

Contact: Diana Gonzalez

UNIVERSITY AND SPECIAL SCHOOLS STRATEGIC PLAN PROGRESS REPORTS

Action Requested: Receive the reports.

Executive Summary: The Regent universities and special schools submitted annual progress reports on their institutional strategic plans for Board review. Institutional leaders will provide oral progress reports. The institutions' progress reports are attached to this memo.

Background: Board Policy (§6.05) directs the Regent institutions to present annual progress reports on their institutional strategic plans. Board Policy indicates that the Board shall help establish institutional direction, and monitor and evaluate progress toward achieving strategic goals.

Annual progress reports are an opportunity for the Regent institutions to address the degree to which they have advanced the Board's own strategic objectives. Each university report also addresses the common academic indicators approved by the Board in February 2006:

- Racial/ethnic minority student enrollment by residence as a percentage of resident, non-resident¹, and total enrollment (fall data).
- Racial/ethnic minority tenured/tenure-track faculty as a percentage of total tenure/track-track faculty (fall data).
- Women tenured/tenure-track faculty as a percentage of total tenured/tenure-track faculty (fall data).
- One-year retention rate of new, direct-from-high school freshmen (fall data).
- Six-year graduation rates of new, direct-from-high school freshmen (fall data).
- Total sponsored funding by fiscal year, in millions of dollars (fiscal year data).
- Faculty salaries as compared to peer institutions (fall data).
- Three-year rolling average of annual royalties/license fee income (fiscal year data).

The Board's 2004-2009 strategic plan established the following priorities for the Board and its institutions:

- 1.0 Ensure high quality educational opportunities for students.
- 2.0 Discover new knowledge through research, scholarship, and creative activities.
- 3.0 Provide needed service and promote economic growth.
- 4.0 Demonstrate public accountability and effective stewardship of resources.

¹ Does not include international students because their race/ethnicity is not applicable.

INDICATORS OF PROGRESS 2005-2010

In each year of the 2005-2010 planning period, the University will look to the following 44 indicators to measure our progress toward achieving the aspiration and goals articulated in this strategic plan. These indicators, a combination of institutional targets and peer benchmark measures, are not intended to evaluate every initiative described in the plan. Nor are they intended to stand alone; we also will monitor a wide variety of other measures that are reported in annual governance reports to the Board of Regents, State of Iowa, and elsewhere. However, these indicators will provide an annual snapshot of our overall progress, institutional health, and competitiveness among our peers.

Undergraduate Education

	Indicator	Baseline/Target	Status – Spring 2008
1	ACT scores	Improve mean ACT score from 24.7 (fall 2004) to 26.5 (P)	25.1 (fall 2007)
2	One-year retention rate of new, direct-from-high-school students	Increase from 83.2% (2003 cohort) to 86.0% (P)	82.7% (2006 cohort)
3	Six-year graduation rate of new, direct-from-high-school students	Increase from 66.2% (1998 cohort) to 70.0% (P)	65.9% (2001 cohort)
4	Percent of undergraduates who utilize Pomerantz Career Center services	Calendar 2004: Increase number of registered internships from 985 to 1,350; increase number of advising appointments from 3,680 to 4,550; increase number of employer/ student interviews from 1,500 to 3,850; increase number of students attending career planning seminars from 1,250 to 1,650 (I)	Calendar 2007: Registered internships: 1,203 Advising appointments: 3,690 Employer/student interviews: 4,360 Number of students attending career planning seminars: 3,259
5	Study abroad participants	Increase undergraduate student participation from 689 students to 1,000 (I); increase graduate student participation from 271 to 475 (I) (FY04)	801 undergraduate students; 356 graduate students (FY07)

Indicator	Baseline/Target	Status – Spring 2008
6 Complete a comprehensive study of the undergraduate experience at Iowa	Committee report to recommend programmatic improvements (I)	Center for Research on Undergraduate Education has completed the Research on Iowa Student Experiences (RISE) project, and submitted its report. The report served as a primary data source for the yearlong self-study the UI conducted as part of the process of reaccreditation by the Higher Learning Commission (to be completed spring 2008). The self-study process has led to several recommendations for improving the undergraduate experience at UI.
7 Review collegiate general education requirements to ensure that all students receive a strong background in the arts and sciences	Committee report to recommend programmatic improvements (I)	A reassessment of the undergraduate core curriculum was integrated with the process of reaccreditation by the Higher Learning Commission. The College of Liberal Arts and Sciences has appointed a General Education Advisory Committee to study the organizational structure of the General Education Program and to assess its desired learning outcomes.
8 Create additional opportunities for students to engage in research, scholarship, and creative work	Inventory current efforts and develop plans for involving more students (I)	<ul style="list-style-type: none"> • Research Award Programs – 3 distinct programs, 2 newly developed • New undergraduate research web site (www.uiowa.edu/icru) • Undergraduate employment in research positions – 692 students involved • Undergraduate research for credit- 90 research courses serving over 900 students in individualized instruction • Research Events--Research in the Capitol, Spring Undergraduate Research Forum, Summer Undergraduate Research Conference
9 Number of First-Year Seminars	Increase from 13 (in 2004-05) to 50 sections per academic year (I)	47 (AY08)

Graduate and Professional Education and Research

	Indicator	Baseline/Target	Status – Spring 2008
10	Pass rates on qualifying, licensing, and certification exams	Maintain pass rates above national means in selected areas (P)	Pass rates above national means for Dentistry, Medicine, and Pharmacy professional licensing exams. The bar exam is given by state; pass rates for UI College of Law students above the mean for the state of Iowa.
11	Number of graduate students winning national fellowships or awards	30 awards in each of next five years (I)	54 (FY08)
12	Time to PhD degree	Decrease the average from 6.7 years (students graduated within five years, 1999-2004) to 6.4 years (I)	Students graduated within five years, 2002-2007: 6.6 years average
13	Total sponsored funding by fiscal year, in millions of dollars	Increase external funding 2.5% per year (P) (FY 04 total sponsored funding: \$332.6M)	4.8% (FY07 total sponsored funding: \$382M); average over two years (FY06 and FY07) about 3.2%
14	Sponsored research applications	Increase the number of annual external grant applications from 3,041 (FY04) to 3,200 (I)	3,263 (FY07)
15	Fellowships and scholarships	Increase to 10 the average number of national faculty fellowships and scholarships awarded per year (Guggenheim, Fulbright, NEA, and NEH) (I)	5 (FY08)
16	Graduate assistant salary and tuition scholarship levels	Increase to top third of peer group (P) (FY04: TA salary 7/11, RA salary 6/11)	TA Salary 3/11, RA Salary 4/11 (FY08)
17	Graduate fellowships and scholarships	Redeploy block allocation to support the recruitment of higher quality graduate students (I)	FY08 is the third year of the three year process of redeploying the block allocation. This reallocation process has resulted in the establishment of three new fellowship programs to encourage and reward retention and degree completion efforts. The reallocation process has also resulted in an increase in the number of fellowships offered for recruitment, and allowed maintenance of the competitive stipends.

