Athl Trainer	1.00	46,821	636									No	46,821		636
Brandon Payne		Assist Trainer	1.00	36,254										No	36,254		
Daryl Finch		Assist Trainer	1.00	35,547										No	35,547		
Rachel Geoghegan		Assist Trainer	1.00	36,005										No	36,005		
Mark Campbell		Stngth Coach	1.00	43,534										No	43,534		
Kalee Ralphs		Director of Marketing & Promo	1.00	36,962										No		36,962	
Thomas Steiner		Asst AD/ Major Gifts	0.87	38,934										No		38,934	
Elizabeth Johnson		Academic Advisor - Football	0.06	2,113										No	2,113		
Tyson Munns		Athletic Equipment Manager	1.00	36,254										No	36,254		
Bengal Foundation																	
Donna Hayes		Exec Dir Bengal Foun	1.00	47,070										No		47,070	
Men's Sports																	
Football																	
Mike Kramer		Hd Coach	0.91	126,018						8,500 ^		Yes		Yes	126,018	8,500	
Spencer Toone		Asst Coach/Co-Defense Coordinator	1.00	47,507	3,900									No	47,507		3,900
Donald Bailey		Offensive Coordinator	1.00	76,419	13,300							Yes		No	76,419		13,300
Roger Cooper		Asst Coach/Co-Defense Coordinator	1.00	48,464	3,900									No	48,464		3,900
Thomas Steiner	(A)	Director of Operations	0.13	4,785										No	4,785		
Braeden Clayson	(B)	Director of Operations	0.85	29,198										No	29,198		
Steven Fifita		Asst Coach	1.00	38,002	3,900									No	38,002		3,900
Matthew Troxel		Asst Coach	1.00	41,226	4,400							Yes		No	41,226		4,400
Sheldon Cross		Asst Coach	1.00	40,019	4,400									No	40,019		4,400
Stanley Franks		Asst Coach	1.00	31,996	3,900									No	31,996		3,900
Michael Ferriter		Asst Coach	1.00	32,011	3,900									No	32,011		3,900
Basketball																	
William Evans		Hd Coach	0.95	98,039	1,700	20,000						Yes		Yes	98,039	20,000	1,700
Andrew Ward		Asst Coach	1.00	61,214	1,700							Yes		No	61,214		1,700
Jay Collins		Asst Coach/ Recruiting Coordinator	1.00	39,357	1,700									No	39,357		1,700
Tim Walsh		Asst Coach	1.00	40,830	1,700									No	40,830		1,700
Tennis																	
Robert Goeltz		Hd Coach	0.42	23,853										No	23,853		
Mark Rodel		Asst Coach	0.34	10,004										No	10,004		

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

Intercollegiate Athletics Compensation Report
Idaho State University
FY 2014 Actual Compensation

				Compensation				Contract Bonuses			Perks				Funding		
Depart/Name/Title			Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform..	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Track & Field																	
David Nielsen		Hd Coach	0.46	29,272										No	29,272		
Hillary Merkley		Asst Coach	0.49	13,372										No	13,372		
Cross Country																	
Brian Janssen		Hd Coach	0.50	25,074										No	25,074		
Women's Sports																	
Basketball																	
Seton Sobolewski		Hd Coach	0.95	91,847	450	5,000				1,995 ^^		Yes		Yes	91,847	6,995	450
Anthony Giannotti	(A)	Assoc Coach	0.04	1,734								Yes		No	1,734		
Timothy Dixon	(A)	Assoc Coach	0.98	38,655								Yes		No	38,655		
Michael Trujillo	(B)	Assoc Coach	0.02	866	2,000							Yes		No	866		2,000
Laura Dinkins		Asst Coach	0.84	28,762	2,500									No	28,762		2,500
Nkem Nkele		Asst Coach	1.00	23,920	4,800									No	23,920		4,800
Volleyball																	
Chad Teichert		Hd Coach	0.91	53,101	3,300	2,000			2,245			Yes		Yes	53,101	4,245	3,300
Alison Gorny		Asst Coach	1.00	36,296	1,650									No	36,296		1,650
Tennis																	
Robert Goeltz		Hd Coach	0.42	23,853										No	23,853		
Mark Rodel		Asst Coach	0.34	10,004										No	10,004		
Track & Field																	
David Neilsen		Hd Coach	0.46	29,272										No	29,272		
Hillary Merkley		Asst Coach	0.49	13,372										No	13,372		
Golf																	
Kelly Hooper		Hd Coach	0.29	14,496										No	14,496		
Cross Country																	
Brian Janssen		Hd Coach	0.50	25,074										No	25,074		
Soccer																	
Allison Gibson		Hd Coach	1.00	62,691	9,975							Yes		Yes	62,691		9,975
Stephanie Beall	(A)	Asst Coach	0.58	19,277	7,500									No	19,277		7,500
Alexandria Vernon	(B)	Asst Coach	0.19	4,847										No	4,847		
Softball																	
Julia Wright		Hd Coach	1.00	52,999	1,000				2,090			Yes		Yes	52,999	2,090	1,000
Jessica Rogers	(A)	Asst Coach	0.08	1,961										No	1,961		
Jessica Moore	(B)	Asst Coach	0.85	21,978	1,200									No	21,978		1,200

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

Game Guarantee Payments

^ Mike Kramer - $8,500 (1% of the Gross Guarantee Payments)
^^ Seton Sobolewski - $1,995 (3% of the Gross Guarantee Payments)

If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column. Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent of time employed.

Intercollegiate Athletics Compensation Report
Idaho State University
FY 2015 Estimated Compensation

Depart/Name/Title			Athletic FTE	Compensation Base Salary	Camps/ Clinics	Media	Equip Co & Other	Contract Bonus Academic Perform.	Winning Perform.	Other	Perks Club Mbership	Car	Other	Multi-Yr Contract	Funding State Approp.	Program Revenue	All Other	Base Salary Annualized Change	Comments
Athletic Administration:																			
Jeff Tingey		Athletic Director	1.00	116,661							Yes	Yes		Yes	116,661			10%	Merit, Bonus, & Sal Incr.
Nancy Graziano		Assoc Athl Dir / Compliance	1.00	74,162										No	74,162			5%	Merit + Bonus
Jim Kramer		Asst Athl Dir/ UBO	1.00	71,084										No	71,084			3%	Merit + Bonus
Matthew Steuart		Dir Academic Services	1.00	46,072										No		46,072		5%	Merit + Bonus
Steve Schaack		Asst AD - Media Rel	1.00	53,654										No	53,654			5%	Merit + Bonus
Jerek Wolcott	(A)	Asst Dir Media Relations	0.28	9,804										No	9,804			2%	Merit + Bonus
Matthew Gittins	(B)	Asst Dir Media Relations	0.77	26,682										No	26,682			New	
Jodi Wotowey		Head Athl Trainer	1.00	50,357										No	50,357			8%	Merit, Equity & Bonus
Daryl Finch		Assist Trainer	1.00	37,170										No	37,170			5%	Merit + Bonus
Brandon Payne		Assist Trainer	1.00	37,908										No	37,908			5%	Merit + Bonus
Rachel Geoghegan		Assist Trainer	1.00	37,627	381									No	37,627		381	5%	Merit + Bonus
Mark Campbell		Strength Coach	1.00	44,190										No	44,190			2%	Merit + Bonus
Kalee Ralphs		Director of Marketing & Promo	1.00	39,770										No		39,770		8%	Merit, Equity & Bonus
Thomas Steiner		Asst AD/ Major Gifts	1.00	46,438							Yes			No		46,438		3%	Merit + Bonus
Tyson Munns		Athletic Equipment Manager	1.00	37,908										No	37,908			5%	Merit + Bonus
Bengal Foundation																			
Donna Hayes		Exec Dir Bengal Foun	1.00	48,506							Yes			No		48,506		3%	Merit + Bonus
Men's Sports																			
Football																			
Mike Kramer		Hd Coach	0.91	140,187					7,402	8,500		Yes		Yes	140,187	15,902		11%	Merit, Bonus, & Sal Incr.
Stanley Franks		Asst Coach	1.00	32,978										No	32,978			3%	Merit + Bonus
Spencer Toone		Asst Coach	1.00	48,942										No	48,942			3%	Merit + Bonus
Donald Bailey		Offensive Coordinator	1.00	78,728								Yes		No	78,728			3%	Merit + Bonus
Roger Cooper		Asst Coach	1.00	49,930										No	49,930			3%	Merit + Bonus
Braeden Clayson		Director of Operations	1.00	35,568										No	35,568			3%	Merit + Bonus
Steven Fifita		Asst Coach	1.00	39,156										No	39,156			3%	Merit + Bonus
Matthew Troxel		Asst Coach	1.00	42,474								Yes		No	42,474			3%	Merit + Bonus
Sheldon Cross		Asst Coach	1.00	41,236										No	41,236			3%	Merit + Bonus
Michael Ferriter		Asst Coach	0.52	17,123										No	17,123			3%	Merit + Bonus
Basketball																			
William Evans		Hd Coach	0.96	101,021	1,225	20,000						Yes		Yes	101,021	20,000	1,225	3%	Merit + Bonus
Andrew Ward		Asst Coach	1.00	63,055	1,225							Yes		No	63,055		1,225	3%	Merit + Bonus
Jay Collins		Asst Coach	1.00	41,236	1,225									No	41,236		1,225	5%	Merit + Bonus
Tim Walsh		Asst Coach	1.00	42,078	1,225									No	42,078		1,225	3%	Merit + Bonus
Tennis																			
Robert Goeltz		Hd Coach	0.42	24,644										No	24,644			3%	Merit + Bonus
Vacant		Asst Coach	0.33	8,296										No	8,296			New	

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

Intercollegiate Athletics Compensation Report
Idaho State University
FY 2015 Estimated Compensation

				Compensation				Contract Bonus			Perks				Funding			Base Salary	
Depart/Name/Title			Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change	Comments
Track & Field																			
David Nielsen		Hd Coach	0.46	30,636										No	30,636			5%	Merit + Bonus
Hillary Merkley		Asst Track & Field Coach	0.50	14,877										No	14,877			9%	Merit, Equity, & Bonus
Cross Country																			
Brian Janssen		Hd Coach	0.50	25,839										No	25,839			3%	Merit + Bonus
Women's Sports																			
Basketball																			
Seton Sobolewski		Hd Coach	0.95	94,745	2,000	5,000				1,680		Yes		Yes	94,745	6,680	2,000	3%	Merit + Bonus
Michael Trujillo		Assoc Head Coach	1.00	45,011	2,700							Yes		Yes	45,011		2,700	0%	
Ryan Johnson		Asst Coach	0.85	25,661										No	25,661			New	
Nkem Nkele	(A)	Asst Coach	0.12	2,868	1,800									No	2,868		1,800	2%	Merit Only
Andrea Videbeck	(B)	Asst Coach	0.96	23,000	100									No	23,000		100	New	
Volleyball																			
Chad Teichert		Hd Coach	0.91	67,144	5,350	2,000			3,970			Yes		Yes	67,144	5,970	5,350	26%	Merit, Equity, Bonus, Sal Inc.
Alison Gorny	(A)	Asst Coach	0.04	1,525										No	1,525			0%	
Keisha Fisher	(B)	Asst Coach	0.90	27,128	3,950									No	27,128		3,950	New	
Tennis																			
Robert Goeltz		Hd Coach	0.42	24,644										No	24,644			3%	Merit + Bonus
Vacant		Asst Coach	0.33	8,296										No	8,296			New	
Track & Field																			
David Nielsen		Hd Coach	0.46	30,636										No	30,636			5%	Merit + Bonus
Hillary Merkley		Asst Track & Field Coach	0.50	14,877										No	14,877			9%	Merit, Equity, & Bonus
Golf																			
Kelly Hooper		Hd Coach	0.38	19,000										No	19,000			0%	
Cross Country																			
Brian Janssen		Hd Coach	0.50	25,839										No	25,839			3%	Merit + Bonus
Soccer																			
Allison Gibson		Hd Coach	1.00	64,594	12,500							Yes		Yes	64,594		12,500	3%	Merit + Bonus
Cecilie Henriksen		Asst Coach	0.94	28,557	500									No	28,557		500	New	
Softball																			
Julia Wright		Hd Coach	1.00	57,626	1,300			800				Yes		Yes	57,626	800	1,300	9%	Merit, Bonus, & Sal Incr.
Jessica Moore		Asst Coach	1.00	27,560										No	27,560			7%	Merit, Bonus, & Sal Incr.

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

Game Guarantee Payments
Mike Kramer - $6,500 (1% of the Gross Guarantee Payments)
Seton Sobolewski - $1,680 (3% of the Gross Guarantee Payments)

(*) These coaches receive pay for their participation in off-campus clinics or events.
These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column. Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent of time employed.

Intercollegiate Athletics Compensation Report
University of Idaho
FY2014 Actual Compensation

			Compensation				Contract Bonus			Other				Funding		
Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other^^	Academic Perform.	Winning Perform.	Other	Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Athletic Administration:																
Rob Spear	Athletic Director	1.00	172,285		15,000	1,080					yes		yes	172,285	16,080	
John Wallace	AssocAD/Internal Ops	1.00	75,525			1,080									76,605	
Becky Paull	Dir. Med. Rel	1.00	50,980			360									51,340	
Pringle, Seth	Asst. Med Rel	0.76	22,499			135									22,634	
Nick Heidelberger	Asst. Med Rel	1.00	32,905			180									33,085	
Megan Shiflett	Asst Trainer	1.00	41,143	882		480									41,623	882
Toby van Amerongen	Asst Trainer	1.00	41,142			440									41,582	
Barrie Steele	Hd Trainer	1.00	73,201			480									73,681	
Tim Mooney	Assoc AD	0.50	56,900 ^			960					yes+				57,860	
Tom Sanford	Acad. Coor	0.34	17,559			200									17,759	
Steele, Susan	Dir. Of Athl. Academics Services	1.00	47,858			480									48,338	
Jake Scharnhorst	Strength Coach	1.00	51,201			300									51,501	
Joe Herold	Asst Stren	1.00	41,281			0									41,281	
Matt Childers	Video Coor.	0.65	28,627			240									28,867	0
Tim Jackson	Video Coor.	0.13	5,202			60									5,262	
Ryan Gilmore	Dir Marketing/Promotions	1.00	45,115			390									45,505	0
Kelly Sharp	Asst Dir Marketing/Promotions	1.00	32,117			390									32,507	0
Damian Garnett	Dir. Equip Rm	1.00	50,178			480									50,658	
Anthony Castro	Asst. Equip	1.00	28,017			480									28,497	
Shelly Robson	Devl. Coor.	0.50	20,165 ^			960					yes				21,125	
Emily Adams	Devl. Coor.	1.00	43,482			480									43,962	
Joe Church	Devl. Coor.	1.00	19,008 ^			960					yes				19,968	
Ryan Gerulf	Devl. Coor.	0.88	17,370 ^			880					yes				18,250	
Chris Apenbrink	Ticket Mgr	1.00	36,379			480									36,859	
Nick Jutila	Ticket Mgr	1.00	36,379			480									36,859	
Men's Sports																
Football																
Robb Akey	Hd Coach	0.65	106,405 #		105,000	400								106,405	105,400	0
Paul Petrino	Hd Coach	1.00	175,011		225,000	560					yes+		yes	175,011	225,560	0
Al Pupunu	Assistant	1.00	63,980	1,150		960					yes			63,980	960	1,150
Eric Brown	Assistant	1.00	52,000	1,150		80					yes			52,000	80	
Mike Levenseller	Assistant	0.03	2,799 #			0								2,799	0	0
Torey Hunter	Assistant	0.03	2,615 #			0								2,615	0	
Jon Carvin	Assistant	1.00	70,290	1,150		560					yes			70,290		
Ashley Ambrose	Assistant	0.19	10,264			160								10,264		
Byron Hardmon	Assistant	1.00	63,003	1,150		80					yes			63,003		
Kris Cinkovich	Assistant	1.00	135,012	1,150		960					yes			135,012		
Bryce Erickson	Assistant	1.00	70,012	1,150		960					yes			70,012		
Ron Lee	Assistant	1.00	125,008	1,150		960					yes			125,008		
Mike Mickens	Assistant	0.69	42,363	1,800		960					yes			42,363		
Jason Shumaker	Assistant	1.00	75,004	1,150		960					yes			75,004		
Mark Vaught	Dir. of FB Ops	1.00	46,203	1,800		960								46,203	960	1,800
Basketball																
Don Verlin	Hd Coach	1.00	150,980		60,000	960		21,565	6,453 &		yes		yes	150,980	60,960	0
Tim Murphy	Assistant	1.00	63,704		15,000	960					yes+			63,704	15,960	0
Chris Helbling	Assistant	0.96	28,860		4,500	960								28,860	5,460	0
Mike Freeman	Assistant	1.00	30,302		15,000	960					yes+			30,302	15,960	0
Kirk Earlywine	Dir Player Development	0.96	38,018		5,000											0

Intercollegiate Athletics Compensation Report
University of Idaho
FY2014 Actual Compensation

			Compensation				Contract Bonus			Other				Funding		
Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other^^	Academic Perform.	Winning Perform.	Other	Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Men's Track & XC																
Wayne Phipps - M	Dir. Of T&F	0.50	31,603		4,000	480		3,000					yes		36,083	0
Julie Taylor - M	Assistant	0.50	25,482			480									25,962	0
Allen Simms	Assistant	0.17	5,258			160										
Golf																
John Means	Hd Coach	1.00	36,705			960		250							37,665	0
Tennis																
Jeff Beaman - M	Hd Coach	0.50	18,488		3,000	480							yes		21,968	0
Women's Sports																
Basketball																
Jon Newlee	Hd Coach	1.00	91,742		18,000	960		13,139	45,500		yes		yes	91,742	18,960	0
Jordan Green	Assistant	0.88	54,126	550		960					yes+			54,126	960	550
Christa Sanford	Assistant	1.00	35,686	925		960					yes+			35,686	960	925
Kristi Zeller	Assistant	1.00	25,502	550		960					yes+			25,502	960	550
Women's Track & XC																
Wayne Phipps - W	Dir. Of T&F	0.50	31,603		4,000	480	450	3,000					yes		36,083	0
Julie Taylor - W	Head	0.50	25,482			480									25,962	0
Allen Simms	Assistant	0.17	2,196			160										
Volleyball																
Debbie Buchanan	Hd Coach	1.00	84,697		15,000	960	5,000		4,000		yes		yes	84,697	15,960	0
Steve Whitaker	Assistant	1.00	39,624		5,000	960								39,624	5,960	0
Brian Lamppa	Assistant	1.00	34,694		5,000	960								34,694	5,960	0
Women's Soccer																
Peter Showler	Hd Coach	0.53	20,372		12,300	960		1,500			yes+		yes	20,372	13,260	0
Ashley O'Brien	Assistant	1.00	27,689			960								27,689	960	
Women's Golf																
Lisa Johnson	Hd Coach	1.00	42,566			960	1,000								43,526	0
Tennis																
Jeff Beaman - W	Hd Coach	0.50	18,488		3,000	480							yes		21,968	0
Women's Swimming																
Mark Sowa	Hd Coach	1.00	50,963		16,500	960		1,000			yes		yes	50,963	17,460	0
Scott Cameron	Assistant	0.87	21,444		5,000	880								21,444	5,880	0

^.50 paid by Advancement
^^includes cell phone stipend
as of December 2012, no longer FT employee, but will be paid through their contract: replacements not hired or listed
yes+ = receive a car stipend between $200-$400/month rather than a car; this amount not included in base salary

& game guarantee/gate per contract
game guarantee per contract

Intercollegiate Athletics Compensation Report
University of Idaho
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			Compensation				Contract Bonus			Other				Funding			Base Salary	
Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other^^	Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change	Comments
Athletic Administration:																		
Rob Spear	Athletic Director	1.00	178,381		15,000	1,080					yes		yes	178,381	16,080		4%	
John Wallace	Assoc. AD/Internal Ops	1.00	77,043			1,080									78,123		2%	
Becky Paull	Dir. Med. Rel	1.00	52,000			360									52,360		2%	
Seth Pringle	Asst. Med Rel	1.00	28,371			165									28,536		New	
Nick Heidelberger	Asst. Med Rel	1.00	9,024			180									9,204		-73%	Left the institution
Megan Shiflett	Asst Trainer	1.00	41,974	1,775		480									42,454		2%	
Toby Van Amerongen	Asst Trainer	1.00	41,974			480									42,454		2%	
Barrie Steele	Hd Trainer	1.00	74,027	600		480									74,507		1%	
Tim Mooney	Assoc AD/External Ops	0.50	54,629 ^			960					yes				55,589		-4%	
Susan Steele	Dir. Academics	1.00	46,738			480									47,218		New	
Jake Scharnhorst	Strength Coach	1.00	55,058			300									55,358		8%	
Joe Herold	Asst Stren	1.00	38,542			0									38,542		-7%	
Tim Jackson	Video Coor.	1.00	40,019			219									40,238		0%	
Ryan Gilmore	Dir. Mark & Promotions	1.00	46,010			390									46,400		2%	
Kelly Sharp	Asst. Marketing	1.00	10,968			98									11,066		-66%	Left the institution
Damian Garnett	Dir. Equip Rm	1.00	51,002			480									51,482		2%	
Anthony Castro	Asst. Equip	1.00	28,579			480									29,059		2%	
Shelly Robson	Devl. Coor.	0.50	20,166 ^			960					yes				21,126		0%	
Emily Adams	Devl. Coor.	1.00	44,512			480									44,992		2%	
Ryan Gerulf	Devl. Coor.	0.50	15,780 ^			960									16,740		60%	
Joe Church	Devl. Coor.	0.10	4,512 ^			960					yes				5,472		137%	
Chris Apenbrink	Ticket Mgr-Sales	1.00	37,835			480									38,315		4%	
Nick Jutila	Ticket Mgr-Marketing	0.03	1,135			40									1,175		4%	
Glendon Hardin	Ticket Mgr-Marketing	0.65	24,105			320									24,425		New	
Kaitlin Parsons	Asst. Marketing	0.38	12,472			163									12,635		New	
Irv Stevens	Academics Coordinator	0.84	23,520			0									23,520		New	
Amanda Groothuis	Academics Coordinator	0.34	10,080			0									10,080		New	
Marcis Fennell	Academics Coordinator	0.34	9,900			0									9,900		New	
Men's Sports																		
Football																		
Paul Petrino	Hd Coach	1.00	175,011	0	235,000	960					yes		yes	175,011	235,960	0	0%	
Ronnie Lee	Assistant	1.00	127,504	300		960					yes			127,504	960	300	New	
Kris Cinkovich	Assistant	1.00	137,717	300		960					yes			137,717	960	300	2%	
Ashley Ambrose	Assistant	1.00	58,011	1,000		960					yes			58,011	960	1,000	7%	
Bryce Erickson	Assistant	1.00	71,406	700		960					yes			71,406	960	700	2%	
Alfred Pupunu	Assistant	1.00	64,626	700		960					yes			64,626	960	700	New	
Byron Hardmon	Assistant	1.00	64,272	600		960					yes			64,272	960	600	2%	
Jason Shumaker	Assistant	1.00	76,502	700		960					yes			76,502	960	700	2%	
Brown, Eric	Assistant	1.00	53,040	2,000		960					yes			53,040	960	2,000	New	
Charley Molnar	Assistant	1.00	46,009	1,000	3,000	960					yes			46,009	3,960	1,000	New	
Aric Williams	Assistant	0.36	25,210			400					yes			25,210	400	0	New	
Kenny Holmes	Assistant	0.36	22,058			400					yes			22,058	400	0	New	
Mark Vaught	Dir. of FB Ops	0.44	20,941	1,000		400								20,941	400	1,000	3%	
Bobby Daly	Dir of FB Ops	0.34	12,867	1,000		400								12,867	400	1,000	New	
Basketball																		
Don Verlin	Hd Coach	1.00	163,114		60,000	960			6,453		yes		yes	163,114	60,960	0	8%	
Tim Murphy	Assistant	1.04	65,021		15,000	960					yes			65,021	15,960	0	-2%	
Kirk Earlywine	Assistant	1.00	40,810		10,000	960								40,810	10,960	0	3%	
Chris Helbling	Assistant	1.00	30,618		14,500	960					yes+			30,618	15,460		2%	
Milt Palacio	Dir. Of Player Personnel	1.00	32,032			78								32,032	78	0	New	

Intercollegiate Athletics Compensation Report
University of Idaho
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			Compensation				Contract Bonus			Other				Funding			Base Salary	
Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other^^	Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change	Comments
Men's Track & XC																		
Tim Cawley	Dir of Track & Field	0.46	29,062		4,000	480							yes		33,542	0	New	
Cathleen Cawley	Assistant	0.46	16,201			480									16,681	0	New	
Travis Floeck	Assistant	0.40	18,008			480									18,488	0	New	
Golf																		
John Means	Hd Coach	1.00	37,107			960									38,067	0	1%	
Tennis																		
Vacant	Hd Coach	0.50	18,502			480		1,250							18,982	0	New	
Women's Sports																		
Basketball																		
Jon Newlee	Hd Coach	1.00	95,493		18,000	960		13,139	38,000		yes		yes	95,493	18,960	0	4%	
Christa Sanford	Assistant	1.00	60,008			960								60,008	960	0	68%	New Position. Moved to 1st assistant
Miranda Forry	Assistant	1.00	32,011			960		300			yes			32,011	960	0	New	
Kristi Zeller	Assistant	1.00	27,778		5,000	960								27,778	5,960	0	9%	
Women's Track & XC																		
Tim Cawley	Dir of Track & Field	0.46	29,096		4,000	480		450							33,576	0	New	
Cathleen Cawley	Assistant	0.46	16,201			480									16,681	0	New	
Travis Floeck	Assistant	0.40	18,008			480									18,488	0	New	
Volleyball																		
Debbie Buchanan	Hd Coach	1.00	86,382		15,000	960					yes		yes	86,382	15,960	0	2%	
Steve Whitaker	Assistant	1.00	40,414	4,500	5,000	960								40,414	5,960	4,500	2%	
Brian Lamppa	Assistant	1.00	35,381	5,500	5,000	960								35,381	5,960		2%	
Women's Soccer																		
Derek Pittman	Hd Coach	1.00	40,019		15,000	960							yes	40,019	15,960	0	New	
Josh Davis	Assistant	0.84	25,396			960								25,396	960	0	New	
Ashley O'Brien	Assistant	0.07	1,950			80								1,950	80			
Women's Golf																		
Lisa Johnson	Hd Coach	1.00	43,701			1,000	1,000								44,701	0	3%	
Tennis																		
Vacant	Hd Coach	0.50	18,138												18,138	0	New	
Women's Swimming																		
Mark Sowa	Hd Coach	1.00	52,021		18,000	960		1,000			yes		yes	52,021	18,960	0	2%	
Scott Cameron	Assistant	1.00	25,501		5,000	960								25,501	5,960	0	3%	

^.50 paid by Advancement
Salaries do not reflect any annual leave payouts.
>Includes overtime pay
< does not include any annual leave payoff
+ put on terminal leave during the year; paid our full contract
^^cell phone stipend
game guarantee per contract

Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2014 Actual Compensation

			Compensation				Contract Bonus			Other			All Compensation		
Depart/Name/Title		FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Athletic Administration															
Gary Picone	Director, Athletics	1.00	71,343							No	Yes	No	63,495		7,848
Brooke Cushman	Asst. Director	1.00	56,625							No	Yes	No	22,084		34,541
Tracy Collins	Trainer	1.00	38,350							No	No	No	38,350		
Paul Thompson	Athl. Advancement	0.31	10,713							No	No	No	10,713		
Brian Adamowsky	Athletic Operations Manager	1.00	34,507							No	No	No	34,507		
Paula Hasfurther	Admin. Asst. 2	1.00	31,782							No	No	No	10,806		20,976
Men's Sports															
Basketball															
Brandon Rinta	Head Coach	1.00	46,582	14,000						No	Yes	No	46,582	14,000	
Austin Johnson	Asst. Coach	0.16	5,000	1,300						No	No	No		6,300	
Drew Church	Asst. Coach	0.16	5,000							No	No	No		5,000	
Baseball															
Jeremiah Robbins	Head Coach	1.00	60,000							No	No	No	60,000		
Colby Hawk	Asst. Coach	1.00	35,000	2,000						No	No	No	35,000	2,000	
Allen Balmer	Asst. Coach	1.00	44,000	3,300						No	No	No	44,000	3,300	
Cross-Country															
Mike Collins	Head Coach	0.33	15,840							No	No	No	15,840		
Tennis															
Kai Fong	Head Coach	0.50	25,000							No	No	No	7,000		18,000
Golf															
Paul Thompson	Head Coach	0.23	7,958							No	No	No	7,958		
Clifford Carrick	Asst. Coach	0.09	3,000							No	No	No		3,000	

Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2014 Actual Compensation

Page 2

			Compensation				Contract Bonus			Perks			All Compensation		
Depart/Name/Title		FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Mbership	Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Women's Sports															
Basketball															
Brian Orr	Head Coach	1.00	50,000	10,800						No	Yes	No	50,000	10,800	
Kyle Palmer	Asst. Coach	0.29	10,000	1,000						No	No	No		11,000	
Cross-Country															
Mike Collins	Head Coach	0.33	15,840							No	No	No	15,840		
Track															
Mike Collins	Head Coach	0.34	16,320							No	No	No	16,320		
Volleyball															
Latoya Harris	Head Coach	1.00	44,545							No	Yes	No	44,545		
Theoddeus Millan	Asst. Coach	0.14	3,500	875						No	No	No		4,375	
Tennis															
Kai Fong	Head Coach	0.50	25,000							No	No	No	7,000		18,000
Golf															
Paul Thompson	Head Coach	0.36	11,937							No	No	No	11,937		
Clifford Carrick	Asst. Coach	0.09	3,000							No	No	No		3,000	

Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2015 Estimated Compensation

			Compensation				Contract Bonus			Other			All Compensation			Base Salary
Depart/Name/Title		FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change
Athletic Administration																
Gary Picone	Director, Athletics	1.00	73,270							No	Yes	No	65,210		8,060	3%
Brooke Cushman	Assoc. Director	1.00	57,361							No	Yes	No	22,371		34,990	1%
Tracy Collins	Trainer	1.00	39,849	3,000						No	No	No	39,849	3,000		4%
Paul Thompson	Athl. Advancement	0.31	10,852							No	No	No	10,852			1%
Brian Adamowsky (Old)	Athletic Operations Manager	1.00	9,351							No	No	No	9,351			Resigned
Matt Breach (New)	Athletic Operations Manager	1.00	26,923							No	No	No	26,923			New
Paula Hasfurther	Business Manager	1.00	38,500							No	No	No	38,500			New
Alexandria Canfield	Admin. Asst. 2	1.00	31,200							No	No	No	10,608		20,592	New
Men's Sports																
Basketball																
Brandon Rinta	Head Coach	1.00	48,188	20,000						No	Yes	No	48,188	20,000		3%
Austin Johnson	Asst. Coach	0.16	5,000	1,200						No	No	No		6,200		0%
Drew Church	Asst. Coach	0.16	5,000	1,460						No	No	No		6,460		0%
Baseball																
Jeremiah Robbins	Head Coach	1.00	60,780							No	Yes	No	60,780			1%
Colby Hawk (Old)	Asst. Coach	1.00	24,256							No	No	No	24,256			Resigned
Kyle Blackwell (New)	Asst. Coach	1.00	16,154							No	No	No	16,154			New
Allen Balmer	Asst. Coach	1.00	44,528							No	No	No	44,528			1%
Cross-Country																
Mike Collins	Head Coach	0.25	12,406	2,000						No	No	No	12,406	2,000		3%
Cyrus Hall	Asst. Coach	0.25	7,574							No	No	No	7,574			New
Track																
Mike Collins	Head Coach	0.25	12,406							No	No	No	12,406			New
Cyrus Hall	Asst. Coach	0.25	7,574							No	No	No	7,574			New
Ian Snook	Asst. Coach	0.01	175							No	No	No		175		New
Tennis																
Kai Fong	Head Coach	0.50	25,325							No	No	No	7,091		18,234	1%
Golf																
Paul Thompson	Head Coach	0.23	8,062							No	No	No	8,062			1%
Clifford Carrick	Asst. Coach	0.09	3,000							No	No	No		3,000		0%
Fred Noland	Asst. Coach	0.02	750							No	No	No		750		New

Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2015 Estimated Compensation

Depart/Name/Title		FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Grad Rate	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Mbership	Perks: Car	Multi-Yr Contract	All Compensation: State Approp.	All Compensation: Program Revenue	All Compensation: All Other	Base Salary Annualized Change
Women's Sports																
Basketball																
Brian Orr	Head Coach	1.00	51,650	4,275						No	Yes	No	51,650	4,275		3%
Mark Bial	Asst. Coach	0.29	3,333							No	No	No		3,333		New
Cross-Country																
Mike Collins	Head Coach	0.25	12,406	2,000						No	No	No	12,406	2,000		3%
Cyrus Hall	Asst. Coach	0.25	7,573							No	No	No	7,573			New
Track																
Mike Collins	Head Coach	0.25	12,406							No	No	No	12,406			3%
Cyrus Hall	Asst. Coach	0.25	7,573							No	No	No	7,573			New
Ian Snook	Asst. Coach	0.01	175							No	No	No		175		New
Volleyball																
LaToya Harris	Head Coach	1.00	45,080							No	Yes	No	45,080			1%
Vacant	Asst. Coach									No	No	No				Vacant
Tennis																
Kai Fong	Head Coach	0.50	25,325							No	No	No	7,091		18,234	1%
Golf																
Paul Thompson	Head Coach	0.31	12,092							No	No	No	12,092			1%
Clifford Carrick	Asst. Coach	0.09	3,000							No	No	No		3,000		0%
Fred Noland	Asst. Coach	0.02	750							No	No	No		750		0%

BOISE STATE UNIVERSITY

SUBJECT

Student Housing Project

REFERENCE

April 2013	Idaho State Board of Education (Board) approved purchase of property at 1801 University Drive

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5

BACKGROUND/DISCUSSION

In 2009/2010 Boise State University (BSU) solicited and negotiated a proposal for the private development of on-campus student housing. The selected vendor conducted a market study and recommended the phased development of up to 2,000 beds of additional student housing, with approximately 1,000 beds in the first development phase. The Board approved a memorandum of understanding (MOU) with the developer in 2009; however, the final ground lease for development was not approved in 2010. A key reason the ground lease was not approved was the potential impact to BSU's debt capacity and credit profile due to certain project characteristics, including the developer's proposed financing method.

Of the proposed first phase of 1,000 beds, BSU, acting on its own, developed the Lincoln Townhomes, a fully occupied and successfully operated 360 bed facility. As of August 2014, BSU's housing occupancy rate was 102%, with additional beds added to existing rooms to meet demand. In order to accommodate current and future demand, BSU needs to develop additional student housing.

In July 2014, BSU issued a request for information and statement of qualifications to gauge market interest in developing private student housing, identify qualified development teams and select one or more teams for development negotiations. Several highly qualified development teams responded representing local, regional and national companies. After proposal reviews and preliminary discussions with the candidates, BSU selected Education Realty Trust, Inc. (EDR) as a finalist for negotiations.

The Proposed Team

EDR, a publicly traded real estate investment trust company based in Memphis, is a leading national provider of student housing, with a market capitalization of approximately $2 billion. EDR has developed almost 40,000 beds of student housing for universities since the year 2000, approximately 30,000 of which are located on university campuses. The proposed architectural firm, LCA Architects, is a local firm with extensive experience designing large campus projects including the Interactive Learning Center and Student Union Building, as well as over 30 other BSU projects. The proposed planning and design firm, Ayers Saint Gross, is the current master planner for BSU. Both LCA and Ayers Saint Gross have extensive student housing experience.

The Proposed Project

BSU and EDR propose the development of 600 beds of student housing. Three hundred beds are slated for a new residential honors college and 300 additional beds for first year students. In addition, the project will include offices and classrooms for the honors college, informal study and recreational spaces, food service space, and a few small retail spaces for vendors selected pursuant to terms and conditions set by BSU.

BSU and its master planning consultants believe the best site for this project is the recently acquired University Christian Church property located at 1801 University Drive, across the street from the Student Union Building and adjacent to other supporting amenities including the Campus Recreation Center, parking structures and intramural recreation space.

Need and Value

This project will add value to BSU and satisfy current and future needs by:

- Providing modern living facilities, at no cost to BSU, which will be an attractive recruitment and retention tool for students;
- Creating additional student housing for a system which is currently strained at 102% occupancy;
- Providing marquee space (residential, office and classroom) for a best-in-class living-learning honors college, which is increasingly used as a marketing tool by universities across the nation to attract the best students;
- Providing additional campus food service options to supplement the main dining facility currently operating at capacity and in need of expansion;
- Improving a key part of BSU campus which is under-developed with older facilities;
- Repurposing a site where the current layout (church offices and worship spaces) is not highly functional for BSU, and
- Providing a new revenue source to BSU and a return on investment for the acquisition of the project site.

A recent University of Kentucky case study indicated that students living on campus attained a GPA 12% higher than students living off campus, and students living in an on campus living-learning community attained a GPA 30.4% higher than off campus students. The study also illustrated an increase in retention of students living on campus of 8.3% and 16.5% respectively (on campus and on campus living-learning over off campus). These results echo other studies supporting improved student performance and retention for students living on campus.

The Board's primary concern with the 2009/2010 proposed student housing project was the potential impact of the developer's debt on BSU. To insulate BSU from this issue, BSU has required and EDR has agreed that this project be 100% funded by EDR's cash equity and that no debt be issued related to this project. The development, its improvements, ground/operating leasehold interests and assets, will not be subordinated or used as collateral for any lending.

This item is provided to the Board for informational purposes and to solicit any comments and concerns from the Board which may be addressed by BSU in its continuing negotiations with EDR. BSU will return to the Board with a ground lease and development agreement incorporating the terms and conditions of the attached MOU with additional detail and a revised site plan and unit mix for Board approval.

IMPACT

BSU will not participate in the financing of this project, including any investment of cash or the issuance of debt and will not be subordinated to any developer's debt.

All costs for the development of this project, including design, construction, consultants, permitting and fees, will be the responsibility of the developer.

Basic Development Terms

- Fifty year ground lease or operating agreement for the development of the project per an agreed upon site and development plan;
- EDR pays BSU an annual ground lease payment comprised of a minimum guaranteed payment plus an additional amount based on gross project revenues;
- BSU will provide EDR with approximately two thirds of the parcel located at 1801 University Drive for this project, with an optional use of the remaining property for a future phase, at BSU's discretion;
- BSU may manage and deliver residential life programming, or at the option of BSU, EDR will provide residential life services in a manner consistent with BSU's program and standards;
- BSU will provide parking for residents of the development on terms and conditions offered to other BSU student residents. BSU will be compensated for providing parking by the developer via additional ground lease revenue and by the students who will purchase parking from BSU;
- Although not in the current site plan, EDR may develop a limited number of retail spaces; however, the leasing of such spaces is restricted by a lease addendum on prohibited uses to prevent undesirable businesses or activities within the project;

- Project will be designed and constructed within the framework of BSU design guidelines;
- Property will be maintained in accordance with Class A standards and EDR will maintain appropriate maintenance reserves; and
- Should BSU request development of spaces which are of primary benefit to BSU and not typically associated with residential developments, BSU will either lease such spaces for an agreed upon amount or agree to a commensurate reduction in ground lease revenue for the use of such spaces.

ATTACHMENTS

Attachment 1 - Draft Site Plan/Graphics and Unit Mix	Page 5
Attachment 2 - Draft Memorandum of Understanding	Page 15

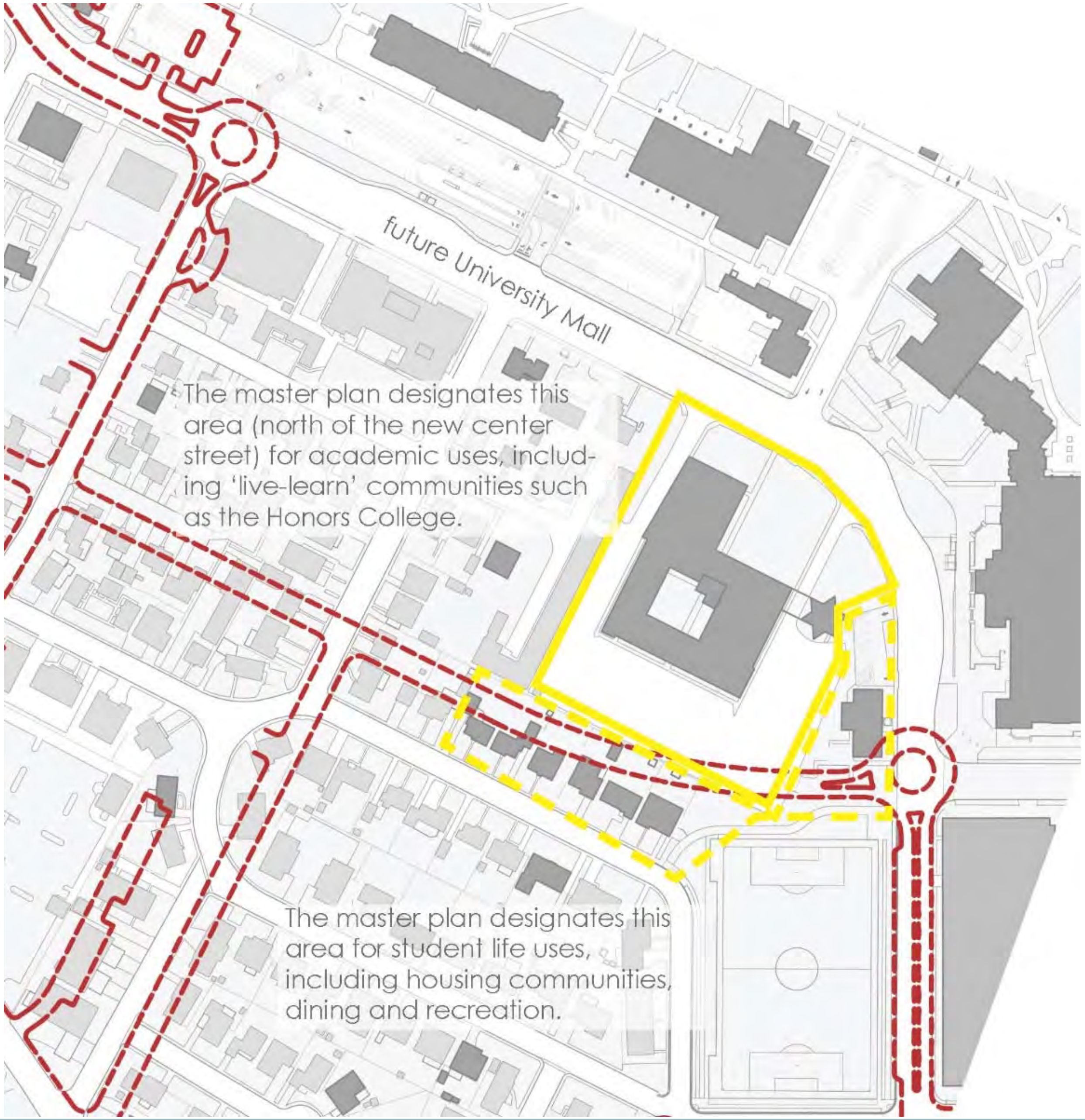
STAFF COMMENTS AND RECOMMENDATIONS

A benefit to private development of student housing is that the university can increase the number of on-campus beds without impacting its debt capacity. Potential drawbacks of a long term ground lease include the loss of control of leased land for an extended period of time and reputational costs associated with an unsuccessful project.

Unmentioned material aspects of the contemplated ground lease are: (1) whether the 50 year ground lease has an option to renew; and (2) whether BSU assumes ownership of the student housing complex upon expiration of the ground lease.

BOARD ACTION

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



Yellow outlines the site.

Red outline shows the eventual street network, per the master plan.

FUTURE STREET NETWORK

BOISE STATE UNIVERSITY

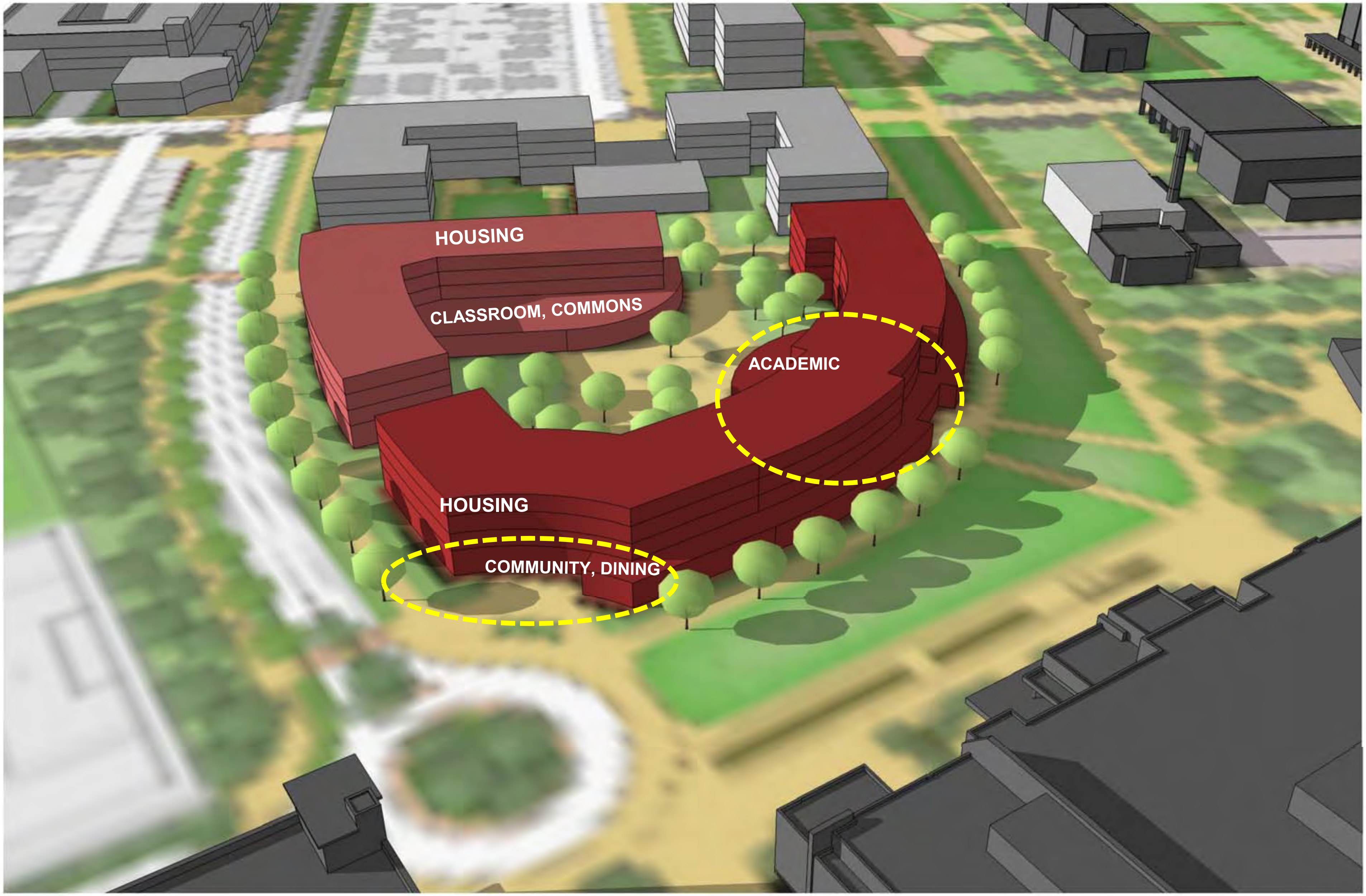
Honors College:

Site Design:

- Pedestrian connections
  - Across University at Library Mall
  - Across University at Student Union
  - Across Lincoln/University
  - To Rec field
- Central Community Courtyard
- Strong edge along University

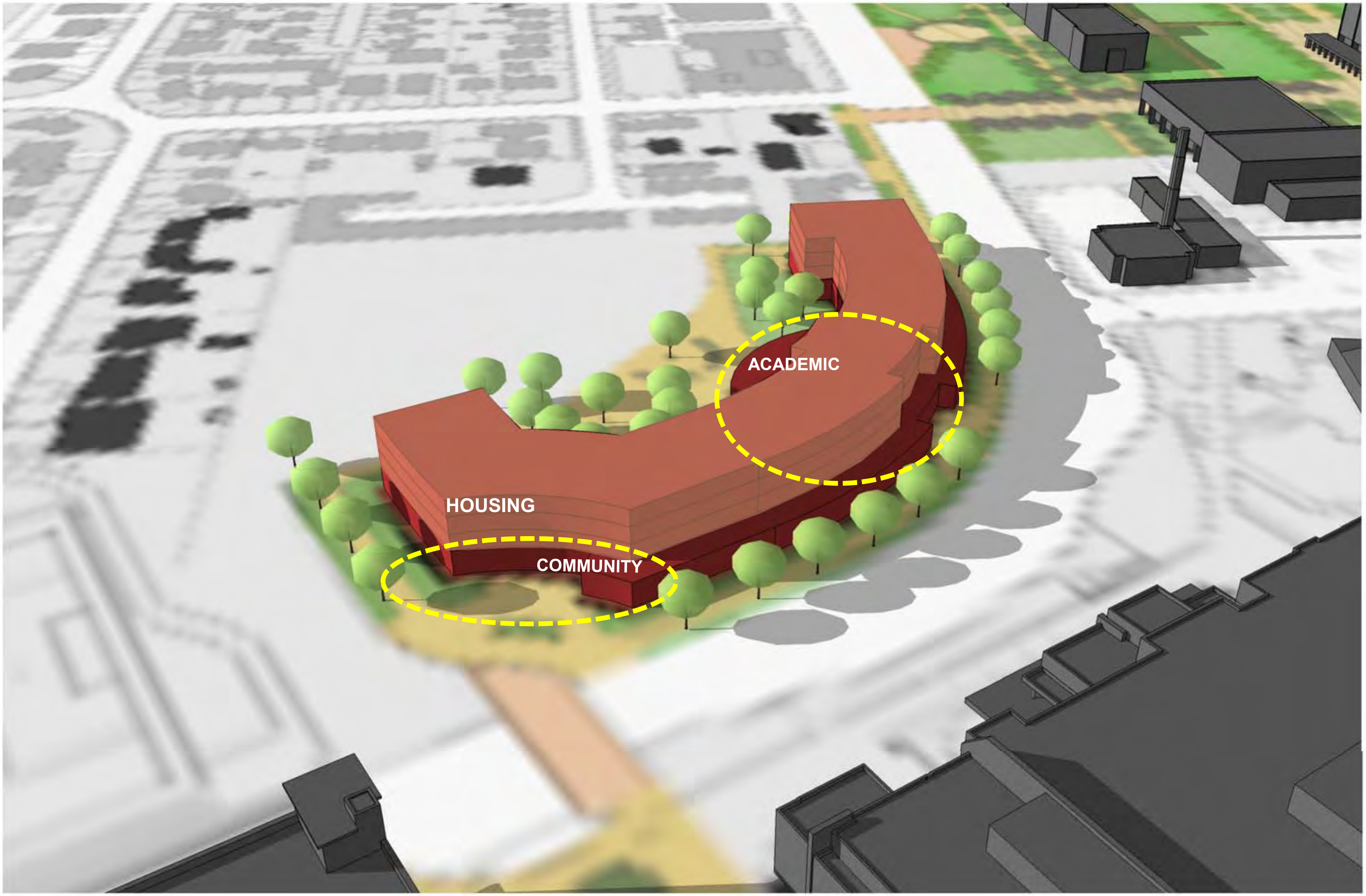
MASTER PLAN - RELATIONSHIPS

BOISE STATE UNIVERSITY



MASTER PLAN
HONORS COLLEGE - PHASE 1-B

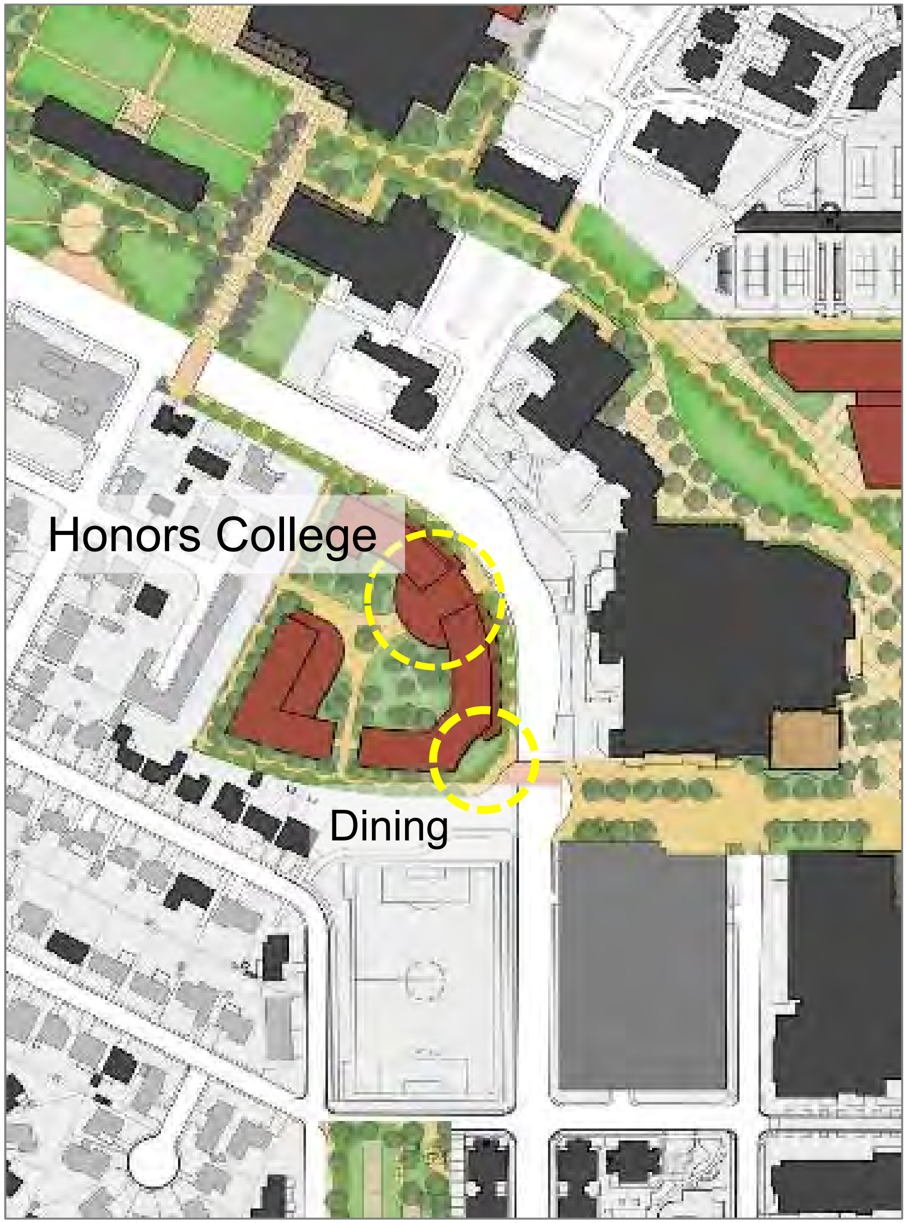
BOISE STATE UNIVERSITY

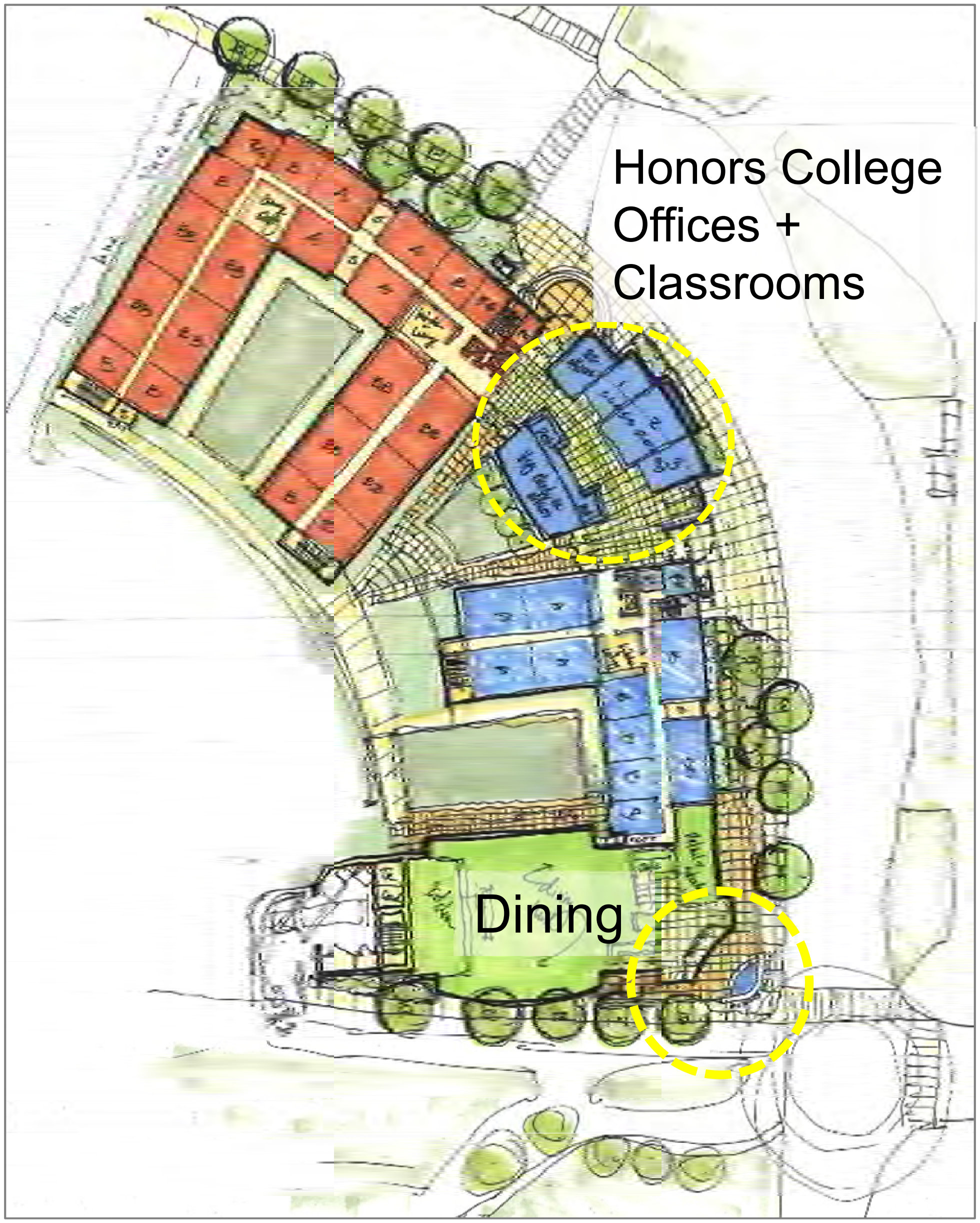


MASTER PLAN
HONORS COLLEGE - PHASE 1

BOISE STATE UNIVERSITY

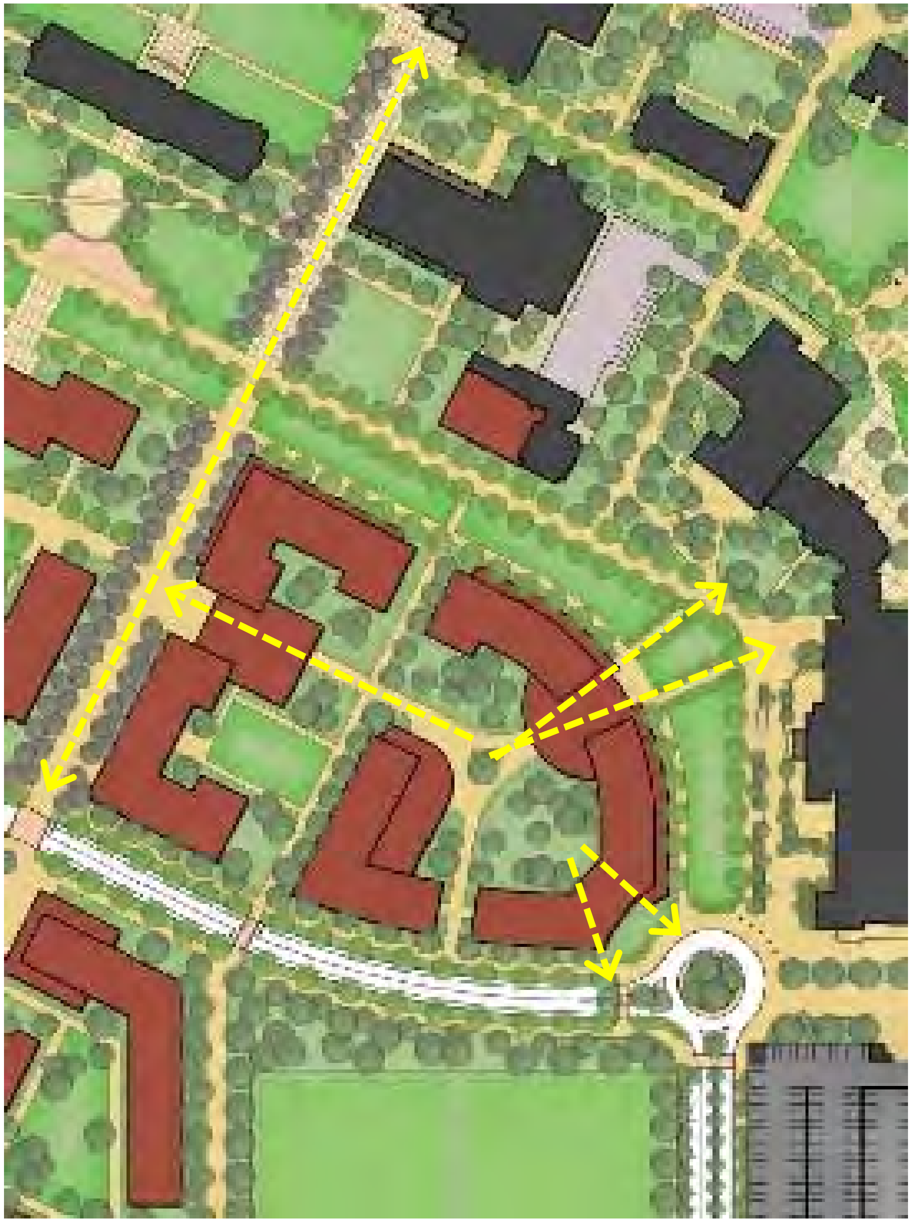
HONORS COLLEGE STREET LEVEL PLAN



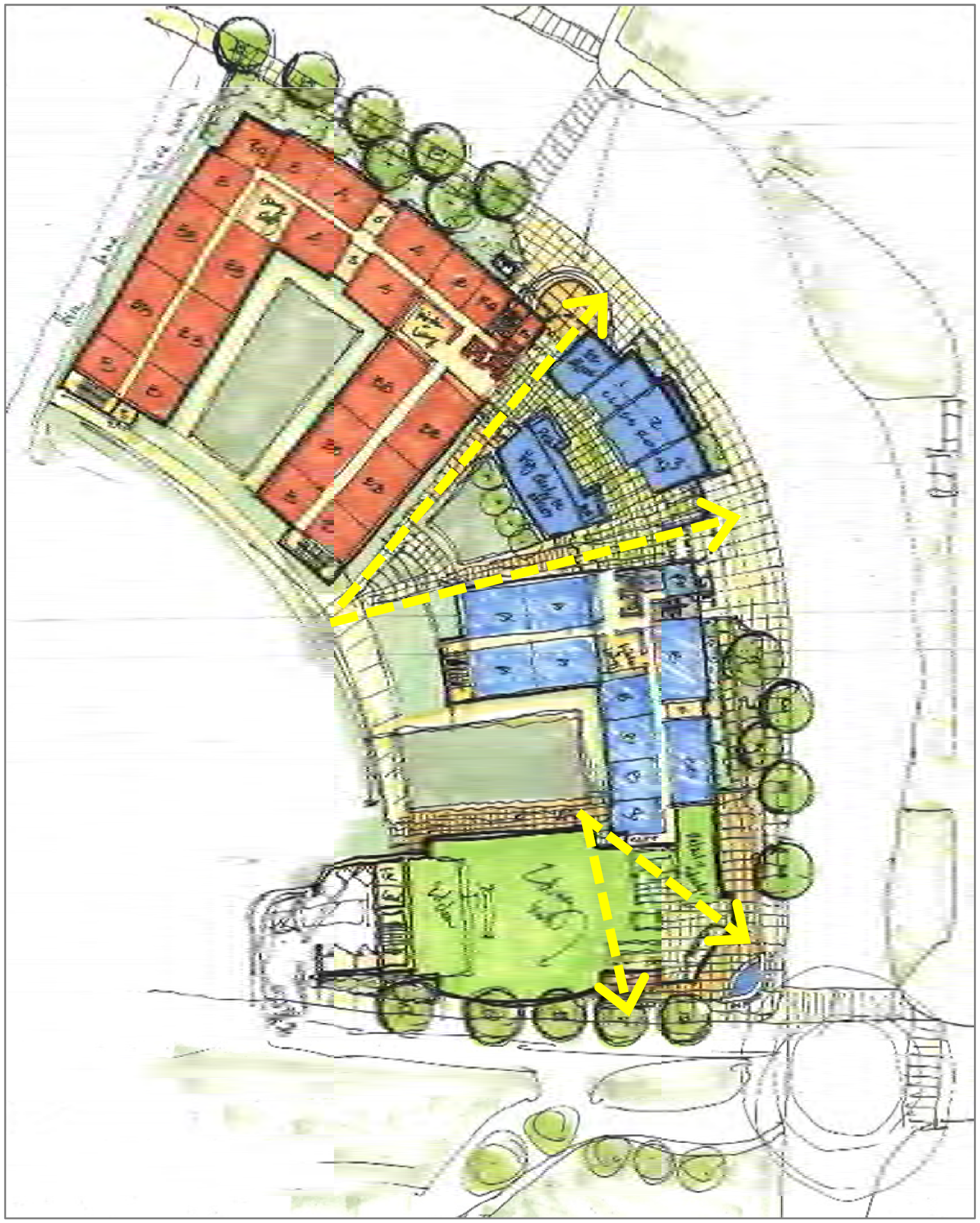


MASTER PLAN – PHASE 1

HONORS COLLEGE STREET LEVEL PLAN



MASTER PLAN with University Mall



ATTACHMENT 1

1/64" = 1'-0"

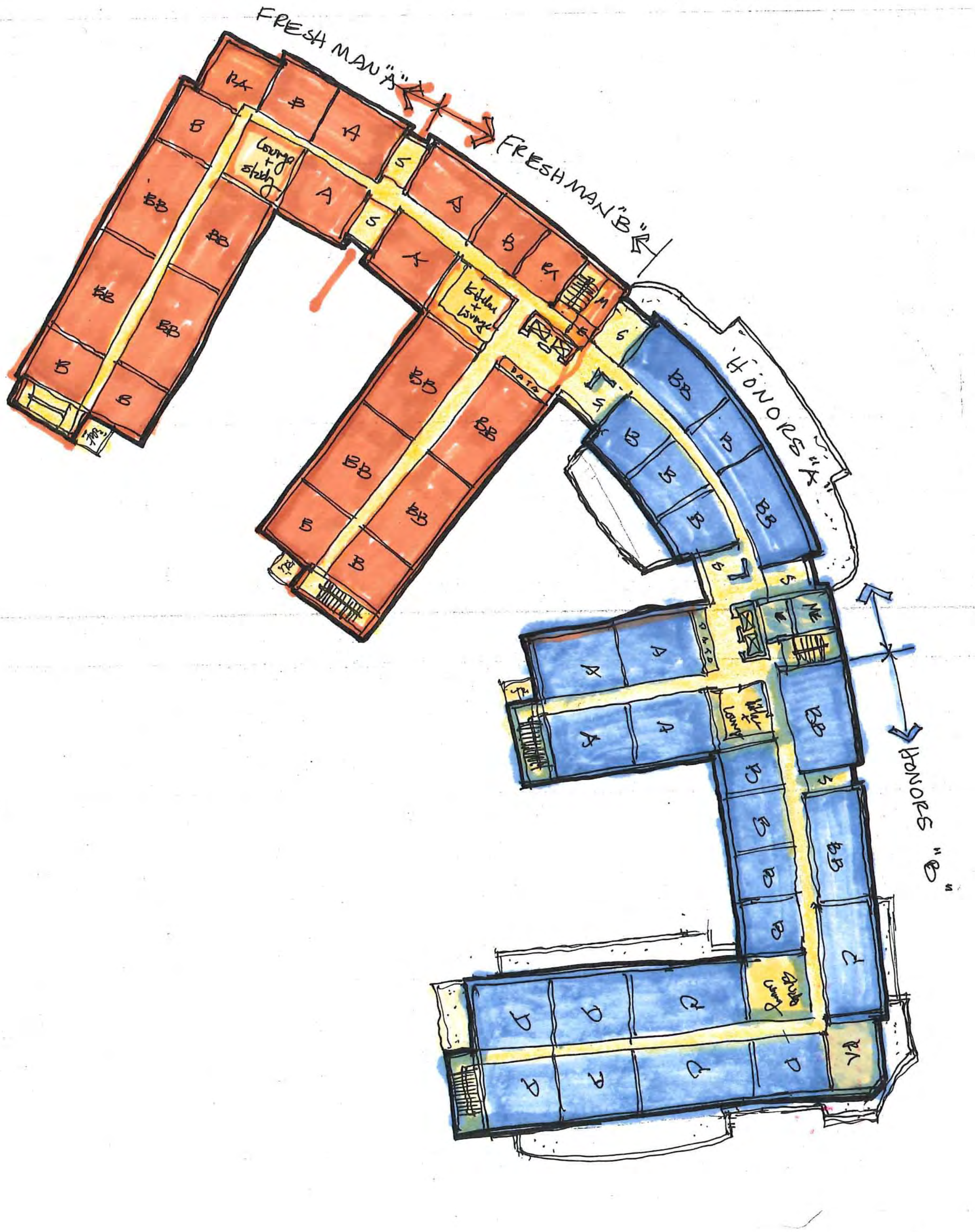
0' 16' 32' 64' 128'

BOISE STATE UNIVERSITY

BOISE STATE UNIVERSITY
RESIDENTIAL HONORS COLLEGE

9 January 2015

ATTACHMENT 1



1/64" = 1'-0"
0' 16' 32' 64' 128'

BOISE STATE UNIVERSITY
RESIDENTIAL HONORS COLLEGE
9 January 2015

BOISE STATE UNIVERSITY

LINCOLN-UNIVERSITY CORNER - STREET VIEW 1

BOISE STATE UNIVERSITY
RESIDENTIAL HONORS COLLEGE

9 January 2015

BOISE STATE UNIVERSITY

UNIVERSITY DRIVE VIEW - STREET VIEW 2

BOISE STATE UNIVERSITY

RESIDENTIAL HONORS COLLEGE

9 January 2015

MEMORANDUM OF UNDERSTANDING

THIS MEMORANDUM OF UNDERSTANDING (the "Memorandum") is entered into by and between Education Realty Trust, Inc., a public real estate investment trust ("EdR"), and Boise State University, a ____________________ (the "University"), effective as of the ____ day of ______________, 2015. For purposes of this Memorandum, EdR and the University are sometimes referred to herein collectively as the "parties" and individually as a "party".

WITNESSETH

WHEREAS, the University issued that certain Request for Information and Statement of Qualifications to Negotiate for the development of a residential honors college and optional supporting mixed use facilities at Boise State University dated July 14, 2014, and after conducting its vetting process, on November 17, 2014 the University notified EdR of its selection as the leading vendor under consideration for development of the Project; and

WHEREAS, based upon their preliminary negotiations and information available to date, the University and EdR are interested in the development of one or more facilities housing 600 undergraduate student beds composed of a 300 bed residential honors college and a 300 bed freshman living learning community, with potential for expansion of an additional 300 beds, with associated food service and other mixed use opportunities agreed upon by the parties located on the campus of the University on West University Drive to be developed for either fall 2016 or 2017 delivery, as agreed upon by the parties, and financed by EdR pursuant to EdR's ONE Plan^{SM} – The On-Campus Equity Plan (the "Project"); and

WHEREAS, the parties wish to enter into this Memorandum during the due diligence and negotiations phase of the Project to set forth the basic terms of the Project, with the intent to enter into more specific definitive written agreements including a lease and other pertinent agreements upon the parties' mutual agreement to pursue the Project.

NOW, THEREFORE, in consideration of the mutual promises and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereby agree as follows:

1. Project Scope. The basic parameters of the Project are:

    a. delivery of 600 beds composed of a 300 bed residential honors college and a 300 bed freshman live-learn facility situated in a separated configuration, including associated food services and other mixed use opportunities, with expansion ability of an additional 300 beds for either the fall 2016 or fall 2017 semester, all subject to finalization by the parties;

    b. the Total Development Costs for the Project as reflected on the profoma development budget would be approximately $_____________ (subject to the final agreement of the parties), which includes, among other things, demolition of the current structures on the Project site, the Pre-Paid Rent (described below), all inclusive operations, management, residence life and security services;

c. the development and construction of the Project pursuant to the development budget, would be financed with 100% EdR equity through its ONE Plan^{SM} without any current or future encumbrance on the fee or leasehold Project interests without the agreement of the University, which may be withheld in its sole discretion. Additions to the Project at the request of the University outside of the final approved development budget would be at the expense of the University;

d. the demolition would commence May of the year preceding delivery of the Project and the Project would be substantially complete in July of either 2016 or 2017, as agreed upon by the parties, subject to force majeure and with the inclusion of provisions to cover any costs related to late delivery.

2. Pre-Development Activities. The following non-exclusive list of pre-development activities (collectively, the "Pre-Development Activities") are required in connection with the Project. In order to meet a fall 2016 occupancy date for the Project, some of the Pre-Development Activities will need to be performed by EdR and/or certain third parties engaged by EdR prior to the time that a final definitive written Lease would be agreed to between the parties, such Pre-Development Activities to include:

   a. visits to the Project site and attend meetings with representatives of the University;

   b. in consultation with University, select the design, engineering, architectural, construction and other professionals and consultants necessary for the planning, design, engineering, development and construction of the Project. Enter into contracts with any such professionals and consultants to accomplish the Pre-Development Activities;

   c. in consultation with University, prepare preliminary drawings, conceptual designs ("Conceptual Designs"), schematic designs, preliminary specifications, design development and construction documents including final specifications for the Project (the foregoing drawings, design, specifications and documents are referenced to collectively herein as the "Plans") and preliminary construction pricing and preliminary development analysis related to the Project;

   d. conduct a detailed assessment of the Project site, including feasibility study, market evaluation, title review, boundary/topographical surveys, soil borings and geotechnical testing, landscape drawings, water analysis, civil engineering analysis and/or environmental site assessment;

   e. in consultation with University, further refine the Plans, including revised construction pricing, based upon any budget constraints, Project site constraints, and constituent input; and

   f. in consultation with University, preparation of a detailed Project schedule.

EdR will keep the University informed as to progress of all Pre-Development Activities. EdR and the University agree to reasonably and timely cooperate with one another in good faith in connection with the Project, the performance of the Pre-Development Activities and the granting of any required approvals in connection therewith. The University will participate in design charrettes and other material discussions related to the design and materials of the facility. EdR is aware of the University design standards and the expectation of the University these design standards be the primary framework for design, materials and systems. The University is interested in sustainable design and where possible EdR will incorporate sustainable design elements. Following preparation of conceptual designs, EdR will submit same to the University for its approval. The University and EdR will cooperate in the determination if the State of Idaho, or City of Boise is the appropriate construction permitting agency.

3. Pre-Development Expenditures. The Parties agree that the Pre-Development Activities shall be performed directly by EdR or by third parties engaged by EdR and that all third-party costs and expenses (including travel, meals and lodging) paid or incurred by EdR or third parties engaged by EdR in connection with the Pre-Development Activities (collectively, the "Pre-Development Reimbursables") shall be funded by EdR. The pre-development budget agreed upon by the parties (the "Pre-Development Budget") sets forth EdR's estimation of the monthly budget for pre-development expenditures.

4. Contract Documents. EdR's interest in the Project would be in the form of a leasehold interest in the land, improvements and associated tangible personal property pursuant to a lease (the "Lease"), such leasehold interest to be tax-exempt for purposes of ad valorem real and personal property taxes based upon the exclusive use of the Project as University housing. However the personal and property taxes of non-University housing or University occupied spaces such as retail is yet to be determined. The key provisions of the Lease would include:

   a. Permitted Use. The Project would be used as the on-campus residential honors college and premium freshman residential community and would remain designated as such for the duration of the term of the Lease. The Project would be treated as on-campus housing on parity with other undergraduate housing for all University services, except as otherwise specified in the Lease. With an academic year lease structure, the Project would be a summer camp venue for the campus on par with other University summer camp locations and the University would work with EdR to identify appropriate camps to support summer revenue targets;

   b. Term. The Lease term would be fifty (50) years. The term of the operating agreement would be coterminous with the Lease.

   c. Advisory Committee. An advisory committee consisting of three (3) executives of EdR and two (2) of executives of the University would meet on a semi-annual basis to review the operations of the Project, proposed rents and discuss any outstanding concerns of either EdR or the University.

   d. Base Rent. The Lease would provide for annual base rent payable by EdR on a monthly basis to the University intended to approximate fifty percent (50%) of initial market rent which would be based upon an agreed upon fixed amount in the first year of operations and thereafter increasing each year by the Consumer Price Index for All Urban Consumers, All Items, West Region (1982-1984=100) published by the Bureau of Labor Statistics of the United States Department of Labor ("CPI Increase"), which would be due upon the opening of the facility;

e. Percentage Rent. As an additional component of the total rent, EdR would pay a percentage of gross revenue of the Project along with the base rent payment which in the aggregate will be equal to or greater than market rent.

f. Project Changes. Any savings of the final agreed upon Total Development Costs as measured upon Final Completion of the Project would be split 50%/50% between EdR and the University and the University's portion would be paid as a lump sum at Final Completion. Any increase in the Total Development Costs for the Project as a result of design changes requested by the University would require adjustments to the base rent or percentage rent, but in order to preserve the alignment of the interests of the parties, in no case will changes be permitted where the necessary adjustment would result in a percentage rent percentage of less than 5% of the gross revenues of the Project;

g. Residential/Retail Rent. EdR would be entitled to set the rents for the residential and retail spaces in the Project and all such rents and any other income derived from the Project will be gross revenues of the Project. The University would reserve the use of certain areas of the Project and would compensate the Project for any use that generates income or is primarily for the benefit of the University rather than the residents of the Project.

h. Rating Setting. EdR's discretion to set residential rental rates would be required to be exercised in a reasonable manner. EdR would have the right to increase residential rental rates by the greater of (i) the CPI Increase; (ii) the rate of increase at the University's other on-campus housing; and (iii) four percent (4%). EdR would be entitled to a "catch-up" for years where an increase was needed but could not be implemented in EdR's determination. The Advisory Committee would meet to discuss if additional rate increases were appropriate due to extraordinary increases in operating expenses or other circumstances.

i. Residential Life. At the discretion of the University, residential life services would be provided by the University or by EdR in a manner consistent with the University's program and standard of care.

j. Operation of the Project. EdR would be responsible for all maintenance, operation and upkeep of the Project in a Class A manner.

k. Capital Repair and Replacement Reserve. In addition to amounts budgeted for normal maintenance, the operating budget for the Project would include a $200 per bed capital repair and replacement balance sheet reserve in the first year, escalating by 3% annually thereafter. Upon the expiration or earlier termination of the Lease the then remaining amount of funds allocated to the capital repair and replacement balance sheet reserve would be transferred to the University's for its use to demolish or refurbish the Project.

l. Parking. The University would allow students residing at the Project to purchase parking from the University with the same on-campus parking terms, conditions rights and privileges as other students housed in University housing. The provision of such parking is reflected in the Base Rent payment by EdR.

m. Dining Facilities and Other Food-based Retail Spaces. EdR would cooperate with the University and its exclusive food service provider for the development of a dining hall facility to serve as additional capacity and compliment to the University's meal plan program. Any all-you-care-to-eat, or cafeteria style dining would be operated by the University's food service provider with the development and revenue sharing terms to be negotiated congruent with the University's RFP process for food service vendors. For other food service retail such as Quick Service Retail or Full or partial service food retail, EdR would provide the University's on-campus food service partner a first right of offer for any food service facilities in the Project prior to soliciting outside vendors. If the parties agree that a restaurant should be incorporated into the Project, the restaurant concept may include a mid-price range dining option with alcoholic beverages (subject to approval from the Idaho State Board of Education) available for consumption by adults and a site plan that is designed primarily for seated dining and not a "bar" configuration that is primarily suited to alcohol consumption. The University would be provided the right to veto or alter design elements, if in the sole opinion of the University the design of the proposed restaurant creates the image or feeling of a "bar" environment. The University is concerned that any alcohol on campus is actively and appropriately managed, any food service provider serving alcohol, would in addition to the required State, City and County licenses, ensure all servers are Idaho TIPS and ServSafe certified (or the then prevailing equivalent training) as this training helps to ensure alcohol is appropriately dispensed to those of legal age, and in quantities to avoid over consumption.

n. Non-Food Retail: To the extent the property provides for other retail establishments which are not food based, the Lease would detail restrictions on prohibited uses of such spaces to ensure no undesirable businesses or direct competitors to the University are offered leases. Such uses include but are not limited to: alcohol vendors, bookstores, pawn shops, pay-day lenders or other predatory lenders, adult-based or adult themed businesses, other educational institutions, business which use or produce hazardous substances, game center, and other prohibited uses to be determined.

o. Additional University Housing. Conditioned upon EdR meeting all of its contractual obligations with regard to the Project, if the University desired to expand the Project by 300 beds, the University would offer a right of first offer to EdR for such expansion with the goal of incorporating the additional 300 beds into the then current Lease and operating agreement. The University would agree for a period of fifteen (15) years not to build any additional on campus housing beyond the contemplated Project expansion unless an independent market study confirmed reasonable demand and a need for such additional housing and such additional on campus housing did not adversely affect the Project in a material manner per the conclusions of the market study. The University would have the right, but not the obligation to engage in negotiations with EdR and permit EdR to make a first offer for such additional development prior to discussions with third parties.

p. The Towers. As a condition for development of the Project, and in order to make the Project financially feasible, EdR requires that The Towers be repurposed for a use other than student housing. In consideration for such repurposing EdR is willing to offer an up-front payment to fund the costs of such repurposing in the amount of One Million Dollars ($1,000,000) to the University.

q. Early Termination. Any early termination of the Lease by the University is subject to an early termination payment pursuant to the formula set forth at Exhibit A hereto (the "Early Termination Fee"). The Early Termination Fee is calculated to compensate EdR for its economic interest in the Project and not to serve as a windfall to either party. In the case of an EdR default, the Early Termination Fee would be net of any damages to the University resulting from such default.

r. Assignment/Right of First Refusal. EdR would be permitted to assign the Project to a "qualified assignee" as such definition is agreed upon by the parties. A change in control of EdR would not constitute an assignment so long as the resulting entity assumes full liability for all contracts. Prior to any assignment, the University would be permitted a right of first refusal which would require the University to exercise its right within 90 days and close the transaction within 180 days thereafter.

s. Naming Rights: The University would retain the exclusive rights to market, solicit and receive compensation for any naming rights associated with the facilities of this project. The project would initially be named and marketed by mutual agreement of both parties, but at any time the University may at its own expense change exterior or interior signage in conjunction with the University selling naming rights, or honoring a University donor with naming rights in this project.

5. Term. This Memorandum shall remain in full force and effect until the earlier of:

   a. mutual execution by the Parties of the Lease and any other operative documents for the Project; or

   b. termination of this Memorandum by either party pursuant to Section 6.

   c. Upon termination of this Memorandum, all obligations and liabilities of the Parties by reason of this Memorandum shall cease, except that any obligations or liabilities under Sections 3, 5, 7, 8, 9, 10, 11 and 13 hereof shall survive any termination or expiration of this Memorandum.

6. Termination.

   a. EdR. If EdR determines that the Project is no longer financially feasible due to (a) unanticipated title and/or environmental issues; or (b) modifications or additional requirements of the University, EdR may terminate this Memorandum by written notice to the University.

   b. University. In advance of an Idaho State Board of Education approval of the final ground lease agreement, the University may terminate this Agreement upon thirty (30) days' notice for any reason or no reason at all without any liability or payment to EdR, unless the University has entered into any other formal agreement with EdR where any such payment is due.

c. Termination for Breach. The University may terminate this Agreement in the case that EdR has breached its obligations hereunder in a manner that threatens the viability of the Project and fails to cure such breach within thirty (30) days after notice of same.

7. Confidentiality. The University and EdR understand and agree that the information obtained pursuant to the Pre-Development Activities shall be kept in confidence and shall not be revealed to outside parties other than to the lenders, principals, trustees, directors, officers, agents, advisors or affiliates or as otherwise required by law, including any applicable open records laws, unless mutually agreed upon both parties.

8. Entry Upon Site. The University hereby grants EdR, its agents and employees, and third parties engaged by EdR to provide Pre-Development Activities during the term of this Memorandum, the right to enter upon that portion of the Project site owned by the University or the University for the purpose of conducting Pre-Development Activities. The University agrees to use its best efforts to obtain for EdR the right to access to the remainder of the Project site.

9. Insurance. EdR will procure and maintain, at its expense, the following minimum insurance coverages insuring all services, work activities and contractual obligations undertaken in this contract. These insurance policies must be with insurers acceptable to the University.

COVERAGES	LIMITS
Workers' Compensation, Disability	Statutory Requirements (Idaho)
Employer's Liability	$500,000/$500,000/$500,000
Commercial General Liability, including operations/ completed operations, products, and contractual liability (including defense and investigation costs) including this contract.	$1,000,000 per occurrence and a $3,000,000 aggregate including, but not limited to, coverage for bodily injury, personal injury, property damage, ongoing and completed operations, products and contractual liability
Business Automobile Liability, covering owned, leased, or non-owned autos	$1,000,000 combined single limit for bodily injury or property damage
Umbrella	increase to $50,000,000 the limits of coverage provided by the insurance required
Architects and Engineers Professional Liability/Errors & Omissions	$2,000,000 each occurrence

10. Assignment. This Memorandum may not be assigned by EdR or the University without the written consent of the other party, except that EdR may assign this Memorandum to a company owned by EdR's operating partnership, Education Realty Operating Partnership, LP.

11. Representations and Warranties.

a. EdR hereby represents and warrants to the University as follows:

   i. EdR has all requisite power and authority to enter into this Memorandum and consummate the transaction herein contemplated, and by proper action has duly authorized the execution and delivery of this Memorandum and the consummation of the transaction herein contemplated and no permission, approval or consent by third parties or governmental authorities is required in order for EdR to enter into and consummate this Memorandum;

   ii. this Memorandum is a valid obligation of EdR and is binding upon and enforceable against EdR in accordance with its terms; and

   iii. the consummation by EdR of the transaction contemplated hereby does not, and will not, constitute a violation of any order, rule or regulation of any court or of any federal or state or municipal regulatory body or administrative agency or other governmental body having jurisdiction over EdR.

b. The University hereby represents and warrants to EdR as follows:

   i. the University has all requisite power and authority to enter into this Memorandum and consummate the transaction herein contemplated, and by proper action has duly authorized the execution and delivery of this Memorandum and the consummation of the transaction herein contemplated and no permission, approval or consent by the third parties, or other governmental authorities, and no official procurement process is required in order for the University to enter into and consummate this Memorandum;

   ii. this Memorandum is a valid obligation of the University and is binding upon and enforceable against the University in accordance with its terms; and

   iii. the consummation by the University of the transaction contemplated hereby does not, and will not, constitute a violation of any order, rule or regulation of any court or of any federal or state or municipal regulatory body or administrative agency or other governmental body having jurisdiction over the University.

12. Miscellaneous.

a. This Memorandum may be executed in one or more counterparts, each of which shall be deemed an original. This Memorandum shall be binding upon and shall inure to the benefit of the University and EdR and their respective successors and assigns. This Memorandum shall be governed by and construed in accordance with the laws of the State of Idaho

b. The University hereby covenants with EdR as follows: (i) in the event that approvals or consents of the University or any governmental authority are required in order for the Project to be properly authorized, the University shall use reasonable effort to obtain such approvals or consents and (ii) the University shall not take any action which would cause a change in the applicable building or development codes which are applicable to the design, development or construction of the Project, unless such changes are beneficial to the project as agreed upon by both parties.

c. Any notice, request or other communication given or made hereunder ("Notice") shall be in writing and sent by any of the parties or their respective attorneys by any of the following means: (i) by registered or certified mail, return receipt requested, postage prepaid, (ii) by personal delivery, (iii) by recognized overnight delivery service or (iv) by e-mail, with prompt confirmation by one of the previous authorized means of notice. Any such Notice shall be addressed to the other party at the addresses or email addresses set forth below, or to such other address or addresses or email address for each party as each party shall hereafter designate by Notice given to the other parties pursuant to this Section 14(c):

To EdR:

Education Realty Trust, Inc.
999 South Shady Grove, Suite 600
Memphis, Tennessee 38120
Attention: Thomas Trubiana and Steve Schnoor
Telephone: (901) 259-2500
Email: ttrubiana@edrtrust.com; sschnoor@edrtrust.com

To University:

Boise State University
Office of General Counsel
Attention: Kevin Satterlee
1910 University Dr.
Boise, ID 83725-1002

With a Copy to:

Boise State University
Real Estate Services
Attention: Jared Everett
1910 University Dr.
Boise, ID 83725-1247

d. The parties do not intend to become, and nothing contained in this Memorandum shall be interpreted to deem that the University and EdR are, partners or joint venturers in any way or that EdR is an agent or representative of the University for any purpose or in any manner whatsoever.

e. Except to the extent, if any, to which this Memorandum specifies otherwise, each party shall be deemed to be required to perform its obligations under this Memorandum at its own expense, and each party shall be permitted to exercise its rights and privileges only at its own expense.

f. No officer, official, employee, agent or representative of the University, and no employee, officer, member or agent of EdR shall be personally liable for any obligation incurred under the terms of this Memorandum.

g. All prior negotiations are merged into this Memorandum. No party shall be bound by this Memorandum until it is executed and delivered by both parties.

h. Nothing in this Memorandum shall be construed to permit anyone other than the University and EdR and their respective successors and assigns to rely upon the covenants and agreements herein contained nor to give any such third party a cause of action (as a third party beneficiary or otherwise) on account of any nonperformance hereunder.

i. For the purposes of any of the provisions of this Memorandum, neither the University nor EdR shall be considered in breach of or in default of its obligations hereunder in the event of any delay in the performance of such obligations due to causes beyond the control of, and without the fault or negligence of, such party, including without limitation acts of God, acts of the public enemy, acts of war or terrorism, acts of the federal government, fires, floods, epidemics, quarantine restrictions, strikes, freight embargoes, severe or inclement weather, shortages in labor, supplies or materials, or delays due to such causes; it being the purpose and intent of this Section 14(i) that in the event of the occurrence of any such delay, the time or times for performance of the obligations of the party suffering such delay hereunder shall be extended for the period of the delay.

j. This Memorandum shall be construed in accordance with the laws of the State of Idaho and venue for any action based upon this Memorandum shall be in the state or federal courts located in Boise, Idaho.

k. EdR acknowledges that the University is governmental and political subdivision of the State of Idaho and as such is subject to the Idaho State Tort Claims act which limits the liability of the University, and the University as a State subdivision is an entity with the authority for eminent domain or condemnation, and no provision of this agreement shall limits these rights of the University.

l. The Lease would contain provisions whereby EdR agrees to indemnity the University for any claims related to the development or operation of the Project,

[SIGNATURE PAGE(S) TO FOLLOW]

MEMORANDUM OF UNDERSTANDING

IN WITNESS WHEREOF, each of the Parties hereto has executed this Memorandum effective as of the day and year first set forth above.

EDUCATION REALTY TRUST, INC.

By: ______________________________
Thomas Trubiana,
President & Chief Investment Officer
Date:

BOISE STATE UNIVERSITY

By: _____________________________________
Name: _______________________________
Title: _______________________________
Date:

EXHBIIT A

EARLY TERMINATION FEE FORMULA

(a) "Early Termination Fee" shall mean an amount equal to the net present value of (A) Estimated Annual Net Incomes for the remaining part of the Term with residual value of the Improvements of zero dollars ($0.00); minus (ii) the unexpended Replacement Reserve; (iii) utilizing a seven and a quarter percent (7.25%) discount rate. A further illustration of the method for calculating the Early Termination Fee is set forth in the Financial Model.

(b) "Estimated Annual Net Incomes" shall mean the expected Net Income of Tenant each year for the remaining part of the Term calculated based on the average rate of increase of Tenant's Net Income for the five (5) years preceding the determination of the Early Termination Fee, or the corresponding proforma amount if the Lease is terminated prior to the 5th year (the "Estimated Net Income Percentage Increase Rate"); provided that for purposes of calculating Estimated Net Income, the Estimated Net Income Percentage Increase Rate shall not be less than three percent (3%) and shall not be greater than nine percent (9%).

(c) In the event of a termination of this Lease pursuant to an assignment to a Qualified Assignee, the Early Termination Fee shall be equal to the consideration set forth in the Bona Fide Offer.

IDAHO STATE UNIVERSITY

SUBJECT

Amendment of Idaho State University (ISU) Intellectual Property Foundation, Inc. (IPF) Bylaws

REFERENCE

August, 2014	Idaho State Board of Education (Board) approval of IPF formation including bylaws.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.E.2.c.ii.6 and V.E.6.

BACKGROUND/DISCUSSION

Article Two of the approved bylaws provides that Board members will serve for terms of three to eight years and that ISU may appoint two of the five IPF Board members. The proposed amendment provides that the ISU-appointed Board members will serve for a term of one year, may serve multiple terms, and may be removed at the ISU president's discretion.

IMPACT

This amendment allows greater flexibility for ISU.

ATTACHMENTS

Attachment 1 – Proposed amendment	Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to amend the Idaho State University Intellectual Property Foundation bylaws as set forth in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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ARTICLE TWO
BOARD OF DIRECTORS

1. Number. The number of Directors on the IPF Board of Directors shall be five (5).

2. Ex Officio Directors on the Board. Ex Officio Directors on the IPF Board shall include the University's President and the Corporation's Executive Director and other key persons as approved by a majority vote of the Board of Directors. Ex Officio Directors shall not count against the number of Directors allowed in these Bylaws. Provided, however, the number of Ex Officio Directors shall not exceed five (5) and Ex Officio Directors shall not be entitled to vote on any matter coming before the Board of Directors.

3. Manner of Selection and Vacancies.

    a. Two University employees must always be on the IPF Board of Directors, provided, however, the University's representation on the Board of Directors shall not constitute a majority of the full membership on the Board.

    b. Appointments to name successor IPF Board members or fill Board vacancies shall be made by the Board of Directors, provided, however, that the President of the University shall appoint successors to, or make appointments to fill vacancies for, those Directors who were University employees when appointed.

~~4.~~ 4. Term. Each non-University-appointed Director, whether by initial appointment or appointment to a vacancy, shall serve for a term of three (3) to eight (8) years as designated by the Chair of the IPF Board of Directors. University-appointed Directors shall serve for a term of one (1) year and may be re-appointed at the discretion of the President of the University. The Chair shall manage the length and/or start dates of terms to preclude, to the extent possible, more than three (3) new Directors being appointed in any one year. A person filling a vacancy is eligible for reappointment in the same manner as set forth in paragraph 3 above. A Director may resign at any time by delivering a written resignation to the Executive Director, a Vice President, or the Recording Secretary. Unless otherwise specified therein, such resignation shall take effect upon delivery. Any Director may be removed by majority vote of the Board of Directors, upon adequate opportunity for hearing before the Board of Directors. The President of the University may remove University-appointed Directors at any time.

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UNIVERSITY OF IDAHO

SUBJECT

Capital Project Authorization Request, Planning and Design Phases Authorization, University of Idaho (UI) Library Renovation and Improvements.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.K.1, and Section V.K.3.a

BACKGROUND/DISCUSSION

University of Idaho Library – Current Conditions

The UI Library is the largest library in the State of Idaho. It was established in 1892 and has grown from a single classroom located in the UI Administration building. The UI Library houses well over a million books and subscribes to almost ten thousand periodicals, in print and online. The library has also served for over a century as an official regional depository of U.S. federal government publications, making almost two million government documents available to the public. The library's Special Collections and Archives are an invaluable resource for researchers, providing access to historical photographs, state documents, university historical materials, rare books, digital collections, the International Jazz Collections, and the premiere jazz archives of the Pacific Northwest.

The current library building was originally constructed in 1957 and was renovated and increased in size in 1992, and its primary function was to house and protect collections used by faculty and students. That renovation and addition is now 22 years old. Finishes are worn and becoming dated and the programming and layout of several spaces do not readily accommodate the changes in library services and technology that have occurred in the past 22 years. Renovations and improvements are now necessary to allow the library to maintain pace with current practices and pedagogies in support of the UI's academic programs and mission.

Project Background and Description

This agenda item is an Authorization Request to allow the University to proceed with planning and design phases of a Capital Project to provide for renovations and improvements to the University of Idaho Library in alignment with the 2009 Library Renovations Feasibility Study. Since that time, the UI and library leadership have worked to continuously refine the program and scope of the needed and desired improvements, identify fund sources and set aside prudent reserves and seek gift funds through the university's capital campaign effort. This project represents the first phase of implementation of the recommendations of the 2009 feasibility study and provides the necessary ground work to subsequently implement the Special Collections and Archives Improvements project.

The project effort is the first significant capital project to result from these efforts. The scope of the project includes:

- Renovations and improvements to the first floor of the UI Library. Approximately 28,000 sf of area will be renovated and refreshed.
- Reconfiguration of the first floor layout to provide for additional open space and maximize access to light in public areas.
- Addition of customer service features such as a small coffee bar and access to technology.
- The provision of additional interactive and collaborative, team learning spaces.
- The relocation of Collection and Archive spaces as the first step in what is anticipated to be a phased, iterative set of improvements to the special collection and archive functions.
- An update of the overall library experience.

Authorization Request

This request is for Capital Project Authorization to plan and design a project which provides for the needed and desired renovations and improvements to the UI Library as originally described in the 2009 Feasibility Study and as revised since. The project is also fully consistent with UI's strategic plan and Long Range Capital Development Plan.

IMPACT

The total project effort is currently estimated at $1,400,000, to include design and construction costs and appropriate and precautionary contingency allowances. The immediate fiscal impact of this effort is to fund planning and design phase costs of the overall project.

Funding for this project is to be provided through the use of central university funds and library reserve funds specifically set aside for this effort, supplemented by gifted funds developed during the university's Capital Campaign.

Overall Project

Funding		**Estimate Budget**	
State	0	A/E & Consultant Fees	149,900
Federal (Grant):	0	Construction	800,000
Other (UI)		Construction Cont.	80,000
Central University	400,000	FFE (inc. Technology)	271,000
Library Reserves	420,000	Project Cont.	100,000
Gifted Funds	580,000		
Total	$1,400,000	Total	$1,400,000

Planning and Design Phase

Funding		**Estimate Budget**	
State	0	A/E & Consultant Fees	$ 149,900
Federal (Grant):	0	Construction	0
Other (UI)		Construction Cont.	0
Central University	400,000	FFE (inc. Technology)	0
Library Reserves	420,000	Project Cont.	100,000
Gifted Funds	580,000		
Total	$1,400,000*	Total	$ 249,900

* Total funding currently available exceeds funding requisite for the design phase. The UI's intent is that any unused funding is carried forward to a future construction phase at the time such future construction phase may be approved by the Board of Regents.

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to implement the planning and design phases of a Capital Project for the University of Idaho Library Renovation and Improvements, in the amount of $249,900. Authorization includes the authority to execute all necessary and requisite Consulting and vendor contracts to fully implement the planning and design phases of the project.

Moved by__________ Seconded by___________ Carried Yes_____ No_____

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Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of January 2015

History Narrative

1 **Institution/Agency:** University of Idaho **Project:** Planning and Design Phases Authorization, University of Idaho Library Renovation and Improvements, University of Idaho, Moscow, Idaho.

2 **Project Description:** Planning and Design Phase work towards an eventual series of renovations and improvements to the University of Idaho Library located on the main campus of the University of Idaho, Moscow, Idaho.

3 **Project Use:** A project effort that will provide for renovations and improvements to the first floor of the University of Idaho Library. The original Library was constructed in 1957. A significant building addition was constructed, and the 1957 space was renovated, in 1992. No significant renovations or improvements have occurred in the 22 years since, although tremendous advances in technology and Library Science have occurred.

4 **Project Size:** 28,000 GSF

	Sources of Funds				Use of Funds*			
Project Cost History:	**PBF**	**ISBA**	**Other**	**Total Sources**	**Planning**	**Use of Funds Const**	**Other****	**Total Uses**
9 Initial Cost of Project. Planning and Design Phase Only	$ -	$ -	$ 249,900	$ 249,900	$ 149,900	$ -	$ 100,000	$ 249,900
10 Anticipated Overall Cost, All Phases	$ -	$ -	$ 1,150,100	$ 1,150,100				
11 **History of Revisions:**								
16 **Total Project Costs**	$ -	$ -	$ 1,400,000	$ 1,400,000	$ 149,900	$ -	$ 100,000	$ 249,900

* Total funding currently available exceeds funding requisite for the design phase. The University intent is that any unused funding is carried forward to a future construction phase at the time such future construction phase may be approved by the Board of Regents.

			|-------------------- Other Sources of Funds		--------------------|		
History of Funding:	**PBF**	**ISBA**	**Institutional Funds (Gifts/Grants)**	**Student Revenue**	**Other*****	**Total Other**	**Total Funding**
20 Initial Authorization Request, Planning and Design Phase Only, February 2015	$ -	$ -	$ 580,000	$ -	$ 820,000	$ 1,400,000	$ 1,400,000
24						-	-
25 Total	$ -	$ -	$ 580,000	$ -	$ 820,000	$ 1,400,000	$ 1,400,000

26 ** Overall Project Contingency, Any Carry forward to be used in future phases approved by the Board of Regents.

27 *** Internal Strategic Reserves, $400,000; Library Reserves $420,000

28 NOTE: Total funding currently available exceeds funding requisite for the design phase. The University intent is that any unused funding is carried forward to a future construction phase at the time such future construction phase may be approved by the Board of Regents.

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UNIVERSITY OF IDAHO

SUBJECT

Information Item – Idaho Arena

REFERENCE

August 2006	Information Item, Technical Assessment & Feasibility Study, Proposed University of Idaho (UI) Events Pavilion and ASUI Kibbie Activity Center.
February 2007	Request to initiate conceptual design and financial feasibility process for multi-use UI Events Pavilion

.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K. Construction Projects

BACKGROUND/DISCUSSION

The University of Idaho is considering a new sports arena to be constructed on the field north of the ASUI Kibbie Dome at a projected cost not to exceed $30 million to be funded entirely with private funds through donations and in-kind contributions to construction. The arena is included in UI's Six-Year Capital Construction Plan.

The concept of a sports arena in addition to the ASUI-Kibbie Dome has been under study and consideration at the UI since around the time the ASUI-Kibbie Dome was constructed in the 1970s. Both stand-alone facilities and contiguous facilities have been considered. The facility currently under consideration is a stand-alone facility to serve as a venue for Men's and Women's basketball and other court sports. It also would provide practice facilities, locker rooms, ticket facilities, concession areas and offices.

The facility would serve as an alternative scale venue for small concerts and other UI events. Proposed conference space will add to the multi-purpose functionality of the facility. The arena will relieve the ASUI-Kibbie Dome from the burden of the basketball court, freeing the Dome to host larger scale events for UI as well as the community at large. In that regard, the facility will be a benefit for economic development for both the UI and the Moscow community.

Conceptual drawings are attached to these materials.

IMPACT

The projected cost of up to $30 million will be obtained from donors through direct contributions and pledges as well as in-kind contributions for construction of the facility. President Staben, Athletic Director Spear and the UI Advancement

Office are engaging the UI donor community now seeking commitments for major donations in anticipation of coming to the Idaho State Board of Education (Board) later this year for planning approval.

ATTACHMENTS

Attachment 1 – Concept Drawing – Idaho Arena	Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Since the contemplated facility is on UI's Six-Year Capital Construction Plan, Board policy permits the institution to solicit and accept gifts in support of the project.

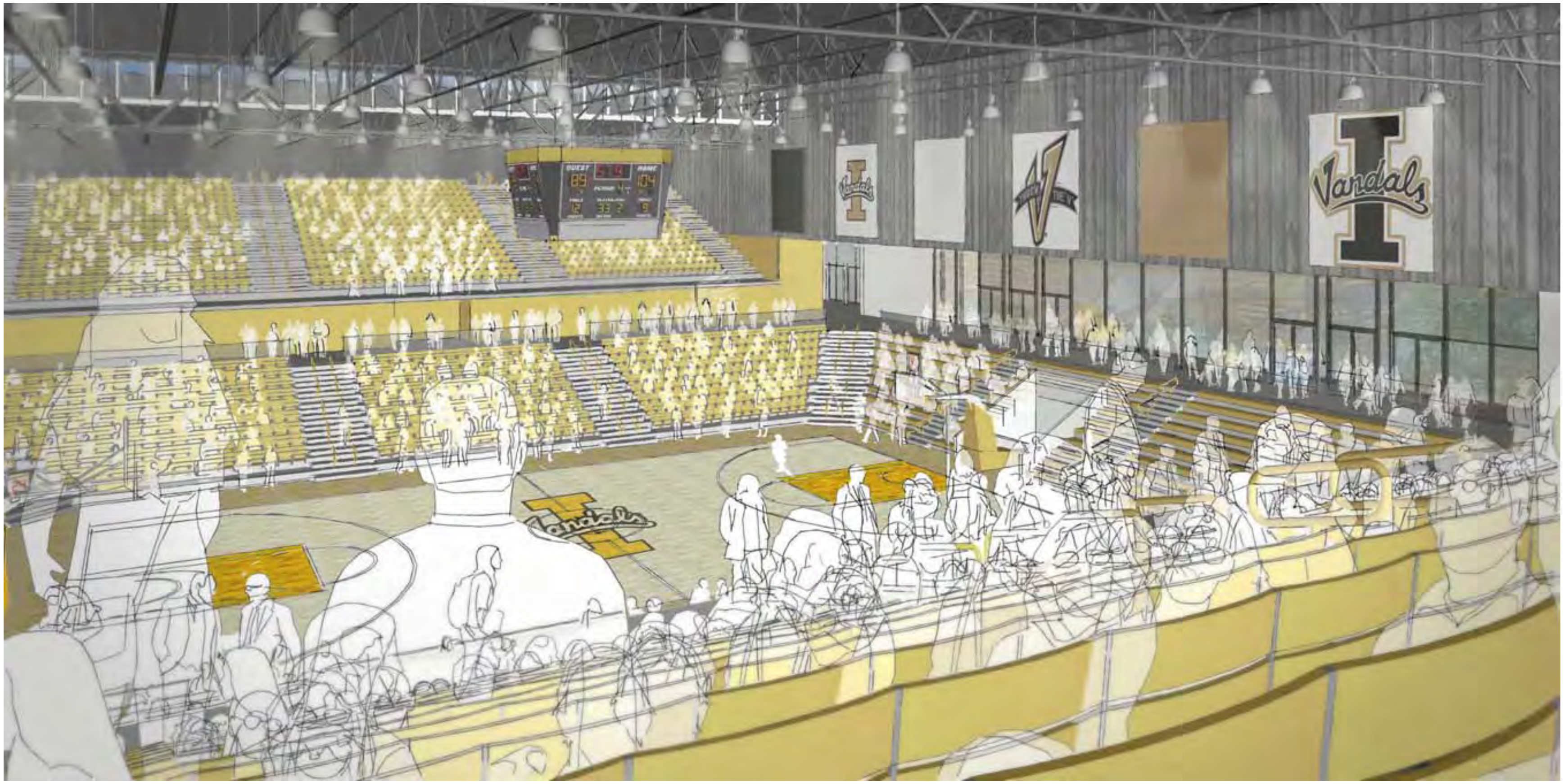
BOARD ACTION

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

Arena Plan

Arena Plan

Arena Plan



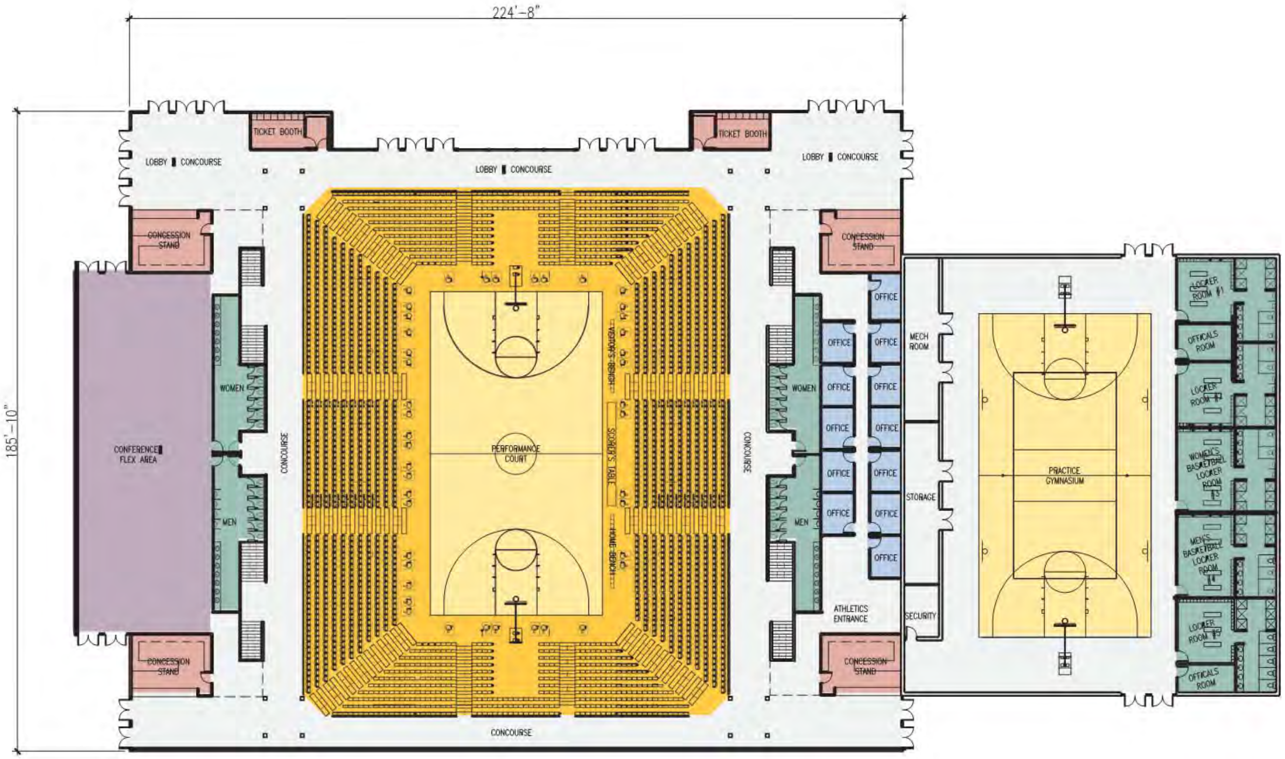
Arena Plan

Arena Plan

OPTION 1: MAIN FLOOR

PROGRAM	
CIRCULATION	12,946 SF
SERVICE / MECHANICAL	2,311 SF
TICKETING	550 SF
CONCESSIONS	1,750 SF
CONFERENCE	4,211 SF
REST ROOM	2,062 SF
LOCKER ROOM	3,845 SF
OFFICE	2,414 SF
COURT	6,490 SF
PRACTICE COURT	8,710 SF
SEATING	24,947 SF
TOTAL	**70,236 SF**

LEGEND	
CIRCULATION / SERVICE	⬜
TICKETING / CONCESSIONS	🟥
CONFERENCE	🟪
REST-ROOMS / LOCKER-ROOMS	🟩
OFFICE	🟦
COURT	🟨
SEATING	🟧



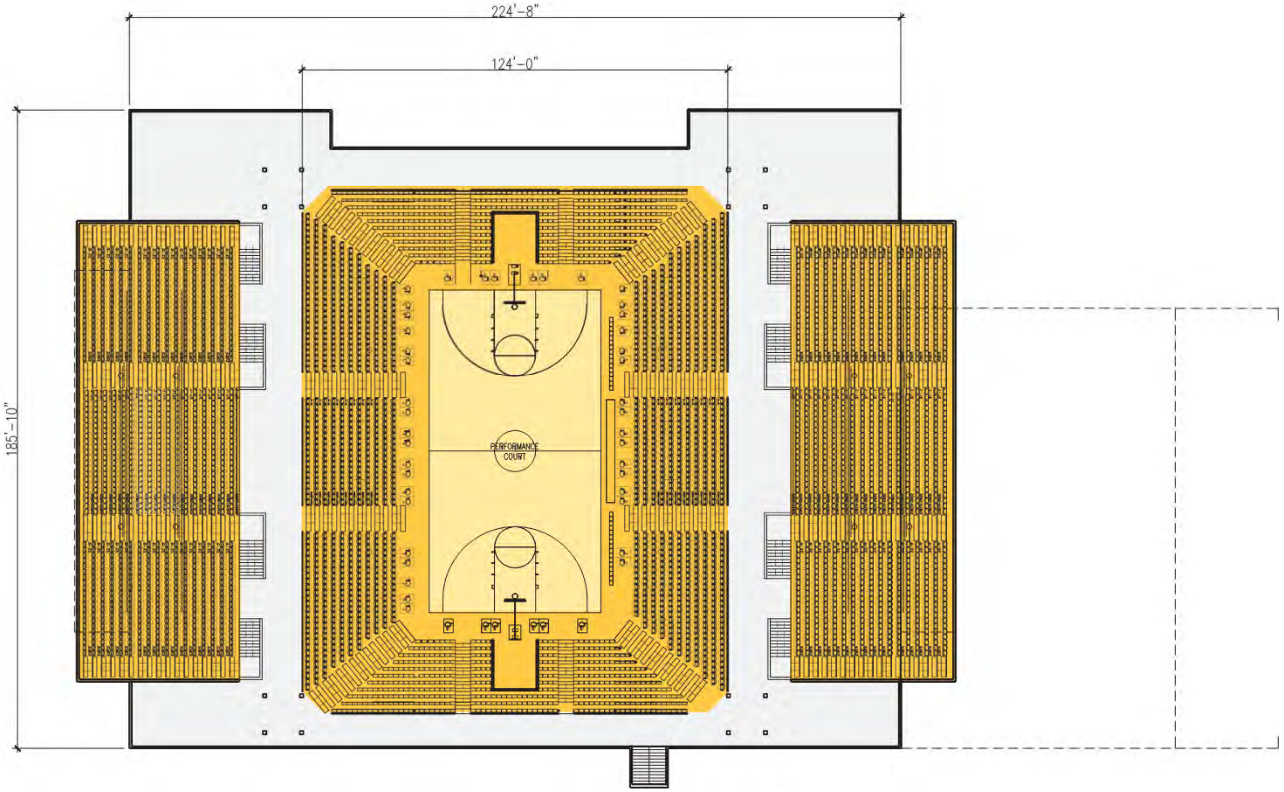
Upper Level

PROGRAM

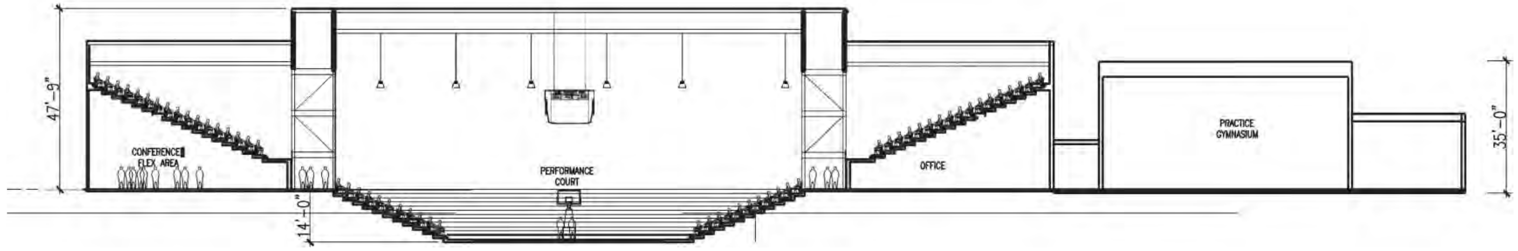
CIRCULATION	12,946 SF
SERVICE / MECHANICAL	2,311 SF
TICKETING	550 SF
CONCESSIONS	1,750 SF
CONFERENCE	4,211 SF
REST ROOM	2,062 SF
LOCKER ROOM	3,845 SF
OFFICE	2,414 SF
COURT	6,490 SF
PRACTICE COURT	8,710 SF
SEATING	24,947 SF
TOTAL	**70,236 SF**

LEGEND

CIRCULATION / SERVICE	⬜
TICKETING / CONCESSIONS	🟥
CONFERENCE	🟪
REST-ROOMS / LOCKER-ROOMS	🟩
OFFICE	🟦
COURT	🟨
SEATING	🟧



Section View



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UNIVERSITY OF IDAHO

SUBJECT

Dining Services contract approval between the University of Idaho (UI) and Sodexo America, LLC

REFERENCE

December 1988	Idaho State Board of Education (Board) approved contract with Marriott Corporation beginning effective January 1, 1989.
February 2010	Board approved of contract with Sodexo America, LLC

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.C.2.a and V.I.3.

BACKGROUND/DISCUSSION

In 1989, UI converted from internal operations for its food services (residential board and dining hall, cafeteria, catering, etc.) to a food service contract. Since 1989 the contract has been with Sodexho America, LLC, or its predecessor entities. Under the contract terms, all responsibility for food service was outsourced and the UI received a small annual fee. All underlying operations and costs were controlled by the contract vendor.

In 2006 UI commissioned a consultant to examine the contract. The consultant recommended restructuring of the contract relationship. UI examined various alternatives for food service and determined to continue with an outsource contract relationship, but to seek significantly changed compensation terms.

In 2009 a request for proposals was issued. UI's goals of this RFP were to increase financial return to the university, increase the environmental sustainability of dining services, and increase both university and student satisfaction. Sodexo American, LLC was selected as the best-value vendor for University of Idaho dining services. UI and Sodexo entered into a contract with a term of up to 5 years. The contract was projected to produce income to the university over the five year term in the amount of $10,346,000 based upon current volume projections. Fixed fees paid to Sodexho over the same five year term were projected to total $35,344,041 with an additional volume based variable fee not to exceed $35,344,041 (based on sales volume in excess of that necessary to fund the fixed fee). Additionally, the contractor provided $2,665,000 in capital and equipment improvements over the 5 year term of the contract. UI projects that the actual return to the university over the term of the contract will total approximately $7.5 million with total fees paid to Sodexo of approximately $30 million. Sodexo provided the full promised capital and equipment improvements.

In 2014, in anticipation of the expiration of the Sodexo contract term, UI once again issued an RFP. Sodexo was the only responsive bidder and UI engaged in negotiation of terms for a new 5 year contract. The terms proposed by Sodexho are summarized as follows:

1. Contract term runs for 5 years.
2. The Contractor will operate UI's residential food service, retail food sale establishments and catering functions.
3. The Contractor will be paid a variable fee based on gross operating revenues. The balance of food service revenues are retained by UI.
4. The Contractor will be responsible for all costs of food service operations to be paid from the variable fee.
5. The payment schedule for the fee is based on food service revenues as they are received.
6. The Contractor has committed to an investment of $870,000 in capital and other investments and sponsorships over the life of the contract.

UI has worked with Sodexo and university bond counsel to ensure that the terms of this contract qualify for the safe-harbor under the Internal Revenue Service regulations governing private business operations in facilities funded with tax exempt bonds.

IMPACT

The proposed contract continues the enhanced returns that were created for UI under the 2010 Sodexo contract. Attachment 1 sets out the financial Pro-forma worksheet from the contractor. If UI and the Contractor achieve the estimated sales, UI stands to realize income in excess of $9 million over the 5 year term of the contract.

Additionally, contractor will provide $870,000 in capital and other investments and sponsorships over the 5 year term of the contract.

ATTACHMENTS

Attachment 1:	Summary of Projected Fee Revenue	Page 5
Attachment 2:	Proposed Contract, Original RFP, Sodexho Response, Pre-Award operations and final offer stipulations.	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

UI has renegotiated its out-sourced food service contract and stands to realize revenue and capital improvements over the five year life of the contract. The proposed vendor was the only responsive bid on the RFP.