Diversity

Indicator		Baseline/Target	Status – Spring 2008
18	Climate measures reported in regular campuswide survey	Establish benchmark and target after the completion of the campuswide survey (I)	The Office of Equal Opportunity and Diversity, after reviewing the results of the student diversity climate surveys and considering other data, has proposed that the UI retain its current diversity-related indicators, undertake steps to eliminate differences in how majority and minority students experience the UI, and regularly survey students to monitor progress.
19	Racial/ethnic minority student enrollment as a percentage of total enrollment	Increase from 8.7% (fall 2003) to 10.9% (P)	9.3% (fall 2007)
20	International student enrollment as a percentage of total enrollment	Increase from 7.0% (fall 2004) to 9.0% (I)	6.5% (fall 2007)
21	Racial/ethnic minority tenured/tenure track faculty as a percentage of total tenured/tenure track faculty	Increase from 13.6% (fall 2003) to 16.0% (P)	17.1% (fall 2007)
22	Women tenured/tenure track faculty as a percentage of total tenured/tenure track faculty	Increase from 27.7% (fall 2003) to 32.0% (P)	29.1% (fall 2007)
23	Women in executive positions	Increase from 32.1% (fall 2003) to 37.0% (I)	37.0% (fall 2007)
24	Racial/ethnic minorities in executive positions	Increase from 6.7% (fall 2003) to 8.0% (I)	7.1% (fall 2007)
25	Racial/ethnic minority P&S staff as a percentage of total P&S staff	Increase from 6.5% (fall 2003) to 7.5% (I)	6.6% (fall 2007)
26	Undergraduate racial/ethnic minority student first-year retention rate	Increase from 79.4% (2003 cohort) to 85.2% (I)	80.9% (2006 cohort)

	Indicator	Baseline/Target	Status – Spring 2008
27	Central support of diversity hires through the Faculty Diversity Opportunities Program (FDOP)	Increase budget pool from \$800,000 (FY05) to \$1,300,000 (I)	\$1,487,498 (FY08)

Vitality

	Indicator	Baseline/Target	Status – Spring 2008
28	Faculty salaries as compared to peer institutions	Increase nonclinical tenured/tenure track faculty salaries to top third of peer group (10 of 11 in 2004-05) (P); increase clinical medicine faculty salaries to 50 th percentile in AAMC (P)	Nonclinical: 8 of 11 (FY08)* Clinical: 41st percentile (revised FY07 – FY08 TBD) *Based on a preliminary look at salary data collected by the American Association of University Professors (AAUP) and estimated FY08 increments provided by UI and peer institutions
29	P&S salaries	Monitor salaries of P&S employees at CIC institutions on an annual basis. Make determinations annually related to the competitiveness of UI P&S salaries. (P)	Percent above the mean for UI nonorganized P&S salaries when compared primarily to the Big Ten: 3.2% (FY06)
30	Association of Research Libraries (ARL) rank among public research universities	Maintain top 15 ranking among public research libraries (P) (Baseline: ranked 14 th in 2003)	21 st (2006)
31	Total gift productivity	Increase annual total gift productivity through the UI Foundation from \$144.5 million (5-year average, 2000-2004) to \$200.0 million (I)	\$159.8M (5-year average, 2003-2007)

Indicator	Baseline/Target	Status – Spring 2008
32 Space needs assessment and allocation policies	Create comprehensive plans and policies to assure optimum use of existing and new space (I)	With new assessment and visualization technology, Facilities Management is updating records for the 27 buildings that house substantial amounts of externally-funded research. Architectural plans are now complete for 17 of those. This upgrade of data is fundamental to calculations of research productivity per square footage. An omnibus classroom committee has brought a new, user-based support and governance structure to classroom use. Classroom scheduling, maintenance, and IT support are among the issues that fall within the purview of this new committee.
33 Health risk assessment	50% participation of faculty and staff in survey (I); 50% participation of identified at-risk individuals in campus health programs (I)	53.0% participation of faculty and staff in survey (2007); 19.0% participation of at-risk individuals in campus health programs (2007)
34 Faculty/staff participation in development and leadership programs	Increase annual enrollment in programs from 9,300 (FY03) to 10,250 (I)	11,447 (FY07)
35 Percent of employees receiving annual performance reviews	Increase from 85.0% (FY03) to 100.0% (I)	95.2% (FY07)
36 Administrative transformation	Conduct six reviews per year during first three years of planning period (I)	15 (FY08)
37 Deferred maintenance and safety improvements	Reallocate \$1 for every \$2 in new capital appropriations received to address critical deferred maintenance and safety improvement needs (I)	In FY 2008, the state of Iowa committed approximately \$9M in new Academic Building Revenue Bond authority for deferred maintenance that will help elevate the overall condition of the existing facilities. The bond proceeds will not be available until FY 2009 or FY 2010. The University increased its General Education Fund support for building renewal and safety funding by \$1.25M in FY 2008. The University is committed to dedicating funding for building renewal equal to 1.5% of the replacement value of all new facilities.
38 Gender equity	Appoint committee to study gender equity and develop action plan if deficiencies are found (I)	UI has implemented or is in process of implementing many of the recommendations of the Gender Equity Task Force, including:

Indicator	Baseline/Target	Status – Spring 2008
		<ul style="list-style-type: none"> • Modified the University policy on extension of the probationary period for new parents • Modified the University policy on the length of the probationary period for clinically active faculty in the Colleges of Medicine and Dentistry; • Developed funding guidelines and increased the amount of funds available for support of dual academic couple hires; • Developed a policy allowing new faculty parents to request one semester of modified duties in the year following the birth or adoption of a child; • Hired a full time professional staff person in the Office of the Provost to oversee faculty career and leadership development programs; • Developing a centralized mentoring website and formalized mentoring workshops for mentors and mentees; • Established peer mentoring network events for new and junior female faculty and faculty of color; • Beginning in AY 2009, will conduct a biannual salary equity survey as recommended in the 2005 salary study.
39 Arts and humanities initiatives	Revisit the recommendations of the 1997 Task Force on the Arts and Humanities; implement the campus dialog on the humanities envisioned in the AAU’s 2004 report, “Reinvigorating the Humanities” (I)	Two exhibits celebrated the Writing University: one at the Main Library and the other at the Old Capitol Museum. Plans proceeded for renovation of Writers’ House: residence/work space for four postgraduate writing fellows, and performance space for undergraduate writers. The English Department and writing programs hired a new director of undergraduate creative writing and the new undergraduate writing track now approved by CLAS Faculty Assembly.

Engagement

	Indicator	Baseline/Target	Status – Spring 2008
40	UI contributions to external community	Develop recognition program for faculty, staff, and students who make significant external contributions (I)	Created President’s Award for State Outreach and Public Engagement – 19 awarded to date (6 for the 2004-05 academic year, 4 for the 2005-06 academic year, 9 for the 2006-07 academic year)
41	Number of students participating in cooperative education, community internship, service learning, and volunteer programs	Increase service learning course enrollment to 1,000 (I); increase number of student volunteers to 2,000 (I)	<p>Service learning course enrollment: In spring 2008 the Center for Teaching is developing a survey to collect information about student enrollment and participation in service learning courses. The University also is considering options for identifying service learning courses within the Registrar’s course database so that enrollment in these courses can be tallied more efficiently. Given that additional service learning courses have been developed since the spring 2007 report, UI expects that service learning course enrollments have increased from the 1,273 enrollments reported last year. In addition, UI faculty continue to broaden the types of service learning courses offered.</p> <p>Student volunteers: 2,592* (FY08). *Estimated number of 10,000 Hours Show participants, as a proxy measure. This year, the UI Civic Engagement Program (CEP) created an online survey to assist with tracking student volunteer activities during 2007-08. The information collected by the survey will contribute to institutional data needed for evaluating engagement goals and will also be used in applications for state and national awards and honors for The University of Iowa. Survey questions are based on typical requests for information from the Corporation for National and Community Service (CNCS) and Iowa Campus Compact (IACC).</p> <p>Other indicators of student engagement include:</p> <ul style="list-style-type: none"> Participation in the Martin Luther King, Jr. Day of Service almost doubled from 2007 (65 student, faculty, and staff

Indicator	Baseline/Target	Status – Spring 2008
		<p>volunteers at 7 service sites) to 2008 (125 student, faculty, and staff volunteers at 14 service sites)</p> <ul style="list-style-type: none"> • UI added an additional national day of service in fall 2007: Make a Difference Day, which inspired 135 volunteers (mostly students) to participate in service activities • The CEP launched an environmental initiative— Environmental Impact . . . go green Iowa!—and developed an informational website http://www.uiowa.edu/~gogreen to support and sustain the environmental theme for a period of at least three years.
42 Patient satisfaction rating	Improve outpatient mean score from 4.35 (FY02) to 4.50 (scale = 5.00) (I); improve inpatient mean score from 86.8 (FY02) to 90.0 (scale=100.0) (I)	Outpatient survey instrument changed in FY06 to a 100.0 scale; outpatient mean score 89.1 on “care received during visit” (FY07); Inpatient mean score 87.7 on “overall rating of care given” (FY07)
43 Number of options and licenses of UI intellectual property	Increase from 42 (FY03) to 75 (I)	34 (FY07)

Indicator	Baseline/Target	Status – Spring 2008
<p>44 Tracking outreach and economic development efforts</p>	<p>Collect information on all outreach and economic development efforts and set targets (I)</p>	<p>Economic development activities are now gathered within the initiative called IOWA Centers for Enterprise. The team involved in this initiative has developed the following indicators related to success in the general areas of intellectual property promotion, new business development, existing business support, community support, and workforce and entrepreneurship development.</p> <ul style="list-style-type: none"> • Indicator #1: Construct and begin operations of a life sciences “wet laboratory” business incubator by 2009. Status: Design development almost complete; construction expected to begin early November 2008 with completion late October 2009. • Indicator #2: Attract, retain or expand (by at least 25% GSF) one to two companies per year at Oakdale Research Park. Status: One company attracted (NGI) and one retained (LMS CADSI) in FY 2007; in FY 2008 to date, one company attracted (Noel-Levitz) and one company in lease negotiations (Ophtherion). • Indicator #3: Attract two to three companies per year to the business incubator at Oakdale Research Park. Status: Five companies attracted to the incubator in FY 2007 (ASL Analytical, Soligence Corporation, KemPharm, Thomas Group, and JL MediTech). In FY 2008 to date, two companies attracted (UIQI2 and Bio::Neos).

(P) = Peer Benchmark
(I) = Internal Target

Forward thinking. The Iowa State University 2005-2010 Strategic Plan

April 2008 Progress Report

Regents Common Academic Indicators

1, 2 Enrollment - Headcount	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	Goal
Undergraduate - Fall	19,941	20,100	20,717	21,035	21,503	22,087	23,060	22,999	22,230	21,354	20,732	20,440	21,004	20,500
<i>% of goal</i>	97%	98%	101%	103%	105%	108%	112%	112%	108%	104%	101%	100%	102%	
Graduate & Professional - Fall	4,732	4,799	4,667	4,550	4,607	4,758	4,763	4,899	5,150	5,026	5,009	5,022	5,156	5,500
<i>% of goal</i>	86%	87%	85%	83%	84%	87%	87%	89%	94%	91%	91%	91%	94%	
All Students - Fall	24,673	24,899	25,384	25,585	26,110	26,845	27,823	27,898	27,380	26,380	25,741	25,462	26,160	26,000
<i>% of goal</i>	95%	96%	98%	98%	100%	103%	107%	107%	105%	101%	99%	98%	101%	

The university's goal is to enroll 20,500 undergraduate students and 5,500 professional and graduate students for a total enrollment of 26,000. This target balances the realities of declining enrollment of international students at universities across the United States and a decline in the number students graduating from Iowa high schools with continual improvements in initiatives to recruit new students and increase existing students' success.

3 U.S. Students of Color	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	Goal
Percent of Total Fall Enrollment	7.4%	7.6%	7.4%	7.3%	7.3%	7.3%	7.7%	8.1%	8.4%	8.5%	9.0%	9.2%	9.3%	10.0%
<i>% of goal</i>	74%	76%	74%	73%	73%	73%	77%	81%	84%	85%	90%	92%	93%	

Students of color as a percentage of the total enrollment (minus international students) has steadily increased over the past five years. The university is resolute in its desire to continue this trend and has set a goal of 10.0%. "U.S. Students of Color" includes students who are U.S. citizens, immigrants, or refugees who have identified themselves as African American, American Indian/Alaskan Native, Asian/Pacific Islander, or Hispanic.

4 Tenured & Tenure Eligible Faculty	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	Goal
Total FTE T/TE Faculty, October Payroll	1,413	1,405	1,405	1,392	1,376	1,377	1,351	1,318	1,331	1,305	1,317	1,278	1,254	1,400
<i>% of goal</i>	101%	100%	100%	99%	98%	98%	97%	94%	95%	93%	94%	91%	90%	

The number of tenured and tenure-eligible faculty has decreased over the years resulting in higher than optimal student-to-faculty ratios. The goal of 1,400 tenured/tenure-eligible faculty coupled with an overall enrollment of 26,000 would bring the student-to-faculty ratio back into proper alignment.

5 Faculty of Color	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	Goal
Percent of FT T/TE Faculty, October Payroll	10.0%	na	11.5%	na	11.9%	na	13.8%	na	13.9%	14.1%	18.3%	17.5%	17.5%	18.0%
<i>% of goal</i>	56%		64%		66%		77%		77%	78%	102%	97%	97%	

Faculty diversity, as measured by the percent of faculty who are faculty of color, is the same as last year after increasing the previous five years. The university remains resolute in its commitment to increase the diversity of its faculty and has set five year goals of increasing the percentage of tenured/tenure-eligible faculty who are faculty of color to 18%.

6 Women Faculty	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	Goal
Percent of FT T/TE Faculty, October Payroll	20.6%	na	23.1%	na	24.9%	na	25.9%	na	26.4%	26.8%	27.6%	27.9%	27.9%	33.0%
<i>% of goal</i>	62%		70%		75%		78%		80%	81%	84%	85%	85%	

Faculty diversity, as measured by the percent of faculty who are women is the same as last year, but had increased during the previous five years. The university remains resolute in its commitment to increase the diversity of its faculty and has set five year goals of increasing the percentage of tenured/tenure-eligible faculty who are women to 33%.

Forward thinking. The Iowa State University 2005-2010 Strategic Plan

April 2008 Progress Report

Regents Common Academic Indicators

7 One-Year Retention Rate	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Goal
First Time Freshmen (Total), Summer & Fall Entry, Percent Who Returned for Second Year - Entry Fall	81.5%	81.5%	82.8%	83.6%	84.4%	85.1%	83.7%	83.4%	84.2%	84.7%	85.8%	83.4%	84.9%	90.0%
<i>% of goal</i>	91%	91%	92%	93%	94%	95%	93%	93%	94%	94%	95%	93%	94%	
First Time Freshmen (Students of Color), Summer & Fall Entry, Percent Who Returned for Second Year - Entry Fall	78.2%	81.0%	74.5%	82.4%	83.9%	83.9%	85.5%	82.9%	80.9%	84.9%	84.7%	83.6%	82.7%	90.0%
<i>% of goal</i>	87%	90%	83%	92%	93%	93%	95%	92%	90%	94%	94%	93%	92%	

Considerable progress has been made on increasing the number for freshmen who return for their second year. The five-year target is to have 90% of all freshmen regardless of background return for the second year.

8 Six-Year Graduation Rate	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	Goal
First Time Freshmen (Total), Summer & Fall Entry, Percent Who Graduated in Six Years - Entry Fall	61.6%	60.0%	60.1%	61.1%	60.4%	62.4%	63.7%	65.3%	65.7%	66.5%	68.0%	65.8%	65.6%	72.0%
<i>% of goal</i>	86%	83%	83%	85%	84%	87%	88%	91%	91%	92%	94%	91%	91%	
First Time Freshmen (Students of Color), Summer & Fall Entry, Percent Who Graduated in Six Years - Entry Fall	45.7%	40.0%	40.4%	38.6%	40.7%	51.3%	49.2%	48.2%	55.4%	48.0%	56.5%	55.2%	55.6%	72.0%
<i>% of goal</i>	63%	56%	56%	54%	57%	71%	68%	67%	77%	67%	78%	77%	77%	

Steady progress has been made on increasing the percentage of undergraduate students who graduate in six years, although there is a slight decrease in recent years. The university has set a goal of having 72% of all undergraduate students regardless of background receive a degree before or by the end of their sixth year.

9 Student-to-Faculty Ratio	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	Goal
Fall FTE Enrollment : Total FTE Faculty, October Payroll	14.3	13.7	16.0	16.2	16.3	15.6	15.5	14.8	14.8	15.8	15.0

The ratio of students-to-faculty is larger than optimal resulting in larger class sizes and less faculty time available per student. The university is making a concerted effort to increase the number of faculty thus reducing the ratio to 15:1 by 2010. This measure includes all faculty not just tenured and tenure/eligible faculty.

10 Class Size - Under 50	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	Goal
Percent of All Class Sections - Fall	81.7%	82.7%	81.2%	78.7%	79.0%	80.6%	79.8%	83.0%	83.6%	82.8%	85.0%
<i>% of goal</i>	96%	97%	96%	93%	93%	95%	94%	98%	98%	97%	

Faculty-student interaction is at the heart of a university education and the quality of these interactions is often enhanced by smaller classes. The university has a goal of increasing the percent of classes geared for fewer than 50 students to 85% as a means of continuing to improve the quality of the education students receive.