Staff recommends approval.

BOARD ACTION

I move to approve the agreement between the University of Idaho and Sodexho America, LLC, in substantial conformance to the form submitted to the Board in Attachment 2, and to authorize the Vice President for Finance and Administration to execute the contract and any necessary supporting documents.

Moved by____________ Seconded by_____________ Carried Yes____ No____

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ATTACHMENT 1

Attachment 1 – Summary of Projected Fee Revenue

University of Idaho Dining Contract - Current			
Fiscal Year	**Gross Sales Estimate**	**Vendor Fee Estimate**	**University Retainage Est**
FY2011	7,968,351	6,800,689	1,408,558
FY2012	8,395,437	7,095,655	1,569,037
FY2013	7,731,368	6,414,480	1,316,888
FY2014	7,995,062	6,602,206	1,392,856
FY2015	8,638,661	7,076,223	1,562,438
Totals	40,728,878	33,989,253	7,249,776

University of Idaho Dining Contract - Proposed			
Fiscal Year	**Gross Sales Estimate**	**Vendor Fee Estimate**	**University Retainage Est**
FY2016	8,669,287	7,022,122	1,647,165
FY2017	9,167,080	7,425,335	1,741,745
FY2018	9,686,292	7,845,897	1,840,395
FY2019	10,194,157	8,359,209	1,834,948
FY2020	10,723,106	8,792,947	1,930,159
Totals	48,439,922	39,445,509	8,994,413

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UNIVERSITY OF IDAHO
AGREEMENT NUMBER UI-755

The University of Idaho (the "University") hereby awards to Sodexo America, LLC, Agreement number UI-755 to furnish Campus Dining and Food Services to the University, as specified in University of Idaho Request for Proposals Number 15-01M, in accordance with the terms and conditions of the Request for Proposals.

This Agreement is supplemented by a) University of Idaho Request for Proposals Number 15-01M; b) Sodexo America, LLC's proposal dated September 26, 2014; and c) Sodexo America, LLC's exceptions list, which have been agreed to by the parties and by this reference are made a part hereof as though fully set forth herein. To the extent such terms, conditions, or provisions may be in conflict or be inconsistent, their order of authority shall be as follows: 1) University of Idaho Agreement Number UI-755; 2) University of Idaho Request for Proposals Number 15-01M; 3) Sodexo America, LLC's proposal dated September 26, 2014; and 4) Sodexo America, LLC's exceptions list (which list modifies the corresponding portions of the Request for Proposals #15-01M).

1.1 NOTICES

Any notice under this Agreement shall be in writing and be delivered either in-person, delivery service, certified mail with return receipt requested, or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University:
University of Idaho
Contracts & Purchasing Services
875 Perimeter Drive MS2006
Moscow, Idaho 83844-2006
Attn.: Julia R. McIlroy, Director
Phone: (208) 885-6123
Fax: (208) 885-6060
Email: juliam@uidaho.edu

the Contractor:
Sodexo America, LLC
283 Cranes Roost Blvd., Suite 260
Altamonte Springs, Florida 32701
Attn: Tim Salley, Senior Director
Phone: (407) 339-3230
Fax: (407) 479-3618
Email: tim.salley@sodexo.com

Any notice shall be deemed to have been given on the earlier of : (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

1.2 SEVERABILITY

The terms and conditions of this Agreement are declared severable if any term or condition of this Agreement or the application thereof to any person(s) or circumstance(s) is held invalid. Such invalidity shall not affect other terms, conditions, or applications which can be given effect without the invalid term, condition, or application.

1.3 BID PRICE

The bid price shall include everything necessary for the performance of this Agreement, including, but not limited to, furnishing all materials, equipment, management, superintendence, labor, and service, except as specifically otherwise provided in this Agreement. Prices quoted on the Bid Form shall include all freight and/or delivery charges. In the event of a discrepancy between the unit price and the total price, the unit price will govern and the total price will be adjusted accordingly.

1.4 TERM OF AGREEMENT

The initial term of this Agreement shall be five (5) years, with no renewal options.

1.5 CONTINUATION DURING DISPUTES

The Contractor agrees that, notwithstanding the existence of any dispute between the parties, insofar as possible under the terms of the Agreement to be entered into, each party will continue to perform the obligations required of it during the continuation of any such dispute, unless enjoined or prohibited by any court.

1.6 INVOICES

All invoices must contain the name of the University department, purchase order number, itemization of materials and services, and correct Agreement pricing. A packing slip referencing current pricing must accompany each order.

Invoices for payment must be submitted by the Contractor to:

University of Idaho
Accounts Payable
875 Perimeter Drive MS4244
Moscow, ID 83844-4244

1.7 ENTIRE AGREEMENT

This Agreement, including all exhibits and attachments which are hereby included and incorporated, constitutes the entire Agreement between the parties. No change thereto shall be valid unless communicated in writing in the stipulated manner and signed by both the University and the Contractor.

The effective date of this contract is July 1, 2015.

For the Regents of the UNIVERSITY OF IDAHO		SODEXO AMERICA, LLC	
SIGN	____________________________	SIGN	____________________________
PRINT	____________________________	PRINT	____________________________
TITLE	____________________________	TITLE	____________________________
DATE	____________________________	DATE	____________________________

University of Idaho

Purchasing Services
1028 West Sixth Street
Moscow, Idaho 83844-2006

REQUEST FOR PROPOSALS NO. 15-01M

FOR

Campus Dining Services

For Additional Information, Please Contact:
Julia McIlroy, Director
Phone (208) 885-6123
Fax (208) 885-6060
juliam@uidaho.edu
www.uidaho.edu/controller/purchasing

Date Issued: July 15, 2014

Proposals Due: September 26, 2014

UNIVERSITY OF IDAHO REQUEST FOR PROPOSALS NO. 15-01M

PROPOSAL RESPONSE CERTIFICATION

____
DATE

The undersigned, as Proposer, declares that they have read the Request for Proposals, and that the following proposal is submitted on the basis that the undersigned, the company, and its employees or agents, shall meet, or agree to, all specifications contained therein. It is further acknowledged that addenda numbers _____ to _____ have been received and were examined as part of the RFP document.

____
Name

____
Signature

____
Title

____
Company

____
Street Address

____
City, State, Zip

____
Telephone Number and Fax Number

____
Cell Phone Number

____
E-mail Address

____
State of Incorporation

____
Tax ID Number

Business Classification Type (Please check mark if applicable):

Minority Business Enterprise (MBE)	_______
Women Owned Business Enterprise (WBE)	_______
Small Business Enterprise (SBE)	_______
Veteran Business Enterprise (VBE)	_______
Disadvantaged Business Enterprise (DBE)	_______

Business Classification Type is used for tracking purposes, not as criteria for award.

SECTION 1 – SCOPE OF WORK

1.1 BACKGROUND

The University of Idaho (herein referred to as the University) is soliciting proposals for the management and operation of dining services at the University of Idaho Moscow campus. The University shall only consider proposals from financially responsible firms presently engaged in the business of providing dining services. Each Vendor (proposer/firm) shall furnish the required documents in the required format as outlined in this RFP to be considered responsive.

The University expects to award this project to the best value Vendor based on the requirements in this solicitation. The Vendor selected for award will be the Vendor whose proposal is responsive, responsible, and is the most advantageous to the University, as determined by the University in its sole discretion.

1.2 CURRENT CONDITIONS

Best efforts have been made to obtain detailed information on the current conditions at the University. This information should not be assumed to be 100% complete or accurate. Information of all known current conditions can be found in Exhibit 1. The University is looking to secure services equal to, or better than, the level of service currently provided.

1.3 SCOPE OF SERVICES

It is the University's desire to maintain the current financial approach utilizing a Five-Year Safe Harbor due to the financing of University facilities (through tax exempt bonds).

The University's goals of this RFP are to:

1. Increase Financial Return to the University
2. Increase Satisfaction (University and Student)
3. Emphasis on Student Retention
4. Sustainability of Dining Services environmentally, economically, and socially

The scope of work and expectations for the dining service provider are identified in Exhibit 2.

SECTION 2 – SCHEDULE AND CRITICAL DATES

2.1 SCHEDULE OF EVENTS AND CRITICAL DATES

The following are the critical dates for this project. Please be advised that these dates are subject to change as deemed by the University.

2.2 PRE PROPOSAL MEETING AND SITE VISIT

July 15, 2014	Project Announcement
September 12, 2014	Pre Proposal Meeting (*see Section 2.2 for details)
September 15, 2014	Last Day For Questions
September 26, 2014	Proposals Due [4:00 PM PST]
October 8, 2014	Notification of Shortlisted Finalist (If Applicable)
October 20-24, 2014	Interview of Shortlisted Finalist
October 28, 2014	Identification of Potential Best Value
November 5, 2014	Clarification Kick Off Meeting
November 19, 2014	Clarification Meeting
February 2015	Anticipated Date of Award
March – June 2015	Transition Period Begins
July 1, 2015	Start of Service

Vendors are highly encouraged to attend the pre-proposal / educational meeting. Understanding the best value process will significantly increase a vendor's competitiveness. The meeting will be held:

Date: September 12, 2014
Time: 9:00am – 11:00am
Location: Wallace Residence Complex 1st Floor
Quiet Room in Bob's dining hall
1080 West 6th Street
Moscow, Idaho

An optional site visit will also be conducted on 09/12/2014. The tour will be approximately 3 miles, and is scheduled to occur at 1pm-5pm. Please contact Gwen Miller no later than September 1st if you have any mobility requirements (gmiller@uidaho.edu).

SECTION 3 – PROPOSAL REQUIREMENTS AND EVALUATION CRITERIA

Proposals will be evaluated based on the criteria outlined in this section. The University reserves the right to add/delete/modify any criteria or requirement if the University deems it to be in their best interest (at the University's sole discretion). It is imperative that each Proposer realize that what is written in the proposals, financials, and discussed in the interview will become part of the winning Proposer's final contract.

3.1 RESPONSIVENESS (PASS/FAIL)

The University shall only consider Proposals from financially responsible firms presently engaged in the business of providing dining services. The Vendor selected for award will be the Vendor whose proposal is responsive, responsible, and the most advantageous to the University, as determined by the University in its sole discretion. The University reserves the right to contact a Vendor to clarify any information in their proposal.

Only responsive proposals will be evaluated and considered for award. Vendors must prepare proposals that follow the format and sequence specified in this RFP. This includes adherence to the format of any attachments. The following conditions/criteria MUST be met in order to be considered responsive:

1. The Vendor must attend all mandatory meetings / site walks
2. The Vendor will complete and provide all information in Attachment A
3. The Vendor will complete and provide all information in Attachment B
4. The Vendor will complete and provide all information in Attachment C
5. The Vendor will complete and provide all information in Attachment D
6. The Vendor will complete and provide all information in Attachment E
7. The Vendor will complete and provide all information in Attachment F
8. The Vendor will complete and provide all information in Attachment G

3.2 EVALUATION CRITERIA & WEIGHTS

Only responsive proposals will be evaluated and considered for award. The University reserves the right to request supplementary information to assure the University that the Vendor's competence, business organization, and financial resources are adequate to successfully perform the specified service. Proposals will be evaluated on the criteria listed in the table below.

15 Points	Project Capability (PC)	Refer to Section 3.6
10 Points	Risk Assessment Plan (RA)	Refer to Section 3.7
10 Points	Value Added (VA)	Refer to Section 3.8
15 Points	Financial Information	Refer to Section 3.9
50 Points	Interview	Refer to Attachment B and C

3.3 EVALUATION COMMITTEE

An Evaluation Committee will be used to evaluate specific portions of the proposals (as described in this RFP). The University expects the committee to consist of 3-7 individuals.

3.4 PROPOSAL FORM (Attachment B)

The Vendor will prepare and submit a Proposal Form (Attachment B). The Proposal Form requires the following information:

1. Identify the critical individuals that the Vendor will use for the duration of this service.
2. Identify the financial information (price) for a 5-Year, 50% Variable Fee and 50% Fixed Fee structure

3.5 FIVE YEAR FINANCIAL PRO FORMA (Attachment C)

Utilizing the worksheet provided in Attachment C, provide a summary of financial Pro Forma projections of revenue and expense for the five years of the contract term. List all assumptions regarding enrollment, board counts, cost escalators, etc. When developing your projections, you must follow these guidelines:

- You must submit your projections using the electronic workbook provided. Provide both electronic and paper copies of projections. Direct Costs must be separately identified from Indirect Costs, and each type of Indirect Cost must be listed as a separate line item. As per the template, provide a detailed schedule of any one-time transition or start up costs identified for Year 1.
- Identify the basis for your projections as identified and required on the spreadsheet, and note any other factors that influence your projection.
- Insure that all formulas are correct.

3.6 PROJECT CAPABILITY (Attachment D)

The Project Capability Plan is to allow the Vendor to differentiate themselves based on their technical capability. Vendors should identify high performance claims based on their expertise and experience supported by verifiable performance metrics. All financial impacts associated with technical capabilities listed below must be included in your base financials.

In order to minimize any bias, the Project Capability must NOT contain any names that can be used to identify who the vendor is (such as company names, personnel names, project names, or product names). A Project Capability template is provided in this document and must be used by all vendors. Vendors are NOT allowed to re-create, re-format, or modify the template (cannot alter font size, font type, font color, add colors, pictures, diagrams, etc). An electronic copy of this document is available for download and must be used.

The Project Capability must NOT exceed 2 pages (front side of page only). Any plan that contains names, or fails to meet all of the formatting requirements mentioned above, shall be marked as unresponsive and eliminated from the evaluation process.

An evaluation committee will review and rate each Project Capability submittal. They will be rated on a scale of 1-10. It is the vendor's responsibility to prove to the University that they have more expertise and can differentiate themselves from their competitors.

3.7 RISK ASSESSMENT PLAN (Attachment E)

Objective of the Risk Assessment Plan

The Vendor should list and prioritize major risk items on this service that could cause the Vendor's "vision" or "plan" to deviate or not meet the expectations of the University (i.e. risks that the Vendor does not control). This includes sources, causes or actions that are beyond the scope of the contract that may cause cost increases, delays, change orders, or dissatisfaction to the University. Do not include in this submittal any risks caused by a lack of the Vendor's technical competency. The risks should be described in simple and clear terms so that non-technical personnel can understand the risk. The Vendor must also explain how they will mitigate, manage, and/or minimize the risk from occurring. A mitigation / management plan solution with supporting documented performance (references, performance measurements of services when the risk mitigation was used etc) is required for a high rating from the selection committee. The backup performance information can include how many times the mitigation plan was previously used, and the impact on performance in terms of customer satisfaction.

Risk Assessment Plan Format
The Risk Assessment Plan must NOT exceed 2 pages (front side of page only). In order to minimize any bias, the Risk Assessment Plan must NOT contain any names that can be used to identify who the vendor is (such as company names, personnel names, project names, or product names).

A Risk Assessment Plan template is provided in this document and must be used by all vendors. Vendors are NOT allowed to re-create, re-format, or modify the template (cannot alter font size, font type, font color, add colors, pictures, diagrams, etc). An electronic copy of this document is available for download and must be used.

Any plan that contains names, or fails to meet all of the formatting requirements mentioned above, shall be marked as unresponsive and eliminated from the evaluation process.

3.8 VALUE ADDED (Attachment 3)

The purpose of the Value Added Plan is to provide Vendors with an opportunity to identify any value added options or ideas that may benefit the University at a change in cost or scope. These options or ideas may also be referred to as additional or optional services. Where applicable, the Vendor should identify: 1) what the University may have excluded or omitted from its scope; and 2) how these options or ideas have been successful through verifiable performance information and/or best value practices. The Proposer should list the cost and time impact of its options or ideas. All items should be listed in terms of a percentage of the service cost. The ideas identified in the VA Plan must NOT be included in the Vendor's service cost. The value added plan is only used when cost is a major factor in the selection. The Vendor should identify and briefly describe any options, ideas, alternatives, or suggestions to add value to this service, and indicate how the items will increase or decrease cost (note: a Value Added option must impact cost). All cost impacts associated with these Value Added options must NOT be included in your base cost.

Value Added Format
The Value Added submittal must NOT exceed 2 pages (front side of page only). In order to minimize any bias, the Value Added submittal must NOT contain any names that can be used to

identify who the vendor is (such as company names, personnel names, project names, or product names).

A Value Added template is provided in this document and must be used by all vendors. Vendors are NOT allowed to re-create, re-format, or modify the template (cannot alter font size, font type, font color, add colors, pictures, diagrams, etc). An electronic copy of this document is available for download and must be used.

Any plan that contains names, or fails to meet all of the formatting requirements mentioned above, shall be marked as unresponsive and eliminated from the evaluation process.

3.9 INTERVIEW

The University shall shortlist Vendors (if necessary) based on all of the submitted information (Financials, Project Capability, Risk Mitigation Plan, and Value Added). The highest ranking Vendors will be invited to participate in the interview process. Only the On-Site General Manager will be rated. The University will interview all of the critical team components from each of the shortlisted firms, including (but not limited to):

1. On-Site General Manager
2. On- Site Manager of Catering
3. On-Site Executive Chef
4. On-Site Retail Operations Manager
5. On-Site Board Operations Manager

The University may also request to interview additional personnel. The University will interview individuals separately (but also reserves the right to interview as a group). The University may request additional information prior to interviews (such as a list of similar past projects, a detailed cost breakdown, a detailed project schedule, etc). No other individuals (from the Vendors organization) will be allowed to sit in or participate during the interviews.

Important Note: All proposed team members must be available in person for interviews on the date specified in this solicitation. No substitutes, proxies, phone interviews, or electronic interviews will be allowed. Individuals who fail to attend the interview will not be given a score which may jeopardize the firm’s competitiveness.

SECTION 4 – SELECTION PROCESS

4.1 ANALYSIS OF PROPOSALS

All responsive proposals will be evaluated based on the criteria and weights outlined in Section 3. The University shall use a decision making tool(s) to assist in analyzing and prioritizing the proposals based on the submitted information.

The University will determine the potential best-valued vendor who, in the sole judgment of the University, best meets the RFP requirements. The University reserves the right to clarify or seek additional information on any proposal. The University also reserves the right to re-scope the service, and/or cancel and reject all proposals.

4.2 CLARIFICATION PHASE

The University will identify the potential best-value Vendor (as outlined in Section 4.1). The potential best-valued Vendor will be required to perform the Clarification Phase functions as outlined in Exhibit 3. The intent of this period is to allow the Vendor an opportunity to clarify:

1. The proposal in terms of “what is in” and “what is out” of the service scope of work.
2. Simplify the proposal so all parties can clearly understand what will be done and how it will be accomplished including dominant measures.
3. Identify if the vendor’s proposal is acceptable to the University.
4. Get a clearer definition of University expectations by having the University identify areas of risk (which is not the responsibility of the vendor, but where the vendor is responsible to identify, mitigate, minimize and document the risk) that the vendor has not communicated adequately to the University.
5. Finalize an offer that is acceptable to the University.

The Clarification Phase is not a negotiation period. The Vendor will not be permitted to modify their cost/fee/financial rates, service durations, or service team. The potential best value Vendor will be required to conduct Clarification Meeting(s). If the University is not satisfied upon completion of the Clarification Meeting(s), the University may consider another Vendor for potential award (this Vendor would also have to conduct a Clarification Meeting). If the University is satisfied with the potential best value, they will proceed to issue an Award and Notice to Proceed.

SECTION 5 – POST AWARD PROCEDURES

5.1 WEEKLY RISK REPORTING SYSTEM

The awarded Vendor will be required to submit weekly reports documenting risks on the service, as outlined in Exhibit 4. The content and performance measures in the Weekly Risk Report should be finalized in the Clarification Phase and prior to award. The reports are due every Thursday, once a notice to proceed is issued, until the project/service is 100% completed. It is in the vendor's best interest to start the Weekly Risk Report during the Clarification Phase and continue until the end of the contract. It is the vendor's responsibility to submit accurate reports on time. The accuracy and on-time submittal of the reports will impact the vendor's final rating.

5.2 PERFORMANCE REPORTS

The Vendor will be required to document the performance of their services in the Weekly Risk Report. Additionally, as a contract provider of service located within Auxiliary Services, the vendor is required to develop and summit information and reports consistent with all Auxiliary Services departments. These reports include monthly P&L statements, quarterly reports, annual report, annual budget, and annual capital plan plus any additional reports the University requires from time to time.

5.3 MANDATORY EDUCATIONAL FEE

The University shall require the Vendor to partner with Kashiwagi Solution Model Inc, to receive education and training on Best Value PIPS and supporting documentation guidelines. The fee for this education is $35,000 per year. The University will require this education for a minimum of 2 years.

5.4 POST SERVICE EVALUATION

Upon completion of the service, the Vendor will be evaluated based on their performance on the service. This includes (but is not limited to): overall quality, ability to manage the service, ability to minimize complaints, ability to minimize University efforts, ability to service the students, submission of accurate weekly reports, and submission of accurate monthly and yearly reports.

SECTION 6 – SUBMITTAL FORMAT

6.1 SUBMITTAL FORMAT

All submittal documents must be on standard 8½” x 11” paper. The proposal should be stapled (and not bound) to facilitate easy handling, photocopying, and reading by the evaluation committee. No faxed or emailed proposals will be considered. **The proposal must be received by 4pm Pacific Standard Time on the date listed in Section 2.1.** Late submittals will not be considered. The proposal must be mailed or delivered in a sealed envelope or package. The package must contain the following information on the outside of the package:

1. Vendors Name
2. Vendors Address
3. RFP Project Name
4. RFP Number

Mail or deliver one (1) signed package and five (5) copies to:
You are strongly encouraged to utilize FedEx to guarantee desktop delivery

Julia R. McIlroy, Director
University of Idaho
Contracts and Purchasing Services
1028 W. 6th Street
Moscow, Idaho 83844-2006

6.2 QUESTIONS AND INQUIRIES

The person designated below shall be the only contact for all inquiries regarding any aspect of this RFP process and its requirements. Questions are due no later than 4:00 PM PST on Monday September 15, 2014.

Julia R. McIlroy, Director
Contracts and Purchasing Services
juliam@uidaho.edu

Please E-mail all questions to the person listed above by the date noted in the tentative schedule. No phone calls will be accepted. Responses to questions which involve an interpretation or change to this Request will be issued in writing by addendum. All such addenda issued by University shall be considered part of this RFP.

If a Vendor fails to notify the University prior to the Proposal due date of a known error in the RFP or an error that reasonably should have been known to the Vendor, and if a Contract is awarded to that Vendor, the Vendor shall not be entitled to additional compensation or time by reason of the error or its correction.

Only formal written addenda shall be binding. Oral and other interpretations or clarifications, including those occurring at the pre proposal meeting, site visits, etc. will be without legal effect. Do not contact any University employee, representative, or student regarding this RFP.

SECTION 7 – GENERAL INFORMATION

7.1 DISQUALIFICATION

Carefully read the information contained in this solicitation and submit a complete response to all requirements specifications, and directions as directed. Please be advised that failure to comply with all of the requirements in this solicitation will be grounds for disqualification.

7.2 TERMS AND CONDITIONS

The Vendors Proposal is a valid, firm, and irrevocable offer which the University may accept within 120 days from the Proposal's Due Date as stated in Section 2.1. The Proposal, if accepted, shall remain valid for the life of the contract.

7.3 CONTRACT EXTENSION / RENEWAL

This is a safe harbor contract. The base contract shall be a period of three (3) years. Based on the satisfaction of the University, the University may renew the service for two (2) additional one-year terms for a maximum total of five (5) years. The University shall provide written notice to the Vendor of its intent to extend this contract at least 120 days prior to the end of the Initial Term. If the Vendor does not desire to extend the contract, the Vendor shall so notify the University in writing no later than ten days after the date of the University's notice of intent under this paragraph. Any renewal shall be under the same terms and conditions as the final year of the Initial Term of the Contract unless otherwise negotiated and agreed to by the parties.

7.4 OWNERSHIP OF PROPOSALS

All submittal contents become the property of the University, and may become a part of any resulting contract. Award or rejection of a proposal does not affect this right.

7.5 PROPOSAL EXPENSE

Under no circumstances shall the University be responsible for any proposal preparation expenses, submission costs, or any other expenses, costs, or damages of whatever nature incurred as the result of a Vendors participation in this process.

7.6 CLARIFICATION

The University reserves the right to clarify, or seek clarification, on any submittal (this includes, but is not limited to, contacting past clients to verify performance, interviewing key personnel, performing additional investigating on the firms performance history, and requiring additional documentation or information to respond to any performance findings).

7.7 CONSIDERATION OF PROPOSAL

The Vendor selected for an award will be the vendor whose proposal is responsive, responsible, and is the most advantageous to the University, as determined by the University in its sole discretion. The University anticipates that all Vendors will have a fair and reasonable opportunity to provide service.

The University intends to award a contract, subject to the terms of this solicitation, to the best valued Vendor. The University may add, delete, or modify any requirement or statement in this solicitation if the University deems that it is in the best interest of the University.

The University reserves the right to reject any or all proposals and to reject a proposal not accompanied by any required data, or to reject a proposal that is in any way incomplete or irregular. The University shall reject all submittals from Vendors where there has been collusion among the Vendors.

Any final analysis or weighted point score does not imply that one Vendor is superior to another, but simply that in our judgment the Vendor selected appears to offer the best overall solution for our current and anticipated needs.

The University shall have the right to waive any informality or irregularity in any proposal received and to advertise for new proposals where the acceptance, rejection, waiving, or re-advertising is determined by the University to be in its own best interest. The successful Vendor shall comply with all employment laws and regulations.

7.8 CONFLICT OF INTEREST

No employee, officer or agent of University shall participate in the selection, the award, or administration, of the contract if a conflict of interest, real or apparent, would be involved. Such a conflict would arise when one of the following has a financial or other interest in any firm proposing on or selected for the award:

1) The employee, or an officer or agent of the employee;
2) Any member of the employee’s immediate family;
3) The employee’s business partner; or
4) An organization which employs, or is about to employ any of the above.

University officers, employees, or agents shall neither solicit nor accept gratuities, favors, or anything of monetary value from responders, potential responders, sub-Vendors, or other parties to sub-agreements whereby the intent could reasonably be inferred as influencing the employee in the performance of his or her duties or was intended as a reward for any official act on his or her part.

7.9 ACCEPTANCE OF RFP TERMS

All terms and conditions contained herein shall become part of any subsequent contract that is awarded from this RFP. A proposal submitted in response to the RFP shall constitute a binding offer.

7.10 MODIFICATION TO TERMS

All additional or different terms propose by the Vendor are objected to and are hereby rejected (unless otherwise provided for in writing by the purchasing manager of the University of Idaho). No alteration in any of the terms, conditions, delivery, price, quality, quantity or specifications of this order will be effective without the written consent of the University of Idaho Department of Purchasing Services.

7.11 HOLD HARMLESS

Vendor shall indemnify, defend and hold the University and the State of Idaho harmless from and against any and all claims, losses, damages, injuries, liabilities and all costs, including attorneys fees, court costs and expenses and liabilities incurred in or from any such claim, arising from any breach or default in the performance of any obligation on Vendor’s part to be performed under the terms of this Agreement, or arising from any act, negligence or the failure to act of Vendor, or any of its agents, sub-vendors, employees, invitees or guests. Vendor, upon notice from the University, shall defend the University at Vendor’s expense by counsel reasonably satisfactory to the University. Vendor, as a material part of the consideration of the University, hereby waives all claims in respect thereof against the University.

7.12 CERTIFICATION OF INDEPENDENT OFFER

By submitting a Proposal, the Vendor certifies that in connection with this RFP:

a The Proposal has been arrived at independently, without consultation, communication or agreement with any competitor for the purpose of restricting competition.
b Unless otherwise required by law, the offer cited in this RFP has not been and will not be knowingly disclosed by the Vendor prior to opening directly or indirectly to any other Vendor.
c No attempt has been made nor will be made by the Vendor to induce another person or firm to submit or not submit a Proposal for the purpose of restricting competition.

7.13 TERMINATION

The University may terminate the Contract by providing the Vendor with written notice 30 calendar days prior to such date. In the event of a breach by Vendor of any of the provisions of this Agreement, the University of Idaho reserves the right to cancel and terminate this Agreement forthwith upon giving written notice to the Vendor. Vendor shall be liable for damages suffered by the University of Idaho resulting from Vendor’s breach of Agreement.

7.14 NEWS RELEASE

The Vendor shall not in any way or in any form publicize or advertise any part of the RFP, contract, or services provided to the University without the written approval from the University. However, the Vendor shall be allowed to list the University on its routine client list for matters of reference.

7.15 PRICE WARRANTY

Vendor warrants that prices charged to the University of Idaho are based on Vendor’s current catalog or market prices of commercial items sold in substantial quantities to the general public and prices charged do not exceed those charged by Vendor to other customers purchasing the same item in like or comparable quantities.

7.16 PROPOSAL SIGNATORY AUTHORITY

Each person signing this Proposal certifies that they are the person in the Vendor's firm authorized to make the decision to make the offer.

7.17 PROMOTIONS

Vendor shall not use the name, trade name, trademark, or any other designation of the University, or any contraction, abbreviation, adaptation, or simulation of any of the foregoing, in any advertisement or for any commercial or promotional purpose (other than in performing under this Agreement) without the University's prior written consent in each case.

7.18 LAWS, REGULATIONS AND PERMITS

The Vendor shall give all notices required by law and comply with all applicable Federal, State, and local laws, ordinances, rules and regulations relating to the conduct of the work. The Vendor shall be liable for all violations of the law in connection with work furnished by the Vendor, including the Vendor's sub-Vendors. Vendor guarantees all items, or services, meet or exceed those requirements and guidelines established by the Occupational Safety and Health Act. All purchase orders and contracts issued by the University of Idaho are subject to F.A.R. 52.209-6. Vendor warrants that neither supplier nor its principals is presently debarred, suspended or proposed for debarment by the Federal Government.

7.19 RECORD OF PURCHASES

Vendor will provide Purchasing Services a detailed usage report of items/services ordered, quantities, and pricing under this Agreement upon request.

7.20 APPEAL OF AWARD

A Proposer aggrieved by the award of an Agreement may file an appeal by writing to the Director of Purchasing Services. The appeal must be received by the Director of Purchasing Services within five working days after the award is made, must describe the basis for the appeal, and must include all argument and evidence the Proposer wishes the Director of Purchasing Services to consider. Keeping track of the date an award is made is the responsibility of the Proposer.

7.21 APPLICABLE LAW AND FORUM

This Agreement shall be construed in accordance with, and governed by the laws of the State of Idaho. Any legal proceeding related to this Agreement shall be instituted in the courts of the county of Latah, state of Idaho, and Vendor agrees to submit to the jurisdiction of such courts.

7.22 ASSIGNMENTS

No Agreement, order, or any interest therein shall be transferred by Vendor to any other party without the approval in writing of the Purchasing Manager, University of Idaho. Transfer of an Agreement without approval may cause the recession of the transferred Agreement at the option of the University of Idaho.

7.23 REGENTS' APPROVAL

This Agreement may be subject to approval by the Regents of the University of Idaho, and if it is and if such approval is not granted this Agreement shall be void and neither party shall have any further obligations or liabilities hereunder.

7.24 RISK OF LOSS

Until all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, Vendor and its sub-vendors of any tier shall bear all risks of all loss or damage to the improvements, equipment, or goods, excluding loss or damage caused by acts, omissions, or negligence of the University. Once all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, the risk of all loss or damage shall be borne by University, excluding loss or damage caused by acts, omissions, or negligence of the Vendor. Vendors shall require its sub-vendors of any tier to bear the same risk of loss.

7.25 WARRANTY

Vendor warrants that all products delivered under this order shall be new, unless otherwise specified, free from defects in material and workmanship, and shall be fit for the intended purpose. All products found defective shall be replaced by the Vendor upon notification by the

University of Idaho. All costs of replacement, including shipping charges, are to be borne by the Vendor.

7.26 PAYMENT / CASH DISCOUNT

Invoices will not be processed for payment nor will the period of computation for cash discount commence until receipt of a properly completed invoice or invoiced items are received and accepted, whichever is later. If an adjustment in payment is necessary due to damage or dispute, the cash discount period shall commence on the date final approval for payment is authorized. Payment shall not be considered late if a check or warrant is available or mailed within the time specified.

7.27 LIENS, CLAIMS AND ENCUMBRANCES

Vendor warrants and represents that all the goods and materials delivered herein are free and clear of all liens, claims or encumbrances of any kind.

7.28 TAXES

The University of Idaho is exempt from payment of Idaho State Sales and Use Tax. In addition, the University is generally exempt from payment of Federal Excise Tax under a permanent authority from the District Director of the Internal Revenue Service. Exemption certificates will be furnished as required upon written request by Vendor. If Vendor is required to pay any taxes incurred as a result of doing business with the University of Idaho, it shall be solely responsible for the payment of those taxes. If Vendor is performing public works construction, it shall be responsible for payment of all sales and use taxes.

7.29 BINDING EFFECT

This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

7.30 WAIVER

No covenant, term or condition, or the breach thereof, shall be deemed waived, except by written consent of the party against whom the waiver is claimed, and any waiver of the breach of any covenant, term, or condition herein. Acceptance by a party of any performance by another party after the time the same shall have become due shall not constitute a waiver by the first party of the breach or default unless otherwise expressly agreed to in writing.

7.31 FORCE MAJEURE

Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes thereof, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (except for financial ability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

7.32 JOINT VENTURE

Nothing contained in this Agreement shall be construed as creating a joint venture, partnership, or employment or agency relationship between the parties.

7.33 NONDISCRIMINATION

Vendor represents and agrees that it will not discriminate in the performance of this Agreement or in any matter directly or indirectly related to this Agreement on the basis of race, sex, color, religion, national origin, disability, ancestry, or status as a Vietnam veteran. This non-discrimination requirement includes, but is not limited to, any matter directly or indirectly related to employment. Breach of this covenant may be regarded as a material breach of Agreement.

7.34 INSURANCE REQUIREMENTS

Vendor and its sub-vendors of any tier are required to carry the types and limits of insurance required by law. By requiring insurance herein, University does not represent that coverage and limits will necessarily be adequate to protect Vendor and its sub-vendor(s) of any tier, and such coverage and limits shall not be deemed as a limitation on the liability of the Vendor and its sub-vendor(s) of any tier under the indemnities granted to University in this Agreement.

The Vendor is required to provide University with a Certificate of Insurance (“certificate”) to extent indemnified. All certificates shall be coordinated by the Vendor and provided to the University within seven (7) days of the signing of the contract by the Vendor. Certificates shall be executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below. All certificates shall provide for thirty (30) days’ written notice to University prior to cancellation, non-renewal, or other material change of any insurance referred to therein as evidenced by return receipt of United States certified mail. Additionally and at its option, the University may request certified copies of required policies and endorsements. Such copies shall be provided within (10) ten days of the Institution’s request.

All insurance required hereunder shall be maintained in full force and effect with insurers with Best’s rating of AV or better and be licensed and admitted in Idaho. All policies required shall be written as primary policies and not contributing to nor in excess of any coverage University may choose to maintain. Failure to maintain the required insurance may result in termination of this Agreement at University’s option.

All policies except Workers Compensation and Professional Liability shall name University as Additional Insured. The Additional Insured shall be stated as: “State of Idaho and The Regents of the University of Idaho”. Certificate Holder shall read: “University of Idaho.” Certificates shall be mailed to: University of Idaho, Risk Management, 875 Perimeter Drive MS 3162, ID 83844-3162.

Failure of University to demand such certificate or other evidence of full compliance with these insurance requirements or failure of Institution to identify a deficiency from evidence that is provided shall not be construed as a waiver of the obligation of Vendor and its sub-vendor(s) of any tier to maintain such insurance.

Should any of the above described policies be cancelled before the expiration date thereof, the issuing insurer will endeavor to mail 30 days written notice to the certificate holder named to the left, but failure to do so shall impose no obligation or liability of any kind upon the insurer, its agents or representatives.

Vendor is responsible for coordinating the reporting of claims and for the following: (a) notifying the Institution in writing as soon as practicable after notice of an injury or a claim is received; (b) cooperating completely with University in the defense of such injury or claim; and (c) taking no steps (such as admission of liability) which will prejudice the defense or otherwise prevent the University from protecting its interests.

Vendor and its sub-vendor(s) of any tier shall at its own expense obtain and maintain:

- Commercial General and Umbrella / Excess Liability Insurance. Vendor and its sub-Vendor(s) of any tier shall maintain Commercial General Liability ("CGL") written on an occurrence basis and with a limit of not less than $1,000,000 each occurrence and in the aggregate. If such CGL insurance contains a general aggregate limit, it shall apply separately by location and shall not be less than $1,000,000. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent Vendors, products-completed operations, personal injury and advertising injury, liquor legal liability, food borne illness and contamination, and liability assumed under a contract including the tort liability of another assumed in a business contract. If necessary to provide the required limits, the Commercial General Liability policy's limits may be layered with a Commercial Umbrella or Excess Liability policy.

- Commercial Auto Insurance. Vendor and its sub-Vendor(s) of any tier shall maintain a Commercial Auto policy with a Combined Single Limit of not less than $1,000,000; Underinsured and Uninsured Motorists limit of not less than $1,000,000; Comprehensive; Collision; and a Medical Payments limit of not less than $10,000. Coverage shall include Non-Owned and Hired Car coverage..

- Business Personal Property. Vendor and its sub-Vendor(s) of any tier shall purchase insurance to cover Business Personal Property of Vendor and its sub-Vendor(s) of any tier. In no event shall University be liable for any damage to or loss of personal property sustained by Vendor, even if such loss is caused by the negligence of Institution, its employees, officers or agents. Workers' Compensation. Vendor and its sub-Vendor(s) of any tier shall maintain all coverage statutorily required of the Vendor and its sub-Vendor(s) of any tier, and coverage shall be in accordance with the laws of Idaho. Vendor and its sub-Vendor(s) of any tier shall maintain Employer's Liability with limits of not less than $100,000 / $500,000 / $100,000.

- Professional Liability. If professional services are supplied to Institution, Vendor and its sub-Vendor(s) of any tier, Vendor and its sub-Vendor(s) of any tier shall maintain Professional Liability (Errors & Omissions) insurance on a claims made basis, covering claims made during the policy period and reported within three years of the date of occurrence. Limits of liability shall be not less than one million dollars ($1,000,000).

7.35 UNIVERSITY'S RULES, REGULATIONS, AND INSTRUCTIONS

Contractor will follow and comply with all rules and regulations of the University and the reasonable instructions of University personnel. The University reserves the right to require the removal of any worker it deems unsatisfactory for any reason.

ATTACHMENT 2

7.36 **ATTACHMENTS AND EXHIBITS**

Attachment A	RFP Cover Page and Checklist
Attachment B	Proposal Form
Attachment C	Financial Pro Forma Worksheet
Attachment D	Project Capability Submittal
Attachment E	Risk Assessment /Value Added Submittal
Attachment F	Scope of Work Expectations
Attachment G	Milestone Schedule

Exhibit 1	Current Conditions
Exhibit 2	Scope of Work and Expectations
Exhibit 3	Clarification Phase Guide
Exhibit 4	Weekly Reporting System Guide

ATTACHMENT A

RFP COVER PAGE & CHECKLIST

The Vendor must complete and submit this Attachment. This Attachment shall be the cover page for the Vendors Proposal. DO NOT MODIFY THE FORMAT OF ANY OF THE REQUIRED ATTACHMENTS. Please staple all Attachments together (do not bind in any other way).

Project Number:	**RFP 15-001J**
Project Name:	**University of Idaho Dining Services**

Vendors Name:	
Address:	
City:	
State:	
Zip Code:	
Point of Contact for this RFP:	
Phone:	
Fax:	
Email:	

The following documents are required for this proposal (please mark off each document to acknowledge that you have submitted the document in the proper format):

☐	Attachment A	– Complete and staple as cover page in your proposal
☐	Attachment B	– Fill in all required information on Proposal Form
☐	Attachment C	– Complete and submit Financial Pro Forma Worksheet
☐	Attachment D	– Complete and submit Project Capability
☐	Attachment E	– Complete and submit Risk Assessment /Value Added Submittal
☐	Attachment F	– Complete and submit Scope of Work Expectations
☐	Attachment G	– Complete and submit Milestone Schedule

The following checklist must also be completed. Failing to answer, or answering "No" to any of the questions below will result in disqualification.

☐ Yes ☐ No	Is your entire proposal stapled together (not bound in any other way)?
☐ Yes ☐ No	Is your Project Capability 2 pages or less?
☐ Yes ☐ No	Is your Risk Mitigation 2 pages or less?
☐ Yes ☐ No	Is your Value Added submittal 2 pages or less?
☐ Yes ☐ No	Do you understand that your Project Capability and Risk Assessment can NOT contain any names, past projects, or information that may used to identify who your firm is?
☐ Yes ☐ No	Do you understand that you cannot re-create the Project Capability and Risk Assessment template (you must download it online)?
☐ Yes ☐ No	Do you understand that you are NOT allowed to alter font size, add colors, or add pictures, to the Project Capability and Risk Assessment?
☐ Yes ☐ No	Do you understand that your proposal will be disqualified if you fail to meet any of the formatting requirements of the Project Capability and Risk Assessment?
☐ Yes ☐ No	Do you understand that the contents of Project Capability and Risk Assessment will become part of the final contract (if you awarded the project)?

ATTACHMENT B
PROPOSAL FORM

SECTION 1 - CRITICAL TEAM MEMBERS

Name of Firm: ______________________

Name of Regional Vice President: ______________________

Name of On-Site General Manager: ______________________

Name of Executive Chef: ______________________

Name of Catering Director: ______________________

SECTION 2 – ADDENDA ACKNOWLEDGEMENT

Vendor acknowledges receipt of the following addenda, and has incorporated the requirements of such addenda into the proposal (*List All Addenda Issued For This Project*):

No.	Date	No.	Date	No.	Date
No.	Date	No.	Date	No.	Date

SECTION 3 – FIRM QUALIFICATIONS

No	Criteria	Response
1	How many years has your firm been continuously active in dining services (under the current business name)?	
2	Identify the number of citations received in the past three years from any government agency, regardless of the nature of alleged violations and outcome:	**2011 =** **2012 =** **2013 =**
3	Is your firm currently licensed to provide dining services in the State of Idaho?	☐ **Yes** ☐ **No**
4	Is your firm current disqualified, de-listed or barred from doing business with the State of Idaho or the University of Idaho?	☐ **Yes** ☐ **No**
5	Is your firm current disqualified, de-listed or barred from doing business with any federal or state agency?	☐ **Yes** ☐ **No**

SECTION 5 - FINANCIAL EVALUATION 5-YEAR TERM

Provide the financial information below for the five-year safe harbor option. Under this option, the Vendor will have compensation that is at least fifty percent (50%) fixed fee, and the remainder a variable fee compensation (50%) not to exceed the fixed fee. Please provide information (if any) on any capital investment, other investment, or sponsorship that is included in your proposal (to be amortized over the base term of the contract plus contract extensions). Price per dollar of gross sales can be a sliding scale. If offering a sliding scale or tiered pricing structure, please submit and attach proposed structure on spate page. Safe harbor contracts shall have a three-year base term and two one-year contract extensions up to a maximum of five years total.

YEAR	GROSS SALES ($)	PRICE PER DOLLAR OF GROSS SALES ($)	MAJOR CAPITAL INVESTMENTS ($)	OTHER INVESTMENT OR SPONSORSHIP ($)
FY 2015-16	$	$	$	$
FY 2016-17	$	$	$	$
FY 2017-18	$	$	$	$
FY 2018-19	$	$	$	$
FY 2019-20	$	$	$	$
TOTAL:	**$**	**$**	**$**	**$**

SECTION 6 - SIGNATURE

Name of Company

Printed Name of Firm Representative

Signature of Firm Representative

Date

Email

Phone

Fax

ATTACHMENT C
FINANCIAL PRO FORMA WORKSHEET

University Expenditure Responsibility
Facility Rental
Utilities
Vandal Card Support
Utility Infrastructure Maintenance
Trash Collection from designated area
Internet Access

Contractor Expenditure Responsibility
All other costs not listed above, for example:
Labor Expenses
Food Costs
Paper Supplies
Cleaning Supplies
Office Supplies (supplies, postage, printing)
Telephone
Hiring Costs & Background Checks
Parking Permits
Vehicle Expenses
Equipment Rental
Linens and Uniforms
Flowers / Decorations
Utilities
Equipment Repairs and Maintenance
Training / Professional Development
Marketing and Advertising
Credit Card Fees
Banking and Professional Fees
Courier Expense
Workers' Compensation Insurance
Business Insurance
Brand Licensing/Franchise Fees
Taxes and Licenses (do not include sales tax)
Student Organization Event Funding Support
Small wares Replacement
Small Equipment Replacement
Pest Control
Light Bulbs
Painting
Plumbing clogs
Tools
Signage

ATTACHMENT C
FINANCIAL PRO FORMA WORKSHEET

UNIVERSITY OF IDAHO
PRO FORMA PROJECTIONS (7/1/2015 – 6/30/2020)

REVENUE: (Net of Sales Tax)	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20
Meal Plan	$	$	$	$	$
Retail	$	$	$	$	$
Concessions	$	$	$	$	$
Catering	$	$	$	$	$
Summer Conference	$	$	$	$	$
Other (specify)	$	$	$	$	$
Total Revenue:	**$**	**$**	**$**	**$**	**$**
OPERATING EXPENSES:					
Wages/Benefits	$	$	$	$	$
Food/Beverage	$	$	$	$	$
Services and Supplies	$	$	$	$	$
Repair and Maintenance	$	$	$	$	$
Capital Contribution	$	$	$	$	$
Other Expenses:	$	$	$	$	$
	$	$	$	$	$
	$	$	$	$	$
	$	$	$	$	$
Net Income	**$**	**$**	**$**	**$**	**$**

ATTACHMENT D

PROJECT CAPABILITY (PC) SUBMITTAL

This template must be used. Modifications to the format of this template will result in disqualification (i.e. altering font size, altering font type, adding colors, adding pictures, etc.). You may add/delete additional rows to identify additional claims and performance, but do not exceed the 2-page limit. Do not list any names/information that can be used to identify your firm.

Project Capability #1 Claim: ______________________________
Documented Performance: ______________________________

Project Capability #2 Claim: ______________________________
Documented Performance: ______________________________

Project Capability #3 Claim: ______________________________
Documented Performance: ______________________________

Project Capability #4 Claim: ______________________________
Documented Performance: ______________________________

Project Capability #5 Claim: ______________________________
Documented Performance: ______________________________

Project Capability #6 Claim: ______________________________
Documented Performance: ______________________________

Project Capability #7 Claim: ______________________________
Documented Performance: ______________________________

Project Capability #8 Claim: ______________________________
Documented Performance: ______________________________

ATTACHMENT E

RISK ASSESSMENT (RA) / VALUE ADDED (VA) SUBMITTAL

This template must be used. Modifications to the format of this template will result in disqualification (i.e. altering font size, altering font type, adding colors, adding pictures, etc.). You may add/delete additional rows to identify additional risks, solutions, and value added options, but do not exceed the 2-page limit.

SECTION 1 – MAJOR RISKS

All cost impacts associated with these risks/solutions must be included in your proposed premium

Risk 1: ______________________________
Why it is a Risk: ______________________________
Solution: ______________________________
Documented Performance: ______________________________

Risk 2: ______________________________
Why it is a Risk: ______________________________
Solution: ______________________________
Documented Performance: ______________________________

Risk 3: ______________________________
Why it is a Risk: ______________________________
Solution: ______________________________
Documented Performance: ______________________________

Risk 4: ______________________________
Why it is a Risk: ______________________________
Solution: ______________________________
Documented Performance: ______________________________

SECTION 2 – VALUE ADDED OPTIONS

All cost impacts associated with these value added options must NOT be included in your premium.

Item 1 Claim: ____________________

How will this add value? ____________________

Documented performance: ____________________

Impact: Cost ($) __________ Time __________

Item 2 Claim: ____________________

How will this add value? ____________________

Documented performance: ____________________

Impact: Cost ($) __________ Time __________

Item 3 Claim: ____________________

How will this add value? ____________________

Documented performance: ____________________

Impact: Cost ($) __________ Time __________

Item 4 Claim: ____________________

How will this add value? ____________________

Documented performance: ____________________

Impact: Cost ($) __________ Time __________

Item 5 Claim: ____________________

How will this add value? ____________________

Documented performance: ____________________

Impact: Cost ($) __________ Time __________

ATTACHMENT F

SCOPE OF WORK EXPECTATIONS

Please respond here to the requests found in Exhibit 2. This template must be used. Modifications to the format of this template will result in disqualification (i.e. altering font size, altering font type, adding colors, adding pictures, etc.).

Base Scope:

Base scope items should be included in the price of the contract and are considered essential to the contract.
Please provide us with your performance claim and proposed dominant measures for all base scope items.

Financial Return

1a. $1,660,000 return to University to cover operating expenses on behalf of the Vendor.

1b. Provide for all operating maintenance of all spaces occupied by vendor to include but not limited to: clogged sinks & toilets, light bulbs, refuse removal, deep cleaning carpets, painting walls, signage, small wares, tools, and equipment with values <$5,000 per item.

Sustainability

2a. 15% food purchases from locally produced/raised sources (Latah & Adjoining Counties).

2b.70% food purchases from regionally produced/raised sources (Eastern Washington, Idaho, Northeast Oregon, Western Montana).

2c. Minimize Food Waste by 90%

2d. Transparent Reporting System on food purchases in keeping with intent of 2a. & 2b.

Student Success/Satisfaction

3a**.** Work with registered dietitian to meet dietary needs

3b. Provide affordable retail and board options

3c. Provide vegan and vegetarian options in retail and dining hall.

3d. EBI of 5.0 or Greater

3e. Sanitation and cleanliness

3f. Friendly student oriented employees

Catering Excellence

4a**.** Zero tolerance for errors

4b. High level responsiveness to each college and department needs

4c. At University’s discretion, executive residence excluded from contract.

Add Alternate:

Add Alternate items are in addition to the base contract. Please respond to each of the Add Alternate options, explaining your performance claim, proposed dominant measures and any addition cost associated with the item, all cost impacts associated with these options must NOT be included in your premium.

Financial Return

1a. Capital Improvement to Wallace Dining Facility

1b. Retail Capital Improvement

1c. Other Capital Improvements (Vendor Identifies)

Sustainability

2a. Commit to direct purchase contract with all student produced / raised food, possibly including: Soil Stewards, Vandal Meats, UI Dairy

2b. Zero Waste Catering

2c. Point of decision nutrition information as outlined in USDA Guideline

Student Success/Satisfaction

3a. Gluten free options

3b. In Kind sponsorship of RHA

3c. Expanded hours in Resident Dining to 9pm nightly

3d. Expanded weekend hours in Resident Dining

3e. Coffee/espresso drink option other than dining hall close to residence halls

3f. Kitchen and staff available for supervision of student organization food preparations.

3g. Fast Food Chain(s)

3h. Ability to offer Athletic meal plan that provides the closest to 3 meals a day, 7 days a week.

Catering Excellence

4a. Dedicated Executive chef to executive residence

4b. Dedicated catering supervisor for College of Business & Economics catered events

4c. Value Catering menu for students

Corporate Sponsorship/Athletic Naming Opportunity

5a. Vandal Athletic Scholarship Fund

5b. Athletic Venues (i.e. Naming Rights)

5c. Student Scholarships

5d. Other Opportunities (Vendor Identifies)

ATTACHMENT G

MILESTONE SCHEDULE

Please add your milestone schedule for your proposal here. You can use whatever form that works best. Please label your submittal Attachment G Milestone Schedule. This is a high level overview of the project outlining the major milestones and dates. One page limit.

EXHIBIT 1

CURRENT CONDITIONS

Best efforts have been made to obtain detailed information on the current conditions at the University. This information should not be assumed to be 100% complete or accurate. The University is looking to secure services equal to, or better than, the level of service currently provided.

1.1 QUICK FACTS ABOUT THE UNIVERSITY *(Based on Academic year 2013-2014)*

- Student Enrollment (Moscow campus): 11,143
- Undergraduate Enrollment (Moscow campus): 9,555
- Graduate Enrollment (Moscow campus): 1,670
- Student population is 53 percent male and 47 percent women
- Number of Freshman in Fall 2012: 1,586
- Freshman living in residence halls: 57 percent
- International students: 480
- Faculty: 535
- Staff: 1,530

A student who is enrolled in two program levels within the same college, e.g., Undergraduate and Graduate, at the same point of time in a given semester is counted once in each Undergraduate and Graduate program level.

1.2 HISTORIC COUNTS AND GROSS SALES

The following outlines boarder counts, transaction counts and gross sales from the current contract.

	Actual	Actual	Actual	Estimate	Budget
	2010-11	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Boarders Fall / Spring	1958 / 1725	1981 / 1748	1675 / 1460	1620 / 1537	1642 / 1557
Mandatory Residence Hall Meal Plans	1773	1760	1225	1315	1315
Board Gross Sales	$5,431,764	$5,768,661	$5,035,892.48	$5,584,703	$5,696,278
Retail Transactions	590,700	624,908	482,806	490,640	500,000
Retail Revenue	$1,526,772	$1,511,986	$1,546,896	$1,550,609	$1,601,646
Catering Events	1601	1,534	1,351	1350	1350
Internal Catering Revenue	$734,045	$791,094	$694,437	$619,483	$631,872
External Catering Revenue	$105,802	$136,516	$97,171	$98,000	$99,960
Concessions Revenue	$201,773	$177,666	$143,291	$166,784	$170,120
Conference Revenue	$211,833	$279,613	$221,701	$250,000	$255,000
Grand Total	**$8,211,989**	**$8,665,536**	**$7,739,391**	**$7,987,133**	**$8,129,945**

1.3 HISTORIC MEAL PLAN PRICING

Management of the campus's meal plan program, including the marketing and sale of meal plans. The current meal plan program has been structured as follows. Plan pricing is subject to approval by the University President and is reviewed by the State Board of Education.

Current policy requires all first-year students living in Wallace Residence Center, Theophilus Tower, Targhee, McConnell, LLC-Upham and LLC-CNR residence halls are required to choose a meal plan option. Students living in McConnell or Targhee do have reduced meal plan options available to them. Upper-level and Transfer students who choose to live in an upper-level LLC building are not required to purchase a meal plan.

Please note, the "flex" program is being eliminated starting with fiscal year 2015-2016. As such, the cost of each plan will be reduced by the cost of the "flex" attributed to that plan. This is to provide competitive mandatory board plan price points. Management will support the Vandal Dollar program that can be used anywhere on campus and is not pre-captured dollars by the vendor.

Note that in years 2012-13 an effort was made to simplify the number of mandatory meal plans available. This effort led to the three tier plan structure seen below. The University wishes to continue using a simple meal plan structure.

Management also desires potential contractors to develop a meal plan strategy for summer term students in conjunction with available summer housing options. This strategy should be distinctly different than the summer camp/conference plans.

Meal Plan Pricing History

Updated February 7, 2014

Meal Plans	2010-11	2011-12	2012-13	2013-14	2014-15
Mandatory Meal Plans					
All Access + $230 Flex	$1,728 + Tax	$1,801 + Tax			
19 Meals Per Week + $200 Flex	$1,533 + Tax	$1,597 + Tax			
14 Meals Per Week + $395 Flex	$1,533 + Tax	$1,597 + Tax			
19 Meals Per Week + $445 Flex	$1,708 + Tax	$1,772 + Tax			
14 Meals Per Week + $590 Flex	$1,683 + Tax	$1,747 + Tax			
All Access + $500 Flex	$1,903 + Tax	$1,976 + Tax			
Unlimited Meals + $75 Flex + 10 Guest Passes			$1,925 + Tax	$2,045 + Tax	$2,100 + Tax
14 Meals Per Week + $250 Flex			$1,705 + Tax	$1,810 + Tax	$1,860 + Tax
140 Meals Per Semester + $300 Flex			$1,595 + Tax	$1,695 + Tax	$1,740 + Tax

Voluntary Meal Plans					
10 Meals Per Week + $550 Flex	$1,533 + Tax	$1,597 + Tax			
5 Meals Per Week + $525 Flex	$1,168+ Tax	$1,238 + Tax			
10 Meals Per Week + $700 Flex	$1,658 + Tax	$1,722 + Tax			
5 Meals Per Week + $665 Flex	$1,293 + Tax	$1,342 + Tax			
Freedom First Plan	$200 + Tax	$200 + Tax			
Freedom Forward	$600 + Tax	$600 + Tax			
Freedom Rings	$400 + Tax	$400 + Tax			
$500 Flex (Targhee Residents only)	$500 + Tax	$500 + Tax	$500 + Tax	$500 + Tax	$500 + Tax
100 Meals Per Semester + $500 Flex			$1,247 + Tax	$1,325 + Tax	$1,360 + Tax
50 Block Meals + $250 Flex			$600 + Tax	$640 + Tax	$660 + Tax
$250 Flex			$250 + Tax	$250 + Tax	$250 + Tax

Costs are for each semester / no tax has been added to the prices

1.4 SUMMER CAMPS/SUMMER CONFERENCES

Summer Conferences serves as one-stop-shop point of contact for all lodging, catering, food service, and facility needs. Summer Conferences offers all-you-can eat cafeteria style dining to all conference groups in the Wallace Food Court on a per meal basis. The pricing structure for all of dining options is set by campus dining, working in conjunction with University Housing. The 2013 cafeteria rates were:
Breakfast $4.65
Lunch $5.80
Dinner $7.05
Daily Total $17.50

Summer Conference generates, on average, over $225K in gross revenue for campus dining and serves between 1,800-2,500 guests during the period from late May to mid-August.

1.5 CONCESSIONS

The University has permanent concession locations at the Kibbie Dome venue. Traditionally, concessions have been provided for major sporting events and large scale campus events from this location. Additionally, mobile concession stands have been used to supplement concession needs in the Kibbie Dome or to support concessions at other campus locations such as Memorial Gym.

1.6 EXCLUDED FOOD SERVICES

The following Moscow campus dining locations and/or services are excluded from the contract, unless otherwise determined by the University at its sole discretion:

- Food Service offered by VandalStore
- Campus Pouring Rights
- Vending
- Non-exclusive rights to retail operations or concessions upon sole discretion of Auxiliary Services.

1.7 ACADEMIC YEAR BOARD CALENDAR

Following is the board operation calendar for the FY2013-14 academic year:

8/22/13	Open (Beginning of Academic Year)
11/23-11/30/13	Closed for Thanksgiving Break
12/21-1/12/14	Closed for Winter Break
3/15-3/22/14	Closed for Spring Break
5/16/14	Closed (End of Academic Year)

1.8 HOURS OF OPERATIONS

Following are current hours of operation by venue for the FY2013-14 academic year.

		Hours of Operation						
No.	**Venue**	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**	**Sun**
1	Denny's AllNighter	10am - 12am	10am - 12am	10am - 12am	10am - 12am	10am - 2am	10am - 12am	
2	Traders Market	8am - 12am	8am - 12am	8am - 12am	8am - 12am	8am - 2am	8am - 2am	8am - 2am
3	Joe's Cafe	7am - 2pm	7am - 2pm	7am - 2pm	7am - 2pm	7am - 2pm	Closed	
4	Sister's Brew JEB	7am - 2pm	7am - 2pm	7am - 2pm	7am - 2pm	7am - 2pm	Closed	
5	Sister's Brew Admin Building	7am - 2pm	7am - 2pm	7am - 2pm	7am - 2pm	7am - 2pm	Closed	
6	Stover's	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	Closed	
7	Einstein Bros	7am - 6pm	7am - 6pm	7am - 6pm	7am - 6pm	7am - 6pm	Closed	
8	"I" of the Commons	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	Closed	
9	Mein Bowl	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	Closed	
10	Sub Connection	8am - 4pm	8am - 4pm	8am - 4pm	8am - 4pm	8am - 4pm	Closed	
11	Vandals Grill	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	Closed	
12	Jamba Juice	7am - 4pm	7am - 4pm	7am - 4pm	7am - 4pm	7am - 4pm	Closed	
13	JV's Pizzaria	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	Closed	
14	Bogey's Grill *(seasonal)*	11am – 2pm	11am – 2pm	11am – 2pm	11am – 2pm	11am – 2pm	11am – 2pm	

1.9 VANDAL CARD

1. Microsoft OS / Oracle 11g DB
2. CBORD CSGold 6.0.16
3. Installed in 1994, last updated in October 2013
4. Campuswide there are 529 end point locations which include things like vending machines, card access swipes, door alarm points, etc.
5. From 11/1/2012 to 11/1/2013 there were approximately 276,000 purchase transactions for $1.2 million, as well as 415,000 meal transactions.
6. We currently have 42 direct point-of-sale locations, plus we interface with the UI Bookstore's and Starbuck's point-of-sale systems.
7. The basic POS equipment is owned by Vandal Card, but cash registers are owned by The Vendor. CSGold is compatible with Micros and perhaps other cash register terminals, and Vandal Card will work with The Vendor with regards to those. There will be no charges for staff assistance in getting Micros or other CSGold compatible systems working with the card system but contractor will be responsible for any additional equipment or software needed to do that.
8. Vandal Card will maintain the basic POS equipment.
9. We have no plans to change the existing system beyond keeping the software version current and replacing readers with current versions as they become available. That said, Vandal Card regards The Vendor as a customer, and so our future plans with regards to Campus Dining are contingent on their needs.

Services include the provision and support of point-of-sale devices as requested by The Vendor, and any reports that The Vendor requires. There are no transaction fees. There are no Dining Services venues that do not accept Vandal Card.

1.10 UNIVERSITY PROVIDED CAPITAL EQUIPMENT

All University-owned food service equipment shall be provided for use by the Contractor. Additional capital equipment required to execute Contractor's proposed concepts and programs must be provided at Contractor expense, to be amortized over the base term of the contract. Upon full amortization of Contractor provided capital equipment, ownership shall reside with the University.

Upon request and prior to proposal submission, a University representative will provide tours of all dining locations in order to discuss existing capital equipment. Upon selection of the preferred Proposer, the preferred Proposer and the University will jointly assess equipment needs and develop an addition/replacement schedule as part of the Negotiation/Pre-Planning & Quality Control period.

Contractor will provide facility and equipment preventative and ongoing maintenance programs that result in good stewardship of University owned resources.

1.11 UNIVERSITY PROVIDED SMALLWARES

The University owned small wares, including kitchen utensils, china, glass, silverware and service pieces currently associated with those aspects of the dining program to will be provided to the contractor. The contractor agrees to maintain all small wares at mutually agreed upon levels as a course of regular dining operations as an operating expense by the contractor. It is agreed that the University retains ownership of all small wares and replacements and additions made during the term of the vendor's contract.

1.12 WASTE REDUCTION/COMPOSTING

Food waste/compostable material from dining services locations including Bob's, Commons Food Court, Einstein's, and Denny's is picked up by the Campus Food and Farm Composting program and taken to a composting facility each Monday, Wednesday, and Friday. Recycling facilities are provided at Bob's and the Common's for cardboard, plastic, glass and tin.

1.13 ALCOHOL POLICY

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 roommate or roommates) as their individual living space.

EXHIBIT 2

SCOPE OF WORK & EXPECTATIONS

Base Scope:

1) **Financial Return**
   a. $1,660,000 return to University to cover operating expenses on behalf of the Vendor
   b. Provide for all operating maintenance of all spaces occupied by vendor to include but not limited to: clogged sinks & toilets, light bulbs, refuse removal, deep cleaning carpets, painting walls, signage, smallwares, tools, and equipment with values <$5,000 per item.
2) **Sustainability**
   a. 15% food purchases from locally produced/raised sources (Latah and adjoining counties).
   b. 70% food purchases from regionally produced/raised sources (Eastern Washington, Idaho, Northeast Oregon, and Western Montana).
   c. Minimize Food Waste by 90%
   d. Transparent Reporting System on food purchases in keeping with intent of 2a & 2b.
3) **Student Success/Satisfaction**
   a. Work with registered dietitian to meet dietary needs
   b. Provide affordable retail and board options
   c. Provide vegan and vegetarian options in retail and dining hall.
   d. EBI of 5.0 or Greater
   e. Sanitation and cleanliness
   f. Friendly student oriented employees
4) **Catering Excellence**
   a. Zero tolerance for errors
   b. High level responsiveness to each college and department needs
   c. At University's discretion, executive residence excluded from contract.

Add Alternate:

1) **Financial Return**
   a. Capital Improvement to Wallace Dining Facility
   b. Retail Capital Improvement
   c. Other Capital Improvements(Vendor Identifies)

2) **Sustainability**
   a. Commit to direct purchase contract with all student produced / raised food, Possibly including: Soil Stewards, Vandal Meats, UI Dairy
   b. Zero Waste Catering
   c. Point of decision nutrition information as outlined in USDA Guidline

3) **Student Success/Satisfaction**
   a. Gluten free options
   b. In Kind sponsorship of RHA
   c. Expanded hours in Resident Dining to 9pm nightly
   d. Expanded weekend hours in Resident Dining
   e. Coffee/espresso drink option other than dining hall close to residence halls
   f. Kitchen and staff available for supervision of student organization food preparations.
   g. Fast Food Chain(s)

   h. Ability to offer Athletic meal plan that provides the closest to 3 meals a day, 7 days a week.

4) Catering Excellence

   a. Dedicated Executive chef to executive residence
   b. Dedicated catering supervisor for College of Business & Economics catered events
   c. Value Catering menu for students

5) Corporate Sponsorship/Athletic Naming Opportunity

   a. Vandal Athletic Scholarship Fund
   b. Athletic Venues(i.e. Naming Rights)
   c. Student Scholarships
   d. Other Opportunities(vendor identifies)

EXHIBIT 3

CLARIFICATION PHASE GUIDE

OVERVIEW

The Clarification Phase is carried out prior to the signing of the contract. The University's objective is to have the project/service completed on time, without any cost increases, and with high customer satisfaction. At the end of the service, the University will evaluate the performance of the Vendor based on these factors, so it is very important that the Vendor preplans the service to ensure there are no surprises.

It is the Vendor's responsibility to ensure he understands the University's subjective expectations. It is not the University's responsibility to ensure that the Vendor understands what their expectations are. The Vendor is at risk, and part of the risk is understanding the University's expectations.

The Clarification Phase provides the Vendor with a final opportunity to protect itself, by allowing the Vendor to carefully pre-plan the service before an award is made. The pre-planning should include all coordination and identification of all risks that cannot be controlled by the Vendor.

In many cases, one of the Vendor's biggest risks (in terms of delivering the service with high satisfaction) is the University themselves. Therefore, it is in the Vendor's best interest to identify any issues or concerns ahead of time during the Clarification Phase. The Vendor should minimize their risk by creating documentation that puts them in control and eliminates any outside interference that could hinder them from performing.

PRE PLANNING AND COORDINATION

The University requires that the Vendor attend a Kick Off Meeting to discuss the objectives of the Clarification Phase.

- Re-visit the site to do any additional investigating.
- Coordinate with all parties that will be involved with the service. Identify what concerns they have and determine solutions to resolve their concerns. This may include consultants, sub-vendors, and suppliers (to ensure that there are no inconsistencies with the requirements or delivery schedules.)
- Identify where the risk lies on the service and make sure that all identified risks can be minimized.
- Identify any actions required by the University or University's representatives.
- Identify all risks that you (the vendor) do not control with a plan to mitigate the risks

CLARIFICATION DOCUMENT

The objective of the Vendor's Clarification Document is to identify risk that the Vendor does not control or risk that is impacted by factors that the Vendor does not control. The Vendor must also identify how they will attempt to minimize the risk. If the Vendor does not identify the risk that they do not control, then the Vendor is stating the risk (stated or not stated) is under their control and a part of their contract to meet the intent of the University.

After the Vendor provides the University with his plan they will be provided the risks from all the other Vendors to ensure that they are identifying all the risks that they do not control. This forces the Vendor to do what a best value Vendor would do, to think in the best interest of the University.

The Clarification Document should address the concerns of the University. The identification of these concerns is a clarification of the understanding of the University's intent in the best value process. It in no way changes the technical scope or amount of work of the Vendor, but merely confirms that the Vendor has understood the intent of the University. The objective of these clarifications are to confirm that the Vendor who is being hired understands the University's intent. The Clarification Document must include the following items as a minimum:

1. A service financial summary
2. A summary of accepted/rejected value added options
3. A complete service schedule including a transition milestones schedule.
4. A list of all risks identified by other vendors along with solutions to the risks.
5. A complete list of factors/risks which are outside the control of the Vendor.
6. Risk Mitigation Plan (RMP): A list of all risks with a plan of preventative actions and reactive actions upon occurrence. Action plans should be defined in terms of metrics.
7. Performance Measurements: A detailed list of monthly, quarterly, and yearly performance metrics and benchmarks that must consider financial performance, quality and customer satisfaction performance, and other necessary benchmarks of the received level of service.
8. A detailed summary of proposal assumptions.
9. Weekly Risk Report (Exhibit 4)
10. A one page executive summary which summarizes the scope of work being delivered.

CLARIFICATION MEETING

The clarification meeting is held at the end of the clarification phase and is used to present a summary of what was developed and agreed upon during the clarification phase. The clarification meeting is not a question and answer session. The Vendor must not wait for the meeting to ask questions. All coordination and planning with the University should be done prior to the meeting.

The Vendor should give a presentation, which walks the University through the entire service and summarizes all of the coordination/planning done during the clarification period. The Vendor should bring their team and all the documents specified in the Clarification Document. The Vendor should come with documents explaining what the University is responsible for in this service and should identify exactly what they want from the University with due dates. The Vendor must convince the University that they have minimized all risks and will not be surprised once the service begins. The clarification meeting presentation (and meeting minutes, if applicable) will become part of the contract along with the other documents stated in the Clarification Document.

If, upon presentation of the Clarification Document, the University deems it to be demonstrably non-responsive to any of the University's stated expectations, the University may elect to immediately cease clarifications with the top ranked Proposer and invite the next highest ranked Proposer into this period.

REMEMBER: The Clarification Phase provides the Vendor with a final opportunity to protect itself, by allowing the Vendor to carefully pre-plan the service before an award is made. If the Vendor does not identify a risk or risks that they do not control, then the Vendor is stating the risk (stated or not stated) is under their control and a part of their contract to meet the intent of the University.

EXHIBIT 4

WEEKLY RISK REPORTING SYSTEM GUIDE

OVERVIEW

The Weekly Risk Reporting System (WRRS) is a tool for the University in analyzing the performance of the service based on risk. The WRRS is expected to take minimal effort (approximately 5 minutes per week). The WRRS does not substitute or eliminate weekly progress reports or any other traditional reporting systems or meetings (that the Vendor may do).

The purpose of the WRRS is to allow the Vendor to manage and document all risks that occur throughout a project. Risk is defined as anything that impacts service cost or service schedule. This includes risks that are caused by the Vendor (or entities contracted by the Vendor), and risks that are caused by the University (scope changes, unforeseen conditions, etc). The University Project Manager may also require the Vendor to document risks that may impact customer or University satisfaction.

SUBMISSION

The weekly report is an excel file that must be submitted on the Friday of every week. The report is due every week once the Notice To Proceed is issued, and must be submitted every week throughout the duration of the service. Please contact the University PM if you have not received an electronic version of the spreadsheet (once the Notice To Proceed has been issued). The report must be emailed to:

Email: juliam@uidaho.edu
Email: tyroneb@uidaho.edu
Email: gmiller@uidaho.edu

The completed report must be saved using the date and name of the project given by the University (Format: **YYMMDD_ProjectName_Project ID**; For example, 'Polk Project' for the week ending Friday, March 1, 2005, should be labeled '050301_PolkProject_01-123-45-6789'). This will facilitate the UNIVERSITY in analyzing all projects on a weekly basis. Weekly Reports are to be emailed (by midnight C.S.T. of each Friday).

The weekly report consists of scope changes or unforeseen events that are risks to the service in terms of cost, schedule, or University satisfaction including any issues that could potentially develop into a risk. When a new issue is identified, it is added to the service risks, along with the following: Identification date (date the risk was identified), plan to minimize the risk, resolution due date, impact to critical path or schedule (in days), and impact to final cost (in dollars).

Prior to submitting the report, the Vendor must contact the University Project Manager if there are any risks or potential risks identified. The University Project Manager is required to provide a satisfaction rating based on the identified risk and the Vendors plan to mitigate the risk. The rating is based on a scale of 1-10 (10 being completely satisfied and 1 being completely dissatisfied). The University Project Manager may modify their satisfaction ratings at any time throughout the service. When a risk is resolved, the actual date of resolution must be listed.

The Vendor is also required to submit a detailed service schedule (including the Notice To Proceed date, Substantial completion date, and Final completion date) in the weekly report. The schedule report must contain the Vendors original schedule along with the current estimated schedule.

Note: The Weekly Reports will be analyzed for accuracy and timely submittals by the University Project Manager. Upon completion of the project, the Vendor will be evaluated based on their performance on the project. This includes (but is not limited to): overall quality, on-time completion, no cost change orders, no complaints, and submission of accurate weekly reports. The final rating will be used to modify the Vendors Teams PPI scores by up to 50%. The modified rating will be used for competition on future projects.

UNIVERSITY OF IDAHO REQUEST FOR PROPOSALS NO. 15-01M

PROPOSAL RESPONSE CERTIFICATION

September 26, 2014
DATE

The undersigned, as Proposer, declares that they have read the Request for Proposals, and that the following proposal is submitted on the basis that the undersigned, the company, and its employees or agents, shall meet, or agree to, all specifications contained therein. It is further acknowledged that addenda numbers _____ to _____ have been received and were examined as part of the RFP document.

Sodexo America, LLC
Name

Tim Salley
Signature

Senior Director of Business Development
Title

Sodexo
Company

283 Cranes Roost Blvd, Suite 260
Street Address

Altamonte Springs, FL 32701
City, State, Zip

407-339-3230 and 407-479-3618
Telephone Number and Fax Number

425-785-7471
Cell Phone Number

Tim.salley@sodexo.com
E-mail Address

Delaware
State of Incorporation

52-2208632
Tax ID Number

Business Classification Type (Please check mark if applicable): N/A

Minority Business Enterprise (MBE)	_____
Women Owned Business Enterprise (WBE)	_____
Small Business Enterprise (SBE)	_____
Veteran Business Enterprise (VBE)	_____
Disadvantaged Business Enterprise (DBE)	_____

Business Classification Type is used for tracking purposes, not as criteria for award.

ATTACHMENT A

RFP COVER PAGE & CHECKLIST

The Vendor must complete and submit this Attachment. This Attachment shall be the cover page for the Vendors Proposal. DO NOT MODIFY THE FORMAT OF ANY OF THE REQUIRED ATTACHMENTS. Please staple all Attachments together (do not bind in any other way).

Project Number:	**RFP 15-001J**
Project Name:	**University of Idaho Dining Services**

Vendors Name:	Sodexo America, LLC
Address:	283 Cranes Roost Blvd, Suite 260
City:	Altamonte Springs
State:	FL
Zip Code:	32701
Point of Contact for this RFP:	Tim Salley
Phone:	425-785-7471
Fax:	407-479-3618
Email:	Tim.Salley@sodexo.com

ATTACHMENT 2

The following documents are required for this proposal (please mark off each document to acknowledge that you have submitted the document in the proper format):

- ☑ Attachment A – Complete and staple as cover page in your proposal
- ☑ Attachment B – Fill in all required information on Proposal Form
- ☑ Attachment C – Complete and submit Financial Pro Forma Worksheet
- ☑ Attachment D – Complete and submit Project Capability
- ☑ Attachment E – Complete and submit Risk Assessment /Value Added Submittal
- ☑ Attachment F – Complete and submit Scope of Work Expectations
- ☑ Attachment G – Complete and submit Milestone Schedule

The following checklist must also be completed. Failing to answer, or answering "No" to any of the questions below will result in disqualification.

☑ Yes ☐ No Is your entire proposal stapled together (not bound in any other way)?

☑ Yes ☐ No Is your Project Capability 2 pages or less?

☑ Yes ☐ No Is your Risk Mitigation 2 pages or less?

☑ Yes ☐ No Is your Value Added submittal 2 pages or less?

☑ Yes ☐ No Do you understand that your Project Capability and Risk Assessment can NOT contain any names, past projects, or information that may used to identify who your firm is?

☑ Yes ☐ No Do you understand that you cannot re-create the Project Capability and Risk Assessment template (you must download it online)?

☑ Yes ☐ No Do you understand that you are NOT allowed to alter font size, add colors, or add pictures, to the Project Capability and Risk Assessment?

☑ Yes ☐ No Do you understand that your proposal will be disqualified if you fail to meet any of the formatting requirements of the Project Capability and Risk Assessment?

☑ Yes ☐ No Do you understand that the contents of Project Capability and Risk Assessment will become part of the final contract (if you awarded the project)?

ATTACHMENT B
PROPOSAL FORM

SECTION 1 - CRITICAL TEAM MEMBERS

Name of Firm: Sodexo America, LLC
Name of Regional Vice President: Pam Smith
Name of On-Site General Manager: Pat Clelland
Name of Executive Chef: Justin Fuchs
Name of Catering Director: Kristen Raasch

SECTION 2 – ADDENDA ACKNOWLEDGEMENT

Vendor acknowledges receipt of the following addenda, and has incorporated the requirements of such addenda into the proposal (*List All Addenda Issued For This Project*):

No.	Date	No.	Date	No.	Date
No.	Date	No.	Date	No.	Date

SECTION 3 – FIRM QUALIFICATIONS

No	Criteria	Response
1	How many years has your firm been continuously active in dining services (under the current business name)?	14 years
2	Identify the number of citations received in the past three years from any government agency, regardless of the nature of alleged violations and outcome:	2011 = * 2012 = * 2013 = *
3	Is your firm currently licensed to provide dining services in the State of Idaho?	☑ Yes ☐ No
4	Is your firm current disqualified, de-listed or barred from doing business with the State of Idaho or the University of Idaho?	☐ Yes ☑ No
5	Is your firm current disqualified, de-listed or barred from doing business with any federal or state agency?	☐ Yes ☑ No

*As with all large companies, Vendor has on occasion, during its normal course of business, received citations from government agencies including citations related to health and safety matters. Vendor does not believe that any citations received within the past three years from any government agency had or will have a material adverse impact on the Vendor's operations, including its ability to perform any obligations pursuant to this Request for Proposal.

SECTION 5 - FINANCIAL EVALUATION 5-YEAR TERM

Provide the financial information below for the five-year safe harbor option. Under this option, the Vendor will have compensation that is at least fifty percent (50%) fixed fee, and the remainder a variable fee compensation (50%) not to exceed the fixed fee. Please provide information (if any) on any capital investment, other investment, or sponsorship that is included in your proposal (to be amortized over the base term of the contract plus contract extensions). Price per dollar of gross sales can be a sliding scale. If offering a sliding scale or tiered pricing structure, please submit and attach proposed structure on spate page. Safe harbor contracts shall have a three-year base term and two one-year contract extensions up to a maximum of five years total.

YEAR	GROSS SALES ($)	PRICE PER DOLLAR OF GROSS SALES ($)	MAJOR CAPITAL INVESTMENTS ($)	OTHER INVESTMENT OR SPONSORSHIP ($)
FY 2015-16	$ 8,669,287	$ 0.81	$ 550,000	$ 85,000
FY 2016-17	$ 9,167,080	$ 0.81	$	$ 85,000
FY 2017-18	$ 9,686,292	$ 0.81	$	$ 50,000
FY 2018-19	$ 10,194,157	$ 0.82	$	$ 50,000
FY 2019-20	$ 10,723,106	$ 0.82	$	$ 50,000
TOTAL:	**$ 48,439,921**	**$ 0.81**	$ $ 550,000	$ **320,000**

SECTION 6 - SIGNATURE

Sodexo America, LLC
Name of Company

Pam Smith
Printed Name of Firm Representative

Pam Smith
Signature of Firm Representative

September 26, 2014
Date

Pamela.smith2@sodexo.com
Email

509-979-4166
Phone

407-479-3618
Fax

Section 5 – Financial Evaluation – Page 23 of response

1. **Please list out the projects and amount dedicated to each proposed under the $550,000 Major Capital Investments.**

   Sodexo will invest up to $550,000 in the following Major Capital Investments:
   - Build out of Chic-fil-A replacing the Pizza Station in the Commons - $500,000
   - Mein Bowl refresh to include new menu, enhanced signage and new image package - $50,000
2. **Please list the sponsorships and the amount of each is proposed for each year under the $320,000 Other Investment or Sponsorship.**

   The Investment and Sponsorships proposed are listed in the two tables below. Sodexo proposes to allocate $85,000 annually years one and two (listed in table 1) and $50,000 annually years three through five (listed in table 2).

   Table 1
   Sodexo will designate $85,000 in sponsorships to the following groups annually year's one and two of the agreement:
   - **$10,000-** Food Donations to Support Vandal Food Pantry and Food Recovery Network Program
   - **$10**,000- College of Food and Nutrition Dietetic Degree - Scholarship to support continuous development and collaboration on Health and Wellness Initiatives in Campus Dining Program
   - **$10,000 –** Athletic Department – Food Donations to support Athletic "Fueling Station"
   - $10**,000** – Towards paid internship for support of food tracking system development and implementation- internship participants to be paid by Sodexo.
   - **$25,000** -in kind to support Community and Student Related events - amounts determined by Sodexo on case by case basis- Groups to include but not limited to: Sustainability Center, RHA, and ASUI.
   - **$20,000** Presidential "In-Kind" fund to be used at Presidents office discretion to support food related events or meal plan awards.

   Table 2
   Sodexo will designate $50,000 in sponsorships to the following groups annually year's three through five of the agreement:
   - **$5,000-** Food Donations to Support Vandal Food Pantry and Food Recovery Network Program
   - $**5,000-** College of Food and Nutrition Dietetic Degree - Scholarship to support continuous development and collaboration on Health and Wellness Initiatives in Campus Dining Program
   - **$10,000 –** Athletic Department – Food Donations to support Athletic "Fueling Station"

- $**5,000** – Towards paid internship for support of food tracking system development and implementation- internship participants to be paid by Sodexo.
- **$15,000** -in kind to support Community and Student Related events - amounts determined by Sodexo on case by case basis- Groups to include but not limited to: Sustainability Center, RHA, and ASUI.
- **$10,000** Presidential "In-Kind" fund to be used at Presidents office discretion to support food related events or meal plan awards.

3c. Expanded Hours in Resident Dining to 9pm nightly;

Hours of Operation will be adjusted to business needs.

Bob's Resident Dining Hall Hours

Monday- Friday

Breakfast: 7:00am - 10:30am

Lunch (All Stations): 11:00am - 1:30pm

Lunch (Deli, Grill, & Salad): 1:30pm - 5:00pm

Dinner: 5:00 - 7:30

Saturday - Sunday

Limited Continental Breakfast 8:00am - 10:30am

Brunch: 10:30am - 2:00pm

Dinner: 5:00pm - 6:30pm

Community Store Meal Swipe Hours of Operation

Monday – Friday: 7:30pm – 9:00pm

ATTACHMENT C

FINANCIAL PRO FORMA WORKSHEET

UNIVERSITY OF IDAHO
PRO FORMA PROJECTIONS (7/1/2015 – 6/30/2020)

REVENUE: (Net of Sales Tax)	**FY15-16**	**FY16-17**	**FY17-18**	**FY18-19**	**FY19-20**
Meal Plan	$5,440,740	$5,777,105	$6,128,756	$ 6,496,306	$ 6,880,393
Retail	$2,036,886	$2,138,730	$2,244,445	$ 2,332,970	$ 2,424,363
Concessions	$ 175,224	$ 183,985	$ 193,079	$ 200,695	$ 208,557
Catering	$ 753,787	$ 791,476	$ 830,598	$ 863,358	$ 897,180
Summer Conference	$ 262,650	$ 275,783	$ 289,414	$ 300,829	$ 312,614
Other (specify)	$ -	$ -	$ -	$ -	$ -
Total Revenue:	**$8,669,287**	**$9,167,080**	**$9,686,292**	**$10,194,157**	**$10,723,106**
OPERATING EXPENSES:					
Wages/Benefits	$2,649,757	$2,783,032	$2,922,462	$ 3,060,074	$ 3,196,941
Food/Beverage	$2,620,241	$2,768,067	$2,920,761	$ 3,067,225	$ 3,218,196
Services and Supplies	$ 659,408	$ 697,272	$ 736,764	$ 775,394	$ 815,627
Repair and Maintenance	$ 104,522	$ 110,524	$ 116,784	$ 122,907	$ 129,284
Capital Contribution	$ 110,000	$ 110,000	$ 110,000	$ 110,000	$ 110,000
Other Expenses: Return to University of Idaho	$1,745,000	$1,815,000	$1,850,000	$ 1,920,000	$ 1,990,000
Other Expenses: Brand Commissions	$ 297,027	$ 305,938	$ 315,116	$ 324,569	$ 334,306
Other Expenses: WC & GL Insurance	$ 118,022	$ 123,952	$ 130,156	$ 135,998	$ 142,080
	$ -	$ -	$ -	$ -	$ -
Net Income	**$ 365,310**	**$ 453,296**	**$ 584,249**	**$ 677,990**	**$ 786,671**

Attachment C – Financial Pro Forma Worksheet

3. **Please list major assumptions which correspond to the Total Revenue projections provided. Specifically list all revenue detail associated with proposed projects, value added, or add alternate that are included in these projections.**

The primary drivers of total revenue growth are the mix shift in meal plan participation and the introduction of the new Chick-fil-A. The value added or add alternative is not included our revenue projections.

Sodexo's meal plan participation projection assumes the total number will remain the same in year one compared to the current trend; however, the University will realize an increase in the number of Vandal Pride meal plans sold with the elimination of the McConnell plan. In addition, the out-years assume the total number of meal plans sold will increase by fifty participants annually as a result of the University's growth strategy.

Proposed Meal Plan Options:

Meal Plan Options	# Students	Retail Price	Total Revenue
Current			
Vandal Premiere $50	340	1900	$1,292,000
Vandal Presitage $200	809	1900	$3,074,200
Vandal Pride $200	422	1700	$1,434,800
Revenue Projections			**$5,801,000**

Meal Plan Assumptions:

- The meal plan options are part of the mandatory meal plan for all students.

Voluntary Meal Plans

The Voluntary Meal Plan is designed to entice students in purchasing a meal plan and the overhead is built into the base plans.

Idaho Freedom:

Cost per semester - $673.00+tax / includes the following:

- 50 block meals per semester to be used at Bob's Place. Block meals do not carry over and expire at the end of the semester.
- The Idaho Freedom Plan also includes $250.00 worth of Vandal Dollar's to be used anywhere on campus.

Greekend:

Cost per semester - $255.00 / includes the following:

- 2 meals per week to be used at Bob's Place..

ATTACHMENT 2

ATTACHMENT D

PROJECT CAPABILITY (PC) SUBMITTAL

This template must be used. Modifications to the format of this template will result in disqualification (i.e. altering font size, altering font type, adding colors, adding pictures, etc.). You may add/delete additional rows to identify additional claims and performance, but do not exceed the 2-page limit. Do not list any names/information that can be used to identify your firm.

Project Capability #1 Claim: Consistently maximize financial return to the University

Documented Performance: A strategic mix of local vendors, national brands and our own brands will increase sales, satisfaction and income as part of our retail strategy. We work with local and small vendors in our partners' communities, fifteen national brands and seven of our own brands to drive revenues and return to the University. Thirteen of our regional accounts have used this approach and have experienced a sales growth of over 6% to 159.7% over that last five years.

Financial Stewardship: Developing strong financial returns for our partners and for us is critical for long-term partnerships. We are a customer-satisfaction driven organization, which has consistently earned over 10% organic growth with our universities in the region—even in these challenging times.

Project Capability #2 Claim: Maximize student, faculty and staff satisfaction of the dining services to improve student retention levels and increase student recruitment to the University

Documented Performance:

1. 42% growth in Voluntary Meal Plan growth at major university competitor utilizing standards and systems one year after assuming contract from competitors
2. 27% capture rate of student engagement special meal event in resident dining
3. Increased year-over-year client satisfaction scores with on-site management teams
4. National Coalition of Students contributing to the continuous improvement of dining programs, offers and events. An initiative created by students for students.
5. Approximately 21% of meal plans are voluntarily purchased by students living in non-mandatory resident housing facilities.
6. In-place collaboration with dietitians to ensure special dietary needs and requirements are met in dining program for this demographic trending higher year-over-year
7. 388,860 Voluntary Meal Plans sold nationally during last academic year

Project Capability #3 Claim: Industry leader in sustainability

Document Performance:

1. Named Global Sustainability Industry Leader in its sector for the 10th year in a row

2. The company earned a perfect (100) score for the positive local impact of its business operations around the world. The Company also earned the highest score in its industry in the social pillar.
3. Ranked as the best-performing company for social, environmental and economic performance in the benchmark RobecoSAM Sustainability Yearbook 2014
4. Achieved the highest overall score in its peer group, 80 percent (compared to a sector average of 48) and was the only company in the sector named Gold Class
5. The United Nation's Global Compact recognized Vendor at their highest (Advanced) level
6. Vendor is the only company to have been in the top two of the DiversityInc Top 50 for five years in a row

Project Capability #4 Claim: High-performing general manager in RFP that can minimize inefficiency and maximize capability of dining management and workers

Documented Performance:

1. 34 years of foodservice experience, 24 years with current vendor in higher education
2. Held the following positions with the current organization: student manager, retail manager, production manager, executive chef, culinary trainer, general manager, support roles for account openings, regional sustainability board member
3. Utilized/implemented successful Student Employee Program capturing at least 40% of the campus workforce
4. Graduated from Emerging Leaders Masters Level Leadership program 2014, ranking top 10% of managers nationally
5. Reduced complaints to client by 99%
6. Maximized return of students' investment in their dining program and stabilized financial model by middle page reduction of 20%
7. 100% response to administration of students' concerns
8. Recipient of two regional recognition awards for best in class
9. Established and utilized extensive regional and national network acquiring resources for students and clients to support account
10. Nominated for Spirit of Teamwork award for Regional Sustainability Board membership in 2014

Project Capability #7 Claim: Best value-trained organization

Documented Performance:

1. General manager certified in Best Value Process
2. Retained Best-value Consultant in the past five years
3. 11 executive and unit-level certified managers in Best Value
4. Vendor has implemented and continues to evolve Best Value weekly risk reporting system at Best Value Account
5. General manager and operations managers attend Best Value Weekly Risk Report Meeting to ensure sustainability of process

Attachment D – Project Capability (PC) Submittal

4. **PC #1 relates to increasing top line sales. Please lay out the retail strategies being proposed and the expected annual sales growth for each strategy over the next five years for our University.**

   The attached revenue bridge table illustrates our expected growth for each proposed retail strategy for the next five years.

University of Idaho
Revenue Bridge

	Current	Yr1 Projected	Growth		Yr2 Projected	Growth		Yr3 Projected	Growth		Yr4 Projected	Growth		Yr5 Projected	Growth	
	Revenue	Revenue	$ B/(W)	% B/(W)	Revenue	$ B/(W)	% B/(W)	Revenue	$ B/(W)	% B/(W)	Revenue	$ B/(W)	% B/(W)	Revenue	$ B/(W)	% B/(W)
Meal Plans	5,043,090	5,440,740	397,650	7.9%	5,777,105	336,365	6.2%	6,128,756	351,651	6.1%	6,496,306	367,550	6.0%	6,880,393	384,087	5.9%
Vandal Dollars	781,935	367,388	(414,547)	-53.0%	385,757	18,369	5.0%	404,825	19,068	4.9%	420,792	15,967	3.9%	437,276	16,484	3.9%
Mein Bowl	261,401	245,393	(16,008)	-6.1%	257,663	12,270	5.0%	270,399	12,736	4.9%	281,064	10,665	3.9%	292,074	11,011	3.9%
Sub Connection	74,675	96,472	21,797	29.2%	101,296	4,824	5.0%	106,303	5,007	4.9%	110,495	4,193	3.9%	114,824	4,329	3.9%
Chick-fil-A	-	348,192	348,192	-	365,602	17,410	5.0%	383,673	18,071	4.9%	398,806	15,133	3.9%	414,429	15,623	3.9%
Cabrizo	-	107,728	107,728	-	113,114	5,386	5.0%	118,706	5,591	4.9%	123,387	4,682	3.9%	128,221	4,834	3.9%
Jamba Juice	53,401	55,473	2,072	3.9%	58,247	2,774	5.0%	61,126	2,879	4.9%	63,537	2,411	3.9%	66,026	2,489	3.9%
Einstein Bros	439,913	332,314	(107,599)	-24.5%	348,930	16,616	5.0%	366,177	17,247	4.9%	380,620	14,443	3.9%	395,530	14,911	3.9%
The Den	176,228	218,870	42,642	24.2%	229,814	10,944	5.0%	241,173	11,359	4.9%	250,685	9,512	3.9%	260,506	9,820	3.9%
The Grid	129,105	160,676	31,571	24.5%	168,710	8,034	5.0%	177,049	8,339	4.9%	184,032	6,983	3.9%	191,241	7,209	3.9%
Stover's	63,286	56,548	(6,738)	-10.6%	59,375	2,827	5.0%	62,310	2,935	4.9%	64,768	2,458	3.9%	67,305	2,537	3.9%
Bogey's Grill	19,936	20,530	594	3.0%	21,557	1,027	5.0%	22,622	1,066	4.9%	23,514	892	3.9%	24,435	921	3.9%
Sister's Brew (Admin)	12,708	13,040	333	2.6%	13,692	652	5.0%	14,369	677	4.9%	14,936	567	3.9%	15,521	585	3.9%
Sister's Brew (JEB)	13,970	14,262	292	2.1%	14,975	713	5.0%	15,715	740	4.9%	16,335	620	3.9%	16,975	640	3.9%
Concessions	133,964	175,224	41,260	30.8%	183,985	8,761	5.0%	193,079	9,094	4.9%	200,695	7,615	3.9%	208,557	7,862	3.9%
Catering	718,183	753,787	35,604	5.0%	791,476	37,689	5.0%	830,598	39,122	4.9%	863,359	32,760	3.9%	897,180	33,822	3.9%
Summer Conference	237,261	262,650	25,389	10.7%	275,783	13,133	5.0%	289,414	13,632	4.9%	300,829	11,415	3.9%	312,614	11,785	3.9%
Total	**8,159,055**	**8,669,287**	**510,232**	**6.3%**	**9,167,079**	**497,792**	**5.7%**	**9,686,293**	**519,214**	**5.7%**	**10,194,159**	**507,866**	**5.2%**	**10,723,108**	**528,948**	**5.2%**
Assumptions: Board Growth: ===========> Catering/Concession/Summer Retail Growth: ===========>		Meal plan mix shift in participants Increased Base/Off Campus Growth New Chick-fil-A, Grid & Den Branding			50 new boarders/vmp's = $175,000 Increased Base/Off Campus Growth New Growth /Vandal $$'s/Mktg			50 new boarders/VMP's = $180,000 Increased Base/Off Campus Growth New Growth /Vandal $$'s/Mktg			50 new boarders/VMP's = $185,000 Increased Base/Off Campus Growth New Growth /Vandal $$'s/Mktg			50 new boarders/VMP's = $190,000 Increased Base/Off Campus Growth New growth through marketing. New Growth / Vandal $$'s		

ATTACHMENT E

RISK ASSESSMENT (RA) / VALUE ADDED (VA) SUBMITTAL

This template must be used. Modifications to the format of this template will result in disqualification (i.e. altering font size, altering font type, adding colors, adding pictures, etc.). You may add/delete additional rows to identify additional risks, solutions, and value added options, but do not exceed the 2-page limit.

SECTION 1 – MAJOR RISKS

All cost impacts associated with these risks/solutions must be included in your proposed premium

Risk:	Decline in student enrollment
Why it is a Risk:	Overall University finance, community and delivery of student program impacted
Solution:	Maintain high level of engagement with Auxiliary Services and be an active partner in Client's strategic plan and the University's master plan, engagement with RHA, student government and Housing Department and educate the dining program for recruitment purposes, promote student intern and student employment program, maintain high level of student engagement events and work closely with RHA/Student Life to have exciting and memorable dining experiences, sponsorship of resident dining passes to visitors to showcase resident dining, allergen-free format and campus dietitian collaboration for those students with diet restrictions
Documented Performance:	Engaged GM with 100% participation in Client quarterly reports, annual reports, strategic planning and continuous improvement participation, provided annual funding to support recruitment and retention events with students, National Marketing "Best Practice" Awards of current marketing team, increasing recruitment and retention results, documented successful student counseling and navigation of dining options with campus dietitian/students/culinary team/national dietitian and nationally recognized and awarded allergen-free/health and wellness format, documented growth in Voluntary Meal Plan purchases, indicating retention and quality program offer, solid student employment record providing financial support, work opportunity, internships, and career employment opportunity upon graduation plus 99 registered student interns for Fall 2014
Risk:	University departments budgets are reduced/frozen
Why it is a Risk:	Reduced funding for peripheral events and activities that contribute to the University's mission of student success, reduced ability for departments to entertain and solicit development funds, poor departmental morale
Solution:	Summer Conference Solutions Service, including no-cost marketing of University website link to potential conference groups/trade show exposure, personal catering budget and planning service, face-to-face resources/consultants to meet budgetary restrictions, introduce faculty and staff to customer loyalty price for departments to utilize resident dining meeting room location and food formats for their events/meetings, offsetting catering costs of 60% on average, continued focus on student catering guide with "student sensitive" pricing
Documented Performance:	All events currently include a personal service, meetings and price adjustments to meet the financial boundaries and expectations of our customer base on campus. University departments utilize resident dining department Shoestring Offer and save an average of 60% on all events if catered otherwise
Risk:	Foodborne Illness Allegation/Allergic Reaction/Anaphylactic Shock
Why it is a Risk:	Possible death/injury to students/customers, negative impact on students' psyche, decreased credibility, decreased customer satisfaction, recruitment and retention decline, negative media coverage
Solution:	Approved credible vendor supply chain, documented HACCP Program/documented Safety Program, NSF International - Annual 3rd Party Audit to validate standards, working partnership with State Department of Health, collaborative partnership

	and protocol with campus and national dietitian, clearly identified ingredient information in resident dining/retail operations/catering events, independent Allergen Free Format in Resident Dining operation,
Documented Performance:	Consistent passing of 3rd party National Safety Federation Scores, 100% State Health Department Scores, over 30 hourly on-site staff ServSafe Certified, all managers in T/O ServSafe Certified, zero foodborne illness incidents, 100% concerns and allegations addressed with dean, client, students, Health Department – all cases closed with satisfaction, zero episodes and documented collaborative cases with campus dietitian
Risk:	**Natural disaster/Local emergency preventing vendor delivery or customer satisfaction**
Why it is a Risk:	Inability to provide residents sustenance and decreased Customer Satisfaction
Solution:	Vendor has current Disaster Plan and Emergency Evacuation Plan in place, vendor has local, regional, national and international team dedicated to emergency relief efforts for units and community units, maintain emergency supply of food and disposable service items to provide for seven days of meals/service for emergency situations, enact "Disaster Event Plan" designed with our marketing/Student Engagement Team
Documented Performance:	Vendor has national and regional Emergency Disaster Plan and team in place to respond and mitigate emergencies Current management team has experienced delays in delivery/staffing and has enacted menu/service adjustment to support services seamlessly without reduction in customer satisfaction
Risk:	**The two parties don't agree to the contractual language and exhibits as part of agreement**
Why it is a Risk:	There could be expectations of the hiring party that can't be met
Solution:	Each party is willing to discuss the variances
Documented Performance:	We manage multiple agreements nationwide where contractual terms of the agreement meet both parties' needs through collaboration.

SECTION 2 – VALUE ADDED OPTIONS

All cost impacts associated with these value added options must NOT be included in your premium.

Item 1 Claim:	Installation of a 360 degree gas grill in resident dining will improve student satisfaction and meal plan retention.			
How will this add value?	The grill will add more variety to the menu and meet the needs of our international students			
Documented performance:	The schools that have installed the 360 degree grill have seen an increase in satisfaction by 12% and retention in meal plans by 8%.			
Impact:	Cost ($)	$70,000	Time	Two-year ROI
Item 2 Claim:	The installation of energy efficient lighting, cooler thermostats and smart exhaust fans			
How will this add value?	Will reduce energy			
Documented performance:	These technologies have a documented payback of three to four years			
Impact:	Cost ($)	$60,000	Time	
Item 3 Claim:	Conversion from electric to natural gas will reduce utility expense			
How will this add value?	Natural gas is more efficient than electric and speeds cooking time and recovery time of equipment			
Documented performance:	Each natural gas oven and steamer will each save $5,000 annually if converted to gas. Each fryer and griddle will save $1,000 annually. Total kitchen savings could be from $15,000 to $20,000 annually. Converting Hot water heaters also offer a substantial savings opportunity.			
Impact:	Cost ($)	Cost $30,000 to install gas lines	Time	Two-year payback

Attachment E – Risk Assessment (RA)/ Value Added (VA) Submittal

5. **Under natural disaster/local emergency risk, there is reference to a current Disaster Plan and Emergency Evacuation Plan being in place. Please provide a copy of these plans.**

   We have included a copy of our Emergency Preparedness Plan in an attachment.

6. **Value Added Option #1 relates to installing a 360 deg gas grill. Please detail out the installation timeline and milestone schedule for this option. Also, provide sample menu items for this concept, expected first and second year increases in retention expressed as a number of additional students retained, and how the increase in satisfaction will be measured. Please detail out the calculations used to provide a two year ROI.**
   360 Grill and new Captive Aire hood
   All labor, materials, equipment, and installation
   $100,956.00
   Add/Optional new 72" Charbroiler (per Tyrone's request) includes equipment, install,
   $13,000.00

   The University has accepted option #1.

7. **Value Added Option #2 relating to the installation of energy efficient lighting. Please provide detail with regards to which lighting fixtures would be upgraded and with what they are upgraded with/to. Please also do the same for cooler thermostats and smart exhaust fans. Also, provide a project timeline and milestone schedule.**
   Lighting Upgrade to all LED
   Includes dinning, kitchen, dish room, restrooms, storage, and quiet room
   $44,730.00

   The University has declined option #2.

8. **Value Added Option #3 relating to the installation of natural gas lines. Please list where the gas lines would be installed, which specific pieces of equipment, and the expectation for replacement of each piece of equipment to take advantage of natural gas. Please provide detail as to the ROI calculation and a detailed timeline and milestone schedule for the proposed project.**
   New Gas Line
   Includes new line from main at the road,
   connection to the 360 Grill, new 72" Char Broiler, and make up air for the
   360 Grill
   27,149.00

   The University has accepted option #3.

9. **For the value added options, please state payment terms expected if the University accepts each.**

   Payment terms due at time of service. The terms will be determined upon the decision around the value-added options #1 through 3..

ATTACHMENT F

SCOPE OF WORK EXPECTATIONS

Please respond here to the requests found in Exhibit 2. This template must be used. Modifications to the format of this template will result in disqualification (i.e. altering font size, altering font type, adding colors, adding pictures, etc.).

Base Scope:

Base scope items should be included in the price of the contract and are considered essential to the contract.
Please provide us with your performance claim and proposed dominant measures for all base scope items.

Financial Return

1a. $1,660,000 return to University to cover operating expenses on behalf of the Vendor.

Dining services estimates $1,660,000 annually based on our proposed financial proforma. There will be no risk to the University in meeting the financial goal of expected return to the University.

1b. Provide for all operating maintenance of all spaces occupied by vendor to include but not limited to: clogged sinks & toilets, light bulbs, refuse removal, deep cleaning carpets, painting walls, signage, small wares, tools, and equipment with values <$5,000 per item.

Dining services subcontracts to general contractors to dispatch emergency maintenance personnel, perform routine preventive maintenance and support small to large projects involving infrastructure.

Sustainability

2a. 15% food purchases from locally produced/raised sources (Latah & Adjoining Counties).

As an organization, we are committed to increasing food purchased in our clients' communities from local producers or small businesses to 30% by 2015. As part of this commitment, we require our produce vendors to purchase local produce whenever possible. Furthermore, we increased our purchase of local foods to more than $45 million in FY13, supporting more than 1,400 farmers and farmer co-ops.

2b.70% food purchases from regionally produced/raised sources (Eastern Washington, Idaho, Northeast Oregon, Western Montana).

The vendor general manager maintains high levels of farm-to-fork and local food systems initiatives and seeks to maintain high levels of education and awareness. Collaborative partnerships and opportunity discussions with produce vendor supply chain and local producers are the foremost mission of the local food purchases initiative. The GM works as a liaison between the producer and vendor supply chain, innovating solutions and navigating the chain of custody liabilities and G.A.P. process that meet University of Idaho risk mitigation expectations and foodservice organization requirements.
The vendor organization continues to foster intentional partnerships between vendors and producers regionally and bio-regionally.

2c. Minimize Food Waste by 90%

With LeanPath, waste characterization studies, reusable china in retail operations, new food pulper/mulcher in resident dining dishroom, zero waste events and Food Recovery Network, dining services will maintain and grow the average of 37 tons of food waste diversion from landfills. Our student sustainability intern will drive the process and keep records to track progress and transparently communicate efforts to the Sustainability Center.

2d. Transparent Reporting System on food purchases in keeping with intent of 2a. & 2b.

Dining services will adopt "Real Food Challenge" practices as Real Food Challenge is not being pursued by University of Idaho.
Through the signing of an agreement of confidentiality regarding vendor pricing and tracking each invoice, with the help of interested student volunteers led by a dining services paid intern, transparent tracking of purchases may commence. In the spirit of education, dining services will also propose to the School of Business and Economics curriculum the opportunity of autonomy for the life of contract and to provide this as a training opportunity for students each semester. All data will be shared with the University, in particular the Sustainability Center.

Student Success/Satisfaction

3a. Work with registered dietitian to meet dietary needs

Campus dietitian actively advises and collaborates with dining team to ensure program meets standards. Campus dietitian is granted access to National Dietetic Network Conference Calls, Dietary Resources and Direct Consultation from National Dietitian upon request.
In addition to working with the campus dietitian, dining services works directly with University of Idaho dietetic curriculum creating a dietetic internship to support student success and credit toward graduation and a classroom rotation in quantity food production venues. Dietetic students also create a Quantity Meal (Etiquette Dinner) of which dining serves collaborates to support up to 50% cost in an effort to participate in education of students in a social dining setting.

3b. Provide affordable retail and board options

Tier pricing to meet financial needs and sensitivities are offered in resident dining. Price sensitivity and value were considered when developing meal plans. Meal Plans will have the ability to attach Vandal Dollars (University owned), and a high-value unlimited access Premiere Plan will be made available for student to access the dining hall any time during the day from open to close.
A "Prestige" Meal Plan will include unlimited access after the hours of 11am and until close. A Block Meal Plan will include 150 transferable meals per semester at any time in resident dining.

See Attachment H.

3c. Provide vegan and vegetarian options in retail and dining hall.

Resident dining operation offers vegan and vegetarian formats during meal periods. These will include: a full salad bar with proteins derived from vegetables, legumes and grains; a vegetarian and/or vegan entrée at Classics; vegan meatless "meat-type" sandwich items upon request; and a deli format that provides vegetarian and vegan sandwiches.
Our retail options will all offer vegetarian options and we will identify vegan options to complement that demographic.
Dining services will accept direction and collaboration at all levels in order to identify continuous improvement opportunities that reasonably accommodate the need and desire of the customer base.

3d. EBI of 5.0 or Greater

Our marketing team has one primary focus: to increase the awareness of campus dining. It is time to conduct another thorough evaluation of your campus utilizing our expansive resources. We will create an integrated marketing campaign based on the goal to achieve an EBI score of 5.0 or greater focused on the following five objectives:

- Communication with target markets
- Optimization of dining experiences to drive participation and increase satisfaction
- Delivery of programs that promote meal plan retention and stimulate new sales
- Enhanced life learning and personal growth opportunities for the University of Idaho community
- Program offerings that represent our corporate social responsibility initiatives

3e. Sanitation and cleanliness

Cleaning schedules and self-inspections that follow daily checklists cover everything from the dining room and kitchen to the restrooms and loading dock to ensure an immaculate dining facility. Preventive maintenance plans are meticulously followed to keep equipment and facilities in safe working condition. Managers follow up aggressively on areas cited for improvement, as does your regional Vice President.
In addition, unannounced, random food safety audits conducted by registered third party food safety auditors effectively maintain our strict standards and the University is welcome to inspect the results of all evaluations and audits, join in these audits or conduct your own.

3f. Friendly student oriented employees

We will engage hourly employees on the Dining Services Committee in order to create a direct line of feedback to foster a collaborative system of continuous improvement and engagement at the front line level. This process will ensure bottom-up implementation and autonomy, which is the core of best value.

Exceptional service and student engagement is assured by our company Employee Experience program. The program builds ever-growing customer loyalty and enjoyment because it is built on the three key elements of a successful experience.

Catering Excellence

4a. Zero tolerance for errors

A team comprised of catering manager, catering coordinator, catering supervisor, chef manager and catering production team meet Tuesday of each week for 1.5 hours to outline, update, plan and discuss all events and the Catering department's continuous improvement opportunities.

A high level of communication with all customers is also maintained and clearly outlines expectations of event on a BEO form that is confirmed by signature of customer prior to event to ensure customers' needs have been clearly understood, documented and will be executed as ordered.

4b. High level responsiveness to each college and department needs

Dining services recognizes the importance of catering as a support mechanism for University department development initiatives, social performance and business needs. Dining services catering team is available on a 24/7 basis for emergency and last minute catering needs. Catering has an online ordering system to initiate catering request from all customers. This offer will notify the catering coordinator of a customer's intentions and initiate follow-up communication and personalized service as well. This offer will enable tracking of billing information and historical data/post mortems for continuous improvement to further meet the needs and exceed expectations of customers

4c. At University's discretion, executive residence excluded from contract.

University may reserve the right to exclude executive residence from contract for special events as necessary and mutually agreed upon between the President's Office and dining services.

Add Alternate:

Add Alternate items are in addition to the base contract. Please respond to each of the Add Alternate options, explaining your performance claim, proposed dominant measures and any addition cost associated with the item, all cost impacts associated with these options must NOT be included in your premium.

Financial Return

1a. Capital Improvement to Wallace Dining Facility

An annual fund of $100,000 funded by the client will be used to enhance dining hall seating/ tables/dining space. Additional booths, stub walls and fixture costs will be assessed and collaboratively assessed with housing and student groups.

1b. Retail Capital Improvement

Last spring, we assembled a team to conduct a comprehensive account review of the retail locations on campus. We held student, faculty and staff focus groups and surveyed the entire campus testing current food and beverage purchasing behavior.
The team identified Chick-fil-A, a national brand that will match the food and spending, environmental and service needs of the population. We also recommend upgrading the Mein Bowl brand with new signage and service ware.

Total Investment will be $550,000.

1c. Other Capital Improvements (Vendor Identifies)

Sustainability

2a. Commit to direct purchase contract with all student produced / raised food, possibly including: Soil Stewards, Vandal Meats, UI Dairy

Currently, dining services is committed and remains committed to purchasing From Soil Stewards and Vandal Meats as they continue to meet University risk mitigation requirements, Vendor requirements and FDA guidelines and is competitively priced for the product line they provide. Should the U of Idaho dairy meet these guidelines and is competitively priced, vendor will commit to the purchase milk and dairy products from them.

We update our commitment in writing to Soil Stewards annually, have solicited funding for and received funding for a fence, supported and consulted on the "Dinner at the Greenhouse" event to raise awareness, and fully embraces the product line in resident dining and catered events when it is available.

2b. Zero Waste Catering

To help eliminate waste we use the following systems:

1. CaterTrax system
2. Reduction in counts communicated in timely manner
3. Overall proper planning and communication in conjunction with recipe compliance based on actual counts

These systems will reduce and/or eliminate waste.

2c. Point of decision nutrition information as outlined in USDA Guideline

All retail and resident dining have available nutrition information; website has resident dining menu with nutrition information; nutrition guides are available at most retail locations at POS locations. Dining services offers distinct icons and signage to identify vegetarian, vegan, local, gluten free and My Fitness Pal.

Additional assistance in finding the right types of foods is always available from our servers, chefs, and most importantly, from our campus dietitian who works closely with dining services and is available for no cost consultations to help navigate healthy eating on campus and support student success.

Student Success/Satisfaction

3a. Gluten free options

Dining services and our "Simple Servings" format offers a gluten free refrigerator with gluten-free items as well as an entire format free of allergens to include wheat, gluten, fin fish, milk, eggs, peanuts and tree nuts. The format is served to students to prevent possible cross contact with allergens from other formats in the dining hall. In addition to this format and offer, most options on our full salad bar are gluten-free.

Gluten-free options are also available in our on-campus Community Store located in the LLC center. This product line continues to evolve as we endeavor to exceed the expectations of a gluten free offer and dietary restrictions.

3b. In Kind sponsorship of RHA

Dining services has a budget to support RHA efforts and events. The dollar figure is indicated in RFP response under "corporate sponsorships."
Dining services also works collaboratively to offset expenses of student engagement events in resident dining. This effort is tied in with meals and adds little expense to RHA budgets if planned correctly.
Dining Services will continue to support "Paint the Palouse" free hot dog and beverage at concession stands during the "Paint the Palouse" Day.

3c. Expanded hours in Resident Dining to 9pm nightly

Dining services will offer a Meal Swipe Menu in the Community Store located in the LLC building after closing in the resident dining hall and up to 10:30pm nightly Monday - Friday. This option will meet the needs of students who, due to class and schedule conflicts, may not have the ability to eat at resident dining.
This offer will be determined and continuously developed by using data such as product movement and customer feedback.
The LLC Community Store and Den location have been selected for this option as dining space is available to meet the demographic need and social setting, while allowing an appropriate close and next day reset of resident dining under a fiscally responsible schedule and design.

3d. Expanded weekend hours in Resident Dining

Dining services opens at 8am Saturday and Sunday for continental breakfast, serves a complete brunch from 10am until 1:30pm, has expanded weekend menu offer and is open again from 4:30pm until 7:30pm for dinner.

3e. Coffee/espresso drink option other than dining hall close to residence halls

A self-service, high-quality, espresso/cappuccino/latte machine is in place at the Community Convenience Store strategically located in the LLC complex adjacent to the Denny's Late Night offer. This machine is receiving great feedback from the students as relayed to the president of RHA. It also is available until the late hours of the evening to service students who study late or wish to gather in the evenings on campus as opposed to the "downtown or Greek House scene." The coffee/espresso offer is complemented by multiple food items for sale in the retail setting as well as seating for meetings and social gathering.

3f. Kitchen and staff available for supervision of student organization food preparations.

All food can be purchased through the vendor and prepared by the students with oversight by a dining services supervisor who is trained in food safety. In most cases the dining services employee is paid for by the dining services as a value add. There are limited instances in which a waiver is written to indemnify dining services and University if food from an "unapproved vendor" is requested to be brought in for production. Dining services works closely with University Risk Management to identify and mitigate risks in such instances.
Dining services also fully supports student clubs and organizations ability to raise funds through food sales such as concessions and Commons tabling events.

3g. Fast Food Chain(s)

Chick-fil-A, Denny's (The Den), Jamba Juice and Einstein Bros Bagels are nationally and regionally recognized brands that complement our in-house SubConnection Sandwich Shop, Cobrizo Mexican Concept, Mein Bowl Chinese food format, Community Convenience Store and Stover Café pita concept.

3h. Ability to offer Athletic meal plan that provides the closest to 3 meals a day, 7 days a week.

Athletic meal plan price will reflect that of the "Premium All Access" plan which will meet the requirements of the 21 meals requested in the RFP. Vandal Dollars may be added to meal plans.

Catering Excellence

4a. Dedicated Executive chef to executive residence

A qualified chef manager will be available for service at the executive residence. The chef will be an integral part of the menu planning and design of the events. In addition, the catering manager is also a chef to add value and back up should an emergency arise with the chef manager.

4b. Dedicated catering supervisor for College of Business & Economics catered events

A qualified and proven supervisor is available for the College of Business & Economics. This individual has years of experience in the location and understands the client's needs. In addition, there are two other supervisors who back up the main supervisor in this location. This location also has a dedicated coordinator who books the events one-on-one with the University's administrative assistant and also has a secession plan in place for employees to train and develop to meet the expectations of the client.

4c. Value Catering menu for students

A menu is developed for a student that is tailored to meet or exceed the expectations of the students as well as their budgets. In addition, a budget has been set aside for in-kind donations that will support the costs of the event. All student events (and catered events) have a "personal catering budget and planning service" resource. Furthermore, a Catering Staff Table of Organization Manager and Booking Coordinator are assigned as personal, face-to-face resources/consultants to meet budgetary restrictions while achieving expectations that contribute to success of the event and meet the available budget. All current pricing is highly competitive with area competition.

Corporate Sponsorship/Athletic Naming Opportunity

5a. Vandal Athletic Scholarship Fund

To address section 5a. through 5d. Scholarships and Athletic Naming Rights, the vendor will commit $50,000 in annual support to University departments and scholarships. The University will determine at their discretion how funds are allocated. The vendor will be made aware of allocations and be provided with naming rights in locations where appropriate.

5b. Athletic Venues (i.e. Naming Rights)

See response in 5a.

5c. Student Scholarships

See response in 5a.

5d. Other Opportunities (Vendor Identifies)

See response in 5a.

Attachment F – Scope of Work Expectations

10. **Base Scope 2a. - Please give a detailed procurement action plan to achieve 30% of food purchases from locally produced/raised sources from Latah and adjoining counties by 2015. Also, provide the methodology to collect data and calculate these purchases so that the University can track the progress of this commitment. How often and when will the report be made to the University regarding this claim? The second part of this item also lists local food purchases of more than$45 million in FY2013. Please provide the data to substantiate this claim.**

11. **Base Scope 2b. – Please explain what this response means relative to the state goal of 70% food purchases from regionally produced/raised sources as defined in the proposal.**

Base Scope 2a & 2b:

Sodexo makes no claim that the goal of 30% and will not commit to a percentage regarding food purchases from locally produced/raised sources from Latah and adjoining counties by 2015, or regionally produced/raised sources as defined in the proposal.

Sodexo will commit sponsorship funds listed in tables 1 and 2 of question 3 – towards a paid internship to develop and manage the tracking of our purchases for quarterly reporting to the University. The intern will be interviewed, hire and paid by Sodexo.

Sodexo will commit to purchase locally produced/raised sources from Latah and adjoining counties or regionally produced/raised sources as defined in the proposal.
*This purchase commitment does not apply to Retail Brands or Concepts where purchase from an identified Vendor Supply Chain is a Brand Requirement per contract.

Local categories and products, that meet Sodexo's Quality Assurance standards and requirements, will include and not be limited to:

- Soil Stewards: Sodexo will purchase 100% of available produce
- Vandal Meats: Sodexo will purchase 100% of available whole muscle and other meats
- Milk and Dairy: Sodexo will purchase 100% local rBST free milk
- Flour: Sodexo will purchase flour from Shepherd's Grain, a sustainable and local group of 60 growers who raise wheat in our community.
- Bread: Purchase through Franz Bakery, made with grains from the Great Falls/Helena area of Montana, Eastern WA/OR. Product is milled in Spokane and Portland.
- LINC, A Local Inland Northwest Cooperative: A new farmer-owned co-op, supported by Sodexo. Sodexo has already developed a relationship with LINC for University of Idaho and will begin order products from them in early December 2014. LINC member-farmers are committed to environmentally sustainable, socially just growing practices. They do not use synthetic pesticides or fertilizers and they follow standardized food safety protocol, ensuring top-quality local and safe products.
- Additional locally and regionally produced/raised vendor sources: Sodexo is committed to incorporating additional local and regional products and farmers that

can be connected via LINC or elsewhere in our vendor network or as independent vendors.

Sodexo makes no claim that the goal of 70% local purchases will be met within the confines of this agreement and will continue to source through current supply chain partners and those that meet the definition of locally/regionally/ produced/raised sources as defined in the proposal, providing said sources meet Sodexo's Quality Assurance standards and requirements.

12. **Base Scope 2c. – Please provide methodology and copies of forms/reports the University can expect to see in calculating the diversion of 37 tons or more of food waste from landfills. Also, what will be the reporting time periods with expected dates to receive the reports?**

    Vandals Dining will conduct waste studies once a semester as a way to track changes in the amount of waste being produced. Sodexo commits to a reduction up to 90% of food waste diverted from landfills. We will use our initial reported waste at the beginning of the academic year as a baseline. The sustainability intern will oversee the implementation of these waste studies and will handle analysis of the results. The results will be available November and April. Outside of the time periods encompassing the waste studies, the sustainability intern will manage the compost program and provide coaching to staff members to ensure that all food waste is being captured by the program and contamination is reduced. The sustainability intern will examine compost and trash bins on a regular basis to ensure that staff members are following proper waste disposal protocols. The sustainability intern will also stay in communication with staff members from the UI dairy so that any of their concerns can be addressed in a timely manner.