Forward thinking. The Iowa State University 2005-2010 Strategic Plan

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Regents Common Academic Indicators

11 Class Size - Under 20	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	Goal
Percent of All Class Sections - Fall	31.9%	36.8%	36.0%	32.8%	35.1%	35.4%	33.0%	36.1%	37.7%	35.4%	40.0%
<i>% of goal</i>	<i>80%</i>	<i>92%</i>	<i>90%</i>	<i>82%</i>	<i>88%</i>	<i>89%</i>	<i>83%</i>	<i>90%</i>	<i>94%</i>	<i>89%</i>	

Faculty-student interaction is at the heart of a university education and the quality of these interactions is often enhanced by smaller classes. The university has a goal of increasing the percent of classes geared for fewer than 20 students to 40% as a means of continuing to improve the quality of the education students receive.

Items 12 - 16 are from the National Survey of Student Engagement (NSSE). NSSE annually assesses the extent to which undergraduate students are involved in educational practices empirically linked to high levels of learning and development. In an effort to make it easier for people on and off campus to talk productively about student engagement and its importance to student learning, collegiate quality, and instructional improvement, NSSE created five clusters of measures or benchmarks of effective educational practice:

- Level of academic challenge,
- Active and collaborative learning,
- Student-faculty interactions,
- Enriching educational experiences, and
- Supportive campus environment.

Each year, approximately 200,000 students at 650 four-year colleges and universities participate in NSSE. Iowa State's targets for each of the five NSSE benchmarks have been set just above the mean score achieved at doctoral-extensive universities who participated in the survey. A brief explanatory note accompanies each of the benchmarks.

12 Academic Challenge: NSSE	2001	2002	2003	2004	2005	2006	2007	Goal
Seniors - 100 Points Possible - Fall Report	50	52	51	na	52	52	52	55
<i>% of goal</i>	<i>91%</i>	<i>95%</i>	<i>93%</i>		<i>95%</i>	<i>95%</i>	<i>95%</i>	

Challenging intellectual and creative work is central to student learning and collegiate quality. College and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student involvement. This benchmark measures senior students' perception of the extent to which Iowa State is an academically challenging university.

13 Active & Collaborative Learning: NSSE	2001	2002	2003	2004	2005	2006	2007	Goal
Seniors - 100 Points Possible - Fall Report	46	46	45	na	47	47	48	49
<i>% of goal</i>	<i>94%</i>	<i>94%</i>	<i>92%</i>		<i>96%</i>	<i>96%</i>	<i>98%</i>	

Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily, during and after college. This benchmark measures senior students' perception of the extent to which Iowa State has engaged them in active and collaborative learning experiences.

14 Student-Faculty Interaction: NSSE	2001	2002	2003	2004	2005	2006	2007	Goal
Seniors - 100 Points Possible - Fall Report	39	41	39	na	41	40	41	41
<i>% of goal</i>	<i>95%</i>	<i>100%</i>	<i>95%</i>		<i>100%</i>	<i>98%</i>	<i>100%</i>	

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning. This benchmark measures senior students' perception of the quality of their interactions with Iowa State faculty members.

Forward thinking. The Iowa State University 2005-2010 Strategic Plan

April 2008 Progress Report

Regents Common Academic Indicators

15 Enriching Education: NSSE

	2005	2006	2007	Goal
Seniors - 100 Point Possible - Fall Report	39	39	41	41
<i>% of goal</i>	95%	95%	100%	

Complementary learning opportunities inside and outside the classroom augment academic programs. Experiencing diversity teaches students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior cap-stone courses provide opportunities to integrate and apply knowledge. This benchmark measures senior students' perception of the richness of the learning environments and opportunities available at Iowa State University. NSSE significantly reworked this cluster making comparisons with data collected in previous years impossible. Thus, data is only shown for 2005 through 2007.

16 Supportive Campus Environment: NSSE

	2001	2002	2003	2004	2005	2006	2007	Goal
Seniors - 100 Points Possible - Fall Report	52	55	55	na	53	54	56	55
<i>% of goal</i>	95%	100%	100%		96%	98%	102%	

Students perform better and are more satisfied at colleges that are committed to their success and that cultivate positive working and social relations among different groups on campus. This benchmark measures senior students' perception of the extent to which Iowa State is a supportive campus.

17 Sponsored Funding Awards

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	Goal
Millions of Dollars - Fiscal Year	\$168.9	\$142.9	\$185.5	\$156.2	\$199.2	\$211.2	\$217.7	\$225.4	\$230.4	\$274.2	\$286.9	\$279.7	\$272.0	\$300.0
<i>% of goal</i>	56%	48%	62%	52%	66%	70%	73%	75%	77%	91%	96%	93%	91%	

Sponsored funding reflects the level of the university's funded research and scholarly activity. Sponsored funding at Iowa State University had grown steadily the previous five years with a slight decrease in 2006 and 2007. The university expects this level of funding to increase as it recruits and retains outstanding faculty. The 2010 goal is \$300 million per year in sponsored funding.

18 Faculty Articles and Citations

	1998-2002	1999-2003	2000-2004	2001-2005	2002-2006	Goal
Total Articles Published by ISU Faculty - Rolling 5 Year Average	7,719	8,003	8,288	8,628	8,934	9,000
<i>% of goal</i>	86%	89%	92%	96%	99%	
Total Citations of Articles Published by ISU Faculty - Rolling 5 Year Average	36,780	39,266	43,465	46,469	48,513	50,000
<i>% of goal</i>	74%	79%	87%	93%	97%	

Another measure of the quality and impact of faculty scholarship is the extent to which it is cited by other scholars. Thompson Scientific is a comprehensive source of data on citations and publications. Their Institute for Scientific Information (ISI) Database contains counts of citations taken from over 8,500 peer-reviewed journals: 5,500 in sciences, 1,800 in social sciences, and 1,200 in arts and humanities. Both articles and citations have been steadily increasing and 2010 goals are set at 9,000 and 50,000, respectively.

19 Doctoral Degrees Awarded

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	Goal
Total Degrees Awarded - Academic Year	318	287	255	300	257	238	232	239	228	228	246	281	296	275
<i>% of goal</i>	116%	104%	93%	109%	93%	87%	84%	87%	83%	83%	89%	102%	108%	

The doctorate is the highest degree offered by most disciplines and represents subject mastery. The number of doctoral degrees awarded is a measure of both students' attraction to the university based on the quality of its programs and the university's ability to mentor and support students while providing them with the most advanced level of higher education. The five year goal was to increase the number of doctorates awarded to 275 per year. That goal was surpassed in 2006.

Forward thinking. The Iowa State University 2005-2010 Strategic Plan

April 2008 Progress Report

Regents Common Academic Indicators

20 Faculty Salaries	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	Goal
Comparative Index - Percent of Peer Mean	101%	101%	99%	100%	99%	99%	98%	97%	96%	96%	95%	95%	94%	102%
<i>% of goal</i>	99%	99%	97%	98%	97%	97%	96%	95%	94%	94%	93%	93%	92%	

While not a direct measure of program quality, competitive faculty salaries are critical to attracting and retaining outstanding faculty. As such, it is important to monitor and improve salary competitiveness as compared to peer universities. Data for this performance indicator is derived from the AAUDE (Association of American University's Data Exchange). Iowa State's goal is to increase faculty salaries to 102% of the peer mean which would bring faculty salaries to the 66th percentile of the university's peer group. 100% equals the peer mean. ISU faculty salaries have become less competitive over the years.

21 Royalties/License Fee Income	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	Goal
Millions of Dollars - Rolling 3 Year Average	\$4.9	\$4.5	\$2.7	\$2.9	\$5.9	\$7.5	\$7.2	\$4.8	\$5.2	\$7.0	\$10.0
<i>% of goal</i>	49%	45%	27%	29%	59%	75%	72%	48%	52%	70%	

Iowa State is one of the most successful universities in applying new technologies in ways that benefit society. The university has set a goal of increasing the income from royalties and license fees to \$10 million by 2010.

22 Iowan Served by ISU Extension	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	Goal
Total People Served - Fiscal Year	377,036	353,361	468,043	499,537	727,370	657,316	665,354	766,268	757,852	754,546	795,667	871,067	800,000
	47.1%	44.2%	58.5%	62.4%	90.9%	82.2%	83.2%	95.8%	94.7%	94.3%	99.5%	108.9%	

"Iowan's Served" measures the number of contacts made by University Extension with Iowa's citizens while providing information, services, and programs that benefit youth, families, adults, businesses, and organizations. The university has set a goal of making 800,000 such contacts per year by 2010. The latest figure has surpassed that goal.

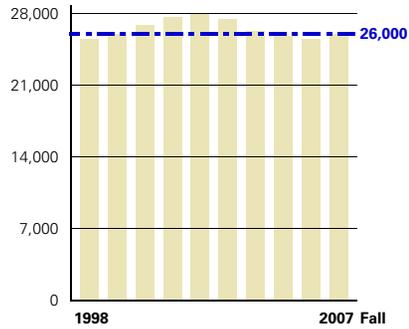
23 University Life Survey	2007	Goal
ISU is a great place to learn (<i>agree or strongly agree</i>)--all respondents	86.5%	
ISU is a great place to work (<i>agree or strongly agree</i>)--faculty and staff	75.6%	

The university recently completed a faculty/staff survey that will assist the university in assessing the quality of the working environment that exists and gaining insights into needed improvements. A clear majority of respondents agreed or strongly agreed that ISU is great place to learn (86.5%) and that ISU is a great place to work (75.6%).

24 Financial Need Met	2003	2004	2005	2006	Goal
Percentage of Total Student Financial Aid Funded by ISU	85.0%	85.5%	83.8%	86.0%	100%

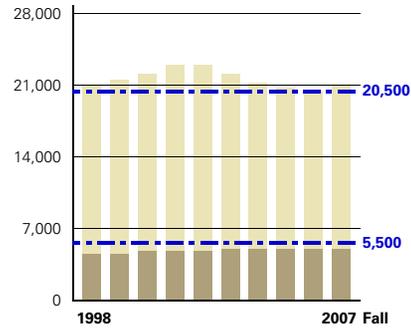
The Board of Regents included "Financial Need" in its set of common indicators to be reported by each Regent university. The percentage reported for the first time in 2004 is the proportion of total financial need for all students (as defined by the Free Application for Federal Student Aid) that Iowa State University funded through scholarships and grants.

Targets are shown in blue



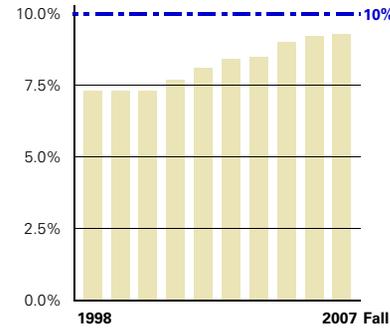
1 Enrollment - Headcount

All students



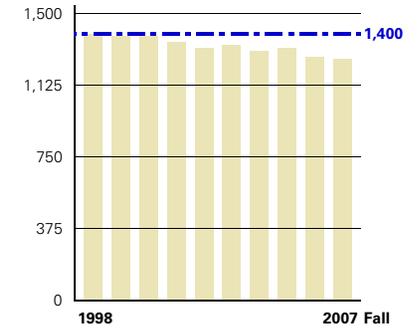
2 Enrollment - Headcount

Undergraduate target: 20,500 (light color)
Graduate & Prof. target: 5,500 (dark color)



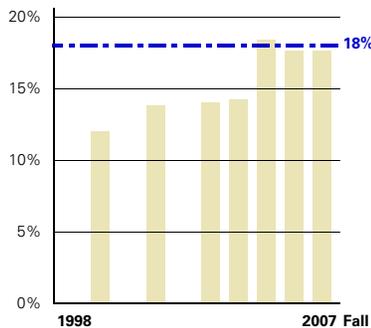
3 U.S. Students of Color

Percent of total enrollment
African American, American Indian/Alaskan
Native, Asian/Pacific Islander, & Hispanic



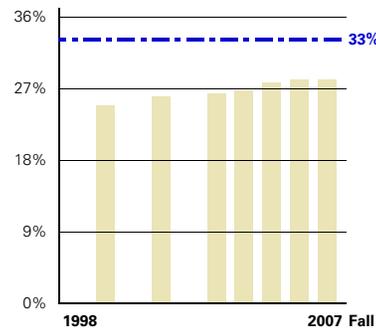
4 Tenured & Tenure Eligible Faculty

Full time equivalent



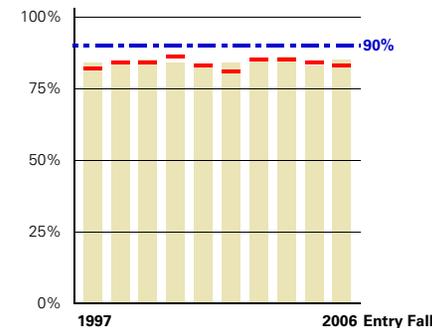
5 Faculty of Color

Percent of Tenured & Tenure Eligible Faculty
African American, American Indian/Alaskan
Native, Asian/Pacific Islander, & Hispanic



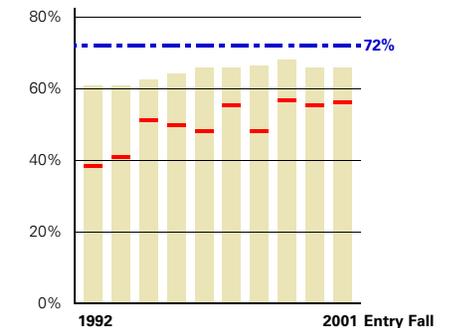
6 Women Faculty

Percent of Tenured & Tenure Eligible Faculty



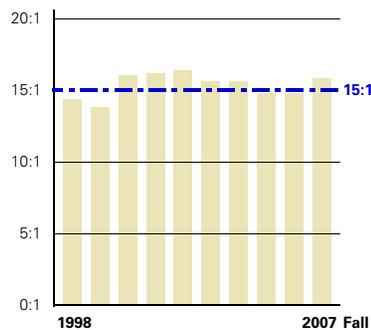
7 One-Year Retention Rate

Direct from high school undergraduates
All students (light color)
Students of color (red lines)



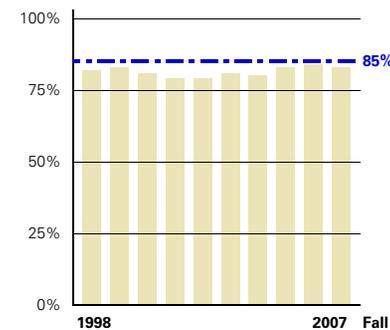
8 Six-Year Graduation Rate

Direct from high school undergraduates
All students (light color)
Students of color (red lines)



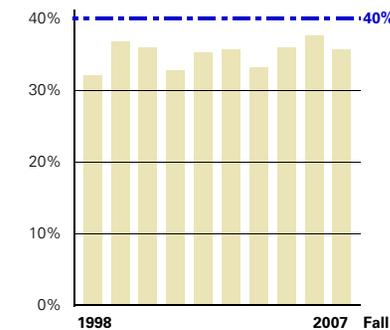
9 Student-to-Faculty Ratio

All full time equivalent students
All full time equivalent instructional faculty



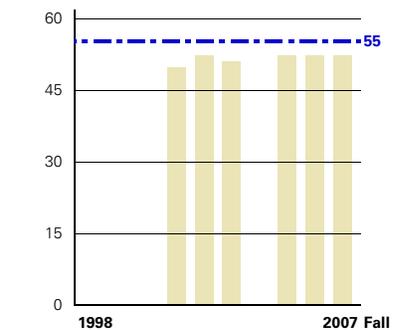
10 Class Size - Under 50

Percent of total class sections



11 Class Size - Under 20

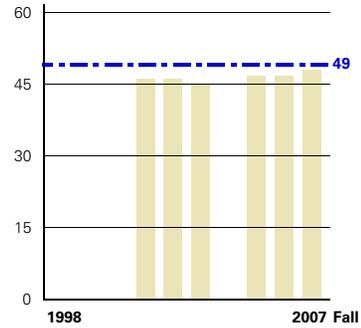
Percent of total class sections



12 Academic Challenge

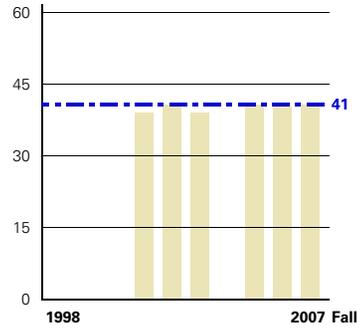
Summary score from the National Survey of
Student Engagement