    Baseline will be updated in Quarterly Reports to Auxiliaries Services Team.

13. **Base Scope 2d. – Please provide the detail action plan and timeline to achieve this commitment.**

    In consideration to Local Food commitment Sodexo will sponsor a paid internship for support of development and implementation of a food tracking system. With Regional Sustainability Coordinator Support- internship participants will be paid by Sodexo and will engage University Colleges and / or Student Organizations in the planning and development along with the execution of the action plan. Results will be shared quarterly.

14. **Base Scope 3d. – Please provide an outline of the integrated marketing plan with timeline and milestones.**

    Vandals Dining uses an ever-changing calendar of events and promotions created by Marketing Manager, Katlyne Clark. This planner contains the following:

    - Dates for a wide range of events
    - Promotions throughout the campus including categories such as: retail, resident dining, catering, meal plans, sustainability and other university events.
    - The resident dining calendar with holiday events and quarterly promotions
    - Retail dining promotions throughout the year

- The catering limited-time offers
- The meal plan calendar includes orientation, festivals and many other university events.

We have included a Marketing Plan for FY15 in an attachment

15. **Base Scope 3e. – Please provide the daily checklists and work plans referred to in response.**

    We have included the daily checklists and plans in an attachment.

16. **Base Scope 3f. – Please provide a copy of the Employee Experience program that will be used for this account.**

    We have included Sodexo's Employee Experience program in an attachment.

17. **Add Alternates - Will there be any addition cost to the client for any of the add alternate options? As submitted, there is only one item (1a.) that carries an additional cost to the client.**

    The capital improvement to the Wallace Dining Facility will be funded by the client up to the annual $100,000 improvement fund which can, upon agreement of vendor and client, be rolled over from one year into the next. Capital improvements will be determined by client and may be Sourced and / or Managed by Sodexo.

    The Retail Capital Improvement listed in section 5 will be funded by Sodexo up to $550,000.

    The Wallace Dining Facility capital improvement plan includes:
    - Installation of the 360 grill
    - Installation of natural gas into the facility

18. **Add Alternate 1b. - Please detail the proposed improvements under this section with expected net increase in retail sales, project timelines, milestone schedule, and measures of success. Please indicate if the total investment number of $550,000 is related to the number reported in Section 5 on page 23 or if this is an additional cost proposed by the vendor for the client to cover.**

    The total investment of $550,000 is related to the number reported in Section 5 on page 23 and is not an additional cost proposed by Sodexo for the client to cover.

    The proposed improvements include Chic-fil-A and a brand refresh of the Mein Bowl. We expect a net increase in retail sales of 11.5% the first year and 2% growth in subsequent years. We will measure success by comparing same store sales year over year.

    We have included a rendering, project timeline and milestone schedule in an attachment.

19. **Add Alternate 2b. - Will you offer Zero Waste Catering to include options for composting /recycling waste and only reusable/compostable containers, service ware, and dinnerware?**

    Vandal Dining will offer zero waste catering to include options for composting, recycling waste and reusable/compostable containers, service ware and dinnerware.

All Zero Waste Events will be assessed a surcharge based on the number of guests (see table below).

Each Zero Waste Event will be documented and results will be shared with the customer.

<u>**Zero Waste Event Surcharge**</u>
0-100 = $25.00
101 – 200 = $50.00
201 – 300 = $75.00
301 and up = $100.00

20. **Add Alternate 3b. – Please indicate the annual amount to be dedicated for RHA event sponsorship.**

Of the annual "<u>In kind" to support Community and Student Related events</u> fund as described in answer 3 of the clarification document, the distribution will be as follows:

- **$5,000 RHA**
- **$5,000 ASUI**
- **Remainder at Sodexo Discretion**

21. **Add Alternate 3h. – The client reads this offer as: the vendor will provide an athletic meal plan using the Wallace dining hall location at a price equal to the "Premium All Access" price less amount of Vandal Dollars included. This equals a price of $1,850 per student under the proposed meal plan offerings. Is this correct? If not, please clarify the offer.**

The "Vandal Premier" unlimited access from open to close in resident dining is offered to the Athletic department at a $1,900.00 cost. This includes $50 Vandal Dollars. Vandal Dollars can be added to the plan as they have been in the past under a separate account.

The Meal Plan cost is $1,900.00; however, there is flexibility to modify the terms (not the cost) of the meal plan to meet the needs of the athletes – this is also why the "Prestige"unlimited access from 11:00am to close plan with $200.00 Vandal Dollars was created.

RISK MIDIGATION PLAN for the Athletic Meal Plan is in the weekly risk report dated 11/20/14.

22. **Add Alternate 4c. – Please explain how the in-kind donations will be accounted for if at all. Also, provide an example of the Value Catering Menu for students.**

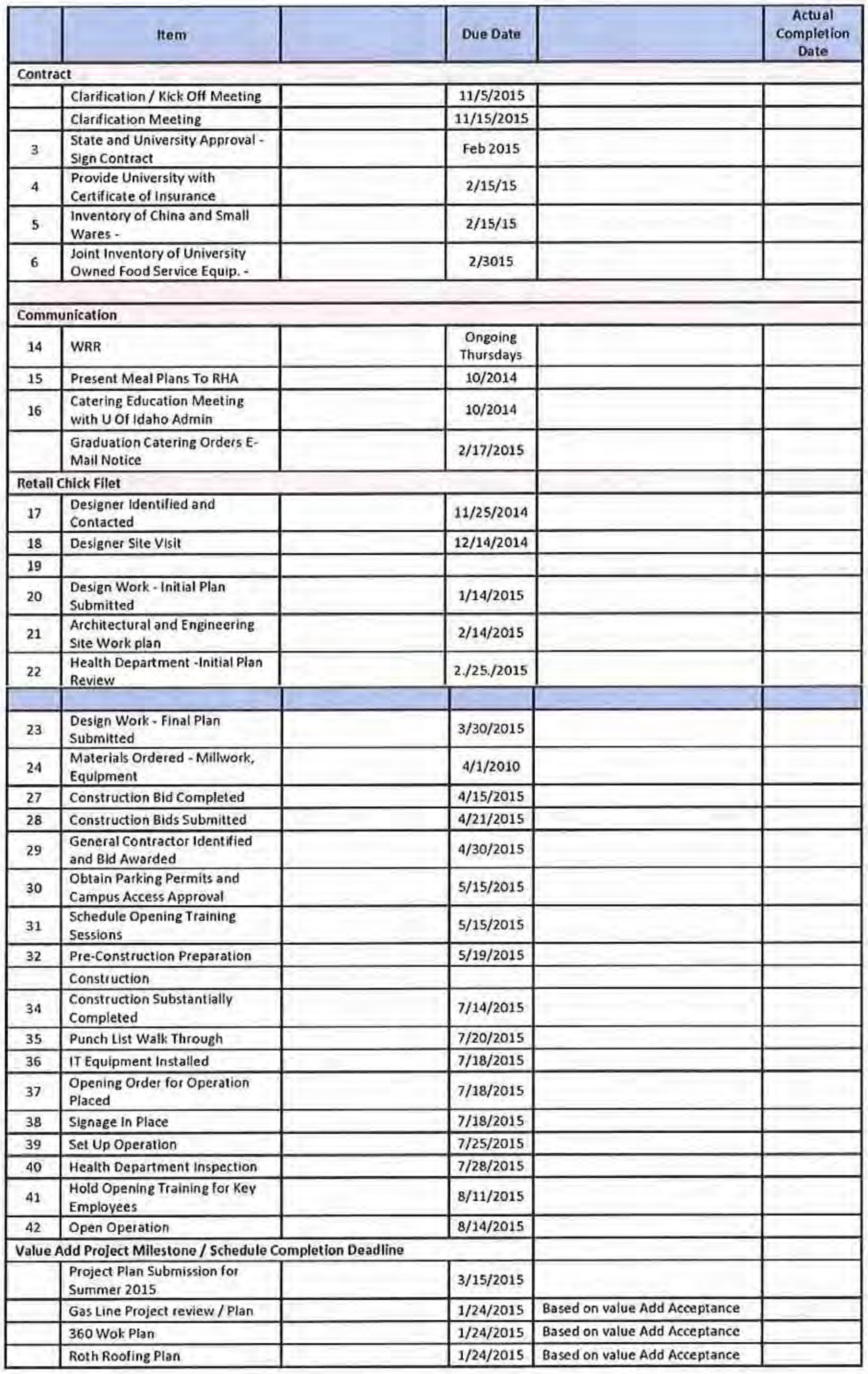
Any in-kind donations are tracked internally by our unit controller for transparency and audit purposes. The in-kind dollar amount is $50,000 annually. The University may acquire a copy of our tracking tool upon request.

We have attached the Catering Shoestring Menu which is our Value Catering Menu for Students.

ATTACHMENT G

MILESTONE SCHEDULE

Please add your milestone schedule for your proposal here. You can use whatever form that works best. Please label your submittal Attachment G Milestone Schedule. This is a high level overview of the project outlining the major milestones and dates. One page limit.



	Item		Due Date		Actual Completion Date
Contract					
	Clarification / Kick Off Meeting		11/5/2015		
	Clarification Meeting		11/15/2015		
3	State and University Approval - Sign Contract		Feb 2015		
4	Provide University with Certificate of Insurance		2/15/15		
5	Inventory of China and Small Wares -		2/15/15		
6	Joint Inventory of University Owned Food Service Equip. -		2/3015		
Communication					
14	WRR		Ongoing Thursdays		
15	Present Meal Plans To RHA		10/2014		
16	Catering Education Meeting with U Of Idaho Admin		10/2014		
	Graduation Catering Orders E-Mail Notice		2/17/2015		
Retail Chick Filet					
17	Designer Identified and Contacted		11/25/2014		
18	Designer Site Visit		12/14/2014		
19					
20	Design Work - Initial Plan Submitted		1/14/2015		
21	Architectural and Engineering Site Work plan		2/14/2015		
22	Health Department -Initial Plan Review		2./25./2015		
23	Design Work - Final Plan Submitted		3/30/2015		
24	Materials Ordered - Millwork, Equipment		4/1/2010		
27	Construction Bid Completed		4/15/2015		
28	Construction Bids Submitted		4/21/2015		
29	General Contractor Identified and Bid Awarded		4/30/2015		
30	Obtain Parking Permits and Campus Access Approval		5/15/2015		
31	Schedule Opening Training Sessions		5/15/2015		
32	Pre-Construction Preparation		5/19/2015		
	Construction				
34	Construction Substantially Completed		7/14/2015		
35	Punch List Walk Through		7/20/2015		
36	IT Equipment Installed		7/18/2015		
37	Opening Order for Operation Placed		7/18/2015		
38	Signage In Place		7/18/2015		
39	Set Up Operation		7/25/2015		
40	Health Department Inspection		7/28/2015		
41	Hold Opening Training for Key Employees		8/11/2015		
42	Open Operation		8/14/2015		
Value Add Project Milestone / Schedule Completion Deadline					
	Project Plan Submission for Summer 2015		3/15/2015		
	Gas Line Project review / Plan		1/24/2015	Based on value Add Acceptance	
	360 Wok Plan		1/24/2015	Based on value Add Acceptance	
	Roth Roofing Plan		1/24/2015	Based on value Add Acceptance	

Attachment H

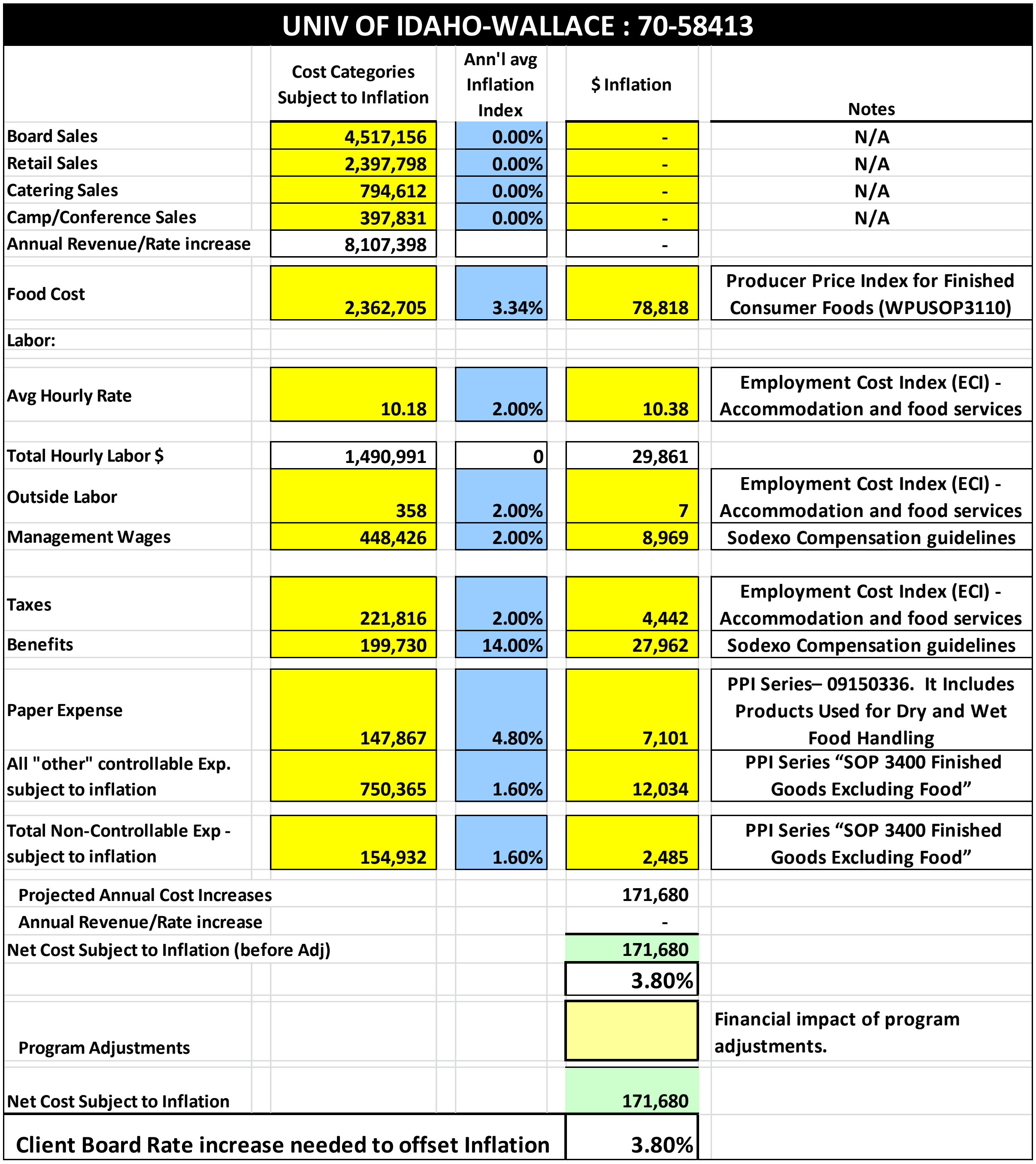
Meal Plans are priced as follows FY 2015-2016 and are subject to annual increases based upon inflationary influencers and program costs.

Meal Plans Per Semester	Student Price Per Semester Without Flex Dollars	Suggested Added Vandal Dollars	Plan Price with Vandal Dollars
Vandal Premiere – Unlimited Open to Close	$1850.00	**$50.00**	$1900.00
Vandal Prestige – Unlimited 11am - Close	$1700.00	**$200.00**	$1900.00
Vandal Pride – 150 Meals and Transferable	$1500.00	**$200.00**	$1700.00

Attachment H

23. **Please indicate what the inflationary influencers and program cost are based upon for future board plan increases. Will this be offered as 6 separate plans or 3 plans with the option to add any amount of vandal$ to those plans?**

The tool we use to identify the "inflationary influencers and program costs" is below.
Attachment – Annual Rate Tool



UNIV OF IDAHO-WALLACE : 70-58413

	Cost Categories Subject to Inflation	Ann'l avg Inflation Index	$ Inflation	Notes
Board Sales	4,517,156	0.00%	-	N/A
Retail Sales	2,397,798	0.00%	-	N/A
Catering Sales	794,612	0.00%	-	N/A
Camp/Conference Sales	397,831	0.00%	-	N/A
Annual Revenue/Rate increase	8,107,398		-	
Food Cost	2,362,705	3.34%	78,818	Producer Price Index for Finished Consumer Foods (WPUSOP3110)
Labor:				
Avg Hourly Rate	10.18	2.00%	10.38	Employment Cost Index (ECI) - Accommodation and food services
Total Hourly Labor $	1,490,991	0	29,861	
Outside Labor	358	2.00%	7	Employment Cost Index (ECI) - Accommodation and food services
Management Wages	448,426	2.00%	8,969	Sodexo Compensation guidelines
Taxes	221,816	2.00%	4,442	Employment Cost Index (ECI) - Accommodation and food services
Benefits	199,730	14.00%	27,962	Sodexo Compensation guidelines
Paper Expense	147,867	4.80%	7,101	PPI Series– 09150336. It Includes Products Used for Dry and Wet Food Handling
All "other" controllable Exp. subject to inflation	750,365	1.60%	12,034	PPI Series "SOP 3400 Finished Goods Excluding Food"
Total Non-Controllable Exp - subject to inflation	154,932	1.60%	2,485	PPI Series "SOP 3400 Finished Goods Excluding Food"
Projected Annual Cost Increases			171,680	
Annual Revenue/Rate increase			-	
Net Cost Subject to Inflation (before Adj)			171,680	
			3.80%	
Program Adjustments				Financial impact of program adjustments.
Net Cost Subject to Inflation			171,680	
Client Board Rate increase needed to offset Inflation			3.80%	

Current Payment Terms for the Fee

On Friday of every other calendar week the University will submit to the contractor a report of the gross revenue collected in the immediately preceding two calendar weeks (14 days). Contractor will prepare and submit an invoice to the University for Contractors "Fee" calculated from the gross sales. All Payments owed by the University to the Contractor shall be due within fifteen (15) days after the receipt of an invoice.

RFP 15-01M - EXCEPTIONS LIST

Sodexo America, LLC ("Contractor") has reviewed the Request for Proposal for Food Services for University of Idaho ("University") and is submitting its Proposal conditioned upon the incorporation of the following modifications:

1. Contractor requests the addition of the following to Section 7.11, Hold Harmless:

   "Except as otherwise expressly provided in this Agreement, Contractor and University shall defend, indemnify and hold each other harmless from and against all claims, liability, loss and expense, including reasonable collection expenses, attorneys' fees and court costs which may arise because of the sole negligence, misconduct, or other fault of the indemnifying party, its agents or employees in the performance of its obligations under the Agreement. Notwithstanding the foregoing, with respect to property damage, for which the parties maintain a system of coverage on their respective property, and based on the representations contained in Section 9.3 above, each party hereto waives its rights, and the rights of its subsidiaries and affiliates, to recover from the other party hereto and its subsidiaries and affiliates for loss or damage to such party's building, equipment, improvements and other property of every kind and description resulting from fire, explosion or other cause normally covered in standard broad form property insurance policies. This clause shall survive termination of the Agreement."

2. Contractor requests replaced of Section 7.13 with the following:

   "If either party breaches a material provision hereof ("Cause"), the non-breaching party shall give the other party notice of such Cause. If the Cause is remedied within ten (10) days in the case of failure to make payment when due or sixty (60) days in the case of any other Cause, the notice shall be null and void. If such Cause is not remedied within the specific period, the party giving notice shall have the right to terminate this Agreement upon expiration of such remedy period. The rights of termination referred to in this Agreement are not intended to be exclusive and are in addition to any other rights or remedies available to either party at law or in equity.

   Either party may terminate this Agreement at any time upon sixty (60) days' prior written notice to the other party."

3. Contractor requests the following changes to Section 7.34 on pages 17 and 18

   Second paragraph modified to read as follows:

   "The Vendor is required to provide University with a Certificate of Insurance ("certificate") to extent indemnified. All certificates shall be coordinated by the Vendor and provided to the University within seven (7) days of the signing of the contract by the Vendor. Certificates shall be executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below. All **required policies of insurance** shall provide for thirty (30) days' written notice to **Vendor** prior to cancellation, non-renewal, or other material change of any insurance referred to therein. **Upon Vendors receipt of such notice Vendor shall provide University notice of the same.**

Sixth paragraph deleted in its entirety in that Contractors insures are only obligated to provide note to Contractor.

4. Contractor requests clarification to exhibit 2, Base Scope, Section 2) on page 48, in that the following shall apply:

“Non-Contractor Approved Vendors. University understands that Contractor has entered into agreements with many vendors and suppliers of products which (i) give Contractor the right to inspect such vendors' and suppliers' plants and/or storage facilities and (ii) require such vendors and suppliers to adhere to standards to ensure the quality of the products purchased by Contractor for or on behalf of University. University shall not require Contractor to use products from non-Contractor approved vendors.

5. Contractor requests the following provisions included in the resultant Agreement:

Condition of Premises and Equipment. The Premises and equipment provided by University for use in the Food Service operation shall be in good condition and maintained by University to ensure compliance with applicable laws concerning building conditions, sanitation, safety and health (including, without limitation, OSHA regulations). University agrees to indemnify Contractor against any liability or assessment, including related interest and penalties, arising from University's breach of the aforementioned obligations, and University shall pay reasonable collection expenses, attorneys' fees and court costs incurred in connection with the enforcement of such indemnity. University further agrees that any modifications or alterations to the workplace or the Premises (whether structural or non-structural) necessary to comply with any statute or governmental regulation shall be the responsibility of University and shall be at the University's expense. This provision shall survive the termination of this Agreement.

Property Insurance. University shall maintain a system of coverage (either through purchased insurance, self insurance, or a combination thereof) to keep University's buildings, including the Premises, and all property contained therein insured against loss or damage by fire, explosion or other cause normally covered by standard broad form property insurance.

Trade Secrets and Proprietary Information. During the term of the Agreement, Contractor may grant to University a nonexclusive right to access certain proprietary materials of Contractor, including menus, signage, Food Service survey forms, software (both owned by and licensed to Contractor), and similar items regularly used in Contractor’s business operations (“Proprietary Materials”). In addition, University may have access to certain non-public information of Contractor, including, but not limited to, recipes, management guidelines and procedures, operating manuals, personnel information, purchasing and distribution practices, pricing and bidding information, financial information, surveys and studies, and similar compilations regularly used in Contractor's business operations ("Trade Secrets"). Trade Secrets shall not include (i) any information which at the time of disclosure or discovery or thereafter is generally available to and known by the public or the relevant industry (other than as a result of a disclosure directly or indirectly by University), or (ii) any information which was available to University on a non-confidential basis from a source other than Contractor, provided that such source was not bound by an agreement prohibiting the transmission of such information, or (iii) any information independently developed or previously known without reference to any information provided by Contractor.

University shall not disseminate any Proprietary Materials or disclose any of Contractor's Trade Secrets, directly or indirectly, during or after the term of the Agreement. University shall not photocopy or otherwise duplicate any such material without the prior written consent of Contractor. All Proprietary Materials and Trade Secrets shall remain the exclusive property of Contractor and shall be returned to Contractor immediately upon termination of the Agreement. Without limiting the foregoing, University specifically agrees that all software associated with the operation of the Food Service, including without limitation, menu systems, food production systems, accounting systems, and other software, are owned by or licensed to Contractor and not University. Furthermore, University's access or use of such software shall not create any right, title interest, or copyright in such software, and University shall not retain such software beyond the termination of the Agreement. Any signage, servicemark or trademark proprietary to Contractor shall remain the exclusive property of Contractor and shall be returned to Contractor immediately upon termination of this Agreement. In the event of any breach of this provision, Contractor shall be entitled to equitable relief, including an injunction or specific performance, in addition to all other remedies otherwise available. This provision shall survive termination of the Agreement.

SUBJECT

Board Policy V.T. – Fee Waivers – First Reading

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section V.T.
Veterans Access, Choice, and Accountability Act of 2014 (Public Law 113-146)

BACKGROUND / DISCUSSION

In August 2014, President Obama signed the Veterans Access, Choice, and Accountability Act of 2014 (“Choice Act”) into law. Section 702 of the Choice Act requires the Department of Veterans Affairs (VA) to disapprove programs of education under the Post-9/11 GI Bill and Montgomery GI Bill–Active Duty (“MGIB-AD”) at public institutions of higher of higher learning if the institution charges qualifying veterans and dependents tuition and fees in excess of the rate for resident students for terms beginning after July 1, 2015. In other words, the VA must disapprove programs of education for everyone training under the Post-9/11 GI Bill and MGIB–AD, if resident charges are not offered to all “covered individuals.”

In order to address covered individuals attending Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College and Eastern Idaho Technical College, changes to Board Policy V.T. are necessary. The change allows for an additional waiver type which can be used for non-Idaho residents who qualify for VA educational benefits in compliance with Section 3679(c) of Title 38, United States Code.

The change to policy must be in effect prior to July 1, 2015 in order for Idaho institutions to be in compliance with this law.

IMPACT

The VA does not provide information on the number of potential qualifying veterans, so at this time how many waivers will be used is unknown at this time.

ATTACHMENTS

Attachment 1 – Section V.T. – First Reading	Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board Staff has worked with representatives of the Federal Veterans Administration, and the Idaho State Veterans Services and have looked at several options for compliance. Changing Board policy was determined to be the best option at this time. Staff recommends approval of this policy change.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board policy V.T. Fee Waivers, with all revisions as presented.

Moved by____________ Seconded by_____________ Carried Yes____ No____

1. Purpose and Authority for Fee/Tuition Waivers

   a. Definition
   A fee/tuition waiver shall mean a reduction of some or all of the approved fees/tuition specified in Section V, Subsection R, attributable to a particular student as the cost for attending an Idaho institution of higher education.

   b. Purpose
   The purpose in authorizing fee/tuition waivers includes but is not limited to the achievement of the following strategic objectives:

      i. The enhancement of education opportunities for Idaho residents;
      ii. To promote mutually beneficial cooperation and development of Idaho communities and nearby communities in neighboring states;
      iii. To contribute to the quality of educational programs; ~~and~~
      iv. To assist in maintaining the cost effectiveness of auxiliary operations in Idaho institutions of higher education~~.~~; and
      ~~iv.~~v. To comply with Section 3679(c) of Title 38, United States Code, effective July 1, 2015, which states that the Secretary of Veterans Affairs shall disapprove courses of education provided by public institutions if certain veterans and their dependents are charged non-resident tuition.

   c. Authority
   An institution shall not waive any of the applicable fees/tuition specified in Section V, Subsection R., unless specifically authorized in this subsection. Employee/Spouse/Dependent, Senior Citizen, In-Service Teacher Education, and Workforce Training Credit fees as authorized pursuant to Board policy V.R. do not constitute waivers.

2. Waiver of Nonresident Fees/Tuition
Nonresident fees/tuition may be waived for the following categories:

   a. Graduate/Instructional Assistants
   Waivers are authorized for students employed as graduate assistants appointed pursuant to Section III, Subsection P.11.c.

   b. Students Participating in Intercollegiate Athletics
   For the purpose of improving competitiveness in intercollegiate athletics, the universities are authorized up to two hundred twenty-five (225) waivers per semester and, Lewis-Clark State College is authorized up to one hundred ten (110) waivers per semester. The institutions are authorized to grant additional waivers, not to exceed ten percent (10%) of the above waivers, to be used exclusively for post-eligibility students.

   c. Non-resident students who can prove to the institution that they meet the eligibility criteria set forth under Section 3679(c) of Title 38, United States Code.

~~c~~d. Waivers to Meet Other Strategic Objectives
The chief executive officer of each institution is authorized to waive nonresident fees/tuition for students, not to exceed the equivalent of six percent (6%) of the institution's total full-time equivalent enrollment. The criteria to be followed in granting such nonresident waivers shall be as follows:

i. A waiver may be granted to place a nonresident student in an institutional program only when there is sufficient capacity in the program to meet the needs of Idaho resident students; and
ii. A waiver may be granted only when its use is fiscally responsible to place a nonresident student in an institutional program in order to meet a strategic state and/or institutional need, as identified by the chief executive officer of the institution.

~~d~~e. National Student Exchange Program - Domestic
Waivers are authorized for nonresident students participating in this program.

~~e~~f. Western Interstate Commission for Higher Education
Waivers are authorized for nonresident students participating in the Western Interstate Commission for Higher Education Professional Student Exchange Program and the Graduate Student Exchange Program. An institution may include a participating nonresident student in its enrollment workload adjustment calculation, provided the figure does not exceed the maximum approved for an institution by the Board.

~~f~~g. Institution Agreements
An institution may request Board approval of agreements with other entities resulting in special fees if it is shown to meet a strategic or workforce need (e.g. reaching an underserved or isolated population) or to help facilitate collaboration between the public institutions as it relates to enrollment and course/degree completion. The discounted dollar value of these special fees shall be reported to the Board, for inclusion in the annual discounts and waivers report, in a format and time to be determined by the Executive Director.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 19, 2015

TAB	DESCRIPTION	ACTION
1	**PRESENTATION ON TITLE IX**	Information Item
2	**BOARD POLICY III.P, STUDENTS – SECOND READING**	Motion to Approve
3	**BOARD POLICY III.Y, ADVANCED OPPORTUNITIES-SECOND READING**	Motion to Approve
4	**IDAHO STATE UNIVERSITY AND UNIVERSITY OF ALASKA – DOCTOR OF PHARMACY PROGRAM**	Motion to Approve

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SUBJECT

Presentation on Federal Title IX Law

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section 1 A. Policy Making Authority

BACKGROUND/DISCUSSION

Title IX of the Education Amendments of 1972 are federal regulations intended to end sex discrimination in all areas of education, including employment. It requires equity in educational programs. While most frequently associated with equity in athletics – these amendments also cover sexual harassment, sexual misconduct and sexual violence on campus. In 2011, the Office of Civil Rights (OCR) issued regulatory guidance on compliance with Title IX as it relates to sexual violence and misconduct and is currently conducting numerous investigations at colleges and universities across the country.

At the February 2014 Instruction Research and Student Affairs (IRSA) meeting, institutions were asked to begin a process of self-evaluation to determine the current status of compliance with Title IX or any Title IX issues. In October of 2014, the Chief Student Affairs Officers (CSAO) were asked to assist in developing “guiding principles” or Board policy to address Title IX issues. Institutions have worked collaboratively to provide training opportunities for staff, share policies and expertise. The process is dynamic in that expectations for campuses by the federal government are not yet clear. Led by the CSAOs at each institution, campuses reviewed and are reviewing current policies and are making necessary changes to comply with federal regulations. Joint meetings have occurred to discuss and develop Principles of Best Practice for Compliance with Title IX. Individual campuses are in various stages of revision to policies and procedures. Work on guiding principles or policy is still being reviewed.

The CSAOs are providing the Board with an overview of Title IX policies, case studies, and a description of the collaborative process used by institutions to share resources and expertise.

IMPACT

Bringing campus policies into compliance and up to date with current requirements of the new regulations for Title IX has resulted in additional training, staff time, and expenses related to investigation and resolution of violations. The full fiscal impact is not known at this time, but it is expected that additional expenses will be required as campuses institute their new policies, continue the necessary campus training, and further develop safety programs to minimize the incidents of sexual assault on Idaho campuses. Campuses will continue to monitor the cost of implementation.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

In February 2014, IRSA asked the CSAOs to (a) ensure their campus policies are updated and based on best practices and (b) propose draft language for Board Policy on this subject. That work is ongoing. In the meantime, the CSAOs feel it is important to provide the Board with an update as this policy area is complicated with few settled issues. This reality complicates their work but provides an opportunity to engage the Board as to their questions, concerns and expectations.

BOARD ACTION

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

Summary of Title IX and Related Federal Regulations

Federal mandates relating to Title IX, the Clery Act, VAWA, and the Campus SaVE Act have changed things for educational institutions. We are now held accountable not only for required reporting of incidents, but also for how our procedures and processes are written to properly handle those incidents, how we advocate for students, and how we prevent further incidents through education and training. Below is a summary of the regulations that guide us toward positive change in our campus communities.

Title IX

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in federally funded education programs and activities. It requires schools:

- To designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX;
- To disseminate a notice of non-discrimination;
- To adopt and publish procedures providing for the prompt and equitable resolution of student and employee sex discrimination complaints;
- To designate almost all employees of the institution as mandatory reporters of possible Title IX infractions;
- To be pro-active in ensuring that a campus is free of sex discrimination through education and training;
- To take immediate action to ensure that a complainant/victim can continue education free of on-going sex discrimination;
- Not to retaliate against someone filing a complaint and prevent retaliation from any other party;
- To issue a no contact directive to prevent the accused student from approaching or interacting with the complainant/victim;
- Not to offer mediation in cases of sexual violence rather than a formal hearing;
- To not discourage anyone from continuing his or her education.

The Clery Act and Its Provisions

Clery Act – The Jeanne Clery Act – A Federal Law that requires college campuses:

- To publish an annual security report;
- To have a public crime log;
- To disclose crime statistics that occur on campus as well as adjacent to the campus and certain non-campus facilities;
- To identify the location and where students stay when they travel off campus;

- To issue timely warnings about any crimes that pose a serious or ongoing threat to students and employees;
- To devise an emergency response, notification and testing policy;
- To compile and report fire data to the federal government;
- To enact policies and procedures to handle reports of missing students.

VAWA – Violence Against Women Act (1994) and Reauthorized in 2014 – A federal law that holds offenders accountable with programs to provide services for the victims of such violence. VAWA is an amendment to the Clery Act. VAWA requires schools:

- To establish relationships with local law enforcement and clarify jurisdiction;
- To have programs to prevent dating violence, domestic violence, sexual assault and stalking;
- To have written procedures that they follow when there is an incident of sexual assault, domestic violence, dating violence or stalking and this information must be provided in writing to the victim.

Campus SaVE Act (The Campus Sexual Violence and Elmination Act) – A federal law that complements Title IX and seeks to address violence women face on campus. It is a provision of the VAWA and amends the Clery Act: This act provides for:

- Increased Transparency – All incidents of domestic violence, dating violence, sexual assault and stalking that the institution is aware of and occurs on-campus, on public property within and adjacent to campus, and other college-affiliated non-campus properties, must be disclosed in the annual campus crime report.
- Victims' Rights – Institutions must adopt and publish procedures to afford all students and employees who report an incident of sexual violence specific rights whether or not they pursue a formal complaint.
- Conduct Proceedings - Institutions must adopt and disclose policies that state the standard of evidence used in determining the outcome, provide for a prompt, fair and impartial investigation and resolution, ensure that similar opportunities are afforded to both complainant and respondent, and that both parties are informed in writing of the process, procedures, and outcome;
- Education Programs – Provide primary prevention and awareness programs for all incoming student and new employees, along with ongoing prevention and awareness campaigns.

Link to the Not Alone The First Report of the White House Task Force to Protect Students From Sexual Assault:
https://www.notalone.gov/assets/report.pdf

Answers to the "Four Questions You Should Ask About Sexual Assault"
For Idaho State Board of Education (SBOE) Members
February, 2015

White, L. (2014). Four Questions You Should Ask About Sexual Assault. *Association of Governing Boards Magazine*, November/December 2014.

1. Who is the institution's Title IX coordinator?

See Attachment for a list of coordinators and links to institutional policies.

2. Have you been trained?

Title IX regulations and the Association of Governing Boards recommends that institutional governing board members be trained.

Every four year institution in Idaho provides a variety of ongoing training for faculty, staff and students including: 1) state-wide consortia trainings conducted by legal specialists (May, 2014); 2) campus based training (workshops, webinars, etc.) for students, faculty and staff; 3) specific topical workshops and conferences hosted by professional organizations both regionally and nationally and 4) on line mandatory training for new students.

Training for students focuses on 1) lowering the risk of being victimized by unlawful behavior; 2) bystander intervention; 3) what types of behaviors are unlawful; 4) options for how and where to report unlawful behavior; and 5) what resources and services that are available to victims/survivors as well as those who are accused.

Training for faculty and staff focuses on all of the above plus who must report incidents if this information is conveyed to them, even in confidence, by a member of the university community.

In addition, training has been provided for campus investigators and campus conduct officers and conduct board members. This includes how to immediately stop the alleged misconduct; how to investigate allegations, and how to adjudicate allegations based on the legal principles articulated in Title IX, the Violence Against Women Act (VAWA) (1994 and reauthorized in 2014); the Campus Sexual Violence and Elimination Act (the Campus SAvE Act) and the Clery Act. (Note that the VAWA and Campus SAvE Acts were amendments to the Clery Act.) For a brief description of each of these, please see the Appendix.

3. In what respects do campus sexual-assault proceedings differ from rape trials in criminal courts?

- The standard of proof in a campus sexual assault proceeding or hearing is "more likely than not" rather than the criminal standard of "beyond a reasonable doubt."
- The complainant and respondent are entitled to bring one support person of their choosing to the hearing. While this person may be an attorney, the support person may not participate or speak aloud during the hearing. The support person may communicate to the person they have accompanied, however.
- There must be an investigation when there is an allegation, whether the complainant cooperates or not. Generally, the Office of Civil Rights (OCR), has established 60 days as a "reasonable" standard for concluding the process from notice to investigation to hearing. This means that campus authorities must often begin their investigation before a criminal investigation by law enforcement has been concluded. Campuses are expected to establish written MOU's with local law enforcement that clarifies jurisdictional issues.
- Rules of evidence in a criminal court, e.g., not allowing hearsay, etc., do not apply in a campus hearing. The Hearing Board/Panel determines what evidence or testimony is admissible or not and how much weight to give to that evidence.
- In a campus hearing, the complainant may choose to testify and participate by teleconference or sit behind a screen or utilize another method that does not require them to face the accused.
- Institutions are required to make accommodations or changes to the living and learning environment of the accused student before the student has been found responsible if the complainant and respondent live in the same campus housing or have classes together.
- Consent is defined as "clear, knowing and voluntary." Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable, clear permission regarding willingness to engage in (and the conditions of) sexual activity.
- A complainant who is <u>incapacitated</u> by alcohol or drugs cannot give consent. However, an accused student may not use alcohol or drug incapacitation as a defense. If the accused student knew or should have reasonably known that the complainant was impaired, then the respondent is aware that the complainant did not have consensual sex.
- Both parties have the right to appeal the outcome of a hearing. Grounds for appeal are generally limited to 1) procedural irregularities; 2) insufficient evidence for a finding of responsibility; and 3) new evidence not available at the time of the adjudication. Universities may adjudicate cases involving sexual misconduct even if there are pending criminal

charges. The University does not have to wait for the criminal charges to be heard in a court of law. An accused student could be found not guilty in a court of law yet responsible in a campus conduct proceeding.

- There is no right against self-incrimination. While an accused student may choose not to cooperate or speak during the investigative or adjudication process, both processes continue and the hearing officer/conduct board can make a determination of responsibility based on the known evidence and testimony.
- Universities are expected to investigate and adjudicate any allegation against a student "under their control" whether the incident happened on or off campus.
- Universities do not have the power to compel students to participate in conduct proceedings. For example, Universities cannot compel witnesses to participate or give testimony.

4. What is the Jeanne Clery Act?

Named for a female student who was tragically murdered by another student in a residence hall on a college campus in 1986, this is a Federal Law that requires college campuses to 1) publish an Annual Security Report; 2) have a public crime log; 3) disclose crime statistics that occur on campus as well as adjacent to the campus and at certain non-campus facilities; 4) identify the locales and hotels where students stay when they travel as a group, e.g., athletes, clubs and organizations, off campus whether sponsored by the University or not; 5) issue timely warnings about any crimes that pose a serious or ongoing threat to students and employees; 6) devise an emergency response, notification and testing policy; 7) compile and report fire data to the federal government; and 8) enact policies and procedures to handle reports of missing students.

Recent amendments to the Clery Act have expanded the type of crimes for which colleges and universities must collect statistics. The Clery Act requires campuses to include incidents of dating violence, domestic violence, and stalking. In some cases, the definitions articulated for these crimes are different from those included in the State of Idaho's criminal code. Sometimes, campuses must address behaviors that are not criminal by Idaho standards but are violations of federal laws, namely the Violence Against Women Act (VAWA).

Title IX Presentation
Case Study #1

A group of students were drinking in Scott Humphrey's residence hall room on a Saturday night during the third week of classes. Students were coming and going in the room throughout the night but a core group of four students in addition to Scott were present most of the night. These students included Karen Murray, Susan Morgan, Derrek Shulte, and Tyler Henderson. All of the students drank a large amount of alcohol, but Karen was much more intoxicated than the other students.

The group spent the night socializing, playing drinking games such as flip-cup, and watching movies on YouTube. After approximately two hours, Susan Morgan and Tyler Henderson left the room while Karen Murray, Derrek Shulte, and Scott Humphrey continued to drink. After about 30 minutes, Derrek left the room to go to bed.

The next morning Karen woke up without any clothes on next to Scott who was also naked. Karen woke up experiencing severe vaginal pain. She gathered her clothes, got dressed and left the room while Scott continued to sleep.

During the following week, Karen was withdrawn from her friends and only left her residence hall room to attend class. After several days of this behavior, Susan became worried about Karen and asked if Karen was okay. Karen told Susan that she woke up naked in Scott's bed and that Karen was sure Scott had sex with her. Karen said that she doesn't remember having sex-her last memory of the night was Susan and Tyler leaving the room. Susan tried to get Karen to call the police but Karen said she did not want anyone to know.

As Karen's behavior continued to become more worrisome, Susan decided to tell the Residence Hall Director (RHD) about the incident. The RHD informed Susan that the university was required to investigate this matter despite Susan's begging the RHD not to contact Karen about the situation.

Karen reluctantly spoke to the university staff members assigned to investigate this incident. Karen reported that much of the night is fuzzy for her. She recalls drinking about 5 cans of beer and about 2 mixed drinks of rum and coke. Karen does not know if she drank more than that because her memory of the night fades. The last memory Karen has of the night is Susan and Tyler leaving the room together. Karen thinks she remembers somebody moving her at one point, but the memory isn't clear. She also reports that she woke up in the morning with severe vaginal pain. Karen has not seen or spoken to Scott since the night of the incident but shows the investigators several text messages from Scott asking if she would "like to talk about the other night." Karen reports that she did not reply to Scott's text messages. Karen is adamant that whatever happened that night was her fault because Scott is a good guy and he isn't the type of person who would do something like this. Karen doesn't want anything bad to happen to Scott, but she feels afraid of leaving her room because she might see him in the hallway or the dining hall.

When the investigators speak with Scott, he reported drinking "a couple beers" but can't give an exact number. He said he and Karen played drinking games together and were flirting the entire night. Scott explained that when the other students left the room, Karen asked if she could stay the night in Scott's room. Scott said it was "pretty late" and was worried about Karen's intoxication level and if she would get back to her residence hall room safely so he agreed. Scott reported that Karen was slurring her words and had to lean on him for support to stand or walk. Scott reported that he and Karen did have sex, but that Karen had talked about hooking up with him earlier in the night and initiated sex by taking off her clothes when she got into his bed. Scott stated that Susan and Tyler were in the room when Karen talked about hooking up with Scott. Scott also told the university investigators that at no point did Karen say "no".

Title IX Presentation
Case Study #2

Julia Sanders is a third-year student in the College of Business and taking Finance 328 from Professor Stephens. Julia's attendance has been sporadic. Professor Stephens asks Julia for a meeting to discuss her attendance and performance in class.

During the meeting, Julia discloses to Professor Stephens that she is uncomfortable in his class because she and another student in the class "have some history." When Professor Stephens presses further about her discomfort, Julia tells the professor that on a camping trip between his fraternity and her sorority several semesters ago, this other student raped her and now she has anxiety attacks when she sees him in class. Julia tells the professor that the only person she has told about the rape is her roommate from three semesters ago and that she has tried really hard to just forget about it. Julia also reports that seeing this student in Professor Stephens' class has been extremely difficult. She has not been able to sleep. She has been very depressed and even has had thought of killing herself. Professor Stephens immediately walks Julia over to the campus counseling center and informs the Title IX Officer of what Julia has told him.

University investigators attempt to meet with Julia but she misses their first two appointments. Julia and her father meet with university investigators about three weeks after Professor Stephens contacted the Title IX Officer. Julia reports to the investigators that about three semesters ago she attending a camping trip her sorority went on with a fraternity. Julia said that most of the group hung out by the campfire most of the evening. She reported that many people were drinking but not excessively. Julia reported that she drank 3-4 drinks over the course of about four hours. As people were starting to go to bed, Julia reported that she went into the woods on the edge of the camp to use the bathroom. On her way back to the campsite, a male student met her and asked if she wanted to sit down and look at the stars for a little while. Julia reported that she said no and turned to proceed to the camp. She reported to the investigators that the male student put his arms around her and started kissing her. She tried pushing the male away but he just held her tighter. Julia reported that the male student started groping her breasts and then started taking her pants down. Julia said she doesn't know how much time passed between when the male started kissing her and when he took her pants down. Julia does not remember how she ended up on the ground but remembers the male student on top of her and remembers that the male student penetrated her vagina with his penis.

Julia's father interrupts the interview at this point and asks what the university plans to do to "make this right." He demands to know how the university could let something like this happen to his daughter and not punish the male for what he did. Julia is extremely hesitant to provide the investigators with the male's name. After her father tells her she has to give his name, Julia tells the investigators the male's name is George Monroe.

When George meets with investigators, he reports that he saw Julia at the camping trip but only talked with her for a few minutes by the campfire. George is adamant that Julia is making up the allegations against him and that this isn't the first time Julia has "cried rape."

The investigators are unable to contact Julia's roommate from three semesters ago because she no longer attends the university.

Title IX Presentation
Case Study #3

Travis Gillman and Melody Kerr have been friends since high school and even dated and been sexually intimate for a short period of time. They have remained friends and still hang out together with other mutual friends. Last Saturday night, Melody was hanging out with her friend Betsy Hughes, who is dating Travis's roommate. Betsy wanted to spend time with her boyfriend and convinced Melody to come with her. Since neither of them had been drinking, they drove over to Travis's apartment off-campus and arrived a little before 11pm. When they arrived, they all sat down on the couch to watch a movie. Halfway through the movie, Betsy and her boyfriend decided it was getting pretty late and wanted to go to bed. Betsy offered to give Melody a ride home but Melody said she would be fine sleeping on the couch. Melody and Travis decided to turn off the movie as well. Travis went to his room, grabbed Melody an extra blanket and pillow and then went back to his room to go to bed.

At some point in the night, Melody woke-up to someone climbing under the covers with her. She realized it was Travis and asked him what he was doing. Travis told her that he just wanted to "cuddle" and that he really missed her. Melody agreed to allow him to sleep on the couch next to her but she told him that that was all that would be happening. Travis agreed and he laid down next to her, with his chest to her back, for a few minutes before he tried to put his arm around her waist. Melody agreed to this contact and closed her eyes again. A few minutes later, Travis began to kiss Melody's neck. Melody asked Travis what he was doing and Travis told her that he missed her, and reminisced about how much fun they had had together. Melody told Travis to stop and he did. A few minutes later, Travis again began to kiss Melody's neck. When Melody told him to stop, Travis asked "Why?" Melody said she did not want anything beyond cuddling to happen. Melody said it was nice when they were dating but that they weren't dating anymore and she didn't want anything to happen tonight. Travis asked "What's the harm in a little making-out?" Finally, Melody closed her eyes and pretended to sleep as Travis kissed her neck.

After several minutes, Melody felt Travis's arm around her waist. Melody was tired and frustrated. Soon she felt Travis's hand going down her sweatpants. Melody told Travis to stop. Travis said, "But we've done this a hundred times. You don't have a boyfriend and I don't have a girlfriend so there isn't a reason not to do this." Melody told Travis that she was tired and did not want any physical contact. After about ten minutes, Travis again started to put his hand down Melody's sweatpants. Again Melody removed Travis's hand and told him to stop. After three or four cycles like this, Melody asked Travis if he was ever going to stop or if she should just leave. Travis told Melody that he would stop and they could go to sleep. Melody woke up a little later to Travis kissing her neck and with his hand down her sweatpants. Melody pretended to continue sleeping and Travis soon left for his own bed.

In the morning, Melody told Betsy about Travis's behavior. Betsy convinced Melody to make a report to the Dean of Students Office.

Title IX Coordinators and Deputy Coordinators

February 10, 2015

Boise State University

Director/Title IX/ADA/504 Compliance	Annie Kerrick	Title IX Coordinator	208-426-1258
Assistant Dean of Students	Sarah Green	Title IX Deputy	208-426-1527
Sexual Assault Coordinator/Associate Director, Women's Center	Adriane Bang	Title IX Deputy	208-426-4259

BSU Policy 1065 sexual harassment:
http://policy.boisestate.edu/governance-legal/sexual-harassment-dating-violence/

BSU Policy 2020- student code of conduct:
http://policy.boisestate.edu/student-affairs/code-of-conduct/

BSU's other educational pieces and the dos/compliance sites:
http://deanofstudents.boisestate.edu/title-ix/

Eastern Idaho Technical College

Vice President of Administration and Finance	Christian Godfrey	Title IX Coordinator	208-535-5387

Idaho State University

Director of Equal Opportunity, Affirmative Action and Diversity	Stacey Gibson	Title IX Coordinator	208-282-3973
Assistant Director of Equal Opportunity, Affirmative Action and Diversity	Henry Evans	Title IX Deputy	208-282-4223
Director of Student Life	Jacob Johnson	Title IX Deputy	208-282-2794
Associate Athletic Director	Nancy Graziano	Title IX Deputy	208-282-4503
Director of Human Resources	Brian Sagendorf	Title IX Deputy	208-282-2517

ISU's Title IX Notice of Non-Discrimination: Sexual and Gender Based Discrimination, Harassment and Other Sexual Misconduct:
http://www.isu.edu/aaction/title9.shtml

ISU's Student Code of Conduct and Student Handbook:
http://www.isu.edu/policy/5000/index.shtml

- Article V.N.1 – Consent
- Article V.N

Lewis-Clark State College

PACE Program Assistant	Dawn Byers	Title IX Coordinator	208-792-2553
Vice President for Student Affairs	Andrew Hanson	Title IX Deputy	208-792-2218
Director of Human Resource Services	Vikki Swift	Title IX Deputy	208-792-2269
Director of Campus Security	Barbara Pierce	Title IX Deputy	208-792-2226
Head Athletic Trainer	Tracy Collins	Title IX Deputy	208-792-2000
Associate Professor, Coeur d'Alene	Heidee McMillin	Title IX Deputy	208-292-2680

Links to LCSC's policies:

LCSC Student Code of Conduct:
http://www.lcsc.edu/media/1606137/5105-Student-Code-of-Conduct-Student-Hearing-Board.pdf

LCSC Sexual Harassment Policy:
http://www.lcsc.edu/media/1418696/3110-Sexual-Harrassment.pdf

LCSC Discrimination Complaint Procedures Policy:
http://www.lcsc.edu/media/112986/3109.PDF

North Idaho College

Director of Student Development	Alex Harris	Title IX Coordinator	208-769-5970
Human Resources Employment and Training Coordinator	Erin Norvell	Title IX Deputy	208-676-7211

NIC Title IX Policy:
http://www.nic.edu/websites/default.aspx?dpt=121&pageId= (section 3.03)

NIC resources and reporting mechanisms:
http://www.nic.edu/websites/default.aspx?dpt=125&pageId=2336

University of Idaho

Chief Diversity Officer/ AVP Student Affairs	Carmen Suarez	Title IX Coordinator	208-885-4285
Associate Director, HRAI	Erin Agidius	Title IX Deputy	208-885-4285

Associate Director, Housing	Corey Ray	Title IX Deputy	208-885-5848
Associate Dean of Students and Administration, College of Law	Jeff Dodge	Title IX Deputy	208-885-4088
Dean of Students	Craig Chatriand	Title IX Deputy	208-885-6757
Director for Compliance, Athletics	Jessica Atkins	Title IX Deputy	208-885-0814
Director, Women's Center	Lysa Salsbury	Title IX Deputy	208-885-8959

UI's Overall policies:
http://www.uidaho.edu/Diversity-Human-Rights/Human-Rights-Access-and-Inclusion/Policy-and-Procedure/Policy-Guidelines
http://www.webpages.uidaho.edu/fsh/2400.html

UI's Student Policies:

Student Code of Conduct: http://www.webpages.uidaho.edu/fsh/2300.html

- Article I, A-1 – Consent
- Article II, A-3

Procedure: http://www.webpages.uidaho.edu/fsh/2400.html

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SUBJECT

Board Policy III.P. Students – Student Health Insurance – Second Reading

REFERENCE

April 2012	State Board of Education (Board) consideration of several options for SHIP policy waiver. Motion failed.
September 2012	Board considered first reading of amendments to SHIP policy. Motion failed.
April 2013	Board consideration of SHIP policy one-year waiver for Lewis-Clark State College only with respect to mandatory student health insurance coverage. Returned to committee for further consideration.
December 2013	Board returned SHIP policy to committee for further consideration.
January 2014	Board approved first reading

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.P.16.

BACKGROUND / DISCUSSION

The Board adopted a Student Health Insurance Program (SHIP) policy in April 2002 requiring all full-time students to have health insurance. The Board has become increasingly mindful of the added costs the SHIP poses for students.[1] With the successful rollout of the Idaho insurance exchange ("Your Health Idaho"), the Business Affairs and Human Resources (BAHR) Committee informally agreed last summer that it may be an appropriate time to revisit the SHIP policy, at least to the extent that the institutions may get out of the insurance business. The BAHR members still felt strongly that full-time students should remain insured. Therefore, a compromise proposal was developed in consultation with the institutions. The proposal was brought forward in the form of a first reading policy amendment, which was approved by the Board at a special meeting January 2014.

The proposed amendments to the SHIP policy include the following material changes:

1. Health insurance coverage offered through the institution is discretionary instead of mandatory;

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[1] A schedule of undergraduate, resident full-time tuition & fees and SHIP premiums for 2014-15 follows:

	BSU	ISU	UI	LCSC	EITC
Tuition & Fees	$6,640	$6,566	$6,784	$5,900	$2,256
SHIP premium	$2,508	$2,502	$1,788	$2,724	$1,634
SHIP as % of T&F	*37.8%*	*38.1%*	*26.4%*	*46.2%*	*72.4%*

2. All full-time students shall provide proof of health insurance coverage in an ACA compliant policy;
3. A full-time student may have a non-ACA compliant policy before registration for their first semester of attendance, but must sign an affidavit that they will enroll in ACA compliant insurance by the first health insurance exchange open-enrollment period or the end of their first semester, whichever comes first; and
4. A student found to be out of compliance with this policy while enrolled at an institution, shall be ineligible for full-time enrollment in future terms until insurance is obtained and proof of insurance is provided. In addition, institutions that offer student health insurance for purchase can default enroll students and charge their student account.

IMPACT

Approval would still require students have health insurance, but would not require the institutions provide the insurance.

ATTACHMENTS

Attachment 1 – Section III.P. – Second Reading	Page 3
Attachment 2 – Sample Certification form	Page 13

STAFF COMMENTS AND RECOMMENDATIONS

Only one change was made between first and second reading to clarify in the opening paragraph of III.P.16.b. that students without evidence of health insurance coverage shall be ineligible to enroll <u>full-time</u> at an institution.

The proposed amendments strike an appropriate balance between requiring full-time students remain insured, and providing students with the option to satisfy the mandate with an ACA compliant plan.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board policy Section III.P. Students, as presented.

Moved by____________ Seconded by_____________ Carried Yes____ No____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: P. STUDENTS ~~June~~February 201~~0~~5

The following policies and procedures are applicable to or for any person designated as a student at an institution under governance of the Board. A "student" means any person duly admitted and regularly enrolled at an institution under governance of the Board as an undergraduate, graduate, or professional student, on a full-time or part-time basis, or who is admitted as a non-matriculated student on or off an institutional campus.

1. Nondiscrimination

It is the policy of the Board that institutions under its governance must provide equal educational opportunities, services, and benefits to students without regard to race, color, religion, sex, national origin, age, handicap, or veterans status, including disabled veterans and veterans of the Vietnam era in accordance with:

a. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d *et seq*., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance.

b. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving federal financial assistance.

c. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq*., which prohibits discrimination on the basis of sex in education programs and activities receiving federal financial assistance.

d. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq*., which prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance.

e. Chapter 59, Title 67, Idaho Code, and other applicable state and federal laws.

2. Sexual Harassment

Each institution must establish and maintain a positive learning environment for students that is fair, humane, and responsible. Sexual discrimination, including sexual harassment, is inimical to any institution.

Sexual harassment violates state and federal laws and the Governing Policies and Procedures of the Board. "Sexual harassment" means an un-welcomed sexual advance, request for sexual favors, or behavior, oral statements, or physical conduct of a sexual nature when:

a. submission to such conduct is made either explicitly or implicitly a term or condition of a student's grade, receipt of a grade, or status as a student;

b. an individual student's submission to or rejection of such conduct is used as a basis for a decision affecting the student; or

c. such conduct has the purpose or effect of substantially interfering with a student's learning or learning performance, or creating an intimidating, hostile, or offensive learning environment.

   Each institution must develop and make public procedures providing for the prompt, confidential, and equitable resolution of student complaints alleging an act of sex-based discrimination, including sexual harassment.

3. Academic Freedom and Responsibility

Institutions of postsecondary education are conducted for the common good and not to further the interests of either the individual student or the institution as a whole. Academic freedom is fundamental for the protection of the rights of students in learning and carries with it responsibilities as well as rights.

Membership in an academic community imposes on students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus of an institution. Expression of dissent and attempts to produce change may not be carried out in ways which injure individuals, damage institutional facilities, disrupt classes, or interfere with institutional activities. Speakers on the campuses must not only be protected from violence but must also be given an opportunity to be heard. Those who seek to call attention to grievances must do so in ways that do not significantly impede the functioning of the institution.

Students are entitled to an atmosphere conducive to learning and to fair and even treatment in all aspects of student-teacher relationships. Teaching faculty may not refuse to enroll or teach a student because of the student's beliefs or the possible uses to which the student may put the knowledge gained from the course. Students must not be forced by the authority inherent in the instructional role to make personal or political choices.

4. Catalog and Representational Statements

Each institution will publish its official catalogue and admissions, academic, and other policies and procedures which affect students. (*See also* "Roles and Missions," Section III, Subsection I-2.)

Each institutional catalogue must include the following statement:

> Catalogues, bulletins, and course or fee schedules shall not be considered as binding contracts between [institution] and students. The [institution] reserves the right at any time, without advance notice, to: (a) withdraw or cancel classes, courses, and programs; (b) change fee

schedules; (c) change the academic calendar; (d) change admission and registration requirements; (e) change the regulations and requirements governing instruction in and graduation from the institution and its various divisions; and (f) change any other regulations affecting students. Changes shall go into force whenever the proper authorities so determine and shall apply not only to prospective students but also to those who are matriculated at the time in [institution]. When economic and other conditions permit, the [institution] tries to provide advance notice of such changes. In particular, when an instructional program is to be withdrawn, the [institution] will make every reasonable effort to ensure that students who are within two (2) years of completing graduation requirements, and who are making normal progress toward completion of those requirements, will have the opportunity to complete the program which is to be withdrawn.

No employee, agent, or representative of an institution may make representations to, or enter into any agreement with, or act toward any student or person in a manner which is not in conformity with Board Governing Policies and Procedures or the approved policies and procedures of the institution.

5. Student Records

The collection, retention, use, and dissemination of student records is subject to the requirements of the Family Educational Rights and Privacy Act of 1974, as amended, and implementing regulations. Each institution will establish policies and procedures for maintenance of student records consistent with the act and implementing regulations and will establish and make public an appeals procedure which allows a student to contest or protest the content of any item contained in his or her institutional records.

6. Residency Status - Procedure for Determination

Rules and procedures for the determination of residency status for purposes of paying nonresident tuition are found in the State Board of Education Rule Manual IDAPA 08.01.04.

7. Full-Time Students

   a. Undergraduate Student

   For fee and tuition purposes, a “full-time” undergraduate student means any undergraduate student carrying twelve (12) or more credits (or equivalent in audit and zero-credit registrations).

      i. Student Body Officers and Appointees

      For fee and tuition purposes, the president, vice president, and senators of the associated student body government are considered full-time students when carrying at least the following credit loads: (a) president, three (3) credits and (b) vice president and senators, six (6) credits.

ii. Editors

Editors of student published newspapers are recognized as full-time students when carrying a three credit load, and associate editors are recognized as full-time students when carrying a six credit load.

b. Graduate Student

For fee and tuition purposes, a "full-time" graduate student means any graduate student carrying nine (9) or more credits, or any graduate student on a full appointment as an instructional or graduate assistant, regardless of the number of credits for which such instructional or graduate assistant is registered.

8. Student Governance

The students at each institution may establish a student government constitution for their own duly constituted organization, which must be consistent with Board Governing Policies and Procedures. Each student constitution must be reviewed and approved by the Chief Executive Officer. Any amendments to the student constitution must also be reviewed and approved by the Chief Executive Officer.

9. Student Financial Aid

Each institution will establish policies and procedures necessary for the administration of student financial aid.

a. Transfer of Delinquent National Direct Student Loans. (*See* Section V, Subsection P)

b. Student Financial Aid Fraud

Each institution under governance of the Board should, as a matter of policy, initiate charges against individuals who fraudulently obtain or misrepresent themselves with respect to student financial aid.

10. Fees and Tuition

a. Establishment
Policies and procedures for establishment of fees, tuition, and other charges are found in Section V, Subsection R, of the Governing Policies and Procedures.

b. Refund of Fees
Each institution will develop and publish a schedule for refund of fees in the event a student withdraws in accordance with regulations governing withdrawal.

11. Student Employees

a. Restrictions

No student employee may be assigned to duties which are for the benefit of personal and private gain, require partisan or nonpartisan political activities, or involve the construction, operation, or maintenance of any part of any facility which is used for sectarian instruction or religious worship. No supervisor may solicit or permit to be solicited from any student any fees, dues, compensation, commission, or gift or gratuity of any kind as a condition of or prerequisite for the student's employment.

b. Policies and Procedures

Each institution will develop its own policies and procedures regarding student employment, including use of student employment as a part of financial assistance available to the student. Such policies and procedures must ensure that equal employment opportunity is offered without discrimination and that wage administration is conducted in a uniform manner. Such policies also must include a statement of benefits available to student employees, if appropriate.

c. Graduate Assistants

Each institution is delegated the authority to appoint within the limitations of available resources graduate assistants in a number consistent with the mission of the institution. Graduate assistantships are established to supplement a graduate student's course of study, with employment appropriate to the student's academic pursuits.

Each institution will establish its own procedures for appointment of graduate assistants which will include (a) qualifications, (b) clear and detailed responsibilities in writing, and (c) maximum number of hours expected and wages for meeting those requirements.

Matriculation, activity, and facility fees for graduate assistants will be paid either by the student or by the department or academic unit on behalf of the student. Graduate students will be covered by appropriate insurance in accordance with institutional procedures for work-related illness or injury.

d. Hourly or Contractual Employment

Each institution may employ students on an hourly or contractual basis in accordance with the needs of the various departments or units, available funds, and rules of the Division of Human Resources (or the University of Idaho classified employee system) or federal guidelines when work-study funds are used.

12. Student Conduct, Rights, and Responsibilities

Each institution will establish and publish a statement of student rights and a code of student conduct. The code of conduct must include procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and present testimony in his or her defense. Such statements of rights and codes of conduct, and any subsequent amendments, are subject to review and approval of the chief executive officer.

Sections 33-3715 and 33-3716, Idaho Code, establish criminal penalties for conduct declared to be unlawful.

13. Student Services

Each institution will develop and publish a listing of services available to students, eligibility for such services, and costs or conditions, if any, of obtaining such services.

14. Student Organizations

Each student government association is responsible, subject to the approval of the institution's chief executive officer, for establishing or terminating student organizations supported through allocation of revenues available to the association. Expenditures by or on behalf of such student organizations are subject to rules, policies, and procedures of the institution and the Board.

15. Student Publications and Broadcasts

Student publications and broadcasts are independent of the State Board of Education and the institutional administration. The institutional administration and the State Board of Education assume no responsibility for the content of any student publication or broadcast. The publishers or managers of the student publications or broadcasts are solely liable for the content.

16. Student Health Insurance ~~(Effective July 1, 2003)~~

The Board's student health insurance policy is a minimum requirement. Each institution, at its discretion, may adopt policies and procedures more stringent than those provided herein.

a. Health Insurance Coverage Offered through the Institution

Each institution ~~shall~~ may provide the opportunity for students to purchase health insurance. ~~Institutions are encouraged to work together to provide the most cost effective coverage possible.~~ Health insurance offered through the institution shall ~~provide benefits in accordance with state and federal law~~ be Affordable Care Act (ACA) compliant.

b. Mandatory Student Health Insurance

Every full-fee paying full-time student (~~as defined by each institution~~for purposes of federal financial aid) attending classes in Idaho shall be covered by ~~health insurance~~an ACA compliant health insurance policy. ~~Students shall purchase health insurance offered through the institution, or may instead, at the discretion~~

~~of each institution, present evidence of health insurance coveragethat is at least substantially equivalent to the health insurance coverage offered through the institution.~~ Students without ~~evidence~~ proof of health insurance coverage shall be ineligible to enroll full-time at ~~the~~an institution. Each institution shall monitor and enforce student compliance with this policy.

i. "ACA compliant" means a health insurance policy which meets the minimum coverage requirements classified by the ACA as "essential health benefits." Essential health benefits include items and services within at least the following 10 general categories: ambulatory patient services; emergency services; hospitalization; maternity and newborn care; mental health and substance use disorder services, including behavioral health treatment; prescription drugs; rehabilitative and habilitative services and devices; laboratory services; preventive and wellness services and chronic disease management; and pediatric services (including oral and vision care).

ii. Proof of Insurance. All full-time students shall provide proof of ACA compliant health insurance coverage. ~~Students presenting evidence~~ Proof of health insurance coverage ~~not acquired through the institution shall provide at least the following information~~shall include at least the following information:

(1) Name of health insurance carrier
(2) Policy number
(3) ~~Location of an~~ Contact information for employer, insurance company or agent who can verify coverage
~~(3)~~(4) Attestation by the student, parent or guardian that health insurance policy is ACA complaint

Along with proof of insurance, students shall certify they will maintain active and continuous ACA compliant insurance coverage for the duration of their time enrolled as a full-time student.

iii. Temporary Insurance Coverage. A full-time student may have a non-ACA compliant policy before registration for their first semester of attendance, but such a student shall sign an affidavit that they will enroll in ACA compliant insurance by the first health insurance exchange open-enrollment period or the end of their first semester, whichever comes first. At no other time may a full-time student be enrolled without ACA compliant insurance.

~~ii. Each institution shall monitor and enforce student compliance with this policy.~~

i~~ii~~v. ~~Each institution shall develop procedures that provide for termination of a student's registration if he or she is~~ Non-compliance. A student found to be out of compliance with this policy while enrolled at ~~the~~an institution, shall be ineligible for full-time enrollment in future terms (fall, spring or summer) until insurance is obtained and proof thereof is certified; provided however, that if health insurance is offered through an institution and a student is found in non-compliance, the institution may default enroll the student into the institution's student health insurance plan and charge the student's account. ~~Each institution, at its discretion, may provide a student found to be out of compliance the opportunity to come into compliance before that student's registration is terminated, and may provide that a student be allowed to re-enroll upon meeting the conditions set forth herein, and any others as may be set forth by the institution.~~

17. Students Called to Active Military Duty

The Board strongly supports the men and women serving in the National Guard and in reserve components of the U.S. Armed Forces. The Board encourages its institutions to work with students who are called away to active military duty during the course of an academic term and provide solutions to best meet the student's current and future academic needs. The activated student, with the instructor's consent, may elect to have an instructor continue to work with them on an individual basis. Additionally, institutions are required to provide at least the following:

a. The activated student may elect to completely withdraw. The standard withdrawal deadlines and limitations will not be applied. At the discretion of the institution, the student will receive a "W" on his or her transcript, or no indication of enrollment in the course(s).

b. One hundred percent (100%) of the paid tuition and/or fees for the current term will be refunded, as well as a pro-rated refund for paid student housing fees, meal-plans, or any other additional fees. Provided, however, that if a student received financial aid, the institution will process that portion of the refund in accordance with each financial aid program.

18. Student Complaints/Grievances.

The State Board of Education and Board of Regents of the University of Idaho, as the governing body of the state's postsecondary educational institutions, has established the following procedure for review of institution decisions regarding student complaints/grievances:

a. The Board designates its Executive Director as the Board's representative for reviewing student complaints/grievances, and authorizes the Executive Director, after such review, to issue the decision of the Board based on such review. The Executive Director may, in his/her discretion, refer any matter to the Board for final action/decision.

b. A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review any final institutional decision relating to a complaint or grievance instituted by such student related to such individual's attendance at the institution. The student must have exhausted the complaint/grievance resolution procedures that have been established at the institution level. The Executive Director will not review complaints/grievances that have not been reported to the institution, or processed in accordance with the institution's complaint/grievance resolution procedures.

c. A request for review must be submitted in writing to the Board office to the attention of the Chief Academic Officer, and must contain a clear and concise statement of the reason(s) for Board review. Such request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution's final decision on such matter. The student has the burden of establishing that the final decision made by the institution on the grievance/complaint was made in error. A request for review must include a copy of the original grievance and all proposed resolutions and recommended decisions issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly followed the complaint/grievance resolution procedures of the institution. The institution may be asked to provide information to the Board office related to the student complaint/grievance.

d. The Chief Academic Officer will review the materials submitted by all parties and make a determination of recommended action, which will be forwarded to the Executive Director for a full determination. A review of a student complaint/grievance will occur as expeditiously as possible.

e. The Board office may request that the student and/or institution provide additional information in connection with such review. In such event, the student and/or institution must provide such additional information promptly.

f. The Board's Executive Director will issue a written decision as to whether the institution's decision with regard to the student's complaint/grievance was proper or was made in error. The Executive Director may uphold the institution's decision, overturn the institution's decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final action/decision, the decision of the Executive Director is final.

The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints/grievances.

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CERTIFICATION/PROOF OF HEALTH INSURANCE COVERAGE

The Idaho State Board of Education requires all full-time students at Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College and Eastern Idaho Technical College to be covered by health insurance. Students may satisfy the insurance requirement through a parent's plans (until age 26), a health insurance exchange (e.g. https://www.yourhealthidaho.org or https://www.healthcare.gov) plan, employer sponsored plans, or other individual plans that are compliant with the requirements of the federal Affordable Care Act.

Please submit this form to **[insert appropriate institution office name]** certifying proof of your active health insurance coverage **[when you register for classes]**.

Insurance carrier name____

Insurance carrier address ____

Insurance carrier phone number for questions/verification_______________________

Policy group number ____

Policy holder name ____
(If you are a dependent, this would be your parent's name.)

Policy holder ID#____

***[Insert Institution Name]** reserves the right to audit certification at any time during the academic year to verify coverage.*

*By my signature below I understand that I must maintain active and continuous health insurance coverage in order to be enrolled as a full-time student at **[Insert Institution Name]**, and that non-compliance with this insurance requirement will result in making me ineligible for enrollment in future terms (fall, spring or summer) until insurance is obtained and certified.*

*I also acknowledge that if I drop, lose or change insurance coverage during the school year I must notify the **[insert appropriate institution office name]** within 30 days. Failure to do so will result in making me ineligible for enrollment in future terms (fall, spring or summer) until my insurance is re-certified.*

Student Name (please print)____

Student Signature____

Date_________________________

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SUBJECT

Board Policy III.Y. Advanced Opportunities – Second Reading

REFERENCE

April 2012	Board approved the first reading of amendments to Board Policy III.Y.
June 2012	Board approved the second reading of amendments to Board Policy III.Y.
February 2014	Board approved the first reading of amendments to Board Policy III.Y.
April 2014	Due to the large number of changes between first and second reading, Board approved the amendments as a second first reading.
June 2014	The Board did not approve the second reading of amendments to Board Policy III.Y and directed Board Staff to prepare another first reading of policy.
October 2014	Board approved the first reading of amendments to Board Policy III.Y.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

One minor change was made between the first and second reading of this policy. Section 4.d was amended to provide clarity that Technical Competency Credit (TCC) credits provide students to get a “head start” on all applied science degrees, not just an associate of applied science.

IMPACT

Proposed amendments clarify how secondary students may earn postsecondary technical credits using either TCC or Dual Credit.

ATTACHMENTS

Attachment 1 – Board Policy III.Y, Advanced Opportunities – First Reading	Page 3

STAFF COMMENTS AND RECOMMENDATIONS

This policy outlines the process and minimum standards for the various Advanced Opportunity options available to secondary students. It does not dictate how the secondary schools or postsecondary institutions internally manage the processes.

One minor change, discussed above, was made after first reading.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III.Y. Advanced Opportunities as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Y. Advanced Opportunities **~~June 2012~~ February 2015**

1. Coverage

Boise State University, Idaho State University, the University of Idaho, Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, the College of Southern Idaho, and the College of Western Idaho are covered by these policies. Postsecondary programs intended for transfer come under the purview of the Board.

2. Purpose

The State Board of Education ~~has made a commitment to improve~~is committed to improving the educational opportunities available to Idaho citizens by creating a seamless system of public education. The purpose of this policy is to provide program standards for advanced opportunities for secondary students. To this end, the intent of Advanced Opportunities is:

a. ~~Board has instructed its postsecondary institutions to p~~For postsecondary institutions to provide educational programs and training to their respective service regions~~, to~~;
b. ~~support~~ Support and enhance regional and statewide economic development~~,~~; ~~and~~
c. ~~to c~~Facilitate collaboration ~~ollaborate~~ between ~~with the~~all school levels, including public elementary and secondary schools~~.~~; ~~In addition~~
~~a.~~d. ~~to the Board's desire to prepare~~ 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 postsecondary programs to the students and institution~~
~~b.~~e. Enhance ~~their~~ postsecondary goals;
~~c.~~f. Reduce duplication and provide for an easy transition between secondary and postsecondary education; and
~~d.~~g. Reduce the overall cost of educational services and training to the student.

3. Definitions

~~There are various 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, and International Baccalaureate programs. For the purpose of this policy the~~ 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, Technical Competency Credit (formerly known as Tech Prep), and the International Baccalaureate program.

a. Advanced Placement® (AP)

The Advanced Placement® Program~~ is~~, administered by the College Board, is a series of~~. 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 may earn college credit by scoring well on the national AP exams. Individual postsecondary institutions have ~~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

i. Dual ~~credit~~ Credit is a program allowing ~~allows~~ high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Dual Credit is awarded to a student on his or her postsecondary and high school transcript for the successful completion of a single course. 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~~ Dual ~~credit~~ 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.

ii. Two types of post-secondary credit may be earned: *Academic* and *Technical*. Academic credits apply to postsecondary academic programs and some postsecondary technical programs. Technical credits generally only apply to postsecondary technical programs. Students must work closely with their advisor(s) to ensure the credit earned in their Dual Credit course will apply to their intended postsecondary degree program.

c. ~~Tech Prep~~Technical Competency Credit (TCC)

~~Professional-technical education programs are delivered through comprehensive high schools, professional-technical schools, and technical colleges. Tech Prep allows secondary professional-technical students the opportunity to simultaneously earn secondary and postsecondary technical credits. A Tech Prep course must have an approved articulation agreement between the high school and a technical college. Tech Prep is an advanced learning opportunity that provides a head start on a technical certificate or an associate of applied science degree.~~

i. Technical Competency Credit (TCC) allows secondary students to document proficiency in the skills and abilities they develop in approved high school professional-technical programs to be evaluated for postsecondary transcription at a later date. In addition to the standards outlined in section 4.d below, additional policies of the transcribing post-secondary institution may also apply.

~~i.~~ii. Technical Competency Credits are awarded for skills and competencies identified as eligible TCC through a TCC Agreement with at least one Idaho postsecondary institution. Eligible skills and competencies are included in approved high school professional-technical programs and approved by the postsecondary institution in advance. Students participating in a high school program approved for TCC are not considered postsecondary students until they matriculate to a postsecondary institution.

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.

4. Idaho Programs Standards for Advanced Opportunities Programs

All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards which were designed to help school districts, colleges and universities plan, implement, and evaluate high quality advanced opportunities programs offered to high school students before they graduate. Students must work closely with their advisor(s) to ensure the credit earned in their Advanced Opportunities course will apply to their intended postsecondary degree program.

a. Dual Credit Standards for Students Enrolled in Courses Taught at the High School

Curriculum

Curriculum 1 (C1)	Courses administered through a Dual Credit program are catalogued courses and approved through the regular course approval process of the postsecondary institution. These courses have the same departmental designation, number, title, and credits; additionally these courses adhere to the same course description and course content as the postsecondary course.
Curriculum 2 (C2)	Postsecondary courses administered through a Dual Credit program are recorded on students' official academic record of the postsecondary institution.
Curriculum 3 (C3)	Postsecondary courses administered through a Dual Credit program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring faculty and/or academic department at the postsecondary institution.

Faculty

Faculty 1 (F1)	Instructors teaching college or university courses through a Dual Credit program must meet the academic requirements for faculty and

	instructors teaching ~~in~~ at a postsecondary institution or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development.
Faculty 2 (F2)	The postsecondary institution provides high school instructors with training and orientation in course curriculum, student assessment criteria, course philosophy, and administrative requirements before certifying the instructors to teach the college/university's courses.
Faculty 3 (F3)	Instructors teaching dual credit courses are part of a continuing collegial interaction through professional development, such as seminars, site visits, and ongoing communication with the postsecondary institutions' faculty and dual credit program administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Faculty 4 (F4)	High school faculty is evaluated by using the same classroom performance standards and processes used to evaluate college faculty.

Students

Students 1 (S1)	High school students enrolled in dual credit courses are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring postsecondary institution.
Students 2 (S2)	High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.
Students 3 (S3)	Students and their parents receive information about Dual Credit programs. Information is posted on the high school's website regarding enrollment, costs, contact information at the high school and the postsecondary institution, grading, expectations of student conduct, and other pertinent information to help the parents and students understand the nature of a Dual Credit course.
Students 4 (S4)	Admission requirements have been established for dual credit courses and criteria have been established to define "student ability to benefit" from a Dual Credit program such as having junior standing or other criteria that are established by the school district, the institution, and State Board of Education Governing Policies and Procedures.
Students 5 (S5)	Prior to enrolling in a dual credit course, provisions are set up for awarding high school credit, college credit or dual credit. During enrollment, the student declares what type of credit they are seeking (high school only, college only or both high school and college credit). To earn college credit, the student must be enrolled at the post-secondary institution. ~~Students are awarded academic credit if they successfully complete all of the course requirements.~~

Assessment

Assessment 1 (A1)	Students enrolled in dual credit courses are held to the same course content standards and standards of achievement as those expected of students in postsecondary credit only courses.
Assessment 2 (A2)	Every course offered through a dual credit program is annually reviewed by postsecondary faculty from that discipline and dual credit teachers/staff to assure that grading standards meet those in on-campus sections.
Assessment	Students enrolled in dual credit courses are assessed and awarded

3 (A3)	credit using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	The Dual Credit program practices are assessed and evaluated based on criteria established by the school, institution and the State Board of Education to include at least the following: course evaluations by students, follow-up of the graduates who are college or university freshmen, and a review of instructional practices at the high school to ensure program quality.
Admin & Evaluation 2 (AE2)	Every course offered through a Dual Credit program is annually reviewed by faculty from that discipline and Dual Credit staff to assure that grading standards meet those in postsecondary sections.
Admin & Evaluation 3 (AE3)	Students enrolled in dual credit courses are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
Admin & Evaluation 4 (AE4)	A data collection system has been established based on criteria established by the high school, institution and State Board of Education to track students enrolled in dual credit courses to provide data regarding the impact of Dual Credit programs in relation to college entrance, retention, matriculation from high school and college, impact on college entrance tests, etc. A study is conducted every 5 years on dual credit graduates who are freshmen and sophomores in a college or university.
Admin & Evaluation 5 (AE 5)	Costs for high school students have been established and this information is provided to students before they enroll in a dual credit course. Students pay a reduced cost per credit that is approved annually at the Board's fee setting meeting and defined in Board Policy V.R. Fees. ~~The approval process will consider comparable rates among institutions within the state and the cost to deliver instruction for dual credit courses~~.
Admin & Evaluation 6 (AE 6)	Agreements have been established between the high school and the postsecondary institution to ensure instructional quality. Teacher qualifications are reviewed, professional development is provided as needed, course content and assessment expectations are reviewed, faculty assessment is discussed, student's costs are established, compensation for the teacher is identified, etc.
Admin & Evaluation 7 (AE 7)	Postsecondary institutions have carefully evaluated how to provide services to all students regardless of where a student is located.

b. Dual Credit Standards for Students Enrolled in Courses at the College/University Campus

A.	The student is admitted by the postsecondary institution as a non-~~matriculating~~ degree seeking student.
B.	The student is charged the part-time credit hour fee or tuition and additional fees as established by the institution.
C.	Instructional costs are borne by the postsecondary institution.
D.	Four (4) semester college credits are typically equivalent to at least one

	(1) full year of high school credit in that subject.
E.	~~In compliance with Idaho Code 33-5104,~~ As part of the enrollment process, institutions must ensure the student and the student's parent/guardian ~~must~~ receive ~~sign and submit a~~ counseling ~~form~~ that ~~provided by the school district or institution that~~ outlines the ~~provisions of the section of this Code. The counseling form includes written permission from the student's parent/guardian, and principal or counselor~~risks and possible consequences of enrolling in postsecondary courses, including but not limited to the impacts on future financial aid, and the consequences of failing or not completing a course in which the student enrolls. It is the responsibility of the postsecondary institution to provide advising for all students taking courses on the postsecondary campus.
~~F.~~	~~Any high school student may make application to one of the public postsecondary institutions provided all of the following requirements are met:~~ ~~The student has reached the minimum age of 16 years or has successfully completed at least one-half of the high school graduation requirements as certified by the high school.~~ ~~Submission of the appropriate institutional application material for admission. Written notification of acceptance to the institution will be provided to the student after he or she submits the appropriate application.~~ ~~If required by institutional policy, a student must obtain approval of the college or university instructor to enroll in a course.~~ ~~Those high school students meeting the above requirements will be permitted to enroll on a part-time basis or full-time basis as defined in Board policy.~~
~~G~~F.	~~Students seeking admission who do not meet the above requirements may petition the institution's admission committee for consideration.~~ Students under the age of 16 who are enrolled in a ~~public~~ secondary school may seek admission to enroll in courses provided on the postsecondary campus by submitting a petition to the high school principal's office and to the admissions office of the postsecondary institution.

c. Advanced Placement Standards

Advanced Placement (AP) courses are taught by high school teachers following the curricular goals administered by The College Board. These ~~college level~~ courses are academically rigorous and conclude with the optional comprehensive AP exam in May. Students taking AP courses accept the challenge of a rigorous academic curriculum, with the expectation of completing the complex assignments associated with the course and challenging the comprehensive AP exam. The AP Examination is a national assessment based on the AP curriculum, given in each subject area on a specified day at a specified time, as outlined by the College Board. Students and parents are responsible for researching the AP policy of the postsecondary institution the student may wish to attend. College/university credit is based on the successful completion of the AP exam, and dependent upon institutional AP credit acceptance policy.

Curriculum

Curriculum 1 (C1**)**	Postsecondary institutions evaluate AP scores and award credit reflecting the pedagogical, theoretical, and philosophical orientation of the sponsoring faculty and/or academic department at the institution.
Curriculum 2 (C2)	High school credit is given for enrollment and successful completion of an AP class.

Faculty

Faculty 1 (F1)	AP teachers shall follow the curricular materials and goals outlined by The College Board.
Faculty 2 (F2)	The AP teacher may attend an AP Institute before teaching the course.

Students/Parents

Students 1 (S1)	A fee schedule has been established for the AP exam. Students and their parents pay the fee unless other arrangements have been made by the high school.
Students 2 (S2)	Information must be available from the high school counselor, AP coordinator or other faculty members regarding admission, course content, costs, high school credit offered and student responsibility.

Assessment

Assessment 1 (A1)	Students are assessed for high school credit according to the requirements determined by the high school.

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	To evaluate the success of the programs and to improve services, the school district must annually review the data provided by The College Board.
Admin & Evaluation 2 (AE2)	The school district must carefully evaluate how to provide services to all students, regardless of family income, ethnicity, disability, or location of educational setting.

d. ~~Tech Prep~~Technical Competency Credit (TCC) Standards

Professional-Technical Education programs in Idaho are delivered through comprehensive high schools, professional-technical schools, and the technical college system. ~~Tech Prep~~Technical Competency Credit allows secondary professional-technical students the opportunity to ~~simultaneously~~ earn secondary and postsecondary technical credits. ~~A Tech Prep~~Technical Competency Credit ~~course~~is offered through ~~must~~ approved secondary professional-technical programs and ~~have~~ with an ~~approved~~ articulation agreement between the high school and a postsecondary institution. ~~Tech Prep~~Technical Competency Credit is an advanced learning opportunity that provides a head start on a technical certificate~~, —~~ or an ~~associate of~~ applied science degree~~, or towards a baccalaureate degree~~.

Curriculum

Curriculum 1 (C1)	~~A Tech Prep course must have an approved articulation agreement with a postsecondary institution.~~ The high school professional-technical program must have competencies comparable with a postsecondary institution technical program and be identified as eligible for TCC consideration through a TCC Agreement (e.g., articulation agreement) with at least one Idaho postsecondary institution.
Curriculum 2 (C2)	Secondary and postsecondary educators must agree on the technical competencies, the student learning outcomes, and ~~agree to~~ the level of proficiency to be demonstrated by the student.

Faculty

Faculty 1 (F1)	Secondary ~~and postsecondary~~ educators must hold appropriate professional-technical certification in the program area for which ~~articulated~~ credit is to be awarded.

Students~~/Parents~~

Students 1 (S1)	~~Tech Prep~~Technical Competency Credit (TCC) students are high school students; they are neither enrolled in the postsecondary institution nor counted as Dual Credit students. Students may request transcription of TCCs onto a postsecondary transcript after demonstrating the required level of proficiency; they must follow the transcribing institution's TCC transcription policy and pay the transcription fee discussed in standard AE1. After completing a TCC course or sequence according to the articulation agreement, the credits must be transcribed within the time period required by the transcribing institution and in no instance longer than two years.
Students 2 (S2)	High school students are provided with a student guide that outlines their responsibilities, guidelines for credit transfer and information regarding how the technical credit will apply to postsecondary certificates and degree requirements. The student guide must include an explanation of the difference between technical and academic credit, how a professional-technical course is a part of a professional-technical program sequence, and how the courses may impact their academic standing when they fully matriculate after high school.
Students 3 (S3)	At the completion of the ~~Tech-Prep~~Technical Competency Credit ~~course~~ program, the instructor ~~will~~ shall identify ~~recommend~~ students ~~eligible for college credit based on their performance. To be eligible for college credit students must receive a grade of B or complete a minimum of 80% of the~~who have met program competencies~~ in the course~~.

Assessment

Assessment 1 (A1)	The students are assessed for ~~high school and~~ postsecondary technical credit according to the requirements of the Technical Competency Credit ~~articulation~~ agreement.

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	~~The technical college in each region administers the Advanced Learning Partnership (ALP). The school districts in each region are members of the ALP. The Tech Prep program is administered through the six Advanced-Learning Partnerships and each of the technical colleges serves as the fiscal agent. The ALP Advisory Committee meets at least twice per school year.~~When the student requests the transcription of a TCC credit, they are assessed a transcription fee consistent with ~~the current Workforce Training Fee (~~Board Policy Section V.R ~~.3.a.ix)~~ for qualifying TCC earned in high school.
Admin & Evaluation 2 (AE2)	~~Each~~ TCC ~~articulation~~ agreements between a secondary professional-technical program and a postsecondary institution must be reviewed annually by the institution.

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IDAHO STATE UNIVERSITY

SUBJECT

Approval of Memorandum of Understanding between Idaho State University Doctor of Pharmacy Program and University of Alaska Anchorage

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. Program Approval and Discontinuance and Section III.Z. Planning and Delivery of Postsecondary Programs and Courses

BACKGROUND/DISCUSSION

Idaho State University (ISU) currently offers a Doctor of Pharmacy (PharmD) program at two sites using distance learning technology (Pocatello and Meridian campus locations). The University of Alaska Anchorage (UAA) contacted ISU’s Pharmacy program after hearing of the success of their distance delivery in the PharmD program. ISU and UAA intend to work cooperatively to expand ISU’s Doctor of Pharmacy Program to a third site, located on the UAA campus and deliver through distance learning technology.

ISU and UAA believe the joint partnership is advantageous to both institutions and will help meet the growing demands of students and the health care demands of Alaska. Moreover, UAA's strong connection to leadership in the health care community will help develop the clinical capacity necessary for the expansion of the PharmD program. ISU and UAA have agreed to a joint partnership that will help both institutions and will avoid competition for scarce clinical placement sites. ISU will offer the core classes for the degree program except those in the area of Human Physiology, which will be offered by UAA. Upon completion, the PharmD degree will be issued by ISU.

The PharmD program expects the current applicant pool, which is recruited from state, regional, and national areas to be sufficient to fill a third campus in Alaska. Additionally, the combined academic reputations of the UAA and the ISU Pharmacy program will lend itself to substantive joint marketing opportunities.

A Memorandum of Understanding outlines each institution’s responsibilities associated with the program expansion.

IMPACT

The PharmD program will have a class size of 15 students for each of the four years of the program (eventually reaching 60 students in the program). Staff will be brought on as needed. The budget includes: Operational expenses ($160,000), travel ($100,000), Administrative costs ($120,000), reserves ($75,000), and ISU administrative cost ($120,000) per year. While the first few years will be supported by existing resources from the Pharmacy reserves, it is anticipated this partnership will require no new state resources and will be supported by the tuition revenue generated from the student fees ($31,882 per year).

ATTACHMENTS

Attachment 1 – Memorandum of Understanding	Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University (ISU) currently has the statewide program responsibility for the delivery of Pharmacy at the graduate level. While the proposed expansion is with an out-of-state institution, ISU and Board staff believes the Memorandum of Understanding (MOU) should come before the Board as it involves the expansion of an existing program to an off-site campus, which currently requires approval consistent with Board Policy III.G. Additionally, this will require approval by the Northwest Commission on Colleges and Universities consistent with their policies.

The collaborative partnership between ISU and the University of Alaska-Anchorage will meet a state, regional, and national need for more health care providers. Both parties are currently working on further details of this partnership to be memorialized in a final written agreement prior to implementation of the program. ISU and UAA anticipate having the first class of students starting in Fall 2015.

Board staff recommends approval as presented.

BOARD ACTION

I move to approve the Memorandum of Understanding between Idaho State University and the University of Alaska Anchorage (UAA) for the purpose of offering a joint Doctor of Pharmacy Program on the University of Alaska Anchorage campus in substantial conformance to the form submitted as Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

MEMORANDUM OF UNDERSTANDING
UNIVERSITY OF ALASKA ANCHORAGE/IDAHO STATE UNIVERSITY
JOINT PHARMD PROGRAM

This Memorandum of Understanding ("MOU") is between the University of Alaska Anchorage ("UAA"), 3321 Providence Drive, Anchorage, AK 99508, and Idaho State University ("ISU") located at 921 South 8th Avenue, Pocatello, ID 83209 (hereinafter the "Parties").

ISU currently offers a PharmD program ("PHARMD") at two sites using distant learning technology. The Parties intend to work cooperatively to expand ISU's Doctor of Pharmacy Program to a third site, which will be on the UAA campus. The Parties agree to work to design and make available this third site by expanding the distance learning technology currently in use.

The Parties believe the partnership associated with this joint degree program (the "Degree Program") approach is advantageous to both institutions and will help meet the growing demands of students and the health care demands of Alaska. Moreover, UAA's strong connection to leadership in the health care community will help to develop the clinical capacity needed for the expansion of the Degree Program.

This MOU does not create binding obligations on either party. It is intended to serve as the initial outline for negotiation of an agreement that the parties will memorialize in a final written document.

The Parties expect to develop a program incorporating the following elements:

I. The University of Alaska Anchorage will provide:

   a. Appropriately equipped teaching facilities at the UAA campus as determined in collaboration with ISU.

   b. Office space for a to-be-determined number of UAA-ISU faculty and staff.

   c. All expenses related to expansion and maintenance of the accreditation of UAA and ISU to include this Degree Program including expenses for ACPE accreditation.

   d. Access to Alaska's network of pharmacists and medical professionals to provide expanded opportunities for the development of program preceptors.

e. Staff needed to manage the technical and clerical portions of the program delivery.

f. PhD faculty to instruct classes in the areas of Human Physiology offered to students in the Degree Program and human simulation laboratories.

g. Joint appointment status for all Pharmacy faculty and non-classified staff.

II. Idaho State University will provide:

a. Guidance on the requirements for the facilities to be used for the Degree Program on the UAA campus.

b. Program administration and oversight.

c. Assessment mechanisms and academic direction for the curriculum of the Degree Program.

d. All Pharmacy faculty and administration (6.0 FTE) required to provide instruction in core classes for the Degree Program, except those in the area of Human Physiology.

III. Students:

a. Program eligibility will be determined by UAA; admissions requirements will be determined by ISU.

b. Students in the Degree Program will be enrolled via the ISU admissions system under the leadership of the ISU Pharmacy administration.

c. Students in the Degree Program will be enrolled as degree-seeking students at ISU, and have their coursework and degrees officially and solely recorded by ISU. Enrollment and degree verifications as well as official transcripts will be issued by ISU.

d. Students in the Degree Program will be issued a joint diploma certificate with both institutions' names on it. ISU and UAA registrars will collaborate in developing a process for accomplishing this.

e. Students in the Degree Program seeking financial aid will apply for aid through the ISU Financial Aid Office. All scholarships issued to students in the Degree Program by UAA or any outside agency must be reported to the ISU Scholarship Office.

f. As required by accreditation standards, students in the Degree Program will have available to them services comparable to all other ISU Pharmacy students, such as library services and electronic resources; recreational facilities; health, counseling and mental health services provided by UAA, if elected and for a modest fee.

IV. Tuition and Fees:

a. Each semester ISU will collect tuition and fee payments from each student. Students in the Degree Program will pay tuition at a rate to be determined by UAA and ISU, but not less than ISU Pharmacy Program resident tuition and fees. Initially, ISU will retain the amount of the ISU Non-Resident PharmD Program Student Tuition and Fees per student (presently $16,780/student/semester).

b. In subsequent years, tuition and fees may be adjusted annually by the Parties after consultation based on budgetary planning and programmatic contributions made by the Parties. It is anticipated that downward adjustments in student tuition and fees will occur after upfront costs of program initiation and infrastructure development costs have been recouped by the Parties.

V. Insurance:

The Parties will each provide employer's liability and workers' compensation insurance for their respective personnel, in the amounts required by the laws of the appropriate state. In addition, each party shall provide liability insurance or self-insurance in the amounts permitted or required by their respective governing authorities. ISU is an agency of the State of Idaho, which self-insures through the Idaho Retained Risk program. ISU will provide evidence of financial responsibility in the amounts permitted under the Idaho Tort Claims Act, which will identify UAA as additionally protected. UAA will provide evidence of insurance or self-insurance in amounts regularly maintained by UAA for its current operations and programs and/or in amounts permitted by Alaska law, naming ISU as additionally insured.

VI. Term of MOU:

a. The parties will negotiate and execute a formal written agreement prior to implementation of the Degree Program. Parties agree to working toward a first class of students starting in the Fall of 2015.

Idaho State University

By: Linda Hatzenbuehler
Vice Provost and Associate Dean
Division of Health Sciences

Date:

University of Alaska Anchorage

By: Elisha Baker
Provost

Date: 28/08/2014

By: Thomas Case
Chancellor

Date: 3 Sep 2014

Approved by the Idaho State Board of Education the ____ day of ___________, 2014

STATE DEPARTMENT OF EDUCATION
FEBRUARY 19, 2015

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SUBJECT

Superintendent of Public Instruction Update to the State Board of Education.

BACKGROUND/DISCUSSION

Superintendent of Public Instruction, Sherri Ybarra, will provide an update on the State Department of Education.

BOARD ACTION

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

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Professional Standards Commission, 2013-2014 Annual Report.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1208, 33-1251, 33-1252, 33-1253, 33-1254, and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The 1972 State legislature established the Professional Standards Commission. This legislative action combined the Professional Practices Commission, established by the State Legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education.

The Professional Standards Commission was thereby created as a Commission appointed by the State Board of Education (Board) and housed in the Department of Education. The Commission consists of 18 constituency members comprised of seven (7) teachers, four (4) school administrators, three (3) public higher education personnel, and one (1) representative each for private higher education institutions, the State Department of Education, the Division of Professional-Technical Education, and the Idaho School Boards Association. Members are appointed or reappointed by the Board for terms of three (3) years.

The Professional Standards Commission submits an annual report following the conclusion of each fiscal year to the State Board of Education regarding the accomplishments of the commission.

IMPACT

This report advises State Board of Education regarding the accomplishments of the Professional Standards Commission at the conclusion of each fiscal year.

ATTACHMENTS

Attachment 1 – 2013-2014 Annual Report	Page 3

BOARD ACTION

I move to accept the Professional Standards Commission 2013-2014 Annual Report.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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PROFESSIONAL STANDARDS COMMISSION

ANNUAL REPORT

2013-2014

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APPENDIX

INTRODUCTION

The Professional Standards Commission was established by the legislature as provided in Sections 33-1251 through 33-1258, Idaho Code. It is an 18-member body comprised of 7 teachers, 4 school administrators, 3 public higher education personnel, plus 1 representative each of private higher education institutions, the State Department of Education, the Division of Professional-Technical Education, and the State School Boards Association.

Under Idaho Code, the Professional Standards Commission is charged with the three basic categories of responsibility listed below. 1) The Commission adopts professional codes and standards of ethics, conduct, and professional practices applicable to certificated employees; 2) it inquires into and, if warranted, provides hearings on charges of improper conduct; and 3) it makes recommendations concerning teacher education, teacher certification, and standards. Items 1) and 3) are subject to final approval by the State Board of Education.

During the 2013-2014 school year, the following persons served as members of the Professional Standards Commission:

1.	Clara Allred	Twin Falls SD #411
2.	Cathy Bierne	Coeur d'Alene SD #271
3.	Dr. Diane Boothe	Boise State University
4.	Margaret Chipman	Weiser SD #431
5.	Kristi Enger	State Professional-Technical Education
6.	Jason Hancock	State Department of Education
7.	Esther Henry, Vice Chair	Jefferson County Joint SD #251
8.	Dr. Paula Kellerer	Northwest Nazarene University
9.	Angie Lakey-Campbell	Cambridge Joint SD #432
10.	Dr. Becky Meyer	Lake Pend Oreille SD #84
11.	Kim Mikolajczyk	Moscow SD #281
12.	Dr. Laural Nelson	Idaho Digital Learning Academy
13.	Mikki Nuckols	Bonneville Joint SD #93
14.	Dr. Tony Roark	Boise State University
15.	Elisa Saffle	Bonneville Joint SD #93
16.	Dan Sakota, Chair	Madison SD #321
17.	Dr. Heather Van Mullem	Lewis-Clark State College
18.	Virginia Welton	Coeur d'Alene SD #271

Christina Linder served as Administrator for the Commission from July 1, 2013, to December 22, 2013; Dr. Taylor Raney served as Administrator for the Commission from December 23, 2013, to June 30, 2014.

INTERNAL OPERATION OF THE COMMISSION

The Professional Standards Commission met five times during the 2013-2014 school year in August, October, January, March, and May. Five standing committees and one standing subcommittee functioned throughout the year.

STANDING COMMITTEES	**FUNCTION**
LEADERSHIP TEAM (Consists of Chair, Vice Chair, and four chairpersons from other standing committees/subcommittees.)	Troubleshoots. Tracks Commission tasks. Manages the Commission strategic plan.
AUTHORIZATIONS	Reviews district requests for approval of Teacher to New Certification authorizations.
STANDARDS	Reviews Certification standards. Recommends changes to Commission.
EXECUTIVE	Makes recommendations to the Commission regarding disciplinary actions and policy revision.
PROFESSIONAL DEVELOPMENT	Reviews professional development issues.

STANDING SUBCOMMITTEE	**FUNCTION**
BUDGET	Monitors/makes recommended revisions to annual budget. Develops yearly budget with recommendations for Commission approval.

PROFESSIONAL PRACTICES ACTIVITIES

Under Section 33-1208, Idaho Code, the Professional Standards Commission has the ultimate responsibility for suspending or revoking certificates for educator misconduct. The Professional Standards Commission, under 33-1209, Idaho Code, is charged with the responsibility of securing compliance with standards of ethical conduct. The chief certification officer of the State Department of Education/administrator of the Professional Standards Commission advises the Commission Executive Committee of the circumstances of a case, suggesting a possible need for action to be taken against a certificate. If a due process hearing is requested, the State Superintendent of Public Instruction grants approval for a hearing to be held.

Since the publication date of the last annual report, the Professional Standards Commission received and considered the cases listed below. The administrator also provided technical assistance to districts in which educator misconduct or related problems were an issue, with a consistent recommendation that districts use legal counsel to help determine a course of action. The following cases were disposed of as indicated:

CASE	CAUSE	DISPOSITION
20707	Violation of Code Violation of State Law; Conviction	Conditional Renewed Certificate; Certificate Reinstatement
21012	Violation of Code	No Probable Cause
21014	Violation of Code	Revocation (Default)
21018	Violation of Code Violation of State Law; Conviction	Revocation (Default)
21028	Violation of Code	Letter of Reprimand; Ethics Course (Default)
21102	Violation of Code	Revocation; Conditional Certificate with 5 Courses; Hearing Panel – No Discipline Imposed – May Apply for Certification in Any Area in Which Qualified
21104	Violation of Code	Indefinite Suspension; Conditional Certificate with 2 Courses and Reflective Paper; Certificate Reinstatement
21106	Violation of Code	Revocation; Hearing Panel – Indefinite Suspension with Remedial Course Work; Certificate Reinstatement; Certificate Expiration
21107	Violation of Code	Revocation (Default)
21114	Violation of Code	Letter of Reprimand; Ethics Course
21201	Violation of Code	Letter of Reprimand; Ethics Course
21207	Violation of Code	Revocation; Indefinite Suspension; Ethics Course; Review of Standardized Test Protocol
21212	Violation of Code Violation of State Law; Conviction	Revocation (Default)

21217	Violation of Code	Indefinite Suspension with Book Report, Interview of 5 Teachers, and Ethics Course; Letter of Reprimand with Same Conditions of Previous Suspension
21222	Violation of Code Violation of State Law; Conviction	Permanent Revocation
21226	Violation of Code	No Probable Cause; Letter of Concern to School District Board of Trustees
21229	Violation of Code	Conditional Certificate with Literature Review of at Least 7 Sources; Implementation Plan of Best Practices for Safe and Effective Classroom Climate Within 6 Months of Stipulation
21230	Violation of Code	Conditional Certificate with Implementation of Staff Safe-School Plan Within 6 Months of Stipulation; Provide Anti-Bullying Inservice for Staff; Ethics Course
21231	Violation of Code Violation of State Law; Conviction	Permanent Revocation
21233	Violation of Code	Indefinite Suspension; Ethics Course; New Background Check; Completion of All Conditions for 5-Year Conditional Certificate
21301	Violation of Code Violation of State Law; Conviction	Permanent Revocation
21302	Violation of Code	Letter of Reprimand; Ethics Course
21303	Violation of Code	Letter of Reprimand
21304	Violation of Code	Indefinite Suspension; Ethics Course; Classroom Management Course; Reinstatement
21306	Violation of Code	Letter of Reprimand; Ethics Course; Classroom Management Course; Certificate Reinstatement
21307	Violation of Code	Indefinite Suspension; Certification Lapsed; New Certification Denial; Certificate Reinstatement
21310	Violation of Code	Letter of Reprimand; Ethics Course
21312	Violation of Code Violation of State Law; Conviction	Conditioned Certificate
21313	Violation of Code	No Probable Cause

21314	Violation of Code Violation of State Law; Conviction	Revocation (Default)
21317	Violation of Code	Letter of Reprimand; Ethics Course
21318	Violation of Code	Indefinite Suspension; Ethics Course; 5-Page Report on Classroom Management Book
21319	Violation of Code	Indefinite Suspension; Ethics Course; Safe Schools Class; Drug/Alcohol Evaluation; 6-Month Abstinence from Drug/Alcohol Use
21320	Violation of Code	No Probable Cause
21321	Violation of Code	No Probable Cause; Warning Letter
21322	Violation of Code	No Probable Cause; Letter of Concern to Board of Trustees/Superintendent
21328	Violation of Code	No Probable Cause; Warning Letter to School District
21330	Violation of Code	Letter of Reprimand; Ethics Course
21331	Violation of Code	Revocation (Voluntary Surrender)
21332	Violation of Code	Letter of Reprimand
21333	Violation of Code	Letter of Reprimand
21334	Violation of Code	No Probable Cause
21335	Violation of Code	Revocation
21338	Violation of Code	Letter of Reprimand
21339	Violation of Code	No Probable Cause
21340	Violation of Code	No Probable Cause
21405	Violation of Code	Revocation (Voluntary Surrender)

REQUESTS FOR PROVISIONAL AUTHORIZATIONS

There were 154 Provisional Authorizations with 163 total endorsements/ assignments issued during the 2013-2014 school year. Those Provisional Authorizations by subject area during that same time period are as follows:

Agricultural Science and Technology 6/12 - 2
All Subjects K/8 – 19
Art 6/12 – 1

Automotive Technology - 1
Basic Mathematics 6/12 – 3
Biology 6/12 – 1
Birth-Grade 3 - 3
Business Technology Education 6/12 – 2
Chemistry 6/12 – 1
Counselor K/12 – 11
Drama 6/12 – 3
Earth Science 6/12 - 1
Economics 6/12 – 2
English 6/12 – 9
English as a New Language 6/12 - 1
Family and Consumer Science 6/12 – 5
French 6/12 – 2
Generalist K/12 – 26
Geography 6/12 - 2
Gifted and Talented K/12 – 1
Health 6/12 – 4
Health Occupations 6/12 – 1
Hearing Impairment K/12 - 1
History 6/12 – 3
Humanities 6/12 – 2
Latin K/12 - 1
Mathematics 6/12 – 15
Music 6/12 - 1
Music K/12 – 3
Natural Science 6/12 – 9
Nursing Assistant – 1
Orientation Health Occupations - 1
Physical Education 6/12 – 7
Physical Science 6/12 – 1
Psychology 6/12 – 1
School Nurse - 1
School Principal Pre-K/12 - 1
School Psychologist – 2
Social Studies 6/12 – 2
Sociology 6/12 - 1
Spanish 6/12 – 2
Spanish K/12 – 1
Speech Language Pathologist K/12 – 4
Superintendent – 2

TEACHER TO NEW CERTIFICATION APPROVALS

There were 235 requests with 242 total endorsements/assignments for Teacher to New Certification alternative authorization that were reviewed and approved by the Professional Standards Commission during the 2013-2014 school year. Those approved Teacher to New Certification alternative authorizations by subject area during that same time period are as follows:

All Subjects K/8 – 10
American Government/Political Science 6/12 – 4
Art 6/12 – 1
Art K/12 - 1
Basic Math/Limited Mathematics – 1
Basic Mathematics 6/12 – 7
Basic Mathematics 6/9 - 3
Biology 6/12 – 2
Birth-Grade 3 – 12
Business Technology Education 6/12 - 4
Chemistry 6/12 – 1
Communications 6/12 – 2
Counselor K/12 - 6
Director of Special Education Pre-K/12 – 3
Drama 6/12– 4
Earth Science 6/12 – 1
Economics 6/12 – 5
English 6/12 – 4
English 6/9 - 1
English as a New Language K/12 – 7
Family and Consumer Science 6/12 – 5
Foreign Language 6/12 - 1
French 6/12 – 1
Generalist K/12 – 37
Geography 6/12 – 1
German 6/12 - 1
Gifted and Talented K/12 – 9
Graphic Design 6/12 - 1
Health 6/12 – 8
Health K/12 - 1
History 6/12 – 8
Library Media Specialist K/12 – 10
Literacy K/12 - 2
Mathematics 6/12 – 16
Mathematics 6/9 - 1
Music K/12 - 3
Natural Science 6/12 – 12
Natural Science 6/9 - 1

Physical Education 6/12 - 4
Physical Education K/12 - 3
Physical Science 6/12 – 3
Physical Science 6/9 - 1
Physics 6/12 - 3
School Principal Pre-K/12 – 9
Social Studies 6/12 – 3
Spanish 6/12 – 3
Spanish K/12 – 4
Superintendent – 12

REQUESTS FOR CONTENT SPECIALIST AUTHORIZATIONS

There were 39 Content Specialist alternative authorizations with 42 total endorsements/assignments issued during the 2013-2014 school year. The Content Specialist alternative authorizations by subject area during that same time period are listed below.

All Subjects K/8 – 5
Art 6/12 – 1
Art K/12 – 1
Basic Mathematics 6/12 – 2
Bilingual Education K/12 - 1
Biology 6/12 – 1
Business Technology Education 6/12 - 2
Counselor K/12 – 1
Dance 6/12 – 1
Drama 6/12 – 1
Earth Science 6/12 - 1
English 6/12 – 2
English 6/9 – 1
Family and Consumer Science 6/12 - 1
Generalist K/12 – 8
Mathematics 6/12 – 3
Music 6/12 – 2
Music K/12 – 1
Natural Science 6/12 - 1
Physical Education 6/12 – 1
Physical Education K/12 – 1
Physical Science 6/12 – 1
School Psychologist – 2
Speech Language Pathologist Interim – 1

REQUESTS FOR ABCTE (AMERICAN BOARD FOR CERTIFICATION OF TEACHER EXCELLENCE) CERTIFICATION

There were 95 interim certificates with 129 total endorsements/assignments issued through the ABCTE process during the 2013-2014 school year. Those ABCTE-issued interim certificates by subject area during that same time period are as follows:

All Subjects K/8 – 53
Biological Science 6/12 – 6
Chemistry 6/12 – 2
English 6/12 – 12
Generalist K/12 – 24
History 6/12 – 7
Mathematics 6/12 – 17
Natural Science 6/12 – 4
Physics 6/12 – 4

STATE/NATIONAL APPROVAL OF EDUCATOR PREPARATION PROGRAMS

The State Board of Education requires all educator preparation programs to be evaluated on a seven-year cycle. This evaluation occurs through a concurrent on-site visit by a CAEP (Council for the Accreditation of Educator Preparation) team and a state team. The CAEP team evaluates the unit, and the state team evaluates respective content area disciplines.

Under the direction of the administrator of the Professional Standards Commission, the state evaluation team utilizes the CAEP/Idaho protocol and conducts educator preparation program evaluations. While all educator preparation programs are subject to a state evaluation, CAEP evaluations are optional. All Idaho educator preparation institutions, except The College of Idaho and BYU-Idaho, choose to undergo a CAEP program evaluation. All Idaho educator preparation programs, however, must address both state and CAEP standards when preparing for on-site educator preparation program reviews.

The official vehicle for the approval of existing educator preparation programs in Idaho is the CAEP/Idaho partnership agreement. State standards for evaluating educator preparation programs are those approved by the State Board of Education effective July 1, 2013, and found in the Idaho Standards for Initial Certification of Professional School Personnel manual.

University of Idaho

Following a state/CAEP on-site visit on April 6-9, 2013, the Commission, at its January 23-24, 2014, meeting, considered the state team report and made the following recommendations regarding the University of Idaho educator preparation program:

- Core Standards – Reviewed but not subject to approval
- Elementary Education program – Approved
- Early Childhood/Special Education Blended program – Approved
- Special Education program – Approved
- English Language Arts program – Approved
- Reading/Literacy program – Not Approved
- Mathematics program – Approved
- Social Studies (Foundation Standards) – Reviewed but not subject to approval
- Economics program – Approved
- Geography program – Approved
- Government/Civics program – Approved
- History program – Approved
- Science (Foundation Standards) – Reviewed but not subject to approval
- Biology program – Approved
- Chemistry program – Approved
- Earth and Space Science program – Approved
- Physics program – Approved
- Modern Languages program – Approved
- Visual/Performing Arts (Foundation Standards) – Reviewed but not subject to approval
- Visual Arts program – Approved
- Music program – Approved
- Physical Education program – Approved
- Health Education program – Approved
- Professional-Technical (Foundation Standards) – Reviewed but not subject to approval
- Agricultural Science and Technology program – Approved
- Business Technology program – Approved
- Marketing Education program – Approved
- Administration (Foundation Standards) – Reviewed but not subject to approval
- School Superintendent program – Approved
- Special Education Director program – Approved
- Gifted and Talented Education program – Conditionally approved
- Library Media Specialist program – Conditionally approved

The State Board of Education, at its February 26-27, 2014, meeting, approved the University of Idaho state team report resulting from the on-site visit. Conditionally approved programs are subject to a focused revisit within two years following the on-site visit to determine if specific standards are met.

Lewis-Clark State College

Following a state/CAEP on-site visit on November 3-5, 2013, the Commission, at its March 20-21, 2014, meeting, considered the state team report and made the following recommendations regarding the Lewis-Clark State College educator preparation program:

- Core Standards – Reviewed but not subject to approval
- Elementary Education program – Approved
- Special Education program – Conditionally approved
- English Language Arts program – Approved
- Reading/Literacy program – Approved
- Physical Education program – Approved
- Health Education program – Approved
- Mathematics program – Approved
- Social Studies (Foundation Standards) – Reviewed but not subject to approval
- History program – Approved
- Science (Foundation Standards) – Reviewed but not subject to approval
- Biology program – Conditionally approved
- Chemistry program – Conditionally approved
- Earth and Space Science program – Conditionally approved
- English as a New Language program – Conditionally approved
- Gifted and Talented program – Approved

(The State Board of Education, at its August 13-14, 2014, meeting, subsequently approved the Lewis-Clark State College state team report resulting from the on-site visit.) Conditionally approved programs are subject to a focused revisit within two years following the on-site visit to determine if specific standards are met.

COMMITTEE WORK

1. The Commission authorized the purchase of recording system components for the use of the Commission in the amount of $1,500.

2. Commission staff conducted an ethics hearing panel training for those qualified to serve as hearing panel chairpersons (former Commission members).

3. A Commission-sponsored Educator Preparation Clinic was conducted in Boise for those involved in the higher education preparation of educators. Topics addressed included fingerprinting, alternate routes, Title II reporting, certification and endorsement requirements (including the information that the Department of Education no longer conducts transcript evaluations to determine endorsement eligibility), and state program approval.

4. The Commission arranged for the extensive presentation of a national expert on teacher-student sexual misconduct at one of their meetings; a Commission-sponsored ethics symposium was subsequently held to draw the awareness of key stakeholders to the importance of defining/addressing the necessary change needed in ethics training for Idaho educators and to measure the status of the ethics issue in the state.

5. The Commission provided travel stipends to registered attendees traveling 50 miles or more to participate in the above-mentioned ethics symposium.

6. The Commission funded the participation of two Commission staff members, a deputy attorney general, four Commission members, and a Commission ethics investigator in the 2013 National Association of State Directors of Teacher Education and Certification (NASDTEC) Professional Practices Institute (PPI), which was held in Boise.

7. Commission staff conducted one ethics hearing during the 2013-2014 academic year.

8. The Commission paid $7,976 for contracted investigative services during the 2013-2014 academic year.

9. The Commission approved revisions to the *Professional Standards Commission Procedures Manual*.

10. The Commission funded the participation of two Commission staff members in the annual CAEP Fall Conference; one Commission staff member in the CAEP Spring Conference; one Commission staff member in the Idaho Prevention Conference; and two Commission staff members in the NASDTEC Annual Conference.

11. The Commission approved the Standards Committee's recommendation to conditionally approve the University of Idaho/College of Southern Idaho 2 + 2 Career and Technical Education new program proposal.

12. Commission members were informed of the award (approximately $120,000 per year for two years) of a Network for Transforming Educator Preparation (NTEP) grant to Idaho for the state to participate in a two-year pilot that will focus on transforming educator preparation and entry systems to the profession; members were given the opportunity to provide input on the undertaking.

13. The Commission approved the reinstatement of subsection (a) to Principle VIII of the Code of Ethics: Docket #08.02.02.1305 and the determination of an "in-house" protocol for dealing with contract-abandonment ethics complaints without having to open a formal ethics case, if the school district released the employee from their contract.

14. The Commission, through its Executive Committee, affirmed that it considers the ethics offense of a certification applicant lying on a certification application regarding prior certification irregularities/legal convictions or credits taken for renewal very seriously; sanctions imposed include certificate suspension, issuance of a formal Letter of Reprimand that remains in the applicant's certification file, notification of the certificate suspension and/or Letter of Reprimand to the NASDTEC Clearinghouse (which all states can access), the requirement of a 3-credit ethics course and sometimes additional courses, the requirement of readings and reports, and having to go through the entire reinstatement process for certificate reinstatement.

15. The Commission funded Idaho's annual $4,000 membership in NASDTEC.

16. The Commission approved the Standards Committee's recommendation to assess non-CAEP Idaho higher education institutions the amount of $2,000 during the year that the institution undergoes an educator preparation program approval review; the amount assessed is intended to help defray the costs of the state to conduct the review.

17. In light of the fact that school social workers can no longer act as middle school counselors, the Commission approved the Standards Committee’s recommendation to approve district waivers seeking the grandfathering of current school social workers assigned to middle school counseling positions.

18. The Commission approved the Standards Committee’s recommendation to conditionally approve the College of Idaho's English as a New Language new program proposal.

19. The Commission approved the Standards Committee’s recommendation to direct Commission staff to complete and submit to Educational Testing Service the required Praxis paperwork associated with the updates to Praxis exams for the 2014-2015 testing year.

20. The Commission approved the Standards Committee's recommendation to recognize the new Boise State University's Computer Science endorsement proposal submitted as partially complete. The proposal appeared to provide evidence of the standards addressed, but the other eight core teaching standards and the other two domains must still be addressed.

21. Commission staff developed an ethics "case closed" letter – a standard discipline/form letter to be used when certification/recertification applicants fail to report prior certification irregularities/legal convictions or renewal credits taken; additional space was added on the recertification application form for naming renewal credit classes; two types of form letters were developed for issuance to ethics case complainants – one reports disciplinary action taken upon the respondent's certificate and provides contact information for a public records request and the other will be sent in ethics cases where no disciplinary action is pursued and there are no available public records.

22. The Commission sent Idaho's Teacher of the Year a congratulatory letter on the award received.

23. In light of the fact that Educational Testing Service is discontinuing the Physical Science Praxis II exam, the Commission approved the Standards Committee's recommendation that a teacher candidate for the Physical Science endorsement pass either the General Science (5435), Chemistry (5245), or Physics (5265) Praxis II assessment and that, when the Science standards are reviewed, this issue be readjusted and addressed accordingly.

24. As a cost-saving measure, the Commission changed its out-of-town Commission member Boise lodging from the Hampton Inn Downtown to Hotel 43 for the 2014-2015 academic year.

25. Upon the recommendation of the Standards Committee, the Commission approved:

- the revised School Psychologist standards and endorsement;
- the revised Special Education Generalist standards;
- the revised Special Education Blind and Visually Impaired endorsement;
- the revised Special Education Hearing Impaired endorsement.

26. The Commission approved the Standards Committee's recommendation to conditionally approve the University of Idaho English as a New Language endorsement and the University of Idaho On-Line Teacher endorsement.

27. The Commission was updated on Idaho's Smarter Balanced Assessment System; human trafficking in Idaho and elsewhere; and The Hub on the Idaho Department of Education website, which is a professional development resource for the state's educators to help school districts move toward an integrated approach to professional development built on the foundation of leadership.

28. Commission members were requested to assume responsibility for communication of Commission items of interest within their respective constituencies.

29. In a ballot election for 2014-2015 Commission officers, Esther Henry was elected chair and Mikki Nuckols was elected vice-chair.