Targets are shown in blue



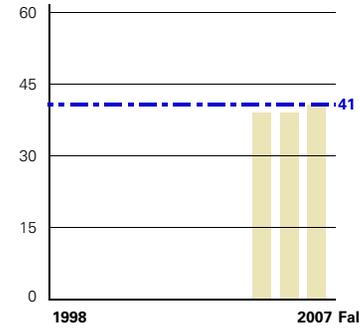
13 Active & Collaborative Learning

Summary score from the National Survey of Student Engagement



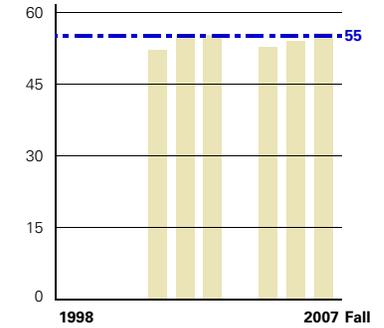
14 Student-Faculty Interaction

Summary score from the National Survey of Student Engagement



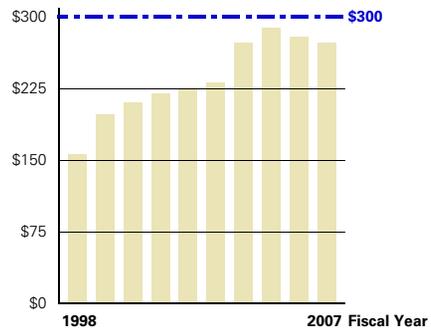
15 Enriching Education

Summary score from the National Survey of Student Engagement



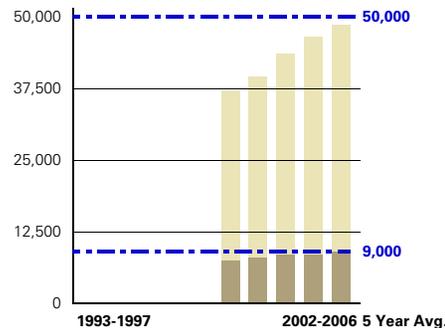
16 Supportive Campus

Summary score from the National Survey of Student Engagement



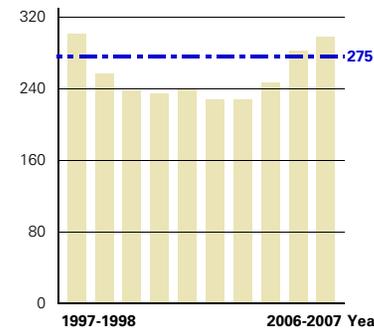
17 Sponsored Funding Awards

Millions of dollars



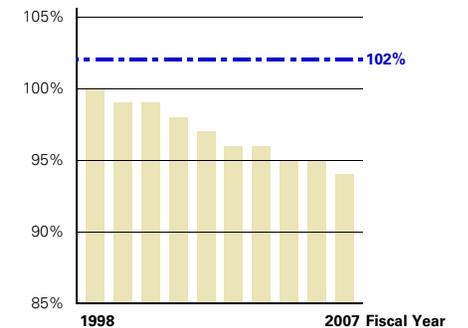
18 Faculty Articles & Citations

Articles published by ISU faculty & citations reported in ISI Index
Citations (light color)
Articles (dark color)



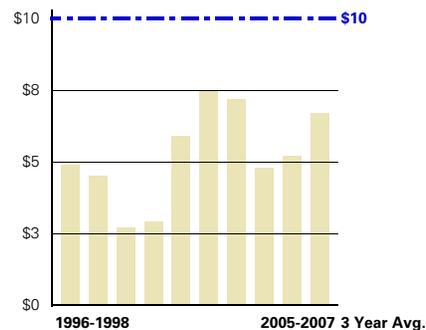
19 Doctoral Degrees Awarded

Total for fall, spring, and summer



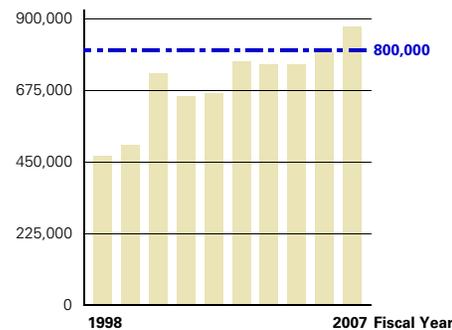
20 Faculty Salaries

Comparative index
At 100%, mean faculty salaries at ISU equal mean faculty salaries at peer institutions



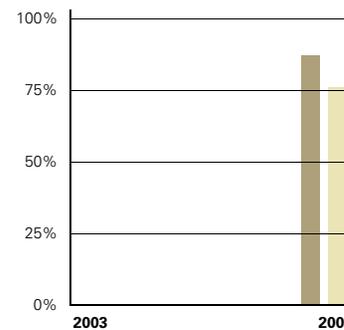
21 Royalties/License Fee Income

Millions of dollars



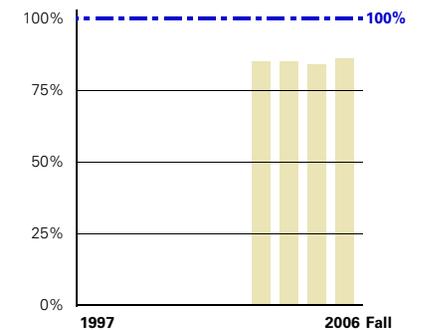
22 Iowans Served by ISU Extension

Total people



23 University Life Survey

Percent that agree or strongly agree that ISU is:
a great place to learn (dark color)
a great place to work (light color)



24 Financial Need Met

Percentage of total student financial need funded by ISU

**UNIVERSITY OF NORTHERN IOWA
2004-2009 STRATEGIC PLAN: PROGRESS REPORT**

Values

The University of Northern Iowa community values:

- Excellence in all its endeavors
- Intellectual vitality
- Intellectual and academic freedom, dialogue and the free exchange of ideas
- Expansive awareness of multiple perspectives characteristic of a global society
- An ethical, caring and diverse community characterized by pluralism and civility
- Personalized learning
- The well being of its students, faculty and staff
- Service to the citizens of the State of Iowa, the nation and the world

Vision

The University of Northern Iowa will be the leader among the nation's finest public comprehensive universities, characterized by a multicultural and inclusive community with high- quality teaching/learning environments and socially responsible contributions to the State of Iowa, the nation, and the world.

Mission Statement

The University of Northern Iowa is a comprehensive institution dedicated to providing a personalized learning environment, founded on a strong liberal arts curriculum. It is committed to being an intellectually and culturally diverse community. The University focuses both on undergraduate education, and on selected master's, doctoral and other graduate programs. It is characterized by excellence in three areas: teaching and learning; research, scholarship, and creative work; and service. Through its varied endeavors, UNI shares its expertise with, and provides service to, individuals, communities and organizations throughout the state, the nation and the world.

Focused Mission Statement

The University of Northern Iowa offers a world-class university education, providing personalized experiences and creating a lifetime of opportunities.

Goal 1.0

Provide intellectually challenging and character-building experiences for undergraduate and graduate students in a personalized learning environment.

Objective 1.1: Maintain the excellence in undergraduate and graduate programs that distinguishes the University, and strategically expand programs that attract students.

Objective 1.2: Provide a personalized learning environment that responds to needs, encourages growth, and recognizes achievements of individual students.