PSC Revenue/Expense details FY 2014 Index Code 2003 (Budget: Approved 6-5-2013)

		Jul 13	Aug 13	Sept 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	June 14		
Revenue (actual)		**$61,975**	**$65,469**	**$22,830**	**$13,839**	**$7,685**	**$13,075**	**$22,757**	**$20,800**	**$20,787**	**$25,249**	**$32,569**	**$55,372**	**$362,406**	
														Actual FY14	**Est. Budget**
PERSONNEL															
4101 4201	Salaries, benefits	$19,296	$27,810	$20,521	$18,145	$19,835	$18,690	$31,744	$12,028	$16,402	$19,826	$23,414	$22,850	$250,559	$200,000
OPERATING															
5961	**PSC-Commission Work**														
5990	PSC Mtg Travel/meals	$27	$5,686	$127	$2,579	$3,612		$275	$6,397	$1,049	$5,405	$229	$6,535	$31,921	$39,000
	Public relations/hearings													$0	$1,000
5990	Commission Prof Dev & Training													$0	$6,500
5982	Governmental Overhead													$0	$13,000
5166	Legal Services													$0	$0
	Committee Work														
	Leadership Team													$0	$700
	Strategic Planning													$0	$0
	SBOE Meetings													$0	$500
5035	Exec. - Printing (brochure/poster)													$0	$0
	Investigations/hearings/training	$753	$588	$280	$2,707	$3,800								$8,128	$8,000
	Contract investigative services		$4,013				$998		$2,965					$7,976	$39,000
	NASDTEC Professional Pract.			$3,720	$24	$1,734								$5,478	$10,000
	NASDTEC Dues										$4,000			$4,000	$4,000
5035	Authorizations													$0	$500
	Alternate Routes													$0	$0
	Teacher Licensure/Comp													$0	$0
5035	Standards													$0	$300
	Standards Maintenance					$1,258	$2,742			$251	$2,271	$4,975	$309	$11,806	$12,000
	Praxis													$0	$2,500
	Prep Program Review Re-write													$0	$7,285
	Prep Program Review & Focus visits (PPR) & Training			$2,498	$792	$741	$2,236		$2,411	$210.00				$8,889	$10,500
5135	CAEP (NCATE) Partnership dues	$3,787												$3,787	$4,085
5035	Prof Development Committee													$0	$300

	Prof Development Fund														$0
5001	Communication	$145	$225	$233	$119	$144	$210	$268	$300	$24	$226	$120	$381	$2,394	$4,000
5051	Employee Development									$160	$245	$368		$773	$750
5170	Prof. Services-Consultant													$0	$2,000
5201 5601	Repairs and Maintenance Svcs.& supplies												$780	$780	$1,300
5251	Admin. services		$325	$410		$600		$175				$150		$1,660	$2,300
5301	Computer services													$0	$500
5351	Employee Travel Costs	-$340	$1,752	$1,353	$327	$73	-$400		$722	$574	$145	$1,592	$1,369	$7,166	$7,500
5401	Admin. Supplies (Office supplies)	$120	$177	$142	$151	$197	$85	$213	$130	$239	$254	$145	$146	$1,999	$2,500
5551	Computer Supplies										$65			$65	$1,000
5751	Insurance			$337										$337	$700
5901	Rentals & operating leases			$2,552					$2,326					$4,878	$5,500
	Payroll/Accounting			$1,013										$1,013	$1,400
CAPITAL															
6401	Computer equipment								$156			$187		$343	$1,000
6701	Office equipment	$217			$199				$169					$585	$600
TOTALS		**$24,005**	**$40,575**	**$33,187**	**$25,045**	**$31,993**	**$24,561**	**$32,675**	**$27,603**	**$18,909**	**$32,437**	**$31,180**	**$32,369**	$354,538	$390,220
	Revenue less expenses	$37,970	$24,894	($10,357)	($11,206)	($24,308)	($11,486)	($9,918)	($6,803)	$1,878	($7,188)	$1,388	$23,004	$7,868	

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Boise State University; Proposed Engineering Endorsement Program

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code
Idaho Administrative code, IDAPA 08.02.02 section 100 - Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

Engineering Teaching Endorsement

There is an immediate need for secondary teachers in STEM (Science, Technology, Engineering and Mathematics) related fields. Boise State University (BSU) has submitted a proposal to offer a teacher preparation engineering program that will lead to an Engineering 6/12 teaching certification and endorsement.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Engineering 6/12 Endorsement program proposed by BSU. Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Standards for Engineering 6/12 teachers would be met and/or surpassed through the proposed program.

During its October 2014 meeting, the Professional Standards Commission voted to recommend Conditional Approval of the proposed Engineering K-12 Teaching Endorsement program offered through BSU. With the conditionally approved status, BSU may admit candidates to the Engineering 6/12 Teaching Endorsement program, and will undergo full approval once there are program completers.

IMPACT

In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, all new programs must be reviewed for Board approval.

ATTACHMENTS

Attachment 1 – BSU Engineering Program Proposal Packet	Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The program proposal provided references alignment with the Idaho engineering content standards. All State K-12 content standards and teacher preparation program standards are approved by the Board and incorporated by reference into Administrative Rule (IDAPA 08.02.03/IDAPA 08.02.02), to date the Board has not had the opportunity to consider either engineering content standards nor engineering teacher preparation standards. It is customary for the endorsement programs to be built from a foundation starting with the applicable K-12 content standards in the applicable subject area, then teacher preparation program standards are developed in alignment with those content standards (Idaho Standards for the Initial Certification of Professional School Personnel), followed by the approval of any certification or endorsement programs that are aligned with those standards.

STEM industry partners have expressed support of the program.

BOARD ACTION

I move to accept the Professional Standards Commission recommendation to conditionally approve the Engineering 6/12 Teaching Endorsement program offered through Boise State University as an approved teacher preparation program.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

IDoTΣACH

Engineering

October 2014

Background

Established in 2012, IDoTeach is responsible for preparing all undergraduate pre-service teachers seeking science and mathematics teachings endorsements at Boise State University. IDoTeach is the first replication in the mountain west region of UTeach, a program originally developed at the University of Texas that has been adopted as an exemplary, research-based approach to STEM teacher preparation at over forty universities across the United States. With the pending approval of the recently developed Idaho Content Standards for teaching Engineering and the full support of the College of Engineering at Boise State University, we are seeking to offer the Engineering teaching endorsement. A strong focus on early experience in the classroom along with the deep content knowledge gained from earning a degree in a STEM discipline provides our pre-service teachers with the tools that they need to be successful in the classroom.

IDoTeach Elements of Success

The IDoTeach program is built on the following nine elements of success:

1. Distinctive Program Identity

   IDoTeach has an established identity as a prestigious secondary STEM teacher preparation program that attracts high caliber students, experienced and successful master teachers, and tenure-track faculty who are interested in the reform of STEM education.

2. Cross-College and School District Collaboration

   IDoTeach is a formally coordinated effort of the College of Education, the College of Arts and Sciences and College of Engineering – the college(s) responsible for administering STEM degrees.

3. Long-Term Institutional and Community Support

   IDoTeach is a long-term institutional and community priority that is sustained through ongoing financial support from university and college administrators, as well as a broader range of stakeholders concerned with STEM education reform. IDoTeach is afforded a level of stability similar to other university departments and is not an outreach effort.

4. Compact and Flexible Degree Plans

   IDoTeach offers four-year degree plans that fully integrate students' STEM content major requirements and IDoTeach program requirements and allow students to obtain secondary STEM teaching certification while earning degrees in science, computer science, engineering, or mathematics.

5. Active Student Recruitment and Support

   IDoTeach actively recruits to attract the greatest possible number of STEM majors and provides significant resources and encouragement to maximize program and career retention.

6. Dedicated Master Teachers

   IDoTeach master teachers—non-tenured clinical faculty with exemplary secondary teaching experience—are exclusively dedicated to student support and program success.

7. Rigorous, Research-Based Instruction

   IDoTeach courses are designed to develop deep understanding of content of particular importance to future secondary STEM teachers and build strong connections between mathematics and science and between educational theory and practice.

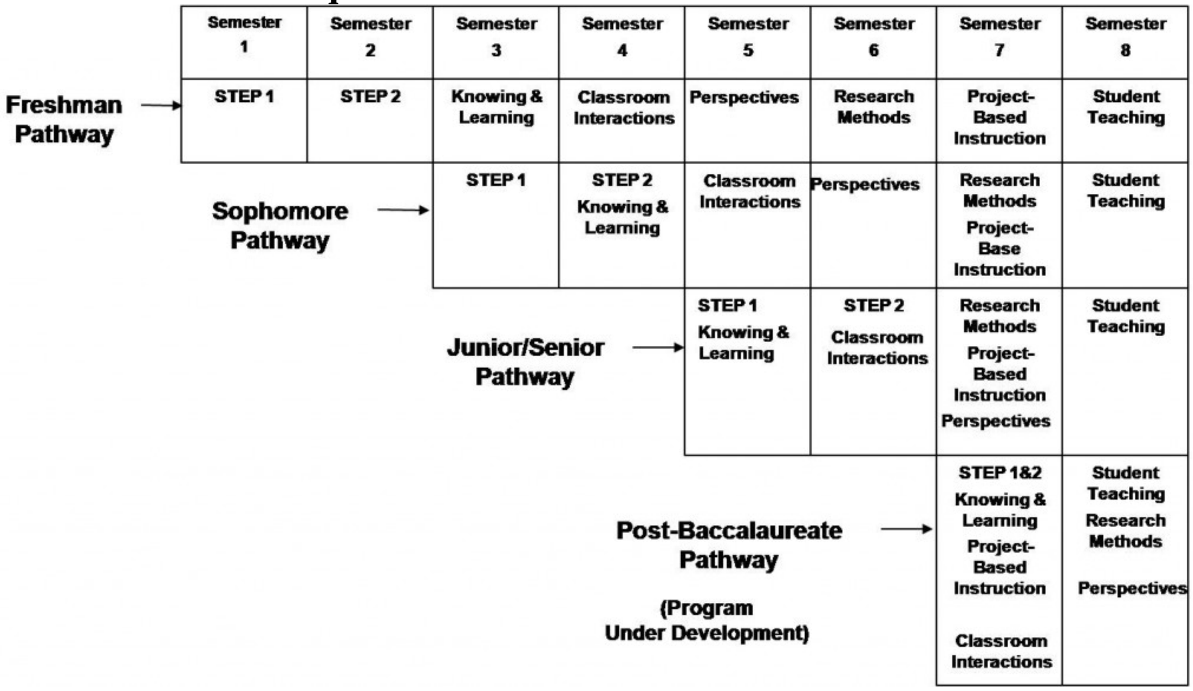
8. Early and Intensive Field Experiences

   In order to promote confidence and accelerate professional development, IDoTeach students begin a carefully scaffolded sequence of intensive teaching opportunities in their first semester of the program and continue these field experiences throughout.

9. Continuous Program Improvement

   IDoTeach systematically collects and analyzes both student and program level data to make informed decisions about program development and improvement.

IDoTeach Course Sequence



	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
Freshman Pathway →	STEP 1	STEP 2	Knowing & Learning	Classroom Interactions	Perspectives	Research Methods	Project-Based Instruction	Student Teaching
Sophomore Pathway →			STEP 1	STEP 2 Knowing & Learning	Classroom Interactions	Perspectives	Research Methods Project-Base Instruction	Student Teaching
Junior/Senior Pathway →					STEP 1 Knowing & Learning	STEP 2 Classroom Interactions	Research Methods Project-Based Instruction Perspectives	Student Teaching
Post-Baccalaureate Pathway (Program Under Development) →							STEP 1&2 Knowing & Learning Project-Based Instruction Classroom Interactions	Student Teaching Research Methods Perspectives

Course Descriptions

Students enrolled in IDoTeach will develop the competencies that they need to meet the Idaho Content Area Standards for Engineering through coursework in STEM Education offered by IDoTeach, Introductory Engineering, Engineering Communication, Senior Capstone Design, and Mathematics and Science Courses. Students seeking an endorsement in engineering will typically major in Civil Engineering (CE), Electrical and Computer Engineering (ECE), Materials Science and Engineering (MSE), or Mechanical and Biomedical Engineering (ME).

IDoTeach STEM Education Courses:

STEM-ED 101 STEP 1: INQUIRY APPROACHES TO TEACHING. Theory and practice necessary to design and deliver inquiry-based math and science instruction. Explore and practice the guided inquiry process, create lesson plans and implement them during visits to elementary classrooms. Fieldwork required.

STEM-ED 102 STEP 2: INQUIRY-BASED LESSON DESIGN. Continuation of STEM-ED 101. Develop skills in designing, teaching, analyzing, and assessing inquiry-based math and science lessons. Create lesson plans and implement them during visits to middle school classrooms. Fieldwork required.

STEM-ED 210 KNOWING AND LEARNING IN MATHEMATICS AND SCIENCE. Introduction to theories and principles of cognition and learning and research on learning, memory, individual development, motivation and intelligence. Design lesson plans, instruction and assessment applying learning theory. Emphasis in mathematics and science learning. PREREQ: STEM-ED 101. COREQ: STEM-ED 102.

STEM-ED 220 PERSPECTIVES ON SCIENCE AND MATHEMATICS. Introduction to the historical, social, and philosophical implications of math and science. Laboratory focuses on replication of significant discoveries. PREREQ: STEM-ED 210.

STEM-ED 310 CLASSROOM INTERACTIONS. Apply learning theories in instructional settings. Develop, implement and evaluate activities and strategies for teaching diverse student populations. Fieldwork required. PREREQ: Admission to IDoTeach Program, STEM-ED 210.

STEM-ED 350 RESEARCH METHODS. Introduction to laboratory-based methods used by scientists and mathematicians with an application to math and science education. Design and implementation of laboratory investigations. Written and oral reports of results. PREREQ: PERM/INST.

STEM-ED 410 PROJECT-BASED INSTRUCTION. Methods used to implement and assess problem-based investigations in math and science classrooms. Fieldwork required. PREREQ: Admission to apprenticeship, STEM-ED 310.

STEM-ED 480 APPRENTICE TEACHING. Teaching in the classroom under the mentorship of a teacher in the field. Fieldwork required. PREREQ: Admission to apprenticeship, STEM-ED 350, STEM-ED 410.

Introductory Engineering Courses

ENGR 120 INTRODUCTION TO ENGINEERING. Students use critical thinking and gain design-oriented engineering experiences by working through projects that expose them to the engineering disciplines. Professional skill development includes teamwork, oral and written communication, and professional/ethical responsibility.

ENGR 130 INTRODUCTION TO ENGINEERING APPLICATION. Students use critical thinking and gain design-oriented engineering experience by working through projects that expose them to the engineering disciplines. Professional skill development includes teamwork, oral and written communication, and professional/ethical responsibility. Students will experience the satisfaction in solving a client's real-world problem as they apply the engineering design process to design and deliver a solution.

Engineering Communication Courses

CE 321 PRINCIPLES OF ENVIRONMENTAL ENGINEERING LAB. Environmental engineering problems with emphasis on analysis and presentation. Significance of results as compared with theory and practice.

ECE 380 ELECTRICAL ENGINEERING PRACTICE. Fundamentals in the practice of Electrical Engineering as a profession. Topics include written and oral communication within Electrical Engineering; engineering project management and economics; design of experiment, systems, processes, and devices; test, reliability, lifetime, and failure analysis; manufacturing; ethics; sustainability; and engineering professionalism.

MSE 215 MATERIALS PROCESSING. Survey of manufacturing and processing techniques for technological materials including biomaterials, ceramics, metals, nanomaterials, and polymers.

ME 310 EXPERIMENTAL METHODS LAB. Instrumentation, data acquisition, and theory verification in the engineering sciences. Emphasis placed on experimental procedure, uncertainty analysis, and technical communication.

ENGL 202 INTRODUCTION TO TECHNICAL COMMUNICATION. An introduction to the principles and applications of technical communication, with an emphasis on audience characteristics and methods of performing research, analyzing data, and writing persuasive documents. Topics include audience analysis, the writing process, graphics, document design, the ethics of technical communication, and problem-solving research, as well as applications such as memos, letters, instructions, proposals, and reports.

Engineering Design Courses

CE 480 SENIOR DESIGN PROJECT. Capstone design experience integrating previous coursework with modern design theory and methodology. Applied through a comprehensive individual or group project, integrating criteria based on customer, code, and engineering requirements. Includes a series of progress reports and a final formal presentation.

CE 481 SENIOR DESIGN PROJECT I. Capstone design experience integrating previous coursework with modern design theory and methodology. Creation of teams and proposals to be carried out in CE 483.

CE 483 SENIOR DESIGN PROJECT II. Capstone design experience integrating previous coursework with modern design theory and methodology. Applied through a comprehensive individual or group project, integrating criteria based on customer, code, and engineering requirements. Includes a series of progress reports and a final formal presentation.

ECE 480 SENIOR DESIGN PROJECT I. Part one of the capstone design experience integrating previous design work with design theory and methodology. Applied through individual projects with fixed specifications requiring effective use of engineering skills including: time management, design trade-off analysis, SPICE simulation, PCB layout, and test/debug of the constructed design. Written reports are completed at each phase of the design process.

ECE 482 SENIOR DESIGN PROJECT II. Part two of the capstone design experience integrating previous design work with design theory and methodology. Applied through group project to integrate specifications based upon customer and engineering requirements, computer modeling, simulation, and reliability analysis. Includes a series of project reports, formal presentations, and a written report. Development of skills used in the engineering profession: teamwork, effective meetings, safety, ethics, project management, and time management.

ME 481 SENIOR DESIGN PROJECT I. First course for mechanical engineers in capstone design. Integration of previous coursework with modern design theory, methodology, teamwork and project management. Comprehensive group projects include determining customer requirements, developing design specifications, preparing concept and configuration designs, documentation and presentation.

ME 483 SENIOR DESIGN PROJECT II. Second course for mechanical engineers in capstone design. Projects started in ME 481 continue with parametric design, prototyping, testing, documentation and presentation.

MSE 480 SENIOR PROJECT I. Culminating major design experience that incorporates materials selection, engineering standards and realistic constraints that include most of the following: economic, environmental, manufacturability, ethical, health and safety, social and political.

MSE 482 SENIOR PROJECT II. Culminating major design experience that incorporates materials selection, engineering standards and realistic constraints that include most of the following: economic, environmental, manufacturability, ethical, health and safety, social and political.

Math Courses

MATH 170 CALCULUS I. Definitions of limit, derivative and integral. Computation of the derivative, including logarithmic, exponential and trigonometric functions. Applications of the derivative, approximations, optimization, mean value theorem. Fundamental Theorem of Calculus, brief introduction to applications of the integral and to computations of antiderivatives. Intended for students in engineering, mathematics and the sciences.

MATH 175 CALCULUS II. A continuation of MATH 170. Applications of the integral, symbolic and numerical techniques of integration. Sequences and series, with an emphasis on power series and approximations, convergence and error bounds. Separable differential equations. Parametric curves in the plane and polar coordinates. Includes use of mathematical software such as Maple or Mathematica.

MATH 275 MULTIVARIABLE AND VECTOR CALCULUS. Vector algebra and geometry, functions of several variables, partial and directional derivatives, gradient, chain rule, optimization, multiple and iterated integrals. Parametric curves and surfaces, vector fields, divergence and curl, line and surface integrals, Green’s, Stokes’ and divergence theorems. Use of software such as Maple or Mathematica for visualization, exploration and solutions of “real-world” problems.

MATH 333 DIFFERENTIAL EQUATIONS WITH MATRIX THEORY. Use of differential equations to model phenomena in sciences and engineering. Solution of differential equations via analytic, qualitative and numerical techniques. Linear and nonlinear systems of differential equations. Introduction to matrix algebra, determinants, eigenvalues, and solutions of linear systems. Laplace transforms.

Science Courses

CHEM 111 GENERAL CHEMISTRY I. The first semester of a one-year sequence course. A thorough study of the fundamentals of chemistry, including atomic and molecular structure, stoichiometry, chemical reactions in solutions, gases, thermochemistry, basic quantum theory, chemical periodicity, and elementary chemical bonding.

PHYS 211 PHYSICS I WITH CALCULUS. Kinematics, dynamics of particles, statics, momentum, rotational motion, gravitation, introductory wave motion, heat and thermodynamics. Recommended background: high school physics or PHYS 101.

Description of Artifacts

Portfolios: The students maintain portfolios for the IDoTeach program, in which they collect artifacts to document their accomplishment of each of the program/course learning outcomes. These artifacts include observations of student teaching, reflections on teaching, lesson plans, excerpts from video recorded teaching experiences, students assessments (pre/post), classroom activities, and final course culminating projects.

Field Experiences: Field experience observations and student reflections of their learning experiences from both the mentor teacher and the clinical faculty. The observations are done using a specific protocols that have been vetted and aligned with the current Idaho standards for teaching.

Project Reports: As the students develop projects for their content area (engineering) the projects are accompanied by a written report detailing the concepts, content, and processes that were used during the development. These reports are reflective of the learning that takes place in the content area courses as the students engage in project based learning.

Reflections: As the students engage in projects as well as field experiences they draft reflections of their experiences related to issues of teaching and learning computer science or engineering. These reflections are of both the acquisition of content knowledge as well as engagement in pedagogy.

Lesson Plans: Given the extensive field experiences associated with IDoTeach, the students amass a large number of lesson plans reflective of their content knowledge and their ability to teach the content. These lesson plans are to be content specific and student centered using an inquiry approach which requires the preservice teachers to have a broad subject area knowledge associated with their pedagogical knowledge.

Teamwork Assessments: Teamwork plays an important role in the engineering profession, and teaming experience are incorporated in the engineering curriculum, particularly in the introductory classes and in the senior design project students complete as the culmination of their undergraduate engineering education. Instructors in these courses solicit feedback from the students’ peers to assess their ability to work successfully as part of a team.

Institution: _Boise State University_______ Program: _IDoTeach Engineering_____

Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction

- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1e: Designing Coherent instruction
- 3c: Engaging Students in Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#1: Knowledge of Learner Development 1. The teacher understands how to design developmentally appropriate engineering activities and assignments.	STEM ED 101: STEP 1 STEM ED 102: STEP 2 STEM ED 210: Knowing and Learning STEM ED 310:Classroom Interactions STEM ED 410: Project Based Instruction STEM ED 480: Apprenticeship Teaching	**The candidate knows and is able to:** 1. The teacher designs and implements developmentally appropriate engineering activities and assignments.	Portfolios Field experience observations and student reflections on their learning experiences. Reflections on issues in teaching and learning engineering Lesson Plans

Framework for Teaching Domain # 1: Planning and Preparation

(CONTINUED)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area “Knowledge” standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area “Performance” standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#1: Knowledge of Learner Development		**The candidate knows and is able to:**	

- 1b: Demonstrating Knowledge of Students

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#2: Knowledge of Learning Differences: 1. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address those needs. 2. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.	STEM ED 101: STEP 1 STEM ED 102: STEP 2 STEM ED 210: Knowing and Learning STEM ED 310:Classroom Interactions STEM ED 410: Project Based Instruction STEM ED 480: Apprenticeship Teaching	**The candidate knows and is able to:** **1.** The teacher collaborates with other area specialists to distinguish between issues of learning disabilities and giftedness. **2.** The teacher provides appropriate accommodations that allow students to access academic content.	Lesson plans demonstrating differentiated instruction for both students with learning disabilities and gifted students. (1,2) Working with a supervising teacher to develop accommodation plans for student with learning disabilities (1,2) Written Reflections on working with students with disabilities and gifted students (1,2)

(CONTINUED)

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area “Knowledge” standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area “Performance” standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#2: Knowledge of Learning Differences:		**The candidate knows and is able to:**	

Framework for Teaching Domain # 2: Classroom Environment and Domain # 3 Instruction

- 2a: Creating an Environment of Respect and Rapport
- 3c: Engaging Students in Learning

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area “Knowledge” standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area “Performance” standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#3: Learning Environments: ***1.*** The teacher understands the principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning). ***2.*** The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior. ***3.*** The teacher knows the components of an effective classroom management plan. ***4.*** The teacher understands how social groups function and influence individuals, and how individuals influence groups. ***5.*** The teacher understands how participation, structure, and leadership promote democratic values in the classroom.	STEM ED 101: STEP 1 STEM ED 102: STEP 2 STEM ED 210: Knowing and Learning STEM ED 310:Classroom Interactions STEM ED 410: Project Based Instruction STEM ED 480: Apprenticeship Teaching	**The candidate knows and is able to:** 1. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated. 2. The teacher establishes a positive and safe climate in the classroom and laboratory, as well as participates in maintaining a healthy environment in the school as a whole. 3. The teacher designs and implements a classroom management plan that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities, as well as clearly communicating curriculum goals and learning objectives. 4. The teacher utilizes a classroom management plan consistent with school district policies, building rules, and procedures governing student behavior. 5. The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, resolve conflicts, and engage in	Reflections on classroom management and motivation (1,6,8) Field experience observations (1,2,3,4,5,6,7,8) Classroom management plan (1,2,3,4,5) Lesson Plans (1,3,5,6,7) Reflection on issues in teaching and learning (1,6,8)

6. The teacher understands the relationship between classroom management, school district policies, building rules, and procedures governing student behavior.		purposeful learning activities. 6. The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals. 7. The teacher engages students in individual and cooperative learning activities that helps the students develop the motivation to achieve (e.g., relating lessons to real-life situations, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them). 8. The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.	

(CONTINUED)

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area “Knowledge” standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area “Performance” standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#3: Learning Environments:		**The candidate knows and is able to:**	

Framework for Teaching Domain # 1: Planning and Preparation # 3 Instruction

- 1a. Demonstrating Knowledge of Content and Pedagogy
- 1e: Designing Coherent instruction
- 3c: Engaging Students in Learning

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#4: Content Knowledge: 1. The teacher understands the principles and concepts of engineering design. 2. The teacher understands the role of mathematics in engineering design and analysis. 3. The teacher understands the role of natural and physical sciences in engineering design and analysis. 4. The teacher understands the ethical issues and practices of the engineering profession. 5. The teacher understands the importance of team dynamics and project management in engineering projects.	ENGR 120: Introduction to Engineering or ENGR 130: Introduction to Engineering Application MATH 170: Calculus I MATH 175: Calculus 2 CHEM 111: General Chemistry PHYS: 211 Physics I with Calculus CE 480/481/483, ECE 480/482, ME 481/483, or MSE 480/482: Senior Design	**The candidate knows and is able to:** 1. The teacher applies the principles and concepts of engineering design in the solution of an engineering design problem. 2. The teacher can demonstrate the effects engineering has on the society, the environment and the global community. 3. The teacher is able to work in a learning community/project team. .	Portfolios (1,2,3) Senior Design final project report (1,2,3) Senior Design final project presentation (1,2,3) Introduction to Engineering project reports (1,2,3) Introduction to Engineering teamwork evaluations (3) Senior design teamwork evaluations (3)

(CONTINUED)

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#4a: Knowledge of Subject Matter, Content Specific Requirements According to IDAPA 08.02.02.021: "An official statement of competency in a teaching area or field is acceptable in lieu of courses for a teaching major or minor if such statements originate in the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university." Content area expertise primarily verified through state testing requirement, but should include content competencies from the following areas: (Insert content/ endorsement area language from Administrative Rule):		**The candidate knows and is able to:**	

Framework for Teaching Domain #3: Instruction

- 3a: Communicating with Students
- 3c: Engaging Students in Learning
- 3f: Demonstrating Flexibility and Responsiveness

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#5: Application of Content: **1.** The teacher understands the communication needs of diverse learners. **2.** The teacher knows how to use a variety of communication tools (e.g., audio-visual technology, computers, and the Internet) to support and enrich learning opportunities. **3.** The teacher understands strategies for promoting student communication skills. **4.** The teacher knows the symbols, terminology, and notations specific to engineering.	ENGR 120: Introduction to Engineering or ENGR 130: Introduction to Engineering Application ENGL 202: Introduction to Technical Communication CE 321: Principle of Environmental Engineering; ECE 380 Electrical Engineering Practice; MSE 215: Materials Processing; or ME 310 Experimental Methods. Discipline specific communication courses STEM ED 101: STEP 1 STEM ED 102: STEP 2	**The candidate knows and is able to:** **1.** The teacher is a thoughtful and responsive listener. **2.** The teacher adjusts communication so that it is developmentally and individually appropriate. **3.** The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking. **4.** The teacher supports and expands student skills in speaking, writing, reading, listening, and in using other mediums, consistent with engineering practices.	Portfolios (2,3,4,5) Lesson Plans (2,3,4,5,6) Engineering Memos (5) Engineering Project Reports (5) Field experience observations (1,2,3,4,5,6)

5. The teacher recognizes the importance of oral and written communication in the engineering discipline.	STEM ED 310:Classroom Interactions STEM ED 410: Project Based Instruction STEM ED 480: Apprenticeship Teaching	**5.** The teacher demonstrates the ability to communicate effectively orally and in writing. **6.** The teacher adjusts communication in response to cultural differences (e.g., appropriate use of eye contact and interpretation of body language). **7.** The teacher uses a variety of communication tools (e.g., audio-visual technologies, computers, and the Internet) to support and enrich learning opportunities. **8.** The teacher uses the symbols, terminology, and notations specific to engineering.	

(CONTINUED) ***Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.***			
Idaho Content Area Standards For: Engineering (Insert appropriate language from content area “Knowledge” standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area “Performance” standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#5: Application of Content:		**The candidate knows and is able to:**	

Framework for Teaching Domain # 1: Planning and Preparation # 3 Instruction

- 1f: Designing Student Assessments
- 3d: Using Assessment in Instruction

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#6: Assessment: ***1.*** The teacher understands the purposes of formative and summative assessment and evaluation. ***2.*** The teacher knows how to use multiple strategies to assess individual student progress. ***3.*** The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies. ***4.*** The teacher knows how to use assessments in designing and modifying instruction. ***5.*** The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students to measure	STEM ED 101: STEP 1 STEM ED 102: STEP 2 STEM ED 210: Knowing and Learning STEM ED 310: Classroom Interactions STEM ED 410: Project Based Instruction STEM ED 480: Apprenticeship Teaching	**The candidate knows and is able to:** ***1.*** The teacher selects, constructs, and uses a variety of formal and informal assessment techniques to enhance the knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies. ***2.*** The teacher uses multiple assessment strategies to measure students' current level of performance in relation to curriculum goals and objectives. ***3.*** The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.	Portfolios (1,2,3,4,5) Lesson Plans (1,2,3) Field experience observations (1,2,3,4,5)

engineering learning outcomes. ***6.*** The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring. ***7.*** The teacher knows how to communicate assessment information and results to students, parents, colleagues, and stakeholders. ***8.*** The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.		***4.*** The teacher monitors student assessment data and adjusts instruction accordingly. ***5.*** The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and stakeholders.	

Framework for Teaching Domain # 1: Planning and Preparation

(CONTINUED)
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#6: Assessment:		**The candidate knows and is able to:**	

- 1b: Demonstrating knowledge of students
- 1e: Designing coherent instruction

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area “Knowledge” standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area “Performance” standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#7: Planning for Instruction: ***1.*** The teacher understands how to apply knowledge regarding subject matter, learning theory, instructional strategies, curriculum development, and child and adolescent development to meet curriculum goals. ***2.*** The teacher knows how to take into account such elements as instructional materials, individual student interests, needs, aptitudes, and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning. ***3.*** The teacher knows when and how to adjust plans to maximize student learning.	STEM ED 101: STEP 1 STEM ED 102: STEP 2 STEM ED 210: Knowing and Learning STEM ED 310:Classroom Interactions STEM ED 410: Project Based Instruction STEM ED 480: Apprenticeship Teaching	**The candidate knows and is able to:** ***1.*** The teacher designs an engineering curriculum that aligns with high school and postsecondary engineering curricula. ***2.*** The teacher designs curriculum to meet community and industry expectations. ***3.*** The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes. ***4.*** The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual	Portfolios (1,2,3,4,5,6,7,8,9) Lesson Plans (1,2,3,4,6,8,9) Field experience observations (1,2,3,4,5,6,7,8,9)

4. The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.		needs of diverse students. ***5.*** The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation. ***6.*** The teacher develops and utilizes student assessments that align with curriculum goals and objectives. ***7.*** The teacher modifies instructional plans based on student assessment and performance data. ***8.*** The teacher integrates multiple perspectives into instructional planning, with attention to students’ personal, family, and community experiences and cultural norms. ***9.*** The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.	

(CONTINUED)

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area “Knowledge” standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area “Performance” standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#7: Planning for Instruction:		**The candidate knows and is able to:**	

Framework for Teaching Domain #3: Instruction

- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging students in learning

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#8: Instructional Strategies: ***1.*** The teacher understands how instructional strategies impact processes associated with various kinds of learning. ***2.*** The teacher understands the techniques and applications of various instructional strategies (e.g., cooperative learning, project-based learning, problem-based learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives). ***3.*** The teacher knows how to enhance learning through the use of a wide variety of materials, human resources,	STEM ED 101: STEP 1 STEM ED 102: STEP 2 STEM ED 210: Knowing and Learning STEM ED 310:Classroom Interactions STEM ED 410: Project Based Instruction STEM ED 480: Apprenticeship Teaching CE 480/481/483, ECE 480/482, ME 481/483, or MSE 480/482: Senior Design	**The candidate knows and is able to:** 1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. 2. The teacher uses multiple teaching and learning strategies to engage students in learning. 3. The teacher uses a variety of instructional tools and resources. 4. The teacher develops learning activities that integrate content from science, technology, engineering, arts, and mathematic disciplines. 5. The teacher uses practitioners	Portfolios (2,3,4,6) Lesson Plans (1, 2,3,4,6) Teaching Observations (1,2,3,4) Reflections on instructional strategies and deciding when to use a variety of instructional strategies. (1,2,3,6) Reflection on working with industrial partners as part of engineering senior design work. (5)

and technology. 4. The teacher knows how to apply integrative STEM pedagogy.		from industry and the public sector as appropriate for the content area. 6. The teacher develops a scope and sequence of instruction related to the students' prior knowledge.	

(CONTINUED) ***Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***			
Idaho Content Area Standards For: Engineering (Insert appropriate language from content area “Knowledge” standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area “Performance” standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#8: Instructional Strategies:		**The candidate knows and is able to:**	

Framework for Teaching Domain #4: Professional Responsibilities

- 4a: Reflecting on Teaching
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#9: Professional Learning and Ethical Practice: 1. The teacher is knowledgeable about the different career opportunities for engineering. 2. The teacher knows the Code of Ethics for Idaho Professional Educators. 3. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching. 4. The teacher is aware of the personal biases that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect. 5. The teacher knows where to find and how to access professional resources on teaching and subject matter.	ENGR 120: Introduction to Engineering or ENGR 130: Introduction to Engineering Application STEM ED 101: STEP 1 STEM ED 102: STEP 2 STEM ED 210: Knowing and Learning STEM ED 310:Classroom Interactions STEM ED 410: Project Based Instruction STEM ED 480: Apprenticeship Teaching	**The candidate knows and is able to:** 1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators. 2. The teacher adheres to local, state, and federal laws. ***3.*** The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research). ***4.*** The teacher uses self-reflection as a means of improving instruction. ***5.*** The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching	ENGR 120/130 Assignments and presentation on engineering disciplines and career pathways (Content area #1) Portfolios (1,2,3,4,5,6,7,8) Lesson Plans (1,2,3,4,8) Teaching Observations (1,2,3,4,5,6,7,8) Teaching Reflections. (3,4,5,6)

6. The teacher understands the need for professional activity and collaboration beyond the school. 7. The teacher knows about professional organizations within education and his/her discipline. 8. The teacher understands the dynamics of change and recognizes that the field of education is not static. 9. The teacher knows how to use educational technology to enhance productivity and professionalism.		practices. ***6.*** The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher. ***7.*** The teacher engages in professional discourse about subject matter knowledge and pedagogy. 8. The teacher uses educational technology to enhance productivity and professionalism.	

Framework for Teaching Domain #4: Professional Responsibilities

(CONTINUED)

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#9: Professional Learning and Ethical Practice:		**The candidate knows and is able to:**	

- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4f: Showing Professionalism

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#10: Leadership and Collaboration: 1. The teacher is aware of community issues and needs for design opportunities. 2. The teacher is aware of the importance of professional learning communities.	ENGR 120: Introduction to Engineering or ENGR 130: Introduction to Engineering Application CE 480/481/483, ECE 480/482, ME 481/483, or MSE 480/482: Senior Design STEM ED 101: STEP 1 STEM ED 102: STEP 2 STEM ED 310:Classroom Interactions STEM ED 410: Project Based Instruction STEM ED 480: Apprenticeship Teaching	**The candidate knows and is able to:** 1 The teacher is able to adapt lessons to address community needs using the engineering design process. 2. The teacher actively seeks out and utilizes community resources to create engaging learning opportunities. 3.The teacher collaborates with other teachers across disciplines, as well as community partners.	Lesson Plans (1,2,3) Senior Design Project reports (1) Teaching Portfolio (1,2,3)

(CONTINUED)

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area “Knowledge” standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area “Performance” standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#10: Leadership and Collaboration:		**The candidate knows and is able to:**	

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Boise State University; Proposed Computer Science Endorsement Program.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code
Idaho Administrative code, IDAPA 08.02.02 section 100 - Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

Computer Science Teaching Endorsement

There is an immediate need for secondary teachers in STEM (Science, Technology, Engineering and Mathematics) related fields. Boise State University (BSU) has submitted a proposal to offer a Computer Science program that will lead to Computer Science 6/12 teaching certification and endorsement.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Computer Science 6/12 Endorsement program proposed by BSU. Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Standards for Computer Science 6/12 teachers would be met and/or surpassed through the proposed program.

During its October 2014 meeting, the Professional Standards Commission voted to recommend Conditional Approval of the proposed Computer Science K-12 Teaching Endorsement program offered through BSU. With the conditionally approved status, BSU may admit candidates to the Computer Science 6/12 Teaching Endorsement program, and will undergo full approval once there are program completers.

IMPACT

In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, all new programs must be reviewed for Board approval.

ATTACHMENTS

Attachment 1 – BSU Computer Science Program Proposal Packet	Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The information provided references the programs alignment with the “Idaho Standards for Computer Science 6/12.” All State K-12 content standards and teacher preparation program standards are approved by the Board and incorporated by reference into Administrative Rule (IDAPA 08.02.03/IDAPA 08.02.02), to date the Board has not had the opportunity to consider either computer science content standards nor engineering teacher preparation standards. It is customary for the endorsement programs to be built from a foundation starting with the applicable K-12 content standards in the applicable subject area, then teacher preparation program standards are developed in alignment with those content standards (Idaho Standards for the Initial Certification of Professional School Personnel), followed by the approval of any certification or endorsement programs that are aligned with those standards.

STEM industry partners have expressed support of the program.

BOARD ACTION

I move to accept the Professional Standards Commission recommendation to conditionally approve the Computer Science 6/12 Teaching Endorsement program offered through Boise State University as an approved teacher preparation program.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

Endorsement for
Masters of Science in STEM Education
Computer Science Emphasis

IDoCode

http://idocode.boisestate.edu

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IDoTΣACH

Contents

Introduction

Boise State University has recently been awarded a 3 year $1 million dollar grant from the National Science Foundation for its IDoCode project to promote computer science in Idaho high schools. NSF has funded 11 CS10K projects across the country (from 150 proposals that were submitted) with a goal to substantially increase well-trained computer science teachers in high schools across the United States.

Computer science skills are in high demand as it has become a driving force behind many of the advances in business, science and math, and now even social sciences and art. Thus in 2014, the State Board of Education and House Education Committee approved a rule change that allows students to take dual credit computer science or AP computer science as a math or science credit versus being counted as electives – providing incentive for students to explore the field of Computer Science. To supply this demand, we need teachers that are trained to teach computer science effectively.

Teachers are key to the CS10K program's success. As such, Boise State in partnership with the NSF will fully fund tuition for teachers who enroll in the new MS STEM Education Program with CS Emphasis. We have added a new emphasis in Computer Science to the MS in STEM Education program. There are currently 20 teachers from 7 school districts that have been accepted into the program.

Dr. Amit Jain and Dr. Tim Andersen (Co-PIs on this grant) participated in the workshop convened by the Professional Standards Commission that drafted standards for Computer Science. This application is to obtain approval for the program under the new standard.

This document describes the program in general followed by the degree requirements, relevant course descriptions and a list of artifacts that are referenced in the program approval form.

Master of Science in STEM Education (Computer Science Emphasis)

General Information

The curriculum for the Master of Science in STEM Education is targeted towards in-service teachers and stresses current developments in the STEM (Science, Technology, Engineering, and Mathematics) disciplines. In addition to subject matter knowledge, emphasis is placed on STEM pedagogy and educational research. Because of the varied backgrounds of candidates, the student's degree program can be designed to allow flexibility in choosing course offerings. Special Topics courses and seminars are frequently offered, expanding the program choices. Programs of study for each student are designed in consultation with the STEM Education Graduate Program Coordinator.

Application and Admission Requirements

Application for admission may be made by graduates of accredited institutions holding a baccalaureate degree or teaching certificate in a STEM related discipline. Regular admission may be awarded to applicants who have earned a minimum grade point average of 3.0 during the last two years of academic work; admission will be based on grade point average and letters of recommendation. Continued enrollment in the program requires a minimum of 3.0 grade point (B) average and satisfactory progress toward the degree.

Degree Requirements

Course #	Course Title	Credits
	Computer Science Requirement:	
CS 501	AP Computer Science Principles	3
CS 503	Teaching and Learning Computer Science I	5
CS 505	Teaching and Learning Computer Science II	4
CS 518	Inclusive Strategies for Teaching Computer Science to Women and Minorities	2
 CS 321 CS 516 CS 517	Select two of the following: Data Structures Introduction to Web Development Mobile Application Development	3 + 3
	Educational Requirement:	
 ED-CIFS 506 ED-CIFS 536 ED-CIFS 537	Required courses (Graduate core): Issues in Education (4 cr) Curriculum Planning and Implementation (3 cr) Instructional Theory (3 cr)	10
	Culminating Activity:	
ED-CIFS 593	Thesis (A thesis, as mutually agreed upon by the candidate and the committee, is required. The thesis topic selection should be related to instruction, curriculum, or some other aspect of an educational program.)	6
	Total:	36

Recommendation for Endorsement

Teachers will apply to the Professional Standards Committee for recommendation for Endorsement to the State Department of Education. See Appendix for details on what is required.

Course Descriptions

CS 321 DATA STRUCTURES (3-0-3)(F/S). Sorting, searching, and order statistics. Further data structures: trees, priority queues, dictionaries, balanced search trees, B-Trees, heaps, hash tables, and graphs. PREREQ: CS 221 and MATH 189 or admission to MS in STEM Education.

CS 501 AP COMPUTER SCIENCE PRINCIPLES (3-0-3)(F/S). Introduction to fundamental concepts of computing. Includes logical reasoning, problem solving, data representation, abstraction, programming (in Processing language), debugging, and managing complexity. Basic ideas behind technologies including computers, networks, search engines, and multimedia. Ethical, legal and social aspects of information technology. PREREQ: Admission to MS in STEM Education.

CS 503 TEACHING AND LEARNING COMPUTER SCIENCE I (4-3-5)(F/S). Problem solving and object-oriented programming. Software development process. Data and expressions, conditionals and loops, arrays and lists, and classes and interfaces. Introduction to graphical user interfaces and UML diagrams. Approaches and techniques to teach CS I material in grades 6-12. PREREQ: Admission to MS in STEM Education.

CS 505 TEACHING AND LEARNING COMPUTER SCIENCE II (4-0-4)(F/S). Program correctness, testing and analysis of time and space complexity. Graphical user interfaces. Object-oriented programming and design, including hierarchy and inheritance. Basic data structures: lists, collections, stacks and queues. Basic searching and sorting. Approaches and techniques to teach CS II material in grades 6-12. PREREQ: Admission to MS in STEM Education and CS 503.

CS 516 INTRODUCTION TO WEB DEVELOPMENT (3-0-3)(F/S). An introduction to the technologies used for client-side and server-side web development. Learn fundamentals behind competing web technologies, best practices for design and usability, and build rich, dynamic, n-tier secure web applications. Tools used will be mainly open source such as PHP, Javascript, XML, HTML, CSS, MySQL, and the Apache web server. PREREQ: Admission to MS in STEM Education and CS 505.

CS 517 MOBILE APPLICATION DEVELOPMENT (3-0-3)(F/S). A project-intensive course on mobile development using either iOS or Android as a platform. Overview of mobile platforms and their characteristics, mobile interface design and best practices using such technologies as GPS, camera, persistence, notifications and others. Platform will be announced before the beginning of each semester. PREREQ: Admission to MS in STEM Education and CS 505.

CS 518 INCLUSIVE STRATEGIES FOR TEACHING COMPUTER SCIENCE TO WOMEN AND MINORITIES (2-0-2)(S) Readings and discussion on methodologies of teaching CS to women and minorities. (Pass/Fail) PREREQ: Admission to MS STEM Education.

ED-CIFS 506 ISSUES IN EDUCATION (4-0-4)(F/S/SU). Historical and contemporary social, economic, and organizational issues influencing education. Includes readings, presentations by members of the educational community, and discussions.

ED-CIFS 536 CURRICULUM PLANNING AND IMPLEMENTATION (3-0-3)(F/S/SU). This is a general course for practicing teachers intended to give them a foundation in curriculum theory and practice. They will develop an understanding of how curriculum is developed, organized, implemented and evaluated. Current issues and trends in curriculum with some historical perspective will be explored.

ED-CIFS 537 INSTRUCTIONAL THEORY (3-0-3)(F/S/SU). This course includes investigations of research and theory about educational contexts, motivation, learning and development as they relate to models of instruction. Students will develop skills in selecting appropriate instructional models to achieve specific purposes in a variety of educational settings.

Description of Artifacts

Software projects: Software projects containing source code, documentation and other supporting tools are usually the primary artifacts in computer science. Source code provides insight into a student's knowledge and understanding of various aspects of computer science. Projects are accompanied by a written report detailing the concepts, content, and processes that were used during the development. These reports are reflective of the learning that takes place in the content area courses as the students engage in project based learning.

Reflections: As the students engage in projects as well as field experiences they draft reflections of their experiences related to issues of teaching and learning computer science. These reflections are of both the acquisition of content knowledge as well as engagement in pedagogy.

Presentations of Products: Given the product focus nature of teaching, engineering, and computer science, presentations of products are a common activity to communicate the application of knowledge and the learning that has taken place.

Lesson Plans: The lesson plans are to be content specific and student centered using an inquiry approach, which requires the in-service teachers to have a broad subject area knowledge associated with their pedagogical knowledge.

Summative Exams. Summative exams provide documentation of a student's performance in a course and the acquisition of the competencies, knowledge, and processes associated with the course. Course grades frequently are reflective of performance on these exams and may be used in place of the grade to determine student acquisition of content knowledge. Exams could be traditional exams or be Team-Based Learning quizzes integrated into the course.

Homework Sets: Similar to exams, homework sets are reflective of student knowledge of a course, and may be used to gauge student content and procedural knowledge associated with a course. Homework includes in-class exercises that can be team-based. Similar to summative exams, grades are typically aligned with performance on homework sets and therefore may be used as an indicator of content knowledge and acquisition of concepts associated with engineering courses.

CS Industry Experiences: Attending seminars by speakers from industry, workshops, code camps, panel discussions, user groups for various technologies. Many of these experiences are made available to students in the computer science classes by making them a part of the reflections process.

Field Experiences: Field experience observations and student reflections of their learning experiences from both the mentor teacher and the clinical faculty. The observations are done using a specific protocol that have been vetted and aligned with the current Idaho standards for teaching.

Appendix: Field Experiences for Endorsement

Professional Standards Committee (Boise State University)
October 20, 2014
(version 102814)

Field placement recommendations for those seeking to add endorsements

Idaho Secondary-certified teacher adding a very similar endorsement
(e.g. History adding Government)

1. Evidence of positively evaluated teaching in current position
2. Transcript Review
3. Pass Praxis II for available subjects
4. Two observations using the Danielson Framework at two different times, 1 from BSU, 1 from principal

Idaho Secondary-certified teacher adding a substantially different endorsement
(e.g. Science adding English)

1. Evidence of positively evaluated teaching in current position
2. Transcript review
3. Pass Praxis II for available subjects
4. Four observations using the Danielson Framework across a span of no less than four weeks, 2 from BSU, 2 from principal

Idaho Elementary-certified teacher becoming Secondary-certified Teacher

1. Meet all application requirements for Graduate Certificate program
2. Complete entire graduate certificate program

Secondary-certified teacher in another country earning Idaho Secondary Certificate

1. Transcript review
2. Submit resume, teacher evaluations, letter of recommendation
3. Pass Praxis I, Praxis II in certification areas.
4. Applicant must demonstrate competence through course equivalency for
    a. Content course credits
    b. Pedagogy
    c. Special Education
    d. American Foundations of Education
    e. Educational Technology
    f. Comprehensive Literacy Test (must be passed)
5. Four observations using the Danielson Framework across a span of no less than four weeks, 2 from BSU, 2 from principal

Institution: Boise State University **Program:** MS STEM Education (Computer Science Emphasis)

Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction

- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1e: Designing Coherent instruction
- 3c: Engaging Students in Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Idaho Content Area Standards **For: Core Teacher Standards** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#1: Knowledge of Learner Development 1. The teacher understands digital citizenship.	**CS 501**: AP Computer Science Principles **CS 518**: Inclusive Strategies for Teaching Computer Science to Women and Minorities	**The candidate knows and is able to:** 1. The teacher promotes and models digital citizenship. 2. The teacher demonstrates the ability to design and implement developmentally appropriate learning opportunities supporting the diverse needs of all learners.	*Homework sets* (1) [CS 501] *Reflections on issues in teaching and learning computer science* (1, 2) [CS 501, CS 518] *Field Experiences* (1, 2) [Assessment in actual classroom setting]

Framework for Teaching Domain # 1: Planning and Preparation

- 1b: Demonstrating Knowledge of Students

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Idaho Content Area Standards **For: Core Teacher Standards** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#2: Knowledge of Learning Differences: 1. The teacher understands the role of language and culture in learning computer science and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.	**CS 503**: Teaching and Learning Computer Science I **CS 505**: Teaching and Learning Computer Science II **CS 518**: Inclusive Strategies for Teaching Computer Science to Women and Minorities	**The candidate knows and is able to:** 1. The teacher demonstrates the ability to plan for equitable and accessible classroom, lab, and online environments that support effective and engaging learning. 2. The teacher demonstrates the ability to develop lessons and methods that engage and empower learners from diverse cultural and linguistic backgrounds.	*Lesson Plans* (1, 2) [CS 503, CS 505 and CS 518] *Reflections on issues in teaching and learning computer science* (2) [CS 503, CS 505, CS 518] *Presentations of products* (1) [CS 503, CS 505, CS 518] *Field Experiences* (1, 2) [Assessment in actual classroom setting]

Framework for Teaching Domain # 2: Classroom Environment and Domain # 3 Instruction

- 2a: Creating an Environment of Respect and Rapport
- 3c: Engaging Students in Learning

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Idaho Content Area Standards **For: Core Teacher Standards** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#3: Learning Environments: 1. The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and online learning environments and promote digital citizenship. .	**CS 501**: AP Computer Science Principles **CS 518**: Inclusive Strategies for Teaching Computer Science to Women and Minorities	**The candidate knows and is able to:** 1. The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks. 2. The teacher develops student understanding of privacy, security, safety, and effective communication in online environments.	*Homework Sets* (2) [CS 501] *Reflections on issues in teaching and learning computer science* (1, 2) [In CS 501, CS 518] *Lesson Plans* (1, 2) [In CS 518] *Field Experiences* (1, 2) [Assessment in actual classroom setting]

Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Idaho Content Area Standards **For: Core Teacher Standards** (Insert appropriate language from content area “Knowledge” standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area “Performance” standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#4: Content Knowledge: 1. The teacher understands data representation and abstraction. 2. The teacher understands how to effectively design, develop, and test algorithms. 3. The teacher understands the software development process. 4. The teacher understands digital devices, systems, and networks. 5. The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinate systems, graph theory, matrices, probability, and statistics. 6. The teacher understands the role computer science plays and its impact in the modern world.	**CS 501**: AP Computer Science Principles **CS 503**: Teaching and Learning Computer Science I **CS 505**: Teaching and Learning Computer Science II **CS 518**: Inclusive Strategies for Teaching Computer Science to Women and Minorities Two additional Computer Science courses from: **CS 321**: Data Structures **CS 516**: Intro to Web Development **CS 517**: Mobile Application Development	**The candidate knows and is able to:** 1. The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher: i. Effectively uses primitive data types. ii. Demonstrates an understanding of static and dynamic data structures. iii. Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc iv. Effectively uses modeling and simulation to solve real-world problems 2. The teacher effectively designs, develops, and tests algorithms. The teacher: i. Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and	*Software projects* (1, 2, 3, 5) [CS 501, CS 503, CS 505, CS 321 or CS 516 or CS 517] *Presentations of products* (1, 2, 3, 4, 5) [CS 503, CS 505, CS 518, CS 321 or CS 516, CS 517] *Reflections on issues in teaching and learning computer science* (1, 4) [CS 503, CS 505, CS 518] *Homework sets* (4, 5) [CS 501, CS 505] *Summative Exams* (1, 2, 3, 4, 5) [CS 501, CS 503, CS 505] *Field Experiences* (1, 2, 3, 4, 5) [Assessment in actual classroom setting]

7. The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline. 8. The teacher understands the many and varied career and education paths that exist in Computer Science.		iterative control structures. ii. Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures. iii. Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness. iv. Effectively uses two or more development environments. v. Demonstrates knowledge of varied software development models and project management strategies. vi. Demonstrates application of all phases of the software development process on a project of moderate complexity from inception to implementation. 3. The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher: i. Demonstrates an understanding of data representation at the machine level. ii. Demonstrates an understanding of machine level components and related issues of complexity. iii. Demonstrates an understanding of operating systems and networking in a structured computing system. iv. Demonstrates an understanding of the operation of computer networks and mobile computing devices. 4. The teacher demonstrates an understanding of the role computer science plays and its impact in the	

		modern world. The teacher: i. Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users. ii. Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce. 5. The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.	

(CONTINUED)

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Idaho Content Area Standards **For: Core Teacher Standards** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#4a: Knowledge of Subject Matter, Content Specific Requirements According to IDAPA 08.02.02.021: "An official statement of competency in a teaching area or field is acceptable in lieu of courses for a teaching major or minor if such statements originate in the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university."	**CS 501**: AP Computer Science Principles **CS 503**: Teaching and Learning Computer Science I **CS 505**: Teaching and Learning Computer Science II **CS 518**: Inclusive Strategies for Teaching Computer Science to Women and Minorities Two additional Computer Science courses from: **CS 321**: Data Structures **CS 516**: Intro to Web Development **CS 517**: Mobile Application Development		The CS department will evaluate a candidate based on provided portfolio of experience in computer science and appropriate challenges including software projects and exams to determine competency. *Field Experiences* [Assessment in actual classroom setting]

Framework for Teaching Domain #3: Instruction

- 3a: Communicating with Students
- 3c: Engaging Students in Learning
- 3f: Demonstrating Flexibility and Responsiveness

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Idaho Content Area Standards **For: Core Teacher Standards** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#5: Application of Content: 1. The teacher understands the academic language and conventions of computer science and how to make them accessible to students.	**CS 501**: AP Computer Science Principles **CS 503**: Teaching and Learning Computer Science I **CS 505**: Teaching and Learning Computer Science II	**The candidate knows and is able to:** 1. The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media. 2. The teacher develops student understanding of online safety and effectively communicating in online environments.	*Reflections on issues in teaching and learning computer science* (1, 2) [CS 503 and CS 505] *Presentations of products* (1, 2) [CS 501, CS 503 and CS 505] *Homework Sets* (2) [CS 501] *Lesson Plans* (1) [CS 503, CS 505] *Field Experiences* (1, 2) [Assessment in actual classroom setting]

Framework for Teaching Domain # 1: Planning and Preparation # 3 Instruction

- 1f: Designing Student Assessments
- 3d: Using Assessment in Instruction

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Idaho Content Area Standards **For: Core Teacher Standards** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#6: Assessment: 1. The teacher understands the creation and implementation of multiple forms of assessment using data.	**CS 503**: Teaching and Learning Computer Science I **CS 505**: Teaching and Learning Computer Science II **CS 518**: Inclusive Strategies for Teaching Computer Science to Women and Minorities	**The candidate knows and is able to:** 1. The teacher creates and implements multiple forms of assessment and uses resulting data to capture student learning, provide remediation, and shape classroom instruction.	*Reflections on issues in teaching and learning computer science* (1) [CS 503, CS 505, CS 518] *Lesson Plans* (1) [CS 503, CS 505, CS 518] *Field Experiences* (1) [Assessment in actual classroom setting]

Framework for Teaching Domain # 1: Planning and Preparation

- 1b: Demonstrating knowledge of students
- 1e: Designing coherent instruction

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Idaho Content Area Standards **For: Core Teacher Standards** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#7: Planning for Instruction: 1. The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.	**CS 503**: Teaching and Learning Computer Science I **CS 505**: Teaching and Learning Computer Science II **CS 518**: Inclusive Strategies for Teaching Computer Science to Women and Minorities	**The candidate knows and is able to:** 1. The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning. 2. The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science. 3. The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.	*Software projects* (1, 2, 3) [CS 503, CS 505] *Presentations of products* (1, 2, 3) [CS 503, CS 505, CS 518] *Lesson Plans* (1, 2, 3) [CS 503, CS 505, CS 518] *Summative Exams* (1, 2) [CS 503, CS 505] *Field Experiences* (1, 2, 3) [Assessment in actual classroom setting]

Framework for Teaching Domain #3: Instruction

- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging students in learning

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Idaho Content Area Standards **For: Core Teacher Standards** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#8: Instructional Strategies: 1. The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.	**CS 503**: Teaching and Learning Computer Science I **CS 505**: Teaching and Learning Computer Science II **CS 518**: Inclusive Strategies for Teaching Computer Science to Women and Minorities	**The candidate knows and is able to:** 1. The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments. 2. The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.	*Presentations of products* (1, 2) [CS 503, CS 505, CS 518] *Lesson Plans* (1, 2) [CS 503, CS 505, CS 518] *Reflections on issues in teaching and learning computer science* (2) [CS 503, CS 505, CS 518] *Field Experiences* (1, 2) [Assessment in actual classroom setting]

Framework for Teaching Domain #4: Professional Responsibilities

- 4a: Reflecting on Teaching
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Idaho Content Area Standards **For: Core Teacher Standards** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#9: Professional Learning and Ethical Practice: 1. The teacher has and maintains professional knowledge and skills in the field of computer science and readiness to apply it.	**CS 501**: AP Computer Science Principles **CS 503**: Teaching and Learning Computer Science I **CS 505**: Teaching and Learning Computer Science II **CS 518**: Inclusive Strategies for Teaching Computer Science to Women and Minorities	**The candidate knows and is able to:** 1. The teacher participates in, promotes, and models ongoing professional development and life-long learning relating to computer science and computer science education. 2. The teacher identifies and participates in professional computer science education societies, organizations, and groups that provide professional growth opportunities and resources. 3. The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.	*Software projects* (1) [CS 503, CS 505] *Reflections on issues in teaching and learning computer science* (2, 3) [CS 503, CS 505, CS 518] *Presentations of products* (1, 2, 3) [CS 503, CS 505, CS 518] *Homework sets* (3) [CS 501] *CS Industry Experiences* (2) [CS 501, CS 503, CS 505] *Field Experiences* (1, 2) [Assessment in actual classroom setting]

Framework for Teaching Domain #4: Professional Responsibilities

- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4f: Showing Professionalism

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Content Area Standards **For: Core Teacher Standards** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#10: Leadership and Collaboration: 1. The teacher understands the process and value of partnerships with industry and other organizations.	**CS 501**: AP Computer Science Principles **CS 518**: Inclusive Strategies for Teaching Computer Science to Women and Minorities	**The candidate knows and is able to:** 1. The teacher is active in the professional computer science and industrial community	*CS Industry Experiences* (1) [CS 501, CS503, CS 505, CS 518] *Reflections on issues in teaching and learning computer science* (1) [CS 518]

Description of Artifacts

Software projects: Software projects containing source code, documentation and other supporting tools are usually the primary artifacts in computer science. Source code provides insight into a student's knowledge and understanding of various aspects of computer science. Projects are accompanied by a written report detailing the concepts, content, and processes that were used during the development. These reports are reflective of the learning that takes place in the content area courses as the students engage in project based learning.

Reflections: As the students engage in projects as well as field experiences they draft reflections of their experiences related to issues of teaching and learning computer science. These reflections are of both the acquisition of content knowledge as well as engagement in pedagogy.

Presentations of Products: Given the product focus nature of teaching, engineering, and computer science, presentations of products are a common activity to communicate the application of knowledge and the learning that has taken place.

Lesson Plans: The lesson plans are to be content specific and student centered using an inquiry approach, which requires the in-service teachers to have a broad subject area knowledge associated with their pedagogical knowledge.

Summative Exams. Summative exams provide documentation of a student's performance in a course and the acquisition of the competencies, knowledge, and processes associated with the course. Course grades frequently are reflective of performance on these exams and may be used in place of the grade to determine student acquisition of content knowledge. Exams could be traditional exams or be Team-Based Learning quizzes integrated into the course.

Homework Sets: Similar to exams, homework sets are reflective of student knowledge of a course, and may be used to gauge student content and procedural knowledge associated with a course. Homework includes in-class exercises that can be team-based. Similar to summative exams, grades are typically aligned with performance on homework sets and therefore may be used as an indicator of content knowledge and acquisition of concepts associated with engineering courses.

CS Industry Experiences: Attending seminars by speakers from industry, workshops, code camps, panel discussions, user groups for various technologies. Many of these experiences are made available to students in the computer science classes by making them a part of the reflections process.

Field Experiences: Field experience observations and student reflections of their learning experiences from both the mentor teacher and the clinical faculty. The observations are done using a specific protocol that have been vetted and aligned with the current Idaho standards for teaching

Appendix: Field Experiences for Endorsement

Professional Standards Committee (Boise State University)
October 20, 2014
(version 102814)

Field placement recommendations for those seeking to add endorsements

Idaho Secondary-certified teacher adding a very similar endorsement
(e.g. History adding Government)

1. Evidence of positively evaluated teaching in current position
2. Transcript Review
3. Pass Praxis II for available subjects
4. Two observations using the Danielson Framework at two different times, 1 from BSU, 1 from principal

Idaho Secondary-certified teacher adding a substantially different endorsement
(e.g. Science adding English)

1. Evidence of positively evaluated teaching in current position
2. Transcript review
3. Pass Praxis II for available subjects
4. Four observations using the Danielson Framework across a span of no less than four weeks, 2 from BSU, 2 from principal

Idaho Elementary-certified teacher becoming Secondary-certified Teacher

1. Meet all application requirements for Graduate Certificate program
2. Complete entire graduate certificate program

Secondary-certified teacher in another country earning Idaho Secondary Certificate

1. Transcript review
2. Submit resume, teacher evaluations, letter of recommendation
3. Pass Praxis I, Praxis II in certification areas.
4. Applicant must demonstrate competence through course equivalency for
   a. Content course credits
   b. Pedagogy
   c. Special Education
   d. American Foundations of Education
   e. Educational Technology
   f. Comprehensive Literacy Test (must be passed)
5. Four observations using the Danielson Framework across a span of no less than four weeks, 2 from BSU, 2 from principal

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    d. American Foundations of Education
    e. Educational Technology
    f. Comprehensive Literacy Test (must be passed)
5. Four observations using the Danielson Framework across a span of no less than four weeks, 2 from BSU, 2 from principal

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Boise State University; Proposed Master in Teaching Special Education Endorsement Program.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code
Idaho Administrative code, IDAPA 08.02.02.100 - Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

Special Education Teaching Endorsement

The field of special education has an increasing need for qualified teachers. In order to help meet the current demand, Boise State University (BSU) has submitted a proposal to offer a Masters in Teaching (MIT) program that will lead to a Generalist K-12 teaching certification and endorsement.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Generalist K-12 Endorsement program proposed by BSU. Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Standards for Generalist K-12 teachers would be met and/or surpassed through the proposed program.

During its October 2014 meeting, the Professional Standards Commission voted to recommend Conditional Approval of the proposed Generalist K-12 Teaching Endorsement program offered through BSU. With the conditionally approved status, BSU may admit candidates to the MIT Generalist K-12 Teaching Endorsement program, and will undergo full approval once there are program completers.

IMPACT

In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, BSU must have all new programs reviewed for State approval.

ATTACHMENTS

Attachment 1 – BSU MIT Generalist K-12 Endorsement Packet	Page 3

BOARD ACTION

I move to accept the Professional Standards Commission recommendation to conditionally approve the Special Education Generalist K-12 Teaching Endorsement Program offered through Boise State University as an approved teacher preparation program.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

BOISE STATE UNIVERSITY
COLLEGE OF EDUCATION
Department of Special Education
and Early Childhood Studies

Table of Contents

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Conceptual Framework
Boise State College of Education

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Department of Special Education and Early Childhood Studies Mission & Vision Statement

The Department of Special Education and Early Childhood Studies at Boise State University is committed to preparing highly-qualified, expert special education and early childhood educators. The teacher training programs within the department are grounded in an experiential learning model that has at its core, the integration of evidence-based practices.

Guiding the special education programs is the understanding that special educators must be able to understand the unique needs of the individual with exceptionalities; design an individualized instructional plan grounded in research-based methods to support those unique needs; learn to teach diagnostically to ensure that students with exceptionalities are benefitting from the instruction; and to create a safe and positive learning environment.

Department Goals

1. To increase the number of Special Education Teachers and Early Childhood Interventionists in Idaho who are able to provide high-quality instruction and evidenced-based interventions for children with disabilities
2. To prepare high quality scholars, with a particular focus on increasing the diversity of the work force.
3. To provide teacher candidates with a training program that reflects current research and evidence-based practices to ensure graduates attain the required competencies
4. To collaborate with school and community partners to provide experiential learning opportunities and to provide a service to high needs schools and communities.
5. To integrate the current and appropriate use of technology to promote learning.

Guiding Principles of our Teacher Training Programs

Our goal in the Department of Special Education and Early Childhood Studies is to prepare special educators *to be active collaborators, reflective and skilled practitioners, effective leaders and change agents in high needs areas, and advocates for children with disabilities and their families*. Our program provides an opportunity for scholars to integrate theory and practice in diverse settings through the study and application of evidence-based practices.

Active Collaborators develop and sustain collaborative relationships among teachers, students and their families, administrators, and other community stakeholders. Educators understand their roles as professional colleagues in the school, community and professional organizations. They actively help to shape the culture of classrooms and model professional behaviors appropriate for those entrusted with educating today's children and young people.

Reflective and Skilled Practitioners are prepared to analyze situations, set goals, plan and monitor actions, and assess outcomes. They are committed to culturally responsive and evidence-based practices that engage students in their learning. They demonstrate proficiency in the selection and differentiation of appropriate supports, accommodations, curriculum modifications, strategies, and assessment practices that are appropriate for the diverse populations they serve. They use formative and summative data as evidence for decision-making.

Effective Leaders and Change Agents have a vision. They articulate a personal philosophy of education that includes a belief in every student they serve. Effective change agents collaborate with a variety of colleagues to develop individualized supports and strategies for students and families, especially in Idaho's high need rural schools and schools with a growing percentage of children with limited English proficiency. They see themselves as part of a team working towards a common goal. Effective leaders lead by example, not by directive.

Advocates for Children with Disabilities and their Families act as a voice for children and youth, demonstrating a commitment to the success of all. Advocates are well versed in research-based strategies that have been proven effective for delivering and adapting curriculum, teaching social skills, designing communication systems, and increasing personal independence.

Programmatic Details:

The Master in Teaching in Special Education or Early Childhood Studies are housed within the College of Education at Boise State University. The MIT program provides candidates the option of earning a graduate degree and their teaching certificate in either special education or in birth-grade 3, and consists of 37 graduate-level credits. The program prepares people with a bachelor's degree to effectively educate students with disabilities or young children with exceptionalities in a variety of classroom contexts. Successful completion of the MIT in SPED program fulfills the Idaho State Department of Education requirements for an Exceptional Child Certificate, Generalist Endorsement (K-12); completion of the MIT in ECS program fulfills the Idaho State Department of Education requirements for an Exceptional Child Certificate, Early Childhood Special Education Endorsement.

Requirements for Admission to the MIT in SPED or ECS Program:

- Official transcripts from all institutions of higher education attended
- 3.0 or high GPA in undergraduate program
- Completed Boise State University Graduate College Application
- GRE

Requirements for MIT Graduation and Institutional Recommendation:

- Graduate coursework must be completed with a grade of B or better
- Graduates must complete the coursework within five years of matriculation into the program
- Candidates must be continually enrolled while completing the program
- Candidates must receive a passing score on the appropriate Praxis exam

MIT in Special Education Required Course Cycle:

Semester	Course	Credit hours
Summer 1	ECS 510 Foundations of Practice SPED 556 Evidence Based Practices SPED 540 Law Seminar (1)	10
Fall	SPED 558 Data Based Decision Making SPED 554 Behavior SPED 541 Transition Seminar (1)	10
Spring	SPED 552 Language Arts SPED 533 Math 500+ Elective (3) Seminar (1)	10
Summer 2	SPED 557 Universal Design ECS 513 Families (3) Seminar (1)	7
Total		37

The following pages provide a brief description of the courses offered in the MIT programs:

ED-ECS 510 FOUNDATIONS OF PRACTICE IN ECSE (3-0-3)(SU). Both typical and atypical development of children across the domains from birth through age 8. Focus on Developmentally Appropriate Practices and curriculum models. Fieldwork required.

ED-ECS 511 EI/ECSE ASSESSMENT AND EVALUATION (3-0-3)(F). Assessment and ongoing evaluation in EI/ECSE. Focus on screening, eligibility, curriculum-based measurement, progress monitoring, and data-based decision making. Fieldwork required.

ED-ECS 512 POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS IN EARLY CHILDHOOD (3-0-3)(F). Implementation of positive behavioral interventions and supports at program, classroom and individual-student levels. Focus on implementing positive, preventive and function-based interventions in school, home and community environments. Fieldwork required.

ED-ECS 513 FAMILY SYSTEMS AND COLLABORATION (3-0-3)(SU). Early intervention models, service delivery, family systems, and collaboration with parents and educators. Fieldwork required.

ED-ECS 514 ECSE METHODS (3-0-3)(S). Application of a linked system of assessment, goal development, intervention and evaluation to provide services across developmental domains. Fieldwork required.

ED-ECS 515 EARLY INTERVENTION, BIRTH TO THREE: ECE/ECSE (3-0-3)(F). Development of infants, both typically developing and those with delays and disabilities. Focus on learning in naturalistic environments, coaching families, and designing and implementing interventions. Fieldwork required.

ED-SPED 540 DISABILITY/SPECIAL EDUCATION AND THE LAW (3-0-3)(SU). Advanced coverage of the American legal system as relevant to individuals with disability (P-age 21), using the six principles of P.L. 94-142 as a framework. Fieldwork required. PRE/COREQ: ED-SPED 550 or PERM/INST.

ED-SPED 541 SECONDARY TRANSITION (3-0-3)(F). Essential components of career development and transition education for persons with disabilities from middle school through adulthood. Emphasis is placed on IDEA requirements, comprehensive transition assessment, person centered planning, and issues and trends in transition education and services. Fieldwork required.

ED-SPED 550 TEACHING STUDENTS WITH EXCEPTIONAL NEEDS (3-0-3)(SU). Education of students with exceptional needs. Characteristics of students with disabilities, relevant legislation, assessment techniques, curricular adaptations and accommodations, and collaboration. Fieldwork required.

ED-SPED 552 LANGUAGE ARTS FOR SPECIAL EDUCATORS (3-0-3)(S). Advanced professional knowledge and skills in developing and implementing programs for students with disabilities, including data analysis in programmatic decision-making. Fieldwork required.

ED-SPED 554 POSITIVE BEHAVIOR PROGRAMS (3-0-3)(F). Current best practices in development and implementation of instructional and behavioral programs for students with challenging behaviors. Fieldwork required.

ED-SPED 556 EVIDENCE-BASED PRACTICES AND STUDENTS WITH SUPPORT NEEDS (3-0-3)(SU). The role of educators in identifying, understanding and implementing evidence-based practices is examined, with focus on the characteristics of learners with significant support needs. Fieldwork required.

ED-SPED 557 UNIVERSAL DESIGN AND ASSISTIVE TECHNOLOGY (3-0-3)(SU). Principles of universal design for learning that promote inclusive learning. Focus on theoretical frameworks and practical applications of instructional design. Adaptive and assistive technology to support the specific needs of students with disabilities. Fieldwork required.

ED-SPED 558 ASSESSMENT IN SPECIAL EDUCATION (3-0-3)(F). Various types of assessment that inform the screening, diagnosis, evaluation and program planning for students with disabilities are reviewed. Interpret and analyze assessment data to inform instruction and behavior interventions. Fieldwork required.

ED-SPED 570 MATHEMATICS FOR SPECIAL EDUCATORS (3-0-3)(S). Advanced research-based instruction and teaching strategies in mathematics for students with disabilities. Response to Intervention (RTI), integrated formative assessment and interventions in mathematics. Fieldwork required.

ED-SPED 598 SEMINAR IN SPECIAL EDUCATION (1-3)(F/S/SU). Seminar topics directly relate to fieldwork experiences and focus on collaboration, instructional strategies and management of the classroom environment. May be repeated for credit.

Institution: Boise State University Program: Master in Teaching in Special Education			
Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction			
• 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1e: Designing Coherent instruction		3c: Engaging Students in Learning	
Idaho Core Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.			
Correlated to Idaho Special Education Standard #2: Knowledge of Human Development & Learning. The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.			
Idaho Content Area Standards **For: Generalist K-12 Special Ed** (Insert appropriate language from content area “Knowledge” standards)	**Coursework and/or Equivalent Experience*** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area “Performance” standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
1. Understands how the learning patterns of students with disabilities may differ from the norm	ECS 510 SPED 552 SPED 533 SPED 556	1. The teacher uses research-supported instructional strategies and practices (e.g., functional embedded skills approach, community-based instruction, task analysis, multi-sensory strategies, and concrete/manipulative techniques) to provide effective instruction in academic and nonacademic areas for students with disabilities.	During field placement in Spring semester, candidates will plan, implement, assess and reflect on instructional lessons they deliver in language arts and math that incorporate the instructional approaches taught in their coursework. Candidates will be required to video tape a minimum of 3 lessons throughout the semester that they will debrief with their cohort and their supervisor

Framework for Teaching Domain # 1: Planning and Preparation

- 1b: Demonstrating Knowledge of Students

Idaho Core Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Correlated to Idaho Standards for Special Education Generalist Standard #3, Modifying Instruction for Individual Needs. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
1. The teacher understands strategies for accommodating and adapting curriculum and instruction for students with disabilities.	SPED 552, 533, 557, 554	1. The teacher individualizes instruction to support student learning and behavior in various settings.	Candidates will be required to plan, implement, assess and reflect on lessons in language arts and math, as well as implement behavior plans. Video recordings of these assignments will be submitted.
2. The teacher knows the educational implications of exceptional conditions (e.g., sensory, cognitive, communication, physical, behavioral, emotional, and health impairments).	ECS 510, SPED 556, SPED 540	2. The teacher accesses and uses information about characteristics and appropriate supports and services for students with high and low incidence disabilities and syndromes.	Candidates will develop IEPs in their coursework where they create appropriate instructional plans based on the student's disability type
3. The teacher knows how to access information regarding specific student needs and disability-related issues (e.g., medical, support, and service delivery).	SPED 540, ECS 513	3. The teacher locates, uses, and shares information on special health care needs and on the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of students with disabilities.	Candidates will have to connect with a service agency to obtain information related to the special health care needs of students with disabilities and prepare a written summary within a student's IEP of the potential effects/concerns on learning

Framework for Teaching Domain # 2: Classroom Environment and Domain # 3 Instruction

- 2a: Creating an Environment of Respect and Rapport
- 3c: Engaging Students in Learning

Idaho Core Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Correlated to Idaho Special Education Generalist Standard #5, Classroom Motivation and Management Skills: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities. 2. The teacher understands applied behavioral analysis and ethical considerations inherent in behavior management (e.g., positive behavioral supports, functional behavioral assessment, behavior plans). 3. The teacher understands characteristics of behaviors concerning individuals with disabilities (e.g., self-stimulation,	SPED 554, SPED 540 SPED 554, SPED 558 SPED 554	1. The teacher modifies the learning environment (e.g., schedule, transitions, and physical arrangements) to prevent inappropriate behaviors and enhance appropriate behaviors. 2. The teacher coordinates the implementation of behavior plans with all members of the educational team. 3. The teacher creates an environment that encourages self-advocacy and increased independence. 4. The teacher demonstrates a variety	During the Fall semester, candidates in this program will take the Behavior course, along with the Data-based decision making course. During this semester, candidates will be in a field placement and will be required to carry out a functional behavior assessment, develop goals for a specific student's behavioral concerns, implement an instructional/behavior plan to support the student in achieving those goals, collect and monitor data on the plan's effect, make changes as the data may or may not warrant, and conclude with a written summary of the student's performance. The candidate

aggression, non-compliance, self-injurious behavior).		of effective behavior management techniques appropriate to students with disabilities.	will be required to submit the FBA, the plan, the data collection graph, along with notes about any instructional modifications made, and a summary statement of the overall effect on student performance. In this way, the candidate will have provided evidence of meeting all five of the key indicators of these competencies.
4. The teacher understands the theories and application of conflict resolution and crisis prevention/intervention.	SPED 554	5. The teacher designs and implements positive behavior intervention strategies and plans appropriate to the needs of the individual student.	
5. The teacher understands that students with disabilities may require specifically designed strategies for motivation and instruction in socially appropriate behaviors and self-control.	SPED 554		

Framework for Teaching Domain # 1: Planning and Preparation # 3 Instruction

• 1a. Demonstrating knowledge of content and pedagogy • 1e. Designing coherent instruction	• 3c. Engaging Students in Learning

Idaho Core Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry and structures of the discipline he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Correlated to Idaho Special Education Generalist Standard #1: Subject Matter. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students

Idaho Content Area Standards **For: Generalist K-12, Special Ed** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
1. The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice. 2. The teacher understands concepts of language arts in order to help students develop and successfully apply their skills to many different situations, materials, and ideas. 3. The teacher understands major concepts, procedures, and reasoning processes of mathematics in order to foster student understanding.	SPED 556, SPED 540 SPED 552 SPED 533	1. The teacher demonstrates the application of theories and research-based educational models in special education practice. 2. The teacher implements best practice instruction across academic and non-academic areas to improve student outcomes.	In the first summer semester, candidates will take SPED 556 and SPED 540 along with a seminar course. Candidates will be required to view video taped instructional lessons and assess them using criteria aligned with evidence-based practices, providing a critique of the lesson and indicating how/what would need to be improved and or changed to meet the standards of EBP. In the spring of their program, candidates will work with small groups of students and will be

			required to plan a series of lessons for language arts and a series of lessons for math instruction that meets the needs of the students they are serving and that relies on the use of EBP. Candidates will also be required to monitor progress of their student groups using progress monitoring tools. At the end of the semester, candidates will turn in their lesson plans, student progress monitoring data along with indications of where they made instructional changes, and an overall summary of student performance relative to their individualized goals. Candidates will also submit a minimum of 3 videos that will be assessed using the EBP tools they use in 556.

Framework for Teaching Domain #3: Instruction

- 3a: Communicating with students
- 3c: engaging students in learning
- 3f: demonstrating flexibility and responsiveness

Idaho Core Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Correlated to Idaho Special Education Generalist Standard #6: Communication Skills The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
1. The teacher understands the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments. 2. The teacher knows strategies and techniques that facilitate communication for students with disabilities.	SPED 556 SPED 557 SPED 541 ECS513 SPED 556 SPED 557 SPED 541 ECS513	1. The teacher uses a variety of verbal and nonverbal communication techniques to assist students with disabilities to participate in educational and community environments. 2. The teacher supports and expands verbal and nonverbal communication skills of students with disabilities.	Throughout the program, candidates will learn a variety of techniques to engage students to participate in educational environments. In SPED 553 and 533, candidates will be required to ensure students are engaged and have opportunities to respond during the lesson – this will be captured on the video files they submit during Spring. In the second summer semester, during the Universal Design course, candidates will be required to develop an assistive technology plan for their students that facilitates their ability to

			participate meaningfully in their lessons – using speech to text and other assistive technology apps that are available for students with disabilities. Candidates will submit their AT plan, specific individual lesson plans and notes on progress of their students who are using them to engage more meaningful in their instruction.

Framework for Teaching Domain #1: Planning and Preparation #3 Instruction

• 1f: designing student assessments	• 3d: Using assessment in instruction

Idaho Core Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Correlated to Idaho Special Education Generalist 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 teaching effectiveness

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
1. The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities. 2. The teacher knows the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services. 3. The teacher understands how to assist colleagues in designing adapted assessments. 159	SPED 540 SPED 558 SPED 558, ECS 513 SPED 558, SPED 557	1. The teacher analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum. 2. The teacher collaborates with families and professionals involved in the assessment of students with disabilities. 3. The teacher gathers background information regarding academic, medical, and social history. 4. The teacher uses assessment information in making instructional decisions and planning individual programs that result in appropriate	Candidates in fall and spring will be in field placements and will be required to review assessment data to conduct an FBA and plan a behavior intervention, and use assessment data to plan an instructional program in language arts and math in the spring using, formal, informal and progress monitoring data. They will submit their instructional plans and formative assessment data as evidence of meeting this competency. Candidates will be required to participate in an IEP meeting and gather information on students performance to inform their instructional planning. They will

4. The teacher understands the relationship between assessment and its use for decisions regarding special education service and support delivery. 5. The teacher knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds. 6. The teacher knows the appropriate accommodations and adaptations for state and district assessments	SPED 558 SPED 558 SPED 558	placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds. 5. The teacher facilitates and conducts assessments related to secondary transition planning, supports, and services. 6. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.	submit a written summary of the IEP to include how they addressed the family's input Candidates will develop IEPs and implement lesson plans in language arts, math, behavior and will submit the results of these plans, along with PM data and summaries of student performance. In fall, candidates will be required to prepare a transition plan for a student with disabilities aged 14 or older. Candidates will submit the transition plan, including summary results of the assessments they used to inform the plan. Candidates will administer assessments during fall that will be used to initially develop a student's IEP. In the final summer of the program, candidates will administer a needs assessment to determine appropriate use of assistive technology for students with disabilities.

Framework for Teaching Domain # 1: Planning and Preparation

- 1b: Demonstrating knowledge of students
- 1e: designing coherent instruction

Idaho Core Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Correlated to Idaho Special Education Generalist Standard #7, Planning for Instruction: The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, curriculum goals and instructional strategies.

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (Insert appropriate language from content area “Knowledge” standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area “Performance” standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
1. Understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities (K).	SPED 558, 540, 552, 533, 556	**1.** Develops comprehensive, outcome-oriented IEPs in collaboration with IEP team members	Candidates will submit an IEP in both fall and spring semester through their field placements.
2. Understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment (K).	SPED 558, 540, 552, 533, 556, 541	2. Conducts task analysis to determine discrete skills necessary for instruction and to monitor student progress	Candidates will select a task/instructional objective and list the steps in a task analysis they submit during SPED 556.
3. Understands the general education curriculum and state standards	SPED 552, 533	3. Evaluates and links the student’s skill development to the general education curriculum	Candidates will develop standards based IEPs in 552 and 533 courses

developed for student achievement (K).		4. Develops and uses procedures for monitoring student progress toward individual learning goals 5. Uses strategies for facilitating maintenance and generalization of skills across learning environments	Candidates will submit their instructional plans with student PM data Candidates will develop plans for the use of universal design and assistive technology across the student's multiple course settings
4. Recognizes the importance of the development of self-determination and self-advocacy skills for students with disabilities (D).	SPED 541, 556	6. In collaboration with parents/guardians and other professionals, assists students in planning for transition to post-school settings 7. Develops opportunities for career exploration and skill development in community-based settings 8. Designs and implements instructional programs that address independent living skills, vocational skills, and career education for students with disabilities 9. Considers issues related to integrating students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers and uses resources accordingly	Candidates will participate in a team meeting for transition planning and will submit a transition plan in 541 The candidate's transition plan they submit for their student will include a focus on career exploration and accessing the community, developing independent skills. Where relevant, the candidate will include information about integrating resources accordingly.

Framework for Teaching Domain #3: Instruction

- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging students in learning

Idaho Core Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Correlated to Idaho Special Education Generalist Standard #4, Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
1. Understand individualized skills and strategies necessary for positive support of academic success	SPED 556, 552, 533, 557	1. Demonstrate ability to teach students with disabilities in a variety of educational settings	Candidate will submit videos of their instruction during fall and spring semester, from a variety of settings, including the general class, resource and extended resource rooms.
2. Understands that appropriate social skills facilitate positive interactions with peers, family members, educational environments, and the community	SPED 554, ECS 513	2. Designs, implements, and evaluates instructional programs that enhance a student's participation in the family, school & community activities	Candidate will submit IEPs and lesson plans and video instruction that includes an emphasis on participation in family school and community activities.
3. Understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions	SPED 552, 557	3. Advocates for and models the use of appropriate social skills	Video reflection of instruction, specifically in SPED 554 that includes a focus on social skills instruction.

4. Recognizes that appropriate social skills facilitate student success in all environments	SPED 554	4. Provides social skills instruction that enhances student success 5. Creates an accessible learning environment through the use of assistive technology 6. Demonstrates the ability to implement strategies that enhance students' expressive and receptive communication	Candidates will submit a lesson plan designed according to the principles of Universal Design, and will integrate the use of assistive technology into their instruction for language arts and math for students.

Framework for Teaching Domain #4: Professional Responsibilities

- 4a: Reflecting on Teaching
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Idaho Core Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Correlates with Idaho Special Education Standard #9: Reflection and Professional Development. 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

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
1. 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	SPED 540, ECS 513	1. Practices within the CEC code of ethics and other standards and policies of the profession	Candidates will submit an IEP, video reflections, lesson plans, assessments, that will all be assessed through the lens of the professional standards.

Framework for Teaching Domain #4: Professional Responsibilities

- 4c: Communicating with families
- 4d: Participating in a Professional community
- 4f: Showing Professionalism

Idaho Core Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Correlates to Idaho Special Education 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

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
1. Understand current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement	SPED 540, SPED 558	1. Facilitates communication between the educational team, students, their families, and other caregivers	Candidates will be required to participate in an IEP meeting and to communicate with stakeholders. They will submit written documentation of their work.
2. Understand variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school	ECS 513	2. Trains or access training for paraprofessionals 3. Collaborates with team members to develop effective student schedules	In their field placement, candidates will integrate the use of paraprofessionals in their instructional planning and implementation – video recordings and documentation of lesson plans (to include the use of paraprofessionals and effective scheduling) will be included.
3. Knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with	SPED 540, ECS 513	4. Communicates the benefits, strengths, and constraints of special education services	Candidates will be required to

disabilities 4. Aware of factors that promote effective communication and collaboration with students, prarents/guardians, colleagues, and the community in a culturally responsive manner 5. Familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns 6. Knows the roles of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and community personnel in planning and implementing an individualized program 7. Knows how to train or access training for paraprofessionals 8. Knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support 9. Recognizes the importance of the relationship between school and family 10. Appreciates the dignity and privacy of students and families	ECS 513 ECS 513 ECS 513, SPED 540, SPED 558, SPED 554 ECS 510, SPED 540 SPED 541 ECS 513, SPED 541 ECS 513 ECS 513, SPED 540 SPED 540, SPED 541, SPED 558	5. Creates a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws 6. Encourages and assists families to become active participants in the educational team 7. Collaborates and consults with the student, the family, peers, regular classroom teachers, related service personnel, and other school and community personnel in integrating students with disabilities into various learning environments 8. Communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities 9. Participates in the development and implementation of rules and appropriate consequences at the classroom and school wide levels	participate in an IEP meeting and to communicate with stakeholders. They will submit written documentation of their work Candidates will submit their IEP documentation that they prepare with their field placement's software system. Candidates will demonstrate to their field supervisor that they have effectively use that system. Candidates will prepare tools/information to share with parents about their students' instructional program and deliver that information to parents/families. Candidates will submit their instructional plans and documentation through written reports and videos – included in these assignments will be evidence of collaboration (e.g. notes, phone call logs, general education modifications etc…) Candidates will develop a tiered approach to behavior supports and submit that plan as an assignment during their SPED 554 course.

11. Respects the unique contribution of family knowledge regarding the child's abilities and needs 12. Commits to the role of problem solver as part of the building team			

***Legend for Course Numbers:**

Course Number	Course Titles	Credit Hours
510	Foundations of Practice in ECSE	3
556	**Evidence-Based Practices**	3
540	Special Education Law	3
558	Data-based Decision Making	3
554	**Behavior**	3
541	Transition	3
552	Language Arts for Students with Disabilities	3
533	Mathematics for Students with Disabilities	3
557	Universal Design	3
513	Families	3
	Elective	3
598	Seminar	4
		37 Credit Hours

Boise State University
College of Education
Fall 2013

Course Name: Foundations of Practice in ECSE	**Instructor:** Patricia Hampshire, PhD
Course #: ED-ECS 510	**Office Hours:** By appointment
Location: Online	**Phone:** 426-5464
Days: NA	**Office:** E205
Time: NA	**Email:** PatriciaHampshire@boisestate.edu

The Conceptual Framework: The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Description

This course provides an introduction to early intervention and early childhood special education practices, theories and issues facing the field today. The focus of this course will include students from birth to age 8. Content will cover both typical and atypical development of children across social-emotional, language, cognitive, physical and aesthetic domains. Students will also begin discussing the importance of Developmentally Appropriate Practices (DAP) in early childhood programs. Approaches to early childhood education will also be addressed including High Scope, Creative Curriculum, Bank Street, The Project Approach, Reggio Emilia, Montessori and the Waldorf Approach. In an effort to prepare students for graduate level writing, this course will also address the basics of applying American Psychological Association (APA) standards to writing assignments including formatting and citing references.

Professional Development Standards

NAEYC Standards:

- Knowing and understanding young children’s characteristics and needs, from birth through age 8 (1a)
- Knowing and understanding the multiple influences on development and learning (1b)

- Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology (4b)
- Understanding content knowledge and resources in academic disciplines (5a)
- Identifying and involving oneself with the early childhood field (6a)
- Knowing about and upholding ethical standards and other professional guidelines (6b)
- Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource (6c)
- Integrating knowledgeable, reflective, and critical perspectives on early education (6d)
- Engaging in informed advocacy for children and the profession (6e)

Idaho State Teaching Standards:

- The teacher understands how learners grow and develop, recognizing the patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Standard 1: Learner Development)
- The teacher understands the central concepts, tools and inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure her mastery of the content (Standard 4: Content Knowledge)
- The teacher understands how to connect concepts and use of differing perspectives to engage learners and critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (Standard 5: Application of Content)

DEC Standards:

Standard 1: Learner Development and Individual Learning Differences

- Typical and atypical human growth and development. (ISCI 1 K1)
- Similarities and differences among individuals with exceptional learning needs. (ISCI 1 K2)
- Educational implications of characteristics of various exceptionalities. (ISCI 1 K3)
- Similarities and differences of individuals with and without exceptional learning needs. (ISCI 1 K8)
- Effects an exceptional condition(s) can have on an individual’s life. (ISCI 1 K10)
- Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development. (ISCI 1 K11)

- Differing ways of learning of individuals with exceptional learning needs, including those from culturally diverse backgrounds and strategies for addressing these differences. (ISCI 1 K12)
- Effects of cultural and linguistic differences on growth and development. (ISCI 1 K13)
- Theories of typical and atypical early childhood development. (ECSE 1 K1)
- Biological and environmental factors that affect pre-, peri-, and postnatal development and learning. (ECSE 1 K2)
- Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life. (ECSE 1 K3)
- Impact of medical conditions and related care on development and learning. (ECSE 1 K4)
- Factors that affect the mental health and social-emotional development of infants and young children. (ECSE 1 K6)
- Infants and young children develop and learn at varying rates. (ECSE 1 K7)
- Impact of child's abilities, needs, and characteristics on development and learning. (ECSE 1 K8)
- Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development. (ECSE 1 K9)
- Impact of language delays on behavior. (ECSE 1 K10)

Standard 2: Learning Environments

- Ways specific cultures are negatively stereotyped. (ISCI 2 K9)
- Establish and maintain rapport with individuals with and without exceptionalities. (ISCI 2 S7)
- Teach self-advocacy. (ISCI 2 S8)
- Impact of social and physical environments on development and learning. (ECSE 2 K1)

Standard 3: Curricular Content Knowledge

- Theories and research that form the basis of curriculum development and instructional practice. (ISCI 3 K1)
- Scope and sequences of general and special curricula. (ISCI 3 K2)
- National, state or provincial, and local curricula standards. (ISCI K3)
- Theories and research that form the basis of development and academic curricula and instructional strategies for infants and young children. (ECSE 3 K2)
- Developmental and academic content. (ECSE 3 K3)
- Apply current research to the five developmental domains, play and temperament in learning situations. (ECSE 3 S1)
- Plan, implement, and evaluation developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community (ECSE 3 S2).

- Plan and implement developmentally and individually appropriate curriculum. (ECSE 3 S4)

Standard 4: Assessment

- Connection of curriculum to assessment and progress monitoring activities. (ECSE 4 K4)

Standard 5: Instructional Planning and Strategies

- Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions. (ISCI 5 S 12)
- Facilitate child-initiated development and learning. (ECSE 5 S1)

Standard 6: Professional Learning and Ethical Practice

- Practice within the CEC Code of Ethics and other standards of the profession. (ISCI 6 S1)
- Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional. (ISCI 6 S2)
- Models, theories, and philosophies that form the basis for special education practice. (ISCI 6 K1)
- Relationship of special education to the organization and function of educational agencies. (ISCI 6 K3)
- Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. (ISCI 6 K4)
- Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. (ISCI 6 K5)
- Historical points of view and contribution of culturally diverse groups. (ISCI 6 K8)
- Impact of the dominant culture on shaping schools and the individuals who study and work in them. (ISCI 6 K9)
- Historical, philosophical foundations, and legal basis of services for infants and young children both with and without exceptional needs. (ECSE 6 K1)
- Trends and issues in early childhood education, early childhood special education, and early intervention. (ECSE 6 K2)
- Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families. (ECSE 6 K3)
- Advocacy for professional status and working conditions for those who serve infants and young children, and their families. (ECSE 6 K4)
- Act ethically in advocating for appropriate services. (ISCI 6 S3)
- Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities. (ISCI 6 S5)
- Use verbal, nonverbal, and written language effectively. (ISCI 6 S8)
- Access information on exceptionalities. (ISCI 6 S10)
- Articulate personal philosophy of special education. (ISCI 6 S14)
- Participate in activities of professional organizations relevant to early childhood special education and early intervention. (ECSE 6 S4)

- Advocate on behalf of infants and young children and their families. (ECSE 6 S6)

CEC Standards

- **1.E:** Implements best practice instruction across academic and non-academic areas to improve student outcomes. (P)
- **2.A:** Understands how the learning patterns of students with disabilities may differ from the norm (K)
- **2.B:** Use research-supported instructional strategies and practices (e.g. functional embedded skills approach, community based instruction, task analysis, multi-sensory strategies, and concrete/manipulative techniques) to provide effective instruction in academic and nonacademic areas for students with disabilities. (K)
- **3.C:** Know how to access information regarding specific student needs and disability-related issues (K)
- **3.I:** Locates, uses, and shares information on special health care needs and on the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of students with disabilities (P)
- **4.B:** Understands the developmental nature of social skills (K)
- **4.D:** Understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions. (K)
- **6.A:** Understands the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments (K)
- **7.A:** Understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities (K)
- **7.B:** Understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment (K)
- **7.D:** Recognizes the importance of the development of self-determination and self-advocacy skills for students with disabilities (D)
- **9.A:** Practices within the CEC code of ethics and other standards and policies of the profession (P)
- **9.G:** Knows how to train or access training for paraprofessionals (K)

Early Childhood Special Education

Required Texts

Roopnarine, J. L. & Johnson, J. E. (2013). *Approaches to Early Childhood Education* (6th ed.). Upper Saddle River, New Jersey: Pearson.

Trawick-Smith, J. (2014). *Early Childhood Development: A Multicultural Perspective* (6th ed.). Boston: Pearson.

Helpful Websites

APA formatting: http://owl.english.purdue.edu/owl/resource/560/01/

APA presentation: http://flash1r.apa.org/apastyle/basics/

Council for Exceptional Children:
http://www.cec.sped.org/AM/Template.cfm?Section=About_CEC

National Association for the Education of Young Children: http://www.naeyc.org/

The Division of Early Childhood: http://www.dec-sped.org/

Additional Required Readings (available on Blackboard):

TBD

Grading Policy:

GRADING SCALE

A+	>98%		
A	94-97%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D	68-69%
B-	80-83%	F	<67%

Final grades for the course will be determined based on the total number of points earned. Grades with associated point totals are:

A+ = 294 - 300
A = 279 - 293
A- = 270 - 278
B+ = 264 - 269
B = 249 - 263
B- = 240 - 248
C+ = 234 - 239
C = 219 - 233
C- = 210 - 218
D+ = 204 - 209
D = 189 - 203

D- = 180 - 188
F = < 180

Student Expectations

Online Behavior**:** Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates. Examples of additional online behaviors that are considered by the instructor to be unprofessional include: (a) providing in appropriate feedback to classmates that is critical and not constructive in nature, (b) posting last minute responses in the discussion board that does not allow for ample response time, and (c) not coming to the discussion board and collaborative activities prepared causing a lack of meaningful participation and/or effort on the part of the student.

Person-First Language:
It is important for each person to be recognized first as an individual, secondarily described by their area of disability. Person-first language should become a natural part of your conversations. For example, you are not working with an autistic child, but with a child who has autism. You are not working with a developmentally delayed child, but with a child who has developmental delays.

Professional Communication:
When emailing the professor for any course professionalism is essential. For example, begin your email with: “Dear Dr. Hampshire or Professor Hampshire”. First names are not appropriate unless the professor has clearly stated this preference. When communicating with collaborating teachers in the field or other site supervisors this same courtesy should be provided. In this case emails should begin with: “Dear Mr. or Ms.______”. Please remember that emails are a permanent record so please be clear, concise and respectful.

University and College Policies and Information

ADA**:** If there is any student who has special needs because of any disability, please go to the Office for Students with Disabilities to report your needs and provide documentation of your disability for certification. Please feel free to discuss this issue with me, in private, if you need more information.

Writing Center: The Writing Center provides free tutoring to any students interested in improving their writing abilities. The center tutors will assist you with all aspects of writing. For example, tutors will help you learn to identify paper topics and generate ideas for them, plan and organize drafts, and rewrite and edit your papers. The center’s purpose is not to correct or proofread final drafts for you, but to help you learn strategies that good writers use during the process of writing. You may visit the center for assistance with any writing project for this class. Call 426-1298 or go to http://www.boisestate.edu/wcenter/

Boise State University Online Privacy Notice: Information for students regarding e-mail, personal disclosures, data retained about students, acceptable use, online behavior, academic honesty, and publication and distribution of student work. http://itc.boisestate.edu/BbSupport/BbDocs/general/PrivacyNotice.htm

Library contact: For help with finding research articles or resources at the library, contact Margie Ruppel at 426-1323 or margieruppel@boisestate.edu. She is the reference librarian for education and can help with locating sources or research. She is the reference librarian for education and can help with locating sources or research.

Plagiarism and Intellectual Honesty

Plagiarism occurs when a person passes in another person's work as his or her own or borrows directly from another's work without documentation. It doesn't matter if the work is that of a published author, an unpublished co-worker, or another student. Plagiarism also occurs when a person passes off another person's ideas as his or her own; merely casting another writer's ideas in different words doesn't free one from the obligation to document one's source. Finally, plagiarism occurs when graphic images are borrowed without attribution.

A student who plagiarizes will be excluded from the course, will receive a final grade of F, and may be referred to the Office of Student Rights and Responsibilities for disciplinary action. Other penalties may include academic probation, suspension, or expulsion from school. With this in mind, keep all preliminary work you do for each assignment. For instance, you should print hard copies of each draft or make separate electronic files. Should you turn in an assignment that appears to me to have been plagiarized, you will want to be able to show evidence of your work: notes, outlines, drafts, and other such material. If you are unable to do so, then we have a serious problem.

If you have any questions about plagiarism, talk to me. You can also find further clarification in *A Manual for Writers of Term Papers, Theses, and Dissertations*; the *MLA Handbook for Writers of Research Papers*; the *Boise State Student Code of Conduct*; the Student Conduct Program; and the Student Online Privacy Notice.

Assignments, Evaluation Procedures, and Grading Policy:

Below is an explanation of assignments, activities, and assessments due throughout the term. Due dates for each item are listed in the course schedule. Policies for late assignments:

- Discussion posts must be posted in a timely manner according to the course's scheduled due dates. Discussions submitted late will not be graded. Students' discussions are enhanced and learning strengthened when postings and discussion are substantive and distributed throughout the week, with 2–4 days of participation per week as a minimum. Points may be deducted if a student does not follow these guidelines.
- Assignments submitted late due to agreements between student and instructor for preplanned absences and due to emergency absences do not receive any grade reduction for tardiness.
- Assignments submitted late without prior agreement of the instructor, outside of an emergency absence, or in violation of agreements for late submission, will receive grade reduction for the assignment as follows: Activities submitted late will have a **10% penalty for the late submission if the paper is 1-2 days late**. **3-4 days late will result in a 20% penalty. 5-6 days late will result in 50% penalty. Papers seven or more days late will not be graded.**
- Late assignments may not receive the same level of written feedback as do assignments submitted on time. A pattern of chronic lateness in submitting assignments may result in a reduction in the course grade.

Discussion Board: Initial posts are due on Wed. by midnight each week. Two responses to classmates are then due by Sunday at midnight. Initial responses must be 2-3 paragraphs in length and must include at least one APA in-text citation to the readings for the week. In addition, you must include an end reference for that in-text citation. Responses to classmates should help to extend the conversation and you are expected to continue the conversation with the class as the week progresses. Two responses to classmates does not mean you only post twice. You should be engaging in discussion on the DB 2-4 days per week.

Activities: To expand our discussions and provide a forum for applying key course content, every module will have 1-2 activities. Details for these activities can be found in the module.

Participation and Professionalism: It is vitally important that you participate in the activities on a weekly basis. This course is designed to give you the same level of content and interaction that you would have in a traditional face-to-face class. Please remember that everyone comes to this class with a different background and it is important that we respect each other and make the classroom a safe place. If at any time, I see behavior that is working against this goal, I will contact you directly to set up a time to talk in person.

Final Paper: Directions for the final paper and presentation will be provided in week 9.

Assignment	Points	Due Date
Discussion Board Posting and Participation	5 points each (x14)= 70 points	Refer to class schedule for due dates
Final Project: Program Design	95 points: **Power point for class presentation (30 pts) **Paper: 65 points	Due week 15
Online Activities	20 points each (x6)= 120 points	Refer to the class schedule for due dates
Professionalism and class participation	1 points each week = 15 points	NA
Total points for class:	300	

*** MINIMUM Technology Requirements***

Software/Hardware	**Description**
Operating System	Windows XP (Home/Professional), Macintosh OS X
Processor	1.2 GHz or higher preferred
Memory	256 MB of RAM or higher
Multimedia Ready	Required
USB Port	Required
Monitor	15'' monitor with 800 x 600 resolution capability or larger
Plug-ins	Adobe Acrobat Reader – http://iuware.iu.edu Adobe Flash 9 - http://www.adobe.com/ Windows Media Player 10 or higher- http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx Real Player - http://www.real.com
Browser	Internet Explorer 6.0 or higher OR Firefox 2.0 or higher
Software	Microsoft Office 2003/2007
Internet Connection Speed	Broadband or DSL access is required. An example of possible plans can be found at http://www.att.com/gen/general?pid=10891.This is not an endorsement of AT&T.

COURSE SYLLABUS
ED ECS 513- Spring 2012
Family Systems & Collaboration

Location: Online
Office: Education 203
Instructor: Keith W. Allred
Office Hours: By Appointment
Phone: 426-1548 **Email:** keithallred1@boisestate.edu

Texts: Sileo, N.M. and Prater, M.A. (2012). Working with families of children with special needs. Upper Saddle River, NJ. Pearson.

Harry, B. (2010). Melanie-Bird with a broken wing-A mother's story. Baltimore, MD. Paul H. Brookes Pub.

**There will also be a number of articles to read. The article will either be handed out or accessed via Blackboard.

Course Description:
ED ECS 513

Early intervention models, service delivery, family systems, and collaboration with parents & educators.

Conceptual Framework
Boise State University's conceptual framework, "The Professional Educator," establishes our shared vision in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability.

The Professional Educator
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Attendance/Participation
Attendance, including punctuality, along with cooperative, respectful interaction and discussion are considered in the final grade. Each student will carry out a self-evaluation regarding how well s/he assumed responsibility for learning in the course. Students are responsible for getting copies of notes and handouts of any class they miss.

Academic Dishonesty
Student Conduct Program: An excellent guide for students to learn how to avoid being charged with an academic dishonesty violation. Issues such as plagiarism, cheating, and fabrication are discussed as well as the implications students may face if they are found responsible for academic dishonesty.

http://www2.boisestate.edu/studentconduct/studentinformation.html

Performance Standards

NAEYC Standards

- Knowing about and understanding diverse family and community characteristics (2a)
- Supporting and engaging families and communities through respectful, reciprocal relationships (2b)
- Involving families and communities in young children's development and learning (2c)
- Understanding positive relationships and supportive interactions as the foundation of their work with young children (4a)
- Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource (6c)
- Integrating knowledgeable, reflective, and critical perspectives on early education (6d)
- Engaging in informed advocacy for young children and the early childhood profession (6e)

Idaho State Teaching Standards

- The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Standard 2: Learning Differences)
- The teacher understands the central concepts, tools and inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure her mastery of the content (Standard 4: Content Knowledge)
- The teacher understands how to connect concepts and use of differing perspectives to engage learners and critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (Standard 5: Application of Content)
- The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (Standard 9: Professional Learning and Ethical Practice)
- The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (Standard 10: Leadership and Collaboration)

DEC Standards

Standard 1: Learner Development and Individual Learning Differences

- Family systems and the role of families in supporting development. (ISCI 1 K4)
- Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction. (ISCI 1 K5)
- Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling. (ISCI 1 K6)
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family. (ISCI 1 K7)
- Similarities and differences of individuals with and without exceptionalities. (ISCI 1 K8)
- Effects an exceptional condition(s) can have on an individual's life. (ISCI 1 K10)
- Effects of cultural and linguistic differences on growth and development. (ISCI 1 K13)

- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages. (ISCI 1 K14)
- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding. (ISCI 1 K15)
- Impact of medical conditions on family concerns, resources, and priorities. (ECSE 1 K5)
- Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families. (ECSE 1 S1)
- Support and facilitate family and child interactions as primary contexts for development and learning. (ECSE 1 S3)

Standard 2: Learning Environments

- Teacher attitudes and behaviors that influence behavior of individuals with exceptionalities. (ISCI 2 K4)
- Strategies for crisis prevention and intervention. (ISCI 2 K6)
- Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world. (ISCI 2 K7)
- Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage. (ISCI 2 K8)
- Ways cultures are negatively stereotyped. (ISCI 2 K9)
- Strategies used by diverse populations to cope with a legacy of former and continuing racism. (ISCI 2 K10)
- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued. (ISCI 2 S1)
- Mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person. (ISCI 2 S14)

Standard 4: Assessment

- Role of the family in the assessment process. (ECSE 4 K1)
- Assist families in identifying their concerns, resources, and priorities. (ECSE 4 S1)

Standard 5: Instructional Planning and Strategies

- Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions. (ISCI 5 S12)
- Use strategies to teach social skills and conflict resolution. (ECSE 5 S5)

Standard 6: Professional Learning and Ethical Practice

- Practice within the CEC Code of Ethics and other standards of the profession. (ISCI 6 S1)
- Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional. (ISCI 6 S2)
- Family systems and the role of families in the educational process. (ISCI 6 K7)
- Potential impact of differences in values, languages, and customs that can exist between the home and school. (ISCI 6 K10)
- Personal cultural biases and differences that affect one's teaching. (ISCI 6 K11)
- Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals. (ISCI 6 S6)
- Engage in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues. (ISCI 6 S12)
- Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures. (ECSE 6 S1)
- Integrate family systems theories and principles into professional practice. (ECSE 6 S2)
- Respect family choices and goals. (ECSE 6 S3)

- Implement family services consistent with due process safeguards. (ECSE 6 S7)

Standard 7: Collaboration

- Models and strategies of consultation and collaboration. (ISCI 7 K1)
- Roles of individuals with exceptionalities, families, and school and community personnel in planning of an individualized program. (ISCI 7 K2)
- Concerns of families of individuals with exceptionalities and strategies to help address these concerns. (ISCI 7 K3)
- Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members. (ISCI 7 K4)
- Structures supporting interagency collaboration, including interagency agreements, referral, and consultation. (ECSE 7 K1)
- Foster respectful and beneficial relationships between families and professionals. (ISCI 7 S3)
- Assist individuals with exceptionalities and their families in becoming active participants in the educational team. (ISCI 7 S4)
- Collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings. (ISCI 7 S6)
- Use group problem-solving skills to develop, implement, and evaluate collaborative activities. (ISCI 7 S7)
- Apply models of team process in early childhood. (ECSE 7 S1)
- Collaborate with caregivers, professionals, and agencies to support children's development and learning. (ECSE 7 S2)
- Participate as a team member to identify and enhance team roles, communication, and problem-solving. (ESCE 7 S7)

CEC Standards

- **2.D:** Appreciate the strength and skills of each student and the student's relationships within the family, school, and community (D)
- **2.E:** Appreciates the individual development of students with various disabilities and the effect these disabilities have on their lives (D)
- **2.F:** Understand the contributions and life styles of the various racial, cultural and economic groups in our society
- **5.D:** Understands the theories and application of conflict resolution and crisis prevention/intervention (K)
- **8.K:** Collaborates with families and professionals involved in the assessment of students with disabilities (P)
- **10.B:** Understand variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school (K)
- **10.E:** Aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner (K)
- **10.F:** Familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns (K).
- **10.H:** Knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support (K).
- **10.I:** Recognizes the importance of the relationship between school and family (D).
- **10.J:** Appreciates the dignity and privacy of students and families (D)

- **10.K:** Respects the unique contribution of family knowledge regarding the child's abilities and needs (D)
- **10.L:** Commits to the role of problem solver as part of the building team (D).
- **10.M:** Facilitates communication between the educational team, students, their families, and other caregivers (P).
- **10.0:** Collaborates with team members to develop effective student schedules (P)
- **10.P:** Communicates the benefits, strengths, and constraints of special education services (P)
- **10.R:** Encourages and assists families to become active participants in the educational team (P)
- **10.S:** Collaborates and consults with the student, the family, peers, regular classroom teachers, related service personnel, and other school and community personnel in integrating students with disabilities into various learning environments (P)
- **10.T:** Communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities (P)

Policy Information

Office of Disabilities
If you have a disability that requires accommodations, contact the Office of Disabilities.
http://www2.boisestate.edu/disabilityservices/index.html

Projects and Assignments

Multi-media Presentation (100 points)
Pairs of students will make a formal presentation near the end of the semester that is based upon an approved book, or other material(s), that focuses on some aspect of effective communication and/or collaboration. Your presentation must address the following issues:

- The history or origin of the approach/method.
- The philosophy of the approach/method
- The theoretical basis of the approach/method
- Primary goal(s) and/or objectives of the approach/method
- Thorough overview of strategies and/or techniques used in the approach/method
- Relevance to family-centered care & practices
- Effectiveness and/or limitations in meeting the needs of diverse families & young children
- Reflections on the approach/method. How does (or doesn't) this approach/method align with what you have learned in this course and your understanding of family-centered care?
- Effectiveness of collaboration [self-evaluation and instructor evaluation]

Each pair will do a 30-40 minute multi-media (Power point) presentation on the book/material you selected. A scoring rubric for the presentation will be provided. Please provide handouts for each member of the class (and instructor) and be prepared to answer questions at the end of your presentation. You are also expected to make your multi-media presentation available to class members.

Family Resource Kit (120 points)

You will develop an electronic portfolio that focuses on various aspects of effective collaboration with diverse families of young children with disabilities. At a minimum, your portfolio (resource kit) will contain three sections. The sections must address:

- Section I Foundational Knowledge of Diverse Families
  - Facts & figures about the diversity of families in Idaho, and the nation
  - Facts & figures about the number of diverse infants/toddlers in ID
  - Facts & figures about number of infants & toddlers receiving EI services in ID
  - Facts & figures about numbers of preschoolers on IEP's in ID
- Section II Effective Collaboration Skills & materials
  - Self-selected info from the Sileo text
  - Info from other relevant courses and/or trainings re collaboration with families
  - Info from multi-media presentations made in class
- Section III External resources
  - Internet sites of national organizations and/or agencies focusing on families
    - Synopsis of group purpose(s), types of resources & services provided
    - Brief description of material(s) available
  - Internet sites of state (ID) and/or regional orgs & agencies focusing on families
    - Synopsis of group purpose(s), types of resources & services provided
    - Brief description of material(s) available

A matrix of the Resource Kit evaluation will be provided. You will provide a paper copy of the kit to the instructor near the end of the semester. A brief reflection paper regarding what you learned regarding types of services & supports for families, and how to make use of such services & supports, will be submitted with your paper copy of the kit. While each kit will be evaluated individually, informal collaboration is encouraged. Grades will not be determined by the weight of the kit/paper submitted !!

Genogram (35 points)
Each student will complete a 3-generation diagram of their family. So, your grandparent's families, your parent's families, and your current family status will be portrayed via the genogram. Handouts with specific information on how to make a genogram will be provided. You will also write a reflection paper addressing the following points: 1) Identify 1-3 crucial events in each of your parent's lives while they were growing up; 2) briefly describe what type of influence(s) your grandparents had on your mother and on your father; 3) briefly describe the influence(s) your grandparents (both sides) have had on your life; and 4) what you have learned about the subtle, or not often talked about, influences in the development of our identity while we are growing up.

Reflection Papers-3 (15 pts each) 45 points
Each student will write a 2-3 page reflection paper on three topics. The first topic is assigned; the other two topics can be chosen from the list below and/or negotiated.

- Discuss what you have to do in order to move from a "secondary" knower to being a "primary" knower, in the context of this course. [Assigned topic]
- Describe what you have discovered about the challenges of becoming "culturally competent" when it comes to working with diverse families, and how you will continue to develop professionally.

- Discuss the need, or lack thereof, the EC professionals to be guided in their work by Family Systems Theory.

- While there is universal agreement that EI and ECSE professionals and parents should collaborate, it is easier said than done. Discuss 2 factors that could undermine your professional collaboration with parents and what you are doing to overcome or minimize those factors.

If you prefer to address a different topic(s) in your last two reflection paper(s), you may meet with me and propose one or more topics/issues that are class related that you will address.

Self-Evaluation (55 points)
The purpose of the self-evaluation is for each student to deliberately and consistently reflect on how much responsibility s/he is assuming for learning. A rubric to use in self-evaluation will be provided.

Grading Procedures
A total of 320 points can be earned. Points are converted to a letter grade in accordance with Boise State University's grading policy. A student can not receive an A in the course unless every assignment is completed.
355-342 = A+ 341-331 = A 330-316 = A-
315-306 = B+ 305-295 = B 294-281 = B-

Boise State University
ED-SPED 533 Course Syllabus

Course: Teaching Mathematics to Students with Disabilities
Course Number: ED-SPED 533 Section: 001 Schedule: Online
Instructor: Michael Humphrey, Ed. D. Office: E204
E-mail: michaelhumphrey@boisestate.edu Phone: (208) 426-2801
Office Hours: Monday 1:30-4:00 pm
Wednesday 1:30-4:00 pm

Conceptual Framework: The Professional Educator
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Description:
The purpose of this course is to learn about research-based, explicit instruction in mathematics for students with disabilities. Response to Intervention (RTI) and integrated formative assessment and interventions in mathematics are reviewed & practiced.

Texts:

Ma, Liping. (2009). *Knowing & teaching elementary mathematics: Teacher's understanding of fundamental mathematics in China and the United States.* New York: Routledge. ISBN: 9780415873840.

Sherman, H. J., Richardson, L. I., Yard, G. J., & Sherman, H. J. (2009). *Teaching learners who struggle with mathematics: Systematic intervention and remediation.* Upper Saddle River, NJ: Pearson/Merrill. ISBN: 9780136135777.

Idaho State Department of Education. (2007). *Idaho special education manual 2007*. Retrieved January 22, 2008 from, http://www.sde.idaho.gov/site/special_edu/manual_page.htm "The *Idaho Special Education Manual, 2007*, is designed to help you understand the provisions of the Individuals with Disabilities Education Improvement Act (IDEA 04) and meet the guidelines contained within the law."

Accreditation & State Standards	Assessment
Standard #4: Content Knowledge. The teacher understands the central concepts, tools and inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure her mastery of the content.	Content-Based Assessments
Standard #5: Application of Content. The teacher understands how to	Service-Learning

connect concepts and use of differing perspectives to engage learners and critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Reflections
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teacher's and learner's decision-making	Mathematics Assessment Plan/Error Pattern Analysis
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners in the community context.	Lesson Plans
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Mathematics Assessment Plan/Error Pattern Analysis

Excerpt from the Boise State University Policy Manual. Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all candidates. Therefore, all work submitted by a candidate must represent her/his own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s) (Student Policies and Procedures, Article 2, Section 16, April 2001), http://www.boisestate.edu/osrr/.

Accommodations. Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the Disability Resource Center at 208-426-1583 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability. For more information on BSU Disability Resource Center (DRC) see the web site at http://drc.boisestate.edu/

Grading Procedures.

A+	= 97.5%	B	=82.5%	C-	=70.0%
A	=92.5%	B-	=80.0%	D+	=67.5%
A-	=90.0%	C+	=77.5%	D	=62.5%
B+	=87.5%	C	=72.5%	D-	=60.0%

Blackboard Academic Suite:
If you have any questions regarding the use of Blackboard Academic Suite, please review the following, http://itc.boisestate.edu/BbSupport/BbDocs/general/WhatisBlackboard.htm.

Online Privacy:
Please read the Boise State University's policy on online privacy, http://itc.boisestate.edu/BbSupport/BbDocs/general/PrivacyNotice.htm.

Technical Requirements:
If you have any questions regarding the use of Blackboard Academic Suite, please review the following, http://itc.boisestate.edu/BbSupport/BbDocs/general/WhatisBlackboard.htm.

Blackboard Assistance:
email: blackboard@boisestate.edu
phone: (208) 426-2583 (8-6 Mon-Thu, 8-5 Fri)
location: Education Building - Room 420

Course: Special Education Policies and Procedures
Course Number: ED-SPED 540 Section: 001
Instructor: Jenny Allison, PhD
Office Hours: n/a
e-mail: jenniferallison®boisestate .edu
Phone: Phone conferences available if needed

Conceptual Framework:
The Professional Educator
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can Learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Description
The purpose of this course is to expand students' knowledge of a wide range of legal issues concerning the provision of special education services to students with disabilities. Examination of special education Legislative history including relevant case law wilt provide the framework for understanding current special education policies and procedures according to the Idaho State Department of Education. Learning outcomes include increasing knowledge of the laws affecting special education in the U.S. and developing legally correct and educationally useful Individualized Education Programs (IEPs) for students with disabilities.

Required texts:

Latham, P. 5., Latham, P. H., a MandLawitz, M. R. (2008). Special Education Law. Boston: Pearson.

Idaho State Department of Education. (2007). Idaho Special Education Manual 2007. Additional materials provided on the course website.

Standards
Standards/Indicators Addressed Assessment
Standard 7: Instructional Planning Skills TEP Case
P1. The teacher develops comprehensive, outcome-oriented Individual Education Study Plans (IEP) in collaboration with IEP team members. (SPED) Mock IEP

Standard 8: Assessment of Student Learning
Ki. The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities. (SPED)

K4. The teacher understands the relationship between assessment and its use for
decisions regarding special education service and support delivery. (SPED) Case Law
K5. The teacher knows the ethical issues and identification procedures for students Briefs
with disabilities, including students from culturally and linguistically diverse IEP Case
backgrounds. (SPED) Study,
K6. The teacher knows the appropriate accommodations and adaptations for state Quizzes, and
and district assessments. (SPED) Final Exam
Dl .The teacher recognizes the rights of students and parents/guardians in the
assessment process. (SPED)
D3. The teacher appreciates the legal provisions and guidelines involved in student
assessment. (SPED)

Standard 9: Professional Commitment and Responsibility

P2. The teacher adheres to local, state, and federal laws. (CORE)

Standard 10: Partnerships

K5. The teacher understands laws related to students' rights and teachers' Case Law
responsibilities. (CORE) Briefs
Ki. The teacher understands current federal and state laws pertaining to students IEP Case
with disabilities, including due process rights related to assessment, eligibility, and Study,
placement. (SPED) Quizzes, and
K3. The teacher knows the rights and responsibilities of parents/guardians, Final Exam
students, teachers, professionals, and schools as they relate to students with
disabilities. (SPED)
K6. The teacher knows the roles, of students with disabilities, parents/guardians,
teachers, peers, related service providers, and other school and community
personnel in planning and implementing an individualized program. (SPED)

Assignments

Case Law Briefs: You will select two cases from the Wrightslaw CaseLaw Library (see external Links). You may not choose the following cases, as we will cover these in class:

Board of Education of Henry Hudson Central School District v. Rowley
Timothy W. v. Rochester, New Hampshire School District
Shapiro v. Paradise Valley Unified School District No. 69
Grim v. Rhinebeck Central School District
Cedar Rapids Community School District v. Garret F.
GreenLand SchooL Dist v. Amy N. ex. Ret. Katie C.
N.L. by Ms. C. v. Knox County Schools
White v. Ascension Parish School Board
S.H. v. State-Operated School District of the City of Newark
Honig v. Doe
C.N. v. WiU.mar Public School
Couture v. Board of Ed. of Albuquerque

Rodriguez v. San Mateo Union High School Dist.
O.H. v. Volusia County School Board

Each Case Law Brief is worth 10 points for a total of 20 points.

Discussion Boards You will post to the Discussion Board as assigned. There are 7 Discussion Boards worth 10 points each for a total of 70 points.

Quizzes There will be three quizzes, each covering the material since the previous quiz. Quizzes will be true/false, multiple choice, or short answer. Each quiz is worth 10 points, for a total of 30 points.

Final exam There will be a comprehensive final exam on the last day of class. Questions wilt be drawn from readings and lectures. The exam will be open book and notes. The final exam is worth 50 points.

IEP Case Study You will read a case study and complete all relevant pages of an Idaho IEP. You will follow the procedures for writing measurable goals described in Lignugaris/Kraft, Marchand-Martetla, and MartelLa, 2001. You will be given feedback on each page (see schedule for due dates) so you can make adjustments for the final draft. IEP case study. The final draft is worth 100 points.

Grading
The final grade for this course will be based on the percentage of total points. The total number of points is 270.
100-97% A+
96-94% A
93-90% A
89-87% B+
86-84% B
83-80% B
79-77%
76-74% C
73-70% C-
69-67% D÷
66-64%- D
63-60% D
<60% F

Accommodations To request accommodations for a disability, contact the Disability Resource Center, Admin 114, (208) 426-1583. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition wilt be regarded as confidential.

Academic Dishonesty

The official Boise State University policy on Academic Dishonesty is in effect in this course. That policy reads as follows: “Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of alt students. Therefore, all work submitted by a student must represent his/her own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s).”

Violation of this policy will result in failing the assignment in this course.

Important disclaimer

Adjustments in the syllabus are often necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings and assignments. If changes are necessary, I wilt provide reasonable advance notice and the rationale for changes.

Boise State University
College of Education
Fall 2013

Course Name: Secondary Transition Planning	**Instructor:** Michael Humphrey
Course #: EDSPED 541	**Office Hours:** By appointment
Location: Online	**Phone:** 426-5464
Days: NA	**Office:** E205
Time: NA	**Email:** michaelhumphrey@boisestate.edu

The Conceptual Framework: The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Description

This course is designed to provide students with knowledge, strategies and resources necessary to prepare adolescents and young adults with disabilities for the transition from school to future careers, continuing education, and independent living. Students will develop knowledge and skills about the context within which adolescence occurs, transition assessment/planning strategies, transition-related content/instruction strategies (including student-focused skill development strategies), and strategies for interacting and collaborating with families and community-based agencies in the transition process.

Idaho State Teaching Standards:

- *Standard #6: Communication Skills The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.*
- *Standard #7, Planning for Instruction: The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, curriculum goals and instructional strategies.*
- *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*

Course Objectives:

Course content, activities and assignments have been designed so that students will leave the course able to demonstrate:

1. Knowledge of the field of transition from a historical and theoretical perspective including transition delivery systems and models which have been implemented due to federal and state

initiatives.

2. Knowledge of adolescent development of all youth including youth with disabilities within the contexts of families, peer groups, schools, communities and broader society.

3. Understanding of the post-high school outcomes of adolescents with disabilities including how outcomes vary by disability status.

4. Knowledge of the transition-related knowledge and skills necessary for achieving successful postschool outcomes for adolescence with disabilities.

5. Understanding of and skills for administering and interpreting transition-related assessment tools.

6. Ability to use results of transition-related assessments for developing student goals and designing instruction.

7. Understanding of and skills for developing transition plans for students with disabilities

8. Ability to design and implement transition-related instruction to students with disabilities.

9. Understanding of how national, state, and community-based agencies and organizations can support the transition-related needs of students with disabilities.

10. Ability to develop transition-related materials to support collaboration among teachers, families and communities.

Required Texts

A set of required readings and teacher resources are assigned for each week. Readings are to be completed on or before the scheduled date. Students should be prepared to discuss the readings and resources in class. The weekly readings are outlined in the course schedule below and are available electronically through the course site. The readings and resources are organized by week and in the order in which they should be read.

Course Assignments:

Please note that all student-related materials must be written and presented in a confidential manner—making sure to protect the identity and privacy of the individual.

Adolescent Interview (20 points)

You will conduct an interview with one adolescent about different aspects of his or her development and experiences structured by a topic(s) from the first part of the course. We will work on topic choice and potential questions during class time. After completing the interview you will review and interpret the answers provided and relate them to concepts, theories, and research covered in the readings and course lectures on transition and adolescent development. Based on the interview and your interpretation, you will develop three recommendations you would give to adolescents, parents, teachers, and/or agency personnel given what you learned from your interview. You may pick one audience or include recommendations that cover multiple audiences. You will provide a brief presentation about what you learned and your recommendations.

Your assignment must contain the following (5-7 pages)
1. A description of the person that you interviewed (e.g., basic demographic information).
2. Analysis of the interview that includes the following:
    a. A description/definition of the concept, issue that is illustrated by the interviewee's responses
    b. How your interviewee's responses relate to this concept.
    c. Consistencies and discrepancies between the interviewee's experiences and what research/theory states.
    d. A reflection on what you learned from the assignment (e.g., What surprised you? What did you learn that you didn't know?)
3. Your recommendations to your audience.

Transition Assessment Case Study (20 points)
You will choose a transition-related assessment that you will administer to a student with a disability or at risk for failure (ages 13-20). You will interpret the results of the assessment and develop appropriate postsecondary/instructional goals and accompanying objectives based on the results of the assessment. You will provide a short presentation of your case and reflection.

Your assignment must contain the following:
1. A review of the types, purpose(s), and uses of transition assessment, including issues that one should consider in selection, use, and interpretation. The review should include references to course readings/class content.
2. A description of the assessment you chose and a rationale for your choice.
3. A brief description of the student you are planning to assess (provide information relevant to the assessment).
4. A summary of the assessment results, a description of your interpretation, and the goals and objectives that were created based on the results.
5. A description of how the assessment results informed your development of goals and objectives.
6. A reflection on how the assessment, interpretation, and development of goals and objectives went (e.g., What do you need to learn more about? What might you do differently in the future? What new insights did you learn from the experience?).

Individual Transition Plan (20 points)
You will choose one student with disabilities (ages 13-20) and design or improve on his/her postsecondary transition plan. This can be a student with disabilities on whom you completed your transition assessment or a new student. The plan should include (a) measurable postsecondary goals, (b) documentation of student interests, preferences, and skills/needs, (c) one or more annuals goals or short-term objectives that support the student to achieve their postsecondary goals, (d) one or more transition services to support the student's postsecondary goals, and (d) one more course of study. You will provide a short

presentation on your student’s plan and reflection.

Your assignment must contain the following:
1. A review of the purpose(s) of the IEP for transition-age youth and a description of the required components. In the review you will include best practices related to the development and implementation of the plan. The review should include references to course readings/class content.
2. A brief description of the student (e.g., the nature of the disability, educational placement, age, etc.)
3. The completed required IEP transition components for the student outlined in the assignment description.
4. A reflection on how the development of the plan went (e.g., What was difficult for you? What do you want to learn more about? What insights did you learn from doing the plan?)

Transition-related Lesson (20 points)
You will identify a transition-related skill, disposition, and/or knowledge area that you want to teach a group of students or an individual student. You will: (a) develop a lesson plan to teach your chosen skill, disposition and/or knowledge area, (b) identify or develop curricula to teach the skill, disposition, and/or knowledge area, (c) identify or develop an assessment to evaluate student understanding of the concepts being taught, (d) implement instruction of the lesson, and (e) evaluate the effects on student(s) using your assessment to evaluate student understanding. You will provide a brief presentation of your lesson and reflection.

Your assignment must include the following:
1. A review of the types, purposes, and uses of instructional strategies, curricula, and/or programs to promote the successful transition of students with disabilities from school to adult roles (e.g., employment). Include issues related to evidence-based practices, alignment with secondary education reform, and other issues related to incorporating these into the school/community context. The review should include references to course readings/class content.
2. A description of your rationale for your selected area.
3. Your lesson plan including goals, lesson objectives, standards addressed, lesson activities and your assessment of student understanding.
4. A description of the implementation of the lesson: (a) the student(s), (b) the context within which the lesson was taught, (c) instructional or teaching strategies that you used, and (d) summary of the results of the evaluation of student understanding.
5. A reflection on how the lesson went (e.g., What went well and why? What did not go well and why? What might you do differently in the future? What insights did you learn from the experience? What do you need to learn more about?)

Transition Resource Guide (DUE 5/13-20 points)
You will compile/create transition resources that will help you collaborate with families of youth with disabilities and community agencies and other community entities (e.g., employers) that work with this population. These resources should help you know how you can best collaborate with families and community agencies in your professional role. You may choose to focus your guide on a specific group of youth with disabilities (e.g., those

with Autism, ELL), or the guide can cut across youth with disabilities but must be related to transition-needs and issues. You should consult your readings, class content, websites, national, state, local agencies and other entities to gather and create the information and resources to be included in your guide. Be prepared to present an overview of your resource guide and sample materials the last day of class. Your resource guide should include the following parts:

1. A description of the particular focus of your resource guide, a rationale for the focus, and what you did to gather the information and materials for the guide.
2. Resources about and for families:
- A list of important things to consider when interacting with family members.
- A list and description of strategies for initiating and maintaining relationships with families.
- Resources that will help you to work with families in your role as a teacher or other professional.
- Resources that can be given to families that can support their participation in transition-related instruction, meetings, or activities within schools (e.g., information about participation in IEP meetings).

3. Resources about Communities:
- A list of important things to consider in collaborating with community-based agencies in your professional role.
- Identify and list state or community based agencies that can support the transition-related needs of students with disabilities. Describe the agency and the services/supports that each agency provides.
- Resources that will help you to work with state or community-based agencies in your role as a teacher or other professional.
- Resources that can be given to students or families that provide clear information about how to access and use various community supports/resources/agencies that can support the transition-related needs of students with disabilities.

APA formatting: http://owl.english.purdue.edu/owl/resource/560/01/

APA presentation: http://flash1r.apa.org/apastyle/basics/

Council for Exceptional Children:
http://www.cec.sped.org/AM/Template.cfm?Section=About_CEC

Additional Required Readings (available on Blackboard):

TBD

Grading Policy:

GRADING SCALE

A+	>98%		
A	94-97%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D	68-69%
B-	80-83%	F	<67%

Student Expectations

Online Behavior**:** Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates. Examples of additional online behaviors that are considered by the instructor to be unprofessional include: (a) providing in appropriate feedback to classmates that is critical and not constructive in nature, (b) posting last minute responses in the discussion board that does not allow for ample response time, and (c) not coming to the discussion board and collaborative activities prepared causing a lack of meaningful participation and/or effort on the part of the student.

Person-First Language:
It is important for each person to be recognized first as an individual, secondarily described by their area of disability. Person-first language should become a natural part of your conversations. For example, you are not working with an autistic child, but with a child who has autism. You are not working with a developmentally delayed child, but with a child who has developmental delays.

Professional Communication:
When emailing the professor for any course professionalism is essential. For example, begin your email with: "Dear Dr. Hampshire or Professor Hampshire". First names are not appropriate unless the professor has clearly stated this preference. When communicating with collaborating teachers in the field or other site supervisors this same courtesy should be provided. In this case emails should begin with: "Dear Mr. or Ms.______". Please remember that emails are a permanent record so please be clear, concise and respectful.

University and College Policies and Information

ADA**:** If there is any student who has special needs because of any disability, please go to the Office for Students with Disabilities to report your needs and provide documentation of your disability for certification. Please feel free to discuss this issue with me, in private, if you need more information.

Writing Center: The Writing Center provides free tutoring to any students interested in improving their writing abilities. The center tutors will assist you with all aspects of writing. For example, tutors will help you learn to identify paper topics and generate ideas for them, plan and organize drafts, and rewrite and edit your papers. The center's purpose is not to correct or proofread final drafts for you, but to help you learn strategies that good writers use during the process of writing. You may visit the center for assistance with any writing project for this class. Call 426-1298 or go to http://www.boisestate.edu/wcenter/

Boise State University Online Privacy Notice: Information for students regarding e-mail, personal disclosures, data retained about students, acceptable use, online behavior, academic honesty, and publication and distribution of student work. http://itc.boisestate.edu/BbSupport/BbDocs/general/PrivacyNotice.htm

Library contact: For help with finding research articles or resources at the library, contact Margie Ruppel at 426-1323 or margieruppel@boisestate.edu. She is the reference librarian for education and can help with locating sources or research. She is the reference librarian for education and can help with locating sources or research.

Plagiarism and Intellectual Honesty

Plagiarism occurs when a person passes in another person's work as his or her own or borrows directly from another's work without documentation. It doesn't matter if the work is that of a published author, an unpublished co-worker, or another student. Plagiarism also occurs when a person passes off another person's ideas as his or her own; merely casting another writer's ideas in different words doesn't free one from the obligation to document one's source. Finally, plagiarism occurs when graphic images are borrowed without attribution.

A student who plagiarizes will be excluded from the course, will receive a final grade of F, and may be referred to the Office of Student Rights and Responsibilities for disciplinary action. Other penalties may include academic probation, suspension, or expulsion from school. With this in mind, keep all preliminary work you do for each assignment. For instance, you should print hard copies of each draft or make separate electronic files. Should you turn in an assignment that appears to me to have been plagiarized, you will want to be able to show evidence of your work: notes, outlines, drafts, and other such material. If you are unable to do so, then we have a serious problem.

If you have any questions about plagiarism, talk to me. You can also find further clarification in *A Manual for Writers of Term Papers, Theses, and Dissertations*; the *MLA Handbook for Writers of Research Papers*; the *Boise State Student Code of Conduct*; the Student Conduct Program; and the Student Online Privacy Notice.

Assignments, Evaluation Procedures, and Grading Policy:

Below is an explanation of assignments, activities, and assessments due throughout the term. Due dates for each item are listed in the course schedule. Policies for late assignments:

- Discussion posts must be posted in a timely manner according to the course's scheduled due dates. Discussions submitted late will not be graded. Students' discussions are enhanced and learning strengthened when postings and discussion are substantive and distributed throughout the week, with 2–4 days of participation per week as a minimum. Points may be deducted if a student does not follow these guidelines.

- Assignments submitted late due to agreements between student and instructor for preplanned absences and due to emergency absences do not receive any grade reduction for tardiness.
- Assignments submitted late without prior agreement of the instructor, outside of an emergency absence, or in violation of agreements for late submission, will receive grade reduction for the assignment as follows: Activities submitted late will have a **10% penalty for the late submission if the paper is 1-2 days late**. **3-4 days late will result in a 20% penalty. 5-6 days late will result in 50% penalty. Papers seven or more days late will not be graded.**
- Late assignments may not receive the same level of written feedback as do assignments submitted on time. A pattern of chronic lateness in submitting assignments may result in a reduction in the course grade.

Participation and Professionalism: It is vitally important that you participate in the activities on a weekly basis. This course is designed to give you the same level of content and interaction that you would have in a traditional face-to-face class. Please remember that everyone comes to this class with a different background and it is important that we respect each other and make the classroom a safe place. If at any time, I see behavior that is working against this goal, I will contact you directly to set up a time to talk in person.

ED-SPED 552: Instructional Strategies for Special Educators, Spring 2014

Created: December 10, 2013

Instructor: Dr. Evelyn Johnson
Office hours: by appointment
Phone: 208-426-2189
Email: evelynjohnson@boisestate.edu
Course Hours: on-line

Course Description and Objectives

This course has two primary objectives:

1) To help students learn about current research on instructional practices for students with disabilities
2) Conducting an action research project related to interventions/strategies.

As a result of completing this course, you will be able to:

- Apply the initial procedures of problem formulation and literature review
- Conduct online library research to find scholarly sources that will provide a context and foundation for the articulation of a research problem
- Know and apply research-based interventions to practice, and monitor student progress using research-based tools
- Identify sources that will provide data for their research
- Develop a plan for data collection
- Analyze data gathered from research, report results in written form, and develop an action plan based on those results

***Required Resources*:**
This course does not use a text. Reading materials are outlined on the course website.

Recommended Texts:
American Psychological Association (2009) *Publication Manual of the American Psychological Association***.** 6th ed., Washington, DC: APA.

Conceptual Framework: The Professional Educator

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Course Outline of Activities

Please see the weekly modules for information about course assignments.

Discussion Board (DB) Postings: With the exception of your introductory post, DB posts consist of two primary types:

Initial post (5pts)-respond to DB topic including at least one reference to course readings. Reference in APA format

Response post (5pts)-substantive response to one or more peer comments that is written in response to someone else's initial post. It is generally a good idea to provide a reference here as well.

Due dates for DB posts are listed on the corresponding course module on Blackboard.

Assignments:
You will complete a sequence of tasks, including problem formulation, data collection, analysis, reporting of findings, and finally, action planning, toward completing your action research project. See course modules for guidelines and scoring rubrics for specific assignments.

Action Research project:
You will investigate (review in literature, implement, collect data, display findings) a research-based intervention in one of three academic areas: reading, writing or math. Researching available options, identifying potential solutions, implementing them and determining their effectiveness through the use of progress monitoring tools will provide new information that supports your contribution toward effective teaching. See "course project" link on blackboard for further detail.

Breakdown of Possible Points:

Discussion Board Posts	30 %
Assignments	35 %
Final Project	35 %

Course Schedule

Schedule: This is just an outline of course topics, please consult the Blackboard Course Site for a full list of weekly assignments.

Week	Topic
1	Introduction: What is evidence-based instruction?
2	Evidence-based, research-based, scientifically based instructional practices
3	Evidence-based Practices in Reading

4	Evidence-based Practices in Reading
5	Evidence-based Practices in Reading
6	Evidence-based Practices in Math
7	Evidence-based Practices in Math
8	Evidence-based Practices in Math
9	Evidence-based Practices in Writing
10	Evidence-based Practices in Writing
11	Evidence-based Practices in Writing
12	Final project

Course Policies

Assignments: See the schedule of assignments. Assignments are due on the date indicated in the course schedule. ***Late assignments are not accepted***.

Communication: Because this is an online course, checking email and blackboard is extremely important. ***If correspondence from the instructor regarding an individual student's work and/or grades is not followed up with within 3 days, the current state of the assignment or grade will be submitted as final*.**

Academic Integrity Policy. The official Boise State University policy on Academic Dishonesty is in effect in this course. That policy reads as follows:

"Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent her/his own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s)" (Student Policies and Procedures, Article 2, Section 16, April 2001).

Accommodations. To request academic accommodations for a disability, contact the Disability Resource Center, Admin 114, (208) 426-1583. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential.

Grading

The final grade for this course will be based on the percentage of total points.

100 – 97% = A+
96 – 94% = A
93 – 90% = A-
89 – 87% = B+
86 – 84% = B
83 – 80% = B-
79 – 77% = C+
76 – 74% = C
73 – 70% = C-
69 – 67% = D+
66 – 64% = D
63 – 60% = D-
< 60% = F

Boise State University
Course Syllabus

Course: Positive Behavior Program
Course Number: ED-SPED 554 online **Section: 4146**
Instructor: Michael Humphrey, Ed. D. **Office: E204**
E-mail: michaelhumphrey@boisestate.edu **Phone: (208) 426-2801**
Office Hours: Tuesday 2:40-4:40 p.m. (online-chat room)
Thursday 3:00-6:00 p.m.
Or by appointment (via telephone or online)

Required Texts

Idaho State Department of Education. (2013). Idaho *Special Education Manual 2013*. Available on Course Blackboard website. Retrieved from, http://www.sde.state.id.us/SpecialEducation/manual.asp

"The *Idaho Special Education Manual, 2013*, is designed to help you understand the provisions of the Individuals with Disabilities Education Improvement Act and meet the guidelines contained within the law."

Additional reading materials will be made available through the course blackboard web site.

Recommended Reference

APA. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington D.C.: American Psychological Association.

Conceptual Framework: The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Description:

This course gives an in-depth indication of functional behavioral assessment and positive behavior intervention strategies, with special attention to behavioral issues with students who have emotional/behavioral disabilities (EBD) and behavior exceptionalities. This course is designed to present an insightful examination of the issues that are apparent when providing special education services to students with behavioral issues. Specifically, this course will focus on several main areas:

- Relevant litigation
- Characteristics of students with emotional disturbance and behavioral exceptionalities
- Positive behavior and intervention support systems (PBIS)
- Data collection, evaluation and instructional techniques for students with EBD
- Accommodations and modifications
- Teaching and management strategies/techniques
- Research in the field of special education and students with EBD.

Commitment to Diversity. ED-SPED 554 strives to fulfill Boise State University's Diversity Requirement. As such, it seeks to help students gain:

1. Knowledge about individuals with emotional/behavioral disabilities,
2. Self-awareness of their own perspectives on emotional/behavioral disability,
3. Skills in working more effectively with individuals who have emotional/behavioral disabilities,
4. Greater understanding of both the historical as well as contemporary functions of special education programs in the schools, and
5. A more complete understanding of the historical roles of individuals with emotional/behavioral disabilities in society.

Commitment to Technology. ED-SPED 554 also strives to fulfill Boise State University's commitment to technology. As such, it seeks to help students gain:

1. Knowledge about technology and its applications for students with disabilities,
2. Knowledge about technology and its application in the field of education
3. Greater understanding of advancements in technology and possible applications,
4. Skills in working with technology.

Standards/Indicators Addressed	**Assessment**
Standard 8: Social Development Accomplished teachers of students with exceptional needs cultivate a sense of efficacy and independence in their students as they develop students' character, sense of civic and social responsibility, respect for diverse individuals and groups, and ability to work constructively and collaboratively with others.	Discussion Board, FBA/BIP, Lesson Plans
Standard 9: Assessment Accomplished teachers of students with exceptional needs design and select a variety of assessment strategies to obtain useful and timely information about students learning and development and to help students reflect on their own progress.	Discussion Board, FBA/BIP
Standard 10: Learning Environment Accomplished teachers of students with exceptional needs design and select a variety of assessment strategies to obtain useful and timely information about student learning and development and to help students reflect on their own progress.	Discussion Board, Research, Lesson Plans
Standard 12: Family Partnerships Accomplished teachers of students with exceptional needs work collaboratively with parents, guardians, and other caregivers to understand their children and to achieve common educational goals.	Discussion Board, Research, Lesson Plans
Standard 13: Reflective Practice Accomplished teachers of students with exceptional needs regularly analyze, evaluate, and strengthen the quality of their practice.	Discussion Board, Research, FBA.BIP

Grading Scale:

A+ = 97.5%
A =92.5%
A- =90.0%
B+ =87.5%
B =82.5%
B- =80.0%
C+ =77.5%
C =72.5%
C- =70.0%
D+ =67.5%
D =62.5%
D- =60.0%

Rubrics and work examples will be provided for each assignment.

All assignments must be handed in electronically:
Please do this through the course site in the assignments area located on the left-hand side of the screen, http://blackboard.boisestate.edu/.

Late Assignments:
Late/lost assignments/assessments will be penalized -5% per day being late. This is a stiff penalty I understand, but it is necessary in order for me to provide you with quality feedback given our time schedule.

Accommodations:
To request academic accommodations for a disability, contact the Disability Resource Center, Admin 114, (208) 426-1583. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential, http://drc.boisestate.edu/faculty/index.cfm?subsection_id=48.

Excerpt from the Boise State University Policy Manual:
Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent her/his own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s) (Student Policies and Procedures, Article 2, Section 16, April 2001), http://www.boisestate.edu/osrr/.

Blackboard Academic Suite:
If you have any questions regarding the use of Blackboard Academic Suite, please review the following, http://itc.boisestate.edu/BbSupport/BbDocs/general/WhatisBlackboard.htm.

Online Privacy:
Please read the Boise State University's policy on online privacy, http://itc.boisestate.edu/BbSupport/BbDocs/general/PrivacyNotice.htm.

Technical Requirements:
If you have any questions regarding the use of Blackboard Academic Suite, please review the following, http://itc.boisestate.edu/BbSupport/BbDocs/general/WhatisBlackboard.htm.

Blackboard Assistance:
email: blackboard@boisestate.edu
phone: (208) 426-2583 (8-6 Mon-Thu, 8-5 Fri)
location: Education Building - Room 420

I reserve the right to modify the syllabus and schedule at any time. Revisions to the course syllabus/schedule will be documented in an announcement on the Blackboard course site

Boise State University
College of Education
Fall 2013

Course Name: Foundations of Practice in ECSE	**Instructor:** Patricia Hampshire, PhD
	Office Hours: By appointment
Course #: ED-ECS 510	**Phone:** 426-5464
Location: Online	**Office:** E205
Days: NA	**Email:**
Time: NA	PatriciaHampshire@boisestate.edu

The Conceptual Framework: The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Description

This course explores what constitutes evidenced-based practices in special education and targets the use of causal designs. We consider how programmatic lines of research develop and discuss what it means for an intervention to have the potential to significantly impact practice. We value theoretically based research as the gold standard for increasing the knowledge base in special education and education as a whole. We examine the unique contributions from meta-analyses, research syntheses, and literature reviews to deepen ones' understanding of a given topic. Throughout the course we critically read specific and exemplary interventions in special education that were designed for children, youth and adults with severe disabilities, individuals with special needs identified in early childhood, students whose needs include transition, as well as students with high incidence disabilities and students at-risk for negative school outcomes in order to illustrate important constructs that enhance the quality of intervention research. Students who successfully complete this course apply concepts involved in understanding evidence-based practices in special education in a field-based project that is personalized for the applicant's primary field within special education.

Idaho State Teaching Standards:

- *Standard #2: Knowledge of Human Development & Learning. The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.*
- *Standard #3, Modifying Instruction for Individual Needs. The teacher understands how students differ in their approaches to learning and creates*

instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

- *Standard #1: Subject Matter. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students*
- *Standard #6: Communication Skills The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.*
- *Standard #7, Planning for Instruction: The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, curriculum goals and instructional strategies.*
- *Standard #4, Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*

Readings:
Boudah, D. (2011). *Conducting educational research: Guide to completing a major project*. Thousand Oaks, CA: Sage Publications, Inc. **Required**

American Psychological Association (2009). *Publication manual of the American Psychological Association (6th ed.*). Washington, D.C.: Author. **Required**

Competencies:

By the end of the semester, each student will demonstrate:
l. Knowledge of the role of theory in special education research.

2. Knowledge of multiple quantitative methodologies, which might be used to expand the knowledge base in special education.

3. Knowledge of constructs that are critical to the development of credible intervention research including, but not limited to the following: robustness of independent variable, Hawthorne effects, treatment validity, inter-rater reliability, appropriateness of measurement strategy and design, non-equivalent dependent variables, etc.

4. The ability to describe and critique empirical research with respect to type of research, hypotheses, sampling, design, procedures, and statistical analysis.

5. An understanding of how research in special education can inform educational practices.

6. Awareness of how to develop and test modifications of evidence-based interventions based on presenting characteristics of particular populations

The course focuses on helping you understand how researchers develop and evaluate interventions and standards for deciding which forms of instruction should be considered best practice – and for whom, under which circumstances, and so on. It also is intended to teach you to decide when to invest your own time and energy into learning something new in a clinical or educational setting, as you hear claims about “innovative” methods or the latest approach.

Learning how to evaluate educational research requires a great deal of specialized knowledge – so much so, that there are generally several types of research methods courses available to graduate students.

Good research depends on more than the way participants are compared. It is important to understand other factors involved in intervention research, such as the way independent variables are conceptualized, the way dependent variables are measured, learning whether the intervention was delivered as planned, whether the intervention provided reliable, meaningful, and had lasting change and to whom.

As an educated consumer of research, you will want to be able to apply these skills in your professional life. You will want to do more than complete a series of exercised in a class for academic credit. You will want to decide for yourself, based on a careful read of selected published research accounts, whether to pursue what others recommend. You will be able to evaluate the research yourself, and then try out what seems reasonable to pursue.

Your final recommendations are likely to be informed by both theory and practice – which also means that you will have bridged this famous divide yourself.

Course Activities to Obtain Goals:

- _*Reading common articles*: We will use a small set of articles that have been chosen to illustrate important intervention research designs. You will be given questions to think about to guide your reading before class and are asked to come prepared to discuss the reading with peers.

- _*Learning from mini-lectures*: You are not expected to have an advanced understanding of statistics before taking this course. I will explain concepts such as effect sizes, percentage of non-overlapping data, significance levels, and other concepts *as they arise in articles we read* so that the content of the readings becomes more meaningful and to help you learn how to critique research. My hope is that you ask questions, as we explore these concepts, because you will need this knowledge to be successful on the midterm.

- _*Applying ideas from theory to practice*: You will each choose one intervention topic to explore for the semester. Some students choose a topic that has been the focus of a prior paper. The most important criteria for choosing the topic is that you believe it has potential to be valued as an evidence-based practice, and that you have not used this particular intervention before. This application should be an opportunity for personal growth – and you will have a chance to discuss many of your thoughts about how to develop your own modification for the intervention in class. Information for writing the results of this project are provided later in the syllabus and we will have ample time for questions.

• _*Critical abstracts*: You will complete two mini-writing assignments that have been created to help ensure you are comfortable with the formal requirements of critiquing published research. We will do this together in class before you attempt it on your own. Moreover, you will receive feedback the first time you try this task without penalty. In other words, I want you to learn how accomplish this rather than having you meet a standard set of expectations the first time you try this task. You are asked to learn from your mistakes, however, as well as class discussion.

Course Requirements:

1. Quality of class participation is essential (20%). You are to read all assigned material before class and discuss these readings, and ask questions, in class. See online rubric for how this portion of your grade is calculated. You are also expected to complete class work in a small group (2-3 students) to support each other as you work towards completion of the semester paper (see # 4 below). Your class participation grade will impact the grade you earn for this course.

2. Students will write two short papers using specific criteria, in the form of a critical abstract after reading empirical journal articles (10% each, total = 20%). We will draft one critical abstract collaboratively in class before the first assignment is due.

3. Midterm (25%). You will complete a take home exam consisting of a three-page paper on one research article (given 2 to choose from). You will be given one class session to start the exam (and ask questions as needed) and asked to finish it at home. The specific requirements of the exam will be provided at that time and will require application of course content up to that point.

4. Research-to-Practice Application on a selected topic in the field of education. This assignment is intended to teach skills that enable teachers, clinicians, and direct service providers in special education to bridge the “research-to-practice” gap. It is designed to allow the student to directly test knowledge gained from intervention research in a new area of interest. In essence, after reading, summarizing, and critiquing 4-6 primary research studies, each student will implement a modified intervention using children or youth with whom s/he works (See pages 10-11 for grading rubric). A 5-8 page paper will include a reaction to and reflection of the *process* and *intervention outcomes*. The paper is worth 35% of course grade and includes an informal presentation to peers on the last day of the semester.

Helpful Websites

APA formatting: http://owl.english.purdue.edu/owl/resource/560/01/

APA presentation: http://flash1r.apa.org/apastyle/basics/

Council for Exceptional Children:
http://www.cec.sped.org/AM/Template.cfm?Section=About_CEC

Additional Required Readings (available on Blackboard):

TBD

Grading Policy:

GRADING SCALE

A+	>98%		
A	94-97%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D	68-69%
B-	80-83%	F	<67%

Student Expectations

Online Behavior**:** Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates. Examples of additional online behaviors that are considered by the instructor to be unprofessional include: (a) providing in appropriate feedback to classmates that is critical and not constructive in nature, (b) posting last minute responses in the discussion board that does not allow for ample response time, and (c) not coming to the discussion board and collaborative activities prepared causing a lack of meaningful participation and/or effort on the part of the student.

Person-First Language:
It is important for each person to be recognized first as an individual, secondarily described by their area of disability. Person-first language should become a natural part of your conversations. For example, you are not working with an autistic child, but with a child who has autism. You are not working with a developmentally delayed child, but with a child who has developmental delays.

Professional Communication:
When emailing the professor for any course professionalism is essential. For example, begin your email with: “Dear Dr. Hampshire or Professor Hampshire”. First names are not appropriate unless the professor has clearly stated this preference. When communicating with collaborating teachers in the field or other site supervisors this same courtesy should be provided. In this case emails should begin with: “Dear Mr. or Ms.______”. Please remember that emails are a permanent record so please be clear, concise and respectful.

University and College Policies and Information

ADA**:** If there is any student who has special needs because of any disability, please go to the Office for Students with Disabilities to report your needs and provide documentation of your disability for certification. Please feel free to discuss this issue with me, in private, if you need more information.

Writing Center: The Writing Center provides free tutoring to any students interested in improving their writing abilities. The center tutors will assist you with all aspects of writing. For example, tutors will help you learn to identify paper topics and generate ideas for them, plan and organize drafts, and rewrite and edit your papers. The center's purpose is not to correct or proofread final drafts for you, but to help you learn strategies that good writers use during the process of writing. You may visit the center for assistance with any writing project for this class. Call 426-1298 or go to http://www.boisestate.edu/wcenter/

Boise State University Online Privacy Notice: Information for students regarding e-mail, personal disclosures, data retained about students, acceptable use, online behavior, academic honesty, and publication and distribution of student work. http://itc.boisestate.edu/BbSupport/BbDocs/general/PrivacyNotice.htm

Library contact: For help with finding research articles or resources at the library, contact Margie Ruppel at 426-1323 or margieruppel@boisestate.edu. She is the reference librarian for education and can help with locating sources or research. She is the reference librarian for education and can help with locating sources or research.

Plagiarism and Intellectual Honesty

Plagiarism occurs when a person passes in another person's work as his or her own or borrows directly from another's work without documentation. It doesn't matter if the work is that of a published author, an unpublished co-worker, or another student. Plagiarism also occurs when a person passes off another person's ideas as his or her own; merely casting another writer's ideas in different words doesn't free one from the obligation to document one's source. Finally, plagiarism occurs when graphic images are borrowed without attribution.

A student who plagiarizes will be excluded from the course, will receive a final grade of F, and may be referred to the Office of Student Rights and Responsibilities for disciplinary action. Other penalties may include academic probation, suspension, or expulsion from school. With this in mind, keep all preliminary work you do for each assignment. For instance, you should print hard copies of each draft or make separate electronic files. Should you turn in an assignment that appears to me to have been plagiarized, you will want to be able to show evidence of your work: notes, outlines, drafts, and other such material. If you are unable to do so, then we have a serious problem.

If you have any questions about plagiarism, talk to me. You can also find further clarification in *A Manual for Writers of Term Papers, Theses, and Dissertations*; the *MLA Handbook for Writers of Research Papers*; the *Boise State Student Code of Conduct*; the Student Conduct Program; and the Student Online Privacy Notice.

Assignments, Evaluation Procedures, and Grading Policy:

Below is an explanation of assignments, activities, and assessments due throughout the term. Due dates for each item are listed in the course schedule. Policies for late assignments:

- Discussion posts must be posted in a timely manner according to the course's scheduled due dates. Discussions submitted late will not be graded. Students' discussions are enhanced and learning strengthened when postings and discussion are substantive and distributed throughout the week, with 2–4 days of participation per week as a minimum. Points may be deducted if a student does not follow these guidelines.
- Assignments submitted late due to agreements between student and instructor for preplanned absences and due to emergency absences do not receive any grade reduction for tardiness.
- Assignments submitted late without prior agreement of the instructor, outside of an emergency absence, or in violation of agreements for late submission, will receive grade reduction for the assignment as follows: Activities submitted late will have a **10% penalty for the late submission if the paper is 1-2 days late**. **3-4 days late will result in a 20% penalty. 5-6 days late will result in 50% penalty. Papers seven or more days late will not be graded.**
- Late assignments may not receive the same level of written feedback as do assignments submitted on time. A pattern of chronic lateness in submitting assignments may result in a reduction in the course grade.

Discussion Board: Initial posts are due on Wed. by midnight each week. Two responses to classmates are then due by Sunday at midnight. Initial responses must be 2-3 paragraphs in length and must include at least one APA in-text citation to the readings for the week. In addition, you must include an end reference for that in-text citation. Responses to classmates should help to extend the conversation and you are expected to continue the conversation with the class as the week progresses. Two responses to classmates does not mean you only post twice. You should be engaging in discussion on the DB 2-4 days per week.

Activities: To expand our discussions and provide a forum for applying key course content, every module will have 1-2 activities. Details for these activities can be found in the module.

Participation and Professionalism: It is vitally important that you participate in the activities on a weekly basis. This course is designed to give you the same level of content and interaction that you would have in a traditional face-to-face class. Please remember that everyone comes to this class with a different background and it is important that we respect each other and make the classroom a safe place. If at any time, I see behavior that is working against this goal, I will contact you directly to set up a time to talk in person.

Final Paper: Directions for the final paper and presentation will be provided in week 9.

ED-SPED 557: Universal Design & Assistive Technology

Instructor: Lisa Beymer
Email: lisabeymer@boisestate.edu
Office Phone: (208) 426 ï 5424
Campus Office: Education Building #209
Office Hours: Tuesday, Wednesday, Friday 9am ï 1pm; Monday, Thursday 3pm ï 5pm
Available for phone call, video call, or additional office hours by request.
Course Hours: Online

Course Description and Objectives

Description: Principles of universal design for learning that promote inclusive learning. Focus on theoretical frameworks and practical applications of instructional design. Adaptive and assistive technology to support the specific needs of students with disabilities.

As a result of completing this course, you will be able to:

- Understand the initial features of Universal Design for Learning (UDL), as well as evidence-based support for UDL in instruction
- Gain knowledge and skills necessary to apply principles of UDL for supporting students with learning disabilities
- Explore ways to make existing technology approaches accessible for students with learning disabilities
- Research current issues and opinions of online learning within education in regards to students with learning disabilities
- Gain knowledge and skills necessary to identify appropriate assistive technology tools to aid in academic instruction and independent living skills
- Create online materials and activities for students with learning disabilities, using assistive technology tools
- Collect, evaluate, and synthesize information for specific areas of assistive technology available for use for students with disabilities

Required Text:
Bryan & Bryant (2012). *Assistive Technology for People with Disabilities, Second Edition.* New Jersey: Pearson Education, Inc.

Additional reading materials are outlined on the course Blackboard website.

Recommended Text:
American Psychological Association (2009) *Publication Manual of the American Psychological Association.* 6th ed., Washington, DC: APA.

Course – Department Standards Alignment

Key Element **Standard**	***Where Addressed***
Content Knowledge & Professional Foundations **Curricular Content Knowledge** 2.0 Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels 2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities. 2.2 Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content. 2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.	1.3. Discussion Board 1.4. Annotated Bib 2.3. Curriculum Barriers 2.4. UDL Lesson Plan 3.5. Accessible Document 4.3. Online Module 5.6. QIAT Matrix 8.2. Annotated Bib 8.3. Review of Research SL Project
Instructional Pedagogy **Programs, Services, and Outcomes** 3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities. 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. 3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.	2.3. Curriculum Barriers 2.4. UDL Lesson Plan 3.3. Evaluating a Website 3.6. Mac Accessibility 4.3. Online Module 5.3. AT Product Matrix 5.6. QIAT Matrix 6.5. Instructional Software Checklist 6.6. AT Vendors 7.4. Virtual Tour SL Project
Instructional Pedagogy **Research and Inquiry** 4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice. 4.2 Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.	1.3. Discussion Board 1.4. Annotated Bib 8.2. Annotated Bib 8.3. Review of Research
Professionalism and Collaboration **Leadership and Policy** 5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities. 5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.	5.3. AT Product Matrix 5.6. QIAT Matrix 6.5. Instructional Software Checklist 6.6. AT Vendors 7.4. Virtual Tour SL Project

Professionalism and Collaboration **Professional and Ethical Practice** 6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families. 6.4 Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.	3.3. Evaluating a Website 3.6. Mac Accessibility 5.3. AT Product Matrix 5.6. QIAT Matrix 6.5. Instructional Software Checklist 7.4. Virtual Tour SL Project
Professionalism and Collaboration **Collaboration** 7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families. 7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities. 7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.	5.6. QIAT Matrix 6.5. Instructional Software Checklist SL Project

The Conceptual Framework

The Professional Educator: Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

BSU Shared Values: Our University core Values are academic excellence, caring, citizenship, fairness, respect, responsibility, and trustworthiness. I encourage and expect these shared Values from all students through all collaboration and discussion that occurs in our class.

- *Academic Excellence* ï engage in our own learning and participate fully in the academic communityôs pursuit of knowledge.
- *Caring* ï show concern for the welfare of others.
- *Citizenship* ï uphold civic virtues and duties that prescribe how we ought to behave in a self-governing community by obeying laws and policies, volunteering in the community, and staying informed on issues.
- *Fairness* ï expect equality, impartiality, openness and due process by demonstrating a balanced standard of justice without reference to individual bias.
- *Respect* ï treat people with dignity regardless of who they are and what they believe. A respectful person is attentive, listens well, treats others with consideration and doesnôt resort to intimidation, coercion or violence to persuade.
- *Responsibility* ï take charge of our choices and actions by showing accountability and not shifting blame or taking improper credit. We will pursue excellence with diligence, perseverance, and continued improvement.
- *Trustworthiness* ï demonstrate honesty in our communication and conduct while managing ourselves with integrity and reliability.

Grading and Assignments

Assignments: See the weekly modules on the course Blackboard site for detailed information about individual assignment grading. Assignments are due by 11:59pm the last day of the Module in which they are assigned as indicated in the course schedule, unless otherwise stated on the course Blackboard site under the specific assignment. *Please be sure to look closely at individual assignment due dates, as they may vary depending on purpose in the course.* See below for information regarding late assignments.

Late Policy: In education (particularly special education), being late to meetings or with deadlines can result in negative performance evaluation and/or failure to meet legal obligations. Being on-time is also a sign of respect to your colleagues, students, and student families.

Therefore, it is important to practice the skills of punctuality in person and with our work. Any assignment turned in after the due date/time will be docked 10 points for each day that it is late. A student is allowed 2 late assignments within the semester. *If more than 2 late assignments are submitted at any time in the semester, a student's Final Grade will automatically be dropped by an entire letter grade.* Late assignments on Final Projects will not be accepted or graded ï they will become an automatic 0 in the Gradebook.

Missing Assignment Cap: To ensure that each student in the course is provided the opportunities to learn and apply the concepts of the coursework, no student should be missing more than 1 assignments at any time throughout the semester. *If a student reaches more than 1 missing assignments, their Final Grade will automatically be dropped a letter grade. For every missing assignment above 1, their Final Grade will be dropped another letter grade.* (For example, a student with a Final Grade of an A who reaches 2 missing assignments will automatically be dropped to a Final Grade of a B. If this student is missing a 3rd assignment, their Final Grade will be dropped to a C. And so forth.)
Note: A late assignment can only be turned in a maximum of 2 days after it is no longer worth any points. (Refer to Late Policy for point value deductions.)

Assignment Redo/Resubmit: Students are permitted 1 redo/resubmit assignment per semester. If they are unsatisfied with a grade they received on an assignment, they must contact the Instructor no later than 1 week after the assignmentõs original due date to request the redo. From the time that the Instructor and Student agree to the redo, the Student has 1 week to resubmit the assignment for a final grade.

Instructor Availability: I am very quick to respond to emails. Any email sent to me Monday through Friday (before evening) will be answered within 48 hours, and typically sooner. Any email sent Saturday or Sunday is not guaranteed to be answered before Monday. I am available by office phone during my office hours. In order to get the timeliest help on coursework, please plan accordingly and ask questions early/often.

Semester grades will be calculated based on the following percentage breakdowns, which will combine to create your Final Grade:

Breakdown of Percentages towards Final Grade:

Discussion Board Posts	10 %
Assignments	55 %
SL Project	20 %
Quizzes	15 %

Final Grade Percentage Range

A+	= 97.5%	C+	= 77.5%
A	= 92.5%	C	= 72.5%
A-	= 90.0%	C-	= 70.0%
B+	= 87.5%	D+	= 67.5%
B	= 82.5%	D	= 62.5%
B-	= 80.0%	D-	= 60.0%

Course Policies

Attendance/Participation: This is an online course; therefore, there will be no live class meetings. By the end of each Module, students are expected to read and study all assigned materials as necessary to understand the information and complete assignments.

Disability Accommodations:
If you have a documented disability and need modifications, please contact the Disability Resource Center, Admin 114, (208) 426-1583 to request academic accommodations for a disability. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential. Please complete these steps before or at the start of the semester so that your instructor is aware and can provide any necessary accommodations.

Academic Integrity: The official Boise State University policy on Academic Integrity is in effect in this course. <u>Violation of this policy will result in failing this course.</u> That policy reads as follows: *"Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s)."*

Syllabus Adjustments:
Adjustments in the syllabus may be necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings, assignments or assignment due dates. If changes are necessary, I will provide notice and rationale for the changes. Please regularly check our Blackboard course Announcements, as well as your BSU email, for such changes.

Student Samples: I enjoy collecting exemplary student assignment samples as they are turned in throughout the semester. This allows me to provide future students an idea of what my expectations are for these assignments. (FYI: I remove all names or other identifying information, so your work will remain anonymous.) If you do <u>not</u> want me collecting any of your work, please tell me at the beginning of the semester. Otherwise, I may or may not remember to ask before I collect your work.

Course Outline of Activities

Schedule: This is just an outline of course topics and module dates. Please consult the course's Blackboard Site for a full list of weekly assignments and instructions.

Week	Module	Topic	Assignments
1 ***8/26***	**1** Ends: 9/8	Universal Design for Learning (UDL)	Please see course Blackboard site for Assignments and Instruction
2 ***9/2***			
3 ***9/9***	**2** Ends: 9/22	UDL Application	Please see course Blackboard site for Assignments and Instruction
4 ***9/16***			
5 ***9/23***	**3** Ends: 10/6	Introduction to Assistive Technology & Making Existing Technology Accessible	Please see course Blackboard site for Assignments and Instruction
6 ***9/30***			
7 ***10/7***	**4** Ends: 10/20	Online Learning Issues	Please see course Blackboard site for Assignments and Instruction
8 ***10/14***			
9 ***10/21***	**5** Ends: 11/3	Assistive Technology (AT) for Specific Disability issues	Please see course Blackboard site for Assignments and Instruction
10 ***10/28***			
11 ***11/4***	**6** Ends: 11/17	AT in Academic Instruction	Please see course Blackboard site for Assignments and Instruction
12 ***11/11***			
13 ***11/18***	**7** Ends: 12/8	AT in Independent Living	Please see course Blackboard site for Assignments and Instruction
November 25th – 29th : Thanksgiving Holiday			
14 ***12/2***	**7** Ends: 12/8 *(continued)*	AT in Independent Living *(continued)*	Please see course Blackboard site for Assignments and Instruction
15 ***12/9***	**8** Ends: 12/13* End of Fall 2013 Semester	Research on UDL and AT	Please see course Blackboard site for Assignments and Instruction

*Final Projects will be due during the week of December 16th, in lieu of a Final Exam.

Service Learning

"The best way to find yourself is to lose yourself in the service of others." Mahatma Gandhi

Introduction

What is Service Learning?: ñService-Learning is a teaching strategy that integrates course content with relevant community service. Through assignments and class discussions, students critically reflect on the service in order to increase their understanding of course content, gain a broader appreciation of the discipline, and enhance their sense of civic responsibility.ò (Boise State Service-Learning Program)

- Examples: Videos of BSU SL Projects

Service Learning at Boise State: ñService-Learning is a course-based, credit-bearing educational experience by which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.ò (Boise State Service-Learning Program)

BSU Service Learning Mission: **"**The Service-Learning Program facilitates campus-community partnerships by providing tools, trainings, and hands-on opportunities to enhance student learning, meet critical community needs, and foster a culture of community engagement.ò (Boise State Service-Learning Program)

Purpose & Commitment to Service-Learning: "Service-Learning is a teaching strategy that integrates course content with relevant community service. Through assignments and class discussions, students critically reflect on the service in order to increase their understanding of course content, gain a broader appreciation of the discipline, and enhance their sense of civic responsibility" (Boise State Service-Learning Program).

- *Purpose:* Students in ED-SPED 333 will provide services to community organizations that strive to enhance the lives of students with disabilities. These services are meant to provide students with hands-on learning opportunities that will help to solidify key ideas discussed in the course.

Why do Service Learning?: There are many components of Service Learning that can impact both the learner and the community.

- *Addressing community needs*: Persons with disabilities who have needs high enough to require assistive technology devices or accommodations often have a difficult time accessing environments and tasks that persons without disabilities may find mundane. Through the hope of providing a more inclusive community for those persons with disabilities, we first need to address the issue of providing information and understanding from the perspective of the person with the disability.
- *BSU student benefit*: While the obligations of Service-Learning can be daunting at first, it is frequently reported as one of the highest-regarded experiences that BSU students encounter. The social benefits that students receive are high, providing experiences of service that may not otherwise be available.

- *Relation to course theory:* Putting your current course theory into practice solidifies the learning process and allows for generalizability of the course material. Service-Learning also allows the students to share their current learning and expertise with those around the community who do not have access to the information.
- *Respecting commitments:* Students who commit to and complete Service-Learning projects have a respect for the idea of valuing commitments. Service-Learning requires time away from campus, reflection of student experience, and volunteerism of personal time. Building this type of commitment early in a student's career will encourage continued service later in life and teach valuable lessons on responsibility and commitment.

Service-Learning in ED-SPED 557

Overview: Each student will work collaboratively with a group of other ED-SPED 557 students to complete their Service-Learning project this semester. Though this will be a collaborative effort, each studentôs experiences in SL will be different; therefore, your reflection and participation in discussion of these experiences will be highly valuable to your own learning and the learning of your peers. Your grade for this project will be based on your participation and the products that you develop throughout the SL process.

- *Indirect Service:* Our course will be following an Indirect Service-Learning model through BSU's SL subarea of technical skill application: "Student teams will design projects that address the needs of a particular population."
- *Service Hours:* Students will be expected to dedicate 20 – 25 hours to their portion of the Service Learning project. Specific duties completed within these hours will be determined based on assignments within your 557 group.

Project: Public Service Announcement (PSA)

- *Overview*: Students will be writing, directing, capturing, and distributing a Public Service Announcement. Students in 557 will work in a group to complete this SL project.
- *Focus:* The focus of the PSA will be to enlighten, inform, and encourage ideas for inclusion for persons with developmental disabilities. We will connect our course content by using themes of UDL and assistive technology when portraying this message of inclusion.
- *Community Partner*: 557 students will be creating this PSA for the Idaho Council on Developmental Disabilities. The ICDD has agreed to consider each PSA for distribution and/or revision for their public awareness campaign. Learn more about the ICDD here.
- *Purposes*: There are many reasons why this particular SL Project was chosen for our 557 course. They are including, but not limited to, the following purposes:
  - To collaborate with peers on current issues in special education
  - To encourage promotion and advocacy for all students with disabilities
  - To create meaningful resources for use by community agencies, advocacy groups, schools, and families
  - To connect with our civic obligation as educators in promoting highest possible quality of life for students with disabilities

Assignments: There will be numerous steps to complete this SL Project with your group, all of which will be evaluated and included in your final SL Project grade. Some assignments will be based on individual efforts, but the majority will be based on your work within the group dynamic.

- *Reflection Journal:* Entries into this online journal will account for 150 points of your final SL Project grade. Please see **Reflection** section below for further descriptions.
- *PSA Activity Sheet:* We will be following the guidelines of the PSA Activity Sheet document to complete this SL Project. Please see our course Bb site for all necessary tools and materials.
    1. Step 1: Thinking about PSAs – to be submitted by the end of Module 2
        - Document to Complete: Step 1 Review Note Sheet
        - Only 1 group document needs to be submitted to the Instructor
    2. Step 2: Choosing Your Topic – to be submitted by the end of Module 2
        - Document to Complete: Step 2 Topic Note Sheet
        - Only 1 group document needs to be submitted to the Instructor
    3. Step 3: Thinking About Solutions – to be submitted by the end of Module 4
        - Document to Complete: Step 3 Solutions Note Sheet
        - Only 1 group document needs to be submitted to the Instructor.
    4. Step 4: Planning Your Own PSA – to be submitted by the end of Module 5
        - Document to Complete: Step 4 Planning Note Sheet
        - Document to Complete: PSA Script Outline
        - Only 1 group document needs to be submitted to the Instructor

  As groups complete the four steps of the PSA Activity Sheet, individual group member work contributions will be determined by the group as a whole. Distribution of workload will be discussed and agreed upon by the group.
- *Storyboard*: Based on your group's progress through the PSA Activity Sheet, you will create a storyboard of your 30-second PSA. Your team will use the PSA Storyboard template that I have created and uploaded to Blackboard. The template should be completed so accurately that anyone who looks at it will be able to understand the movement through your PSA. Your Storyboard should account for each second of your 30-second PSA. To be submitted by the end of Module 6.
- *PSA Recording*: After your group has completed their Storyboard, you will record your 30-second PSA based on the Storyboard timeline. Your group has two methods of recording to choose from:
    1. Video Recording: I have 2 digital video cameras available for student use. Groups can choose to videotape their PSA using one of these cameras. Several video editing programs are free for student use through BSU if necessary, and I am available to help edit videos with students. Students can also attempt to record the PSA with no errors. Please do not record any individuals who have not provided permission to do so, and be respectful in the location that you choose for recording.
    2. Image and Voice Recording: Students can choose to use digital images or clip art images to compile their PSA. Voice recordings or text will be required to deliver the PSA's message. Again, editing programs are free for students and

I am willing to help with editing. A digital camera is available for student use through request from me.

Again, distribution of work in this activity should be discussed and determined by the group as a whole. After this PSA Recording and editing activity, your 30-second PSA will be complete! To be submitted by 11:59pm on December 20th.
Note: As an additional incentive, the ICDD (our community partner) has donated prizes for the group whose PSA is chosen for distribution or revision by ICDD. See our Bb course site for more details.

- *Self-Evaluation*: Using our Teamwork Evaluation Rubric, you will provide a self-assessment grade of your overall work on the SL Project that will be averaged with your teammates' ratings of your work on the SL Project. Please see the *Teamwork Evaluation* description below for further details. Students will receive 20 points simply for rating themselves using the Teamwork Evaluation Rubric. To be submitted by 11:59pm on December 20th.
- *Teamwork Evaluation:* Using our Teamwork Evaluation Rubric, you will be asked to evaluate the participation and effort of each of your SL Project teammates. As every member will be evaluating one another, an average of Rubric scores will be taken and translated into a person's individual grade out of 100 points. To be submitted by 11:59pm on December 20th.
    1. For example*:* Johnny received scores of 3, 5, 4, 3 from his four team members and rated himself at a score of 4 on the Teamwork Evaluation Rubric. His overall individual grade on the Rubric would be a 3.8 of 5, which would translate to a 76% or 76/100 for the gradebook under Teamwork Evaluation.

Reflection: To follow along with BSUôs vision for SL, we will be implementing reflection into our SL Project. The goal of this reflection process is to ñconnect service to course theory and larger social issues, foster critical thinking, and active citizenship and helps in the evaluation of student progress.ò

- *Overview*: Throughout the semester, each 557 student will maintain a Reflection Journal of their experience in this SL project. This Reflection Journal will be available on our course Blackboard site, with access only to the student and the course Instructor. Reflection Journal entries will be completed three times throughout the semester, according to our course schedule (please see the course syllabus and course Blackboard site for exact dates).
- *Focus*: The purpose behind this Reflection Journal is to create meaningful connection between the student's experience, the SL Project and purpose, and the course content. This Reflection Journal will prompt students to think more deeply on matters pertaining to the SL Project and our course of study, allowing real-life scenarios to strengthen their knowledge of the course content.
- *Effective Reflection*: This Reflection Journal is not set up for students to respond at a superficial level with little engagement or critical reflection. I am not interested in purely descriptive accounts of your experience in the SL Project; rather, I am highly interested in your reflection lending itself to the higher-order thinking skills (i.e. think Bloom's Taxonomy) that you expect from your own students in the classroom

setting. Therefore, in these Reflection Journal entries students should consider addressing the following reflection prompts:

- Course Theory Focus Questions
    - Analyze how the course content relates to the service experience, including key concepts that can be used to understand events and guide future behavior;
    - Apply the course materials and the service experience to you and your person life, including your goals, values, attitudes, beliefs, and philosophy
- Issue Focus Questions
    - When considering the purpose behind our SL Project and its message, describe what you perceive as the underlying issue and why it exists in our society. Include ideas on what it would take to positively impact the situation (for individuals, communities, education, and government)
- Client Focus Questions
    - What stereotypes are you confronting about the people you are serving with this SL Project? Have you reconceptualized these stereotypes? If so, what information led you to do this?
- Self-Focus/Personal Development Questions
    - What personal qualities (i.e. leadership, communication skills, compassion, etc.) have you developed through this SL Project? How will these qualities help you in the future?
- Civic Focus Questions
    - What can you do with the knowledge you gained from this SL Project experience to promote change in the community, in your school, or in the state as a whole?
    - How do your own personal/professional lifestyle choices affect this issue? Is there anything you are doing that perpetuates the situation?
    - How has your orientation to or opinion about this issue changed through this SL Project experience?

➢ *Evaluation*: Each student entry into their Reflection Journal will be evaluated based on the standard “557 Reflection Rubric” provided to you by the Instructor (via our course Blackboard site). Each entry is worth a possible 50 points towards the student’s final SL Project grade. An entry is due by 11:59pm on the last day of Module 2, 5, and 8 (December 20th).

Assignment Name	Items to Complete	Points Possible
Reflection Journal	3x Bb journal entries	50 points each, 150 points total
Thinking about PSAs	Step 1 Review Note Sheet	50 points
Choose Your Topic	Step 2 Topic Note Sheet	50 points
Thinking About Solutions	Step 3 Solutions Note Sheet	50 points
Planning Your PSA	Step 4 Planning Note Sheet PSA Script Outline	50 points each, 100 points total
Storyboard	PSA Storyboard	200 points
Self-Evaluation	Teamwork Evaluation Rubric	20 completion points

Teamwork Evaluation	Teamwork Evaluation Rubric	100 (based on %age)
Total SL Project		**720 points**

Sharing the Service Learning Experience

Expansion & Presentation: Poster presentations happen in many forms and are common events in K-12 education to stimulate interest in programs, professional development and motivate professionals to explore the related content and services. The Boise State Service Learning Department holds exhibitions highlighting your work in the community. If you choose to participate, please visit this site for more information: http://servicelearning.boisestate.edu/students/sl-student-exhibition

EDSPED 558: Data-based Decision Making

Instructor: Jenny Allison, Ph.D.
Email: jennyallison@boisestate.edu

Course Description

In this course graduate students will consider theory and principles of test development and validation. The emphasis of the course will be on both theoretical and practical issues of educational and psychological measurement under classical test theory. Following a review of basic measurement, tests, and statistical concepts, the two major concepts of classical test theory, reliability and validity will be discussed and reviewed in detail.

The primary objective of the course is to develop the knowledge and skill levels of students in the interpretation of educational and psychological test data. Additionally, students will learn how tests are constructed and used as instruments of educational and psychological theory. Finally, students will understand the implications and practical issues related to the selection, evaluation and use of measurement instruments.

Prerequisites:
EDCIFS (Basic Stats)
EDCIFS 511 Assessment and Evaluation

***Required Resources*:**
Crocker, L., & Algina, J. (2006). *Introduction to classical and modern test theory*. Belmont, CA: Cengage Learning

Recommended Texts & Articles:
Linn, R. L. (Ed.). (1989). Educational measurement (3rd ed.). New York: Macmillan.

Allen, M. J., & Yen, W. M. (1979). Introduction to measurement theory. Monterey, CA: Brooks/Cole

AERA, APA & NCME (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.

Messick, S. (1989). Validity. In R.L. Linn (Ed.), Educational measurement (3rd ed., pp. 13-103). New York: Macmillan.

Messick, S. (1996a). Standards-based score interpretation: Establishing valid grounds for valid inferences. Proceedings of the joint conference on standard setting for large scale assessments, Sponsored by National Assessment Governing Board and The National Center for Education Statistics. Washington, DC: Government Printing Office.

Messick, S. (1996b). Validity of Performance Assessment. In Philips, G. (1996). Technical Issues in Large-Scale Performance Assessment. Washington, DC: National Center for Educational Statistics.

Moss, P.A. (1992). Shifting conceptions of validity in educational measurement: Implications for performance assessment. Review of Educational Research, 62, 229-258.

Course Goals and Justification

By the end of the course, you will be able to:

- Describe legal issues and ethical standards related to educational assessment
- Perform quantitative and qualitative item analysis
- Calculate measures of central tendency and variance
- Compute Pearson Product-Moment Correlation
- Interpret different types of standard scores.
- Discuss the concepts of reliability and validity
- Identify different types of reliability and validity and discuss how each is determined and used.
- Define sources of measurement error.
- Discuss procedures for developing standardized tests.
- Identify current, controversial issues in the area of testing and assessment.

Conceptual Framework: The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

The coursework and related experiences in the areas of curriculum and instruction, school improvement, research methods, field experiences, cognate studies, and dissertation provide students with the basis for a more complete understanding of what schools are and can be, insights into the complexities of teaching and learning, and collaborative experiences in working toward measurable and positive effects upon educational programs and student learning.

Course Outline of Activities Schedule

Week	Topic	Text Chapter*	Assignments Due
1	Overview & Intro to measurement theory	1	
2	Statistical Concepts for Test Theory and Scaling	2 & 3	Chapter 2 Exercises 3, 8, 18 Chapter 3 Exercise 1
3	Test Construction	4	Ch 4 Exercises 1, 5, 6
4	Test Scores as Composites	5	Mid-term exam 1 Ch 5 Exercises 2 & 3
5	Reliability & Classical True Score	6	Ch 6 Exercises 2,5,6
6	Procedures for Estimating Reliability	7	Ch 7 Exercise 1 & 2
7	Generalizability Theory	8	Ch 8 Exercises 1-3 Mid-term exam 2
8	Validity	10 Messick Unified Concept of Validity	Ch 10 Exercise 2 & 7
9	Procedures for prediction and classification	11	Ch 11 Exercises 1 & 3
10	Bias	12	Ch 12 Validity Reflection paper due
11	Factor Analysis	13	Ch 13 Ex 1
12	Item Analysis	14	Ch 14 Ex 1 & 2
13	Item Response Theory	15 Reece IRT article	Ch 15 Ex 4
14	Setting Standards	18	Ch 18 Ex 4
15	Norms & Standard Scores	19	Ch 19 Ex 1 & 2
	Final Exam		

Additional reading assignments (e.g. articles & websites) will be posted on the Blackboard course site.

Assignments

Chapter Exercises: Each week selected exercises are assigned and due. All other text exercises are optional.

Reflection*:* In a 3-5 page reflection paper, you will discuss issues related to Messick's unified concept of validity.

Midterm Exams: There are two mid-term exams during this course, one during week 4 and a second during week 7.

Final Exam: There is a final exam for this course – please consult the catalog/calendar for the schedule.

Breakdown of Possible Points:

Chapter Exercises	30 %
Reflection	15 %
Midterm Exams	20 %
Final	35 %

Course Policies

Assignments: See the schedule of assignments. Assignments are due on the date indicated in the course schedule. Late assignments are not accepted.

If you have a documented disability and need modifications, please contact the Office of Disability Services (426-1583) and inform your instructor.

Grading

The final grade for this course will be based on the percentage of total points.

100 – 97% = A+
96 – 94% = A
93 – 90% = A-
89 – 87% = B+
86 – 84% = B
83 – 80% = B-
79 – 77% = C+
76 – 74% = C
73 – 70% = C-
69 – 67% = D+
66 – 64% = D
63 – 60% = D-
< 60% = F

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SUBJECT

Requesting excision of territory from Lakeland School District for annexation into Coeur d' Alene School District.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-308, Idaho Code, IDAPA 08.02.01.050.

BACKGROUND/DISCUSSION

The Coeur d' Alene School District 271 is requesting an excision of territory from Lakeland Joint School District 272. Section 33-308, Idaho Code, provides for a process whereby the State Board of Education will consider the boundaries of adjoining school districts and direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described.

The State Board of Education has promulgated administrative rules, IDAPA 08.02.01.050 that outline the criteria for the review of the Petition of Excision and Annexation and the required hearing process to gather public comment for purposes of the Hearing Officer making recommendations to the State Board of Education.

The State Department of Education hired Edwin Litteneker, Attorney at Law, to act as the hearing officer for this petition. A hearing was conducted on December 17, 2014, for the purpose of gathering public comment on the proposed change in the boundaries of the Lakeland School District No. 272 and the Coeur d' Alene School District No. 271 at the Atlas Elementary School in Hayden, Idaho. Approximately three people attended the hearing on December 17, 2014 and one person in attendance offered comment. The proceedings were taped by the hearing officer and made part of the official record.

The hearing officer concluded the petition qualifies and meets the statutory provisions of Section 33-308, Idaho Code, and further that the Petition is in the best interest of the children residing in the Balsar Estates area and recommends the State Board of Education approve the petition to go to the voters of the area.

IMPACT

This area is to the east and south of Balsar Estates in the City of Hayden. The proposed subdivision could have as many as eleven school age children. Currently, there are no school age children residing in the area to be annexed.

ATTACHMENTS

Attachment 1 – Findings of Fact, Conclusions of Law and Recommendations, Notice of Hearing, Amended Notice	Page 3

Attachment 2 - Lakeland Joint School District Petition	Page 15
Attachment 3 - Coeur d' Alene School District Petition	Page 35

STAFF COMMENTS AND RECOMMENDATIONS

Approval of the request by the Board will allow for the proposal to be submitted to the school district electors residing in the area described in the petition. The Lakeland Joint School District Board of Trustees and the Coeur d'Alene School District Board of Trustees have both considered and approved the petitions for excision and annexation.

Pursuant to section 33-308, Idaho Code, the Board of Education shall approve proposals for excision and annexation if the proposal is in the best interest of the children residing in the area described in the petition and the excision of the area would not leave a school district with a bonded debt in excess of the limit prescribed by law. If either condition is not the Board of Education must disapprove the proposal. The hearing officer has included in their findings of fact the indication that the excision of area from the Lakeland School District would not leave the district with a bonded debt in excess of the limits prescribed by law.

BOARD ACTION

I move to accept the findings and conclusions issued by the hearing officer and to approve the excision and annexation of property from the Lakeland School District to the Coeur d'Alene School District.

Moved by _________ Seconded by _________ Carried Yes ___ No ___

BEFORE THE HEARING OFFICER FOR THE

STATE BOARD OF EDUCATION

In the matter of the petition requesting The excision of territory from Lakeland School District No. 272, And annexing said territory into Coeur d' Alene School District No. 271, District.	**FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDATION**

INTRODUCTION

A Hearing was conducted on December 17, 2014, by Hearing Officer, Edwin L. Litteneker, appointed by the State Board of Education for purposes of gathering public comment on a proposed change in the boundaries of the Lakeland School District No. 272 and the Coeur d' Alene School District No. 271. The Hearing commenced at 7:00 p.m. in the Library at the Atlas Elementary School in Hayden, Idaho.

Idaho Code Section 33-308 provides for a process whereby the State Board of Education will consider the approval of a Petition to change the boundaries of adjoining school districts and direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described. Additionally, the excision of the territory that is proposed should not leave a School District with a bonded indebtedness in excess of the limit then prescribed by law.

The State Board of Education has adopted rules at IDAPA 08.02.01.050 which include criteria for the review of the Petition for Excision and Annexation and a hearing process to gather public comment for purposes of the Hearing Officer making these recommendations to the State Board of Education.

Three people attended the hearing on December 17, 2014. Only a representative of the petitioner Scott Krajack offered comment. The Sign in Sheet is enclosed in the Record and transmitted separately as a part of the Transmittal of the Record. The proceedings were recorded and the recording of the Hearing is separately transmitted digitally to the State Board of Education.

FINDINGS OF FACT

1. A Petition to excise property from the Lakeland School District No. 272 was presented by the property owners of a presently undeveloped parcel of real property and annex that area into the Coeur d' Alene School District No. 271.
2. The Petition proposes that an area adjacent on the east and south to the Balsar Estates Subdivision and generally west of Atlas Road, north of Honeysuckle Avenue and south of Hayden Avenue. The proposed area is located within the City of Hayden.
3. Based on the proposed subdivision construction, the area is anticipated to have as many as 11 school age children. At present there are no school age children residing in the area to be annexed.
4. Currently the Balsar Estate Subdivision is in the Coeur D' Alene School District No. 271. Atlas Elementary which is in the Coeur d' Alene School District No. 271 is located approximately two blocks from the area proposed to be annexed into the Coeur d' Alene School District No. 271.

5. In 2012 the Balsar Estates which are adjacent to this property were excised from the Lakeland School District No. 272 and annexed to the Coeur d' Alene School District No. 271.
6. The Lakeland School District No. 272 considered the Petition at its regular Board Meeting on October 13, 2014. The Lakeland School District Board of Trustees approved the annexation request and did not request any additional changes or considerations.
7. The Coeur d' Alene School District No. 271approved the annexation request into the Coeur d' Alene School District on at its regular Board of Trustees meeting October 6, 2014.
8. There was no testimony from any affected residents other than the representative of the owner of the property requesting that the annexation occur.
9. There was no testimony that the Lakeland School District would be left with a bonded indebtedness in excess of the amount provided by law.
10. The Record reflects that a sufficient number of electors signed the Petition pursuant to I.C. §33-308.

CONCLUSIONS

1. IDAPA 08.02.01.050. requires a review of the proposed alteration of a District's boundaries takes into account specific facts which are discussed above.
2. The annexation as proposed does not leave either School District with a bonded indebtedness in excess of the amount provided by law, neither of the Districts will suffer any bonded indebtedness deficiency.
3. The proposed annexation will be in the best interest of children residing in the area described in the Petition. At present time there are no school age children residing in the area to be annexed to the Coeur d' Alene School District No. 271. The area is within two blocks of the

Atlas Elementary School within the Coeur d' Alene School District No. 271. The adjacent subdivision is in the Coeur d' Alene School District No. 271 and the school age children within that subdivision attend Atlas Elementary. It would be in the best interest of school age children to attend a neighborhood school also attended by their neighbors.

4. The interested parties at this time are limited to the property owners and developers who have petitioned for the property to be included in the Coeur d' Alene School District.
5. The Coeur d' Alene School District indicates it will accept the students who will reside within the area and have sufficient capacity and community support to serve the anticipated students. There is no issue as to the competing interests of the children residing within the area.

RECOMMENDATION

The Record supports a conclusion that the statutory and rule provisions in regards to an excision of land from the Lakeland School District No. 272 and annexation into the Coeur d' Alene School District No. 271 have been met.

The Petition is in the best interest of the children who will reside within the area to be excised and annexed.

It is therefore recommended to the State Board of Education that the Petition qualifies and meets the statutory provisions of Idaho Code § 33-308 and the IDAPA provisions found in 08.02.01.050.2 and .3.

Finally, it is recommended that the Petition be approved and that the election be set for purposes of the elector's consideration of the proposed boundary change.

DATED this 24 day of December, 2014.

Edwin L. Litteneker
Hearing Officer

I DO HEREBY CERTIFY that a true
And correct copy of the foregoing
Document was:

__✓__ Mailed by regular first class mail,
And deposited in the United States
Post Office

_____ Sent by facsimile.

_____ Sent by Federal Express, overnight
Delivery

_____ Hand delivered

To:

Matthew Handelman, Superintendent
Coeur d' Alene Public School #271
1400 North Northwood Center Court
Coeur d' Alene, Idaho 83814

Brad Murray, Superintendent
Lakeland Joint School District # 272
P.O. Box 39
15506 N. Washington Street
Rathdrum, Idaho 83858

Nate Grossglauser
3501 West Robinson Ave
Hayden, Idaho 83835

On this 24 day of December, 2014.

Edwin L. Litteneker

BEFORE THE HEARING OFFICER FOR THE

IDAHO DEPARMENT OF EDUCATION

In the matter of the petition dated 01/11/14) Requesting the annexation of territory from) Lakeland Joint School District No. 272,) To the) Coeur d' Alene School District # 271,)	**NOTICE OF HEARING & PRE HEARING ORDER**

The petitioners have presented to the School Board of the Lakeland Joint School District No. 272 and the Coeur d' Alene School District No. 271 a petition to excise territory presently within the Lakeland Joint School District and annex the territory into the Coeur d' Alene School District pursuant to Idaho Code § 33-308.

Based upon discussions with the parties, the following Notice of Hearing & Pre-Hearing Order is entered;

That the Hearing in this matter shall commence on Wednesday, December 17, 2014. The hearing will begin at 7:00 p.m. The Hearing will be held at Atlas Elementary, 157 W. Hayden Avenue, Suite 103, Hayden, Idaho 83835.

The hearing will be electronically recorded by the Hearing Officer. If a court reporter is requested the expense shall be born by the party making the request.

The petitioners shall present any appropriate and relevant information for the Hearing Officer's considerations. Such information can be submitted verbally or in a written statement signed by the person making the statement and include the address of the person making the statement.

The School Districts will respond to any of the information presented should the District determine that a response is appropriate.

The Petitioners will make this Notice of Hearing available to the patrons within the area to be excised and annexed.

Individual contact with the Hearing Officer is discouraged. Any matter requiring additional discussion may be scheduled by contacting the Hearing Officer at ed@litteneker law.com or by calling the Hearing Officer at 208-746-0344.

DATED this 3 day of December, 2014.

Edwin L. Litteneker
Hearing Officer

I DO HEREBY CERTIFY that a true
And correct copy of the foregoing
Document was:

__✓__ Mailed by regular first class mail,
And deposited in the United States
Post Office

_____ Sent by facsimile.

_____ Sent by Federal Express, overnight
Delivery

_____ Hand delivered

To:

Matthew Handelman, Superintendents
Coeur d' Alene Public School #271
1400 North Northwood Center Court
Coeur d' Alene, Idaho 83814

Brad Murray, Superintendent
Lakeland Joint School District # 272
P.O. Box 39
15506 N. Washington Street
Rathdrum, Idaho 83858

Nate Grossglauser
3501 West Robinson Ave
Hayden, Idaho 83835

On this __3__ day of December, 2014.

____
Edwin L. Litteneker

BEFORE THE HEARING OFFICER FOR THE

IDAHO DEPARMENT OF EDUCATION

In the matter of the petition dated 01/11/14) Requesting the annexation of territory from) Lakeland Joint School District No. 272,))) To the))) Coeur d' Alene School District # 271,)))	**AMENDED NOTICE OF HEARING & PRE HEARING ORDER**

The petitioners have presented to the School Board of the Lakeland Joint School District No. 272 and the Coeur d' Alene School District No. 271 a petition to excise territory presently within the Lakeland Joint School District and annex the territory into the Coeur d' Alene School District pursuant to Idaho Code § 33-308.

Based upon discussions with the parties, the following Notice of Hearing & Pre-Hearing Order is entered;

That the Hearing in this matter shall commence on Wednesday, December 17, 2014. The hearing will begin at 7:00 p.m. The Hearing will be held at Atlas Elementary, 3000 Honeysuckle, Hayden, Idaho 83835.

The hearing will be electronically recorded by the Hearing Officer. If a court reporter is requested the expense shall be born by the party making the request.

The petitioners shall present any appropriate and relevant information for the Hearing Officer's considerations. Such information can be submitted verbally or in a written statement signed by the person making the statement and include the address of the person making the statement.

The School Districts will respond to any of the information presented should the District determine that a response is appropriate.

The Petitioners will make this Notice of Hearing available to the patrons within the area to be excised and annexed.

Individual contact with the Hearing Officer is discouraged. Any matter requiring additional discussion may be scheduled by contacting the Hearing Officer at ed@litttenekerlaw.com or by calling the Hearing Officer at 208-746-0344.

DATED this 9 day of December, 2014.

Edwin L. Litteneker
Hearing Officer

I DO HEREBY CERTIFY that a true
And correct copy of the foregoing
Document was:

__✓__ Mailed by regular first class mail, And deposited in the United States Post Office

_____ Sent by facsimile.

_____ Sent by Federal Express, overnight Delivery

_____ Hand delivered

To:

Matthew Handelman, Superintendents
Coeur d' Alene Public School #271
1400 North Northwood Center Court
Coeur d' Alene, Idaho 83814

Brad Murray, Superintendent
Lakeland Joint School District # 272
P.O. Box 39
15506 N. Washington Street
Rathdrum, Idaho 83858

Nate Grossglauser
3501 West Robinson Ave
Hayden, Idaho 83835

On this __9__ day of December, 2014.

Edwin L. Litteneker

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RECEIVED OCT 20 2014

LAKELAND JOINT SCHOOL DISTRICT #272
15506 N. Washington Street P.O. Box 39
Rathdrum, Idaho 83858
Phone: 208.687.0431 Fax: 208.687.1884 Web: lakeland272.org

October 16, 2014

Department of Education
Superintendent Tom Luna
PO Box 83720
Boise, ID 83720-0027

Dear Superintendent Luna:

Pursuant to Idaho Code 33-308, we are forwarding to the State Board of Education a petition requesting excision of an area from Lakeland Joint School District 272 and annexation into the Coeur d'Alene School District 271.

The Lakeland Board of Trustees at their regular board meeting held on October 13, 2014 addressed the petition. Trustee Tim Skubitz moved to approve the annexation request into the Coeur d'Alene School District No. 271 submitted by the Owners of this Subdivision as described in the annexation request with no changes. Trustee Wallace seconded the motion. Upon vote, the motion was approved with 3 yeas and 1 nay. Chairman Brown was absent from this meeting.

If you should have any further questions, please don't hesitate to contact our office at 208-687-0431.

Respectfully,

Brook A. Cunningham, Clerk of the Board
Lakeland Joint School District No. 272

Enclosure: Annexation Request

committed to academic excellence ... dedicated to student success

October 3rd, 2014

To:
School District 271
School District 272

We are requesting an area to be annexed into School District 271 and excised from School District 272. The legal names of the school districts, the current and proposed legal description of each school district, and the current and proposed map of the boundary are attached to this letter.

The reason for this request is that the area in question is physically located much closer to the District 271 schools than the District 272 schools. Atlas Elementary is within walking distance to this area. The neighboring subdivision, Balser Estates, went through this process in 2012 and was approved to switch from School District 272 to School District 271.

Currently there are no school age children residing within this area. The acreage on the north side of Robison is proposed to be a subdivision. We estimate this area will have approximately twenty school age children. The 4.774 acre piece on the south side of Robison is proposed as a single family home, and the owners have five children. The remaining 5 parcels, called the "Family Dream Sub" are estimated to have potentially 6 school age children.

We believe that it is in the best interest of the children that will be residing in this area to go to school in their own neighborhood and city.

Thanks for your attention in this matter,

Nate

Nate Grossglauser
3501 West Robison Ave
Hayden, ID 83835

Scott Krajack - Viking

From:	Chad Johnson <johnsonsurveying@yahoo.com>
Sent:	Monday, August 25, 2014 7:48 PM
To:	Scott Krajack - Viking
Subject:	Revised School boundary Legal descriptions
Attachments:	1000P Boudaries of CDA District .doc; LakelandSD_2011 Overall Legal Description.doc.rtf

Scott,

Neither one of these was updated for the Balser Estates Plat, they are now.

Have a great night

Chad Johnson, PLS

Johnson Surveying
Cell 208-660-2351
Post Falls, Idaho

Lakeland Joint School District No. 272

THE BOARD OF TRUSTEES **1010**

Organization and Classification

The legal name of this District is Lakeland Joint School District No. 272, Kootenai County, State of Idaho. The District is classified as: A joint school district.

In order to achieve its primary goal of providing each child with the necessary skills and attitudes to become effective citizens, the Board shall exercise the full authority granted to it by the laws of the state of Idaho. Its legal powers, duties and responsibilities are derived from the Idaho Constitution and state statutes and rules. Sources such as the school laws of Idaho, and the rules and regulations of the state board of education delineate the legal powers, duties and responsibilities of the Board.

Legal Reference:	I.C. § 33-302	Classification of school districts.
	I.C. § 33-305	Naming and numbering school districts.
	I.C. § 33-506	Organization and government of board of trustees.

Policy History:
Adopted on: August 13, 2007
Revised on:

Coeur d'Alene School District No. 271

THE BOARD OF TRUSTEES **1010**

Organization and Classification

The legal name of the School District will be Coeur d'Alene School District No. 271, Kootenai County, State of Idaho. The administrative offices of the School District are located at 1400 N. Northwood Center Court, Coeur d'Alene, Idaho 83814. The District is classified as a K-12 school district giving instruction to pupils in grades k (kindergarten)/one (1) through twelve (12).

In order to achieve its primary goal of providing each child with the necessary skills and attitudes to become effective citizens, the Board shall exercise the full authority granted to it by the laws of the state of Idaho. Its legal powers, duties and responsibilities are derived from the Idaho Constitution and state statutes and rules. Sources such as the school laws of Idaho, and the rules and regulations of the state board of education delineate the legal powers, duties and responsibilities of the Board.

Legal Reference:	I.C. § 33-302	Classification of school districts.
	I.C. § 33-305	Naming and numbering school districts.
	I.C. § 33-506	Organization and government of board of trustees.

Policy History:
Adopted on: November 4, 2013
Revised on:

EXHIBIT "A"
ANNEXATION DESCRIPTION

A parcel of land being Tract 209; the E ½ of Tract 244 per the plat of Hayden Lake Irrigated Tracts as recoded in book D at pages 66 & 67 and The Amended plat of Family Dream Estates recorded under Book K at pages 442 and 442A, records of Kootenai County, lying in the Northeast Quarter of Section of 21, Township 51 North, Range 4 West, Boise Meridian, City of Hayden, Kootenai County, Idaho and being more particularly described as follows:

Commencing at the northeast corner of the northeast quarter being a 3 ½" aluminum cap per CP&F instrument number 1832264 from which the East quarter corner of said section 21 bears S 00°50'20"W a distance of 2645.94 feet; Thence, along the East line of said northeast quarter S 00°50'20"W a distance of 330.74 feet to a point; Thence leaving said East line along the existing Coeur d' Alene School District boundary N 88°30'30"W a distance of 658.32 feet; Thence, continuing along the existing Coeur D' Alene School District boundary S 00°50'25"W a distance of 331.14 feet to the **True Point of Beginning**.

Thence, continuing along said school boundary S00°50'25"W a distance of 662.03 feet to the centerline of Robison Road;

Thence, along said centerline, S88°35'11"E a distance of 628.65 feet to the West right-of-way of Atlas Road;

Thence, leaving existing Coeur D Alene School District Boundary, along said West right-of-way of Atlas Road, S00°50'25"E a distance of 340.79 feet to the southeast corner of the Amended plat of Family Dream Estates recorded under Book K at pages 442 and 442A;

Thence, leaving said West right-of-way, S88°36'53"E a distance of 628.63 feet to the intersection of the East line of Tract 244;

Thence, along said East boundary of Tract 244, S00°50'14"W a distance of 321.05 feet to the southeast corner thereof

Thence, along the South boundary of Tract 244, N88°38'35"W a distance of 329.33 feet to the southwest corner of the East ½ of Tract 244;

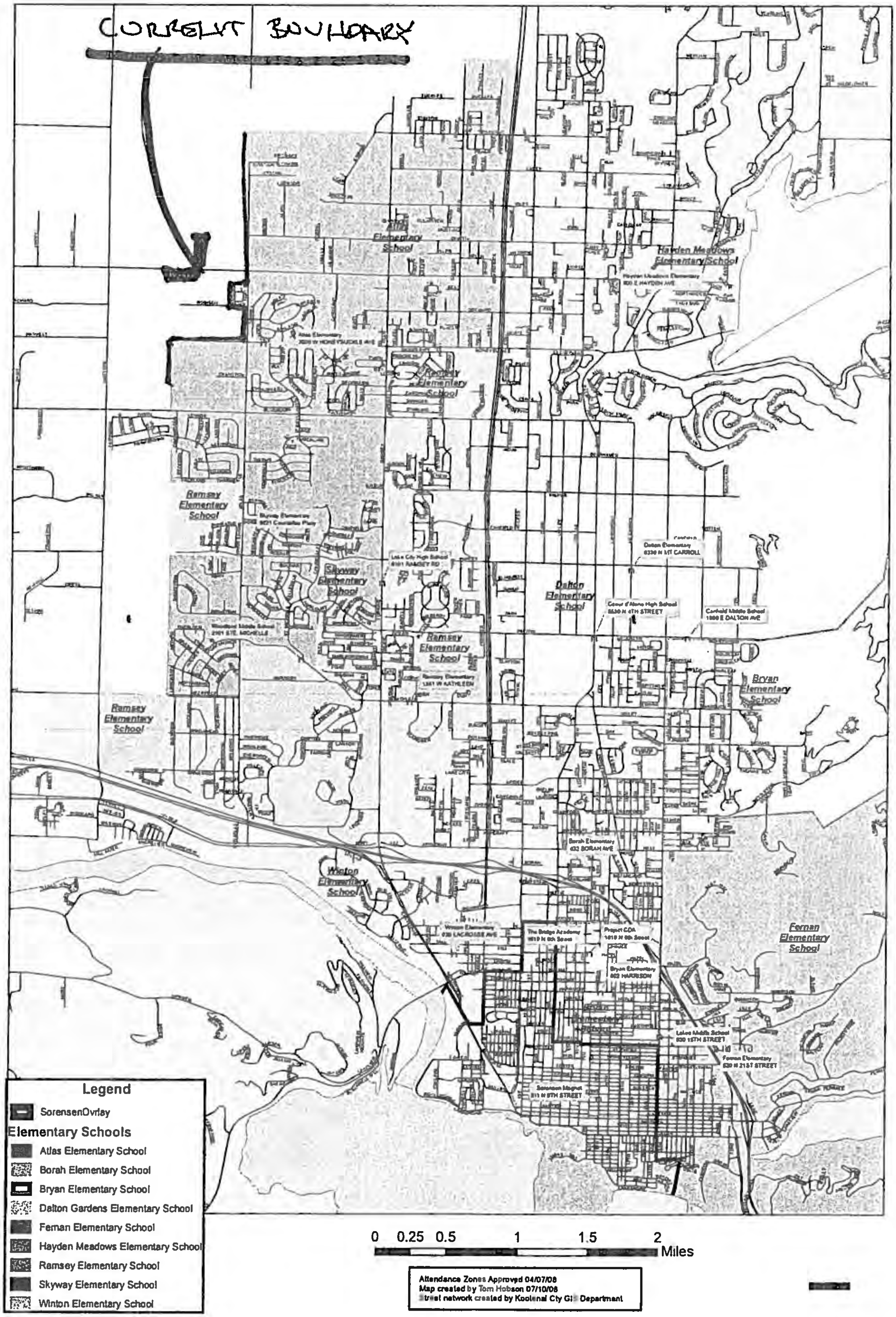
Thence, along the West boundary of the E ½ of Tract 244, N00°50'18"E a distance of 662.44 feet to the centerline of Robison Road;

Thence, along said centerline, S88°35'11"E a distance of 329.45 feet to a point

Thence, leaving said centerline, N00°50'34"E a distance of 662.61 feet to the northwest corner of Tract 209;

Thence, along the North line of said Tract 209, S88°32'10"E a distance of 658.65 feet to the **True Point of Beginning.**

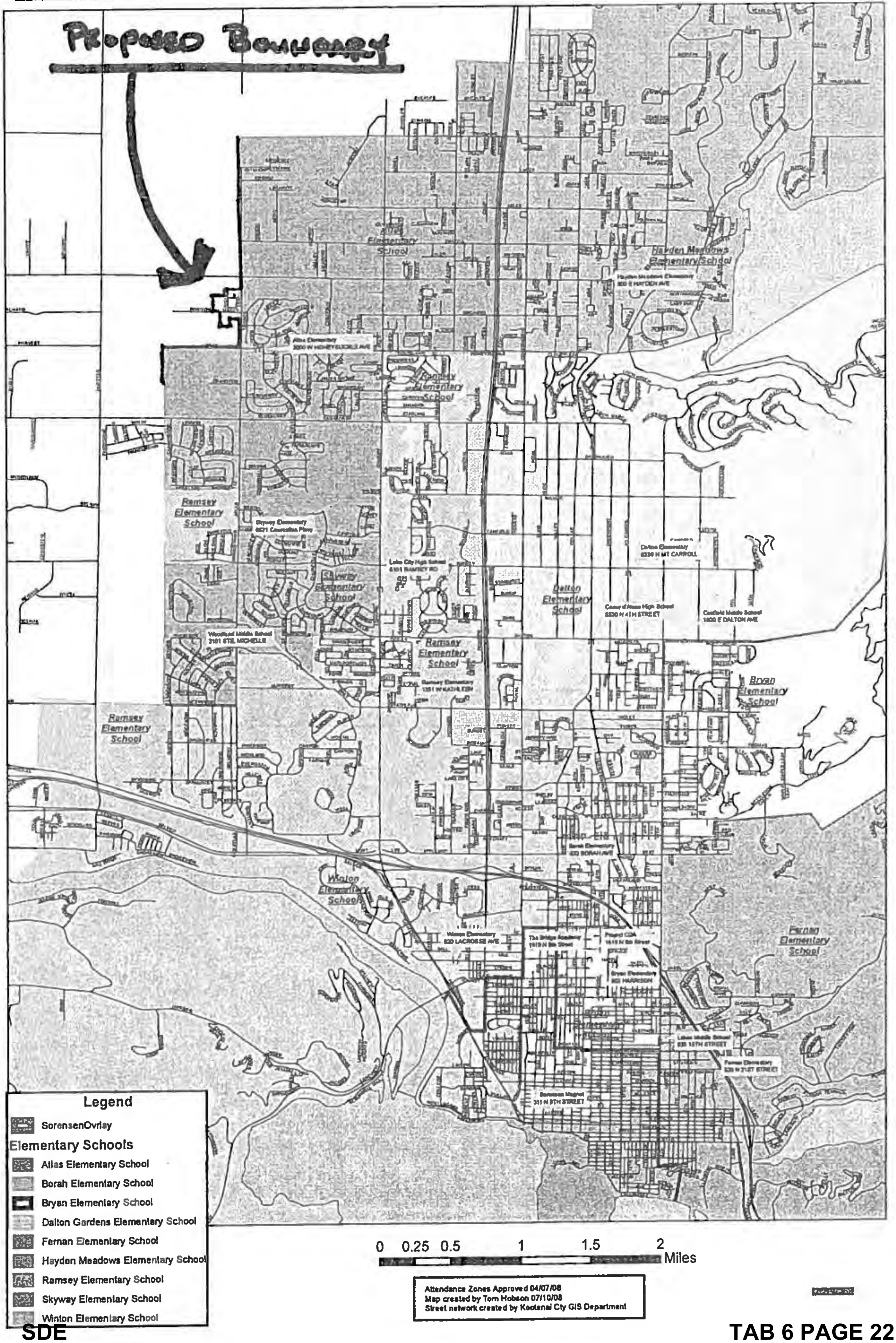
SD271 Elementary School Attendance Zones



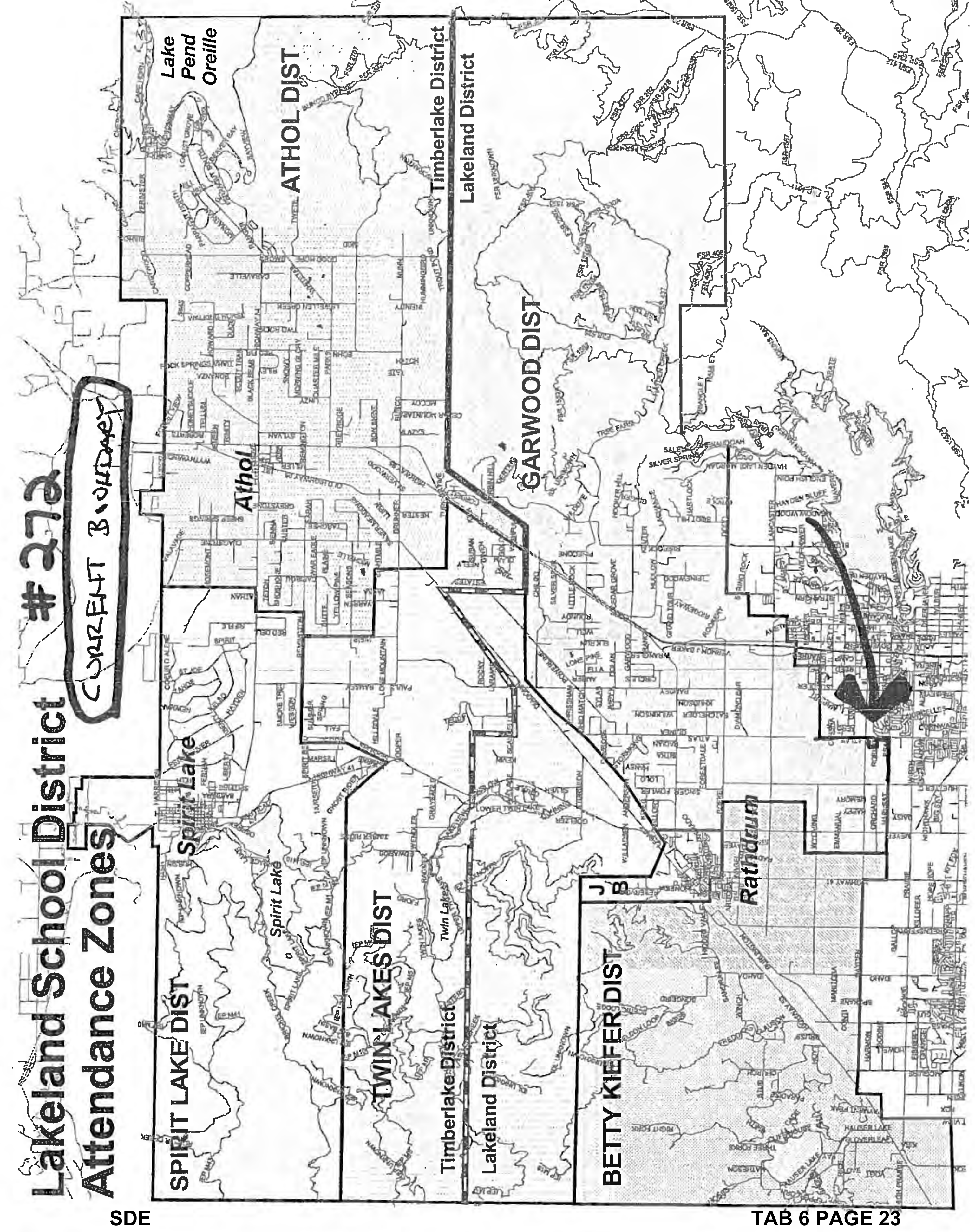
CURRENT BOUNDARY

Attendance Zones Approved 04/07/08
Map created by Tom Hobson 07/10/08
Street network created by Kootenai Cty GIS Department

SD271 Elementary School Attendance Zones

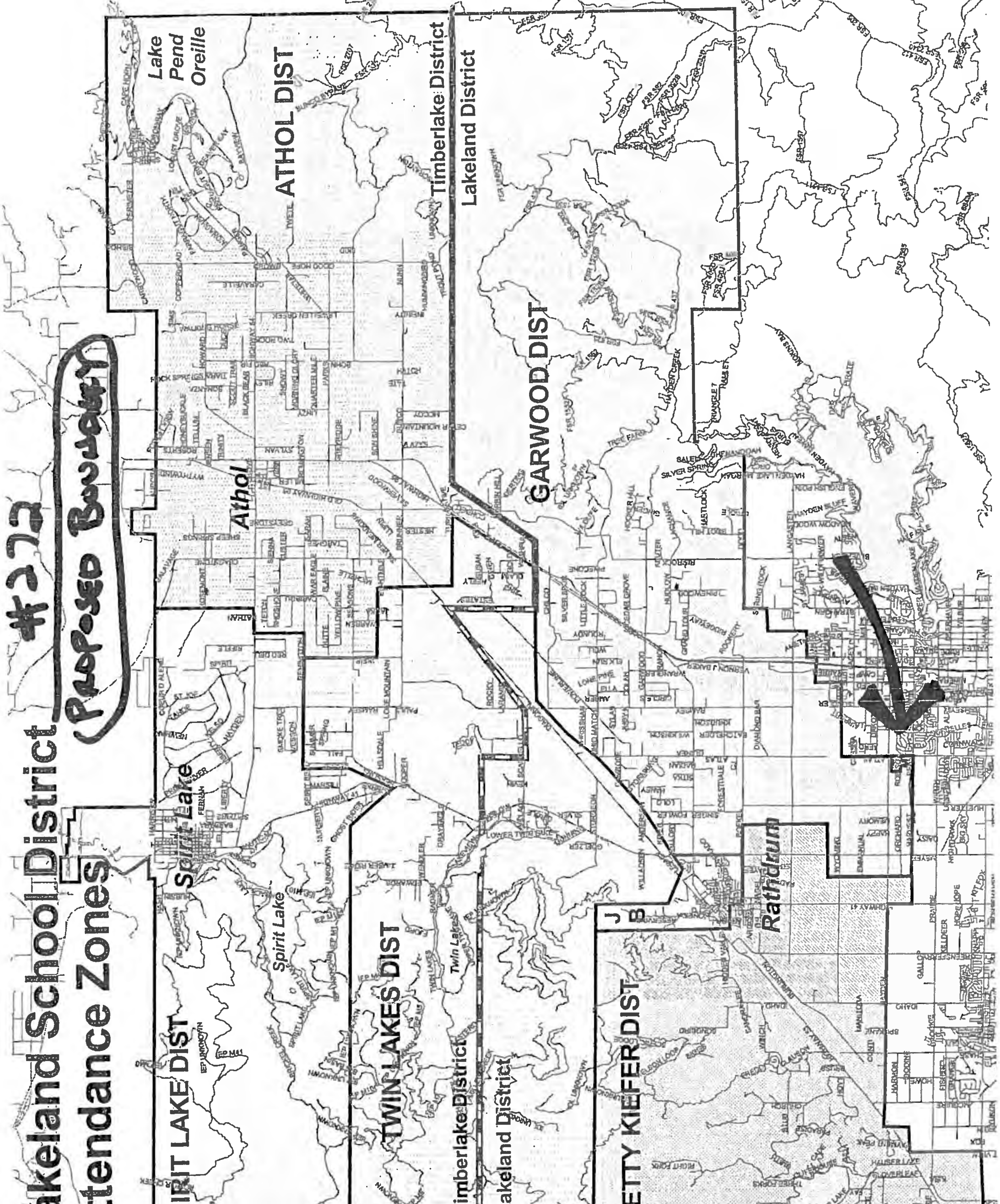


Attendance Zones Approved 04/07/08
Map created by Tom Hobson 07/10/08
Street network created by Kootenai Cty GIS Department



Lakeland School District Attendance Zones

#272 CURRENT BOUNDARY


Lakeland School District
Attendance Zones
#272
(Proposed Boundary)
Lake Pend Oreille
ATHOL DIST
Athol
Timberlake District
Lakeland District
GARWOOD DIST
SPIRIT LAKE DIST
Spirit Lake
TWIN LAKES DIST
Twin Lakes
BETTY KIEFER DIST
Rathdrum
J
B

EXISTING BOUNDARY

Kootenai County, Idaho

Maptile Location within Township

6	5	4	3	2	1
7	8	9	10	11	12
18	17	16	15	14	13
19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36

N
W E
S

THIS DRAWING IS TO BE USED FOR REFERENCE PURPOSES ONLY. THE COUNTY IS NOT RESPONSIBLE FOR ANY INACCURRACIES CONTAINED HEREIN.

Map Revisions

12/26/08 - JB
Pin 0-3560-21-243-AA cut to R/W (08)

01/12/09 - TH
0-3560-21-243-AA (new H-4050-21-243-AA) annexed into City of Hayden per Ord #462 (09)

05/15/09 - VMW
H-4050-21-243-AC out of 243-AA (10)

11/27/09 -TH
0-3560-21-244-AA & 244-AB (new H-4050-21) annexed into City of Hayden per Ord #473 (10)

01/25/13 - TH
H-4050-21-243-AA & 243-AC platted into FAMILY DREAMS SUB (13)

Notes:

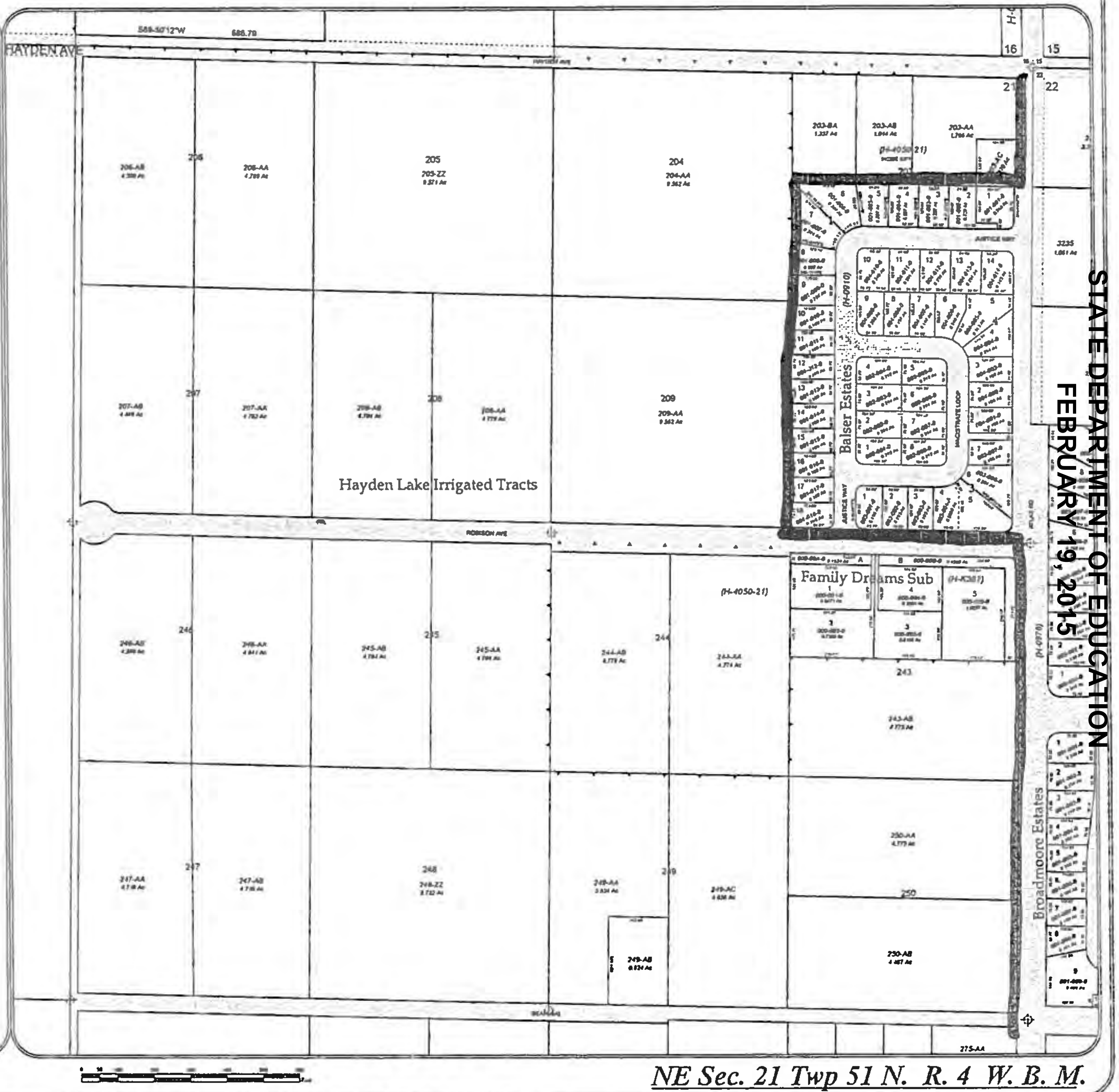
Parcel areas have been calculated by traverse closure when sufficient information has been available. Area shown is Net Assessable Area; Right-of-Way, where applicable, has been subtracted. Distances and curve lengths less than 50' may not be shown due to scale limitations. Dimensions in parenthesis denote record and/or platted lot dimensions.

LOCATION OF ROADS SHOWN ARE BASED ON ADDRESSABLE ROAD INFORMATION AND MAY OR MAY NOT BE PUBLIC.

Parcel Identification Number (PIN) are comprised as follows:
Platted: Sub-code and Parcel ID# ex. C-3510 and 021-898-C Resulting PIN = C-3510-021-898-C or C35100218980C
Unplatted: Twp/Rng/Sec and Parcel ID# ex. 50N03W-16 and 7850 Resulting PIN = 50N03W-16-7850 or 50N03W167850

Legend

(C-5357) Sub-code
001-001-A Parcel ID# (PIN)
TaxParcels
LegalAreas
Road RW
Private Roads
Plat Boundaries
Railroad
City Limits
GCDB_Corners
GCDB_Lines



Maptile: 51N04W21NE

NE Sec. 21 Twp 51 N. R. 4 W. B. M.

Current [redacted] Legal Boundary

Lakeland Joint School District No. 272 2011 Trustee Zones 7/15/11
JP Stravens Planning Associates, Inc.

Lakeland Joint School District No. 272
School District Legal Description

BEGINNING at the NW corner of Section 1, T53N, R6W on the Idaho-Washington State line; thence east approximately 7½ miles to the center of Section 31, T51N, R4W; thence north to include all of those parcels of land located in the east ½ of Section 31, T51N, R4W lying east of Idaho State Highway #41 and southeasterly of Spirit Lake cutoff road, together with the South ½ of the South ½ of the SE corner of Section 31, T51N, R4W; thence north to include all those parcels of land located in the NE ¼ of Section 30, T51N, R4W, except the North ½ of the North ½ of said NE corner; thence east to include all those parcels of land located in Section 29, T51N, R4W described as follows, the South ½ and the South ½ of the SE ¼ of the NE ¼, the SW ¼ of the NE ¼, the South ½ of the NW ¼ and the South ½ of the South ½ of the NW ¼ of the NW ¼ ; thence south to include all those parcels lying within Section 32, T51N, R4W; thence east approximately 5½ miles along the Kootenai-Bonner County line to the SW corner of the SE ¼ of Section 32, T54N, R3W; thence north ½ mile to the center of said Section 32, T54N, R3W; thence east ½ mile to the NE corner of the SE ¼ of Section 32, T 54N, R3W; thence south to the SE corner of said Section 32, T54N, R3W; thence 4 miles east to the NE corner of Section 1, T53N, R3W; thence north 1 mile on the County line to the NW corner of Section 31, T54N, R2W; thence east 6 miles on the County line to the NE corner of Section 36, T54N, R2W; thence south 7 miles on the County line to the SE corner of Section 36, T53N, R2W; thence east 8¼ miles to a point on the NW ¼ of Section 3, T53N, R1E; thence south 6 miles on the County line to the Township line between 51N and 52N, R1E and the south section of Section 34, T52N, R1W; thence west 14 miles more or less along the Townships lines to the SW corner of Section 31, T52N, R2W; thence north 1 mile to the SE corner of Section 25, T52N, R3W; thence south along the center thread of Hayden Creek to its mouth; thence south ⅞ mile more or less to the point where the Township line between 51N and 52N intersect the center of Hayden Lake; thence west 3⅓ miles more or less to the SW corner of Section 31, T52N, R3W; thence south ½ to the SE corner of the NE ¼ of Section 1, T51N, R4W; thence west ½ mile to the center of said Section 1, T51N, R4W; thence south ¾ mile more or less to the SE corner of North ½ of the NW ¼ of Section 12, T51N, R4W; thence west ½ mile to the east line of Section 11, T51N, R4W; thence south ½ mile to the SE corner of the SW ¼ of Section 11, T51N, R4W; thence west 1½ miles to the SE corner of Section 9, T51N, R4W; thence south **approximately 9/10 mile to a point S 88° 30’ 58” W in the SE corner of the NE 1/4 of Section 21, Twp. 51 N, R 4 WBM; thence west a distance of 638.61 feet to a point; thence south a distance of 973.13 feet to the existing West right-of-way of Atlas Road; thence west approximately 2 4/10 miles** to the SW corner of the NW ¼ of Section 19, T51N, R4W; thence north ½ mile to the SE corner of Section 13, T51N, R5W; thence west 4½ miles to the NW corner of NE ¼ of Section 20,T51N, R5W; thence south ½ mile to the center of Section 20, T51N, R5W; thence west ½mile to the NE corner of the SE ¼, Section 19, T51N, R5W; thence south 1½ miles to the SE corner of Section 30, T51N, R5W; thence west 2 miles to the point of beginning.

Coeur d'Alene School District No. 271

CURRENT
LEGAL
BOUNDARY

THE BOARD OF TRUSTEES **1000P**

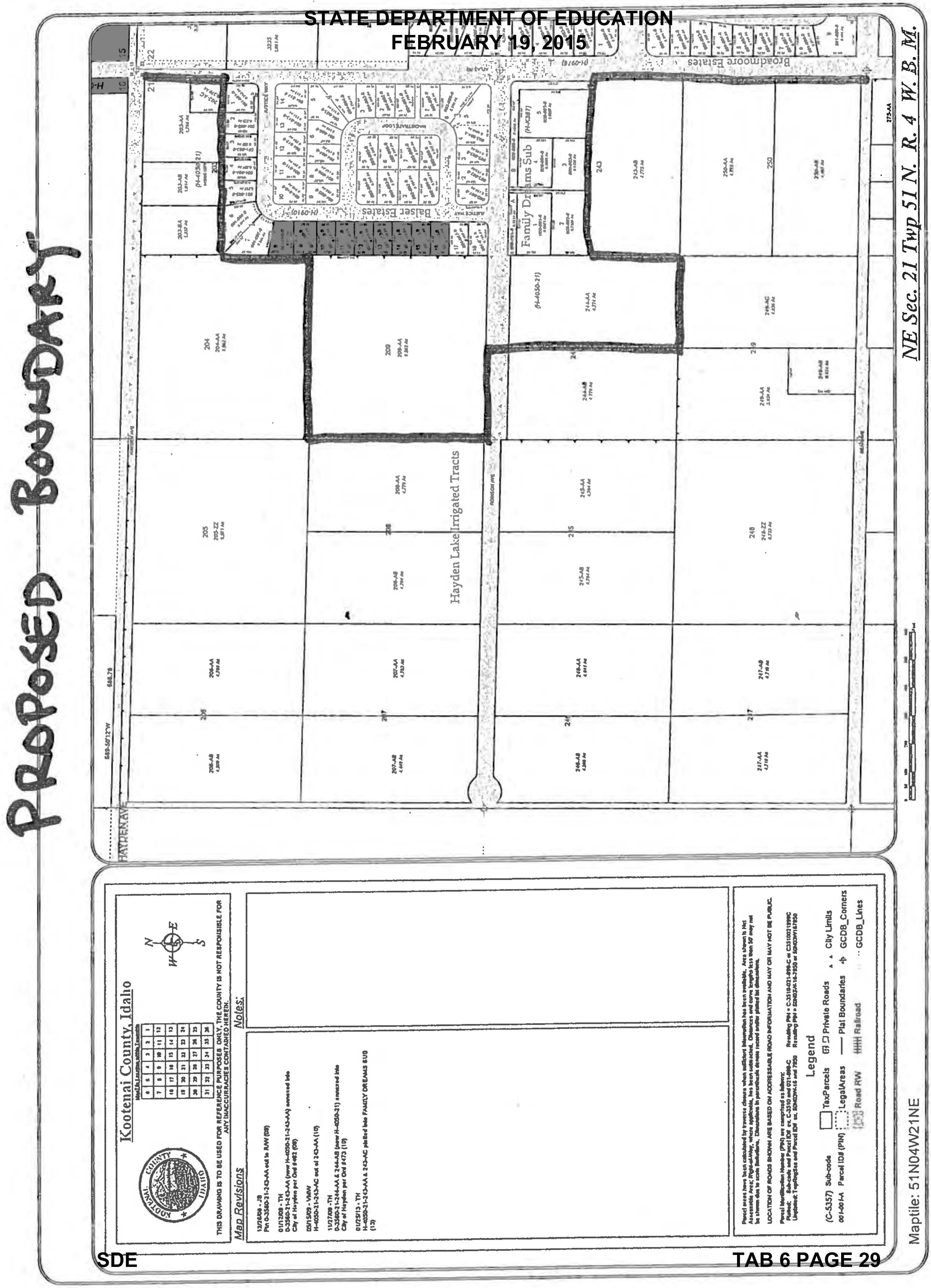
Boundaries of the Coeur d'Alene School District No. 271

Beginning at the north ¼ corner of Sec. 5, Twp. 50 N, R 4 WBM; thence east approximately 1 mile to the north ¼ corner of Sec. 4, said township and range; thence north approximately 2½ miles to the center of Sec. 21, Twp. 51 N, R 4 WBM; thence east approximately ½ mile to the east ¼ corner of Sec. 21, said township and range; thence north approximately 1½ miles to the SW corner of Sec.10, said township and range; thence east approximately 1½ miles to the south ¼ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately ½ mile to the east ¼ corner of said Sec. 11; thence north approximately ¼ mile to the NW corner of the SW ¼ of the NW ¼ of Sec. 12, said township and range; thence east approximately ½ mile to the NE corner of the SE 1/4 corner of the NW ¼ of said Sec. 12; thence north approximately ¾ mile to the center of Sec. 1, said township and range; thence east approximately ½ mile to the east ¼ corner of said Sec. 1; thence north approximately ½ mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east 3 ¼ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately 2 ¾ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east 14¼ miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW 1/8 of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately 8 ¾ miles to the north ¼ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south ¼ corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately ½ mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately ½ mile to the west ¼ corner of said Sec. 15; thence west approximately 1½ miles to the center of Sec. 17, said township and range; thence north approximately 1½ miles to the south ¼ corner of Sec. 5, said township and range; thence west 1½ miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately 2 ½ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5 WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately l mile to the SE corner of said Sec. 22; thence west 4 miles, more or less, to the Washington-Idaho State line; thence north approximately 3½ miles to the west ¼ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east 1½ miles, more or less, to the center of Sec. 5, Twp. 49 N, R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east approximately 1½ miles to the east ¼ corner of Sec. 9, said township and range; thence north approximately 2½ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east ½ mile to the north ¼ corner of said Sec. 33; thence north approximately 1 mile to the north ¼ corner of

Sec. 28, said township and range; thence east approximately 2 miles to the north ¼ corner of Sec. 26, said township and range; thence north approximately ½ mile to the center of Sec. 23, said township and range; thence east approximately1 ½ miles to the west ¼ corner of Sec.19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east 1½ miles, more or less, along the center thread of the Spokane River to a point where the river intersects the north-south center line of Sec. 8, Twp. 50 N, R 4 WBM; thence north 1½ miles, more or less, to the point of beginning.

This description reflects the changes implemented with the annexation approved and effective December 12, 2002.

Policy History:
Adopted on: November 4, 2013
Revised on:


PROPOSED BOUNDARY
NE Sec. 21 Twp 51 N. R. 4 W. B. M.
Broadmoore Estates
Baiser Estates
Family Dreams Sub
Hayden Lake Irrigated Tracts
HAYDEN AVE
Kootenai County, Idaho
THIS DRAWING IS TO BE USED FOR REFERENCE PURPOSES ONLY. THE COUNTY IS NOT RESPONSIBLE FOR ANY INACCURACIES CONTAINED HEREIN.
Map Revisions
Notes:
Legend
TaxParcels
LegalAreas
Road RW
Private Roads
Plat Boundaries
Railroad
City Limits
GCDB_Corners
GCDB_Lines
Maptile: 51N04W21NE

PROPOSED

7/15/11

Lakeland Joint School District No. 272
School District Legal Description

BEGINNING at the NW corner of Section 1, T53N, R6W on the Idaho-Washington State line; thence east approximately 7½ miles to the center of Section 31, T51N, R4W; thence north to include all of those parcels of land located in the east ½ of Section 31, T51N, R4W lying east of Idaho State Highway #41 and southeasterly of Spirit Lake cutoff road, together with the South ½ of the South ½ of the SE corner of Section 31, T51N, R4W; thence north to include all those parcels of land located in the NE ¼ of Section 30, T51N, R4W, except the North ½ of the North ½ of said NE corner; thence east to include all those parcels of land located in Section 29, T51N, R4W described as follows, the South ½ and the South ½ of the SE ¼ of the NE ¼, the SW ¼ of the NE ¼, the South ½ of the NW ¼ and the South ½ of the South ½ of the NW ¼ of the NW ¼ ; thence south to include all those parcels lying within Section 32, T51N, R4W; thence east approximately 5½ miles along the Kootenai-Bonner County line to the SW corner of the SE ¼ of Section 32, T54N, R3W; thence north ½ mile to the center of said Section 32, T54N, R3W; thence east ½ mile to the NE corner of the SE ¼ of Section 32, T 54N, R3W; thence south to the SE corner of said Section 32, T54N, R3W; thence 4 miles east to the NE corner of Section 1, T53N, R3W; thence north 1 mile on the County line to the NW corner of Section 31, T54N, R2W; thence east 6 miles on the County line to the NE corner of Section 36, T54N, R2W; thence south 7 miles on the County line to the SE corner of Section 36, T53N, R2W; thence east 8¼ miles to a point on the NW ¼ of Section 3, T53N, R1E; thence south 6 miles on the County line to the Township line between 51N and 52N, R1E and the south section of Section 34, T52N, R1W; thence west 14 miles more or less along the Townships lines to the SW corner of Section 31, T52N, R2W; thence north 1 mile to the SE corner of Section 25, T52N, R3W; thence south along the center thread of Hayden Creek to its mouth; thence south ⅞ mile more or less to the point where the Township line between 51N and 52N intersect the center of Hayden Lake; thence west 3⅛ miles more or less to the SW corner of Section 31, T52N, R3W; thence south ½ to the SE corner of the NE ¼ of Section 1, T51N, R4W; thence west ½ mile to the center of said Section 1, T51N, R4W; thence south ¾ mile more or less to the SE corner of North ½ of the NW ¼ of Section 12, T51N, R4W; thence west ½ mile to the east line of Section 11, T51N, R4W; thence south ½ mile to the SE corner of the SW ¼ of Section 11, T51N, R4W;

(Continued Next Page)

thence west 1½ miles to the SE corner of Section 9, T51N, R4W; thence south 1/16 miles; thence West 1/8 miles; thence South 1/16 miles; thence South 1/16 miles; thence West 1/8 miles; thence South 1/8 miles; thence East 1/16 miles; thence South 1/8 miles; thence East 1/16 miles; thence North 1/16 miles; thence East 1/8 miles to the East line of Section 21; thence South 3/16 miles to the SE corner of the NE ¼ of Section 21, T51N, R4W; thence west 3 miles to the SW corner of the NW ¼ of Section 19, T51N, R4W; thence north ½ mile to the SE corner of Section 13, T51N, R5W; thence west 4½ miles to the NW corner of NE ¼ of Section 20, T51N, R5W; thence south ½ mile to the center of Section 20, T51N, R5W; thence west ½ mile to the NE corner of the SE ¼, Section 19, T51N, R5W; thence south 1½ miles to the SE corner of Section 30, T51N, R5W; thence west 2 miles to the point of beginning.