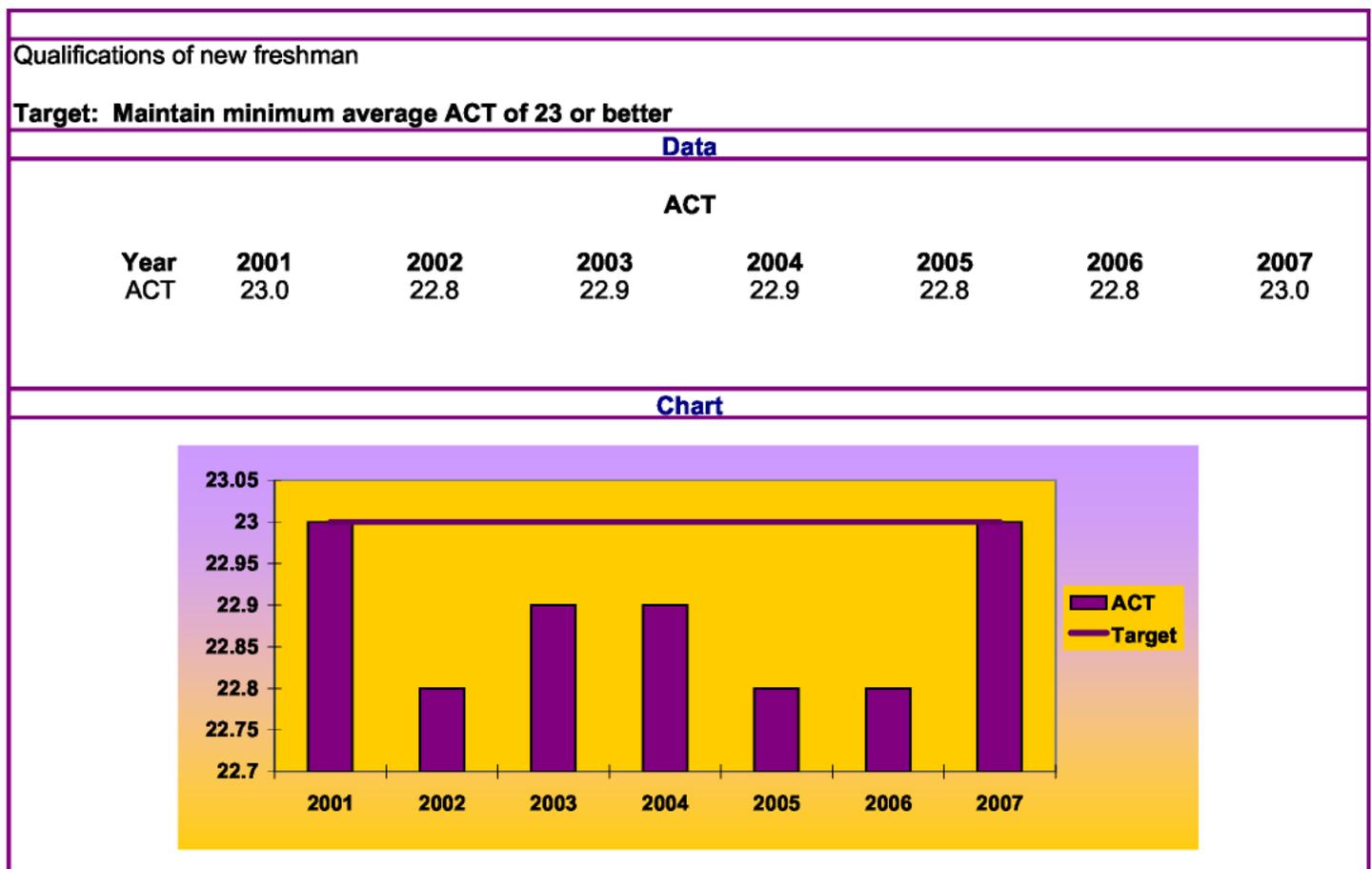
Objective 1.3: Increase understanding of and commitment to the role and value of a liberal arts education as the foundation of a university education.

Objective 1.4: Enhance appreciation of, and encourage participation in, co-curricular and extra-curricular activities that cultivate intellect and character.

Objective 1.5: Broaden and enrich the intellectual and learning experiences of students by increasing the number of U.S. racial and ethnic minority, and international students, faculty, and staff.

Objective 1.6: Provide instruction to students by tenured or tenure track faculty in accord with established performance targets.

Objective 1.7: Maintain a schedule of class offerings that enables timely academic progress toward a degree



Goal 1.0 continued

Four-year graduation rate

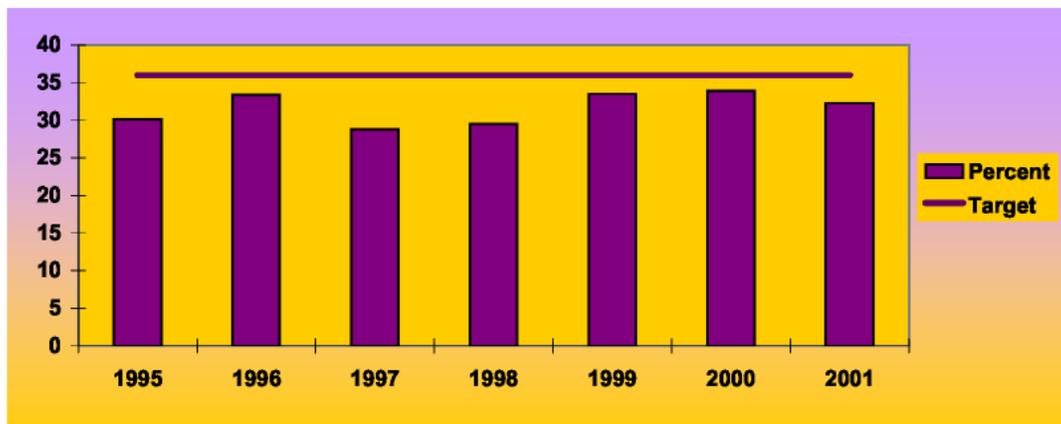
Target: 36%

Data

Four-Year Graduation Rate

Year	1995	1996	1997	1998	1999	2000	2001
Percent	30.1	33.4	28.8	29.5	33.5	33.9	32.3

Chart



Goal 1.0 continued

Percentage of Undergraduate student credit hours taught by tenure/tenure-track faculty (Fall data)

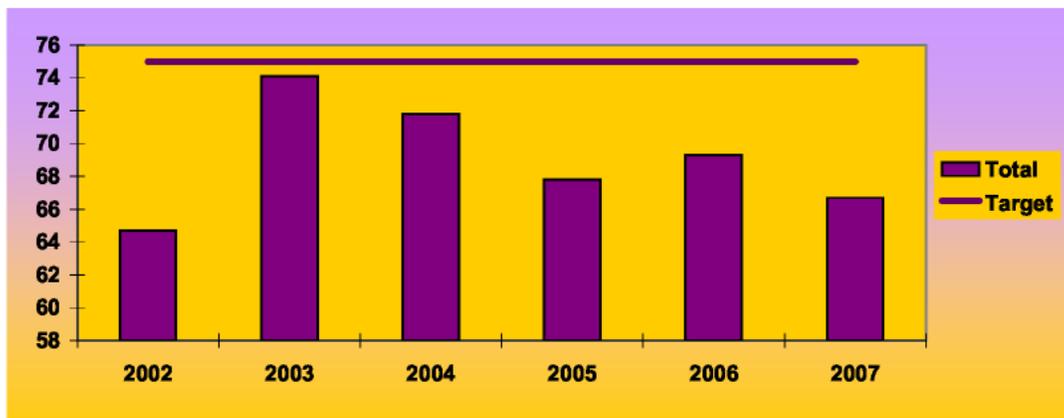
Target: 75%

Data

SCH taught by tenure/tenure-track faculty (%)

Fall Total	2002	2003	2004	2005	2006	2007
	64.7	74.1	71.8	67.8	69.3	66.7

Chart



Goal 1.0 continued

Average undergraduate class size – lower and upper (Fall data)