Coeur d'Alene School District No. 271 PROPOSED

THE BOARD OF TRUSTEES **1000P**

Boundaries of the Coeur d'Alene School District No. 271

Beginning at the north ¼ corner of Sec. 5, Twp. 50 N, R 4 WBM; thence east approximately 1 mile to the north ¼ corner of Sec. 4, said township and range; thence north approximately 2½ miles to the center of Sec. 21, Twp. 51 N, R 4 WBM; thence east approximately ½ mile to the east ¼ corner of Sec. 21, said township and range; thence north 3/16 *miles; thence leaving said Section 21, West 1/8 miles; thence South 1/16 miles; thence West 1/16 miles; thence North 1/8 miles; thence West 1/16 miles; thence North 1/8 miles; thence East 1/8 miles; thence North 1/16 miles; thence East 1/8 miles; to the East line of Section 21;said township and range; thence North 1 1/16 miles* approximately to the SW corner of Sec.10, said township and range; thence east approximately 1½ miles to the south ¼ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately ½ mile to the east ¼ corner of said Sec. 11; thence north approximately ¼ mile to the NW corner of the SW ¼ of the NW ¼ of Sec. 12, said township and range; thence east approximately ½ mile to the NE corner of the SE 1/4 corner of the NW ¼ of said Sec. 12; thence north approximately ¾ mile to the center of Sec. 1, said township and range; thence east approximately ½ mile to the east ¼ corner of said Sec. 1; thence north approximately ½ mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east 3 ¼ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately 2 ¾ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east 14¼ miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW 1/8 of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately 8 ¾ miles to the north ¼ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south ¼ corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately ½ mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately ½ mile to the west ¼ corner of said Sec. 15; thence west approximately 1½ miles to the center of Sec. 17, said township and range; thence north approximately 1½ miles to the south ¼ corner of Sec. 5, said township and range; thence west 1½ miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately 2 ½ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5 WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately l mile to the SE corner of said Sec. 22; thence west 4 miles, more or less, to the Washington-Idaho State line; thence north approximately 3½ miles to the west ¼ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east 1½ miles, more or less, to the center of Sec. 5, Twp. 49 N, R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east approximately 1½ miles to the east ¼ corner of Sec. 9, said township and range; thence north approximately 2½ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east ½ mile to the north ¼ corner of said Sec. 33; thence north approximately 1 mile to the north ¼ corner of Sec. 28, said township and range; thence east approximately 2 miles to the north ¼ corner of Sec. 26, said township and range; thence north approximately ½ mile to the center of Sec. 23, said township and range; thence east approximately1½ miles to the west ¼ corner of Sec.19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east 1½ miles, more or less, along the center thread of the Spokane River to a point where the river intersects the north-south center line of Sec. 8, Twp. 50 N, R 4 WBM; thence north 1½ miles, more or less, to the point of beginning.

This description reflects the changes implemented with the annexation approved and effective December 12, 2002.

Policy History:
Adopted on: November 4, 2013
Revised on:

SIGN IN SHEET

Hearing on Petition to excise territory from Lakeland School District No. 272
And annex said territory into Coeur d' Alene, School District No. 271
Atlas Elementary
December 17, 2014

Name	Address	Will you be offering live testimony?
Matt Handelman	CdA School District 1400 N. Northwood Ctr Ct CdA 83814	Yes [✓ No]
Scott Krasack	2605 W. Hayden Ave, Hayden, ID 83835	[✓ Yes] No
Tom Hearn	CdA School Dist 1400 N. Northwood Ct 83814	Yes [✓ No]
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No

Coeur d'Alene Public Schools
DISTRICT ADMINISTRATIVE CENTER
1400 N. Northwood Center Court, Coeur d'Alene, ID 83814

OFFICE 208.664.8241
FAX 208.664.1748
www.cdaschools.org

October 9, 2014

Tom Luna, Superintendent of Public Education
Idaho State Department of Education
PO Box 83720
Boise, ID 83720-0027

RE: Idaho Code 33-308 Petition to Excise property from Lakeland School District No. 272 and annex the same to Coeur d'Alene School District No. 271

Dear Superintendent Luna,

Please be advised that the Board of Trustees of Coeur d'Alene School District No. 271, at a duly noticed and constituted meeting held on October 6, 2014, reviewed the Petition of Petitioners, a copy of which is enclosed, before five members of the Board of Trustees. By Motion, second and unanimous vote, the Board of Trustees approved the petitioners request for annexation.

If you have additional questions, please feel free to contact me. Thank you.

Sincerely,

Lynn Towne

Lynn Towne
Clerk of the Board

Enclosures: Petition for Annexation

INVEST | INSPIRE | INNOVATE
We invest in each student to prepare, challenge and advance
well-educated, resilient and future-ready citizens.

Public Comment on Non-Agenda Items:
Greta Gissell, Coeur d'Alene shared results of KIDS Camp held at Fernan this summer. The primary goal is to reduce the summer slide in literacy. The data shows that students increased comprehension. They hope to offer this again in years to come. Board members would like to see additional data.
Doug Jaworsky, Coeur d'Alene is the President of the EXCEL Foundation. The Big Event is coming up on November 15. The Board will approve 51 grants totaling $110,000 this evening.

Superintendent's Report – Mr. Handelman sent information about webinars being offered through Eberharter Maki Law Office in Boise. Board members should let Clerk Lynn Towne know if interested in registering. Building Administrators are starting a book study "How to Grade for Learning". Consultant, Steve Wessler was here last week to train trainers who will work with small groups of students as we continue our anti-bullying efforts.

Board of Trustees Comments:
Tom Hearn spoke about the upcoming ISBA State Convention in November. He recently attended the Executive Board meeting as Region 1 Vice-Chair.

Approval of **Consent Agenda** Items:

A. Personnel
B. Approve Provisional Authorization .5 Science Teacher
C. Approve Accounts Payable Check List
D. Approve Special Education Contracts
E. Approve LCHS request to travel/Journalism Student trip in Washington DC
F. Approve Minutes from Student Hearings (9/18/14)
G. Approve EXCEL Grant recommendations for 2014-15 school year

Motion by Mr. Hearn to approve the consent agenda, second by Mr. Eubanks, passed 5-0.

Annexation Process & Possible Future Request – Mr. Handelman spoke about the Balser Estates Annexation process that took place in 2012. There are some nuances with the code that create a difficult process. A request from residents of West Landings is forthcoming. The benefits are an increase to the tax base. A challenge in that area of the district is finding space for new students. Both sides need to be looked at before the Board should make a decision. The district will need new schools in the Northwest portion of the district.

Request for Annexation – Scott Krajack of Viking Construction is the developer of 20 acres next to Balser Estates. Two homes exist currently in the area with no school age children. He feels as new homes are built, growth will be slow in terms of new students. It will take approximately two years to complete approximately 40 homes. Board members felt this was a good problem to have. Mr. Hamilton recommended looking at attendance zones very soon in light of overcrowding at the northern schools. Motion by Mr. Hamilton to recommend the annexation of Gianna Estates as presented, second by Mr. Hearn, passed 5-0.

Construction Update – Mr. Wardell presented an update of projects nearing completion as well as construction at Winton.

October 3rd, 2014

To:
School District 271
School District 272

We are requesting an area to be annexed into School District 271 and excised from School District 272. The legal names of the school districts, the current and proposed legal description of each school district, and the current and proposed map of the boundary are attached to this letter.

The reason for this request is that the area in question is physically located much closer to the District 271 schools than the District 272 schools. Atlas Elementary is within walking distance to this area. The neighboring subdivision, Balser Estates, went through this process in 2012 and was approved to switch from School District 272 to School District 271.

Currently there are no school age children residing within this area. The acreage on the north side of Robison is proposed to be a subdivision. We estimate this area will have approximately twenty school age children. The 4.774 acre piece on the south side of Robison is proposed as a single family home, and the owners have five children. The remaining 5 parcels, called the "Family Dream Sub" are estimated to have potentially 6 school age children.

We believe that it is in the best interest of the children that will be residing in this area to go to school in their own neighborhood and city.

Thanks for your attention in this matter,

Nate

Nate Grossglauser
3501 West Robison Ave
Hayden, ID 83835

JIM BRANNON
KOOTENAI COUNTY CLERK
VOTER REGISTRATION OFFICE
1808 N 3RD ST
COEUR D'ALENE ID 83814
PHONE: 208-446-1030 FAX: 208-446-2184

VERIFICATION OF REGISTRATION

Grossglauser Nathaniel John
3501 W ROBISON AVE
HAYDEN ID 83835 7671

Date of Notice: 10/06/2014
Voting Precinct: 18
Vote at: NEW LIFE COMMUNITY CHURCH
6068 W HAYDEN AVE
RATHDRUM, ID 83858

Your application to register to vote has been received and accepted. You have designated a party affiliation of **Republican**. If you did not designate a party affiliation, you are automatically designated as Unaffiliated pursuant to 34-411, Idaho Code. Indicated above is your voting precinct and location where you will vote.

Remember, EVERY election is important to your future. Each citizen who takes advantage of this privilege makes a difference. It is a way to voice your opinion and I hope that you will continue to exercise this right. If you have any questions about this notice, please contact the County Clerk of:

County: KOOTENAI
Address: 1808 N 3RD ST
COEUR D'ALENE ID 83814
Telephone: 208-446-1030

Coeur d'Alene School District No. 271

THE BOARD OF TRUSTEES **1010**

Organization and Classification

The legal name of the School District will be Coeur d'Alene School District No. 271, Kootenai County, State of Idaho. The administrative offices of the School District are located at 1400 N. Northwood Center Court, Coeur d'Alene, Idaho 83814. The District is classified as a K-12 school district giving instruction to pupils in grades k (kindergarten)/one (1) through twelve (12).

In order to achieve its primary goal of providing each child with the necessary skills and attitudes to become effective citizens, the Board shall exercise the full authority granted to it by the laws of the state of Idaho. Its legal powers, duties and responsibilities are derived from the Idaho Constitution and state statutes and rules. Sources such as the school laws of Idaho, and the rules and regulations of the state board of education delineate the legal powers, duties and responsibilities of the Board.

Legal Reference:	I.C. § 33-302	Classification of school districts.
	I.C. § 33-305	Naming and numbering school districts.
	I.C. § 33-506	Organization and government of board of trustees.

Policy History:
Adopted on: November 4, 2013
Revised on:

Lakeland Joint School District No. 272

THE BOARD OF TRUSTEES 1010

Organization and Classification

The legal name of this District is Lakeland Joint School District No. 272, Kootenai County, State of Idaho. The District is classified as: A joint school district.

In order to achieve its primary goal of providing each child with the necessary skills and attitudes to become effective citizens, the Board shall exercise the full authority granted to it by the laws of the state of Idaho. Its legal powers, duties and responsibilities are derived from the Idaho Constitution and state statutes and rules. Sources such as the school laws of Idaho, and the rules and regulations of the state board of education delineate the legal powers, duties and responsibilities of the Board.

Legal Reference:	I.C. § 33-302	Classification of school districts.
	I.C. § 33-305	Naming and numbering school districts.
	I.C. § 33-506	Organization and government of board of trustees.

Policy History:
Adopted on: August 13, 2007
Revised on:

EXHIBIT “A”
ANNEXATION DESCRIPTION

A parcel of land being Tract 209; the E ½ of Tract 244 per the plat of Hayden Lake Irrigated Tracts as recoded in book D at pages 66 & 67 and The Amended plat of Family Dream Estates recorded under Book K at pages 442 and 442A, records of Kootenai County, lying in the Northeast Quarter of Section of 21, Township 51 North, Range 4 West, Boise Meridian, City of Hayden, Kootenai County, Idaho and being more particularly described as follows:

Commencing at the northeast corner of the northeast quarter being a 3 ½” aluminum cap per CP&F instrument number 1832264 from which the East quarter corner of said section 21 bears S 00°50’20”W a distance of 2645.94 feet; Thence, along the East line of said northeast quarter S 00°50’20”W a distance of 330.74 feet to a point; Thence leaving said East line along the existing Coeur d’ Alene School District boundary N 88°30’30”W a distance of 658.32 feet; Thence, continuing along the existing Coeur D’ Alene School District boundary S 00°50’25”W a distance of 331.14 feet to the **True Point of Beginning**.

Thence, continuing along said school boundary S00°50’25”W a distance of 662.03 feet to the centerline of Robison Road;

Thence, along said centerline, S88°35'11"E a distance of 628.65 feet to the West right-of-way of Atlas Road;

Thence, leaving existing Coeur D Alene School District Boundary, along said West right-of-way of Atlas Road, S00°50'25"E a distance of 340.79 feet to the southeast corner of the Amended plat of Family Dream Estates recorded under Book K at pages 442 and 442A;

Thence, leaving said West right-of-way, S88°36'53"E a distance of 628.63 feet to the intersection of the East line of Tract 244;

Thence, along said East boundary of Tract 244, S00°50'14"W a distance of 321.05 feet to the southeast corner thereof

Thence, along the South boundary of Tract 244, N88°38'35"W a distance of 329.33 feet to the southwest corner of the East ½ of Tract 244;

Thence, along the West boundary of the E ½ of Tract 244, N00°50'18"E a distance of 662.44 feet to the centerline of Robison Road;

Thence, along said centerline, S88°35'11"E a distance of 329.45 feet to a point

Thence, leaving said centerline, N00°50'34"E a distance of 662.61 feet to the northwest corner of Tract 209;

Thence, along the North line of said Tract 209, S88°32'10"E a distance of 658.65 feet to the **True Point of Beginning.**

Lynn M. Towne

From: Scott Krajack - Viking <scott@vikinghomes.com>
Sent: Friday, October 03, 2014 2:29 PM
To: Lynn M. Towne
Subject: FW: Coeur D Alene School District annexation legal
Attachments: SCHOOL ANNEXATION DESCRIPTION2.docx; Coeur D Alene School Annexation.pdf

Scott Krajack
Estimating Manager
Viking Construction
scott@vikinghomes.com
208-762-9106

From: Chad Johnson [mailto:johnsonsurveying@yahoo.com]
Sent: Monday, August 25, 2014 3:49 PM
To: Scott Krajack - Viking
Subject: Coeur D Alene School District annexation legal

Scott,

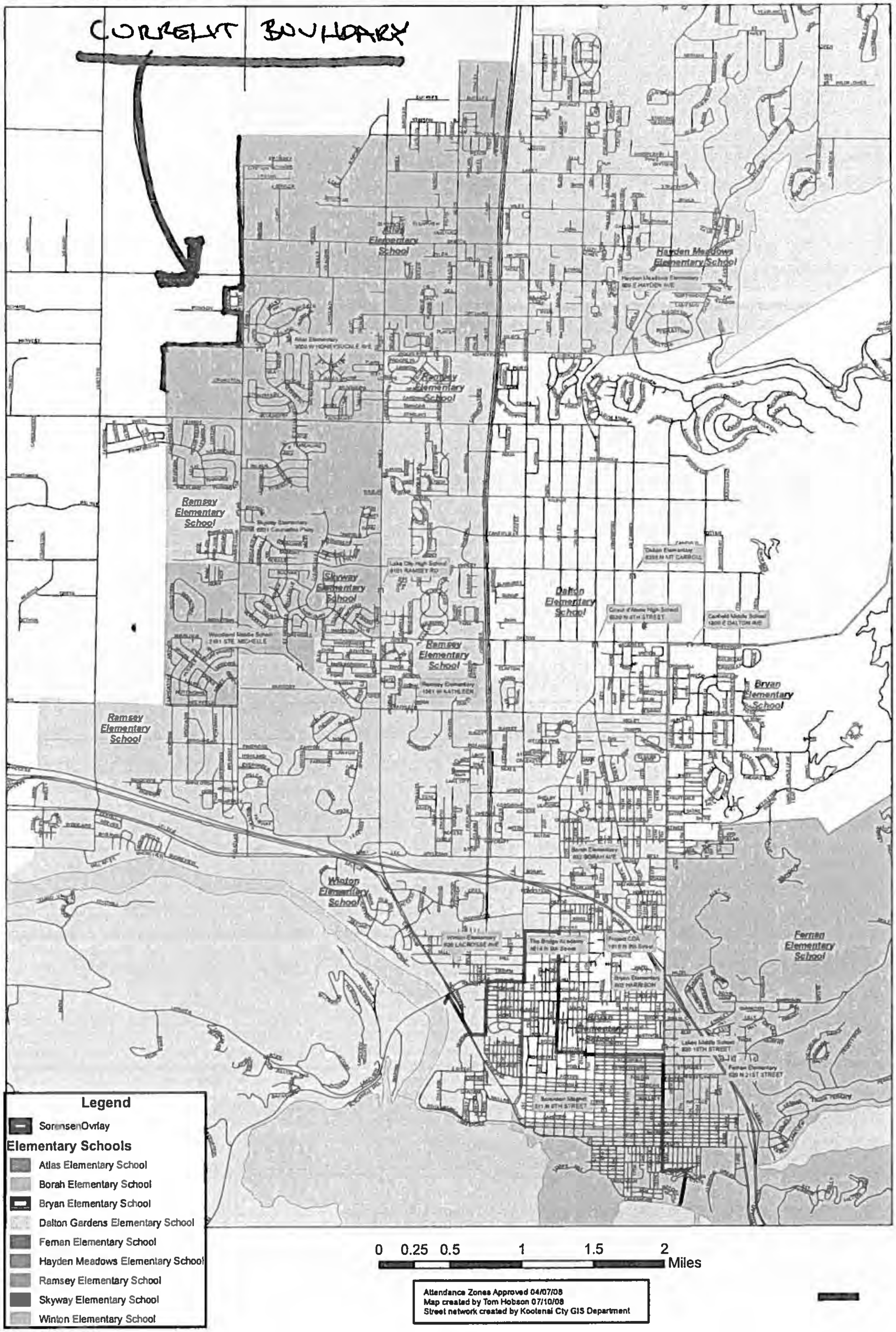
I'm guessing I need two of these one for the de-annexation from Lakeland also or can they use this for both?

Let me know, I will have Obsidian Legal shortly.

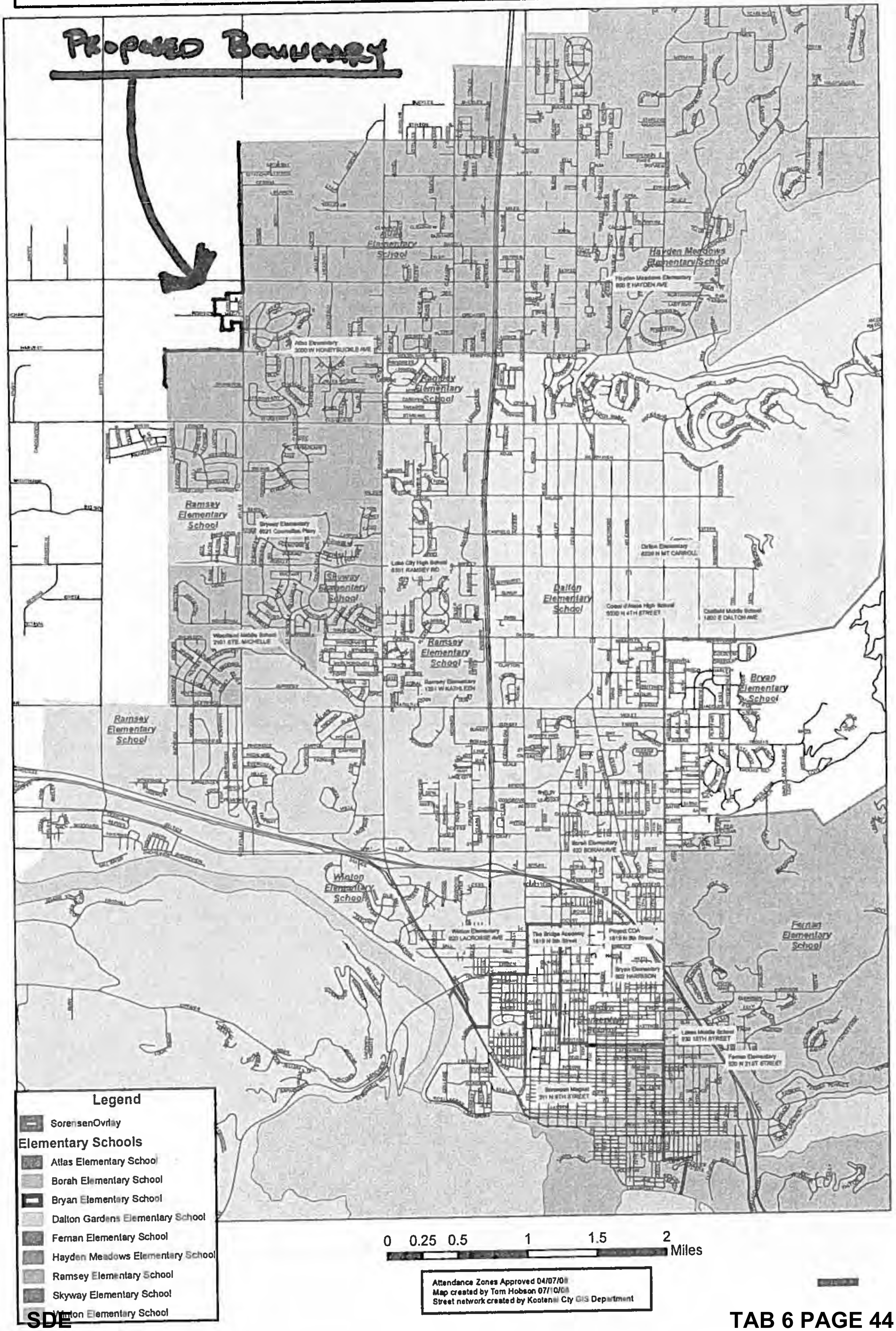
Chad Johnson, PLS

Johnson Surveying
Cell 208-660-2351
Post Falls, Idaho

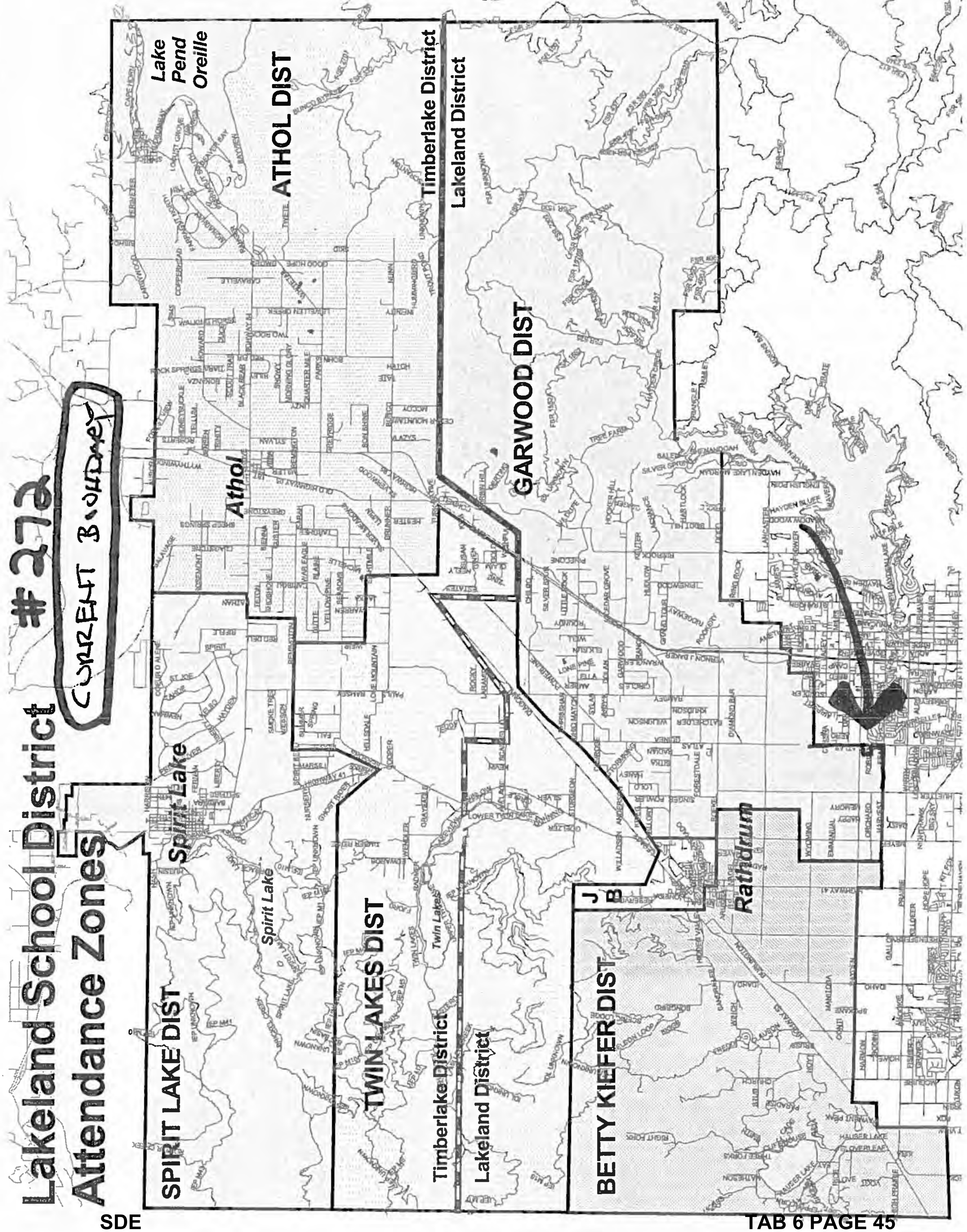
SD271 Elementary School Attendance Zones



SD271 ~~Elementary School Attendance Zones~~



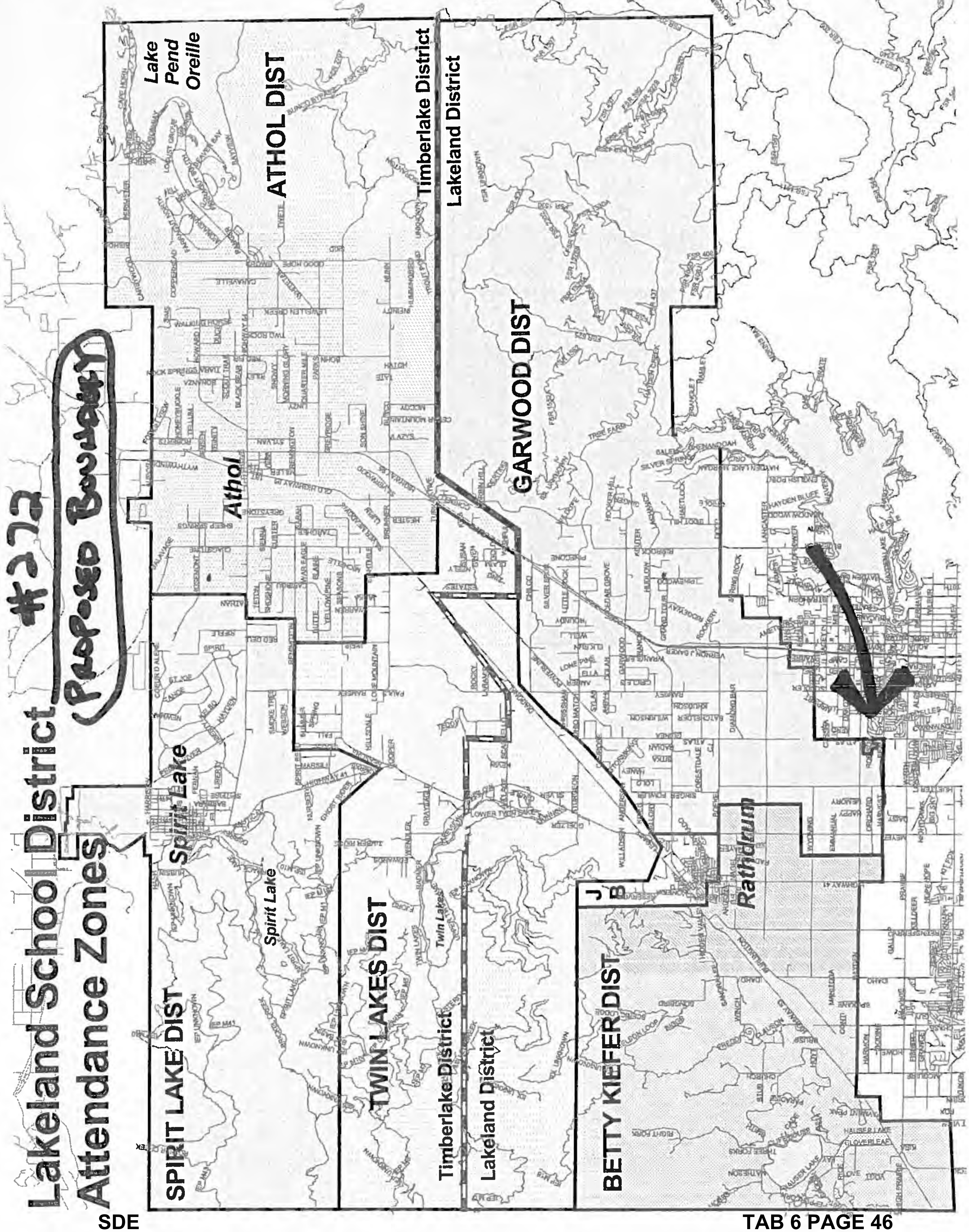
Attendance Zones Approved 04/07/08
Map created by Tom Hobson 07/10/08
Street network created by Kootenai Cty GIS Department



Lakeland School District Attendance Zones

#272

CURRENT BOUNDARY



Lakeland School District
Attendance Zones

#272
(Proposed Boundary)

EXISTING BOUNDARY

Kootenai County, Idaho

6	5	4	3	2	1
7	8	9	10	11	12
18	17	16	15	14	13
19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36

Map Revisions

12/26/08 - JB
Ptn 0-3560-21-243-AA out to R/W (08)

01/12/09 - TH
0-3560-21-243-AA (now H-4050-21-243-AA) annexed into City of Hayden per Ord #462 (09)

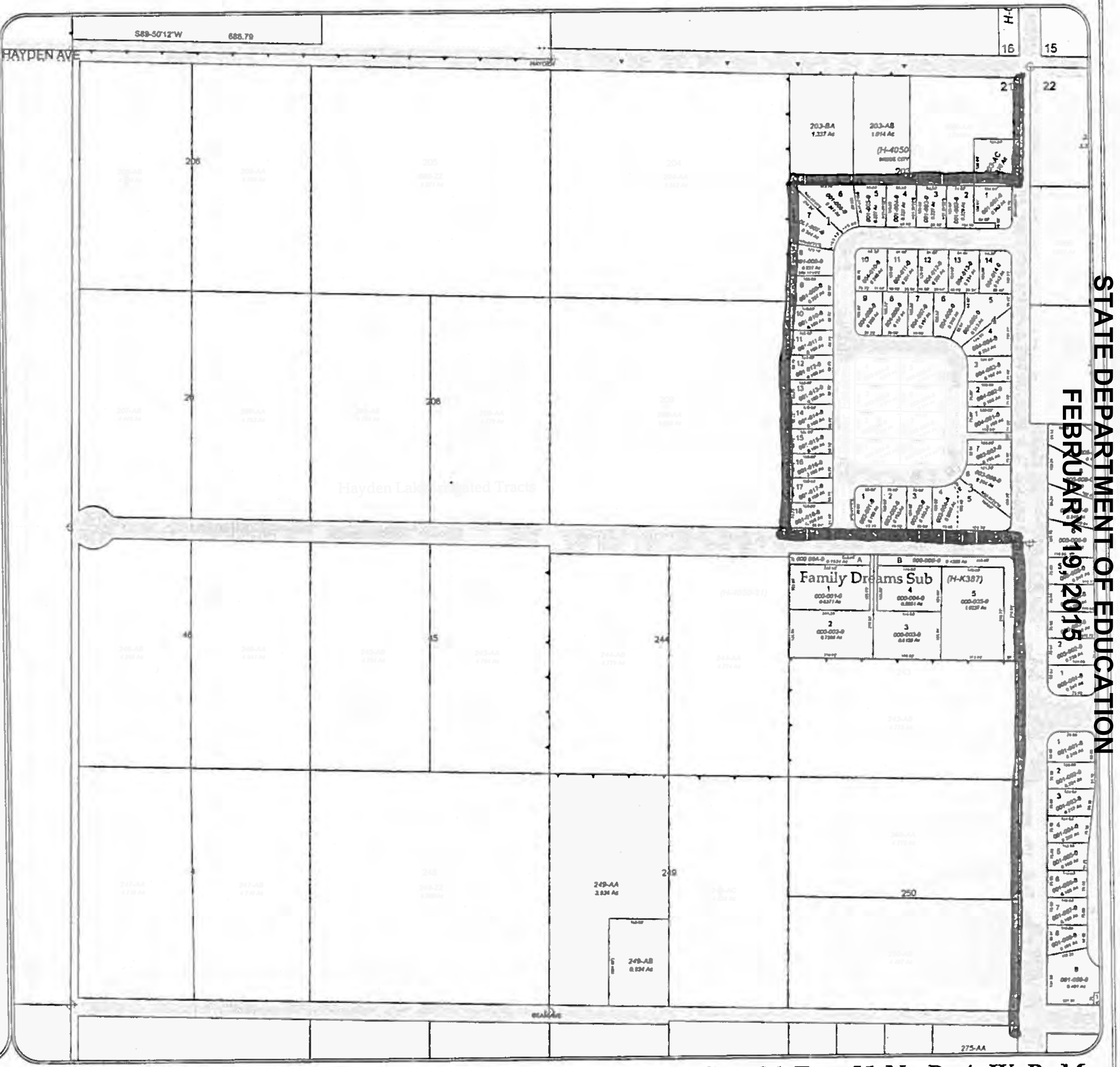
05/15/09 - VMW
H-4050-21-243-AC out of 243-AA (10)

11/27/09 - TH
0-3560-21-244-AA & 244-AB (now H-4050-21) annexed into City of Hayden per Ord #473 (10)

01/25/13 - TH
H-4050-21-243-AA & 243-AC platted into FAMILY DREAMS SUB (13)

Notes:

Legend



NE Sec. 21 Twp 51 N. R. 4 W. B. M.

Mapfile: 51N04W21NE

CURRENT ~~New~~ Legal Boundary

Lakeland Joint School District No. 272 2011 Trustee Zones 7/15/11
JP Stravens Planning Associates, Inc.

Lakeland Joint School District No. 272

School District Legal Description

BEGINNING at the NW corner of Section 1, T53N, R6W on the Idaho-Washington State line; thence east approximately 7½ miles to the center of Section 31, T51N, R4W; thence north to include all of those parcels of land located in the east ½ of Section 31, T51N, R4W lying east of Idaho State Highway #41 and southeasterly of Spirit Lake cutoff road, together with the South ½ of the South ½ of the SE corner of Section 31, T51N, R4W; thence north to include all those parcels of land located in the NE ¼ of Section 30, T51N, R4W, except the North ½ of the North ½ of said NE corner; thence east to include all those parcels of land located in Section 29, T51N, R4W described as follows, the South ½ and the South ½ of the SE ¼ of the NE ¼, the SW ¼ of the NE ¼, the South ½ of the NW ¼ and the South ½ of the South ½ of the NW ¼ of the NW ¼ ; thence south to include all those parcels lying within Section 32, T51N, R4W; thence east approximately 5½ miles along the Kootenai-Bonner County line to the SW corner of the SE ¼ of Section 32, T54N, R3W; thence north ½ mile to the center of said Section 32, T54N, R3W; thence east ½ mile to the NE corner of the SE ¼ of Section 32, T 54N, R3W; thence south to the SE corner of said Section 32, T54N, R3W; thence 4 miles east to the NE corner of Section 1, T53N, R3W; thence north 1 mile on the County line to the NW corner of Section 31, T54N, R2W; thence east 6 miles on the County line to the NE corner of Section 36, T54N, R2W; thence south 7 miles on the County line to the SE corner of Section 36, T53N, R2W; thence east 8¼ miles to a point on the NW ¼ of Section 3, T53N, R1E; thence south 6 miles on the County line to the Township line between 51N and 52N, R1E and the south section of Section 34, T52N, R1W; thence west 14 miles more or less along the Townships lines to the SW corner of Section 31, T52N, R2W; thence north 1 mile to the SE corner of Section 25, T52N, R3W; thence south along the center thread of Hayden Creek to its mouth; thence south ⅞ mile more or less to the point where the Township line between 51N and 52N intersect the center of Hayden Lake; thence west 3⅓ miles more or less to the SW corner of Section 31, T52N, R3W; thence south ½ to the SE corner of the NE ¼ of Section 1, T51N, R4W; thence west ½ mile to the center of said Section 1, T51N, R4W; thence south ¾ mile more or less to the SE corner of North ½ of the NW ¼ of Section 12, T51N, R4W; thence west ½ mile to the east line of Section 11, T51N, R4W; thence south ½ mile to the SE corner of the SW ¼ of Section 11, T51N, R4W; thence west 1½ miles to the SE corner of Section 9, T51N, R4W; thence south **approximately 9/10 mile to a point S 88° 30' 58" W in the SE corner of the NE 1/4 of Section 21, Twp. 51 N, R 4 WBM; thence west a distance of 638.61 feet to a point; thence south a distance of 973.13 feet to the existing West right-of-way of Atlas Road; thence west approximately 2 4/10 miles** to the SW corner of the NW ¼ of Section 19, T51N, R4W; thence north ½ mile to the SE corner of Section 13, T51N, R5W; thence west 4½ miles to the NW corner of NE ¼ of Section 20,T51N, R5W; thence south ½ mile to the center of Section 20, T51N, R5W; thence west ½mile to the NE corner of the SE ¼, Section 19, T51N, R5W; thence south 1½ miles to the SE corner of Section 30, T51N, R5W; thence west 2 miles to the point of beginning.

Coeur d'Alene School District No. 271

CURRENT
LEGAL
BOUNDARY

THE BOARD OF TRUSTEES **1000P**

Boundaries of the Coeur d'Alene School District No. 271

Beginning at the north ¼ corner of Sec. 5, Twp. 50 N, R 4 WBM; thence east approximately 1 mile to the north ¼ corner of Sec. 4, said township and range; thence north approximately 2½ miles to the center of Sec. 21, Twp. 51 N, R 4 WBM; thence east approximately ½ mile to the east ¼ corner of Sec. 21, said township and range; thence north approximately 1½ miles to the SW corner of Sec.10, said township and range; thence east approximately 1½ miles to the south ¼ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately ½ mile to the east ¼ corner of said Sec. 11; thence north approximately ¼ mile to the NW corner of the SW ¼ of the NW ¼ of Sec. 12, said township and range; thence east approximately ½ mile to the NE corner of the SE 1/4 corner of the NW ¼ of said Sec. 12; thence north approximately ¾ mile to the center of Sec. 1, said township and range; thence east approximately ½ mile to the east ¼ corner of said Sec. 1; thence north approximately ½ mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east 3 ¼ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately 2 ¾ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east 14¼ miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW 1/8 of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately 8 ¾ miles to the north ¼ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south ¼ corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately ½ mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately ½ mile to the west ¼ corner of said Sec. 15; thence west approximately 1½ miles to the center of Sec. 17, said township and range; thence north approximately 1½ miles to the south ¼ corner of Sec. 5, said township and range; thence west 1½ miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately 2 ½ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5 WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately l mile to the SE corner of said Sec. 22; thence west 4 miles, more or less, to the Washington-Idaho State line; thence north approximately 3½ miles to the west ¼ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east 1½ miles, more or less, to the center of Sec. 5, Twp. 49 N, R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east approximately 1½ miles to the east ¼ corner of Sec. 9, said township and range; thence north approximately 2½ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east ½ mile to the north ¼ corner of said Sec. 33; thence north approximately 1 mile to the north ¼ corner of

Sec. 28, said township and range; thence east approximately 2 miles to the north ¼ corner of Sec. 26, said township and range; thence north approximately ½ mile to the center of Sec. 23, said township and range; thence east approximately1½ miles to the west ¼ corner of Sec.19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east 1½ miles, more or less, along the center thread of the Spokane River to a point where the river intersects the north-south center line of Sec. 8, Twp. 50 N, R 4 WBM; thence north 1½ miles, more or less, to the point of beginning.

This description reflects the changes implemented with the annexation approved and effective December 12, 2002.

Policy History:
Adopted on: November 4, 2013
Revised on:

PROPOSED BOUNDARY

Kootenai County, Idaho

MapTile Location within Township

6	5	4	3	2	1
7	8	9	10	11	12
18	17	16	15	14	13
19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36

Map Revisions

12/26/08 - JB
Pin 0-3560-21-243-AA out to R/W (09)

01/12/09 - TH
0-3560-21-243-AA (new H-4050-21-243-AA) annexed into City of Hayden per Ord #462 (09)

05/15/09 - VMW
H-4050-21-243-AC out of 243-AA (10)

11/27/09 -TH
0-3560-21-244-AA & 244-AB (new H-4050-21) annexed into City of Hayden per Ord #473 (10)

01/25/13 - TH
H-4050-21-243-AA & 243-AC platted into FAMILY DREAMS SUB (13)

Notes:

Parcel areas have been calculated by traverse closure when sufficient information has been available. Area shown is Net Assessable Area; Right-of-Way, where applicable, has been subtracted. Distances and curve lengths less than 50' may not be shown due to scale limitations. Dimensions in parenthesis denote record and/or platted lot dimensions.

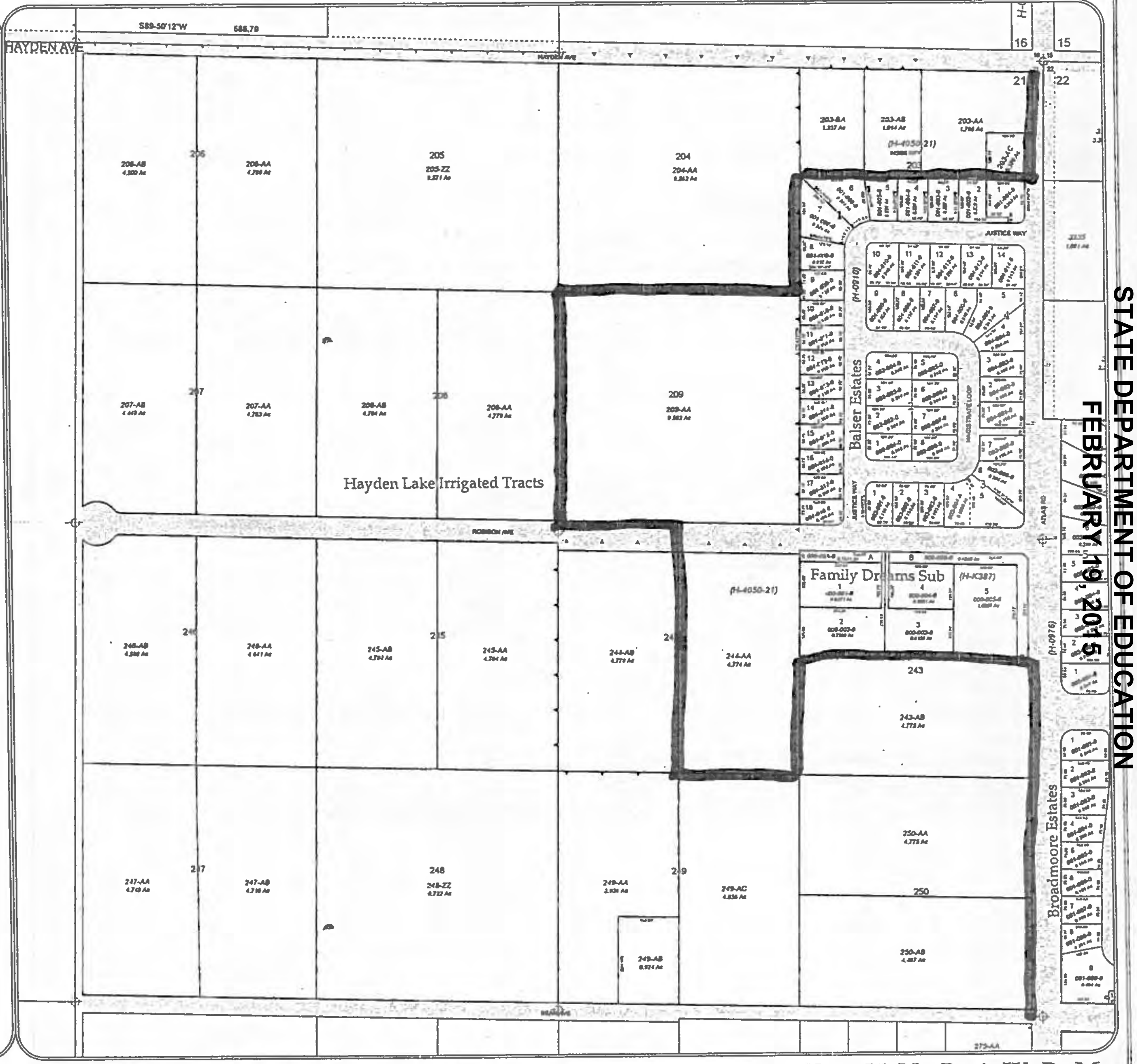
LOCATION OF ROADS SHOWN ARE BASED ON ADDRESSABLE ROAD INFORMATION AND MAY OR MAY NOT BE PUBLIC.

Parcel Identification Number (PIN) are comprised as follows:
Platted: Sub-code and Parcel ID# ex. C-3510 and 021-898-C Resulting PIN = C-3510-021-898-C or C3510021898C
Unplatted: TwpRngSec and Parcel ID# ex. 50N03W-16 and 7850 Resulting PIN = 50N03W-16-7850 or 50N03W167850

Legend

(C-5357) Sub-code
001-001-A Parcel ID# (PIN)
TaxParcels
LegalAreas
Road RW
Private Roads
Plat Boundaries
Railroad
City Limits
GCDB_Corners
GCDB_Lines

Maptile: 51N04W21NE



NE Sec. 21 Twp 51 N. R. 4 W. B. M.

PROPOSED

7/15/11

Lakeland Joint School District No. 272
School District Legal Description

BEGINNING at the NW corner of Section 1, T53N, R6W on the Idaho-Washington State line; thence east approximately 7½ miles to the center of Section 31, T51N, R4W; thence north to include all of those parcels of land located in the east ½ of Section 31, T51N, R4W lying east of Idaho State Highway #41 and southeasterly of Spirit Lake cutoff road, together with the South ½ of the South ½ of the SE corner of Section 31, T51N, R4W; thence north to include all those parcels of land located in the NE ¼ of Section 30, T51N, R4W, except the North ½ of the North ½ of said NE corner; thence east to include all those parcels of land located in Section 29, T51N, R4W described as follows, the South ½ and the South ½ of the SE ¼ of the NE ¼, the SW ¼ of the NE ¼, the South ½ of the NW ¼ and the South ½ of the South ½ of the NW ¼ of the NW ¼ ; thence south to include all those parcels lying within Section 32, T51N, R4W; thence east approximately 5½ miles along the Kootenai-Bonner County line to the SW corner of the SE ¼ of Section 32, T54N, R3W; thence north ½ mile to the center of said Section 32, T54N, R3W; thence east ½ mile to the NE corner of the SE ¼ of Section 32, T 54N, R3W; thence south to the SE corner of said Section 32, T54N, R3W; thence 4 miles east to the NE corner of Section 1, T53N, R3W; thence north 1 mile on the County line to the NW corner of Section 31, T54N, R2W; thence east 6 miles on the County line to the NE corner of Section 36, T54N, R2W; thence south 7 miles on the County line to the SE corner of Section 36, T53N, R2W; thence east 8¼ miles to a point on the NW ¼ of Section 3, T53N, R1E; thence south 6 miles on the County line to the Township line between 51N and 52N, R1E and the south section of Section 34, T52N, R1W; thence west 14 miles more or less along the Townships lines to the SW corner of Section 31, T52N, R2W; thence north 1 mile to the SE corner of Section 25, T52N, R3W; thence south along the center thread of Hayden Creek to its mouth; thence south ⅞ mile more or less to the point where the Township line between 51N and 52N intersect the center of Hayden Lake; thence west 3⅛ miles more or less to the SW corner of Section 31, T52N, R3W; thence south ½ to the SE corner of the NE ¼ of Section 1, T51N, R4W; thence west ½ mile to the center of said Section 1, T51N, R4W; thence south ¾ mile more or less to the SE corner of North ½ of the NW ¼ of Section 12, T51N, R4W; thence west ½ mile to the east line of Section 11, T51N, R4W; thence south ½ mile to the SE corner of the SW ¼ of Section 11, T51N, R4W;

(Continued Next Page)

thence west 1½ miles to the SE corner of Section 9, T51N, R4W; thence south 1/16 miles; thence West 1/8 miles; thence South 1/16 miles; thence South 1/16 miles; thence West 1/8 miles; thence South 1/8 miles; thence East 1/16 miles; thence South 1/8 miles; thence East 1/16 miles; thence North 1/16 miles; thence East 1/8 miles to the East line of Section 21; thence South 3/16 miles to the SE corner of the NE ¼ of Section 21, T51N, R4W; thence west 3 miles to the SW corner of the NW ¼ of Section 19, T51N, R4W; thence north ½ mile to the SE corner of Section 13, T51N, R5W; thence west 4½ miles to the NW corner of NE ¼ of Section 20, T51N, R5W; thence south ½ mile to the center of Section 20, T51N, R5W; thence west ½ mile to the NE corner of the SE ¼, Section 19, T51N, R5W; thence south 1½ miles to the SE corner of Section 30, T51N, R5W; thence west 2 miles to the point of beginning.

Coeur d'Alene School District No. 271 PROPOSED

THE BOARD OF TRUSTEES **1000P**

Boundaries of the Coeur d'Alene School District No. 271

Beginning at the north ¼ corner of Sec. 5, Twp. 50 N, R 4 WBM; thence east approximately 1 mile to the north ¼ corner of Sec. 4, said township and range; thence north approximately 2½ miles to the center of Sec. 21, Twp. 51 N, R 4 WBM; thence east approximately ½ mile to the east ¼ corner of Sec. 21, said township and range; thence north 3/16 *miles; thence leaving said Section 21, West 1/8 miles; thence South 1/16 miles; thence West 1/16 miles; thence North 1/8 miles; thence West 1/16 miles; thence North 1/8 miles; thence East 1/8 miles; thence North 1/16 miles; thence East 1/8 miles; to the East line of Section 21;said township and range; thence North 1 1/16 miles* approximately to the SW corner of Sec.10, said township and range; thence east approximately 1½ miles to the south ¼ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately ½ mile to the east ¼ corner of said Sec. 11; thence north approximately ¼ mile to the NW corner of the SW ¼ of the NW ¼ of Sec. 12, said township and range; thence east approximately ½ mile to the NE corner of the SE 1/4 corner of the NW ¼ of said Sec. 12; thence north approximately ¾ mile to the center of Sec. 1, said township and range; thence east approximately ½ mile to the east ¼ corner of said Sec. 1; thence north approximately ½ mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east 3 ¼ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately 2 ¾ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east 14¼ miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW 1/8 of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately 8 ¾ miles to the north ¼ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south ¼ corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately ½ mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately ½ mile to the west ¼ corner of said Sec. 15; thence west approximately 1½ miles to the center of Sec. 17, said township and range; thence north approximately 1½ miles to the south ¼ corner of Sec. 5, said township and range; thence west 1½ miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately 2 ½ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5 WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately l mile to the SE corner of said Sec. 22; thence west 4 miles, more or less, to the Washington-Idaho State line; thence north approximately 3½ miles to the west ¼ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east 1½ miles, more or less, to the center of Sec. 5, Twp. 49 N, R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east approximately 1½ miles to the east ¼ corner of Sec. 9, said township and range; thence north approximately 2½ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east ½ mile to the north ¼ corner of said Sec. 33; thence north approximately 1 mile to the north ¼ corner of Sec. 28, said township and range; thence east approximately 2 miles to the north ¼ corner of Sec. 26, said township and range; thence north approximately ½ mile to the center of Sec. 23, said township and range; thence east approximately1½ miles to the west ¼ corner of Sec.19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east 1½ miles, more or less, along the center thread of the Spokane River to a point where the river intersects the north-south center line of Sec. 8, Twp. 50 N, R 4 WBM; thence north 1½ miles, more or less, to the point of beginning.

This description reflects the changes implemented with the annexation approved and effective December 12, 2002.

Policy History:
Adopted on: November 4, 2013
Revised on:

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SUBJECT

Recommendation from the Bias and Sensitivity Committee to remove an audio clip and/or one test question from the ISAT assessments.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-134, Idaho Code - Assessment item review committee

REFERENCE

July 1, 2014	Senate Bill 1396 became effective as Idaho Code § 33-134. The law requires for organization of a review committee comprised of Parents, Teachers, and School Board Members and Administrators representing public and charter schools in all six (6) regions.
November 24, 2014	The Board appointed thirty (30) committee members for a two (2) or four (4) year term. A list of ninety (90) were appointed to do a one-time review. An alternate list comprised of sixty-three (63) was also appointed to replace one of the original thirty (30), if needed.

BACKGROUND/DISCUSSION

In accordance with Idaho Code § 33-134, AIR and SDE established a review committee intended to ensure that parents of students, teachers, administrators and school board members, in Idaho’s public education system have the opportunity to review the types and kinds of questions that are used on the state assessments. The law required a committee of thirty individuals representing each of the six education regions of the state to review all summative computer adaptive test questions for bias and sensitivity. The committee is authorized to make recommendations to the state board of education and the state department of education to revise or eliminate summative computer adaptive test questions from state assessments.

ATTACHMENTS

Attachment 1 – Bias and Sensitivity Report	Page 3
Attachment 2 – Training Power Point	Page 13
Attachment 3 – Training Guidelines	Page 53
Attachment 4 – Large Group Survey	Page 55
Attachment 5 – Survey Results	Page 57

BOARD ACTION

I move to approve the removal of audio clip per the recommendation of the committee members on their report, as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to approve the removal of the test question per the recommendation of the committee members on their report.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

SHERRI YBARRA
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PUBLIC INSTRUCTION

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BOISE, IDAHO 83720-0027

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SPEECH/HEARING
IMPAIRED: 1-800-377-3529

Background and Introduction

In accordance with Idaho Code § 33-134, the Idaho State Board of Education established a review committee intended to ensure that parents of students, teachers, administrators and school board members, in Idaho's public education system have the opportunity to review the types and kinds of questions that are used on the state assessments. The law requires a committee of thirty individuals representing each of the six educational regions of the state annually review all summative computer adaptive test questions for bias and sensitivity. The committee is authorized to make recommendations to the State Board of Education and the State Department of Education to revise or eliminate summative computer adaptive test questions from statewide assessments. According to the law, a committee of 30 Idaho residence shall include the following members from the six regions of Idaho and shall be appointed by the State Board of Education: two parents of public school or public charter school students; one public school or public charter school teacher; one member who is an administrator of a school district or public charter school; and one member from the district board of trustees or public charter school board of directors.

Pursuant to this law, 33,655 items (16,949 English Language Arts and 16,706 Mathematics) items required committee review. Following recommendations by the Idaho Technical Advisory Committee (TAC), each item was recommended to be reviewed by at least three committee members at random with group discussion of all items that received a 2/3rd vote from the committee indicating there were bias and sensitivity concerns. In order to accomplish this work in one week, the Idaho State Department of Education (SDE) along with their subcontractor, the American Institutes for Research (AIR), determined two committee meetings would be required. The first committee would be comprised of approximately 120 individuals who would review the 33,655 items during a meeting held in Boise on December 15-19, 2014. Once trained in bias and sensitivity concerns (Attachment 2 and Attachment 3), individuals were instructed to flag items for possible follow-up review and discussion. Figure 1 illustrates the Content Rater Interface in which panelists would view the item, flag it if necessary and add a comment. After finalizing the large group review to include only those items that received multiple flags, a second review was conducted. In Round Two, the 30 panelists reviewed the multi-flagged items again. Items which were flagged by 1/3 (10 members) of the smaller committee, moved onto Round Three which consisted of the 30 committee members who would reconvene in January to discuss the items as a group and to determine the final list of items to be recommended to the State Board of Education for consideration to be rejected from the Spring 2015 summative computer adaptive tests.

The SDE recruited 167 volunteers with nearly 80 participants attending the December 2014 meeting. Outreach was done via newsletter, webex, face-to-face meetings and direct emails to teachers, parent groups, principals, superintendent and school board members. Of the 167 people who initially volunteered, many were unable to attend the week-long training. Of the nearly 80 who did attend, all six regions of Idaho and 42 cities were represented. For the

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committee of 30, all six regions and 25 cities were represented including 10 teachers, 9 parents, 6 administrators and 5 school board members.

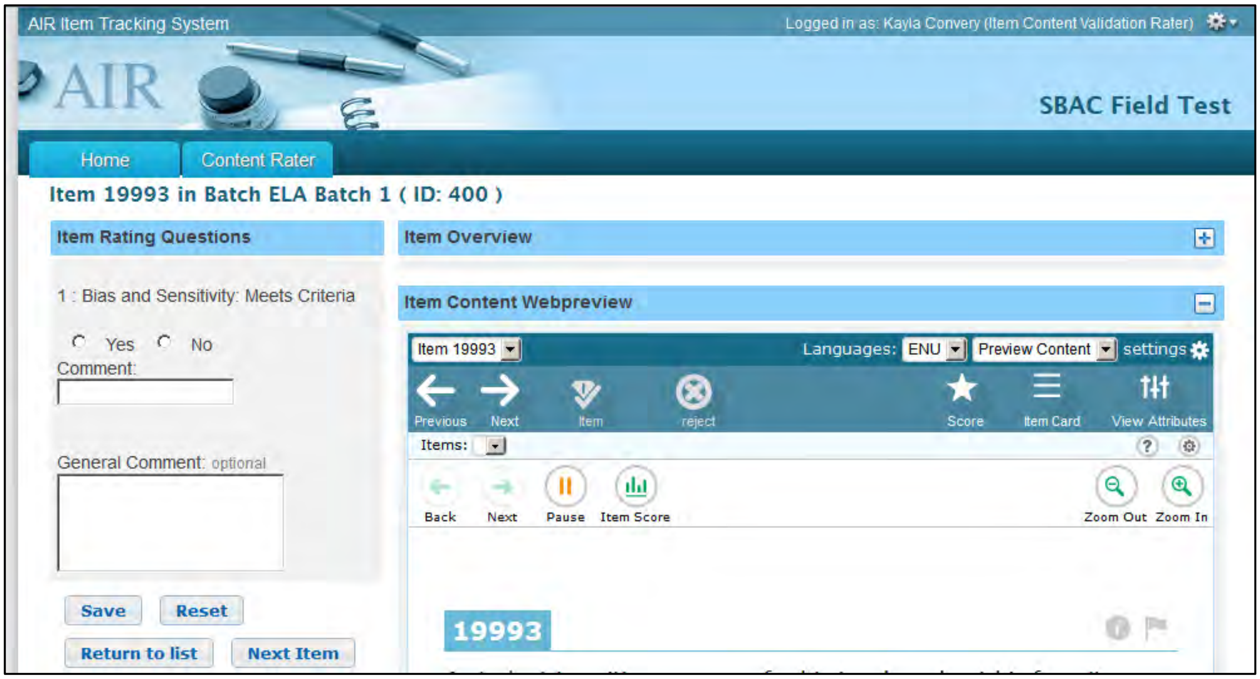
Process and Training

For ease of assignment and review by the committee, AIR organized the items into batches broken down by grade and subject. 75 English Language Arts (ELA) batches and 49 Mathematics batches were created by AIR prior to the December committee meeting. To create the Mathematics and ELA batches for December committee review, all Interim Item IDs were identified and excluded. To create the Mathematics batches the items were sorted by grade and then by Item ID. The 16,706 Mathematics items were then assembled into forty-nine batches. Forty-eight of those batches contained 341 items. The forty-ninth batch contained 338 items. Each of the forty-nine Mathematics batches was then randomly assigned to three different committee members. To create the ELA batches the items were sorted by grade and then by Item ID. The 16,949 ELA items were assembled into seventy-five batches. Seventy-four of those batches contained 226 items. The seventy-fifth batch contained 225 items. Each of the seventy-five ELA batches was then randomly assigned to three different committee members.

AIR configured the Item Tracking System to create the “Bias and Sensitivity Review” in the Content Rater Interface so that committee members could electronically submit feedback about each item. As shown in Figure 1, the Content Rater Interface displayed the item with a click to enlarge box that contained the Item Rating Question (with Comment Boxes for feedback), Item Overview (which included item alignment information), and the Item Content Web preview which is a rendering of the item as it would appear to the student during administration. In addition, the Content Rater interface contained one question for the committee to answer: “Bias and Sensitivity: Meets Criteria”. A response of “Yes” or “No” was required for each item; if individuals determined that the item did not meet the Bias and Sensitivity criteria as outlined in the training presentation and as per the AIR L.A.B.S. guidelines (Attachment 3), then the panelist would select “No” and would be required to provide a comment explaining the reasoning.

Prior to the committee meeting, AIR created usernames and passwords for each committee member within the Item Tracking System. AIR loaded and, at random, pre-assigned several batches for each committee member to review. To meet the goal of completing all batches by the end of a single week, committee members were instructed to ask for additional batches as they completed and submitted their assignments.

Figure 1. Content Rater Interface



AIR Item Tracking System

Logged in as: Kayla Convery (Item Content Validation Rater)

SBAC Field Test

Item 19993 in Batch ELA Batch 1 (ID: 400)

Item Rating Questions

1 : Bias and Sensitivity: Meets Criteria

○ Yes ○ No

Comment:

General Comment: optional

Item Overview

Item Content Webpreview

Item 19993 Languages: ENU Preview Content settings

19993

In order to train the committee on bias and sensitivity guidelines, AIR created and presented the “Idaho Bias & Sensitivity Review” PowerPoint presentation (Attachment 2). Additionally, AIR provided a handout titled “Summary of Language Accessibility, Bias, and Sensitivity (L.A.B.S.) Guidelines” (Attachment 3) that committee members were able to reference during their reviews.

Upon completion of the Bias and Sensitivity training, the committee was trained on how to log into the Item Tracking System to use Content Rater Interface to submit their feedback on each item electronically.

December Meeting Summary

AIR set up computers in a classroom-style room arrangement in order to facilitate individual reviews by the panelist. The Superintendent of Public Instruction, Tom Luna, began the December meeting by presenting the “Achievement Level Setting: Establishing a new baseline for college and career readiness standards” video to the committee (https://www.youtube.com/watch?v=bW_yGf4BB1E). Senator Dean Mortimer, Senator Steven Thayne and State Board Member Debbie Critchfield were in attendance.

In order to monitor the committee’s progress, AIR provided daily progress reports to SDE for review each morning. The committee reviewed all items at a faster pace than anticipated allowing the meetings to adjourn one day early.

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At the conclusion of the December meeting all 33,655 items were reviewed by at least three committee members. In order to determine which items would be reviewed by the small group of thirty committee members, AIR identified the Item IDs which had been flagged by two or more committee members. Specifically, an item was flagged when a committee member answered “No” to the “Bias and Sensitivity: Meets Criteria” question. Therefore, an item with “Zero Flags” means that none of the committee members answered “No” to the “Bias and Sensitivity: Meets Criteria” question when they reviewed the item. An item with “One Flag” means that one of the committee members answered “No”. An item with “Two Flags” means that two of the committee members answered “No”. An item with “Three Flags” means that three of the committee members answered “No”. As advised by Idaho’s TAC, only the items with two or three flags would be reviewed by the smaller group of 30. A detailed summary of the December meeting’s results is given below in Table 1.

Table 1. Results of Large Group December Meeting

Results of December Meeting - Large Group Parent Bias and Sensitivity Review

	Total Items Reviewed	Number of Items with Zero Flags	Number of Items with One Flag	Number of Items with Two Flags	Number of Items with Three Flags
ELA	**16949**	16204	714	30	1
MATH	**16706**	16252	404	48	2
TOTAL	**33655**	**32456**	**1118**	**78**	**3**

Figure 2 below is a graph of the number of reviewers that flagged a particular percentage of the Mathematics and ELA items they reviewed during the December meeting. From the graph, it can be noted that a significant majority flagged between zero and one percent of the items (25 and 30 panelists, respectively). One reviewer flagged 7% of all of the Mathematics and English Language Arts items he/she reviewed.

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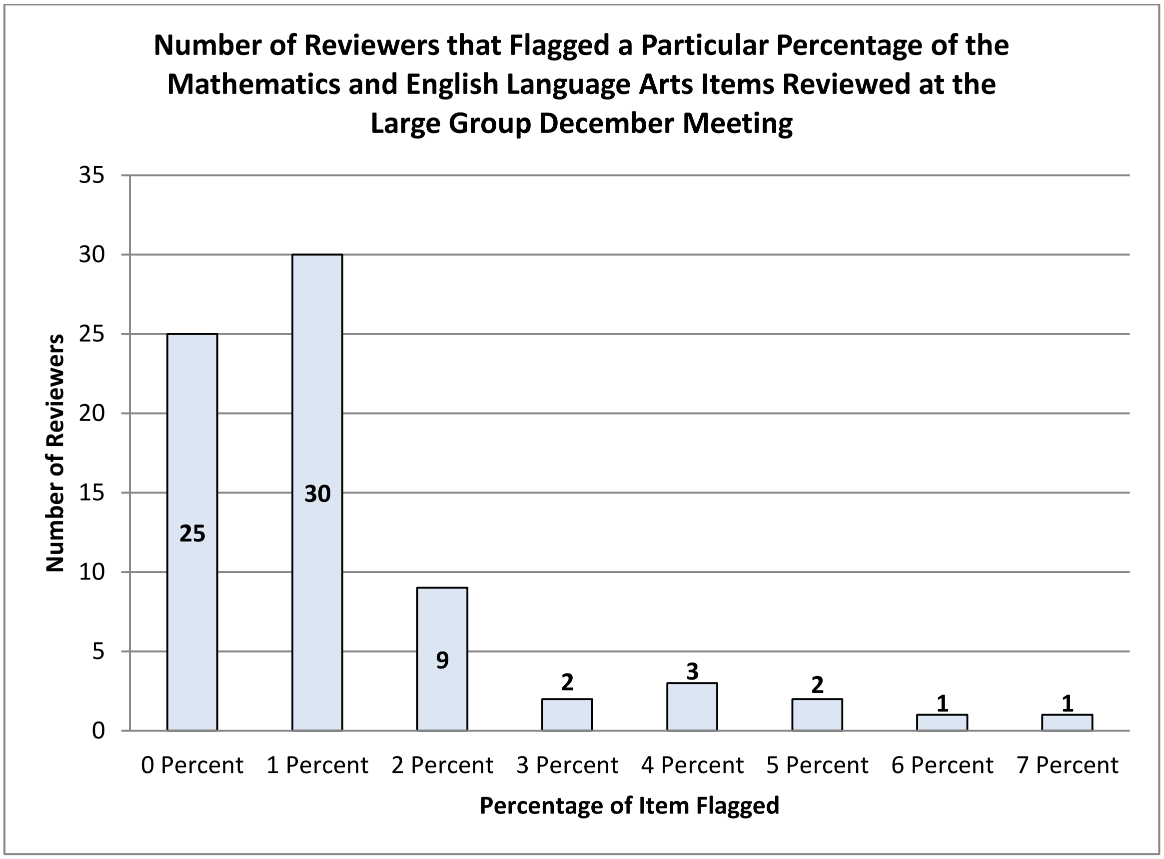
Figure 2. Number of Reviewers that Flagged a Particular Percentage of Items



At the conclusion of the December meeting, SDE conducted a 12-question survey to gather feedback on the process and experience (Attachment 4 and Attachment 5). SDE also provided the committee members the opportunity to participate in an interview which was made into a short video: http://youtu.be/EUYzwh6c4I8.

January Meeting Summary

Due to the shorter than expected time to review all of items in December, the smaller group of 32 individuals who were recruited to be a part of the group discussion meeting scheduled for January were able to start Round Two of item review in December. This small group of 32 was asked to conduct another individual review on each item that was flagged by two or more members from the larger group. The large group had multi-flagged a total of 31 ELA items and 50 math items for review by the smaller group and a batch of the 81 multi-flagged items was created. The small group committee members used the same Content Rater Interface and were asked to answer the same “Bias and Sensitivity: Meets Criteria” question. A response of “Yes” or “No” was required for each item; if individuals determined the item did not meet the Bias and Sensitivity criteria as outlined in the training presentation and the L.A.B.S. guidelines, then he or she answered the “Bias and Sensitivity: Meets Criteria” question “No”, and entered a comment explaining his/her reasoning.

A detailed summary of the results of the ‘pre-vote’ conducted by the small group of 32 committee members in December is below in Table 2 (ELA) and Table 3 (Math).

Table 2. Results of Small Group Analysis – ELA Items

Idaho ELA Bias and Sensitivity Pre-Vote

Results of Small Group Analysis

Item Identifier	Number of Raters that Voted "Yes" (the item is free from Bias)	Number of Raters that Voted "No" (the item is NOT free from Bias)	Grand Total
101	18	14	32
102	17	15	32
103	20	12	32
104	21	11	32
105	21	11	32
106	20	12	32
107	28	4	32
108	25	7	32
109	25	7	32
110	30	2	32
111	25	7	32
112	25	7	32
113	25	7	32
114	25	7	32
115	23	9	32
116	25	7	32
117	25	7	32
118	24	8	32
119	20	12	32
120	24	8	32
121	26	6	32
122	11	21	32
123	25	7	32
124	24	8	32
125	25	7	32
126	31	1	32
127	26	6	32
128	20	12	32
129	26	6	32

Number of ELA Items Flagged by 2/3 of the Smaller Group as Being Biased	**0**
i.e., 22 or more of Smaller Group Participants answered "No"	
Number of ELA Items Flagged by 1/2 of the Smaller Group as Being Biased	**1**
i.e., 16 or more of Smaller Group Participants answered "No"	
Number of ELA Items Flagged by 1/3 of the Smaller Group as Being Biased	**10**
i.e., 10 or more of Smaller Group Participants answered "No"	

Item Identifier	Number of Raters that Voted "Yes" (the item is free from Bias)	Number of Raters that Voted "No" (the item is NOT free from Bias)	Grand Total
130	25	7	32
131	21	11	32

Table 3. Results of Small Group Analysis – MATH Items

Idaho MATH ELA Bias and Sensitivity Pre-Vote

Results of Small Group Analysis

Item Identifier	Number of Raters that Voted "Yes" (the item is free from Bias)	Number of Raters that Voted "No" (the item is NOT free from Bias)	Grand Total
201	32	0	32
202	28	4	32
203	29	3	32
204	29	3	32
205	24	8	32
206	23	9	32
207	29	3	32
208	29	3	32
209	28	4	32
210	29	3	32
211	31	1	32
212	29	3	32
213	21	11	32
214	32	0	32
215	31	1	32
216	28	4	32
217	31	1	32
218	28	4	32
219	29	3	32
220	28	4	32
221	22	10	32
222	26	6	32
223	26	6	32
224	27	5	32

Number of MATH Items Flagged by 2/3 of the Smaller Group as Being Biased	**0**
i.e., 22 or more of Smaller Group Participants answered "No"	
Number of MATH Items Flagged by 1/2 of the Smaller Group as Being Biased	**0**
i.e., 16 or more of Smaller Group Participants answered "No"	
Number of MATH Items Flagged by 1/3 of the Smaller Group as Being Biased	**9**
i.e., 10 or more of Smaller Group Participants answered "No"	

Item ID	Number of Raters that Voted "Yes" (the item is free from Bias)	Number of Raters that Voted "No" (the item is NOT free from Bias)	Grand Total
225	30	2	32
226	29	3	32
227	26	6	32
228	25	7	32
229	27	5	32
230	31	1	32
231	31	1	32
232	21	11	32
233	21	11	32
234	21	11	32
235	20	12	32
236	27	5	32
237	29	3	32
238	29	3	32
239	26	6	32
240	22	10	32
241	27	5	32
242	28	4	32
243	24	8	32
244	21	11	32
245	21	11	32
246	29	3	32
247	28	4	32
248	24	8	32
249	23	9	32
250	27	5	32

An analysis of the 'pre-vote' from Round Two was conducted by SDE. It was determined that only the items that were flagged by at least 1/3rd of the small group participants would be openly discussed and reviewed again at the January meeting. Based on this information, the group of 30 committee members, as required by law, would review ten ELA items and nine Math items at the January meeting.

The structure for the January committee was as follows: all members conducted an anonymous 'pre-vote' consisting of individual reviews of the flagged list provided by the larger group to determine initial concerns about bias and sensitivity in these items (pre-vote conducted

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in December); items that were flagged by 1/3rd of the small group committee members from the 'pre-vote' were discussed by the small group; all members conducted an anonymous 'post-vote' after discussion was adjourned; results of the 'post-vote' were shown to the small group and recorded by the AIR facilitators.

Items that received a 2/3rd vote at the end of the 'post-vote' will be sent to the State Board of Education for consideration in removing from the summative computer adaptive test as required by Idaho Code § 33-134. A detailed summary of the results of the 'post-vote' is below in Table 4.

Table 4. Results of Small Group Post Vote - ELA Items

Idaho ELA Bias and Sensitivity January Meeting

Results of Small Group Post Vote

Item ID	Number of Raters that Voted "Yes" (the item is free from Bias)	Number of Raters that Voted "No" (the item is NOT free from Bias)	Reason for Recommended Rejection of the Item
101	16	14	
102	30	0	
103	29	1	
104*	10	20	Localized Sensitive or Controversial Subject
105*	16	14	
106*	12	18	
119	19	11	
121	24	6	
128	27	3	
131	28	2	

**Additionally, the small group recommended that Audio Clip 1126 also be rejected because of localized sensitive or controversial subject matter. Item IDs 104, 105 & 106 are associated to Audio Clip 1126. Removal of the audio clip by the State Board would lead to removal of these three items.*

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Table 5. Results of Small Group Post Vote – MATH Items

Idaho MATH Bias and Sensitivity January Meeting

Results of Small Group Post Vote

Item ID	Number of Raters that Voted "Yes" (the item is free from Bias)	Number of Raters that Voted "No" (the item is NOT free from Bias)	Reason for Recommended Rejection
213	30	0	
221	11	19	This item was rejected from the Smarter Balanced Item Pool after the Data Review Meetings.
232	29	1	
233	29	1	
234	30	0	
235	28	2	
240	26	4	
244	21	9	
245	27	3	

<u>Final Result</u>

Of the 33,655 items that required review by this committee per Idaho Code § 33-134, one ELA grade 11 item and one Grade 11 ELA audio clip were determined as having concerns with Bias or Sensitivity according to a 2/3rd committee vote. This item and audio clip have been sent to the Idaho State Board of Education for consideration of rejection from the operational 2015 Grade 11 ELA assessment.

For additional questions, please contact Angela Hemingway, Director of Assessment and Accountability at the SDE at 208-332-6976 or ahemingway@sde.idaho.gov.

Idaho Bias & Sensitivity Review

Mathematics & English Language Arts/ Literacy

December 15 – 19, 2014

Boise, Idaho

Introductions

- SDE Personnel
  - Tom Luna
  - Angela Hemingway
  - Cathy Salas
  - Toni Wheeler
  - Stephanie Lee
  - Karlynn Laraway
  - Ayaka Nukui
  - Nichole Hall
  - Nancy Thomas Price
- AIR Personnel
  - Kayla Convery
  - Kevin Chandler
  - Josh Smith
  - Maureen Font
  - Bita Mehrbakhsh
  - Abdul-Hadi Sid Ahmed

What is Bias & Sensitivity Review?

- The committee, known as the Bias and Sensitivity Committee, was created by the Idaho Legislature in 2014 through Idaho Code 33-133.
  - SB1396. Adds to existing law to establish a review committee and to provide that the committee will review certain test questions and make recommendations.
- The review increases test validity by removing features of a test that are construct-irrelevant, that is, features that could unfairly interfere with a test-taker's performance.

AIR Fairness Guidelines

1. Stereotypes
2. Inflammatory or Controversial Material
3. Advice
4. Dangerous Activities
5. Population Diversity
6. Topic Familiarity
7. Language Inclusiveness
8. Linguistic Features/ Language Accessibility

1. Stereotypes

- Tests must not use stereotypes, which are standardized mental pictures help about members of a group that represent an oversimplified opinion, affective attitude, or uncritical judgment.

Examples of Stereotyping

A *preponderance* of items showing:

- Boys outscoring girls in math & reading
- Men hunting & women cooking
- Men as doctors & women as nurses
- African Americans as urban dwellers
- Asian Americans as restaurant owners

"Loaded" Words to Avoid

- Backward
- Crafty
- Inscrutable
- Miserly
- Savage
- Superstitious

Example Item - Stereotyping

There are 15 boys and 10 girls in Mr. Granger's math class. On the last test, 87% of the boys and 20% of the girls received an A.

How many students in all received an A?

A. 10
B. 15
C. 20
D. 25

2. Inflammatory or Controversial Material

- Tests must avoid topics that are upsetting, divisive, and unrelated to the content under measurement.

Emotional Topics to Avoid

- Abortion
- AIDS/ other STDs
- Animal Rights/ Abuse
- Birth Control
- Car Accidents
- Child Abuse
- Colonialism
- Death
- Divorce
- Drugs/ Alcohol/ Tobacco
- Euthanasia
- Gambling
- Gangs
- Guns/ Gun Control
- Hate
- Homelessness
- Hunting
- Incest
- Murder
- Nuclear Energy
- The Occult
- Oppression
- Politics
- Racism
- Rape
- Religion
- Religious Holidays
- Sex/ Sexuality
- Sexual Preference/ Orientation
- Slavery
- Suicide
- Teen Pregnancy
- Terrorism
- Torture
- Violence
- War

Examples of Specific Topics to Avoid

- Racial composition of a team or a classroom
- Descriptions of physical characteristics of students (e.g., eye color, weight)
- Descriptions of car accidents
- Units of food offered or served
- Graphic descriptions of specific weather or other natural disasters

Example Item - Inflammatory or Controversial Material

Mark created a survey to see whether the war in Iraq or the American economy is most important in determining a candidate for the upcoming election.

Which sample should Mark use to get the most valid results?

A. All registered Republicans
B. All registered Democrats
C. All registered voters
D. All war veterans

3. Advice

- Tests must not advise on matters pertaining to health and well-being about which there is not universal agreement.

Examples of Advice to Avoid

- Diet
- Health
- Religion
- Sex
- Wellness

Example Item - Advice

Mary is 5 foot 6 inches tall and weighs 175 pounds. She should weigh 145 pounds.

If Mary can lose 1 pound every 2 days. How long will it take for Mary to reach her target weight?

4. Dangerous Activities

- Tests must not contain content that portrays people engaged in, or explains how to engage in, dangerous activities.

Examples of Dangerous Activities to Avoid

- Binging and purging
- Drinking alcohol to excess
- Driving while intoxicated
- Not using a car seatbelt
- Riding a bicycle without a helmet
- Smoking
- Using legal or illegal drugs (marijuana, prescriptions)
- Using weapons

Example Item – Dangerous Activities

Martina’s bathroom is very dirty. To get it as clean as possible, she is mixing in a bucket her glass cleaning liquid with a tile cleaner.

What kind of change is taking place with the liquids?

5. Population Diversity

- Tests should reflect in a positive fashion the racial and ethnic composition of the testing population.
- Tests must avoid ethnocentrism.

Reflect the Diversity of the Population

- Use materials written by members of diverse groups.
- Use material that reflects the experiences of diverse groups.
- Portray people in positive, nontraditional roles.
- Be accurate when referring to population subgroups.
- Consider factors such as names, cultural references, pictures, and roles.

Appropriate References

- Be as specific as possible.
- Use the term people use to refer to themselves.

6. Topic Familiarity

- Tests must avoid words, phrases, concepts, and beliefs that are irrelevant to the testing domain and are likely to be differentially familiar to groups (gender, racial, geographical, socioeconomic, religious, ethnic, disability) of the testing population.

Examples of Topics with Differential Familiarity

- Agriculture
- Construction
- Finance
- Law
- Military
- Politics
- Sports
- Technology
- Transportation

Socioeconomic Status-Related Concerns

- Possessions
- Financial concepts
- Leisure activities
- Social functions

However, incidental reference to commonly accessible, middle-class concepts (car, TV, cell phone, home computer) are permitted.

Regional Concerns

- Weather
- Geographical features
- Occupations
- Ethnic groups

Underlying Assumptions

- Be aware of cultural assumptions that underlie the content of a passage or an item.

Example Item - Topic Familiarity

According to the passage, buying stocks, bonds and commodities in one market and selling them to traders at an increased price in **another** is known as arbitrage.

What does the word **another** refer to?

A. stocks
B. commodities
C. traders
D. market

7. Language Inclusiveness

Language must be inclusive as possible.

Avoid “man” words

- Generic “he”
- Mankind
- Known to man
- Manmade
- manpower

And Female Stereotypes

- Old maid
- Old wives' tale
- Pollyanna

Use Equal Pairs

- Husband and wife (*not* man and wife)
- John and Abigail Adams (*not* John Adams and his wife)
- Condoleezza Rice and John Kerry (*not* Rice and Kerry)

Avoid Regional Vocabulary

- Soft drink (*not* pop, soda, or tonic)
- Sandwich (*not* submarine, hoagie, hero or grinder)
- Water fountain (*not* bubbler)
- Stream (*not* brook, creek or rill)
- Mountain lion (*not* cougar, panther, or puma)

8. Linguistic Features/ Language Accessibility

- Tests must be free of language that could unfairly hinder the performance of nonnative speakers of nonstandard dialects of English, and people with language disorders.

Three Categories

- Style
- Grammar
- Vocabulary

Style Issues to Avoid

- Wordiness
- Multiple Subordinate Clauses
  - A group of words that has both a subject and a verb but (unlike an independent clause) cannot stand alone as a sentence.
  - e.g., She said that I don't know what I want Bill to do.
- Unnecessary and unclear passive construction
  - A passive construction occurs when you make the object of an action into the subject of a sentence.
  - e.g., Why was the road crossed by the chicken?

Style Issues to Avoid

- Unnecessary conditionals
  - The conditional mood of the verb.
  - e.g., Water boils when it will reach 100°C.
- Idioms
  - a group of words established by usage as having a meaning not deducible from those of the individual words
  - e.g., raining cats and dogs

Style Issues to Avoid

- Too many words between subject and verb
  - e.g., Farmers that understand the difference between the soil requirements of plants when they are seedlings and their requirements when they are mature are in high demand.
- Negative stems
  - e.g., Which organism would *not* live in a forest ecosystem?

Grammar Issues to Avoid

- Rarefied structures
- Missing or unclear antecedents
  - an expression (word, phrase, clause, etc.) that gives its meaning to a pro-form (pronoun, pro-verb, pro-adverb, etc.).
- Grammatical double negatives
- Incorrect grammar

Vocabulary to Avoid

- Inappropriate register
  - e.g., academic language, language that is too familiar or conversational
- Unnecessary jargon
- Long compound nouns and adjectives
- Gratuitous synonyms

Vocabulary to Avoid

- Words with several meanings
- Unusual or low-frequency words
- Dialect and regionalisms
- Words, phrases, and names with secondary meanings that are sexual or naughty

In Conclusion

- Questions about Policy for SDE
  - Record on 3x5 Index Cards in Rooms
  - Submit to SDE for Answering at Later Time
- Paperwork
  - Sign Non-Disclosure & Submit to Room Leader **Before** Starting
  - Submit Remaining Paperwork to Cathy Salas
- Room Assignments
  - Bitterroot/ Sawtooth
  - Selway/ Teton
- Small Group Trainings on How to Use System
  - In Assigned Rooms

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SUMMARY OF LANGUAGE ACCESSIBILITY, BIAS, AND SENSITIVITY GUIDELINES

1. STEREOTYPING

Testing materials should not present persons stereotyped according to the following characteristics:

- Age
- Disability
- Gender
- Race/Ethnicity
- Sexual orientation

2. SENSITIVE OR CONTROVERSIAL SUBJECTS

Controversial or potentially distressing subjects should be avoided or treated sensitively. For example, a passage discussing the historical importance of a battle is acceptable whereas a graphic description of a battle would not be. Controversial subjects include:

- Death and Disease
- Gambling*
- Politics (Current)
- Race relations
- Religion
- Sexuality
- Superstition
- War

(References to gambling should be avoided in Mathematics items related to probability.)

3. ADVICE

Testing materials should not advocate specific lifestyles or behaviors except in the most general or universally agreed upon ways. For example, a recipe for a healthful fruit snack is acceptable but a passage recommending a specific diet is not. The following are categories of advice to be avoided completely:

- Religion
- Sexual preference

4. DANGEROUS ACTIVITIES

Care should be taken not to present dangerous activities in such a way as to make them seem appealing or acceptable.

SUMMARY OF LANGUAGE ACCESSIBILITY, BIAS, AND SENSITIVITY GUIDELINES

5. POPULATION DIVERSITY, REPRESENTATIVENESS, AND ETHNOCENTRISM

Testing materials should:

- Reflect the diversity of the testing population
- Use stimulus materials (such as works of literature) produced by members of minority communities
- Use personal names from different ethnic origin communities
- Use pictures of people from different ethnic origin communities
- Avoid ethnocentrism (the attitude that all people should share a particular group’s language, beliefs, culture, or religion)

6. DIFFERENTIAL FAMILIARITY: ELITISM AND DIF

Specialized concepts and terminology extraneous to the core content of test questions should be avoided. This caveat applies to terminology from the fields of:

- Construction
- Finance
- Sports
- Law
- Machinery
- Military topics
- Politics
- Science
- Technology
- Agriculture

7. LANGUAGE ACCESSIBILITY

Language should be as direct, clear, and inclusive as possible. The following should be avoided or used with care:

- Passive constructions
- Idioms
- Multiple subordinate clauses
- Pronouns with unclear antecedents
- Multiple-meaning words
- Nonstandard grammar
- Dialect
- Jargon

8. GRAPHICS

All of the relevant foregoing standards apply to graphics.

Bias and Sensitivity Survey

1. Name (Optional)

2. Email Address (optional)

***3. What Region are you representing on the Bias and Sensitivity Review?**

○ Region 1

○ Region 2

○ Region 3

○ Region 4

○ Region 5

○ Region 6

***4. What was your role on the Bias and Sensitivity Committee?**

○ School Board

○ Parent

○ Teacher

○ Administrator

○ Other

Other (please specify)

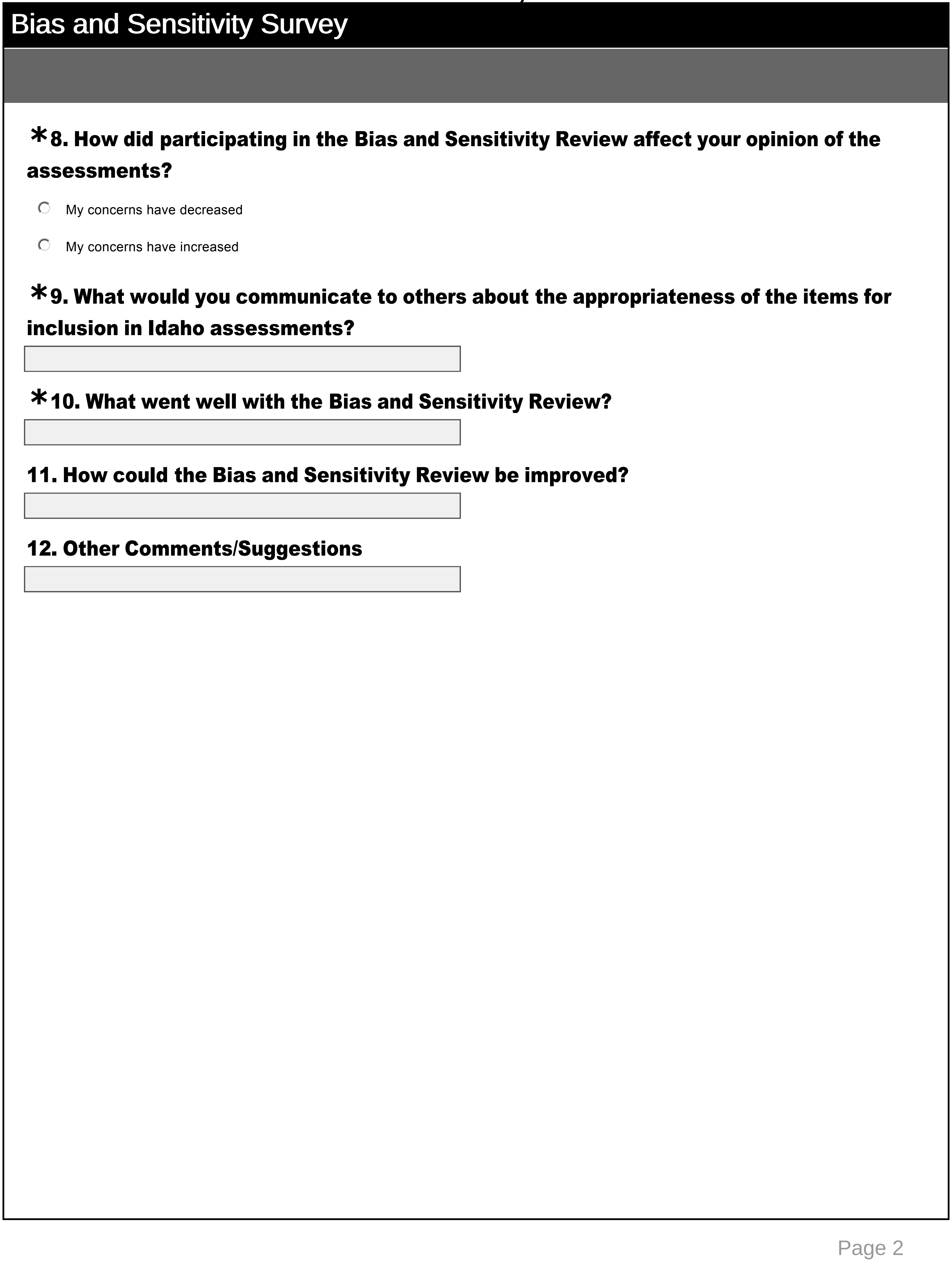
***5. What was your overall opinion of the assessments prior to participating in the Bias and Sensitivity Review?**

***6. What did you learn by participating in the Bias and Sensitivity Review?**

***7. Did participating in the Bias and Sensitivity Review affect your opinion of the assessments?**

○ Yes

○ No



Bias and Sensitivity Survey

***8. How did participating in the Bias and Sensitivity Review affect your opinion of the assessments?**

○ My concerns have decreased

○ My concerns have increased

***9. What would you communicate to others about the appropriateness of the items for inclusion in Idaho assessments?**

***10. What went well with the Bias and Sensitivity Review?**

11. How could the Bias and Sensitivity Review be improved?

12. Other Comments/Suggestions

Page 2

Bias and Sensitivity Survey

January 2015

75

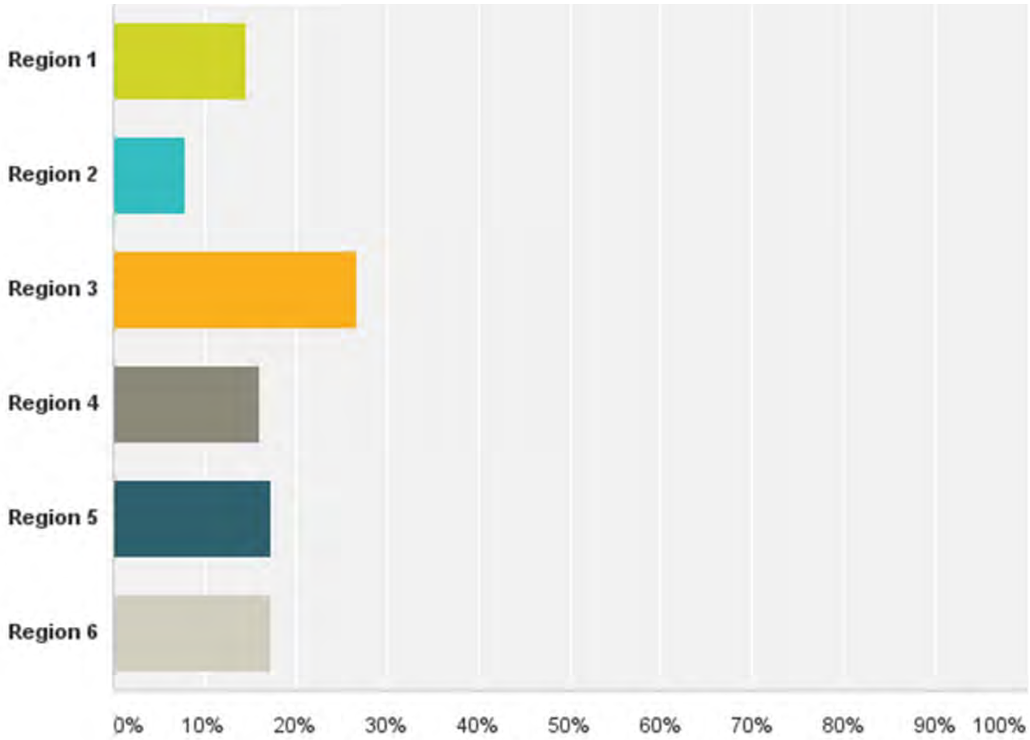
Total Responses

Date Created: Monday, December 15, 2014

Complete Responses: 72

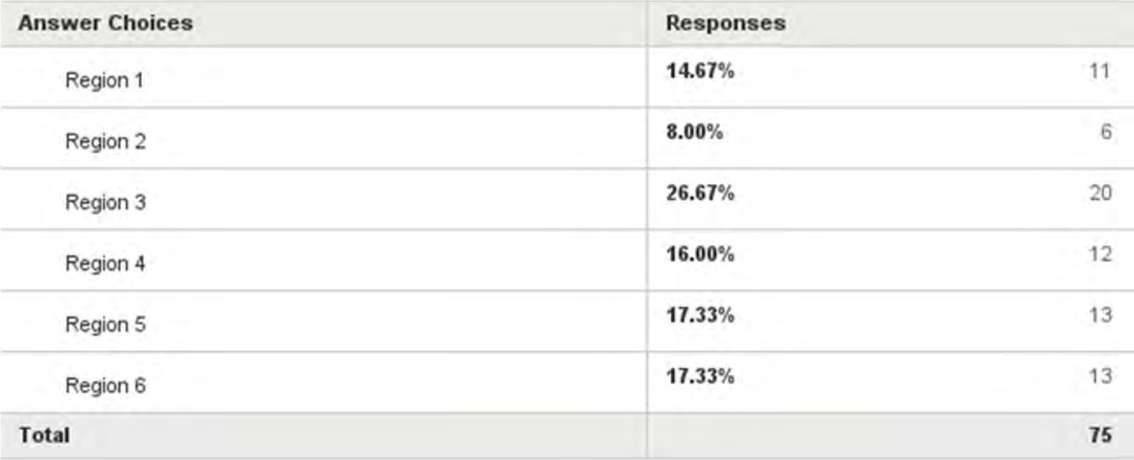
Q3: What Region are you representing on the Bias and Sensitivity Review?

Answered: 75 Skipped: 0



Q3: What Region are you representing on the Bias and Sensitivity Review?

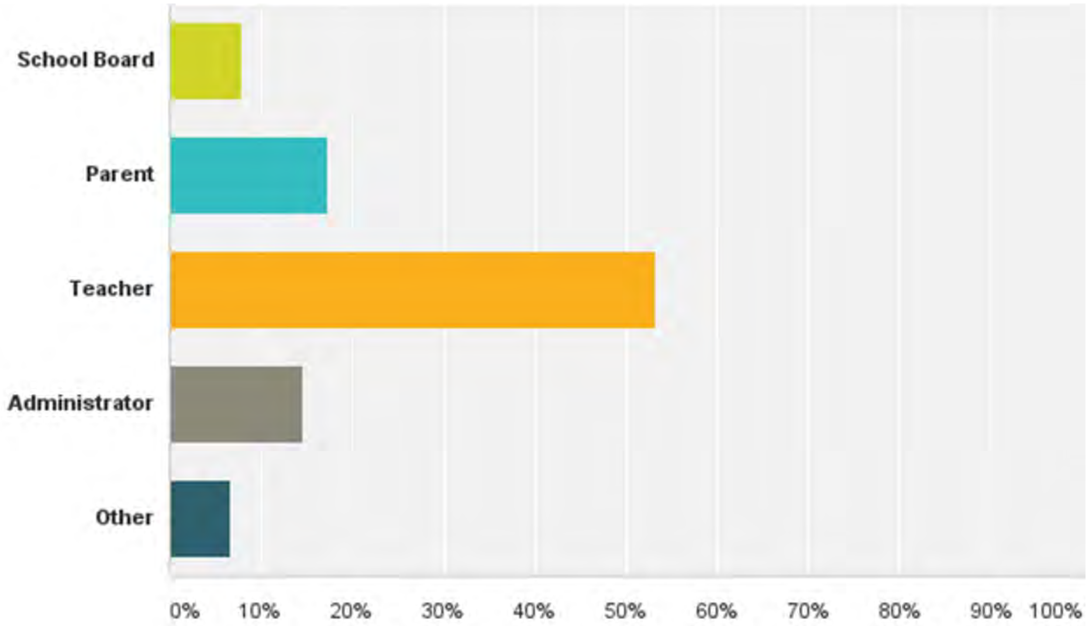
Answered: 75   Skipped: 0



Answer Choices	Responses	
Region 1	**14.67%**	11
Region 2	**8.00%**	6
Region 3	**26.67%**	20
Region 4	**16.00%**	12
Region 5	**17.33%**	13
Region 6	**17.33%**	13
Total		**75**

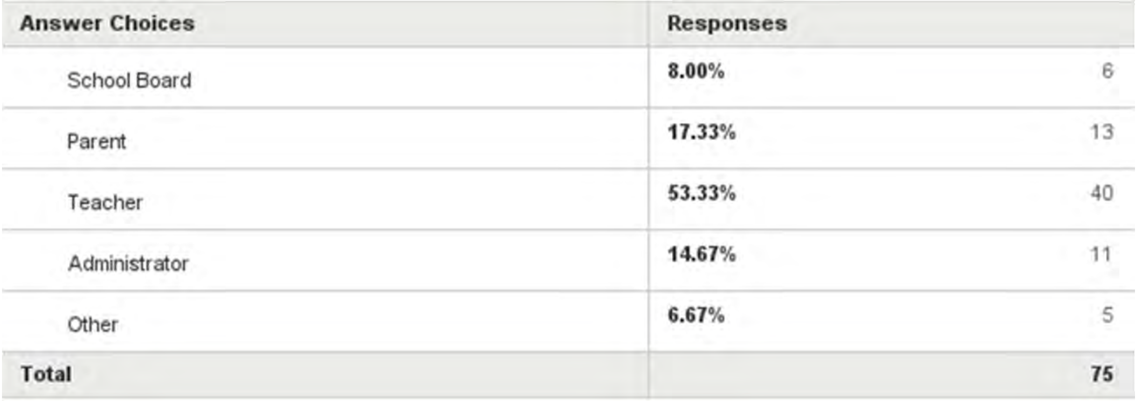
Q4: What was your role on the Bias and Sensitivity Committee?

Answered: 75   Skipped: 0



Q4: What was your role on the Bias and Sensitivity Committee?

Answered: 75 Skipped: 0



Answer Choices	Responses	
School Board	**8.00%**	6
Parent	**17.33%**	13
Teacher	**53.33%**	40
Administrator	**14.67%**	11
Other	**6.67%**	5
Total		**75**

Q5 What was your overall opinion of the assessments prior to participating in the Bias and Sensitivity Review?

Answered: 71 Skipped: 0

#	Responses	Date
1	I was in favor of the new test.	12/18/2014 10:47 AM
2	Great	12/18/2014 9:48 AM
3	Prior to participating in the Bias and Sensitivity Review, my overall opinion of assessments in general was rather misinformed, thinking that they are largely developed by groups and individuals far-removed from local and regional educational needs.	12/18/2014 9:17 AM
4	Based on the discussions I have had regarding this assessment, there was a lot of mystery and ominous feelings towards it.	12/18/2014 9:03 AM
5	I was still unsure about the tests- about what and how the tests would look and what would be expected of the students. I had seen and taken the practice test and looked at several sources of question types from the Smarter Balanced website but still did not have a good feel about it.	12/18/2014 8:52 AM
6	I was very concerned prior to particiating in the Bias and Sensitivity review about the assessments. In particular I was concerned that the assessments were going to advance a very progressive agenda and that our kids were going to be subjected to ideology with which their parents didn't necessarily agree. I was also concerned that math questions were going to be graded with an eye to good writing skills, not necessarily correct answers or good computation skills. Overall I believed the assessments were going to be long, not necessarily relevent, and overly reliant on writing rather than reasoning or computation.	12/18/2014 8:50 AM
7	I already had a favorable overall opinion of the assessments prior to participating in the Bias and Sensitivity Review.	12/18/2014 8:46 AM
8	I felt that the assessments would give us a much better idea as to student learning.	12/18/2014 8:46 AM
9	I had gone over the sample online questions last year so fairly familiar. I was positive except for time length.	12/18/2014 8:45 AM
10	I was and have been skeptical of the tests and assessments.	12/18/2014 8:45 AM
11	Too hard for students and required too much keyboarding knowledge	12/18/2014 8:43 AM
12	Of course I had heard parents were up in arms concerning test questions. We had numerous parents at our school who opted their child out of the test because of sexual and violent questions. After supervising students in previous testing situations, I didn't believe their reports. It was the whole Common Core frenzy out of control.	12/18/2014 8:43 AM
13	No strong opinion	12/18/2014 8:43 AM
14	My sense was that the new assessment would be a good instrument and that the old one was "light."	12/18/2014 8:42 AM
15	As a parent, I have had many doubts about how subject matter would be presented on tests to my children.	12/18/2014 8:41 AM
16	Expected More complicated language, more bias	12/18/2014 8:40 AM
17	Just that there isn't that much out there to give parents, students, and teachers an idea of what was to come.	12/18/2014 8:40 AM
18	I really didn't know what to expect. I feel much better now about the test.	12/18/2014 8:39 AM
19	I thought this would be a necessary part of testing.	12/18/2014 8:39 AM
20	I had a blank slate, didn't know anything about the questions. I had an open mind	12/18/2014 8:39 AM
21	I had gone through the sample SBAC questions online prior to coming here, so I felt like I had a pretty good idea.	12/18/2014 8:38 AM
22	Good looking forward to its implementation	12/18/2014 8:36 AM
23	I was concerned about the amount of time being taken by the testing instead of instruction for the students, I was also not convinced that Commmon Core is the best path for education.	12/18/2014 8:35 AM

24	Unsure, apprehensive	12/18/2014 8:35 AM
25	confusion	12/18/2014 8:35 AM
26	Positive - worthwhile standards, expect useful results for impoving instruction	12/18/2014 8:33 AM
27	My overall opinion of the assessment was that it would better assess our studentsaligned to the standards	12/18/2014 8:33 AM
28	positive - they are too long, but the content and format are fine	12/18/2014 8:33 AM
29	Students won't be ready for their grade level test until they have been in this process for a few years.	12/18/2014 8:32 AM
30	I wasn't excited about them	12/18/2014 8:30 AM
31	It seemed like there was no input into what teachers felt was needed in the assessment.	12/18/2014 8:29 AM
32	Questionable	12/18/2014 8:29 AM
33	A little confusing.	12/18/2014 8:28 AM
34	Favorable	12/18/2014 8:25 AM
35	Unsure	12/18/2014 8:23 AM
36	I only had a surface level understanding of what kind of performances the students would be expected to show.	12/18/2014 8:13 AM
37	i was unsure	12/18/2014 8:07 AM
38	It was a very intense and rigorous task. However it felt rewarding and necessary.	12/18/2014 7:46 AM
39	I thought that they were challenging for my grade level and that the ELA portion was too long but that they mostly represented the standards	12/18/2014 7:20 AM
40	I did not have a thorough understanding of where the tests came from, or what type of questions they contained.	12/18/2014 6:17 AM
41	I participated in the field test last year, so I had some awareness of what the assessment looked liked and what it was asking students to do.	12/18/2014 5:50 AM
42	I had a great deal of curiosity about the process. I had great hopes that the assessments were going to be satisfactory.	12/18/2014 1:36 AM
43	Good, but worried that students would be able to get through them.	12/17/2014 10:22 PM
44	Not sure what to expect	12/17/2014 9:58 PM
45	Positive step and developed with purpose and attention to the needs of teachers, students, and a fair alignment to the standards	12/17/2014 9:12 PM
46	I thought they were super hard and created to fail our children	12/17/2014 8:56 PM
47	Challenging for students	12/17/2014 8:41 PM
48	I kind of knew the type of process it was because of other experiences	12/17/2014 8:36 PM
49	Not developmentally appropriate for elementary children--tasks are too complex and sometimes involve multi-step problems that require them to do three or four things	12/17/2014 7:54 PM
50	I thought they would be more applied and not traditional type math questions.	12/17/2014 7:33 PM
51	Idaho students are at a disadvantage when taking these assessments due to lack of professional development prior to changing from ISAT to SBAC/ISAT2.	12/17/2014 7:16 PM
52	Intense for students	12/17/2014 7:00 PM
53	I was pretty positive overall. My main concerns have to do with the amount of Keyboarding young students have to do.	12/17/2014 6:33 PM
54	The expectations are set too high.	12/17/2014 5:25 PM
55	Very concerned that many types of questions were developmentally inappropriate for the ages of our students. Many in depth concepts are still quite abstract for many of our younger students and I'm not sure how valuable testing of this nature would be towards monitoring student progress	12/17/2014 5:09 PM
56	An appropriate way to assure homegrown involvement in controversial core standards	12/17/2014 5:04 PM

57	Felt it was unnecessary and burned money that should go to schools.	12/17/2014 4:54 PM
58	I was avoiding an opinion based on misinformation	12/17/2014 4:00 PM
59	Fairly neutral but not terribly positive; my experience with State Departments of Education had not been positive prior to this occasion..	12/17/2014 3:56 PM
60	I was worried that students would not do well	12/17/2014 3:27 PM
61	I had no clue!	12/17/2014 3:24 PM
62	I had concern with content due to CC textbook content issues	12/17/2014 3:02 PM
63	positive and well aligned to Idaho Core Standards	12/17/2014 2:40 PM
64	Hated it	12/17/2014 2:21 PM
65	Did not feel there were any issues to be concerned about.	12/17/2014 2:19 PM
66	Some questions seemed to difficult for the grade and others seemed fair. I liked many of the articles choosen.	12/17/2014 2:15 PM
67	I'm excited about SBAC for helping guide us in how to have better "teacher moves" as we work with our students. The questions, especially Claims 2-4, require students to have a conceptual understanding, not a memorized surface understanding.	12/17/2014 2:04 PM
68	tough	12/17/2014 2:03 PM
69	I have been on board with the assessments from the beginning; I wrote ELA questions for the SBAC through McGraw-Hill.	12/17/2014 1:49 PM
70	I was not very excited about the assessments	12/17/2014 1:41 PM
71	Fabulous assessment	12/17/2014 1:33 PM

Q6 What did you learn by participating in the Bias and Sensitivity Review?

Answered: 71 Skipped: 0

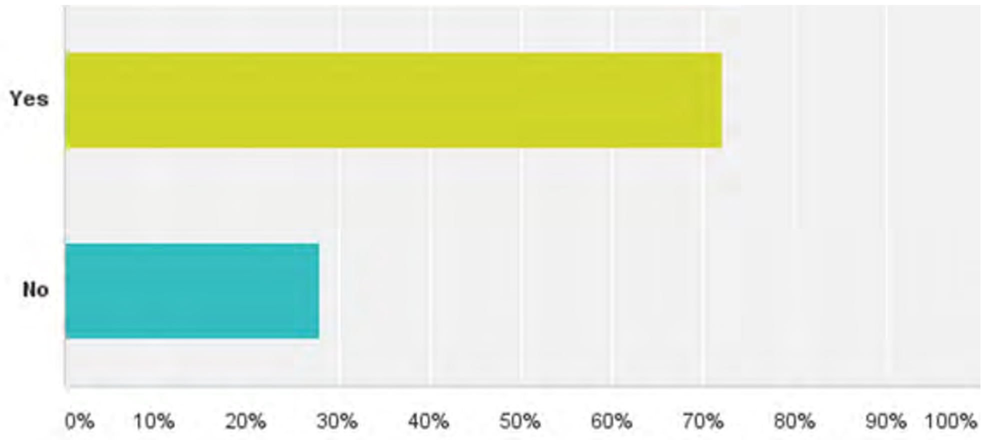
#	Responses	Date
1	That the questions were age appropriate.	12/18/2014 10:47 AM
2	Repeat survey questioner	12/18/2014 9:48 AM
3	I learned that quite an extensive process is involved in the development and review of assessment questions and related materials, incorporating input from multiple statewide educational stakeholders.	12/18/2014 9:17 AM
4	I learned that the process for developing this assessment was a thoughtful, thorough one.	12/18/2014 9:03 AM
5	By participating in the Bias and Sensitivity Review I was able to view many questions and could see that they were fair and doable. I had worried about tricky questions or too complex questions for students. By participating in this review I have first hand knowledge about how the expectations of the State are going to be met. I didn't see all levels of the test but with the levels that I saw I could go to the Common Core and relate the question to the common core items.	12/18/2014 8:52 AM
6	I learned that for the most part the assessment items looked like I would have wanted them to look. There were definitely examples of inappropriate progressive agenda items in the group but they weren't as frequent as I had feared. (i.e. "save the environment", "eat healthy foods", informational texts predominated rather than literary texts.) I was somewhat disappointed that the rubric for grading math questions seemed to be willing to give full credit even if the answer was wrong if the written explanation showed sound reasoning. In my professional world, people die when that happens (I'm an oncology pharmacist). I was also quite appalled by the amount of typing that is going to be expected from our 8 and 9 year olds. It is completely inappropriate and will not truly measure the knowledge or writing skill of those students if they end up having to spend all of their time trying to figure out how to type rather than answering the prompt. The format of the assessment is going to do harm to schools who do not use technology in that way and do not have plans to make use of it to teach curriculum. Also I learned that the assessments are going to take the students as long to complete as I had feared. As a school board member, I would much rather the time in the classroom was used for instructional time. Our district is going to be testing over a 10 week window. I was hoping the assessment format would have been modified to take these concerns into consideration. The one thing I liked about the assessment items was the use of many different types of media in the items (video, audio, etc.). I like that children who have different learning styles might be able to do better on an assessment with this type of variability rather than a traditional pencil/paper test.	12/18/2014 8:50 AM
7	This process confirmed for me that Idaho has made good choices and decisions concerning participation with SBAC.	12/18/2014 8:46 AM
8	I learned that while we have tried to make great gains the past few years, we still have a long way to go to help teachers understand the teaching/pedagogy necessary for our students to be successful.	12/18/2014 8:46 AM
9	Mixture of historical and up-to-date resources. I didn't see as many drag and drop answers in the math as I had seen in online examples last year but it could be the grade level I reviewed. I was impressed witht the variety of historical and recent resources for reading material which was enjoyable to read.	12/18/2014 8:45 AM
10	This was an invaluable resource for me to learn about the process and how the test is developed. I was glad to help out.	12/18/2014 8:45 AM
11	The students can do this if properly trained early.	12/18/2014 8:43 AM
12	Questions were aligned very well to Common Core Standards. Most questions were written very well and required children to think.	12/18/2014 8:43 AM
13	Broad scope and variety	12/18/2014 8:43 AM
14	The new test will be more demanding and a better indicator of a student's preparation.	12/18/2014 8:42 AM
15	That much of how the subject matter was better than I thought, but that there are many items in the ELA categories which cause me concern, because of how they are presented.	12/18/2014 8:41 AM
16	Not as biased as expected	12/18/2014 8:40 AM

17	I learned the format of the testing and the type of questions there will be.	12/18/2014 8:40 AM
18	I did not realize all the the difficulties in writing a question. It is important to keep students feelings seperate from what they are being tested over.	12/18/2014 8:39 AM
19	That each test question has been revised and reviewed completely. The tests should be totally unbiased with little or no sensitivity.	12/18/2014 8:39 AM
20	The english standards are quite high from an early age. 3rd and 4th graders will have tough tests, this is good though.	12/18/2014 8:39 AM
21	I was able to see how the questions connected to each other and the overall feel of the test. The claim 4 questions seemed be the most questioned items among teachers, so having seen how these build was good.	12/18/2014 8:38 AM
22	What to look for in biased and sensitivity issues. The variety of problems.	12/18/2014 8:36 AM
23	I am glad that educcators and parents are having time to review questions on the test to see if the quqestions are items that actually are testing things students should know.	12/18/2014 8:35 AM
24	Better understanding of type of test questions and how they will be graded. How unbiased the process to create the test was,	12/18/2014 8:35 AM
25	depth and quality of expectations	12/18/2014 8:35 AM
26	Great to get a broader overview of ELA	12/18/2014 8:33 AM
27	I realized that there will be a lot of work to get our students up to the standards to do well on the assessment	12/18/2014 8:33 AM
28	that this review was unnecessary because the items have already been through a bias and sensitivity review	12/18/2014 8:33 AM
29	That I should gear testing towards applications.	12/18/2014 8:32 AM
30	most of the questions are benign, math is much harder then I had anticipated	12/18/2014 8:30 AM
31	That there is a lot more to the assessment than what I realized, some good some bad. I have liked a lot of the information that was presented and that students have to present. I disliked some of the ways that students have to respond.	12/18/2014 8:29 AM
32	More realistic than originally thought	12/18/2014 8:29 AM
33	I have a better understanding of the test and the process.	12/18/2014 8:28 AM
34	Assessments items were well written and process was very good.	12/18/2014 8:25 AM
35	The test is long and if I lose interest when I volunteered to do this. What will the students do?	12/18/2014 8:23 AM
36	I now understand the depth of knowledge that we should be striving toward building with our students. I believe it will take years of work to truly change our instruction to ensure that students leave high school with the ability to apply their learning at the level these test items demand.	12/18/2014 8:13 AM
37	i learned the tests are great and students will have fun and even learn while taken them	12/18/2014 8:07 AM
38	Teachers and community members will work really hard and deeply care for students	12/18/2014 7:46 AM
39	There weren't too many questions that were biased which is good, but it did confirm that the ELA passages were very long	12/18/2014 7:20 AM
40	I learned how the tests were created, and how the questions provide a rigorous examination of our student's knowledge.	12/18/2014 6:17 AM
41	I learned that, in my district, we are not prepared for this assessment. Our curriculum is not there yet. Students are not familiar with what this test looks like, what the features of the computer program is like and how to take this form of assessment.	12/18/2014 5:50 AM
42	I have learned again how dedicated teachers are and how complex the testing system is.	12/18/2014 1:36 AM
43	That if teachers focus on strategies for students to use as they go deeper into the text, it will better prepare the students for the test.	12/17/2014 10:22 PM
44	I learned that the SBAC is a fair well thought out assessment.	12/17/2014 9:58 PM

45	I learned so much, especially in terms of the depth of responses required by students. The base materials for the items are well written and fair in content, providing a solid base for the questions and tasks required by students. I continue to be a full supporter of the test and the positive step it is for all students in Idaho and around the country.	12/17/2014 9:12 PM
46	I learned that the questions really aren't that hard and I feel my children have a fair chance at answering them without guessing	12/17/2014 8:56 PM
47	I like how each item has a CCSS target so that if teachers are incorporating the new standards and students are practicing them, their test performance will accurately measure their degree of ability with individual standards.	12/17/2014 8:41 PM
48	That it is really the standards that are being tested--not some other weird thing	12/17/2014 8:36 PM
49	I reviewed 7th, 8th, 11th grade material...most students/schools are going to experience failure on these tests. I will certainly change the way I am doing things so that my young students will be more successful...more teachers need exposure to various types of test questions so that they can adjust their delivery and content of material For the youngest test takers just typing a short phrase or sentence is a big challenge, let alone thinking about composing a good response.	12/17/2014 7:54 PM
50	I learned the areas that I need to focus on in Algebra 1	12/17/2014 7:33 PM
51	I have confirmed that Idaho students are at a disadvantage when taking these assessments due to lack of professional development prior to changing from ISAT to SBAC/ISAT2.	12/17/2014 7:16 PM
52	It is intense, but students can also be learning from the content of the assessment.	12/17/2014 7:00 PM
53	It just confirmed to me what I already thought about them - mainly that the rumors that abound are totally false!	12/17/2014 6:33 PM
54	The expectations are set too high.	12/17/2014 5:25 PM
55	I learned to look at all test passages in a new way,	12/17/2014 5:09 PM
56	Assessments already free of bias. Also challenging - as expected	12/17/2014 5:04 PM
57	That it was interesting, probably necessary given the state climate concerning Common Core, I'm glad I'm here.	12/17/2014 4:54 PM
58	Question stems, skill specifics, overall content in practice	12/17/2014 4:00 PM
59	That the peope in charge of this testing really know what they are doing. They are bright, dedicated, energetic and good natured. I was really impressed by the quality of the staff.	12/17/2014 3:56 PM
60	We teach all the concepts needed, we just don't connect them.	12/17/2014 3:27 PM
61	Idaho students might have trouble the first few years.	12/17/2014 3:24 PM
62	what I saw was there were some questions that needed to be flagged; most were ok	12/17/2014 3:02 PM
63	Heavily skewed to white males in positions of authority, influence, or power. Very few references to people of color or to women.	12/17/2014 2:40 PM
64	Still hate it	12/17/2014 2:21 PM
65	I do feel there were a small number of potential sensitivity issues that could be addressed, but overall, I felt the test was fair.	12/17/2014 2:19 PM
66	I think that every effort is being made to create a reliable assessment.	12/17/2014 2:15 PM
67	I learned that the questions have been reviewed multiple times prior to students reading them ....avoiding possible bias or sensitive issues.	12/17/2014 2:04 PM
68	not prepared	12/17/2014 2:03 PM
69	I gained more "ammunition" for those in the community who are voicing opinions based on falsehoods and bluster decrying the test.	12/17/2014 1:49 PM
70	The questions look like normal things that we are teaching the kids.	12/17/2014 1:41 PM
71	that people are suspicious of nothing	12/17/2014 1:33 PM

Q7: Did participating in the Bias and Sensitivity Review affect your opinion of the assessments?

Answered: 75 Skipped: 0



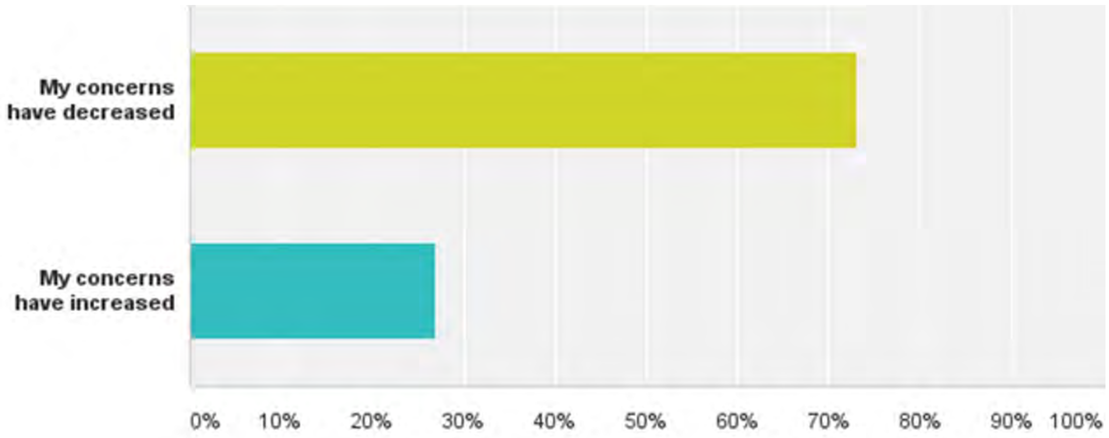
Q7: Did participating in the Bias and Sensitivity Review affect your opinion of the assessments?

Answered: 75 Skipped: 0

Answer Choices	Responses	
Yes	**72.00%**	54
No	**28.00%**	21
Total		**75**

Q8: How did participating in the Bias and Sensitivity Review affect your opinion of the assessments?

Answered: 52 Skipped: 23



Q8: How did participating in the Bias and Sensitivity Review affect your opinion of the assessments?

Answered: 52 Skipped: 23

Answer Choices	Responses	
My concerns have decreased	**73.08%**	38
My concerns have increased	**26.92%**	14
Total		**52**

Bias and Sensitivity Survey

Q9 What would you communicate to others about the appropriateness of the items for inclusion in Idaho assessments?

Answered: 69 Skipped: 2

#	Responses	Date
1	The Idaho assessment questions are appropriate for the students in public schools in Idaho.	12/18/2014 10:48 AM
2	I would communicate to others that the items for inclusion in Idaho assessments generally align well with state and national educational standards.	12/18/2014 9:31 AM
3	I will go back to my district and implement more of the types of questions that I have seen. Not the same questions but the same type of format. What I mean by same type of format is the questioning on more than one level on the same question.	12/18/2014 9:04 AM
4	The test was well thoughtout.	12/18/2014 9:04 AM
5	The items are extremely appropriate for the assessments. They offer a wide variety of topics to read about, and that ties nicely to the fact that the ELA standards are expected across the curriculum.	12/18/2014 9:01 AM
6	Items on the assessment appear to be appropriate in the vast majority of cases. There is evidence of progressive agenda bias but they are much less frequent that I originally feared.	12/18/2014 8:58 AM
7	Testing questions fit well with what is expected in each grade level.	12/18/2014 8:49 AM
8	Seeing the HS math exam was helpful as this is such a large amount of content that can be on this test.	12/18/2014 8:46 AM
9	The assessments are appropriate for measuring achievement of the standards.	12/18/2014 8:46 AM
10	I felt items were very appropriate	12/18/2014 8:46 AM
11	This was a very good process to undertake, and there is a lot of effort being put forth to ensure the process is a fair one.	12/18/2014 8:46 AM
12	I would like to tell them that the items are, for the most part, very appropriate for students.	12/18/2014 8:45 AM
13	The vast majority were great items, interesting and engaging, great literature choices	12/18/2014 8:45 AM
14	The new test has been well constructed.	12/18/2014 8:44 AM
15	The items are appropriate for students grades 4-11	12/18/2014 8:44 AM
16	That students are going to need a tremendous push forward with math skillls if they are going to pass the 11th grade test.	12/18/2014 8:43 AM
17	Not bias, but still unclear about how question succession is determined for student test takers, which is important	12/18/2014 8:43 AM
18	I would tell them that most questions in math seem pretty unbiased, but that the ELA would cause concern for parents who have similar concerns as mine.	12/18/2014 8:42 AM
19	the unbiased nature, variety of question formats, includes questions that include information from all subjects	12/18/2014 8:42 AM
20	I think the items are great however I do not believe there will be the hardline backing that needs to be there if students do not pass the test. There ways to circumvent the process that do not require the students to know the material. PLATO and other State provided platforms allow students who should not graduate to graduate.	12/18/2014 8:42 AM
21	I feel the items are very appropriate for students. They should be able to focus on the tasks and not anything else	12/18/2014 8:41 AM
22	The questions I reviewed seemed completely fair.	12/18/2014 8:41 AM
23	they are well thought out and suitably challenging	12/18/2014 8:40 AM
24	They are appropriate and necessary	12/18/2014 8:38 AM
25	Items are well-aligned with the standards; take a good look at the practice materials	12/18/2014 8:35 AM

26	Some items were not familiar to Idaho, so it was good that there was a committee to review assessment questions.	12/18/2014 8:35 AM
27	the items are great and totally appropriate	12/18/2014 8:35 AM
28	I would communicate that the assessment is aligned to the standards, but that students will be in need of grit in order to do well.	12/18/2014 8:34 AM
29	The test is not indoctrination into a New World Order (seriously, I have heard this). The material covered is similar to what we have covered in the past, it just requires more critica thought by students. If anything it is teaching them to think for themselves.	12/18/2014 8:33 AM
30	The assessment is valuable and the SDE is constantly working with parents, teachers, and administrators to improve the assessment.	12/18/2014 8:33 AM
31	It is completely appropriate.	12/18/2014 8:31 AM
32	Most items are appropriate	12/18/2014 8:30 AM
33	Very balanced, academec and appropriate.	12/18/2014 8:26 AM
34	For the most part they seemed innocuous	12/18/2014 8:25 AM
35	they were appropriate, although much different than what our district probably expects	12/18/2014 8:15 AM
36	all items are great and sensative to all	12/18/2014 8:09 AM
37	The process was very thorough. I feel confident that the questions were fully evaluated.	12/18/2014 7:59 AM
38	They are appropriate for the most part	12/18/2014 7:21 AM
39	The items are fair, relate well to Idaho students, and provide a good way to gage their understanding of the concepts appropriate to their grade level.	12/18/2014 6:17 AM
40	I found very little bias in this assessment. The bias in some questions was necessary, based upon the content the question was addressing and I had no problem with it. In reality most high school/middle school students would not see some of the more controversial questions as such. They would just see them as the way things are.	12/18/2014 5:58 AM
41	I would explain that I believe that the questions are very well written and very closely aligned to the core standards used to guide teaching. I like the formatting of the test. I have concerns that there are very few items/ questions that include famous or professional women. There is also a dearth of individuals featured in the items that are non-caucasian.	12/18/2014 2:02 AM
42	I thought we weren't supposed to talk about the items. I would say that the practice test is a good representation of the test and that we need to provide students with formative assessment opportunities to prepare them for the test.	12/17/2014 10:29 PM
43	This assessment is fair, unbias, and sensitive. It an acurate assessment that will let schools if they are meeting Common Core Standards.	12/17/2014 10:04 PM
44	These items are well written and thoughtful. They were created by educators and professionals and that shows in the quality of the items and reading elements. I have no concerns about content. These items are much appropriate for Idaho students.	12/17/2014 9:19 PM
45	I would tell them that the questions I saw were very grade appropriate and there should be no concerns about test preparedness.	12/17/2014 8:58 PM
46	The items are fair, unbiased.	12/17/2014 8:53 PM
47	That the standards are being tested, the process is transparent and secure (not secret) and the students are going to be engaged while they are being tested and thus learning even more.	12/17/2014 8:41 PM
48	Items reflect Idaho values, but most are too difficult for the majority of students ...maybe two or three top in each class will have success. Although my experience last year with young children showed that children felt OK about the test when they finished... Just being at the computers was fun for them. They finished the test and we're happy and each said they did great...after seeing the questions, I	12/17/2014 7:54 PM
49	I believe the items are very appropriate. They strive to ensure student really are learning connections between concepts and don't just memorize a formula.	12/17/2014 7:33 PM

50	I believe now, as before, that with additional rigor and consistency our student will perform well on the ISAT2.	12/17/2014 7:25 PM
51	Rigorous but tied to standards	12/17/2014 7:06 PM
52	I would like to share the items from the Powerpoint we used during our initial training, to help explain the kinds of topics that are off limits. We heard a lot of crazy things from parents about what they thought was in the tests.	12/17/2014 6:41 PM
53	Most of them are aappropriate.	12/17/2014 5:27 PM
54	I felt like most of the questions used very appropriate texts, as far as sensitivity is concerned	12/17/2014 5:15 PM
55	Nothing to fear. Students will be challenged, but that's the point.	12/17/2014 5:09 PM
56	There's no conspiracy, no government takeover and this is a test that Idahoans should embrace.	12/17/2014 5:01 PM
57	They should not be concerned about the content	12/17/2014 4:10 PM
58	The process is excellent, inclusive, and successful; the items are, simply stated, terrific. I endorse them whole heartedly. They make me proud to be from Idaho. I was simply overwhelmed with how well thought our the items are. These tests are models for the future.	12/17/2014 3:58 PM
59	I think as students progress through the years they will be more and more prepared for each level of the test. But right now expecting an 11th grade student to master the test and format would be difficult. But a 5th grader after seeing the process will do better when they are an 11th grade student. It will get better with time	12/17/2014 3:30 PM
60	Very appropriate skills being tested.	12/17/2014 3:25 PM
61	I won't be communicating about the questions.	12/17/2014 3:16 PM
62	The test is very well aligned to the standards and the questions are clear.	12/17/2014 2:43 PM
63	Assuming we were allowed to speak on the content, there were occasional subtle sensitivity issues but overall well written.	12/17/2014 2:24 PM
64	Some items seem too difficult but seem quite fair.	12/17/2014 2:23 PM
65	Items are too long	12/17/2014 2:22 PM
66	My communication will be that the items have been screene to be appropriate for our students to view as well as watch and listen to clips.	12/17/2014 2:10 PM
67	keyboarding of symbols is important for the math part	12/17/2014 2:06 PM
68	What I've been saying all along-that the test includes no questions that are insensitive, leading, or biased.	12/17/2014 1:52 PM
69	The items I saw were good.	12/17/2014 1:42 PM

Q10 What went well with the Bias and Sensitivity Review?

Answered: 69 Skipped: 2

#	Responses	Date
1	The process is fair and consistent.	12/18/2014 10:48 AM
2	I felt that the Bias and Sensitivity Review was well-focused and driven in its efforts.	12/18/2014 9:31 AM
3	I think that what went well was how organized it became after the glitches of the first day. After those items were worked out I found the process to be very clear and easily executed. The other part that I felt that went well was the randomness of the grade level testing questions that each reviewer was assigned. I was interested in looking at how different grade level questions were worded and how their expectations from the Common Core items were actually being tested. I now have more empathy for those other teachers in the other grades. They have a big job to do to get their students ready for these types of questions.	12/18/2014 9:04 AM
4	Aside from the first day of connectivity issues, it was thorough	12/18/2014 9:04 AM
5	It was very well organized and time to work was focused on time to work. It was appreciated that once work was complete, we were released.	12/18/2014 9:01 AM
6	The review process was easy to navigate when the computer was working appropriately. I very much appreciated being able to see the standards associated with each question and also the rubric for grading. Those two things helped me assess appropriateness of the item.	12/18/2014 8:58 AM
7	Well organized- yes, there were computer glitches but that is life. Most computer difficulties had been fixed by noon the first day.	12/18/2014 8:49 AM
8	I think people were flexible and looking for ways for us to move through items faster. Being done on Thursday morning was nice as well.	12/18/2014 8:46 AM
9	Reviewing the areas of potential bias/sensitivity at the beginning was clear and helpful.	12/18/2014 8:46 AM
10	We were able to review the material quickly.	12/18/2014 8:46 AM
11	It went well. It was organized, it was well-put together.	12/18/2014 8:46 AM
12	It was really efficient once we figured out the bugs in the program.	12/18/2014 8:45 AM
13	Speed at which the process went	12/18/2014 8:45 AM
14	Overall everything went well except for band-width issues Monday morning.	12/18/2014 8:44 AM
15	Most items were already appropriate. I could make suggestions as needed.	12/18/2014 8:44 AM
16	There were enough people present that the huge number of questions were not too over the top for a few people to go through.	12/18/2014 8:43 AM
17	early release	12/18/2014 8:43 AM
18	The process of assessing questions for bias and sensitivity was easy to perform, the computer system for choosing yes or no, and leaving space for comments was easy to navigate.	12/18/2014 8:42 AM
19	organisation of travel plans, registration, batch composition	12/18/2014 8:42 AM
20	"quota" was met early	12/18/2014 8:42 AM
21	The group worked very hard and finished early	12/18/2014 8:41 AM
22	Everyone worked well together.	12/18/2014 8:41 AM
23	participation was balanced and staff supported process and participants really well	12/18/2014 8:40 AM
24	Well organized and we were assisted when we needed additional help	12/18/2014 8:38 AM
25	well-organized; positive attitude of staff and participants	12/18/2014 8:35 AM

26	Finished sooner than expected.	12/18/2014 8:35 AM
27	it was efficient and well-organized	12/18/2014 8:35 AM
28	I appreciated how responsive the crew was to the technica difficulties.	12/18/2014 8:34 AM
29	I was super surprised with how interesting each reading passage was.	12/18/2014 8:33 AM
30	Having a look into the assessment and getting to see the process my students will be required to go through in a few years.	12/18/2014 8:33 AM
31	Readings of questions.	12/18/2014 8:31 AM
32	Able to look at the questions and participate in the process	12/18/2014 8:30 AM
33	Organization and work flow was good.	12/18/2014 8:26 AM
34	Ran very smoothly, staff was prepared and knowledgeable	12/18/2014 8:25 AM
35	the scheduling of the sessions was well done	12/18/2014 8:15 AM
36	everthing	12/18/2014 8:09 AM
37	The instructions very x lear and the process was easy.	12/18/2014 7:59 AM
38	We really did have the opportunity to make notes on questions of concern	12/18/2014 7:21 AM
39	My travel arrangements were easy to make via Cathy. The accommodations have been fine.	12/18/2014 6:17 AM
40	The check process. Communication from the State Department getting to the meeting site.	12/18/2014 5:58 AM
41	It was wonderful to rub shoulders with educators and administrators from other parts of the state. Personally it was wonderfully mind expanding. The review was a powerful and tedious process but it was very worth it and I'm glad I got to participate.	12/18/2014 2:02 AM
42	Everyone was great to work with--state department, SBAC people and colleagues. We all worked hard and got through it. I think it bonded us as a group. It was a good experience.	12/17/2014 10:29 PM
43	The first day was a bit frustrating caused by the internet connections. Once, this problem was solved it went very well.	12/17/2014 10:04 PM
44	Great team of reviewers who dedicated many long hours of intense reading and reflections--the task was daunting but the group was more than willing to tackle it. I also loved getting to see the variety of questions, both math and ELA and many grade levels.	12/17/2014 9:19 PM
45	we began and ended on time with as many breaks as we needed	12/17/2014 8:58 PM
46	AIR and SDE employees were very helpful and patient. Our instructions were clear. Accommodations were comfortable.	12/17/2014 8:53 PM
47	The process including so many people to initially verify all the questions are free of bias and insensitivity.	12/17/2014 8:41 PM
48	Well organized -- after first day, technology was efficient and problems were worked out	12/17/2014 7:54 PM
49	I met a lot of great people. My hotel room was great. I thought it went smooth once the computer quirks were ironed out.	12/17/2014 7:33 PM
50	Instruction and support were clear and prompt.	12/17/2014 7:25 PM
51	Most of the items I view met the criteria for bias and sensitivity	12/17/2014 7:06 PM
52	It was well organized and time was used wisely.	12/17/2014 6:41 PM
53	We went through the questions faster than expected.	12/17/2014 5:27 PM
54	It was interesting to see how the content for these tests is chosen and created	12/17/2014 5:15 PM
55	Other than early computer glitches -everything went well. Professionally led and amazingly hardworking reviewers	12/17/2014 5:09 PM
56	The venue, the participants and reviewing the questions via computer.	12/17/2014 5:01 PM
57	Any opportunity to review and openly challenge biases and possible offensiveness is huge plus.	12/17/2014 4:10 PM

58	It was very well organized and well rehearsed; our time was used exceedingly well and we were treated with dignity and respect as fellow professionals.	12/17/2014 3:58 PM
59	Becoming familiar with the test	12/17/2014 3:30 PM
60	The people!	12/17/2014 3:25 PM
61	after glitches fixed it was a smooth process, all in all it went well. I appreciated being kept informed on progress of the review. (see light at end of tunnel :-)	12/17/2014 3:16 PM
62	Start time was prompt, communication was good, room was cool/comfortable temp.	12/17/2014 2:43 PM
63	knowledgeable staff, and technical support	12/17/2014 2:24 PM
64	Every effort was made to overcome unexpected difficulties then things went smoothly.	12/17/2014 2:23 PM
65	Very well organized	12/17/2014 2:22 PM
66	The meeting went well based on our productivity. The people involved were all very kind and helpful.	12/17/2014 2:10 PM
67	not having to get radio buttons helped.	12/17/2014 2:06 PM
68	I thought once the computer issues were resolved, the process was smooth.	12/17/2014 1:52 PM
69	The equipment went well after the first day and the process was good.	12/17/2014 1:42 PM

Q11 How could the Bias and Sensitivity Review be improved?

Answered: 61 Skipped: 10

#	Responses	Date
1	Smaller batches for ELA questions	12/18/2014 10:48 AM
2	I felt that the Bias and Sensitivity Review as a process was effective at meeting its intended goals, though the avoidance of initial technological concerns through anticipatory planning may have improved the process significantly.	12/18/2014 9:31 AM
3	I don't know if you could improve the Review. I think the time issue was problematic but you had to allow enough time for the process to be completed but you couldn't know how effecient/or not effecient your participants would be. The Review went well and the process was very clear.	12/18/2014 9:04 AM
4	Resolve connectivity issues.	12/18/2014 9:04 AM
5	These were long days, with lots of thinking/concentration required. Offering up routine stand and stretch breaks (or saying to take them as needed) might be helpful. I expected more dialogue to occur, so perhaps letting people know prior to signing up exactly what will occur would be helpful.	12/18/2014 9:01 AM
6	The SBAC/ISAT server was uncooperative and I frequently didn't have the "yes/no" buttons to make my selection on item appropriateness. There were also several items that didn't web preview so I couldn't assess them. Also, I think it would have been helpful for me to have been able to participate in small group discussions about item appropriateness.	12/18/2014 8:58 AM
7	I would suggest that it be conductd over four days and sessions are not as long.	12/18/2014 8:49 AM
8	I think the computer interface was frustrating despite the assisstance we were given. I think the food and hotel staff could have been a bit more helpful	12/18/2014 8:46 AM
9	We need discussion instead of test taking.	12/18/2014 8:46 AM
10	More frequent times for breaks.	12/18/2014 8:46 AM
11	I feel like we could have had a little extra training in a small group with some questions that had been taken out and those they thought shouldn't be taken out. I think we could do the review and compile it and have others working together. Being on a computer for that long was really difficult.	12/18/2014 8:45 AM
12	Considering the task at hand, I really don't have anything to add	12/18/2014 8:45 AM
13	No specific thoughts at this time.	12/18/2014 8:44 AM
14	Faster servers and computer setups. Would it be possible to have the server on site so time would not be wasted waiting for questions to come up on local computers.	12/18/2014 8:43 AM
15	more equitable distribution of items requiring more time, e.g. Reading intensive items require significant more time than 3rd grade math items	12/18/2014 8:43 AM
16	Group the questions in smaller batches, possibly stagger the batches between ELA and math.	12/18/2014 8:42 AM
17	more consistant/balanced meals/snacks, times, calories more fruit/veggies. Better planning for getting done reviewing questions earlier-would save tax dollars to not come back in January. Batch sizes a little smaller - some took 4 hours to complete. Better planning of bandwidth needs at both ends of process	12/18/2014 8:42 AM
18	Make us do all the questions	12/18/2014 8:42 AM
19	I thought it went very well	12/18/2014 8:41 AM
20	I'm not sure how it can be improved. The presenters usually covered anything and answered all questions.	12/18/2014 8:41 AM
21	more engagement among participants instead of excessive screen time	12/18/2014 8:40 AM
22	Sometimes it was difficult to hear instructions in the large room	12/18/2014 8:38 AM
23	earlier in the school year!!	12/18/2014 8:35 AM

24	I am sure that it cost a lot of money to convene this committee. I think it was a redundant and totally unnecessary activity	12/18/2014 8:35 AM
25	Perhaps shifting people, so we aren't working for 8 hours in the day. Maybe one day we have a morning shift, another an afternoon.	12/18/2014 8:34 AM
26	Shorter days.	12/18/2014 8:33 AM
27	Shorten the time that we work on item review. You have teachers in here that are not used to sitting at a computer for hours on end and it was rough.	12/18/2014 8:33 AM
28	Make a larger comment box.	12/18/2014 8:31 AM
29	Technology issues could be improved.	12/18/2014 8:26 AM
30	Given remotely or locally to save money	12/18/2014 8:25 AM
31	A somewhat shorter day would be beneficial. The last two hours of work each day was a stretch to really keep participants sharply involved.	12/18/2014 8:15 AM
32	needs none	12/18/2014 8:09 AM
33	Just make sure internet is working	12/18/2014 7:59 AM
34	Smaller batches so that teachers would receive more of a cross section of grade level questions	12/18/2014 7:21 AM
35	The Internet and program glitches were frustrating, but did improve. A morning snack would have been welcomed.	12/18/2014 6:17 AM
36	Better training of the participants as to what constitutes bias. The technical setup of the program. Way too many technical glitches that should not have been there (loading of questions too too long, computers timing out waiting to connect to the server) It would have been better to weed out some of the math questions that were only asking students to solve a problem. It was a waste of my time to review those. For the math, we should have only reviewed the story type problems. Instead of entering a comment as to why we thought a question was biased, there should have been a pull down menu of the bias categories to select. In the general comment section, we could have entered why we thought it fit into that specific category. I would have like to have seen a more diverse committee. There didn't appear to be many individuals representing minorities, different ages (most seemed to be 40+ age range)	12/18/2014 5:58 AM
37	I would have liked a progress bar to see how far along in the batches I was. I was under the impression that it was going to be a collaborative process, so I was a little disappointed that it was an independent exercise.	12/18/2014 2:02 AM
38	Pacing was not consistant. First day we got behind and so we rushed the second day and then we finished early on the third. I would have liked to have taken more time on the questions, but I thought we had to rush.	12/17/2014 10:29 PM
39	A little more space between assessors.	12/17/2014 10:04 PM
40	really the process was as good as it could be, considering the huge undertaking this first round with so many items.	12/17/2014 9:19 PM
41	I think it would go faster if we were given the correct answers to items as well. Maybe they could be highlighted.	12/17/2014 8:53 PM
42	Possibly have more breaks if there are not so many new items to check work in small groups rather than individually	12/17/2014 8:41 PM
43	Different location...more breaks - maybe every hour to avoid being "brain-dead"	12/17/2014 7:54 PM
44	Shorter breaks - more often!! Soda pop for those of us who don't drink coffee. Small snacks like sunflower seeds or m & m's to help keep us awake.	12/17/2014 7:33 PM
45	As with any task that relies on internet signal strength the first day would have been more productive had measures been taken to have to much bandwidth instead of discovering that there was not enough.	12/17/2014 7:25 PM
46	I don't have any good ideas for getting that many items reviewed in a short time!	12/17/2014 6:41 PM
47	I think, overall, it was a good experience.	12/17/2014 5:27 PM
48	As an elementary teacher, I would have liked to have been assigned to assessments in my own content area and in an elementary grade range, whereas I looked at mostly high school leveled questions, which were not familiar content areas to me. therefore making some passages difficult to be able to pass a judgement on	12/17/2014 5:15 PM
49	Better quality of the meals.	12/17/2014 5:01 PM

50	Really? The computer issues? You needed to ask? Seriously, you addressed problems when they hapened. It takes time to find solutions. Well done.	12/17/2014 4:10 PM
51	From an economic point of view, there are probably no corners to be cut; it is a tough process. The days were long and hard for this 72 year old gent but I see nothing that can be done about that and it should be a one time even--at least for this much work.	12/17/2014 3:58 PM
52	It was long and boring. There needed to be some other activities periodically through out the day. Perhaps a chance to collaborate and share ideas for teaching concepts.	12/17/2014 3:30 PM
53	Too long of a day in front of a computer.	12/17/2014 3:25 PM
54	technology kinks; *put the AIR tab at the bottom so we don't have scroll down on every question. set to default that when ELA question has multiple questions it will not be a 3 click process to accept. just a 2 step with Save. the issue of bias is usually in the text not ?	12/17/2014 3:16 PM
55	I had hoped for some discussion/debate rather than five days of staring at a computer screen in silence.	12/17/2014 2:43 PM
56	can't think of anything	12/17/2014 2:24 PM
57	More snacks and breaks would be appreciated.	12/17/2014 2:23 PM
58	Better internet service	12/17/2014 2:22 PM
59	On Monday, the beginning of the training ....being read to as well as the gentleman who acted like a sergeant was a bit over the top! Suggestion, avoid reading to us when the info is available ...telling, not reading helps the engagement. The over the top acting like he was in the CIA about the security of the test items ....reminding we signed our names that stated we wouldn't disclose the information was all that was needed.	12/17/2014 2:10 PM
60	check bandwidth	12/17/2014 2:06 PM
61	I wonder if after Wednesday morning, some of us could have broken into small groups to review flagged items.	12/17/2014 1:52 PM

Q12 Other Comments/Suggestions

Answered: 30 Skipped: 41

#	Responses	Date
1	I feel that concerns that other statewide stakeholders may have could be better allayed through greater publicization of the process that assessment development involves.	12/18/2014 9:31 AM
2	Thank you for allowing me to be part of this process. All educational leaders should be part of this on some level. I feel like I can ease some of the angst that still exists, while pushing others to move forward for the sake of the students.	12/18/2014 9:01 AM
3	I would really recommend that the SDE take a look at the assessments for the younger grades to see if a more age-appropriate format could be used. The idea assessment would assess skill/knowledge in content area rather than knowledge of how to use technology. I guess if the end game is to turn out good "worker bees" who all know how to use technology, then this new assessment is going to promote that. I would much rather see an assessment that tried to promote critical thinking and reasoning skills over technology use. I'm not quite sure we've found the right assessment yet.	12/18/2014 8:58 AM
4	Introductions of participants- most members did not know anyone.	12/18/2014 8:49 AM
5	Thank you for this experience	12/18/2014 8:46 AM
6	We should have had shorter days. The planning seemed very poor to me Things were not communicated as well as I would have liked. I think if we had shorter days we would all be able to do the job better.	12/18/2014 8:45 AM
7	Very interesting and I am glad to have been a part of the process	12/18/2014 8:45 AM
8	Perhaps there should be a third level of "neutral"on questions 7 and 8.	12/18/2014 8:43 AM
9	items need to be equally distributed amongst testers, some testers finishing early was demoralizing to volunteers whose items were reading intensive	12/18/2014 8:43 AM
10	Don't let people leave early on the third day when they complete a batch right after lunch, when others who just started a new batch before lunch end up staying until 5. It really was stressful and felt unfair, made me want to rush through the questions to get out early.	12/18/2014 8:42 AM
11	I'm still not sure how we finished so quickly after only being halfway done.	12/18/2014 8:42 AM
12	earlier and clearer instructions per process and expectations of this activity	12/18/2014 8:40 AM
13	I was impressed with how easily the organizers adjusted things.	12/18/2014 8:33 AM
14	nope	12/18/2014 5:58 AM
15	There were a lot of people in that room and it would have been nice to have more space and wider rows. The chairs were lousy, but there isn't much anyone could do about that. The snacks were helpful because it was quite a solitary experience. It was also really quiet. I could have used some music or known ahead of time to bring my own. (Then again that might have been tricky.)	12/18/2014 2:02 AM
16	None.	12/17/2014 10:04 PM
17	Maybe smaller sets of items with a count so you could see when the end is coming or at least a progress count--sometimes to celebrate and feel like progress has been made. Also, the tech concerns at first were frustrating; just continued awareness of improving that will help the "morale" of the reviewers	12/17/2014 9:19 PM
18	Thank you for your efficient job of putting this together.	12/17/2014 8:53 PM
19	I was sure that the application process used to bring teachers in to participate in the review of ISAT2 assessment item would have eliminated folks who wanted to complain. Just a comment...	12/17/2014 7:25 PM
20	My concerns for 11th grade have decreased, but the 8th grade items I reviewed were extremely rigorous!	12/17/2014 7:06 PM
21	Thank you--this was a valuable experience for me. Teachers should be allowed more input and opportunities for involvement on things like this that directly affect their students	12/17/2014 5:15 PM
22	Bravo to your staff. They were porofessional, courteous, and goal-focused.	12/17/2014 4:10 PM

23	My standards are pretty high after forty year of college teaching and I rate this week an A+.	12/17/2014 3:58 PM
24	I do take issue/have concern that "Letters/articles written by students" are often environmental issues. these questions are in fact NOT written by students. therefore subject choice is written by testing agent. too many of these "social" questions. sons topics were all factually based and those were informative and enjoyable. any type of question that could be political in nature was hopefully flagged. expecially if the tester is to choose which stance in an argumentative essay--that would be too much personal information siphoned off a test question/essay.	12/17/2014 3:16 PM
25	Allow shifts? Some people might want to work earlier and get out earlier, or come in late and stay late.	12/17/2014 2:43 PM
26	You guys are great!	12/17/2014 2:24 PM
27	I am grateful for the opportunity to serve on the panel.	12/17/2014 2:23 PM
28	Better snacks	12/17/2014 2:22 PM
29	Thank you for all of your planning to make this a successful training and workshop.	12/17/2014 2:10 PM
30	Not ot be picky, but breakfast is the most important meal of the day ;)	12/17/2014 1:52 PM

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SUBJECT

Achievement Level Cut Scores and Rationale for Idaho Standards Achievement Tests, Grades 9 and 10 Math and ELA.

REFERENCE

May 30, 2007	Adoption by Board of both Proficiency Levels and Performance Level Descriptors (PLDs) for math and reading in grades 3 through 8 and 11

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105, Idaho Code and Section 33-1612, Idaho Code
IDAPA 08.02.03 – Rules Governing Thoroughness

BACKGROUND/DISCUSSION

The Idaho State Board of Education has been administering the Idaho Standards Achievement Tests (ISAT) since the spring of 2003. On December 18, 2014, the Board voted to approve the Score Bands, the Achievement Level Descriptors (ALDs) in ELA and math for Grades 3-8 and 11, and the Achievement Level Setting Documentation

At that time, achievement levels for math and ELA at grades 9 and 10 were not available. Grades 9 and 10 were not included within the scope of work of Smarter Balanced. Therefore, the SDE requested our assessment vendor, American Institutes for Research (AIR) to run simulations using field test data to create cut scores which would align on the same vertical scale as the previously approved 3 through 8 and 11 cut scores. This would allow the vertical scale and proportion of students within each of the four reporting categories to follow the same continuum. This continuous scale from 3-11 will allow student progress to be evaluated over time with consistency.

IMPACT

If the Board does not approve the achievement levels then Idaho students in grades 9 and 10, teachers and parents will not know what the new ISAT scores mean and there will be no measure of student achievement. It would not be possible to determine school improvement status and we would not be in compliance with the Elementary-Secondary Education Act (ESEA).

ATTACHMENTS

Attachment 1 – Math and ELA Cut Scores and Rationale, Grades 9 and 10	Page 3

STAFF COMMENTS AND RECOMENDATION

Idaho Administrative Rule, IDAPA 08.02.03 defines the achievement standards for the Idaho Standards Achievement Test as “below basic,” “basic,” “proficient,” and “advanced”. The attached document refers to the levels 1 through 4, were level 1 corresponds with below basic, level 2 with basic, level 3 with proficient, and level 4 with advanced.

BOARD ACTION

I move to approve the Idaho Standards Achievement Test achievement standards, at each performance level, as submitted in attachment 2.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

Score Bands

	Level 1		Level 2		Level 3		Level 4	
ELA	From	To	From	To	From	To	From	To
3	2000	2366	2367	2431	2432	2489	2490	2636
4	2198	2415	2416	2472	2473	2532	2533	2690
5	2239	2441	2442	2501	2502	2581	2582	2724
6	2259	2456	2457	2530	2531	2617	2618	2748
7	2268	2478	2479	2551	2552	2648	2649	2768
8	2292	2486	2487	2566	2567	2667	2668	2790
11	2290	2492	2493	2582	2583	2681	2682	3000
Math	From	To	From	To	From	To	From	To
3	2000	2380	2381	2435	2436	2500	2501	2613
4	2255	2410	2411	2484	2485	2548	2549	2663
5	2265	2454	2455	2527	2528	2578	2579	2710
6	2263	2472	2473	2551	2552	2609	2610	2752
7	2243	2483	2484	2566	2567	2634	2635	2789
8	2239	2503	2504	2585	2586	2652	2653	2819
11	2242	2542	2543	2627	2628	2717	2718	3000

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Threshold Achievement Level Descriptors
Grade 3 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
WRITING Targets 1–10	• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Write simple complete compositions, demonstrating some narrative techniques: chronology, transitional strategies for coherence, structure, or author's craft with possible demonstration of purpose. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Write or revise, simple informational/explanatory texts on a topic, occasionally attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including some supporting details and a conclusion. • Show some awareness of how to use text features in information texts to enhance meaning with minimal support (e.g., directive or general feedback). • Write or revise one simple-structure paragraph demonstrating ability to state an opinion about a topic or source, set a context, loosely organize ideas using linking words, develop some supporting reasons, or provide a partial conclusion.

	• Write simple complete opinion pieces, demonstrating some ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop few supporting reasons, and provide a conclusion. • With some support (e.g., directive and general feedback), use language and vocabulary that is appropriate to the purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Use tools of technology to produce texts with minimal support (e.g., whole broken into parts).
SPEAKING/ LISTENING Target 4	• Interpret or use information delivered orally or audio-visually with some support (e.g., repeated listening or viewing).
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author’s message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
READING Informational Text Targets 8–14	• Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author’s message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose. • Write full compositions, demonstrating narrative techniques: chronology, transitional strategies for coherence, or author’s craft with minimal demonstration of purpose.

	• Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Use text features in information texts to enhance meaning without support. • Write or revise one or more paragraphs, demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide an appropriate conclusion. • Write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion. • Without support, use grade-level vocabulary appropriate to the purpose and audience when revising and composing text. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Without support, use tools of technology to produce texts.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually without support.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.
READING Informational Text Targets 8–14	• Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect

	information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.• Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write full, complex compositions, demonstrating specific narrative techniques: chronology, appropriate transitional strategies for coherence, structure, and author's craft appropriate to purpose. • Begin to write or revise one or more complex informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence, supporting details, and an appropriate conclusion. • Begin to write or revise one or more complex paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, or provide an appropriate, strong conclusion. • Begin to write complex opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion. • Begin to use complex language and vocabulary appropriate to the purpose and audience when revising and composing texts. • Begin to apply or edit appropriately complex grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to produce texts.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.

Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Use some details and information from the text to minimally support answers and inferences in texts of low-to-moderate complexity. • Identify or summarize some central ideas/key events in texts of low-to-moderate complexity. • Determine the intended meanings of some words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources, with support in texts of low-to-moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of low-to-moderate complexity. • Interpret, specify, or compare how information is presented across texts of low-to moderate complexity. • Relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of low-to-moderate complexity. • Determine some figurative language, literary devices, or connotative meanings of words and phrases used in context in texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Identify some details and information from the text to support answers or basic inferences about information presented in texts of low-to-moderate complexity. • Identify some central ideas, key events, and procedures with support. • Determine intended meanings of some words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or partial reliance on use of resources in texts of low-to-moderate complexity. • Provide some supporting evidence to justify or interpret how information is presented in texts of low-to-moderate complexity. • Interpret, explain, or connect information presented within or across texts of low-to-moderate complexity. • Relate knowledge of some text structures or text features to obtain, interpret, or explain information in texts of low-to-moderate complexity. • Determine some figurative language/literary devices or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of low-to-moderate complexity.
WRITING Targets 1–10	• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Write simple complete compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author's craft. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating a focus, include transitional strategies for coherence or supporting evidence and elaboration, or write body paragraphs with a conclusion. • Write simple informational/explanatory text on a topic, occasionally attending to purpose and audience; using minimal organization of ideas by stating a focus; including structures and transitional strategies for coherence; and including evidence, elaboration, and a conclusion. • With some support (e.g., directive and general feedback), show some awareness of how to use text features in informational texts to enhance meaning. • Write or revise one simple paragraph, demonstrating a limited ability to state opinions about topics or sources, including few organized ideas, loosely developed evidence/reasons and elaboration, and an undeveloped conclusion.

Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy

	• Write simple opinion pieces demonstrating some ability to state opinions about a topic or source, minimally attending to purpose and audience; organize few ideas by stating a context and focus; include some structures and transitional strategies for coherence; include few supporting reasons/evidence; and include a conclusion. • With some support (e.g., directive or general feedback) show some awareness of how to use language and vocabulary appropriate to purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with support (e.g., grammar aids). • Use tools of technology to gather information, make revisions, or produce texts with support (e.g., whole broken into parts).
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY Targets 1–4	• Conduct short simple research projects to answer single-step questions or to investigate and paraphrase different aspects of a narrow topic or concept. • Locate some information to support ideas and select some information from data or print and non-print text sources. • Distinguish relevant-irrelevant information with support (e.g., some directive feedback). • Generate some conjectures or opinions.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Use details and information from texts of moderate complexity to support answers and inferences. • Identify or summarize central ideas/key events in texts of moderate complexity. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in texts of moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of moderate complexity. • Interpret, specify, or compare how information is presented across texts of moderate complexity. • Begin to relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate complexity. • Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify details and information from texts of moderate complexity to support answers or basic inferences about information presented and provided. • Identify or summarize central ideas, key events, and procedures in texts of moderate complexity. • Determine intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to texts of moderate complexity.

Threshold Achievement Level Descriptors
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	• Use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity. • Interpret, explain, or connect information presented within or across texts of moderate complexity. • Relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity. • Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, and begin to use author's craft with appropriate purpose. • Write full compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and begin to use author's craft with limited purpose. • Write one full informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence or supporting evidence and elaboration, and begin to write body paragraphs appropriate to a purpose and audience. • Write informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence; include supporting evidence and elaboration; and begin to develop a complete conclusion. • Use some text features in informational text to enhance meaning without support. • Write or revise one paragraph, demonstrating ability to state opinions about topics or sources, set loose context, minimally organize ideas, develop evidence/reasons and elaboration, and develop a conclusion with limited purpose and audience. • Write opinion pieces, demonstrating ability to state opinions about topics or sources, attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and develop an appropriate conclusion. • Strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts without support. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts without support. • Use tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually without support.
RESEARCH/ INQUIRY Targets 1–4	• Conduct short, limited research projects to answer multi-step questions, or to investigate and paraphrase different aspects of a broader topic or concept. • Locate information to support central ideas and subtopics and select information and partially integrate information from data or print and non-print sources. • Distinguish relevant-irrelevant information without support. • Generate partial conjectures or opinions and include partial evidence to support them based on evidence collected.

Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy

The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Use explicit details and implicit information from the text to support answers and inferences in highly complex texts. • Begin to consistently identify and summarize central ideas/key events in highly complex texts. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in highly complex texts. • Begin to use extensive supporting evidence to justify/explain own inferences in depth in highly complex texts. • Begin to use extensive detail to interpret, specify, or compare how information is presented across highly complex texts. • Relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within highly complex texts. • Begin to determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in highly complex texts.
READING Informational Text Targets 8–14	• Begin to identify and explain explicit details and implicit information from highly complex texts to support answers and inferences about information presented and provided. • Identify and summarize central ideas, key details, and procedures in highly complex texts. • Begin to determine the intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to highly complex texts. • Begin to use detailed supporting evidence to justify or interpret how information is presented and integrated in highly complex texts. • Begin to interpret, explain, or connect information presented within or across highly complex texts. • Begin to relate knowledge of text structures or text features to obtain, interpret, explain, and integrate information in highly complex texts. • Begin to determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in highly complex texts.
WRITING Targets 1–10	• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Begin to write full complex compositions, demonstrating, specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write or revise more than one complex informational/explanatory paragraph, demonstrating ability to including appropriate transitional strategies for coherence or supporting evidence and elaboration, and writing body paragraphs with a conclusion appropriate to purpose and audience. • Begin to write full, complex informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and appropriate transitional strategies for coherence; and include strong supporting details and a well-developed, appropriate conclusion. • Begin to use text features in information texts to enhance meaning.

	• Begin to write or revise more than one complex paragraph, demonstrating ability to state opinions about topics or sources, set a context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and develop an appropriate, strong conclusion. • Begin to write complex opinion pieces, clearly demonstrating ability to state opinions about topics or sources, attending to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons; and provide an appropriate, well-developed conclusion. • Begin to strategically use language and vocabulary appropriate to purpose and audience when revising or composing complex texts. • Begin to apply or edit appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Begin to conduct research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept. • Begin to locate information to support central ideas and subtopics and select and integrate critical information from two or more data or print and non-print text sources. • Begin to distinguish relevant-irrelevant information. • Begin to generate strong conjectures or opinions and cite relevant evidence to support them based on evidence collected and analyzed.

Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
READING Informational Text Targets 8–14	• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in texts of low-to-moderate complexity. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Plan, write, revise, and edit a full composition, occasionally demonstrating narrative techniques, chronology, transitional strategies for coherence, or author's craft. • Write or revise one informational/explanatory paragraph, demonstrating some ability to organize ideas by stating a focus, including some transitional strategies for coherence or some supporting evidence and elaboration, or writing body paragraphs or a conclusion. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including supporting evidence and elaboration, and developing a conclusion. • Use some appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one paragraph, demonstrating some ability to state opinions about topics or sources, set a loose context, minimally organize ideas using linking words or phrases, develop evidence/reasons and some elaboration, or develop a conclusion.

	• Plan, write, revise, and edit opinion pieces, demonstrating some ability to state opinions about topics or sources, minimally attending to purpose and audience; organize ideas by stating a context and focus; include structures and some transitional strategies for coherence; develop some evidence/reasons and elaboration; and develop a conclusion. • With minimal support, use some common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Show some ability to apply and edit text, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Begin to use the tools of technology (including the Internet), with substantial guidance and support, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY Targets 1–4	• Begin to conduct simple, short research projects with some guidance. • With some guidance, begin to locate information to support central ideas and subtopics; select and integrate information from multiple sources. • With some guidance, begin to gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • With some guidance, begin to integrate information from several sources on the same topic to generate an informed opinion in order to write about the subject knowledgeably.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures and genre-specific features or formats from multiple texts, and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or

Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy

	judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures, genre-specific features, or formats from multiple texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one or more paragraphs, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a conclusion. • Plan, write, revise, and edit a full composition, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, author's craft appropriate to purpose, including a conclusion, and evidence from texts to support analysis, reflection, and research. • Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and transitional strategies for coherence, include supporting evidence and elaboration, and develop a conclusion. • Use appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting evidence/reasons, and develop a conclusion appropriate to purpose and audience. • Use a range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Adequately apply and edit text, demonstrating a understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Conduct short research projects. • Locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy

The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Consistently cite specific and relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures and genre-specific features across texts, and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• Consistently cite specific, relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures across highly complex texts.
WRITING Targets 1–10	• Write or revise more than one complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a strong conclusion. • Plan, write, revise, and edit a full, complex composition, clearly demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose, including a well-developed conclusion and evidence from texts to support analysis, reflection, and research. • Write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or strong supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including strong supporting evidence and elaboration, and developing an appropriate conclusion. • Use effective text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.

	• Write or revise more than one paragraph, clearly demonstrating the ability to state opinions about topics or sources, set a context, efficiently organize ideas using linking words or phrases, develop supporting evidence/reasons and some elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attend to purpose and audience, efficiently organize ideas by stating a context and focus, include some complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration, and develop an appropriate conclusion. • Use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Effectively apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Begin to critically and effectively conduct short research projects with some guidance. • Begin to critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Begin to critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Begin to critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

Threshold Achievement Level Descriptors
Grade 6 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Cite some textual evidence to support conclusions drawn from text. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Determine the intended meaning of some grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts. • Relate basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the intent of some common figurative language.
READING Informational Text Targets 8–14	• Cite some textual evidence to support conclusions drawn from text. • Begin to use explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more text. • Identify and begin to compare how information is presented within or across texts. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Partially interpret intent of some common figurative language.
WRITING Targets 1–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument texts demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.

Threshold Achievement Level Descriptors
Grade 6 English Language Arts/Literacy

SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• With some consistency, identify relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments made about intended effects. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects, including analysis of authors' points of view. • With some consistency, analyze some text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• With some consistency, identify relevant textual evidence to support conclusions drawn from text. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • Determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify analyses or judgments made about intended effects. • Analyze how information is presented within or across texts, identifying some relationships among targeted aspects. • Analyze some text structures, genre-specific features or formats from multiple sources of text and the impact of those choices on meaning or presentation.
WRITING Targets 1–10	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and

	audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing a strong adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analyses or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects. • Evaluate text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.

	• Evaluate text structures across texts.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 7 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Use textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships among literary elements within or across texts of low-to-moderate complexity or differing versions of texts representing various genres and text types. • Partially analyze the structure within or between two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of low-to-moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
WRITING Targets 1–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Demonstrate limited use of technology, including the Internet, to produce and publish writing.

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SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Use a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting them within or across texts of moderate complexity or differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of moderate complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

WRITING Targets 1–10	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.

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READING Informational Text Targets 8–14	• Identify several pieces of strong and varied textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details with texts of high complexity. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of texts of high complexity. • Effectively apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate sources’ uses and limitations. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

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The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Cite textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships within or between literary elements within or across texts of low-to-moderate complexity or in differing versions of texts representing various genres and text types. • Partially analyze the structure of two or more texts and genre-specific features or formats of texts of low-to-moderate complexity and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships and word structures, and differentiate vocabulary meanings in texts of low-to-moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' point of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts of low-to-moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
WRITING Targets 1–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English

	grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Cite a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting theme within texts of moderate complexity or in differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts of moderate complexity and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of words and phrases. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

WRITING Targets 1–10	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts of high complexity and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.
READING	• Identify several pieces of strong and varied textual evidence from sources across

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Informational Text Targets 8–14	disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings in texts of high complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Thoroughly engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

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The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Identify key textual evidence to attempt to support simple inferences or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of most grade-level words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze some interrelationships of literary elements in texts of low to moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Identify elements that contribute to points of view and how they impact meaning. • Identify and determine meaning and impact of figurative language.
READING Informational Text Targets 8–14	• Identify key textual evidence to attempt to support simple inferences, analysis, interpretations, or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze the connection of ideas within and between texts of low-to-moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Demonstrate emerging knowledge of obvious genre interpretations and ideas. • Have limited engagements and interaction with source materials in common. • Partially account for elements that contribute to points of view. • Identify and begin to determine meaning and impact of figurative language.
WRITING Targets: 1 and 3–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message. • Apply some revisions to narrative, informational, and argument texts. • Use basic technology, with support, for gathering information, making revisions, or producing texts.
SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials.

1–4	• Construct a partial or undeveloped claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize themes and some analysis of thematic development over the course of the text using relevant details. • Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts. • Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials). • Partially analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and explain the impact(s) of those choices on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone.
READING Informational Text Targets 8–14	• Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize central ideas, topics, key events, or procedures from a text using sufficient supporting ideas and relevant details. • Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply reasoning and a sufficient range of textual evidence to justify analyses of author's presentation of moderately complex information. • Adequately support a basic analysis of a moderately complex text to show how some connections are made in development of ideas or events or development of topics, themes, or rhetorical features. • Adequately support a basic analysis of text structures and/or text features and determine an impact of text structures and/or text features on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and partially explain the impact of these word choices on meaning and tone.
WRITING Targets 1 and 3–10	• Apply some narrative strategies, text structures, and some transitional strategies for coherence using some relevant details and precise words and phrases in writing or revising brief narrative texts. • Apply some strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/tone, and including some relevant supporting evidence.

	• Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/tone, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources. • Use text features (e.g., formatting, graphics, multimedia) with some attention to audience and purpose. • Apply strategies when writing or revising brief argumentative texts to develop a claim by organizing and citing some supporting evidence and counterclaims, providing transitional strategies for coherence, and using language to maintain a suitable focus/tone. • Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/tone. • Demonstrate attempts to use varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts. • Apply and edit most conventions of grade-appropriate, Standard English grammar usage and mechanics. • Follow directions when using tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Synthesize content from source materials and media, discriminating for relevance among a range of rhetorical presentations of information. • Listen for point of view and begin to analyze perspective and motivation in a speaker's assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Identify and analyze textual evidence in texts of high complexity. • Provide an effective summary and analysis of thematic development over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a thorough range of textual evidence to justify inferences or judgments made about texts. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply reasoning and a range of textual evidence to justify inferences and judgments made about texts of high complexity.

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	• Analyze the interrelationships among literary elements in texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of texts of high complexity. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
READING Informational Text Targets 8–14	• Identify and analyze textual evidence in texts of high complexity. • Provide full analysis of the development of central ideas over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/ denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a full range of textual evidence to justify inferences and judgments made about texts of high complexity. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply thorough reasoning and a range of textual evidence to justify analyses of author's presentation of information in texts of high complexity. • Analyze texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of highly complex texts. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
WRITING Targets 1 and 3–10	• Apply effective writing strategies and processes when writing and revising texts for all purposes. • Use precise language. • Use relevant and persuasive evidence. • Assess and synthesize supporting evidence. • Select technological tools based on appropriateness. • Apply grade-appropriate editing and revising skills.
SPEAKING/ LISTENING Target 4	• Synthesize diverse source materials from diverse perspectives delivered orally or through audiovisual materials. • Systematically evaluate the ways that uses of evidence, implicit premises, and rhetorical stylistic choices enhance or undermine points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a persuasive and sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate authoritative claim. • Evaluate and cite substantial, relevant evidence.

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The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
WRITING Targets 1–10	• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Write simple complete compositions, demonstrating some narrative techniques: chronology, transitional strategies for coherence, structure, or author's craft with possible demonstration of purpose. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Write or revise, simple informational/explanatory texts on a topic, occasionally attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including some supporting details and a conclusion. • Show some awareness of how to use text features in information texts to enhance meaning with minimal support (e.g., directive or general feedback). • Write or revise one simple-structure paragraph demonstrating ability to state an opinion about a topic or source, set a context, loosely organize ideas using linking words, develop some supporting reasons, or provide a partial conclusion.

Threshold Achievement Level Descriptors
Grade 3 English Language Arts/Literacy

	• Write simple complete opinion pieces, demonstrating some ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop few supporting reasons, and provide a conclusion. • With some support (e.g., directive and general feedback), use language and vocabulary that is appropriate to the purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Use tools of technology to produce texts with minimal support (e.g., whole broken into parts).
SPEAKING/ LISTENING Target 4	• Interpret or use information delivered orally or audio-visually with some support (e.g., repeated listening or viewing).
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
READING Informational Text Targets 8–14	• Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Write full compositions, demonstrating narrative techniques: chronology, transitional strategies for coherence, or author's craft with minimal demonstration of purpose.

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Grade 3 English Language Arts/Literacy

	• Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Use text features in information texts to enhance meaning without support. • Write or revise one or more paragraphs, demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide an appropriate conclusion. • Write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion. • Without support, use grade-level vocabulary appropriate to the purpose and audience when revising and composing text. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Without support, use tools of technology to produce texts.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually without support.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.
READING Informational Text Targets 8–14	• Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect

	information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write full, complex compositions, demonstrating specific narrative techniques: chronology, appropriate transitional strategies for coherence, structure, and author's craft appropriate to purpose. • Begin to write or revise one or more complex informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence, supporting details, and an appropriate conclusion. • Begin to write or revise one or more complex paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, or provide an appropriate, strong conclusion. • Begin to write complex opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion. • Begin to use complex language and vocabulary appropriate to the purpose and audience when revising and composing texts. • Begin to apply or edit appropriately complex grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to produce texts.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.

Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Use some details and information from the text to minimally support answers and inferences in texts of low-to-moderate complexity. • Identify or summarize some central ideas/key events in texts of low-to-moderate complexity. • Determine the intended meanings of some words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources, with support in texts of low-to-moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of low-to-moderate complexity. • Interpret, specify, or compare how information is presented across texts of low-to moderate complexity. • Relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of low-to-moderate complexity. • Determine some figurative language, literary devices, or connotative meanings of words and phrases used in context in texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Identify some details and information from the text to support answers or basic inferences about information presented in texts of low-to-moderate complexity. • Identify some central ideas, key events, and procedures with support. • Determine intended meanings of some words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or partial reliance on use of resources in texts of low-to-moderate complexity. • Provide some supporting evidence to justify or interpret how information is presented in texts of low-to-moderate complexity. • Interpret, explain, or connect information presented within or across texts of low-to-moderate complexity. • Relate knowledge of some text structures or text features to obtain, interpret, or explain information in texts of low-to-moderate complexity. • Determine some figurative language/literary devices or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of low-to-moderate complexity.
WRITING Targets 1–10	• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Write simple complete compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author's craft. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating a focus, include transitional strategies for coherence or supporting evidence and elaboration, or write body paragraphs with a conclusion. • Write simple informational/explanatory text on a topic, occasionally attending to purpose and audience; using minimal organization of ideas by stating a focus; including structures and transitional strategies for coherence; and including evidence, elaboration, and a conclusion. • With some support (e.g., directive and general feedback), show some awareness of how to use text features in informational texts to enhance meaning. • Write or revise one simple paragraph, demonstrating a limited ability to state opinions about topics or sources, including few organized ideas, loosely developed evidence/reasons and elaboration, and an undeveloped conclusion.

	• Write simple opinion pieces demonstrating some ability to state opinions about a topic or source, minimally attending to purpose and audience; organize few ideas by stating a context and focus; include some structures and transitional strategies for coherence; include few supporting reasons/evidence; and include a conclusion. • With some support (e.g., directive or general feedback) show some awareness of how to use language and vocabulary appropriate to purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with support (e.g., grammar aids). • Use tools of technology to gather information, make revisions, or produce texts with support (e.g., whole broken into parts).
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY Targets 1–4	• Conduct short simple research projects to answer single-step questions or to investigate and paraphrase different aspects of a narrow topic or concept. • Locate some information to support ideas and select some information from data or print and non-print text sources. • Distinguish relevant-irrelevant information with support (e.g., some directive feedback). • Generate some conjectures or opinions.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Use details and information from texts of moderate complexity to support answers and inferences. • Identify or summarize central ideas/key events in texts of moderate complexity. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in texts of moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of moderate complexity. • Interpret, specify, or compare how information is presented across texts of moderate complexity. • Begin to relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate complexity. • Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify details and information from texts of moderate complexity to support answers or basic inferences about information presented and provided. • Identify or summarize central ideas, key events, and procedures in texts of moderate complexity. • Determine intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to texts of moderate complexity.

	• Use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity. • Interpret, explain, or connect information presented within or across texts of moderate complexity. • Relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity. • Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, and begin to use author's craft with appropriate purpose. • Write full compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and begin to use author's craft with limited purpose. • Write one full informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence or supporting evidence and elaboration, and begin to write body paragraphs appropriate to a purpose and audience. • Write informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence; include supporting evidence and elaboration; and begin to develop a complete conclusion. • Use some text features in informational text to enhance meaning without support. • Write or revise one paragraph, demonstrating ability to state opinions about topics or sources, set loose context, minimally organize ideas, develop evidence/reasons and elaboration, and develop a conclusion with limited purpose and audience. • Write opinion pieces, demonstrating ability to state opinions about topics or sources, attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and develop an appropriate conclusion. • Strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts without support. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts without support. • Use tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually without support.
RESEARCH/ INQUIRY Targets 1–4	• Conduct short, limited research projects to answer multi-step questions, or to investigate and paraphrase different aspects of a broader topic or concept. • Locate information to support central ideas and subtopics and select information and partially integrate information from data or print and non-print sources. • Distinguish relevant-irrelevant information without support. • Generate partial conjectures or opinions and include partial evidence to support them based on evidence collected.

Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy

The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Use explicit details and implicit information from the text to support answers and inferences in highly complex texts. • Begin to consistently identify and summarize central ideas/key events in highly complex texts. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in highly complex texts. • Begin to use extensive supporting evidence to justify/explain own inferences in depth in highly complex texts. • Begin to use extensive detail to interpret, specify, or compare how information is presented across highly complex texts. • Relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within highly complex texts. • Begin to determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in highly complex texts.
READING Informational Text Targets 8–14	• Begin to identify and explain explicit details and implicit information from highly complex texts to support answers and inferences about information presented and provided. • Identify and summarize central ideas, key details, and procedures in highly complex texts. • Begin to determine the intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to highly complex texts. • Begin to use detailed supporting evidence to justify or interpret how information is presented and integrated in highly complex texts. • Begin to interpret, explain, or connect information presented within or across highly complex texts. • Begin to relate knowledge of text structures or text features to obtain, interpret, explain, and integrate information in highly complex texts. • Begin to determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in highly complex texts.
WRITING Targets 1–10	• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Begin to write full complex compositions, demonstrating, specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write or revise more than one complex informational/explanatory paragraph, demonstrating ability to including appropriate transitional strategies for coherence or supporting evidence and elaboration, and writing body paragraphs with a conclusion appropriate to purpose and audience. • Begin to write full, complex informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and appropriate transitional strategies for coherence; and include strong supporting details and a well-developed, appropriate conclusion. • Begin to use text features in information texts to enhance meaning.

	• Begin to write or revise more than one complex paragraph, demonstrating ability to state opinions about topics or sources, set a context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and develop an appropriate, strong conclusion. • Begin to write complex opinion pieces, clearly demonstrating ability to state opinions about topics or sources, attending to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons; and provide an appropriate, well-developed conclusion. • Begin to strategically use language and vocabulary appropriate to purpose and audience when revising or composing complex texts. • Begin to apply or edit appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Begin to conduct research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept. • Begin to locate information to support central ideas and subtopics and select and integrate critical information from two or more data or print and non-print text sources. • Begin to distinguish relevant-irrelevant information. • Begin to generate strong conjectures or opinions and cite relevant evidence to support them based on evidence collected and analyzed.

Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
READING Informational Text Targets 8–14	• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in texts of low-to-moderate complexity. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Plan, write, revise, and edit a full composition, occasionally demonstrating narrative techniques, chronology, transitional strategies for coherence, or author's craft. • Write or revise one informational/explanatory paragraph, demonstrating some ability to organize ideas by stating a focus, including some transitional strategies for coherence or some supporting evidence and elaboration, or writing body paragraphs or a conclusion. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including supporting evidence and elaboration, and developing a conclusion. • Use some appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one paragraph, demonstrating some ability to state opinions about topics or sources, set a loose context, minimally organize ideas using linking words or phrases, develop evidence/reasons and some elaboration, or develop a conclusion.

	• Plan, write, revise, and edit opinion pieces, demonstrating some ability to state opinions about topics or sources, minimally attending to purpose and audience; organize ideas by stating a context and focus; include structures and some transitional strategies for coherence; develop some evidence/reasons and elaboration; and develop a conclusion. • With minimal support, use some common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Show some ability to apply and edit text, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Begin to use the tools of technology (including the Internet), with substantial guidance and support, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY Targets 1–4	• Begin to conduct simple, short research projects with some guidance. • With some guidance, begin to locate information to support central ideas and subtopics; select and integrate information from multiple sources. • With some guidance, begin to gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • With some guidance, begin to integrate information from several sources on the same topic to generate an informed opinion in order to write about the subject knowledgeably.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures and genre-specific features or formats from multiple texts, and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or

	judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures, genre-specific features, or formats from multiple texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one or more paragraphs, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a conclusion. • Plan, write, revise, and edit a full composition, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, author's craft appropriate to purpose, including a conclusion, and evidence from texts to support analysis, reflection, and research. • Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and transitional strategies for coherence, include supporting evidence and elaboration, and develop a conclusion. • Use appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting evidence/reasons, and develop a conclusion appropriate to purpose and audience. • Use a range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Adequately apply and edit text, demonstrating a understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Conduct short research projects. • Locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy

The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Consistently cite specific and relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures and genre-specific features across texts, and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• Consistently cite specific, relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures across highly complex texts.
WRITING Targets 1–10	• Write or revise more than one complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a strong conclusion. • Plan, write, revise, and edit a full, complex composition, clearly demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose, including a well-developed conclusion and evidence from texts to support analysis, reflection, and research. • Write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or strong supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including strong supporting evidence and elaboration, and developing an appropriate conclusion. • Use effective text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.

	• Write or revise more than one paragraph, clearly demonstrating the ability to state opinions about topics or sources, set a context, efficiently organize ideas using linking words or phrases, develop supporting evidence/reasons and some elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attend to purpose and audience, efficiently organize ideas by stating a context and focus, include some complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration, and develop an appropriate conclusion. • Use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Effectively apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Begin to critically and effectively conduct short research projects with some guidance. • Begin to critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Begin to critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Begin to critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

Threshold Achievement Level Descriptors
Grade 6 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Cite some textual evidence to support conclusions drawn from text. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Determine the intended meaning of some grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts. • Relate basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the intent of some common figurative language.
READING Informational Text Targets 8–14	• Cite some textual evidence to support conclusions drawn from text. • Begin to use explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more text. • Identify and begin to compare how information is presented within or across texts. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Partially interpret intent of some common figurative language.
WRITING Targets 1–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument texts demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.

SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• With some consistency, identify relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments made about intended effects. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects, including analysis of authors' points of view. • With some consistency, analyze some text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• With some consistency, identify relevant textual evidence to support conclusions drawn from text. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • Determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify analyses or judgments made about intended effects. • Analyze how information is presented within or across texts, identifying some relationships among targeted aspects. • Analyze some text structures, genre-specific features or formats from multiple sources of text and the impact of those choices on meaning or presentation.
WRITING Targets 1–10	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and

	audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing a strong adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analyses or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects. • Evaluate text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.

	• Evaluate text structures across texts.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

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The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Use textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships among literary elements within or across texts of low-to-moderate complexity or differing versions of texts representing various genres and text types. • Partially analyze the structure within or between two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of low-to-moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
WRITING Targets 1–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Demonstrate limited use of technology, including the Internet, to produce and publish writing.

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SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Use a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting them within or across texts of moderate complexity or differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of moderate complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

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WRITING Targets 1–10	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.

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READING Informational Text Targets 8–14	• Identify several pieces of strong and varied textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details with texts of high complexity. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of texts of high complexity. • Effectively apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate sources’ uses and limitations. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

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The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Cite textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships within or between literary elements within or across texts of low-to-moderate complexity or in differing versions of texts representing various genres and text types. • Partially analyze the structure of two or more texts and genre-specific features or formats of texts of low-to-moderate complexity and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships and word structures, and differentiate vocabulary meanings in texts of low-to-moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' point of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts of low-to-moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
WRITING Targets 1–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English

	grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Cite a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting theme within texts of moderate complexity or in differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts of moderate complexity and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of words and phrases. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

WRITING Targets 1–10	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts of high complexity and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.
READING	• Identify several pieces of strong and varied textual evidence from sources across

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Informational Text Targets 8–14	disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings in texts of high complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Thoroughly engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

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The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Identify key textual evidence to attempt to support simple inferences or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of most grade-level words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze some interrelationships of literary elements in texts of low to moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Identify elements that contribute to points of view and how they impact meaning. • Identify and determine meaning and impact of figurative language.
READING Informational Text Targets 8–14	• Identify key textual evidence to attempt to support simple inferences, analysis, interpretations, or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze the connection of ideas within and between texts of low-to-moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Demonstrate emerging knowledge of obvious genre interpretations and ideas. • Have limited engagements and interaction with source materials in common. • Partially account for elements that contribute to points of view. • Identify and begin to determine meaning and impact of figurative language.
WRITING Targets: 1 and 3–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message. • Apply some revisions to narrative, informational, and argument texts. • Use basic technology, with support, for gathering information, making revisions, or producing texts.
SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials.

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1–4	• Construct a partial or undeveloped claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize themes and some analysis of thematic development over the course of the text using relevant details. • Determine intended meanings of most words, including distinguishing connotation/ denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts. • Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials). • Partially analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and explain the impact(s) of those choices on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone.
READING Informational Text Targets 8–14	• Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize central ideas, topics, key events, or procedures from a text using sufficient supporting ideas and relevant details. • Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply reasoning and a sufficient range of textual evidence to justify analyses of author's presentation of moderately complex information. • Adequately support a basic analysis of a moderately complex text to show how some connections are made in development of ideas or events or development of topics, themes, or rhetorical features. • Adequately support a basic analysis of text structures and/or text features and determine an impact of text structures and/or text features on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and partially explain the impact of these word choices on meaning and tone.
WRITING Targets 1 and 3–10	• Apply some narrative strategies, text structures, and some transitional strategies for coherence using some relevant details and precise words and phrases in writing or revising brief narrative texts. • Apply some strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/tone, and including some relevant supporting evidence.

	• Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/tone, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources. • Use text features (e.g., formatting, graphics, multimedia) with some attention to audience and purpose. • Apply strategies when writing or revising brief argumentative texts to develop a claim by organizing and citing some supporting evidence and counterclaims, providing transitional strategies for coherence, and using language to maintain a suitable focus/tone. • Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/tone. • Demonstrate attempts to use varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts. • Apply and edit most conventions of grade-appropriate, Standard English grammar usage and mechanics. • Follow directions when using tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Synthesize content from source materials and media, discriminating for relevance among a range of rhetorical presentations of information. • Listen for point of view and begin to analyze perspective and motivation in a speaker's assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Identify and analyze textual evidence in texts of high complexity. • Provide an effective summary and analysis of thematic development over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a thorough range of textual evidence to justify inferences or judgments made about texts. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply reasoning and a range of textual evidence to justify inferences and judgments made about texts of high complexity.

	• Analyze the interrelationships among literary elements in texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of texts of high complexity. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
READING Informational Text Targets 8–14	• Identify and analyze textual evidence in texts of high complexity. • Provide full analysis of the development of central ideas over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/ denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a full range of textual evidence to justify inferences and judgments made about texts of high complexity. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply thorough reasoning and a range of textual evidence to justify analyses of author's presentation of information in texts of high complexity. • Analyze texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of highly complex texts. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
WRITING Targets 1 and 3–10	• Apply effective writing strategies and processes when writing and revising texts for all purposes. • Use precise language. • Use relevant and persuasive evidence. • Assess and synthesize supporting evidence. • Select technological tools based on appropriateness. • Apply grade-appropriate editing and revising skills.
SPEAKING/ LISTENING Target 4	• Synthesize diverse source materials from diverse perspectives delivered orally or through audiovisual materials. • Systematically evaluate the ways that uses of evidence, implicit premises, and rhetorical stylistic choices enhance or undermine points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a persuasive and sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Use multiplication and division within 100 to solve one-step mathematical problems involving arrays. • Determine the unknown number in a multiplication equation relating three whole numbers. • Apply the Commutative property of multiplication to mathematical problems with one-digit factors. • Recall from memory all products of two one-digit numbers. • Solve one- and two-step problems using all four operations with one- and two-digit numbers. • Identify patterns in the addition table.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Round whole numbers to the nearest 10 or 100.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Identify a fraction on a number line.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Tell and write time to the nearest minute and measure liquid volumes and masses of objects using metric units of liters, grams, and kilograms. • Count unit squares to find the area of rectilinear figures.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• Generate measurement data by measuring lengths using rulers marked with half-inch intervals. • Solve mathematical problems involving perimeters of polygons, including finding an unknown side length given the perimeter.
CONCEPTS AND PROCEDURES Target K: Geometry	• Partition shapes into parts with equal areas.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Select the appropriate operation to solve one-step problems involving equal groups and arrays. • Use the properties of operations to multiply within the 10 by 10 multiplication table. • Fluently multiply within 100. • Solve two-step problems using addition and subtraction with numbers larger than 100 and solutions within 1,000.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Fluently add within 1,000, using strategies or algorithms based on place value understanding, properties of arithmetic, and/or the relationship between addition and subtraction.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Represent a fraction on a number line with partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. • Find the area of a rectilinear figure by multiplying side lengths and by decomposing a rectilinear figure into non-overlapping rectangles and adding them together.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• Generate measurement data by measuring length using rulers marked with quarter-inch intervals and represent the data on a line plot marked with quarter-inch intervals. • Solve word problems involving perimeters of polygons.
CONCEPTS AND PROCEDURES Target K: Geometry	• Draw examples of quadrilaterals that do not belong to given subcategories by reasoning about their attributes.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Use multiplication and division within 100 to solve one-step problems involving measurement quantities of two- or three-digit whole numbers. • Apply strategies in multiplication. • Use relevant ideas or procedures to multiply. • Explain arithmetic patterns.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Use multiple strategies to fluently add within 1,000.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Represent a fraction approximately on a number line with no partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Solve one-step addition problems involving all time intervals from hours to minutes. • Find the area of a rectilinear figure in a word problem.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• N/A
CONCEPTS AND PROCEDURES Target K: Geometry	• N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Add and subtract to solve one-step problems involving an unknown number.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	• Determine whether a given whole number in the range of 1–100 is a multiple of a given one-digit number. • Generate a shape pattern that follows a given rule.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	• Look for and use repeated reasoning to generalize place value understanding in order to read and write multi-digit whole numbers less than or equal to 100,000 using base-ten numerals and number names. • Use place value understanding to add and subtract two- and three-digit whole numbers using a standard algorithm.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Recognize equivalent fractions using visual models. • Use visual fraction models to represent a problem. • Express a fraction with denominator 10 as an equivalent fraction with denominator 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Apply the perimeter formula to rectangles in mathematical problems. • Use data from a given line plot using fractions 1/2, 1/4, and 1/8 to solve one-step problems. • Recognize whole-number degrees on a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	• Identify points, lines, line segments, and rays.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Multiply and divide to solve one-step problems involving equal groups or arrays.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	• Find factor pairs for whole numbers in the range of 1–100. • Identify apparent features of a pattern in a problem with scaffolding.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	• Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. • Multiply four-digit whole numbers by a one-digit number.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Generate equivalent fractions using visual models. • Identify and generate equivalent forms of a fraction with like denominators. • Add two fractions with respective denominators 10 and 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. • Interpret data from a line plot to solve problems involving addition of fractions with like denominators by using information presented in line plots. • Construct angles between 0 and 180 degrees in whole-number degrees using a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	• Draw lines of symmetry for two-dimensional figures.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	N/A
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	N/A
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Compare two fractions with different numerators and different denominators using <, >, and =. • Compare two decimals to the hundredths using <, >, and = or a number line and justify the conclusions by using visual models.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Apply the perimeter formula to rectangles in real-world problems. • Solve addition problems to find unknown angles on a diagram in mathematical problems.
CONCEPTS AND PROCEDURES Target L: Geometry	N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Write numerical expressions having one set of parentheses, brackets, or braces. • Graph whole number ordered pairs from two whole number numerical patterns on a coordinate plane.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right. • Demonstrate accuracy in multiplying multi-digit whole numbers and in finding whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Add two fractions and/or mixed numbers with unlike denominators (denominators less than or equal to 6) in mathematical problems. • Use benchmark fractions to estimate and assess the reasonableness of answers (denominators less than or equal to 6). • Multiply a whole number by a mixed number. • Know the effect that a fraction greater than or less than 1 has on a whole number when multiplied. • Use visual models when multiplying two fractions between 0 and 1. • Perform division of a whole number by any unit fraction. • Understand that division of whole numbers can result in fractions.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	• Convert a whole number measurement to a decimal or fractional valued measurement within the same system (e.g., 30 in = ___ ft). • Make a line plot and display data sets in whole and half units.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Understand the concept that the volume of a rectangular prism packed with unit cubes is related to the edge lengths.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph whole number coordinate pairs on a coordinate plane with whole number increments of 2, 5, and 10. • Classify two-dimensional figures into categories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Write and interpret expressions with two different operations. • Compare two related numerical patterns within sequences and tables.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Use whole number exponents to denote powers of 10; round decimals to the thousandths; and read, write, and compare decimals to the thousandths using base-ten numerals, number names, and expanded form, using >, =, and < to record the results of the comparison. • Fluently multiply multi-digit whole numbers and find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors. • Perform the four operations on decimals to the hundredths. • Relate a strategy to a written method and explain the reasoning used.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Subtract fractions and mixed numbers with unlike denominators in word problems. • Use benchmark fractions and number sense of fractions to estimate and assess the reasonableness of answers. • Multiply a mixed number by a mixed number. • Use visual models when multiplying two fractions, including when one fraction is larger than 1. • Interpret division of a whole number by any unit fraction.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	• Convert from a smaller unit of measurement to a larger one, resulting in one decimal place (metric system) or a small denominator fraction (standard system). • Make a line plot to display data sets in fractions of a unit (1/2, 1/4, 1/8). • Solve one-step problems using information from line plots that require addition, subtraction, and multiplication of fractions.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Use $V = lwh$ and $V = Bh$ to find the volume of rectangular prisms.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph coordinate pairs where one term is a whole number and one is a fraction with a denominator of 2 or 4 on a coordinate plane with whole number axis increments. • Classify two-dimensional figures into subcategories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Compare two related numerical patterns and explain the relationship within sequences of ordered pairs that are rational numbers.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Combine multiplying by powers of 10, comparing, and rounding to highlight essential understandings
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Use or create visual models when multiplying two fractions that are larger than 1.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	N/A
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Find the volume of a right rectangular prism after doubling the edge length of a side with a whole number measurement and compare it to the original.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph coordinate pairs where one term is a whole number and one is a fraction on a coordinate plane with fractional axis increments of 1/2, 1/4, or 1/10.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Find unit rates given two whole number quantities where one evenly divides the other.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Divide a whole number by a fraction between 0 and 1 and be able to connect to a visual model. • Add and subtract multi-digit decimals. • Find common factors of two numbers less than or equal to 40. • Find multiples of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	• Order fractions and integers. • Place integer pairs on a coordinate plane with axis increments of 2, 5, or 10.
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Evaluate expressions with and without variables and without exponents. • Write one- and two-step algebraic expressions introducing a variable. • Solve one-variable equations and inequalities of the form $x + p =/\le/\ge/</> q$ or $px =/\le/\ge/</> q$, where p and q are nonnegative rational numbers. • Given a table of values for a linear relationship ($y = kx$ or $y = x \pm c$), create the equation.
CONCEPTS AND PROCEDURES Target H: Geometry	• Find areas of special quadrilaterals and triangles. • Draw polygons in the four-quadrant plane.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Understand that questions that lead to variable responses are statistical questions and vice versa. • Identify a reasonable measure of central tendency for a given set of numerical data. • Find mean and median.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve unit rate problems. • Solve percent problems by finding the whole, given a part and the percent. • Describe a ratio relationship between any two number quantities and understand the concept of unit rate in problems (denominators less than or equal to 12).
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Apply and extend previous understandings of multiplication and division to divide a mixed number by a fraction and be able to connect to a visual model. • Multiply and divide multi-digit decimal numbers. • Find the greatest common factor of two numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	• Place points with rational coordinates on a coordinate plane and combine absolute value and ordering, with or without models ($\|-3\|<\|-5\|$).
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Write and evaluate numerical expressions without exponents and expressions from formulas in real-world problems. • Identify equivalent expressions. • Write one-variable equations and inequalities of the form $x + p =/\leq/\geq/</> q$ or $px =/\leq/\geq/</> q$, where p and q are nonnegative rational numbers. • Graph solutions to equations and inequalities on the number line. • Create the graph, table, and equation for a linear relationship ($y = kx$ or $y = x \pm c$) and make connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	• Find areas of quadrilaterals and other polygons that can be decomposed into three or fewer triangles. • Find the volume of right rectangular prisms with fractional or mixed number side lengths.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Identify a reasonable center and spread for a given context and understand how this relates to the overall shape of the data distribution. • Understand that a measure of center summarizes all of its values with a single number. • Summarize or display data in box plots. • Find the interquartile range. • Use range and measures of center to describe the shape of the data distribution as it relates to a familiar context. • Pose statistical questions.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve unfamiliar or multi-step problems by finding the whole, given a part and the percent. • Understand and explain ratio relationships between any two number quantities. • Identify relationships between models or representations.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Use visual models in settings where smaller fractions are divided by larger fractions. • Understand and apply the fact that a fraction multiplied or divided by 1 in the form of a/a is equivalent to the original fraction.
CONCEPTS AND PROCEDURES Target D: The Number System	N/A
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Using the properties of operations, show why two expressions are equivalent. • Solve equations and inequalities of the form $x + p =/\leq/\geq/</> q$ or $px =/\leq/\geq/</> q$, where p and q are rational numbers. • Create the graph, table, and equation for nonlinear polynomial relationships, making connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	• Solve problems by finding surface areas of triangular or rectangular prisms and triangular or rectangular pyramids.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Predict effects on mean and median given a change in data points. • Complete a data set with given measures (e.g., mean, median, mode, interquartile range).
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Identify proportional relationships presented in equation formats and find unit rates involving whole numbers.
CONCEPTS AND PROCEDURES Target B: The Number System	• Convert between familiar fractions and decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Apply properties of operations to expand linear expressions with integer coefficients. • Solve multi-step problems with decimal numbers. • Solve equations in the form of $px + q = r$, where p, q, and r are decimal numbers.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Describe geometric shapes with given conditions. • Use vertical angles expressed as numerical measurements to solve problems. • Calculate the area of a circle when the formula is provided and the area of quadrilaterals.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Determine whether or not a sample is random. • Find the range of a set of data about a given population. • Approximate the probability of a chance event by collecting data.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Represent proportional relationships in graphs and tables and solve one-step rate-related problems.
CONCEPTS AND PROCEDURES Target B: The Number System	• Solve mathematical problems using addition, subtraction, and multiplication on rational numbers. • Understand that $(-1)(-1) = 1$. • Convert common fractions and fractions with denominators that are a factor of a power of 10 to decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Add, subtract, and factor linear expressions with decimal coefficients. • Graph the solution set to a given inequality in the form of $x > p$ or $x < p$, where p is a rational number. • Understand that rewriting an expression can shed light on how quantities are related in a familiar problem-solving context with a moderate degree of scaffolding. • Use variables to reason with quantities in real-world and mathematical situations with a high degree of scaffolding.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Create a scale drawing of a given figure when a scale factor is given. • Determine the surface area of a right prism. • Use vertical angles expressed as variables to solve two-step problems.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Use random sampling to draw inferences about a population in familiar contexts. • Informally assess the degree of visual overlap of two numerical data distributions. • Calculate the theoretical probability of a compound event.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve real-world problems involving proportional relationships that require one step with measurement conversions.
CONCEPTS AND PROCEDURES Target B: The Number System	• Solve real-world problems with integers and proper fractions, using addition, multiplication, subtraction, and division.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Construct inequalities with two variables to solve problems.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Describe the two-dimensional figures that result from slicing spheres and cones.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Generate multiple samples (or simulated samples) of the same size. • Determine which measures of variability should be used to draw informal comparative inferences about two populations. • Construct a simulation experiment and generate frequencies for compound events.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Identify numbers as rational or irrational.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Find the cube of one-digit numbers and the cube root of perfect cubes (less than 1,000). • Use appropriate tools (e.g., calculator, pencil and paper) to translate large numbers from scientific to standard notation. • Identify the *y*-intercept and calculate the slope of a line from an equation or graph. • Graph a system of linear equations and identify the solution as the point of intersection.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Identify whether an input/output pair satisfies a function. • Compare properties of two linear functions represented in the same way (algebraically, graphically, or in a table). • Construct a table to represent a linear relationship between two quantities. • Qualitatively describe a graph of a linear function.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Construct reflections across an axis and translations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	• Identify the appropriate formula for the volume of a cylinder and connect the key dimensions to the appropriate location in the formula.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Identify what a linear pattern looks like from a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Convert from fractions to repeating decimals. • Use rational approximations of familiar irrational numbers to make numerical comparisons.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Solve simple quadratic monomial equations and represent the solution as a square root. • Work with and perform operations with scientific notation of large numbers. • Identify unit rate of change in linear relationships (i.e., slope is the rate of change). • Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms and equations with infinitely many solutions or no solution. • Solve a system of linear equations with integer coefficients using an algebraic strategy.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Classify functions as linear or nonlinear on the basis of the algebraic representation. • Determine the rate of change and the initial value of a function. • Know linear equations of the form $y = mx + b$ are functions. • Compare properties of two linear functions represented in different ways (algebraically, graphically, or in a table).
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Predict the location of point P after a transformation. • Know that sequences of translations, rotations, and reflections on a figure always result in a congruent figure. • Construct rotations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	• Calculate the volume of a cylinder in direct and familiar mathematical and real-world problems.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Describe outliers for a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Approximate irrational numbers between two integers to a specified level of precision.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Write a system of two linear equations with two variables to represent a context.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Interpret the rate of change and initial value of a linear function in terms of its graph.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Describe the impact of two transformations, including a dilation, on a figure. • Identify or draw the relevant right triangle in a three-dimensional figure, given coordinates or a diagram.
CONCEPTS AND PROCEDURES Target I: Geometry	• Solve unfamiliar or multi-step problems involving volumes of cylinders.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Use the trend line or line of best fit to make predictions in real-world situations.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 11 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Extend the properties of integer exponents to multiply expressions with rational exponents that have common denominators. • Perform operations on rational numbers and familiar irrational numbers. • Understand that rational numbers are closed under addition and multiplication.
CONCEPTS AND PROCEDURES Target C: Quantities	• Choose and interpret the correct units in a formula given in a familiar context, including making measurement conversions between simple units.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Use linear equations in one and two variables and inequalities in one variable to model a familiar situation and to solve a familiar problem. • Explain solution steps for solving linear equations and solve a simple radical equation. • Use properties of exponents to expand a single variable (coefficient of 1) repeated up to two times with a nonnegative integer exponent into an equivalent form and vice versa, e.g., $x^2x^3 = xxxxx = x^{2+3}$. • Solve one-step linear equations and inequalities in one variable and understand the solution steps as a process of reasoning. • Represent linear equations and quadratic equations with integer coefficients in one and two variables graphically on a coordinate plane. • Recognize equivalent forms of linear expressions and write a quadratic expression with integer-leading coefficients in an equivalent form by factoring. • Add multi-variable polynomials made up of monomials of degree 2 or less. • Graph and estimate the solution of systems of linear equations.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Understand the concept of a function in order to distinguish a relation as a function or not a function. • Interpret quadratic functions in context, and given the key features of a graph, the student should be able to identify the appropriate graph. • Graph quadratic functions by hand or by using technology. • Identify properties of two linear or two quadratic functions. • Understand equivalent forms of linear and quadratic functions. • Build an explicit function to describe or model a relationship between two quantities. • Add, subtract, and multiply linear functions.
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	• Use the Pythagorean Theorem in unfamiliar problems to solve for the missing side in a right triangle with some scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Describe the differences in shape, center, and spread of two or more different data sets representing familiar contexts.

PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.
The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Apply all laws of exponents on expressions with exponents that have common denominators. • Rewrite expressions with rational exponents of the form (m/n) to radical form and vice versa. • Use repeated reasoning to recognize that the sums and products of a rational number and a nonzero irrational number are irrational.
CONCEPTS AND PROCEDURES Target C: Quantities	• Reason quantitatively to choose and interpret the units in a formula given in an unfamiliar context, including making compound measurement conversions. • Define appropriate quantities or measurements in familiar contexts with some scaffolding to construct a model. • Choose the scale and origin of a graph or data display.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Create and use quadratic inequalities in two variables to model a situation and to solve a problem. • Write a quadratic expression in one variable with rational coefficients in an equivalent form by factoring, identify its zeroes, and explain the solution steps as a process of reasoning. • Use properties of exponents to write equivalent forms of exponential functions with one or more variables with integer coefficients with nonnegative integer exponents involving operations of addition, subtraction, and multiplication without requiring distribution of an exponent across parentheses. • Solve a quadratic equation with integer roots in standard form. • Represent polynomial and exponential functions graphically and estimate the solution of systems of equations displayed graphically. • Understand that the plotted line, curve, or region represents the solution set to an equation or inequality. • Add and subtract multi-variable polynomials of any degree and understand that polynomials are closed under subtraction.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Identify the domain and range of linear, quadratic, and exponential functions presented in any form. • Use function notation to evaluate a function for numerical or monomial inputs. • Appropriately graph and interpret key features of linear, quadratic, and exponential functions in familiar or scaffolded contexts and specify the average rate of change of a function on a given domain from its equation or approximate the average rate of change of a function from its graph. • Graph linear, quadratic, logarithmic, and exponential functions by hand and by using technology.

	• Analyze and compare properties of a linear function to properties of another function of any type. • Build a recursive function to describe or model a relationship between two quantities. • Divide linear functions.
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	• Use trigonometric ratios and the sine and cosine of complementary angles to find missing angles or sides of a given right triangle with minimal scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Select the appropriate choice of spread as interquartile range or standard deviation based on the selection of the measure of center.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.
The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Explain the relationship between properties of integer exponents and properties of rational exponents.
CONCEPTS AND PROCEDURES Target C: Quantities	• Define appropriate quantities or measurements in unfamiliar contexts with some scaffolding to construct a model.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Choose an appropriate equivalent form of an expression in order to reveal a property of interest when solving problems. • Solve a formula for any variable in the formula. • Provide an example that would lead to an extraneous solution when solving linear, quadratic, radical, and rational equations. • Use a variety of methods such as factoring, completing the square, quadratic formula, etc., to solve equations and to find minimum and maximum values of quadratic equations.

Threshold Achievement Level Descriptors
Grade 11 Mathematics

CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Find the input of a function when given the function in function notation and the output, or find the output when given the input. • Describe complex features such as holes, symmetries, and end behavior of the graph of a function. • Graph functions both by hand and by using technology.
Target O: Similarity, Right Triangles, and Trigonometry	• Solve right triangle problems with multiple stages and in compound figures without scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Interpret data to explain why a data value is an outlier.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Use multiplication and division within 100 to solve one-step mathematical problems involving arrays. • Determine the unknown number in a multiplication equation relating three whole numbers. • Apply the Commutative property of multiplication to mathematical problems with one-digit factors. • Recall from memory all products of two one-digit numbers. • Solve one- and two-step problems using all four operations with one- and two-digit numbers. • Identify patterns in the addition table.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Round whole numbers to the nearest 10 or 100.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Identify a fraction on a number line.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Tell and write time to the nearest minute and measure liquid volumes and masses of objects using metric units of liters, grams, and kilograms. • Count unit squares to find the area of rectilinear figures.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• Generate measurement data by measuring lengths using rulers marked with half-inch intervals. • Solve mathematical problems involving perimeters of polygons, including finding an unknown side length given the perimeter.
CONCEPTS AND PROCEDURES Target K: Geometry	• Partition shapes into parts with equal areas.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Select the appropriate operation to solve one-step problems involving equal groups and arrays. • Use the properties of operations to multiply within the 10 by 10 multiplication table. • Fluently multiply within 100. • Solve two-step problems using addition and subtraction with numbers larger than 100 and solutions within 1,000.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Fluently add within 1,000, using strategies or algorithms based on place value understanding, properties of arithmetic, and/or the relationship between addition and subtraction.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Represent a fraction on a number line with partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. • Find the area of a rectilinear figure by multiplying side lengths and by decomposing a rectilinear figure into non-overlapping rectangles and adding them together.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• Generate measurement data by measuring length using rulers marked with quarter-inch intervals and represent the data on a line plot marked with quarter-inch intervals. • Solve word problems involving perimeters of polygons.
CONCEPTS AND PROCEDURES Target K: Geometry	• Draw examples of quadrilaterals that do not belong to given subcategories by reasoning about their attributes.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Use multiplication and division within 100 to solve one-step problems involving measurement quantities of two- or three-digit whole numbers. • Apply strategies in multiplication. • Use relevant ideas or procedures to multiply. • Explain arithmetic patterns.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Use multiple strategies to fluently add within 1,000.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Represent a fraction approximately on a number line with no partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Solve one-step addition problems involving all time intervals from hours to minutes. • Find the area of a rectilinear figure in a word problem.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• N/A
CONCEPTS AND PROCEDURES Target K: Geometry	• N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Add and subtract to solve one-step problems involving an unknown number.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	• Determine whether a given whole number in the range of 1–100 is a multiple of a given one-digit number. • Generate a shape pattern that follows a given rule.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	• Look for and use repeated reasoning to generalize place value understanding in order to read and write multi-digit whole numbers less than or equal to 100,000 using base-ten numerals and number names. • Use place value understanding to add and subtract two- and three-digit whole numbers using a standard algorithm.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Recognize equivalent fractions using visual models. • Use visual fraction models to represent a problem. • Express a fraction with denominator 10 as an equivalent fraction with denominator 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Apply the perimeter formula to rectangles in mathematical problems. • Use data from a given line plot using fractions 1/2, 1/4, and 1/8 to solve one-step problems. • Recognize whole-number degrees on a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	• Identify points, lines, line segments, and rays.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Multiply and divide to solve one-step problems involving equal groups or arrays.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	• Find factor pairs for whole numbers in the range of 1–100. • Identify apparent features of a pattern in a problem with scaffolding.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	• Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. • Multiply four-digit whole numbers by a one-digit number.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Generate equivalent fractions using visual models. • Identify and generate equivalent forms of a fraction with like denominators. • Add two fractions with respective denominators 10 and 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. • Interpret data from a line plot to solve problems involving addition of fractions with like denominators by using information presented in line plots. • Construct angles between 0 and 180 degrees in whole-number degrees using a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	• Draw lines of symmetry for two-dimensional figures.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	N/A
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	N/A
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Compare two fractions with different numerators and different denominators using <, >, and =. • Compare two decimals to the hundredths using <, >, and = or a number line and justify the conclusions by using visual models.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Apply the perimeter formula to rectangles in real-world problems. • Solve addition problems to find unknown angles on a diagram in mathematical problems.
CONCEPTS AND PROCEDURES Target L: Geometry	N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Write numerical expressions having one set of parentheses, brackets, or braces. • Graph whole number ordered pairs from two whole number numerical patterns on a coordinate plane.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right. • Demonstrate accuracy in multiplying multi-digit whole numbers and in finding whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Add two fractions and/or mixed numbers with unlike denominators (denominators less than or equal to 6) in mathematical problems. • Use benchmark fractions to estimate and assess the reasonableness of answers (denominators less than or equal to 6). • Multiply a whole number by a mixed number. • Know the effect that a fraction greater than or less than 1 has on a whole number when multiplied. • Use visual models when multiplying two fractions between 0 and 1. • Perform division of a whole number by any unit fraction. • Understand that division of whole numbers can result in fractions.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	• Convert a whole number measurement to a decimal or fractional valued measurement within the same system (e.g., 30 in = ___ ft). • Make a line plot and display data sets in whole and half units.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Understand the concept that the volume of a rectangular prism packed with unit cubes is related to the edge lengths.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph whole number coordinate pairs on a coordinate plane with whole number increments of 2, 5, and 10. • Classify two-dimensional figures into categories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Write and interpret expressions with two different operations. • Compare two related numerical patterns within sequences and tables.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Use whole number exponents to denote powers of 10; round decimals to the thousandths; and read, write, and compare decimals to the thousandths using base-ten numerals, number names, and expanded form, using >, =, and < to record the results of the comparison. • Fluently multiply multi-digit whole numbers and find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors. • Perform the four operations on decimals to the hundredths. • Relate a strategy to a written method and explain the reasoning used.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Subtract fractions and mixed numbers with unlike denominators in word problems. • Use benchmark fractions and number sense of fractions to estimate and assess the reasonableness of answers. • Multiply a mixed number by a mixed number. • Use visual models when multiplying two fractions, including when one fraction is larger than 1. • Interpret division of a whole number by any unit fraction.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	• Convert from a smaller unit of measurement to a larger one, resulting in one decimal place (metric system) or a small denominator fraction (standard system). • Make a line plot to display data sets in fractions of a unit (1/2, 1/4, 1/8). • Solve one-step problems using information from line plots that require addition, subtraction, and multiplication of fractions.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Use $V = lwh$ and $V = Bh$ to find the volume of rectangular prisms.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph coordinate pairs where one term is a whole number and one is a fraction with a denominator of 2 or 4 on a coordinate plane with whole number axis increments. • Classify two-dimensional figures into subcategories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Compare two related numerical patterns and explain the relationship within sequences of ordered pairs that are rational numbers.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Combine multiplying by powers of 10, comparing, and rounding to highlight essential understandings
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Use or create visual models when multiplying two fractions that are larger than 1.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	N/A
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Find the volume of a right rectangular prism after doubling the edge length of a side with a whole number measurement and compare it to the original.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph coordinate pairs where one term is a whole number and one is a fraction on a coordinate plane with fractional axis increments of 1/2, 1/4, or 1/10.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Find unit rates given two whole number quantities where one evenly divides the other.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Divide a whole number by a fraction between 0 and 1 and be able to connect to a visual model. • Add and subtract multi-digit decimals. • Find common factors of two numbers less than or equal to 40. • Find multiples of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	• Order fractions and integers. • Place integer pairs on a coordinate plane with axis increments of 2, 5, or 10.
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Evaluate expressions with and without variables and without exponents. • Write one- and two-step algebraic expressions introducing a variable. • Solve one-variable equations and inequalities of the form $x + p =/\le/\ge/</> q$ or $px =/\le/\ge/</> q$, where p and q are nonnegative rational numbers. • Given a table of values for a linear relationship ($y = kx$ or $y = x \pm c$), create the equation.
CONCEPTS AND PROCEDURES Target H: Geometry	• Find areas of special quadrilaterals and triangles. • Draw polygons in the four-quadrant plane.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Understand that questions that lead to variable responses are statistical questions and vice versa. • Identify a reasonable measure of central tendency for a given set of numerical data. • Find mean and median.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve unit rate problems. • Solve percent problems by finding the whole, given a part and the percent. • Describe a ratio relationship between any two number quantities and understand the concept of unit rate in problems (denominators less than or equal to 12).
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Apply and extend previous understandings of multiplication and division to divide a mixed number by a fraction and be able to connect to a visual model. • Multiply and divide multi-digit decimal numbers. • Find the greatest common factor of two numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	• Place points with rational coordinates on a coordinate plane and combine absolute value and ordering, with or without models ($\lvert -3 \rvert < \lvert -5 \rvert$).
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Write and evaluate numerical expressions without exponents and expressions from formulas in real-world problems. • Identify equivalent expressions. • Write one-variable equations and inequalities of the form $x + p = / \leq / \geq / < / > q$ or $px = / \leq / \geq / < / > q$, where p and q are nonnegative rational numbers. • Graph solutions to equations and inequalities on the number line. • Create the graph, table, and equation for a linear relationship ($y = kx$ or $y = x \pm c$) and make connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	• Find areas of quadrilaterals and other polygons that can be decomposed into three or fewer triangles. • Find the volume of right rectangular prisms with fractional or mixed number side lengths.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Identify a reasonable center and spread for a given context and understand how this relates to the overall shape of the data distribution. • Understand that a measure of center summarizes all of its values with a single number. • Summarize or display data in box plots. • Find the interquartile range. • Use range and measures of center to describe the shape of the data distribution as it relates to a familiar context. • Pose statistical questions.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve unfamiliar or multi-step problems by finding the whole, given a part and the percent. • Understand and explain ratio relationships between any two number quantities. • Identify relationships between models or representations.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Use visual models in settings where smaller fractions are divided by larger fractions. • Understand and apply the fact that a fraction multiplied or divided by 1 in the form of a/a is equivalent to the original fraction.
CONCEPTS AND PROCEDURES Target D: The Number System	N/A
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Using the properties of operations, show why two expressions are equivalent. • Solve equations and inequalities of the form $x + p =/\leq/\geq/</> q$ or $px =/\leq/\geq/</> q$, where p and q are rational numbers. • Create the graph, table, and equation for nonlinear polynomial relationships, making connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	• Solve problems by finding surface areas of triangular or rectangular prisms and triangular or rectangular pyramids.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Predict effects on mean and median given a change in data points. • Complete a data set with given measures (e.g., mean, median, mode, interquartile range).
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Identify proportional relationships presented in equation formats and find unit rates involving whole numbers.
CONCEPTS AND PROCEDURES Target B: The Number System	• Convert between familiar fractions and decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Apply properties of operations to expand linear expressions with integer coefficients. • Solve multi-step problems with decimal numbers. • Solve equations in the form of $px + q = r$, where p, q, and r are decimal numbers.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Describe geometric shapes with given conditions. • Use vertical angles expressed as numerical measurements to solve problems. • Calculate the area of a circle when the formula is provided and the area of quadrilaterals.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Determine whether or not a sample is random. • Find the range of a set of data about a given population. • Approximate the probability of a chance event by collecting data.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Represent proportional relationships in graphs and tables and solve one-step rate-related problems.
CONCEPTS AND PROCEDURES Target B: The Number System	• Solve mathematical problems using addition, subtraction, and multiplication on rational numbers. • Understand that $(-1)(-1) = 1$. • Convert common fractions and fractions with denominators that are a factor of a power of 10 to decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Add, subtract, and factor linear expressions with decimal coefficients. • Graph the solution set to a given inequality in the form of $x > p$ or $x < p$, where p is a rational number. • Understand that rewriting an expression can shed light on how quantities are related in a familiar problem-solving context with a moderate degree of scaffolding. • Use variables to reason with quantities in real-world and mathematical situations with a high degree of scaffolding.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Create a scale drawing of a given figure when a scale factor is given. • Determine the surface area of a right prism. • Use vertical angles expressed as variables to solve two-step problems.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Use random sampling to draw inferences about a population in familiar contexts. • Informally assess the degree of visual overlap of two numerical data distributions. • Calculate the theoretical probability of a compound event.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve real-world problems involving proportional relationships that require one step with measurement conversions.
CONCEPTS AND PROCEDURES Target B: The Number System	• Solve real-world problems with integers and proper fractions, using addition, multiplication, subtraction, and division.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Construct inequalities with two variables to solve problems.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Describe the two-dimensional figures that result from slicing spheres and cones.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Generate multiple samples (or simulated samples) of the same size. • Determine which measures of variability should be used to draw informal comparative inferences about two populations. • Construct a simulation experiment and generate frequencies for compound events.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Identify numbers as rational or irrational.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Find the cube of one-digit numbers and the cube root of perfect cubes (less than 1,000). • Use appropriate tools (e.g., calculator, pencil and paper) to translate large numbers from scientific to standard notation. • Identify the *y*-intercept and calculate the slope of a line from an equation or graph. • Graph a system of linear equations and identify the solution as the point of intersection.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Identify whether an input/output pair satisfies a function. • Compare properties of two linear functions represented in the same way (algebraically, graphically, or in a table). • Construct a table to represent a linear relationship between two quantities. • Qualitatively describe a graph of a linear function.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Construct reflections across an axis and translations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	• Identify the appropriate formula for the volume of a cylinder and connect the key dimensions to the appropriate location in the formula.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Identify what a linear pattern looks like from a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Convert from fractions to repeating decimals. • Use rational approximations of familiar irrational numbers to make numerical comparisons.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Solve simple quadratic monomial equations and represent the solution as a square root. • Work with and perform operations with scientific notation of large numbers. • Identify unit rate of change in linear relationships (i.e., slope is the rate of change). • Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms and equations with infinitely many solutions or no solution. • Solve a system of linear equations with integer coefficients using an algebraic strategy.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Classify functions as linear or nonlinear on the basis of the algebraic representation. • Determine the rate of change and the initial value of a function. • Know linear equations of the form $y = mx + b$ are functions. • Compare properties of two linear functions represented in different ways (algebraically, graphically, or in a table).
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Predict the location of point P after a transformation. • Know that sequences of translations, rotations, and reflections on a figure always result in a congruent figure. • Construct rotations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	• Calculate the volume of a cylinder in direct and familiar mathematical and real-world problems.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Describe outliers for a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Approximate irrational numbers between two integers to a specified level of precision.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Write a system of two linear equations with two variables to represent a context.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Interpret the rate of change and initial value of a linear function in terms of its graph.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Describe the impact of two transformations, including a dilation, on a figure. • Identify or draw the relevant right triangle in a three-dimensional figure, given coordinates or a diagram.
CONCEPTS AND PROCEDURES Target I: Geometry	• Solve unfamiliar or multi-step problems involving volumes of cylinders.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Use the trend line or line of best fit to make predictions in real-world situations.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 11 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Extend the properties of integer exponents to multiply expressions with rational exponents that have common denominators. • Perform operations on rational numbers and familiar irrational numbers. • Understand that rational numbers are closed under addition and multiplication.
CONCEPTS AND PROCEDURES Target C: Quantities	• Choose and interpret the correct units in a formula given in a familiar context, including making measurement conversions between simple units.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Use linear equations in one and two variables and inequalities in one variable to model a familiar situation and to solve a familiar problem. • Explain solution steps for solving linear equations and solve a simple radical equation. • Use properties of exponents to expand a single variable (coefficient of 1) repeated up to two times with a nonnegative integer exponent into an equivalent form and vice versa, e.g., $x^2x^3 = xxxxx = x^{2+3}$. • Solve one-step linear equations and inequalities in one variable and understand the solution steps as a process of reasoning. • Represent linear equations and quadratic equations with integer coefficients in one and two variables graphically on a coordinate plane. • Recognize equivalent forms of linear expressions and write a quadratic expression with integer-leading coefficients in an equivalent form by factoring. • Add multi-variable polynomials made up of monomials of degree 2 or less. • Graph and estimate the solution of systems of linear equations.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Understand the concept of a function in order to distinguish a relation as a function or not a function. • Interpret quadratic functions in context, and given the key features of a graph, the student should be able to identify the appropriate graph. • Graph quadratic functions by hand or by using technology. • Identify properties of two linear or two quadratic functions. • Understand equivalent forms of linear and quadratic functions. • Build an explicit function to describe or model a relationship between two quantities. • Add, subtract, and multiply linear functions.
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	• Use the Pythagorean Theorem in unfamiliar problems to solve for the missing side in a right triangle with some scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Describe the differences in shape, center, and spread of two or more different data sets representing familiar contexts.

Threshold Achievement Level Descriptors
Grade 11 Mathematics

PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.
The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Apply all laws of exponents on expressions with exponents that have common denominators. • Rewrite expressions with rational exponents of the form (m/n) to radical form and vice versa. • Use repeated reasoning to recognize that the sums and products of a rational number and a nonzero irrational number are irrational.
CONCEPTS AND PROCEDURES Target C: Quantities	• Reason quantitatively to choose and interpret the units in a formula given in an unfamiliar context, including making compound measurement conversions. • Define appropriate quantities or measurements in familiar contexts with some scaffolding to construct a model. • Choose the scale and origin of a graph or data display.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Create and use quadratic inequalities in two variables to model a situation and to solve a problem. • Write a quadratic expression in one variable with rational coefficients in an equivalent form by factoring, identify its zeroes, and explain the solution steps as a process of reasoning. • Use properties of exponents to write equivalent forms of exponential functions with one or more variables with integer coefficients with nonnegative integer exponents involving operations of addition, subtraction, and multiplication without requiring distribution of an exponent across parentheses. • Solve a quadratic equation with integer roots in standard form. • Represent polynomial and exponential functions graphically and estimate the solution of systems of equations displayed graphically. • Understand that the plotted line, curve, or region represents the solution set to an equation or inequality. • Add and subtract multi-variable polynomials of any degree and understand that polynomials are closed under subtraction.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Identify the domain and range of linear, quadratic, and exponential functions presented in any form. • Use function notation to evaluate a function for numerical or monomial inputs. • Appropriately graph and interpret key features of linear, quadratic, and exponential functions in familiar or scaffolded contexts and specify the average rate of change of a function on a given domain from its equation or approximate the average rate of change of a function from its graph. • Graph linear, quadratic, logarithmic, and exponential functions by hand and by using technology.

	• Analyze and compare properties of a linear function to properties of another function of any type. • Build a recursive function to describe or model a relationship between two quantities. • Divide linear functions.
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	• Use trigonometric ratios and the sine and cosine of complementary angles to find missing angles or sides of a given right triangle with minimal scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Select the appropriate choice of spread as interquartile range or standard deviation based on the selection of the measure of center.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.
The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Explain the relationship between properties of integer exponents and properties of rational exponents.
CONCEPTS AND PROCEDURES Target C: Quantities	• Define appropriate quantities or measurements in unfamiliar contexts with some scaffolding to construct a model.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Choose an appropriate equivalent form of an expression in order to reveal a property of interest when solving problems. • Solve a formula for any variable in the formula. • Provide an example that would lead to an extraneous solution when solving linear, quadratic, radical, and rational equations. • Use a variety of methods such as factoring, completing the square, quadratic formula, etc., to solve equations and to find minimum and maximum values of quadratic equations.

Threshold Achievement Level Descriptors
Grade 11 Mathematics

CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Find the input of a function when given the function in function notation and the output, or find the output when given the input. • Describe complex features such as holes, symmetries, and end behavior of the graph of a function. • Graph functions both by hand and by using technology.
Target O: Similarity, Right Triangles, and Trigonometry	• Solve right triangle problems with multiple stages and in compound figures without scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Interpret data to explain why a data value is an outlier.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Establishing Cut-Scores for Common Grades 9 and 10 English Language Arts/Literacy (ELA/L) and Mathematics Assessments

Introduction

Part of the scope of work in the Multi-Agency Assessment Cooperative (MAAC) is to develop grades 9 and 10 English language arts/literacy (ELA/L) and mathematics tests based on the grade 11 items in the 2014 Smarter Balanced assessment. The grades 9 and 10 tests would

- be common across three states: Idaho, U.S. Virgin Islands, and West Virginia;
- be calibrated on the Smarter Balanced grades 3–11vertical scale;
- be administered as a computer adaptive test; and
- have separate grade-specific cut-scores.

Blueprints

AIR examined the Common Core State Standards (CCSS) and determined that in ELA/L it was not possible to develop separate grades 9 and 10 blueprints. Therefore, the grades 9 and 10 tests will be based on the grade 11 blueprint. In mathematics however, AIR was able to create blueprints for grade 9 Integrated Mathematics I and grade 10 Integrated Mathematics II.

Proposed Blueprint for Grades 9 and 10 ELA/L Assessments

Because the Common Core State Standards for ELA/L are nearly identical between grades 9 and 10 and grades 11 and 12, the blueprint we propose for the grades 9 and 10 ELA/L benchmark assessments is the same blueprint Smarter uses at grade 11.

The Smarter blueprint is organized around claims and targets, within which are the CCSS for grades 11 and 12. These groupings can be found in Smarter's content specifications located on the Smarter Balanced website (**http://www.smarterbalanced.org/?s=content+specifications**). The blueprint does not go down to the standard level; therefore, the specific differences between the two grade bands are indistinguishable on the blueprint itself.

Based on the content specifications, targets 4 and 5 are where we see some differences between the standards at grades 9 and 10 and grades 11 and 12. For example, standard 9, which is included in both targets 4 and 5, calls for a comparison across literary texts. At grades 11 and 12, the standard calls for a comparison that is limited to foundational works of American literature from the same time period. At grades 9 and 10, the standard calls for an examination of texts across time periods and cultures. While there is some variation in the passages that support these standards, the items themselves—and the essential skills of integrating knowledge across multiple texts—are, we believe, ostensibly the same constructs.

The Smarter blueprint also calls for brief writing tasks as well as an extended writing task associated with the performance task. The rubric used to score the performance task is the same rubric used at grade 8. It is intended to measure overall writing performance rather than grade-specific subskills. Even the conventions dimension of the rubric does not specify grade-level grammar/usage skills. A full-credit score on conventions is given if the response "demonstrates an adequate command of conventions: adequate use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling; no systematic pattern of errors is displayed."

The table below is Smarter's ELA/L Summative Assessment Blueprint for grade 11, which can also be found on Smarter's website at **http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/05/ELA_Preliminary_-Blueprint-2014_04-30Final.pdf**.

We propose this blueprint for grades 9 and 10 ELA/L benchmark assessments as shown in Table 1.

Table 1: Blueprint for Grade 9 and 10 ELA/L

Target Sampling ELA/L Grade 11									
Component	**Claim/Score Reporting Category**	**Content Category**	**Assessment Target [1]**		**DoK[2,3]**	**CAT Items**	**Item Type**		**Total Items**
							Machine Scored	**Short Text**	
CAT	1. Reading	Literary[4]	2	Central Ideas	2, 3	1[5]	1[5]	1[5]	6
			4	Reasoning and Evaluation	3, 4	1[5]			
			1	Key Details	2	4	4	0	
			3	Word Meanings	1, 2				
			5	Analysis within/ across Texts	3, 4				
			6	Text Structures and Features	3, 4				
			7	Language Use	3				
		Informational[6]	9	Central Ideas	2, 3	5–6[7]	12–13[7]	1[7]	13-14
			11	Reasoning and Evaluation	3, 4				
			8	Key Details	2	8		0	
			10	Word Meanings	1, 2				
			12	Analysis within/ across Texts	3, 4				
			13	Text Structures and Features	3, 4				
			14	Language Use	3				

Target Sampling ELA/L Grade 11

Component	Claim/Score Reporting Category	Content Category	Assessment Target [1]		DoK[2,3]	CAT Items	Item Type		Total Items
							Machine Scored	Short Text	
CAT	2. Writing	Organization/ Purpose	1a 3a 6a	Write Brief Texts[8]	3	3	0	0–1[8]	10
			1b 3b 6b	Revise Brief Texts	2		0–2[8]	0	
		Evidence/ Elaboration	1a 3a 6a	Write Brief Texts[8]	3		0	0–1[8]	
			1b 3b 6b	Revise Brief Texts	2		2	0	
			8	Language and Vocabulary Use[9]	1, 2	2	2	0	
		Conventions	9	Edit/Clarify	1, 2	5	5	0	
	3. Speaking/ Listening	Listening	4	Listen/Interpret	1, 2, 3	9	9	0	9
	4. Research	Research	2	Analyze/ Integrate Info	2	5	5	5	5
			3	Evaluate Info/ Sources	2				
			4	Use Evidence	2				

Target Sampling ELA/L Grade 11

Component	Claim/Score Reporting Category	Content Category	Assessment Target [1]		DoK	Item Type			Scores
						Machine Scored	Short Text	Full Write	
PT	2. Writing	Organization/ Purpose	2 4 7	Compose Full Texts	4	0	0	1	1
		Evidence/ Elaboration	2 4 7	Compose Full Texts					1
			8	Language and Vocabulary Use					
		Conventions	9	Edit/Clarify					1
	4. Research	Research	2	Analyze/ Integrate Info	3, 4	1	2	0	3
			3	Evaluate Info/ Sources	3, 4				
			4	Use Evidence	3, 4				

Proposed Blueprint for Grades 9 and 10 Mathematics Assessments

Because the grade 11 Mathematics blueprint includes an accumulation of standards from concepts taught in 9th, 10th and 11th grade the 9th and 10th grade blueprints are a subset of the 11th grade blueprint. All of the targets and domains on the grade 11 Smarter mathematics test are considered to be college and career ready content. So the grades 9 & 10 blueprints are the intersection of the Smarter grade 11 blueprint and what is taught in Integrated Math I for grade 9 and Integrated Math II for grade 10.

These two blueprints were created by starting with the grade 11 Smarter mathematics blueprint. Targets in Claim 1 that contain standards that are **not** part of the Integrated Math I or Integrated Math II recommended standards from CCSS Appendix A were removed. Domains in Claims 2, 3, and 4 that contain standards that are **not** part of the Integrated Math I/Integrated Math II recommended standards from CCSS Appendix A were removed. Then the targets were allocated appropriately to calculator and non-calculator segments based on how the items were field tested on grade 11. Last, the total number of items allocated to each claim and content category were updated to be proportional to the number of items on the grade 11 Smarter assessment.

The original Smarter grade 11 blueprint for mathematics can be found here:
http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/05/Math_Preliminary_-Blueprint-2014_04-30Final.pdf

We propose these blueprints for grades 9 and 10 mathematics summative assessments.

Table 2: Blueprint for Mathematics Grade 9

Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
1. Concepts and Procedures	Priority Cluster	D. Interpret the structure of expressions.	1, 2	0-3	0	15
		E. Write expressions in equivalent forms to solve problems.	1, 2			
		F. Perform arithmetic operations on polynomials.	2	0		
		G. Create equations that describe numbers or relationships.	1, 2	0-5		
		H. Understand solving equations as a process of reasoning and explain the reasoning.	1, 2			
		I. Solve equations and inequalities in one variable.	1, 2			
		J. Represent and solve equations and inequalities graphically.	1, 2	0-8		
		K. Understand the concept of a function and use function notation.	1, 2	0-8		
		L. Interpret functions that arise in applications in terms of a context.	1, 2	0-7		
		M. Analyze functions using different representations.	1, 2, 3			
		N. Build a function that models a relationship between two quantities.	2			

Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
	Supporting Cluster	O. Define trigonometric ratios and solve problems involving right triangles.	1, 2	0	0	5
		P. Summarize, represent, and interpret data on a single count or measurement variable.	2	1-3		
		A. Extend the properties of exponents to rational exponents.	1, 2	0		
		B. Use properties of rational and irrational numbers.	1, 2			
		C. Reason quantitatively and use units to solve problems.	1, 2	1-3		
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	1-2	3-4
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1		
	Modeling and Data Analysis (drawn across content domains)	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	1	2-3	5–6
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4	1		
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2	1		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems	3, 4	0		
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2	2-3	2	8
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4	3		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	2, 3, 4	1-2		

-- DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.
-- The CAT algorithm will be configured to ensure the following:

For Claim 1, each student will receive at least 7 CAT items at DOK 2 or higher.
For combined Claims 2 and 4, each student will receive at least 2 CAT items at DOK 3 or higher.
For Claim 3, each student will receive at least 2 CAT items at DOK 3 or higher.

Table 3: Blueprint for **Mathematics Grade 10**

Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
1. Concepts and Procedures	Priority Cluster	D. Interpret the structure of expressions.	1, 2	0-6	0	15
		E. Write expressions in equivalent forms to solve problems.	1, 2			
		F. Perform arithmetic operations on polynomials.	2	0-3		
		G. Create equations that describe numbers or relationships.	1, 2	0-6		
		H. Understand solving equations as a process of reasoning and explain the reasoning.	1, 2			
		I. Solve equations and inequalities in one variable.	1, 2			
		J. Represent and solve equations and inequalities graphically.	1, 2	0		
		K. Understand the concept of a function and use function notation.	1, 2	0		
		L. Interpret functions that arise in applications in terms of a context.	1, 2	0-7		
		M. Analyze functions using different representations.	1, 2, 3			
		N. Build a function that models a relationship between two quantities.	2			
	Supporting Cluster	O. Define trigonometric ratios and solve problems involving right triangles.	1, 2	2-4	0	5
		P. Summarize, represent, and interpret data on a single count or measurement variable.	2	0		
		A. Extend the properties of exponents to rational exponents.	1, 2	0-2		
		B. Use properties of rational and irrational numbers.	1, 2			
		C. Reason quantitatively and use units to solve problems.	1, 2	0		
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	1-2	3-4
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1		
	Modeling and Data Analysis (drawn across content domains)	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	1	2-3	5–6
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4	1		

Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2	1		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems	3, 4	0		
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2	2-3	2	8
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4	3		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	2, 3, 4	1-2		

-- DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.
-- The CAT algorithm will be configured to ensure the following:
For Claim 1, each student will receive at least 7 CAT items at DOK 2 or higher.
For combined Claims 2 and 4, each student will receive at least 2 CAT items at DOK 3 or higher.
For Claim 3, each student will receive at least 2 CAT items at DOK 3 or higher

Note that the blueprints above are preliminary and not final. They will be firmed up after AIR completes the simulations for the assessments.

Establishing Cut-Scores

There are several ways that cut-scores could be established for the common grades 9 and 10 tests. The most time-consuming, and expensive option would be to bring in a panel of standard setters and do a regular standard setting similar to the one done by Smarter Balanced. This could be done after the close of the testing window in 2015. The big disadvantage of this option is that scores in grades 9 and 10 could not be reported until after the standard-setting process was completed in June or July.

A second, more simple and immediate, way the cut-scores could be established would be to use a regression interpolation procedure and determine the cut-scores statistically. This is the approach taken in the results below.

AIR examined the cut-scores established by Smarter Balanced in a variety of ways. Several patterns were immediately obvious when examining the cut-scores in the vicinity of grade 9 and 10. These are show in Figures 1–3 for ELA/L and Figures 4–6 for mathematics.

Figure 1: ELA/L Level 2 Smarter Cut-Scores

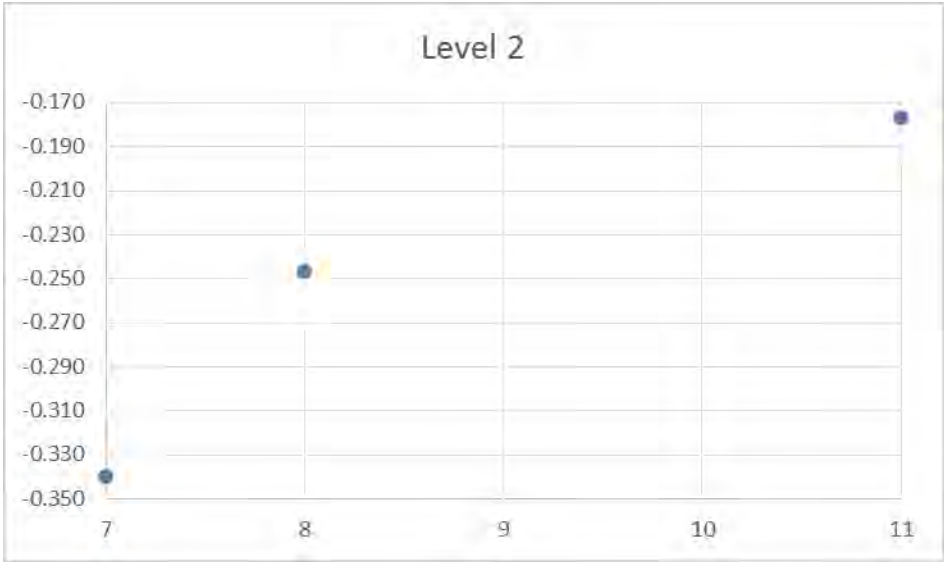
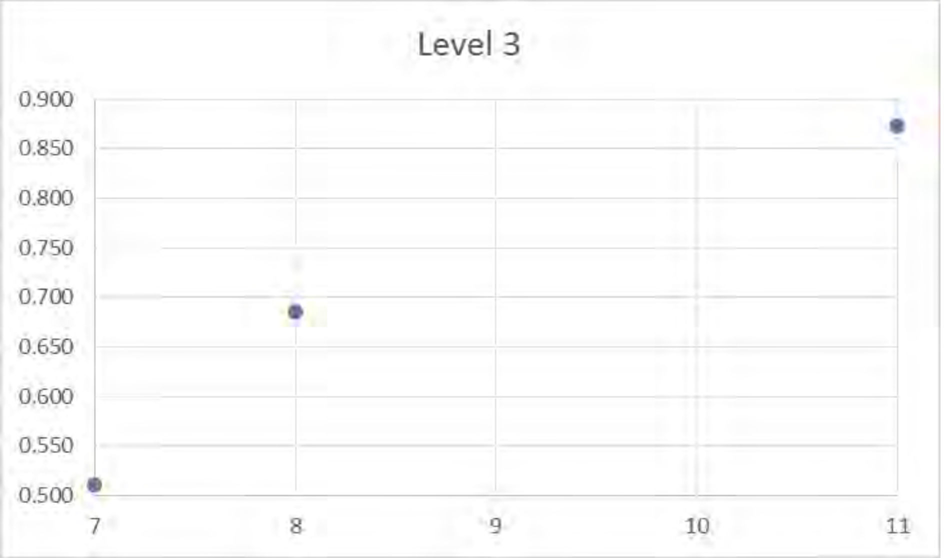


Figure 2: ELA/L Level 3 Smarter Cut-Scores



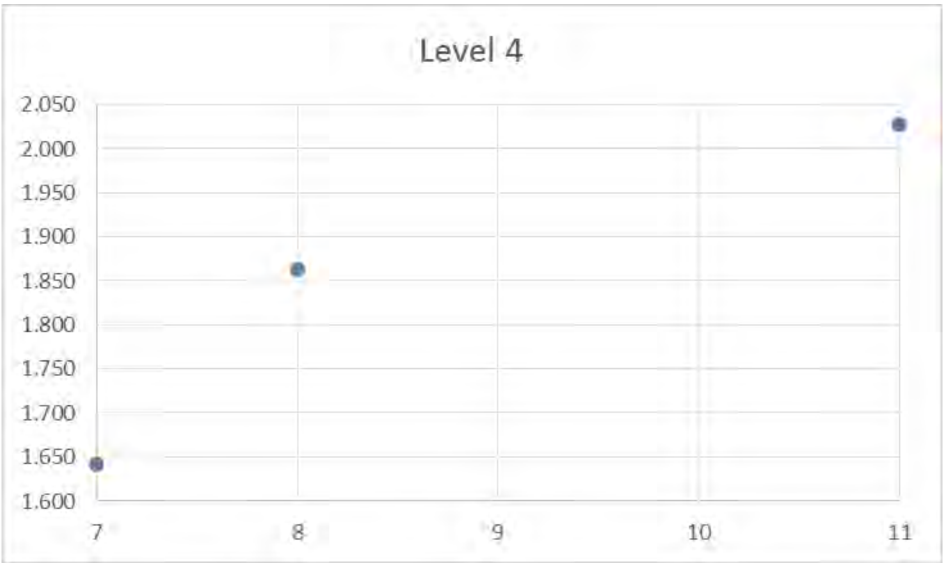


Figure 3: ELA/L Level 4 Smarter Cut-Scores

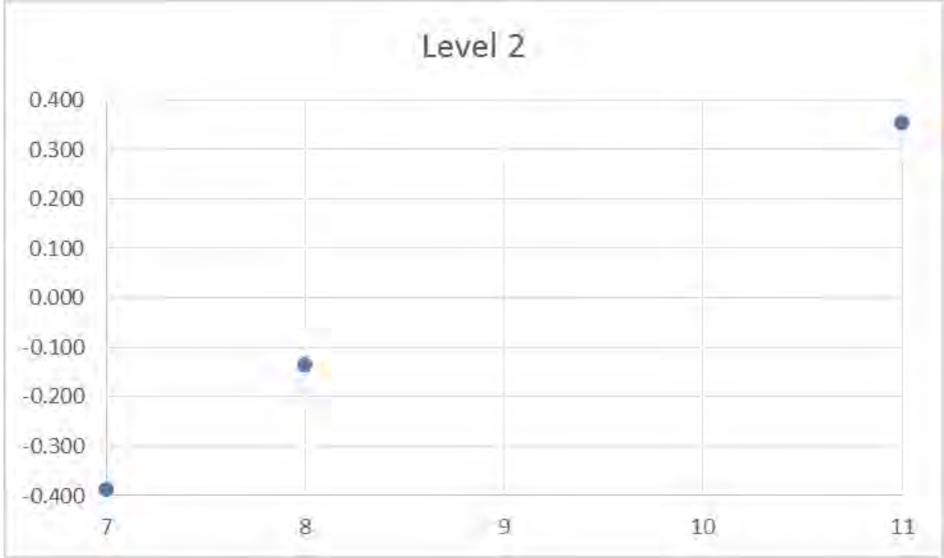


Figure 4: Mathematics Level 2 Smarter Cut-Scores

Figure 5: Mathematics Level 3 Smarter Cut-Scores

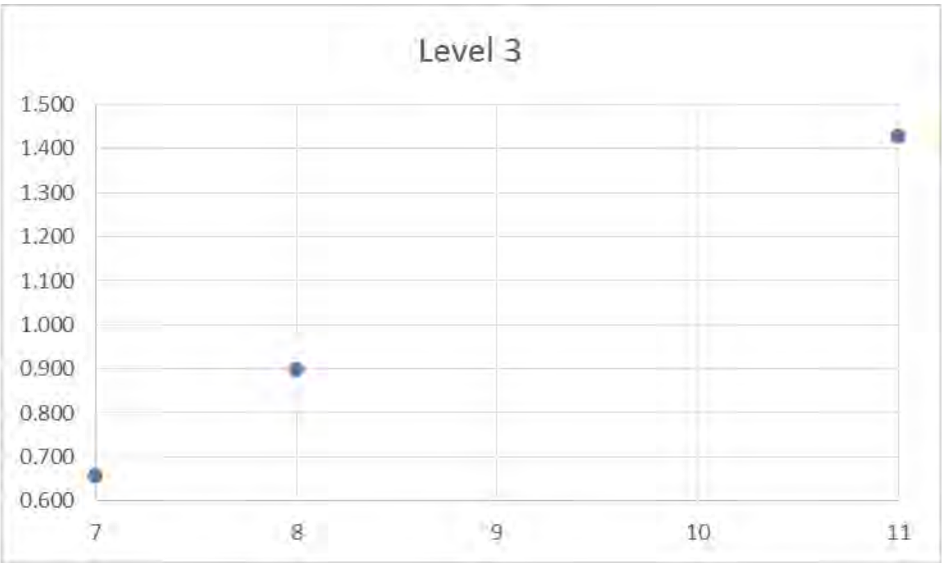
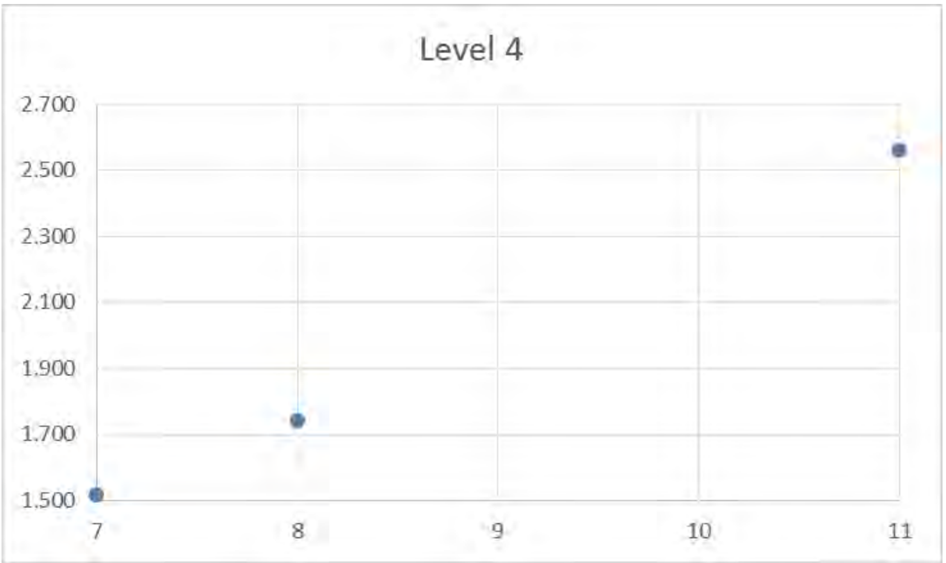


Figure 6: Mathematics Level 4 Smarter Cut-Scores



The obvious patterns in the graphs are that the cut-scores for ELA/L are curvilinear between grades 7 and 11, but the cut-scores for mathematics are linear. Therefore, in order to predict the cut-scores for grades 9 and 10 AIR used a curvilinear regression approach for ELA/L and a linear regression approach for mathematics. For ELA/L theta was converted to exp(theta). The predicted exp(theta) was converted back to the original theta metric by taking the log of predicted exp(theta). For mathematics, a simple linear regression using theta was used.

The sample sizes are listed in **Table 4**.

The sample sizes used in the regression analyses are listed in **Table 4**. Table 5 shows the values of cut-scores used in the regression for ELA/L, along with the slopes and intercepts of the regressions. Similarly, Table 6 shows the same results for mathematics. The percentage at and above for grades 9 and 10 was obtained from ETS. These percentages are based on the 2014 Smarter Balanced field-test vertical linking sample.

Table 4: Sample Sizes of Grades 9, 10, and 11 Students in Vertical Linking Sample

Sample Sizes in Vertical Linking Sample		
Grade	**ELA/L**	**Math**
09	7,714	12,016
10	11,924	14,342
11	31,019	21,250

Table 5: Cut-Scores for ELA/L

Level 2			
Anchoring Grade	**Exp(theta)**	**Theta Cut**	**Percentage (%) at and above**
07	0.712	-0.340	66
08	0.781	-0.247	71
11	0.838	-0.177	72
Slope			0.028589
Intercept			0.529122
Level 3			
07	1.665	0.510	38
08	1.984	0.685	41
11	2.392	0.872	41
Slope			0.17107
Intercept			0.530975
Level 4			
07	5.160	1.641	8
08	6.437	1.862	9
11	7.584	2.026	11
Slope			0.554269
Intercept			1.58987

Table 6: Cut-Scores for Mathematics

Anchoring Grade	Theta Cut	Percentage (%) at and above
Level 2		
07	-0.390	64
08	-0.137	62
11	0.354	59
	Slope	0.180846
	Intercept	-1.625
Level 3		
07	0.657	33
08	0.897	32
11	1.426	33
	Slope	0.188577
	Intercept	-0.641
Level 4		
07	1.515	13
08	1.741	13
11	2.561	11
	Slope	0.264231
	Intercept	-0.351

Table 7 shows the predicted cut-scores for grades 9 and 10 for ELA/L; Table 8 has the same information for mathematics. The scaled score cut-scores for grades 9 and 10 are bolded in both tables.

Table 7: Predicted Cut-Scores for ELA/L

ELA/L Predicted Cut-Scores				
Grade	**Predicted Theta Cut**	**Inverse Proportions**	**Theta Cuts**	**Scaled Score Cuts**
07	-0.316	65	-0.34	2479
08	-0.277	72	-0.247	2487
09	-0.240	68	-0.240	**2488**
10	-0.205	76	-0.205	**2491**
11	-0.170	72	-0.177	2493
07	0.547	37	0.51	2552
08	0.642	43	0.685	2567
09	0.728	38	0.728	**2571**
10	0.807	46	0.807	**2577**
11	0.881	40	0.872	2583
07	1.699	8	1.641	2649
08	1.796	10	1.862	2668
09	1.884	9	1.884	**2670**
10	1.965	13	1.965	**2677**
11	2.040	11	2.026	2682

Table 8: Predicted Cut-Scores for Mathematics

Mathematics Predicted Cut-Scores				
Grade	**Predicted Theta Cut**	**Inverse Proportions**	**Theta Cuts**	**SS Cuts**
07	-0.359	63	-0.39	2484
08	-0.178	63	-0.137	2504
09	0.003	56	0.003	**2515**
10	0.183	62	0.183	**2529**
11	0.364	59	0.354	2543
07	0.679	32	0.657	2567
08	0.868	33	0.897	2586
09	1.056	28	1.056	**2599**
10	1.245	33	1.245	**2614**
11	1.433	33	1.426	2628
07	1.499	13	1.515	2635
08	1.763	12	1.741	2653
09	2.027	9	2.027	**2676**
10	2.291	12	2.291	**2697**
11	2.556	11	2.561	2718

The scaled score-cuts were obtained by applying the scaled score linear transformations used by Smarter Balanced to convert thetas to scaled scores. The transformations are in Table 9.

Table 9: Scaled Score Transformations for Smarter Balanced

Sample Sizes in Vertical Linking Sample			
Subject	**Grade**	**Slope (a)**	**Intercept (b)**
ELA/L	3–8, HS	85.8	2508.2
Math	3–8, HS	79.3	2514.9

Lowest Observable Scaled Score (LOSS) and Highest Observable Scaled Score (HOSS) and Initial Ability Estimate

For reporting AIR would use the grade 11 lowest observable theta and highest observable theta (LOT/HOT) as well the lowest observable scaled score and highest observable scaled score (LOSS/HOSS) values. For ability estimation AIR would use the average ability of 2014 9th and 10th grade students as starting values. These are shown in Table 10. If approved by ID, WI and WV these values would be included in the Soring Specifications,

Table 10: LOSS/HOSS Values and Initial Ability Estimates

Subject	Grade	Min	Max	Average	Standard Dev	Theta Metric		Scale Score Metric	
						LOT	HOT	LOSS	HOSS
ELA	9	-2.4375	3.3392	0.3396	1.1536	-2.4375	3.3392	2299	2795
ELA	10	-2.4375	3.3392	0.6310	1.1747	-2.4375	3.3392	2299	2795
ELA	11	-2.4375	3.3392	0.5371	1.2025	-2.4375	3.3392	2299	2795
Math	9	-2.9564	4.3804	0.1791	1.4390	-2.9564	4.3804	2280	2862
Math	10	-2.9564	4.3804	0.5388	1.4978	-2.9564	4.3804	2280	2862
Math	11	-2.9564	4.3804	0.6696	1.5757	-2.9564	4.3804	2280	2862

Conclusions

As stated above, there are several ways that cut-scores could be established for the common grades 9 and 10 ELA/L and mathematics test that will be developed for Idaho, the U.S. Virgin Islands, and West Virginia. One way would be to wait for the closing of the testing window and use a standard-setting workshop panel to recommend standards. This would delay the reporting of grades 9 and 10 results until after the cut-scores were adopted.

An easier, and immediate, approach is to set the cut-scores through a statistical procedure. Such an approach is reported in this paper. The cut-scores look reasonable and are probably very close to what would be established if an actual workshop were used to recommend standards. The statistical approach relies on the assumption that the results of the 2014 Grade 9 and 10 vertical linking samples are comparable to the results that would have occurred if the 2014 Grade 9 and 10 tests had been administered according to the above blueprints.

If the three states accept the cut-scores presented above, the results can then be reported on an ongoing basis during the testing window.

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SUBJECT

Temporary Rule - IDAPA 08.02.03.004, Rules Governing Thoroughness, Incorporation by Reference.

REFERENCE

December 18, 2014	The State Board approved the Idaho Academic Achievement Standards, including the Proficiency Level Descriptors and ISAT achievement levels at each performance level for each grade, 3-8 and 11.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105, Idaho Code and Section 33-1612, Idaho Code
IDAPA 08.02.03 – Rules Governing Thoroughness

BACKGROUND/DISCUSSION

The State Board of Education approved the Idaho Academic Achievement Standards, including the Proficiency Line Descriptors and the Idaho Standards Achievement Test (ISAT) achievement levels, at each performance level for grades three (3) through (8) and eleventh (11) on December 18, 2014 and will consider grades nine (9) and ten (10) at the regular February 2015 Board meeting.

The achievement level standards (cut scores) are incorporated by reference into administrative rule. The Board last approved and incorporated these standards November 11, 2009. With the realignment of the assessment with the new content standards it is necessary to update the cut scores that are incorporated into administrative rule.

A Temporary Rule is necessary for the 2014-2015 school year to represent the new achievement level scores for the ISAT and to be in compliance with the Elementary-Secondary Education Act (ESEA)

ATTACHMENTS

Attachment 1 – Temporary rule changes to IDAPA 08.02.03.004,Rules Governing Thoroughness	Page 3
Attachment 2 – Score Bands/Achievement Level Descriptors, Grades 3-8 and 11	Page 5
Attachment 3 – Grade 9-10 ISAT cut scores	Page 111

STAFF COMMENTS AND RECOMMENDATIONS

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the Governor must find the rule meets one of three criteria: provides protection of the public health, safety, or welfare; or is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit. These rules qualify as temporary rules as they will bring rules into compliance with amendments to governing law.

Generally Proposed and Temporary rules are promulgated simultaneously and the Proposed rule moves forward through the process to become a Pending rule, which the legislature reviews during the next legislative session. During the legislative session there is a moratorium on Proposed and Pending rules. A Proposed and then Pending rule will have to be brought forward to the Board after the conclusion of the current legislative session if the rule amendments are going to be made permanent.

BOARD ACTION

I move to approve the Temporary Rule IDAPA 08.02.03.004 Rules Governing Thoroughness, Incorporation By Reference effective February 19, 2015.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-10)

a. Driver Education, as revised and adopted on August 21, 2008. (3-29-10)

b. Health, as revised and adopted on April 17, 2009. (3-29-10)

c. Humanities Categories: 3-29-10)

i. Art, as revised and adopted on April 17, 2009; (3-29-10)

ii. Dance, as revised and adopted on April 17, 2009; (3-29-10)

iii. Drama, as revised and adopted on April 17, 2009; (3-29-10)

iv. Interdisciplinary, as revised and adopted on April 17, 2009; (3-29-10)

v. Music, as revised and adopted on April 17, 2009; (3-29-10)

vi. World languages, as revised and adopted on April 17, 2009. (3-29-10)

d. English Language Arts, as revised and adopted on August 11, 2010. (4-7-11)

e. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)

f. Mathematics, as revised and adopted on August 11, 2010. (4-7-11)

g. Physical Education, as revised and adopted on April 17, 2009. (3-29-10)

h. Science, as revised and adopted on April 17, 2009. (3-29-10)

i. Social Studies, as revised and adopted on April 17, 2009. (3-29-10)

j. Information and Communication Technology, as revised and adopted on April 22, 2010. (4-7-11)

02. The English Language Development (ELD) Standards. The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at www.wida.us/standards/eld.aspx. (4-4-13)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)

04. The Idaho English Language Assessment (IELA) Achievement Standards. The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)

05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards. Achievement Standards as adopted by the State Board of Education on ~~May 30, 2007~~December 18, 2014. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. ~~(4-2-08)~~(____)

06. The Idaho Extended Content Standards. The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at www.boardofed.idaho.gov. (5-8-09)

07. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on May 18, 2011. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-12)

08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)

09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)

Score Bands

	Level 1		Level 2		Level 3		Level 4	
ELA	From	To	From	To	From	To	From	To
3	2000	2366	2367	2431	2432	2489	2490	2636
4	2198	2415	2416	2472	2473	2532	2533	2690
5	2239	2441	2442	2501	2502	2581	2582	2724
6	2259	2456	2457	2530	2531	2617	2618	2748
7	2268	2478	2479	2551	2552	2648	2649	2768
8	2292	2486	2487	2566	2567	2667	2668	2790
11	2290	2492	2493	2582	2583	2681	2682	3000
Math	From	To	From	To	From	To	From	To
3	2000	2380	2381	2435	2436	2500	2501	2613
4	2255	2410	2411	2484	2485	2548	2549	2663
5	2265	2454	2455	2527	2528	2578	2579	2710
6	2263	2472	2473	2551	2552	2609	2610	2752
7	2243	2483	2484	2566	2567	2634	2635	2789
8	2239	2503	2504	2585	2586	2652	2653	2819
11	2242	2542	2543	2627	2628	2717	2718	3000

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Threshold Achievement Level Descriptors
Grade 3 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author’s message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author’s message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
WRITING Targets 1–10	• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose. • Write simple complete compositions, demonstrating some narrative techniques: chronology, transitional strategies for coherence, structure, or author’s craft with possible demonstration of purpose. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Write or revise, simple informational/explanatory texts on a topic, occasionally attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including some supporting details and a conclusion. • Show some awareness of how to use text features in information texts to enhance meaning with minimal support (e.g., directive or general feedback). • Write or revise one simple-structure paragraph demonstrating ability to state an opinion about a topic or source, set a context, loosely organize ideas using linking words, develop some supporting reasons, or provide a partial conclusion.

Threshold Achievement Level Descriptors
Grade 3 English Language Arts/Literacy

	• Write simple complete opinion pieces, demonstrating some ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop few supporting reasons, and provide a conclusion. • With some support (e.g., directive and general feedback), use language and vocabulary that is appropriate to the purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Use tools of technology to produce texts with minimal support (e.g., whole broken into parts).
SPEAKING/ LISTENING Target 4	• Interpret or use information delivered orally or audio-visually with some support (e.g., repeated listening or viewing).
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
READING Informational Text Targets 8–14	• Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Write full compositions, demonstrating narrative techniques: chronology, transitional strategies for coherence, or author's craft with minimal demonstration of purpose.

	• Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Use text features in information texts to enhance meaning without support. • Write or revise one or more paragraphs, demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide an appropriate conclusion. • Write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion. • Without support, use grade-level vocabulary appropriate to the purpose and audience when revising and composing text. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Without support, use tools of technology to produce texts.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually without support.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.
READING Informational Text Targets 8–14	• Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect

Threshold Achievement Level Descriptors
Grade 3 English Language Arts/Literacy

	information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.• Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write full, complex compositions, demonstrating specific narrative techniques: chronology, appropriate transitional strategies for coherence, structure, and author's craft appropriate to purpose. • Begin to write or revise one or more complex informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence, supporting details, and an appropriate conclusion. • Begin to write or revise one or more complex paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, or provide an appropriate, strong conclusion. • Begin to write complex opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion. • Begin to use complex language and vocabulary appropriate to the purpose and audience when revising and composing texts. • Begin to apply or edit appropriately complex grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to produce texts.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.

Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Use some details and information from the text to minimally support answers and inferences in texts of low-to-moderate complexity. • Identify or summarize some central ideas/key events in texts of low-to-moderate complexity. • Determine the intended meanings of some words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources, with support in texts of low-to-moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of low-to-moderate complexity. • Interpret, specify, or compare how information is presented across texts of low-to moderate complexity. • Relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of low-to-moderate complexity. • Determine some figurative language, literary devices, or connotative meanings of words and phrases used in context in texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Identify some details and information from the text to support answers or basic inferences about information presented in texts of low-to-moderate complexity. • Identify some central ideas, key events, and procedures with support. • Determine intended meanings of some words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or partial reliance on use of resources in texts of low-to-moderate complexity. • Provide some supporting evidence to justify or interpret how information is presented in texts of low-to-moderate complexity. • Interpret, explain, or connect information presented within or across texts of low-to-moderate complexity. • Relate knowledge of some text structures or text features to obtain, interpret, or explain information in texts of low-to-moderate complexity. • Determine some figurative language/literary devices or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of low-to-moderate complexity.
WRITING Targets 1–10	• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Write simple complete compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author's craft. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating a focus, include transitional strategies for coherence or supporting evidence and elaboration, or write body paragraphs with a conclusion. • Write simple informational/explanatory text on a topic, occasionally attending to purpose and audience; using minimal organization of ideas by stating a focus; including structures and transitional strategies for coherence; and including evidence, elaboration, and a conclusion. • With some support (e.g., directive and general feedback), show some awareness of how to use text features in informational texts to enhance meaning. • Write or revise one simple paragraph, demonstrating a limited ability to state opinions about topics or sources, including few organized ideas, loosely developed evidence/reasons and elaboration, and an undeveloped conclusion.

	• Write simple opinion pieces demonstrating some ability to state opinions about a topic or source, minimally attending to purpose and audience; organize few ideas by stating a context and focus; include some structures and transitional strategies for coherence; include few supporting reasons/evidence; and include a conclusion. • With some support (e.g., directive or general feedback) show some awareness of how to use language and vocabulary appropriate to purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with support (e.g., grammar aids). • Use tools of technology to gather information, make revisions, or produce texts with support (e.g., whole broken into parts).
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY Targets 1–4	• Conduct short simple research projects to answer single-step questions or to investigate and paraphrase different aspects of a narrow topic or concept. • Locate some information to support ideas and select some information from data or print and non-print text sources. • Distinguish relevant-irrelevant information with support (e.g., some directive feedback). • Generate some conjectures or opinions.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Use details and information from texts of moderate complexity to support answers and inferences. • Identify or summarize central ideas/key events in texts of moderate complexity. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in texts of moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of moderate complexity. • Interpret, specify, or compare how information is presented across texts of moderate complexity. • Begin to relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate complexity. • Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify details and information from texts of moderate complexity to support answers or basic inferences about information presented and provided. • Identify or summarize central ideas, key events, and procedures in texts of moderate complexity. • Determine intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to texts of moderate complexity.

Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy

	• Use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity. • Interpret, explain, or connect information presented within or across texts of moderate complexity. • Relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity. • Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, and begin to use author's craft with appropriate purpose. • Write full compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and begin to use author's craft with limited purpose. • Write one full informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence or supporting evidence and elaboration, and begin to write body paragraphs appropriate to a purpose and audience. • Write informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence; include supporting evidence and elaboration; and begin to develop a complete conclusion. • Use some text features in informational text to enhance meaning without support. • Write or revise one paragraph, demonstrating ability to state opinions about topics or sources, set loose context, minimally organize ideas, develop evidence/reasons and elaboration, and develop a conclusion with limited purpose and audience. • Write opinion pieces, demonstrating ability to state opinions about topics or sources, attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and develop an appropriate conclusion. • Strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts without support. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts without support. • Use tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually without support.
RESEARCH/ INQUIRY Targets 1–4	• Conduct short, limited research projects to answer multi-step questions, or to investigate and paraphrase different aspects of a broader topic or concept. • Locate information to support central ideas and subtopics and select information and partially integrate information from data or print and non-print sources. • Distinguish relevant-irrelevant information without support. • Generate partial conjectures or opinions and include partial evidence to support them based on evidence collected.

Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy

The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Use explicit details and implicit information from the text to support answers and inferences in highly complex texts. • Begin to consistently identify and summarize central ideas/key events in highly complex texts. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in highly complex texts. • Begin to use extensive supporting evidence to justify/explain own inferences in depth in highly complex texts. • Begin to use extensive detail to interpret, specify, or compare how information is presented across highly complex texts. • Relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within highly complex texts. • Begin to determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in highly complex texts.
READING Informational Text Targets 8–14	• Begin to identify and explain explicit details and implicit information from highly complex texts to support answers and inferences about information presented and provided. • Identify and summarize central ideas, key details, and procedures in highly complex texts. • Begin to determine the intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to highly complex texts. • Begin to use detailed supporting evidence to justify or interpret how information is presented and integrated in highly complex texts. • Begin to interpret, explain, or connect information presented within or across highly complex texts. • Begin to relate knowledge of text structures or text features to obtain, interpret, explain, and integrate information in highly complex texts. • Begin to determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in highly complex texts.
WRITING Targets 1–10	• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Begin to write full complex compositions, demonstrating, specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write or revise more than one complex informational/explanatory paragraph, demonstrating ability to including appropriate transitional strategies for coherence or supporting evidence and elaboration, and writing body paragraphs with a conclusion appropriate to purpose and audience. • Begin to write full, complex informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and appropriate transitional strategies for coherence; and include strong supporting details and a well-developed, appropriate conclusion. • Begin to use text features in information texts to enhance meaning.

Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy

	• Begin to write or revise more than one complex paragraph, demonstrating ability to state opinions about topics or sources, set a context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and develop an appropriate, strong conclusion. • Begin to write complex opinion pieces, clearly demonstrating ability to state opinions about topics or sources, attending to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons; and provide an appropriate, well-developed conclusion. • Begin to strategically use language and vocabulary appropriate to purpose and audience when revising or composing complex texts. • Begin to apply or edit appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Begin to conduct research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept. • Begin to locate information to support central ideas and subtopics and select and integrate critical information from two or more data or print and non-print text sources. • Begin to distinguish relevant-irrelevant information. • Begin to generate strong conjectures or opinions and cite relevant evidence to support them based on evidence collected and analyzed.

Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
READING Informational Text Targets 8–14	• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in texts of low-to-moderate complexity. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Plan, write, revise, and edit a full composition, occasionally demonstrating narrative techniques, chronology, transitional strategies for coherence, or author's craft. • Write or revise one informational/explanatory paragraph, demonstrating some ability to organize ideas by stating a focus, including some transitional strategies for coherence or some supporting evidence and elaboration, or writing body paragraphs or a conclusion. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including supporting evidence and elaboration, and developing a conclusion. • Use some appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one paragraph, demonstrating some ability to state opinions about topics or sources, set a loose context, minimally organize ideas using linking words or phrases, develop evidence/reasons and some elaboration, or develop a conclusion.

	• Plan, write, revise, and edit opinion pieces, demonstrating some ability to state opinions about topics or sources, minimally attending to purpose and audience; organize ideas by stating a context and focus; include structures and some transitional strategies for coherence; develop some evidence/reasons and elaboration; and develop a conclusion. • With minimal support, use some common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Show some ability to apply and edit text, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Begin to use the tools of technology (including the Internet), with substantial guidance and support, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY Targets 1–4	• Begin to conduct simple, short research projects with some guidance. • With some guidance, begin to locate information to support central ideas and subtopics; select and integrate information from multiple sources. • With some guidance, begin to gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • With some guidance, begin to integrate information from several sources on the same topic to generate an informed opinion in order to write about the subject knowledgeably.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures and genre-specific features or formats from multiple texts, and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or

	judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures, genre-specific features, or formats from multiple texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one or more paragraphs, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a conclusion. • Plan, write, revise, and edit a full composition, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, author's craft appropriate to purpose, including a conclusion, and evidence from texts to support analysis, reflection, and research. • Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and transitional strategies for coherence, include supporting evidence and elaboration, and develop a conclusion. • Use appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting evidence/reasons, and develop a conclusion appropriate to purpose and audience. • Use a range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Adequately apply and edit text, demonstrating a understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Conduct short research projects. • Locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy

The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Consistently cite specific and relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures and genre-specific features across texts, and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• Consistently cite specific, relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures across highly complex texts.
WRITING Targets 1–10	• Write or revise more than one complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a strong conclusion. • Plan, write, revise, and edit a full, complex composition, clearly demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose, including a well-developed conclusion and evidence from texts to support analysis, reflection, and research. • Write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or strong supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including strong supporting evidence and elaboration, and developing an appropriate conclusion. • Use effective text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.

	• Write or revise more than one paragraph, clearly demonstrating the ability to state opinions about topics or sources, set a context, efficiently organize ideas using linking words or phrases, develop supporting evidence/reasons and some elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attend to purpose and audience, efficiently organize ideas by stating a context and focus, include some complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration, and develop an appropriate conclusion. • Use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Effectively apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Begin to critically and effectively conduct short research projects with some guidance. • Begin to critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Begin to critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Begin to critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

Threshold Achievement Level Descriptors
Grade 6 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Cite some textual evidence to support conclusions drawn from text. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Determine the intended meaning of some grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts. • Relate basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the intent of some common figurative language.
READING Informational Text Targets 8–14	• Cite some textual evidence to support conclusions drawn from text. • Begin to use explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more text. • Identify and begin to compare how information is presented within or across texts. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Partially interpret intent of some common figurative language.
WRITING Targets 1–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument texts demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.

SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• With some consistency, identify relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments made about intended effects. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects, including analysis of authors’ points of view. • With some consistency, analyze some text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• With some consistency, identify relevant textual evidence to support conclusions drawn from text. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • Determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify analyses or judgments made about intended effects. • Analyze how information is presented within or across texts, identifying some relationships among targeted aspects. • Analyze some text structures, genre-specific features or formats from multiple sources of text and the impact of those choices on meaning or presentation.
WRITING Targets 1–10	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and

	audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing a strong adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analyses or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects. • Evaluate text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.

	• Evaluate text structures across texts.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 7 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Use textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships among literary elements within or across texts of low-to-moderate complexity or differing versions of texts representing various genres and text types. • Partially analyze the structure within or between two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of low-to-moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
WRITING Targets 1–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Demonstrate limited use of technology, including the Internet, to produce and publish writing.

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SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Use a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting them within or across texts of moderate complexity or differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of moderate complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

WRITING Targets 1–10	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.

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READING Informational Text Targets 8–14	• Identify several pieces of strong and varied textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details with texts of high complexity. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of texts of high complexity. • Effectively apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate sources' uses and limitations. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 8 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Cite textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships within or between literary elements within or across texts of low-to-moderate complexity or in differing versions of texts representing various genres and text types. • Partially analyze the structure of two or more texts and genre-specific features or formats of texts of low-to-moderate complexity and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships and word structures, and differentiate vocabulary meanings in texts of low-to-moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' point of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts of low-to-moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
WRITING Targets 1–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English

	grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Cite a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting theme within texts of moderate complexity or in differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts of moderate complexity and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of words and phrases. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

WRITING Targets 1–10	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts of high complexity and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.
READING	• Identify several pieces of strong and varied textual evidence from sources across

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Informational Text Targets 8–14	disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings in texts of high complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Thoroughly engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

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Grade 11 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Identify key textual evidence to attempt to support simple inferences or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of most grade-level words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze some interrelationships of literary elements in texts of low to moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Identify elements that contribute to points of view and how they impact meaning. • Identify and determine meaning and impact of figurative language.
READING Informational Text Targets 8–14	• Identify key textual evidence to attempt to support simple inferences, analysis, interpretations, or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze the connection of ideas within and between texts of low-to-moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Demonstrate emerging knowledge of obvious genre interpretations and ideas. • Have limited engagements and interaction with source materials in common. • Partially account for elements that contribute to points of view. • Identify and begin to determine meaning and impact of figurative language.
WRITING Targets: 1 and 3–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message. • Apply some revisions to narrative, informational, and argument texts. • Use basic technology, with support, for gathering information, making revisions, or producing texts.
SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials.

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1–4	• Construct a partial or undeveloped claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize themes and some analysis of thematic development over the course of the text using relevant details. • Determine intended meanings of most words, including distinguishing connotation/ denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts. • Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials). • Partially analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and explain the impact(s) of those choices on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone.
READING Informational Text Targets 8–14	• Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize central ideas, topics, key events, or procedures from a text using sufficient supporting ideas and relevant details. • Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply reasoning and a sufficient range of textual evidence to justify analyses of author's presentation of moderately complex information. • Adequately support a basic analysis of a moderately complex text to show how some connections are made in development of ideas or events or development of topics, themes, or rhetorical features. • Adequately support a basic analysis of text structures and/or text features and determine an impact of text structures and/or text features on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and partially explain the impact of these word choices on meaning and tone.
WRITING Targets 1 and 3–10	• Apply some narrative strategies, text structures, and some transitional strategies for coherence using some relevant details and precise words and phrases in writing or revising brief narrative texts. • Apply some strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/tone, and including some relevant supporting evidence.

	• Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/tone, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources. • Use text features (e.g., formatting, graphics, multimedia) with some attention to audience and purpose. • Apply strategies when writing or revising brief argumentative texts to develop a claim by organizing and citing some supporting evidence and counterclaims, providing transitional strategies for coherence, and using language to maintain a suitable focus/tone. • Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/tone. • Demonstrate attempts to use varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts. • Apply and edit most conventions of grade-appropriate, Standard English grammar usage and mechanics. • Follow directions when using tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Synthesize content from source materials and media, discriminating for relevance among a range of rhetorical presentations of information. • Listen for point of view and begin to analyze perspective and motivation in a speaker's assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Identify and analyze textual evidence in texts of high complexity. • Provide an effective summary and analysis of thematic development over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a thorough range of textual evidence to justify inferences or judgments made about texts. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply reasoning and a range of textual evidence to justify inferences and judgments made about texts of high complexity.

	• Analyze the interrelationships among literary elements in texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of texts of high complexity. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
READING Informational Text Targets 8–14	• Identify and analyze textual evidence in texts of high complexity. • Provide full analysis of the development of central ideas over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/ denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a full range of textual evidence to justify inferences and judgments made about texts of high complexity. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply thorough reasoning and a range of textual evidence to justify analyses of author's presentation of information in texts of high complexity. • Analyze texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of highly complex texts. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
WRITING Targets 1 and 3–10	• Apply effective writing strategies and processes when writing and revising texts for all purposes. • Use precise language. • Use relevant and persuasive evidence. • Assess and synthesize supporting evidence. • Select technological tools based on appropriateness. • Apply grade-appropriate editing and revising skills.
SPEAKING/ LISTENING Target 4	• Synthesize diverse source materials from diverse perspectives delivered orally or through audiovisual materials. • Systematically evaluate the ways that uses of evidence, implicit premises, and rhetorical stylistic choices enhance or undermine points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a persuasive and sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate authoritative claim. • Evaluate and cite substantial, relevant evidence.

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Grade 3 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
WRITING Targets 1–10	• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Write simple complete compositions, demonstrating some narrative techniques: chronology, transitional strategies for coherence, structure, or author's craft with possible demonstration of purpose. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Write or revise, simple informational/explanatory texts on a topic, occasionally attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including some supporting details and a conclusion. • Show some awareness of how to use text features in information texts to enhance meaning with minimal support (e.g., directive or general feedback). • Write or revise one simple-structure paragraph demonstrating ability to state an opinion about a topic or source, set a context, loosely organize ideas using linking words, develop some supporting reasons, or provide a partial conclusion.

	• Write simple complete opinion pieces, demonstrating some ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop few supporting reasons, and provide a conclusion. • With some support (e.g., directive and general feedback), use language and vocabulary that is appropriate to the purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Use tools of technology to produce texts with minimal support (e.g., whole broken into parts).
SPEAKING/ LISTENING Target 4	• Interpret or use information delivered orally or audio-visually with some support (e.g., repeated listening or viewing).
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
READING Informational Text Targets 8–14	• Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Write full compositions, demonstrating narrative techniques: chronology, transitional strategies for coherence, or author's craft with minimal demonstration of purpose.

	• Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Use text features in information texts to enhance meaning without support. • Write or revise one or more paragraphs, demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide an appropriate conclusion. • Write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion. • Without support, use grade-level vocabulary appropriate to the purpose and audience when revising and composing text. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Without support, use tools of technology to produce texts.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually without support.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.
READING Informational Text Targets 8–14	• Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect

	information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.• Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write full, complex compositions, demonstrating specific narrative techniques: chronology, appropriate transitional strategies for coherence, structure, and author's craft appropriate to purpose. • Begin to write or revise one or more complex informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence, supporting details, and an appropriate conclusion. • Begin to write or revise one or more complex paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, or provide an appropriate, strong conclusion. • Begin to write complex opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion. • Begin to use complex language and vocabulary appropriate to the purpose and audience when revising and composing texts. • Begin to apply or edit appropriately complex grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to produce texts.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.

Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Use some details and information from the text to minimally support answers and inferences in texts of low-to-moderate complexity. • Identify or summarize some central ideas/key events in texts of low-to-moderate complexity. • Determine the intended meanings of some words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources, with support in texts of low-to-moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of low-to-moderate complexity. • Interpret, specify, or compare how information is presented across texts of low-to moderate complexity. • Relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of low-to-moderate complexity. • Determine some figurative language, literary devices, or connotative meanings of words and phrases used in context in texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Identify some details and information from the text to support answers or basic inferences about information presented in texts of low-to-moderate complexity. • Identify some central ideas, key events, and procedures with support. • Determine intended meanings of some words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or partial reliance on use of resources in texts of low-to-moderate complexity. • Provide some supporting evidence to justify or interpret how information is presented in texts of low-to-moderate complexity. • Interpret, explain, or connect information presented within or across texts of low-to-moderate complexity. • Relate knowledge of some text structures or text features to obtain, interpret, or explain information in texts of low-to-moderate complexity. • Determine some figurative language/literary devices or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of low-to-moderate complexity.
WRITING Targets 1–10	• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft. • Write simple complete compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author’s craft. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating a focus, include transitional strategies for coherence or supporting evidence and elaboration, or write body paragraphs with a conclusion. • Write simple informational/explanatory text on a topic, occasionally attending to purpose and audience; using minimal organization of ideas by stating a focus; including structures and transitional strategies for coherence; and including evidence, elaboration, and a conclusion. • With some support (e.g., directive and general feedback), show some awareness of how to use text features in informational texts to enhance meaning. • Write or revise one simple paragraph, demonstrating a limited ability to state opinions about topics or sources, including few organized ideas, loosely developed evidence/reasons and elaboration, and an undeveloped conclusion.

	• Write simple opinion pieces demonstrating some ability to state opinions about a topic or source, minimally attending to purpose and audience; organize few ideas by stating a context and focus; include some structures and transitional strategies for coherence; include few supporting reasons/evidence; and include a conclusion. • With some support (e.g., directive or general feedback) show some awareness of how to use language and vocabulary appropriate to purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with support (e.g., grammar aids). • Use tools of technology to gather information, make revisions, or produce texts with support (e.g., whole broken into parts).
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY Targets 1–4	• Conduct short simple research projects to answer single-step questions or to investigate and paraphrase different aspects of a narrow topic or concept. • Locate some information to support ideas and select some information from data or print and non-print text sources. • Distinguish relevant-irrelevant information with support (e.g., some directive feedback). • Generate some conjectures or opinions.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Use details and information from texts of moderate complexity to support answers and inferences. • Identify or summarize central ideas/key events in texts of moderate complexity. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in texts of moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of moderate complexity. • Interpret, specify, or compare how information is presented across texts of moderate complexity. • Begin to relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate complexity. • Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify details and information from texts of moderate complexity to support answers or basic inferences about information presented and provided. • Identify or summarize central ideas, key events, and procedures in texts of moderate complexity. • Determine intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to texts of moderate complexity.

Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy

	• Use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity. • Interpret, explain, or connect information presented within or across texts of moderate complexity. • Relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity. • Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, and begin to use author's craft with appropriate purpose. • Write full compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and begin to use author's craft with limited purpose. • Write one full informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence or supporting evidence and elaboration, and begin to write body paragraphs appropriate to a purpose and audience. • Write informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence; include supporting evidence and elaboration; and begin to develop a complete conclusion. • Use some text features in informational text to enhance meaning without support. • Write or revise one paragraph, demonstrating ability to state opinions about topics or sources, set loose context, minimally organize ideas, develop evidence/reasons and elaboration, and develop a conclusion with limited purpose and audience. • Write opinion pieces, demonstrating ability to state opinions about topics or sources, attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and develop an appropriate conclusion. • Strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts without support. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts without support. • Use tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually without support.
RESEARCH/ INQUIRY Targets 1–4	• Conduct short, limited research projects to answer multi-step questions, or to investigate and paraphrase different aspects of a broader topic or concept. • Locate information to support central ideas and subtopics and select information and partially integrate information from data or print and non-print sources. • Distinguish relevant-irrelevant information without support. • Generate partial conjectures or opinions and include partial evidence to support them based on evidence collected.

Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy

The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Use explicit details and implicit information from the text to support answers and inferences in highly complex texts. • Begin to consistently identify and summarize central ideas/key events in highly complex texts. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in highly complex texts. • Begin to use extensive supporting evidence to justify/explain own inferences in depth in highly complex texts. • Begin to use extensive detail to interpret, specify, or compare how information is presented across highly complex texts. • Relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within highly complex texts. • Begin to determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in highly complex texts.
READING Informational Text Targets 8–14	• Begin to identify and explain explicit details and implicit information from highly complex texts to support answers and inferences about information presented and provided. • Identify and summarize central ideas, key details, and procedures in highly complex texts. • Begin to determine the intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to highly complex texts. • Begin to use detailed supporting evidence to justify or interpret how information is presented and integrated in highly complex texts. • Begin to interpret, explain, or connect information presented within or across highly complex texts. • Begin to relate knowledge of text structures or text features to obtain, interpret, explain, and integrate information in highly complex texts. • Begin to determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in highly complex texts.
WRITING Targets 1–10	• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Begin to write full complex compositions, demonstrating, specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write or revise more than one complex informational/explanatory paragraph, demonstrating ability to including appropriate transitional strategies for coherence or supporting evidence and elaboration, and writing body paragraphs with a conclusion appropriate to purpose and audience. • Begin to write full, complex informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and appropriate transitional strategies for coherence; and include strong supporting details and a well-developed, appropriate conclusion. • Begin to use text features in information texts to enhance meaning.

	• Begin to write or revise more than one complex paragraph, demonstrating ability to state opinions about topics or sources, set a context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and develop an appropriate, strong conclusion. • Begin to write complex opinion pieces, clearly demonstrating ability to state opinions about topics or sources, attending to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons; and provide an appropriate, well-developed conclusion. • Begin to strategically use language and vocabulary appropriate to purpose and audience when revising or composing complex texts. • Begin to apply or edit appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Begin to conduct research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept. • Begin to locate information to support central ideas and subtopics and select and integrate critical information from two or more data or print and non-print text sources. • Begin to distinguish relevant-irrelevant information. • Begin to generate strong conjectures or opinions and cite relevant evidence to support them based on evidence collected and analyzed.

Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
READING Informational Text Targets 8–14	• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in texts of low-to-moderate complexity. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Plan, write, revise, and edit a full composition, occasionally demonstrating narrative techniques, chronology, transitional strategies for coherence, or author's craft. • Write or revise one informational/explanatory paragraph, demonstrating some ability to organize ideas by stating a focus, including some transitional strategies for coherence or some supporting evidence and elaboration, or writing body paragraphs or a conclusion. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including supporting evidence and elaboration, and developing a conclusion. • Use some appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one paragraph, demonstrating some ability to state opinions about topics or sources, set a loose context, minimally organize ideas using linking words or phrases, develop evidence/reasons and some elaboration, or develop a conclusion.

	• Plan, write, revise, and edit opinion pieces, demonstrating some ability to state opinions about topics or sources, minimally attending to purpose and audience; organize ideas by stating a context and focus; include structures and some transitional strategies for coherence; develop some evidence/reasons and elaboration; and develop a conclusion. • With minimal support, use some common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Show some ability to apply and edit text, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Begin to use the tools of technology (including the Internet), with substantial guidance and support, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY Targets 1–4	• Begin to conduct simple, short research projects with some guidance. • With some guidance, begin to locate information to support central ideas and subtopics; select and integrate information from multiple sources. • With some guidance, begin to gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • With some guidance, begin to integrate information from several sources on the same topic to generate an informed opinion in order to write about the subject knowledgeably.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures and genre-specific features or formats from multiple texts, and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or

	judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures, genre-specific features, or formats from multiple texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one or more paragraphs, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a conclusion. • Plan, write, revise, and edit a full composition, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, author's craft appropriate to purpose, including a conclusion, and evidence from texts to support analysis, reflection, and research. • Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and transitional strategies for coherence, include supporting evidence and elaboration, and develop a conclusion. • Use appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting evidence/reasons, and develop a conclusion appropriate to purpose and audience. • Use a range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Adequately apply and edit text, demonstrating a understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Conduct short research projects. • Locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy

The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Consistently cite specific and relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures and genre-specific features across texts, and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• Consistently cite specific, relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures across highly complex texts.
WRITING Targets 1–10	• Write or revise more than one complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a strong conclusion. • Plan, write, revise, and edit a full, complex composition, clearly demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose, including a well-developed conclusion and evidence from texts to support analysis, reflection, and research. • Write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or strong supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including strong supporting evidence and elaboration, and developing an appropriate conclusion. • Use effective text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.

	• Write or revise more than one paragraph, clearly demonstrating the ability to state opinions about topics or sources, set a context, efficiently organize ideas using linking words or phrases, develop supporting evidence/reasons and some elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attend to purpose and audience, efficiently organize ideas by stating a context and focus, include some complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration, and develop an appropriate conclusion. • Use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Effectively apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Begin to critically and effectively conduct short research projects with some guidance. • Begin to critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Begin to critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Begin to critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

Threshold Achievement Level Descriptors
Grade 6 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Cite some textual evidence to support conclusions drawn from text. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Determine the intended meaning of some grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts. • Relate basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the intent of some common figurative language.
READING Informational Text Targets 8–14	• Cite some textual evidence to support conclusions drawn from text. • Begin to use explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more text. • Identify and begin to compare how information is presented within or across texts. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Partially interpret intent of some common figurative language.
WRITING Targets 1–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument texts demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.

Threshold Achievement Level Descriptors
Grade 6 English Language Arts/Literacy

SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• With some consistency, identify relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments made about intended effects. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects, including analysis of authors' points of view. • With some consistency, analyze some text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• With some consistency, identify relevant textual evidence to support conclusions drawn from text. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • Determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify analyses or judgments made about intended effects. • Analyze how information is presented within or across texts, identifying some relationships among targeted aspects. • Analyze some text structures, genre-specific features or formats from multiple sources of text and the impact of those choices on meaning or presentation.
WRITING Targets 1–10	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and

	audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing a strong adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analyses or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects. • Evaluate text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.

	• Evaluate text structures across texts.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 7 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Use textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships among literary elements within or across texts of low-to-moderate complexity or differing versions of texts representing various genres and text types. • Partially analyze the structure within or between two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of low-to-moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
WRITING Targets 1–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Demonstrate limited use of technology, including the Internet, to produce and publish writing.

SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Use a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting them within or across texts of moderate complexity or differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of moderate complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

WRITING Targets 1–10	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.

Threshold Achievement Level Descriptors
Grade 7 English Language Arts/Literacy

READING Informational Text Targets 8–14	• Identify several pieces of strong and varied textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details with texts of high complexity. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of texts of high complexity. • Effectively apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate sources' uses and limitations. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 8 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Cite textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships within or between literary elements within or across texts of low-to-moderate complexity or in differing versions of texts representing various genres and text types. • Partially analyze the structure of two or more texts and genre-specific features or formats of texts of low-to-moderate complexity and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships and word structures, and differentiate vocabulary meanings in texts of low-to-moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' point of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts of low-to-moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
WRITING Targets 1–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English

	grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Cite a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting theme within texts of moderate complexity or in differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts of moderate complexity and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of words and phrases. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

WRITING Targets 1–10	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts of high complexity and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.
READING	• Identify several pieces of strong and varied textual evidence from sources across

Informational Text Targets 8–14	disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings in texts of high complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Thoroughly engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 11 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Identify key textual evidence to attempt to support simple inferences or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of most grade-level words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze some interrelationships of literary elements in texts of low to moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Identify elements that contribute to points of view and how they impact meaning. • Identify and determine meaning and impact of figurative language.
READING Informational Text Targets 8–14	• Identify key textual evidence to attempt to support simple inferences, analysis, interpretations, or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze the connection of ideas within and between texts of low-to-moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Demonstrate emerging knowledge of obvious genre interpretations and ideas. • Have limited engagements and interaction with source materials in common. • Partially account for elements that contribute to points of view. • Identify and begin to determine meaning and impact of figurative language.
WRITING Targets: 1 and 3–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message. • Apply some revisions to narrative, informational, and argument texts. • Use basic technology, with support, for gathering information, making revisions, or producing texts.
SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials.

1–4	• Construct a partial or undeveloped claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize themes and some analysis of thematic development over the course of the text using relevant details. • Determine intended meanings of most words, including distinguishing connotation/ denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts. • Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials). • Partially analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and explain the impact(s) of those choices on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone.
READING Informational Text Targets 8–14	• Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize central ideas, topics, key events, or procedures from a text using sufficient supporting ideas and relevant details. • Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply reasoning and a sufficient range of textual evidence to justify analyses of author's presentation of moderately complex information. • Adequately support a basic analysis of a moderately complex text to show how some connections are made in development of ideas or events or development of topics, themes, or rhetorical features. • Adequately support a basic analysis of text structures and/or text features and determine an impact of text structures and/or text features on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and partially explain the impact of these word choices on meaning and tone.
WRITING Targets 1 and 3–10	• Apply some narrative strategies, text structures, and some transitional strategies for coherence using some relevant details and precise words and phrases in writing or revising brief narrative texts. • Apply some strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/tone, and including some relevant supporting evidence.

	• Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/tone, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources. • Use text features (e.g., formatting, graphics, multimedia) with some attention to audience and purpose. • Apply strategies when writing or revising brief argumentative texts to develop a claim by organizing and citing some supporting evidence and counterclaims, providing transitional strategies for coherence, and using language to maintain a suitable focus/tone. • Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/tone. • Demonstrate attempts to use varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts. • Apply and edit most conventions of grade-appropriate, Standard English grammar usage and mechanics. • Follow directions when using tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Synthesize content from source materials and media, discriminating for relevance among a range of rhetorical presentations of information. • Listen for point of view and begin to analyze perspective and motivation in a speaker's assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Identify and analyze textual evidence in texts of high complexity. • Provide an effective summary and analysis of thematic development over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a thorough range of textual evidence to justify inferences or judgments made about texts. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply reasoning and a range of textual evidence to justify inferences and judgments made about texts of high complexity.

	• Analyze the interrelationships among literary elements in texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of texts of high complexity. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
READING Informational Text Targets 8–14	• Identify and analyze textual evidence in texts of high complexity. • Provide full analysis of the development of central ideas over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/ denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a full range of textual evidence to justify inferences and judgments made about texts of high complexity. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply thorough reasoning and a range of textual evidence to justify analyses of author's presentation of information in texts of high complexity. • Analyze texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of highly complex texts. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
WRITING Targets 1 and 3–10	• Apply effective writing strategies and processes when writing and revising texts for all purposes. • Use precise language. • Use relevant and persuasive evidence. • Assess and synthesize supporting evidence. • Select technological tools based on appropriateness. • Apply grade-appropriate editing and revising skills.
SPEAKING/ LISTENING Target 4	• Synthesize diverse source materials from diverse perspectives delivered orally or through audiovisual materials. • Systematically evaluate the ways that uses of evidence, implicit premises, and rhetorical stylistic choices enhance or undermine points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a persuasive and sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Use multiplication and division within 100 to solve one-step mathematical problems involving arrays. • Determine the unknown number in a multiplication equation relating three whole numbers. • Apply the Commutative property of multiplication to mathematical problems with one-digit factors. • Recall from memory all products of two one-digit numbers. • Solve one- and two-step problems using all four operations with one- and two-digit numbers. • Identify patterns in the addition table.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Round whole numbers to the nearest 10 or 100.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Identify a fraction on a number line.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Tell and write time to the nearest minute and measure liquid volumes and masses of objects using metric units of liters, grams, and kilograms. • Count unit squares to find the area of rectilinear figures.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• Generate measurement data by measuring lengths using rulers marked with half-inch intervals. • Solve mathematical problems involving perimeters of polygons, including finding an unknown side length given the perimeter.
CONCEPTS AND PROCEDURES Target K: Geometry	• Partition shapes into parts with equal areas.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Select the appropriate operation to solve one-step problems involving equal groups and arrays. • Use the properties of operations to multiply within the 10 by 10 multiplication table. • Fluently multiply within 100. • Solve two-step problems using addition and subtraction with numbers larger than 100 and solutions within 1,000.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Fluently add within 1,000, using strategies or algorithms based on place value understanding, properties of arithmetic, and/or the relationship between addition and subtraction.
CONCEPTS AND PROCEDURES Target F: Number and Operations–Fractions	• Represent a fraction on a number line with partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. • Find the area of a rectilinear figure by multiplying side lengths and by decomposing a rectilinear figure into non-overlapping rectangles and adding them together.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• Generate measurement data by measuring length using rulers marked with quarter-inch intervals and represent the data on a line plot marked with quarter-inch intervals. • Solve word problems involving perimeters of polygons.
CONCEPTS AND PROCEDURES Target K: Geometry	• Draw examples of quadrilaterals that do not belong to given subcategories by reasoning about their attributes.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Use multiplication and division within 100 to solve one-step problems involving measurement quantities of two- or three-digit whole numbers. • Apply strategies in multiplication. • Use relevant ideas or procedures to multiply. • Explain arithmetic patterns.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Use multiple strategies to fluently add within 1,000.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Represent a fraction approximately on a number line with no partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Solve one-step addition problems involving all time intervals from hours to minutes. • Find the area of a rectilinear figure in a word problem.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• N/A
CONCEPTS AND PROCEDURES Target K: Geometry	• N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Add and subtract to solve one-step problems involving an unknown number.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	• Determine whether a given whole number in the range of 1–100 is a multiple of a given one-digit number. • Generate a shape pattern that follows a given rule.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	• Look for and use repeated reasoning to generalize place value understanding in order to read and write multi-digit whole numbers less than or equal to 100,000 using base-ten numerals and number names. • Use place value understanding to add and subtract two- and three-digit whole numbers using a standard algorithm.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Recognize equivalent fractions using visual models. • Use visual fraction models to represent a problem. • Express a fraction with denominator 10 as an equivalent fraction with denominator 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Apply the perimeter formula to rectangles in mathematical problems. • Use data from a given line plot using fractions 1/2, 1/4, and 1/8 to solve one-step problems. • Recognize whole-number degrees on a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	• Identify points, lines, line segments, and rays.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Multiply and divide to solve one-step problems involving equal groups or arrays.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	• Find factor pairs for whole numbers in the range of 1–100. • Identify apparent features of a pattern in a problem with scaffolding.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	• Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. • Multiply four-digit whole numbers by a one-digit number.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Generate equivalent fractions using visual models. • Identify and generate equivalent forms of a fraction with like denominators. • Add two fractions with respective denominators 10 and 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. • Interpret data from a line plot to solve problems involving addition of fractions with like denominators by using information presented in line plots. • Construct angles between 0 and 180 degrees in whole-number degrees using a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	• Draw lines of symmetry for two-dimensional figures.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	N/A
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	N/A
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Compare two fractions with different numerators and different denominators using <, >, and =. • Compare two decimals to the hundredths using <, >, and = or a number line and justify the conclusions by using visual models.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Apply the perimeter formula to rectangles in real-world problems. • Solve addition problems to find unknown angles on a diagram in mathematical problems.
CONCEPTS AND PROCEDURES Target L: Geometry	N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Write numerical expressions having one set of parentheses, brackets, or braces. • Graph whole number ordered pairs from two whole number numerical patterns on a coordinate plane.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right. • Demonstrate accuracy in multiplying multi-digit whole numbers and in finding whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Add two fractions and/or mixed numbers with unlike denominators (denominators less than or equal to 6) in mathematical problems. • Use benchmark fractions to estimate and assess the reasonableness of answers (denominators less than or equal to 6). • Multiply a whole number by a mixed number. • Know the effect that a fraction greater than or less than 1 has on a whole number when multiplied. • Use visual models when multiplying two fractions between 0 and 1. • Perform division of a whole number by any unit fraction. • Understand that division of whole numbers can result in fractions.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	• Convert a whole number measurement to a decimal or fractional valued measurement within the same system (e.g., 30 in = ___ ft). • Make a line plot and display data sets in whole and half units.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Understand the concept that the volume of a rectangular prism packed with unit cubes is related to the edge lengths.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph whole number coordinate pairs on a coordinate plane with whole number increments of 2, 5, and 10. • Classify two-dimensional figures into categories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Write and interpret expressions with two different operations. • Compare two related numerical patterns within sequences and tables.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Use whole number exponents to denote powers of 10; round decimals to the thousandths; and read, write, and compare decimals to the thousandths using base-ten numerals, number names, and expanded form, using >, =, and < to record the results of the comparison. • Fluently multiply multi-digit whole numbers and find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors. • Perform the four operations on decimals to the hundredths. • Relate a strategy to a written method and explain the reasoning used.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Subtract fractions and mixed numbers with unlike denominators in word problems. • Use benchmark fractions and number sense of fractions to estimate and assess the reasonableness of answers. • Multiply a mixed number by a mixed number. • Use visual models when multiplying two fractions, including when one fraction is larger than 1. • Interpret division of a whole number by any unit fraction.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	• Convert from a smaller unit of measurement to a larger one, resulting in one decimal place (metric system) or a small denominator fraction (standard system). • Make a line plot to display data sets in fractions of a unit (1/2, 1/4, 1/8). • Solve one-step problems using information from line plots that require addition, subtraction, and multiplication of fractions.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Use $V = lwh$ and $V = Bh$ to find the volume of rectangular prisms.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph coordinate pairs where one term is a whole number and one is a fraction with a denominator of 2 or 4 on a coordinate plane with whole number axis increments. • Classify two-dimensional figures into subcategories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Compare two related numerical patterns and explain the relationship within sequences of ordered pairs that are rational numbers.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Combine multiplying by powers of 10, comparing, and rounding to highlight essential understandings
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Use or create visual models when multiplying two fractions that are larger than 1.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	N/A
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Find the volume of a right rectangular prism after doubling the edge length of a side with a whole number measurement and compare it to the original.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph coordinate pairs where one term is a whole number and one is a fraction on a coordinate plane with fractional axis increments of 1/2, 1/4, or 1/10.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Find unit rates given two whole number quantities where one evenly divides the other.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Divide a whole number by a fraction between 0 and 1 and be able to connect to a visual model. • Add and subtract multi-digit decimals. • Find common factors of two numbers less than or equal to 40. • Find multiples of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	• Order fractions and integers. • Place integer pairs on a coordinate plane with axis increments of 2, 5, or 10.
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Evaluate expressions with and without variables and without exponents. • Write one- and two-step algebraic expressions introducing a variable. • Solve one-variable equations and inequalities of the form $x + p =/\leq/\geq/</> q$ or $px =/\leq/\geq/</> q$, where p and q are nonnegative rational numbers. • Given a table of values for a linear relationship ($y = kx$ or $y = x \pm c$), create the equation.
CONCEPTS AND PROCEDURES Target H: Geometry	• Find areas of special quadrilaterals and triangles. • Draw polygons in the four-quadrant plane.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Understand that questions that lead to variable responses are statistical questions and vice versa. • Identify a reasonable measure of central tendency for a given set of numerical data. • Find mean and median.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve unit rate problems. • Solve percent problems by finding the whole, given a part and the percent. • Describe a ratio relationship between any two number quantities and understand the concept of unit rate in problems (denominators less than or equal to 12).
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Apply and extend previous understandings of multiplication and division to divide a mixed number by a fraction and be able to connect to a visual model. • Multiply and divide multi-digit decimal numbers. • Find the greatest common factor of two numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	• Place points with rational coordinates on a coordinate plane and combine absolute value and ordering, with or without models ($\lvert -3\rvert < \lvert -5\rvert$).
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Write and evaluate numerical expressions without exponents and expressions from formulas in real-world problems. • Identify equivalent expressions. • Write one-variable equations and inequalities of the form $x + p =/\leq/\geq/</> q$ or $px =/\leq/\geq/</> q$, where p and q are nonnegative rational numbers. • Graph solutions to equations and inequalities on the number line. • Create the graph, table, and equation for a linear relationship ($y = kx$ or $y = x \pm c$) and make connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	• Find areas of quadrilaterals and other polygons that can be decomposed into three or fewer triangles. • Find the volume of right rectangular prisms with fractional or mixed number side lengths.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Identify a reasonable center and spread for a given context and understand how this relates to the overall shape of the data distribution. • Understand that a measure of center summarizes all of its values with a single number. • Summarize or display data in box plots. • Find the interquartile range. • Use range and measures of center to describe the shape of the data distribution as it relates to a familiar context. • Pose statistical questions.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve unfamiliar or multi-step problems by finding the whole, given a part and the percent. • Understand and explain ratio relationships between any two number quantities. • Identify relationships between models or representations.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Use visual models in settings where smaller fractions are divided by larger fractions. • Understand and apply the fact that a fraction multiplied or divided by 1 in the form of a/a is equivalent to the original fraction.
CONCEPTS AND PROCEDURES Target D: The Number System	N/A
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Using the properties of operations, show why two expressions are equivalent. • Solve equations and inequalities of the form $x + p =/\leq/\geq/</> q$ or $px =/\leq/\geq/</> q$, where p and q are rational numbers. • Create the graph, table, and equation for nonlinear polynomial relationships, making connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	• Solve problems by finding surface areas of triangular or rectangular prisms and triangular or rectangular pyramids.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Predict effects on mean and median given a change in data points. • Complete a data set with given measures (e.g., mean, median, mode, interquartile range).
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Identify proportional relationships presented in equation formats and find unit rates involving whole numbers.
CONCEPTS AND PROCEDURES Target B: The Number System	• Convert between familiar fractions and decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Apply properties of operations to expand linear expressions with integer coefficients. • Solve multi-step problems with decimal numbers. • Solve equations in the form of $px + q = r$, where p, q, and r are decimal numbers.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Describe geometric shapes with given conditions. • Use vertical angles expressed as numerical measurements to solve problems. • Calculate the area of a circle when the formula is provided and the area of quadrilaterals.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Determine whether or not a sample is random. • Find the range of a set of data about a given population. • Approximate the probability of a chance event by collecting data.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Represent proportional relationships in graphs and tables and solve one-step rate-related problems.
CONCEPTS AND PROCEDURES Target B: The Number System	• Solve mathematical problems using addition, subtraction, and multiplication on rational numbers. • Understand that $(-1)(-1) = 1$. • Convert common fractions and fractions with denominators that are a factor of a power of 10 to decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Add, subtract, and factor linear expressions with decimal coefficients. • Graph the solution set to a given inequality in the form of $x > p$ or $x < p$, where p is a rational number. • Understand that rewriting an expression can shed light on how quantities are related in a familiar problem-solving context with a moderate degree of scaffolding. • Use variables to reason with quantities in real-world and mathematical situations with a high degree of scaffolding.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Create a scale drawing of a given figure when a scale factor is given. • Determine the surface area of a right prism. • Use vertical angles expressed as variables to solve two-step problems.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Use random sampling to draw inferences about a population in familiar contexts. • Informally assess the degree of visual overlap of two numerical data distributions. • Calculate the theoretical probability of a compound event.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve real-world problems involving proportional relationships that require one step with measurement conversions.
CONCEPTS AND PROCEDURES Target B: The Number System	• Solve real-world problems with integers and proper fractions, using addition, multiplication, subtraction, and division.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Construct inequalities with two variables to solve problems.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Describe the two-dimensional figures that result from slicing spheres and cones.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Generate multiple samples (or simulated samples) of the same size. • Determine which measures of variability should be used to draw informal comparative inferences about two populations. • Construct a simulation experiment and generate frequencies for compound events.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Identify numbers as rational or irrational.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Find the cube of one-digit numbers and the cube root of perfect cubes (less than 1,000). • Use appropriate tools (e.g., calculator, pencil and paper) to translate large numbers from scientific to standard notation. • Identify the *y*-intercept and calculate the slope of a line from an equation or graph. • Graph a system of linear equations and identify the solution as the point of intersection.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Identify whether an input/output pair satisfies a function. • Compare properties of two linear functions represented in the same way (algebraically, graphically, or in a table). • Construct a table to represent a linear relationship between two quantities. • Qualitatively describe a graph of a linear function.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Construct reflections across an axis and translations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	• Identify the appropriate formula for the volume of a cylinder and connect the key dimensions to the appropriate location in the formula.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Identify what a linear pattern looks like from a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Convert from fractions to repeating decimals. • Use rational approximations of familiar irrational numbers to make numerical comparisons.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Solve simple quadratic monomial equations and represent the solution as a square root. • Work with and perform operations with scientific notation of large numbers. • Identify unit rate of change in linear relationships (i.e., slope is the rate of change). • Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms and equations with infinitely many solutions or no solution. • Solve a system of linear equations with integer coefficients using an algebraic strategy.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Classify functions as linear or nonlinear on the basis of the algebraic representation. • Determine the rate of change and the initial value of a function. • Know linear equations of the form $y = mx + b$ are functions. • Compare properties of two linear functions represented in different ways (algebraically, graphically, or in a table).
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Predict the location of point P after a transformation. • Know that sequences of translations, rotations, and reflections on a figure always result in a congruent figure. • Construct rotations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	• Calculate the volume of a cylinder in direct and familiar mathematical and real-world problems.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Describe outliers for a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Approximate irrational numbers between two integers to a specified level of precision.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Write a system of two linear equations with two variables to represent a context.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Interpret the rate of change and initial value of a linear function in terms of its graph.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Describe the impact of two transformations, including a dilation, on a figure. • Identify or draw the relevant right triangle in a three-dimensional figure, given coordinates or a diagram.
CONCEPTS AND PROCEDURES Target I: Geometry	• Solve unfamiliar or multi-step problems involving volumes of cylinders.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Use the trend line or line of best fit to make predictions in real-world situations.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 11 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Extend the properties of integer exponents to multiply expressions with rational exponents that have common denominators. • Perform operations on rational numbers and familiar irrational numbers. • Understand that rational numbers are closed under addition and multiplication.
CONCEPTS AND PROCEDURES Target C: Quantities	• Choose and interpret the correct units in a formula given in a familiar context, including making measurement conversions between simple units.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Use linear equations in one and two variables and inequalities in one variable to model a familiar situation and to solve a familiar problem. • Explain solution steps for solving linear equations and solve a simple radical equation. • Use properties of exponents to expand a single variable (coefficient of 1) repeated up to two times with a nonnegative integer exponent into an equivalent form and vice versa, e.g., $x^2x^3 = xxxxx = x^{2+3}$. • Solve one-step linear equations and inequalities in one variable and understand the solution steps as a process of reasoning. • Represent linear equations and quadratic equations with integer coefficients in one and two variables graphically on a coordinate plane. • Recognize equivalent forms of linear expressions and write a quadratic expression with integer-leading coefficients in an equivalent form by factoring. • Add multi-variable polynomials made up of monomials of degree 2 or less. • Graph and estimate the solution of systems of linear equations.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Understand the concept of a function in order to distinguish a relation as a function or not a function. • Interpret quadratic functions in context, and given the key features of a graph, the student should be able to identify the appropriate graph. • Graph quadratic functions by hand or by using technology. • Identify properties of two linear or two quadratic functions. • Understand equivalent forms of linear and quadratic functions. • Build an explicit function to describe or model a relationship between two quantities. • Add, subtract, and multiply linear functions.
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	• Use the Pythagorean Theorem in unfamiliar problems to solve for the missing side in a right triangle with some scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Describe the differences in shape, center, and spread of two or more different data sets representing familiar contexts.

PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.
The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Apply all laws of exponents on expressions with exponents that have common denominators. • Rewrite expressions with rational exponents of the form (m/n) to radical form and vice versa. • Use repeated reasoning to recognize that the sums and products of a rational number and a nonzero irrational number are irrational.
CONCEPTS AND PROCEDURES Target C: Quantities	• Reason quantitatively to choose and interpret the units in a formula given in an unfamiliar context, including making compound measurement conversions. • Define appropriate quantities or measurements in familiar contexts with some scaffolding to construct a model. • Choose the scale and origin of a graph or data display.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Create and use quadratic inequalities in two variables to model a situation and to solve a problem. • Write a quadratic expression in one variable with rational coefficients in an equivalent form by factoring, identify its zeroes, and explain the solution steps as a process of reasoning. • Use properties of exponents to write equivalent forms of exponential functions with one or more variables with integer coefficients with nonnegative integer exponents involving operations of addition, subtraction, and multiplication without requiring distribution of an exponent across parentheses. • Solve a quadratic equation with integer roots in standard form. • Represent polynomial and exponential functions graphically and estimate the solution of systems of equations displayed graphically. • Understand that the plotted line, curve, or region represents the solution set to an equation or inequality. • Add and subtract multi-variable polynomials of any degree and understand that polynomials are closed under subtraction.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Identify the domain and range of linear, quadratic, and exponential functions presented in any form. • Use function notation to evaluate a function for numerical or monomial inputs. • Appropriately graph and interpret key features of linear, quadratic, and exponential functions in familiar or scaffolded contexts and specify the average rate of change of a function on a given domain from its equation or approximate the average rate of change of a function from its graph. • Graph linear, quadratic, logarithmic, and exponential functions by hand and by using technology.

	• Analyze and compare properties of a linear function to properties of another function of any type. • Build a recursive function to describe or model a relationship between two quantities. • Divide linear functions.
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	• Use trigonometric ratios and the sine and cosine of complementary angles to find missing angles or sides of a given right triangle with minimal scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Select the appropriate choice of spread as interquartile range or standard deviation based on the selection of the measure of center.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.
The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Explain the relationship between properties of integer exponents and properties of rational exponents.
CONCEPTS AND PROCEDURES Target C: Quantities	• Define appropriate quantities or measurements in unfamiliar contexts with some scaffolding to construct a model.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Choose an appropriate equivalent form of an expression in order to reveal a property of interest when solving problems. • Solve a formula for any variable in the formula. • Provide an example that would lead to an extraneous solution when solving linear, quadratic, radical, and rational equations. • Use a variety of methods such as factoring, completing the square, quadratic formula, etc., to solve equations and to find minimum and maximum values of quadratic equations.

Threshold Achievement Level Descriptors
Grade 11 Mathematics

CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Find the input of a function when given the function in function notation and the output, or find the output when given the input. • Describe complex features such as holes, symmetries, and end behavior of the graph of a function. • Graph functions both by hand and by using technology.
Target O: Similarity, Right Triangles, and Trigonometry	• Solve right triangle problems with multiple stages and in compound figures without scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Interpret data to explain why a data value is an outlier.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Use multiplication and division within 100 to solve one-step mathematical problems involving arrays. • Determine the unknown number in a multiplication equation relating three whole numbers. • Apply the Commutative property of multiplication to mathematical problems with one-digit factors. • Recall from memory all products of two one-digit numbers. • Solve one- and two-step problems using all four operations with one- and two-digit numbers. • Identify patterns in the addition table.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Round whole numbers to the nearest 10 or 100.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Identify a fraction on a number line.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Tell and write time to the nearest minute and measure liquid volumes and masses of objects using metric units of liters, grams, and kilograms. • Count unit squares to find the area of rectilinear figures.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• Generate measurement data by measuring lengths using rulers marked with half-inch intervals. • Solve mathematical problems involving perimeters of polygons, including finding an unknown side length given the perimeter.
CONCEPTS AND PROCEDURES Target K: Geometry	• Partition shapes into parts with equal areas.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Select the appropriate operation to solve one-step problems involving equal groups and arrays. • Use the properties of operations to multiply within the 10 by 10 multiplication table. • Fluently multiply within 100. • Solve two-step problems using addition and subtraction with numbers larger than 100 and solutions within 1,000.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Fluently add within 1,000, using strategies or algorithms based on place value understanding, properties of arithmetic, and/or the relationship between addition and subtraction.
CONCEPTS AND PROCEDURES Target F: Number and Operations–Fractions	• Represent a fraction on a number line with partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. • Find the area of a rectilinear figure by multiplying side lengths and by decomposing a rectilinear figure into non-overlapping rectangles and adding them together.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• Generate measurement data by measuring length using rulers marked with quarter-inch intervals and represent the data on a line plot marked with quarter-inch intervals. • Solve word problems involving perimeters of polygons.
CONCEPTS AND PROCEDURES Target K: Geometry	• Draw examples of quadrilaterals that do not belong to given subcategories by reasoning about their attributes.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Use multiplication and division within 100 to solve one-step problems involving measurement quantities of two- or three-digit whole numbers. • Apply strategies in multiplication. • Use relevant ideas or procedures to multiply. • Explain arithmetic patterns.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Use multiple strategies to fluently add within 1,000.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Represent a fraction approximately on a number line with no partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Solve one-step addition problems involving all time intervals from hours to minutes. • Find the area of a rectilinear figure in a word problem.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• N/A
CONCEPTS AND PROCEDURES Target K: Geometry	• N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Add and subtract to solve one-step problems involving an unknown number.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	• Determine whether a given whole number in the range of 1–100 is a multiple of a given one-digit number. • Generate a shape pattern that follows a given rule.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	• Look for and use repeated reasoning to generalize place value understanding in order to read and write multi-digit whole numbers less than or equal to 100,000 using base-ten numerals and number names. • Use place value understanding to add and subtract two- and three-digit whole numbers using a standard algorithm.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Recognize equivalent fractions using visual models. • Use visual fraction models to represent a problem. • Express a fraction with denominator 10 as an equivalent fraction with denominator 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Apply the perimeter formula to rectangles in mathematical problems. • Use data from a given line plot using fractions 1/2, 1/4, and 1/8 to solve one-step problems. • Recognize whole-number degrees on a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	• Identify points, lines, line segments, and rays.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Multiply and divide to solve one-step problems involving equal groups or arrays.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	• Find factor pairs for whole numbers in the range of 1–100. • Identify apparent features of a pattern in a problem with scaffolding.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	• Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. • Multiply four-digit whole numbers by a one-digit number.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Generate equivalent fractions using visual models. • Identify and generate equivalent forms of a fraction with like denominators. • Add two fractions with respective denominators 10 and 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. • Interpret data from a line plot to solve problems involving addition of fractions with like denominators by using information presented in line plots. • Construct angles between 0 and 180 degrees in whole-number degrees using a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	• Draw lines of symmetry for two-dimensional figures.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	N/A
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	N/A
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Compare two fractions with different numerators and different denominators using <, >, and =. • Compare two decimals to the hundredths using <, >, and = or a number line and justify the conclusions by using visual models.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Apply the perimeter formula to rectangles in real-world problems. • Solve addition problems to find unknown angles on a diagram in mathematical problems.
CONCEPTS AND PROCEDURES Target L: Geometry	N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Write numerical expressions having one set of parentheses, brackets, or braces. • Graph whole number ordered pairs from two whole number numerical patterns on a coordinate plane.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right. • Demonstrate accuracy in multiplying multi-digit whole numbers and in finding whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Add two fractions and/or mixed numbers with unlike denominators (denominators less than or equal to 6) in mathematical problems. • Use benchmark fractions to estimate and assess the reasonableness of answers (denominators less than or equal to 6). • Multiply a whole number by a mixed number. • Know the effect that a fraction greater than or less than 1 has on a whole number when multiplied. • Use visual models when multiplying two fractions between 0 and 1. • Perform division of a whole number by any unit fraction. • Understand that division of whole numbers can result in fractions.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	• Convert a whole number measurement to a decimal or fractional valued measurement within the same system (e.g., 30 in = ___ ft). • Make a line plot and display data sets in whole and half units.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Understand the concept that the volume of a rectangular prism packed with unit cubes is related to the edge lengths.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph whole number coordinate pairs on a coordinate plane with whole number increments of 2, 5, and 10. • Classify two-dimensional figures into categories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Write and interpret expressions with two different operations. • Compare two related numerical patterns within sequences and tables.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Use whole number exponents to denote powers of 10; round decimals to the thousandths; and read, write, and compare decimals to the thousandths using base-ten numerals, number names, and expanded form, using >, =, and < to record the results of the comparison. • Fluently multiply multi-digit whole numbers and find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors. • Perform the four operations on decimals to the hundredths. • Relate a strategy to a written method and explain the reasoning used.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Subtract fractions and mixed numbers with unlike denominators in word problems. • Use benchmark fractions and number sense of fractions to estimate and assess the reasonableness of answers. • Multiply a mixed number by a mixed number. • Use visual models when multiplying two fractions, including when one fraction is larger than 1. • Interpret division of a whole number by any unit fraction.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	• Convert from a smaller unit of measurement to a larger one, resulting in one decimal place (metric system) or a small denominator fraction (standard system). • Make a line plot to display data sets in fractions of a unit (1/2, 1/4, 1/8). • Solve one-step problems using information from line plots that require addition, subtraction, and multiplication of fractions.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Use $V = lwh$ and $V = Bh$ to find the volume of rectangular prisms.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph coordinate pairs where one term is a whole number and one is a fraction with a denominator of 2 or 4 on a coordinate plane with whole number axis increments. • Classify two-dimensional figures into subcategories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Compare two related numerical patterns and explain the relationship within sequences of ordered pairs that are rational numbers.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Combine multiplying by powers of 10, comparing, and rounding to highlight essential understandings
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Use or create visual models when multiplying two fractions that are larger than 1.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	N/A
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Find the volume of a right rectangular prism after doubling the edge length of a side with a whole number measurement and compare it to the original.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph coordinate pairs where one term is a whole number and one is a fraction on a coordinate plane with fractional axis increments of 1/2, 1/4, or 1/10.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Find unit rates given two whole number quantities where one evenly divides the other.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Divide a whole number by a fraction between 0 and 1 and be able to connect to a visual model. • Add and subtract multi-digit decimals. • Find common factors of two numbers less than or equal to 40. • Find multiples of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	• Order fractions and integers. • Place integer pairs on a coordinate plane with axis increments of 2, 5, or 10.
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Evaluate expressions with and without variables and without exponents. • Write one- and two-step algebraic expressions introducing a variable. • Solve one-variable equations and inequalities of the form $x + p$ =/≤/≥/</> q or px =/≤/≥/</> q, where p and q are nonnegative rational numbers. • Given a table of values for a linear relationship ($y = kx$ or $y = x \pm c$), create the equation.
CONCEPTS AND PROCEDURES Target H: Geometry	• Find areas of special quadrilaterals and triangles. • Draw polygons in the four-quadrant plane.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Understand that questions that lead to variable responses are statistical questions and vice versa. • Identify a reasonable measure of central tendency for a given set of numerical data. • Find mean and median.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve unit rate problems. • Solve percent problems by finding the whole, given a part and the percent. • Describe a ratio relationship between any two number quantities and understand the concept of unit rate in problems (denominators less than or equal to 12).
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Apply and extend previous understandings of multiplication and division to divide a mixed number by a fraction and be able to connect to a visual model. • Multiply and divide multi-digit decimal numbers. • Find the greatest common factor of two numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	• Place points with rational coordinates on a coordinate plane and combine absolute value and ordering, with or without models ($\lvert -3 \rvert < \lvert -5 \rvert$).
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Write and evaluate numerical expressions without exponents and expressions from formulas in real-world problems. • Identify equivalent expressions. • Write one-variable equations and inequalities of the form $x + p =/\le/\ge/</> q$ or $px =/\le/\ge/</> q$, where p and q are nonnegative rational numbers. • Graph solutions to equations and inequalities on the number line. • Create the graph, table, and equation for a linear relationship ($y = kx$ or $y = x \pm c$) and make connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	• Find areas of quadrilaterals and other polygons that can be decomposed into three or fewer triangles. • Find the volume of right rectangular prisms with fractional or mixed number side lengths.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Identify a reasonable center and spread for a given context and understand how this relates to the overall shape of the data distribution. • Understand that a measure of center summarizes all of its values with a single number. • Summarize or display data in box plots. • Find the interquartile range. • Use range and measures of center to describe the shape of the data distribution as it relates to a familiar context. • Pose statistical questions.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve unfamiliar or multi-step problems by finding the whole, given a part and the percent. • Understand and explain ratio relationships between any two number quantities. • Identify relationships between models or representations.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Use visual models in settings where smaller fractions are divided by larger fractions. • Understand and apply the fact that a fraction multiplied or divided by 1 in the form of a/a is equivalent to the original fraction.
CONCEPTS AND PROCEDURES Target D: The Number System	N/A
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Using the properties of operations, show why two expressions are equivalent. • Solve equations and inequalities of the form $x + p =/\leq/\geq/</> q$ or $px =/\leq/\geq/</> q$, where p and q are rational numbers. • Create the graph, table, and equation for nonlinear polynomial relationships, making connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	• Solve problems by finding surface areas of triangular or rectangular prisms and triangular or rectangular pyramids.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Predict effects on mean and median given a change in data points. • Complete a data set with given measures (e.g., mean, median, mode, interquartile range).
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Identify proportional relationships presented in equation formats and find unit rates involving whole numbers.
CONCEPTS AND PROCEDURES Target B: The Number System	• Convert between familiar fractions and decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Apply properties of operations to expand linear expressions with integer coefficients. • Solve multi-step problems with decimal numbers. • Solve equations in the form of $px + q = r$, where p, q, and r are decimal numbers.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Describe geometric shapes with given conditions. • Use vertical angles expressed as numerical measurements to solve problems. • Calculate the area of a circle when the formula is provided and the area of quadrilaterals.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Determine whether or not a sample is random. • Find the range of a set of data about a given population. • Approximate the probability of a chance event by collecting data.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Represent proportional relationships in graphs and tables and solve one-step rate-related problems.
CONCEPTS AND PROCEDURES Target B: The Number System	• Solve mathematical problems using addition, subtraction, and multiplication on rational numbers. • Understand that $(-1)(-1) = 1$. • Convert common fractions and fractions with denominators that are a factor of a power of 10 to decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Add, subtract, and factor linear expressions with decimal coefficients. • Graph the solution set to a given inequality in the form of $x > p$ or $x < p$, where p is a rational number. • Understand that rewriting an expression can shed light on how quantities are related in a familiar problem-solving context with a moderate degree of scaffolding. • Use variables to reason with quantities in real-world and mathematical situations with a high degree of scaffolding.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Create a scale drawing of a given figure when a scale factor is given. • Determine the surface area of a right prism. • Use vertical angles expressed as variables to solve two-step problems.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Use random sampling to draw inferences about a population in familiar contexts. • Informally assess the degree of visual overlap of two numerical data distributions. • Calculate the theoretical probability of a compound event.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve real-world problems involving proportional relationships that require one step with measurement conversions.
CONCEPTS AND PROCEDURES Target B: The Number System	• Solve real-world problems with integers and proper fractions, using addition, multiplication, subtraction, and division.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Construct inequalities with two variables to solve problems.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Describe the two-dimensional figures that result from slicing spheres and cones.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Generate multiple samples (or simulated samples) of the same size. • Determine which measures of variability should be used to draw informal comparative inferences about two populations. • Construct a simulation experiment and generate frequencies for compound events.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors

Grade 8 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Identify numbers as rational or irrational.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Find the cube of one-digit numbers and the cube root of perfect cubes (less than 1,000). • Use appropriate tools (e.g., calculator, pencil and paper) to translate large numbers from scientific to standard notation. • Identify the *y*-intercept and calculate the slope of a line from an equation or graph. • Graph a system of linear equations and identify the solution as the point of intersection.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Identify whether an input/output pair satisfies a function. • Compare properties of two linear functions represented in the same way (algebraically, graphically, or in a table). • Construct a table to represent a linear relationship between two quantities. • Qualitatively describe a graph of a linear function.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Construct reflections across an axis and translations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	• Identify the appropriate formula for the volume of a cylinder and connect the key dimensions to the appropriate location in the formula.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Identify what a linear pattern looks like from a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Convert from fractions to repeating decimals. • Use rational approximations of familiar irrational numbers to make numerical comparisons.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Solve simple quadratic monomial equations and represent the solution as a square root. • Work with and perform operations with scientific notation of large numbers. • Identify unit rate of change in linear relationships (i.e., slope is the rate of change). • Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms and equations with infinitely many solutions or no solution. • Solve a system of linear equations with integer coefficients using an algebraic strategy.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Classify functions as linear or nonlinear on the basis of the algebraic representation. • Determine the rate of change and the initial value of a function. • Know linear equations of the form $y = mx + b$ are functions. • Compare properties of two linear functions represented in different ways (algebraically, graphically, or in a table).
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Predict the location of point P after a transformation. • Know that sequences of translations, rotations, and reflections on a figure always result in a congruent figure. • Construct rotations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	• Calculate the volume of a cylinder in direct and familiar mathematical and real-world problems.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Describe outliers for a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Approximate irrational numbers between two integers to a specified level of precision.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Write a system of two linear equations with two variables to represent a context.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Interpret the rate of change and initial value of a linear function in terms of its graph.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Describe the impact of two transformations, including a dilation, on a figure. • Identify or draw the relevant right triangle in a three-dimensional figure, given coordinates or a diagram.
CONCEPTS AND PROCEDURES Target I: Geometry	• Solve unfamiliar or multi-step problems involving volumes of cylinders.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Use the trend line or line of best fit to make predictions in real-world situations.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 11 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Extend the properties of integer exponents to multiply expressions with rational exponents that have common denominators. • Perform operations on rational numbers and familiar irrational numbers. • Understand that rational numbers are closed under addition and multiplication.
CONCEPTS AND PROCEDURES Target C: Quantities	• Choose and interpret the correct units in a formula given in a familiar context, including making measurement conversions between simple units.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Use linear equations in one and two variables and inequalities in one variable to model a familiar situation and to solve a familiar problem. • Explain solution steps for solving linear equations and solve a simple radical equation. • Use properties of exponents to expand a single variable (coefficient of 1) repeated up to two times with a nonnegative integer exponent into an equivalent form and vice versa, e.g., $x^2x^3 = xxxxx = x^{2+3}$. • Solve one-step linear equations and inequalities in one variable and understand the solution steps as a process of reasoning. • Represent linear equations and quadratic equations with integer coefficients in one and two variables graphically on a coordinate plane. • Recognize equivalent forms of linear expressions and write a quadratic expression with integer-leading coefficients in an equivalent form by factoring. • Add multi-variable polynomials made up of monomials of degree 2 or less. • Graph and estimate the solution of systems of linear equations.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Understand the concept of a function in order to distinguish a relation as a function or not a function. • Interpret quadratic functions in context, and given the key features of a graph, the student should be able to identify the appropriate graph. • Graph quadratic functions by hand or by using technology. • Identify properties of two linear or two quadratic functions. • Understand equivalent forms of linear and quadratic functions. • Build an explicit function to describe or model a relationship between two quantities. • Add, subtract, and multiply linear functions.
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	• Use the Pythagorean Theorem in unfamiliar problems to solve for the missing side in a right triangle with some scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Describe the differences in shape, center, and spread of two or more different data sets representing familiar contexts.

Threshold Achievement Level Descriptors
Grade 11 Mathematics

PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.
The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Apply all laws of exponents on expressions with exponents that have common denominators. • Rewrite expressions with rational exponents of the form (m/n) to radical form and vice versa. • Use repeated reasoning to recognize that the sums and products of a rational number and a nonzero irrational number are irrational.
CONCEPTS AND PROCEDURES Target C: Quantities	• Reason quantitatively to choose and interpret the units in a formula given in an unfamiliar context, including making compound measurement conversions. • Define appropriate quantities or measurements in familiar contexts with some scaffolding to construct a model. • Choose the scale and origin of a graph or data display.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Create and use quadratic inequalities in two variables to model a situation and to solve a problem. • Write a quadratic expression in one variable with rational coefficients in an equivalent form by factoring, identify its zeroes, and explain the solution steps as a process of reasoning. • Use properties of exponents to write equivalent forms of exponential functions with one or more variables with integer coefficients with nonnegative integer exponents involving operations of addition, subtraction, and multiplication without requiring distribution of an exponent across parentheses. • Solve a quadratic equation with integer roots in standard form. • Represent polynomial and exponential functions graphically and estimate the solution of systems of equations displayed graphically. • Understand that the plotted line, curve, or region represents the solution set to an equation or inequality. • Add and subtract multi-variable polynomials of any degree and understand that polynomials are closed under subtraction.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Identify the domain and range of linear, quadratic, and exponential functions presented in any form. • Use function notation to evaluate a function for numerical or monomial inputs. • Appropriately graph and interpret key features of linear, quadratic, and exponential functions in familiar or scaffolded contexts and specify the average rate of change of a function on a given domain from its equation or approximate the average rate of change of a function from its graph. • Graph linear, quadratic, logarithmic, and exponential functions by hand and by using technology.

Threshold Achievement Level Descriptors
Grade 11 Mathematics

	• Analyze and compare properties of a linear function to properties of another function of any type. • Build a recursive function to describe or model a relationship between two quantities. • Divide linear functions.
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	• Use trigonometric ratios and the sine and cosine of complementary angles to find missing angles or sides of a given right triangle with minimal scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Select the appropriate choice of spread as interquartile range or standard deviation based on the selection of the measure of center.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.
The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Explain the relationship between properties of integer exponents and properties of rational exponents.
CONCEPTS AND PROCEDURES Target C: Quantities	• Define appropriate quantities or measurements in unfamiliar contexts with some scaffolding to construct a model.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Choose an appropriate equivalent form of an expression in order to reveal a property of interest when solving problems. • Solve a formula for any variable in the formula. • Provide an example that would lead to an extraneous solution when solving linear, quadratic, radical, and rational equations. • Use a variety of methods such as factoring, completing the square, quadratic formula, etc., to solve equations and to find minimum and maximum values of quadratic equations.

Threshold Achievement Level Descriptors
Grade 11 Mathematics

CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Find the input of a function when given the function in function notation and the output, or find the output when given the input. • Describe complex features such as holes, symmetries, and end behavior of the graph of a function. • Graph functions both by hand and by using technology.
Target O: Similarity, Right Triangles, and Trigonometry	• Solve right triangle problems with multiple stages and in compound figures without scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Interpret data to explain why a data value is an outlier.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Establishing Cut-Scores for Common Grades 9 and 10 English Language Arts/Literacy (ELA/L) and Mathematics Assessments

Introduction

Part of the scope of work in the Multi-Agency Assessment Cooperative (MAAC) is to develop grades 9 and 10 English language arts/literacy (ELA/L) and mathematics tests based on the grade 11 items in the 2014 Smarter Balanced assessment. The grades 9 and 10 tests would

- be common across three states: Idaho, U.S. Virgin Islands, and West Virginia;
- be calibrated on the Smarter Balanced grades 3–11vertical scale;
- be administered as a computer adaptive test; and
- have separate grade-specific cut-scores.

Blueprints

AIR examined the Common Core State Standards (CCSS) and determined that in ELA/L it was not possible to develop separate grades 9 and 10 blueprints. Therefore, the grades 9 and 10 tests will be based on the grade 11 blueprint. In mathematics however, AIR was able to create blueprints for grade 9 Integrated Mathematics I and grade 10 Integrated Mathematics II.

Proposed Blueprint for Grades 9 and 10 ELA/L Assessments

Because the Common Core State Standards for ELA/L are nearly identical between grades 9 and 10 and grades 11 and 12, the blueprint we propose for the grades 9 and 10 ELA/L benchmark assessments is the same blueprint Smarter uses at grade 11.

The Smarter blueprint is organized around claims and targets, within which are the CCSS for grades 11 and 12. These groupings can be found in Smarter's content specifications located on the Smarter Balanced website (**http://www.smarterbalanced.org/?s=content+specifications**). The blueprint does not go down to the standard level; therefore, the specific differences between the two grade bands are indistinguishable on the blueprint itself.

Based on the content specifications, targets 4 and 5 are where we see some differences between the standards at grades 9 and 10 and grades 11 and 12. For example, standard 9, which is included in both targets 4 and 5, calls for a comparison across literary texts. At grades 11 and 12, the standard calls for a comparison that is limited to foundational works of American literature from the same time period. At grades 9 and 10, the standard calls for an examination of texts across time periods and cultures. While there is some variation in the passages that support these standards, the items themselves—and the essential skills of integrating knowledge across multiple texts—are, we believe, ostensibly the same constructs.

The Smarter blueprint also calls for brief writing tasks as well as an extended writing task associated with the performance task. The rubric used to score the performance task is the same rubric used at grade 8. It is intended to measure overall writing performance rather than grade-specific subskills. Even the conventions dimension of the rubric does not specify grade-level grammar/usage skills. A full-credit score on conventions is given if the response “demonstrates an adequate command of conventions: adequate use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling; no systematic pattern of errors is displayed.”

The table below is Smarter’s ELA/L Summative Assessment Blueprint for grade 11, which can also be found on Smarter’s website at **http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/05/ELA_Preliminary_-Blueprint-2014_04-30Final.pdf**.

We propose this blueprint for grades 9 and 10 ELA/L benchmark assessments as shown in Table 1.

Table 1: Blueprint for Grade 9 and 10 ELA/L

Target Sampling ELA/L Grade 11

Component	Claim/Score Reporting Category	Content Category	Assessment Target [1]		DoK[2,3]	CAT Items	Item Type		Total Items
							Machine Scored	Short Text	
CAT	1. Reading	Literary[4]	2	Central Ideas	2, 3	1[5]	1[5]	1[5]	6
			4	Reasoning and Evaluation	3, 4	1[5]			
			1	Key Details	2	4	4	0	
			3	Word Meanings	1, 2				
			5	Analysis within/ across Texts	3, 4				
			6	Text Structures and Features	3, 4				
			7	Language Use	3				
		Informational[6]	9	Central Ideas	2, 3	5–6[7]	12–13[7]	1[7]	13-14
			11	Reasoning and Evaluation	3, 4				
			8	Key Details	2	8		0	
			10	Word Meanings	1, 2				
			12	Analysis within/ across Texts	3, 4				
			13	Text Structures and Features	3, 4				
			14	Language Use	3				

Target Sampling ELA/L Grade 11

Component	Claim/Score Reporting Category	Content Category	Assessment Target [1]		DoK[2,3]	CAT Items	Item Type		Total Items
							Machine Scored	Short Text	
CAT	2. Writing	Organization/ Purpose	1a 3a 6a	Write Brief Texts[8]	3	3	0	0–1[8]	10
			1b 3b 6b	Revise Brief Texts	2		0–2[8]	0	
		Evidence/ Elaboration	1a 3a 6a	Write Brief Texts[8]	3		0	0–1[8]	
			1b 3b 6b	Revise Brief Texts	2		2	0	
			8	Language and Vocabulary Use[9]	1, 2	2	2	0	
		Conventions	9	Edit/Clarify	1, 2	5	5	0	
	3. Speaking/ Listening	Listening	4	Listen/Interpret	1, 2, 3	9	9	0	9
	4. Research	Research	2	Analyze/ Integrate Info	2	5	5	5	5
			3	Evaluate Info/ Sources	2				
			4	Use Evidence	2				

Target Sampling ELA/L Grade 11

Component	Claim/Score Reporting Category	Content Category	Assessment Target [1]		DoK	Item Type			Scores
						Machine Scored	Short Text	Full Write	
PT	2. Writing	Organization/ Purpose	2 4 7	Compose Full Texts	4	0	0	1	1
		Evidence/ Elaboration	2 4 7	Compose Full Texts					1
			8	Language and Vocabulary Use					
		Conventions	9	Edit/Clarify					1
	4. Research	Research	2	Analyze/ Integrate Info	3, 4	1	2	0	3
			3	Evaluate Info/ Sources	3, 4				
			4	Use Evidence	3, 4				

Proposed Blueprint for Grades 9 and 10 Mathematics Assessments

Because the grade 11 Mathematics blueprint includes an accumulation of standards from concepts taught in 9th, 10th and 11th grade the 9th and 10th grade blueprints are a subset of the 11th grade blueprint. All of the targets and domains on the grade 11 Smarter mathematics test are considered to be college and career ready content. So the grades 9 & 10 blueprints are the intersection of the Smarter grade 11 blueprint and what is taught in Integrated Math I for grade 9 and Integrated Math II for grade 10.

These two blueprints were created by starting with the grade 11 Smarter mathematics blueprint. Targets in Claim 1 that contain standards that are **not** part of the Integrated Math I or Integrated Math II recommended standards from CCSS Appendix A were removed. Domains in Claims 2, 3, and 4 that contain standards that are **not** part of the Integrated Math I/Integrated Math II recommended standards from CCSS Appendix A were removed. Then the targets were allocated appropriately to calculator and non-calculator segments based on how the items were field tested on grade 11. Last, the total number of items allocated to each claim and content category were updated to be proportional to the number of items on the grade 11 Smarter assessment.

The original Smarter grade 11 blueprint for mathematics can be found here:
http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/05/Math_Preliminary_-Blueprint-2014_04-30Final.pdf

We propose these blueprints for grades 9 and 10 mathematics summative assessments.

Table 2: Blueprint for **Mathematics Grade 9**

Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
1. Concepts and Procedures	Priority Cluster	D. Interpret the structure of expressions.	1, 2	0-3	0	15
		E. Write expressions in equivalent forms to solve problems.	1, 2			
		F. Perform arithmetic operations on polynomials.	2	0		
		G. Create equations that describe numbers or relationships.	1, 2	0-5		
		H. Understand solving equations as a process of reasoning and explain the reasoning.	1, 2			
		I. Solve equations and inequalities in one variable.	1, 2			
		J. Represent and solve equations and inequalities graphically.	1, 2	0-8		
		K. Understand the concept of a function and use function notation.	1, 2	0-8		
		L. Interpret functions that arise in applications in terms of a context.	1, 2	0-7		
		M. Analyze functions using different representations.	1, 2, 3			
		N. Build a function that models a relationship between two quantities.	2			

Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
	Supporting Cluster	O. Define trigonometric ratios and solve problems involving right triangles.	1, 2	0	0	5
		P. Summarize, represent, and interpret data on a single count or measurement variable.	2	1-3		
		A. Extend the properties of exponents to rational exponents.	1, 2	0		
		B. Use properties of rational and irrational numbers.	1, 2			
		C. Reason quantitatively and use units to solve problems.	1, 2	1-3		
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	1-2	3-4
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1		
	Modeling and Data Analysis (drawn across content domains)	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	1	2-3	5–6
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4	1		
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2	1		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems	3, 4	0		
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2	2-3	2	8
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4	3		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	2, 3, 4	1-2		

-- DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.
-- The CAT algorithm will be configured to ensure the following:
For Claim 1, each student will receive at least 7 CAT items at DOK 2 or higher.
For combined Claims 2 and 4, each student will receive at least 2 CAT items at DOK 3 or higher.
For Claim 3, each student will receive at least 2 CAT items at DOK 3 or higher.

Table 3: Blueprint for **Mathematics Grade 10**

Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
1. Concepts and Procedures	Priority Cluster	D. Interpret the structure of expressions.	1, 2	0-6	0	15
		E. Write expressions in equivalent forms to solve problems.	1, 2			
		F. Perform arithmetic operations on polynomials.	2	0-3		
		G. Create equations that describe numbers or relationships.	1, 2	0-6		
		H. Understand solving equations as a process of reasoning and explain the reasoning.	1, 2			
		I. Solve equations and inequalities in one variable.	1, 2			
		J. Represent and solve equations and inequalities graphically.	1, 2	0		
		K. Understand the concept of a function and use function notation.	1, 2	0		
		L. Interpret functions that arise in applications in terms of a context.	1, 2	0-7		
		M. Analyze functions using different representations.	1, 2, 3			
		N. Build a function that models a relationship between two quantities.	2			
	Supporting Cluster	O. Define trigonometric ratios and solve problems involving right triangles.	1, 2	2-4	0	5
		P. Summarize, represent, and interpret data on a single count or measurement variable.	2	0		
		A. Extend the properties of exponents to rational exponents.	1, 2	0-2		
		B. Use properties of rational and irrational numbers.	1, 2			
		C. Reason quantitatively and use units to solve problems.	1, 2	0		
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	1-2	3-4
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1		
	Modeling and Data Analysis (drawn across content domains)	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	1	2-3	5–6
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4	1		

Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2	1		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems	3, 4	0		
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2	2-3	2	8
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4	3		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	2, 3, 4	1-2		

-- DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.
-- The CAT algorithm will be configured to ensure the following:
For Claim 1, each student will receive at least 7 CAT items at DOK 2 or higher.
For combined Claims 2 and 4, each student will receive at least 2 CAT items at DOK 3 or higher.
For Claim 3, each student will receive at least 2 CAT items at DOK 3 or higher

Note that the blueprints above are preliminary and not final. They will be firmed up after AIR completes the simulations for the assessments.

Establishing Cut-Scores

There are several ways that cut-scores could be established for the common grades 9 and 10 tests. The most time-consuming, and expensive option would be to bring in a panel of standard setters and do a regular standard setting similar to the one done by Smarter Balanced. This could be done after the close of the testing window in 2015. The big disadvantage of this option is that scores in grades 9 and 10 could not be reported until after the standard-setting process was completed in June or July.

A second, more simple and immediate, way the cut-scores could be established would be to use a regression interpolation procedure and determine the cut-scores statistically. This is the approach taken in the results below.

AIR examined the cut-scores established by Smarter Balanced in a variety of ways. Several patterns were immediately obvious when examining the cut-scores in the vicinity of grade 9 and 10. These are show in Figures 1–3 for ELA/L and Figures 4–6 for mathematics.

Figure 1: ELA/L Level 2 Smarter Cut-Scores

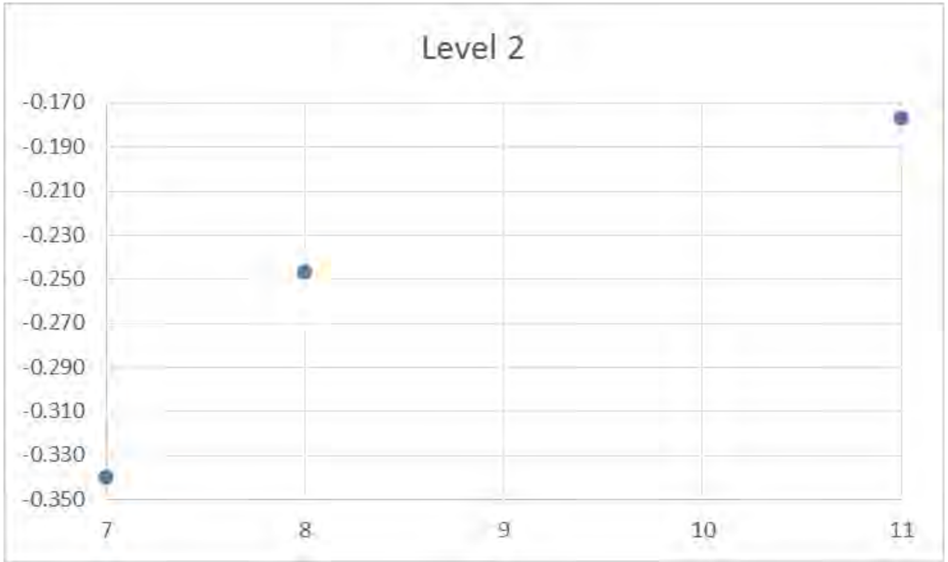


Figure 2: ELA/L Level 3 Smarter Cut-Scores

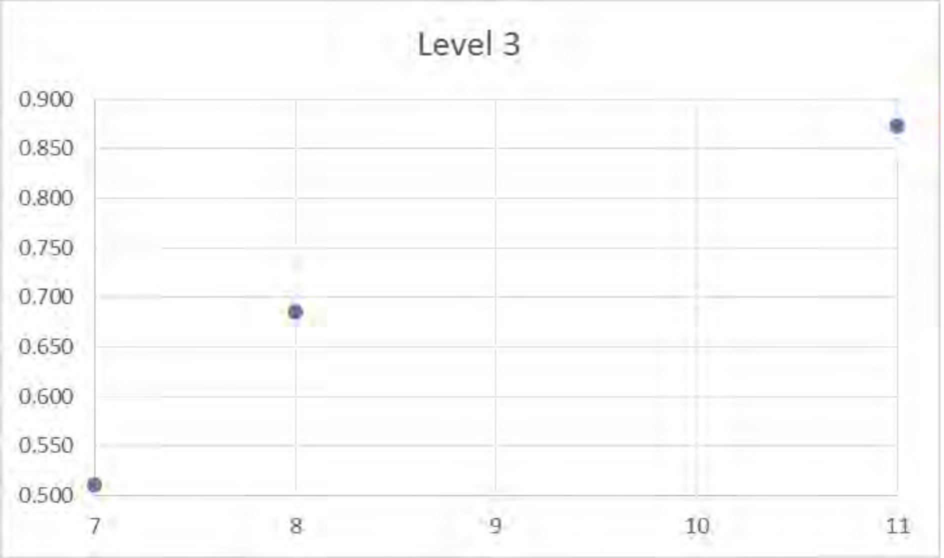


Figure 3: ELA/L Level 4 Smarter Cut-Scores

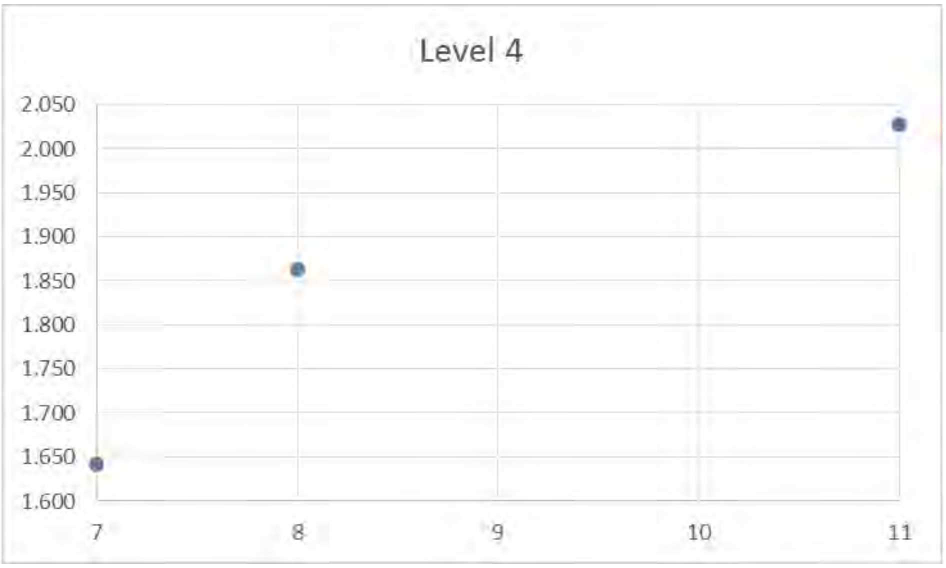


Figure 4: Mathematics Level 2 Smarter Cut-Scores

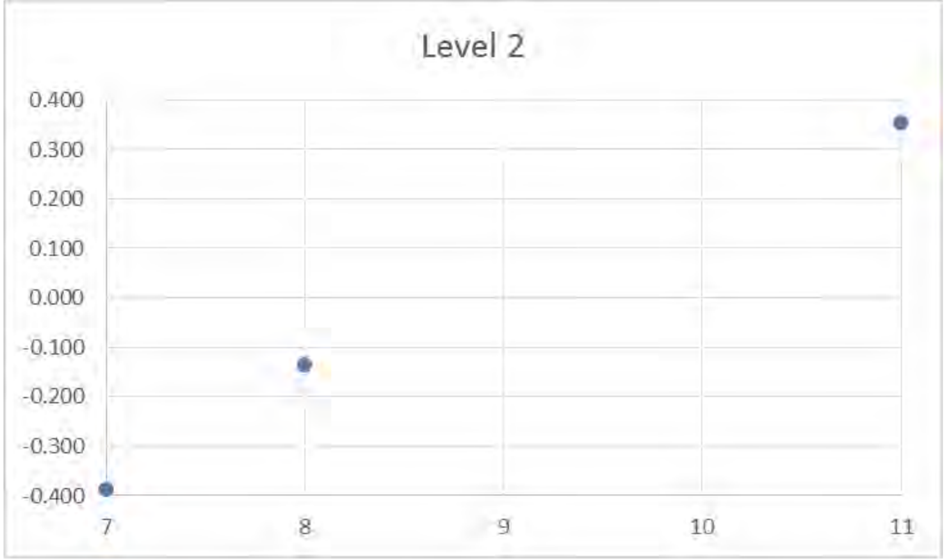


Figure 5: Mathematics Level 3 Smarter Cut-Scores

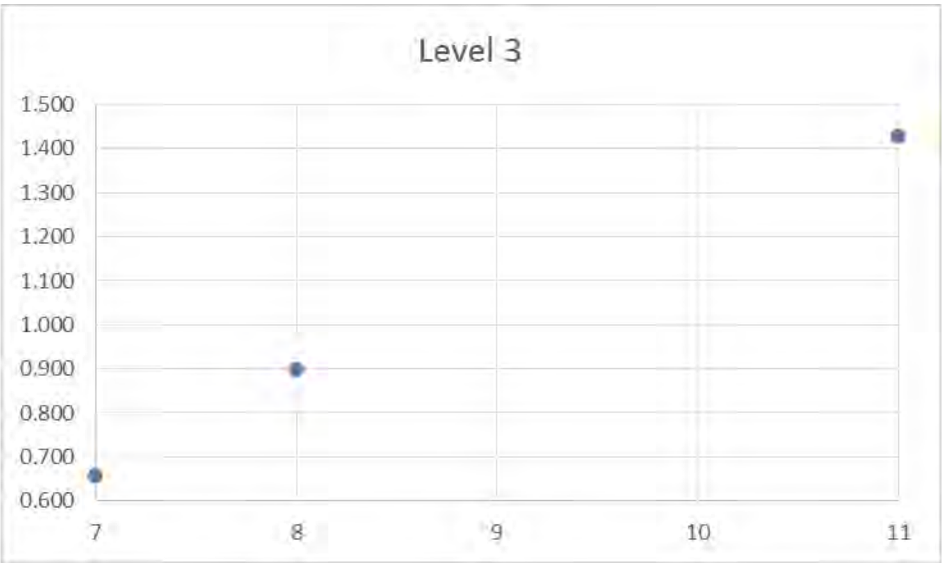
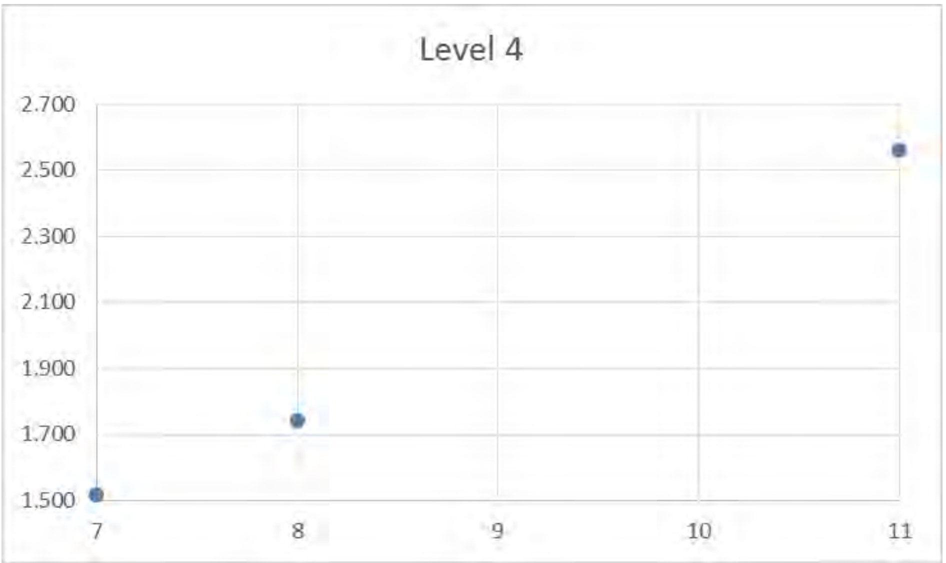


Figure 6: Mathematics Level 4 Smarter Cut-Scores



The obvious patterns in the graphs are that the cut-scores for ELA/L are curvilinear between grades 7 and 11, but the cut-scores for mathematics are linear. Therefore, in order to predict the cut-scores for grades 9 and 10 AIR used a curvilinear regression approach for ELA/L and a linear regression approach for mathematics. For ELA/L theta was converted to exp(theta). The predicted exp(theta) was converted back to the original theta metric by taking the log of predicted exp(theta). For mathematics, a simple linear regression using theta was used.

The sample sizes are listed in **Table 4**.

The sample sizes used in the regression analyses are listed in **Table 4**. Table 5 shows the values of cut-scores used in the regression for ELA/L, along with the slopes and intercepts of the regressions. Similarly, Table 6 shows the same results for mathematics. The percentage at and above for grades 9 and 10 was obtained from ETS. These percentages are based on the 2014 Smarter Balanced field-test vertical linking sample.

Table 4: Sample Sizes of Grades 9, 10, and 11 Students in Vertical Linking Sample

Sample Sizes in Vertical Linking Sample		
Grade	**ELA/L**	**Math**
09	7,714	12,016
10	11,924	14,342
11	31,019	21,250

Table 5: Cut-Scores for ELA/L

Anchoring Grade	Exp(theta)	Theta Cut	Percentage (%) at and above
Level 2			
07	0.712	-0.340	66
08	0.781	-0.247	71
11	0.838	-0.177	72
		Slope	0.028589
		Intercept	0.529122
Level 3			
07	1.665	0.510	38
08	1.984	0.685	41
11	2.392	0.872	41
		Slope	0.17107
		Intercept	0.530975
Level 4			
07	5.160	1.641	8
08	6.437	1.862	9
11	7.584	2.026	11
		Slope	0.554269
		Intercept	1.58987

Table 6: Cut-Scores for Mathematics

Anchoring Grade	Theta Cut	Percentage (%) at and above
Level 2		
07	-0.390	64
08	-0.137	62
11	0.354	59
	Slope	0.180846
	Intercept	-1.625
Level 3		
07	0.657	33
08	0.897	32
11	1.426	33
	Slope	0.188577
	Intercept	-0.641
Level 4		
07	1.515	13
08	1.741	13
11	2.561	11
	Slope	0.264231
	Intercept	-0.351

Table 7 shows the predicted cut-scores for grades 9 and 10 for ELA/L; Table 8 has the same information for mathematics. The scaled score cut-scores for grades 9 and 10 are bolded in both tables.

Table 7: Predicted Cut-Scores for ELA/L

ELA/L Predicted Cut-Scores				
Grade	**Predicted Theta Cut**	**Inverse Proportions**	**Theta Cuts**	**Scaled Score Cuts**
07	-0.316	65	-0.34	2479
08	-0.277	72	-0.247	2487
09	-0.240	68	-0.240	**2488**
10	-0.205	76	-0.205	**2491**
11	-0.170	72	-0.177	2493
07	0.547	37	0.51	2552
08	0.642	43	0.685	2567
09	0.728	38	0.728	**2571**
10	0.807	46	0.807	**2577**
11	0.881	40	0.872	2583
07	1.699	8	1.641	2649
08	1.796	10	1.862	2668
09	1.884	9	1.884	**2670**
10	1.965	13	1.965	**2677**
11	2.040	11	2.026	2682

Table 8: Predicted Cut-Scores for Mathematics

Mathematics Predicted Cut-Scores				
Grade	**Predicted Theta Cut**	**Inverse Proportions**	**Theta Cuts**	**SS Cuts**
07	-0.359	63	-0.39	2484
08	-0.178	63	-0.137	2504
09	0.003	56	0.003	**2515**
10	0.183	62	0.183	**2529**
11	0.364	59	0.354	2543
07	0.679	32	0.657	2567
08	0.868	33	0.897	2586
09	1.056	28	1.056	**2599**
10	1.245	33	1.245	**2614**
11	1.433	33	1.426	2628
07	1.499	13	1.515	2635
08	1.763	12	1.741	2653
09	2.027	9	2.027	**2676**
10	2.291	12	2.291	**2697**
11	2.556	11	2.561	2718

The scaled score-cuts were obtained by applying the scaled score linear transformations used by Smarter Balanced to convert thetas to scaled scores. The transformations are in Table 9.

Table 9: Scaled Score Transformations for Smarter Balanced

Sample Sizes in Vertical Linking Sample			
Subject	**Grade**	**Slope (a)**	**Intercept (b)**
ELA/L	3–8, HS	85.8	2508.2
Math	3–8, HS	79.3	2514.9

Lowest Observable Scaled Score (LOSS) and Highest Observable Scaled Score (HOSS) and Initial Ability Estimate

For reporting AIR would use the grade 11 lowest observable theta and highest observable theta (LOT/HOT) as well the lowest observable scaled score and highest observable scaled score (LOSS/HOSS) values. For ability estimation AIR would use the average ability of 2014 9th and 10th grade students as starting values. These are shown in Table 10. If approved by ID, WI and WV these values would be included in the Soring Specifications,

Table 10: LOSS/HOSS Values and Initial Ability Estimates

Subject	Grade	Min	Max	Average	Standard Dev	Theta Metric		Scale Score Metric	
						LOT	HOT	LOSS	HOSS
ELA	9	-2.4375	3.3392	0.3396	1.1536	-2.4375	3.3392	2299	2795
ELA	10	-2.4375	3.3392	0.6310	1.1747	-2.4375	3.3392	2299	2795
ELA	11	-2.4375	3.3392	0.5371	1.2025	-2.4375	3.3392	2299	2795
Math	9	-2.9564	4.3804	0.1791	1.4390	-2.9564	4.3804	2280	2862
Math	10	-2.9564	4.3804	0.5388	1.4978	-2.9564	4.3804	2280	2862
Math	11	-2.9564	4.3804	0.6696	1.5757	-2.9564	4.3804	2280	2862

Conclusions

As stated above, there are several ways that cut-scores could be established for the common grades 9 and 10 ELA/L and mathematics test that will be developed for Idaho, the U.S. Virgin Islands, and West Virginia. One way would be to wait for the closing of the testing window and use a standard-setting workshop panel to recommend standards. This would delay the reporting of grades 9 and 10 results until after the cut-scores were adopted.

An easier, and immediate, approach is to set the cut-scores through a statistical procedure. Such an approach is reported in this paper. The cut-scores look reasonable and are probably very close to what would be established if an actual workshop were used to recommend standards. The statistical approach relies on the assumption that the results of the 2014 Grade 9 and 10 vertical linking samples are comparable to the results that would have occurred if the 2014 Grade 9 and 10 tests had been administered according to the above blueprints.

If the three states accept the cut-scores presented above, the results can then be reported on an ongoing basis during the testing window.

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SUBJECT

The SAT and Student Data Privacy

REFERENCE

May 14, 2014	The State Board of Education authorized the sharing of confidential data for compliance with federal program audits.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code 33-133 – Student Data Accessibility and Accountability Act (Student Data Privacy Act) Idaho Administrative Code, IDAPA 08.02.03.105.03, Rules Governing Thoroughness

BACKGROUND/DISCUSSION

The Idaho State Department of Education (Department) sponsors and pays for the statewide 11th grade SAT School Day Administration each spring, and the Senior make-up administration(s) the following fall for eligible 12th graders. The SAT test is a standardized college entrance exam sponsored by the College Board. One of the requirements for high school graduation in the State of Idaho is taking a college entrance exam as an 11th grader, such as the SAT. (IDAPA 08.02.03.105.03).

The Department sponsored statewide SAT school day administration is scheduled for April 15, 2015. The SAT is a “paper and pencil test.” Online registration for the school day administration occurs each year during the months of February and March. At that time, students enter in their confidential information through the College Board student portal, to complete the test registration. On the day of the test, in order to match the student test form to the student registration information, students provide minimal confidential information and their registration number on the test form. This information is sent by school districts directly to the College Board.

The agreement regarding the SAT is between the Department and the College Board. The school districts do not have a contract with the College Board and are concerned they will violate the Student Data Privacy Act if they send confidential student data to the College Board. While students provide their own data to the College Board, they may do so by completing the online registration during the school day. Also, the schools forward to the College Board the student data provided by students on test day.

The Student Data Privacy Act, Idaho Code Section 33-133(3)(c)(iii) and (iv), allows a student to voluntarily participate in a program for which such a data transfer is a condition or requirement of participation, and allows the Department or Board to “share such data with a vendor to the extent it is necessary as part of a contract that governs databases, online services, assessments, special education or instructional.” The law also allows for the Board to approve data transfers. The Department has requested that the Board approve the school districts' transfer of student level data to the College Board for the purposes of administering the SAT, both on the spring SAT School Day Administration and for the senior make-up administration(s) the following fall.

IMPACT

If school districts cannot transfer the necessary data, students will be deprived of the opportunity to take the SAT test on April 15th, in order to meet the college entrance exam requirement. Any student who cannot participate in the state paid, school day opportunity, will have to pay for a national test administration on a Saturday, in a location that may take a considerable amount of time to get to, depending on the student's residence.

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-133, Idaho Code allows the Board or Department to share data with a vendor to the extent it is necessary as part of a contract or when a student voluntarily participates in a program for which data transfer is a condition of participation. The College Board is administering the SAT as part of the Department's contract with College Board. When the school districts help students to register for the SAT, the students are providing information to the Departments vendor, the College Board, they are doing so on behalf of the Department. Districts are concerned about their level of liability if they help students to register for the SAT as well as the administration of the SAT. While not required, Board approval will allay the districts' concerns.

BOARD ACTION

I move to authorize school districts and charter schools to share confidential student data contained on SAT exam with the College Board, as a vendor of the Department, to allow the College Board to administer the SAT.

Moved by __________ Seconded by __________ Carried Yes _____ No _____