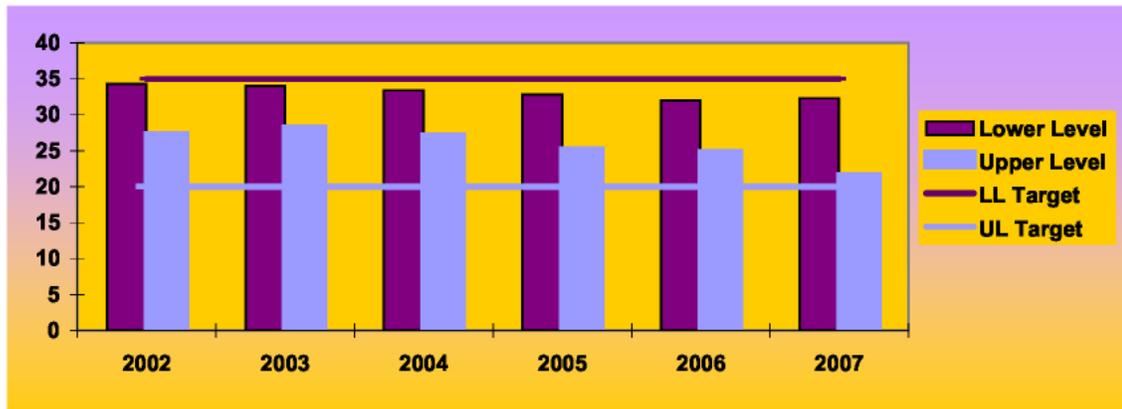
Target: Lower level - maximum 35
Upper level - maximum 20

Data

Average Class Size

UG level	2002	2003	2004	2005	2006	2007
Lower Level	34.3	34.0	33.4	32.8	32.0	32.3
Upper Level	27.3	28.2	27.1	25.2	24.8	21.6

Chart



Goal 1.0 continued

Percentage of undergraduate students having an international learning experience

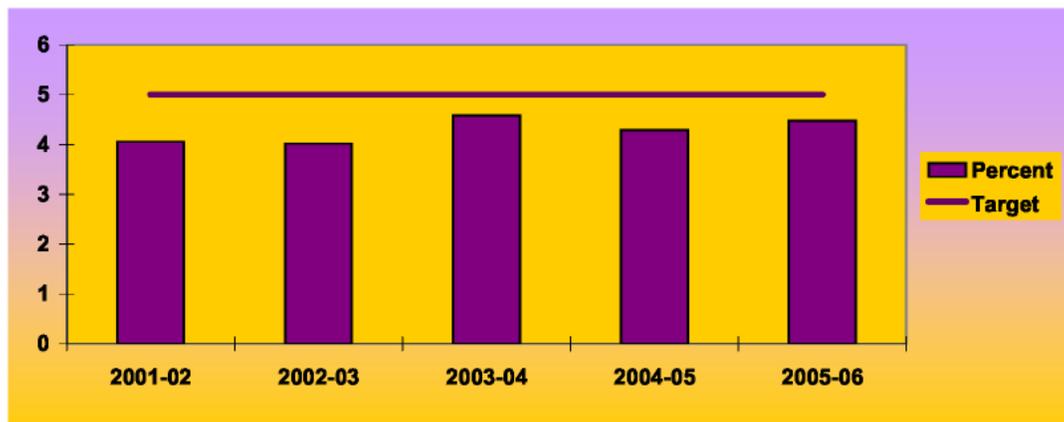
Target: 5% of Undergraduate students (FTE)

Data

International Learning Experience

	Fall	2001-02	2002-03	2003-04	2004-05	2005-06
No. of Students		437	413	449	420	431
Undergraduates (FTE)		10,761	10,283	9,795	9,801	9,623
Percent		4.06	4.02	4.58	4.29	4.48

Chart



Goal 2.0

Maintain a faculty distinguished by their creative and intellectually rigorous teaching and scholarship

Objective 2.1: Recruit and retain a highly qualified and diverse faculty.

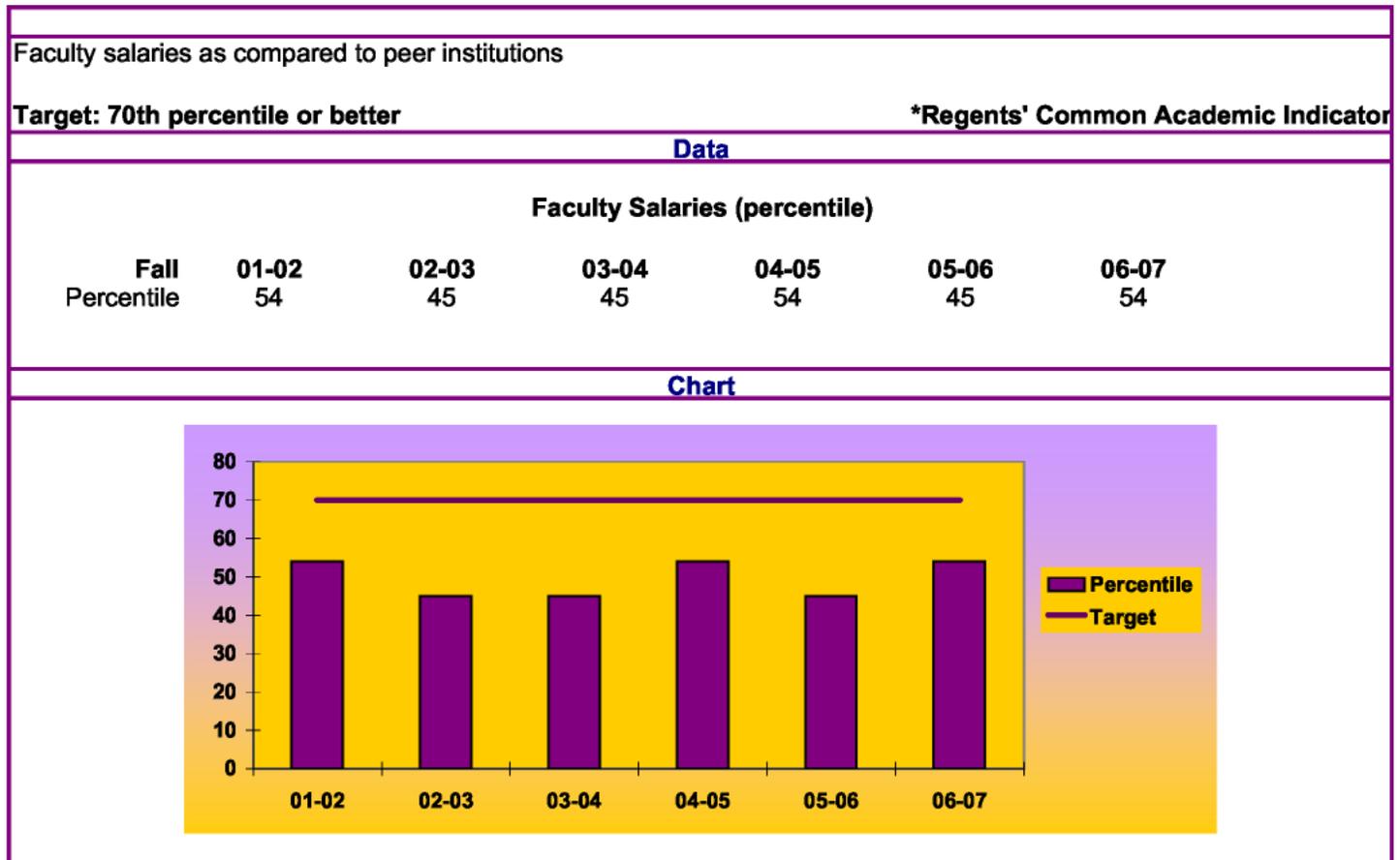
Objective 2.2: Support faculty initiatives to enhance the quality of their teaching

Objective 2.3: Support and strengthen collaboration among Arts and Sciences, Business, and Education faculty as it pertains to the Liberal Arts core, Teacher Preparation and other university-wide programs.

Objective 2.4: Increase opportunities for faculty to enhance the quality and quantity of their research and creative activity.

Objective 2.5: Increase focus on research and creative activities that provide additional experiential learning opportunities for students.

Objective 2.6: Increase support for seeking external funding.



Goal 2.0 continued

Racial/ethnic minority tenure/tenure-track faculty as a percentage of total tenured/tenure-track faculty.

Target: 14%

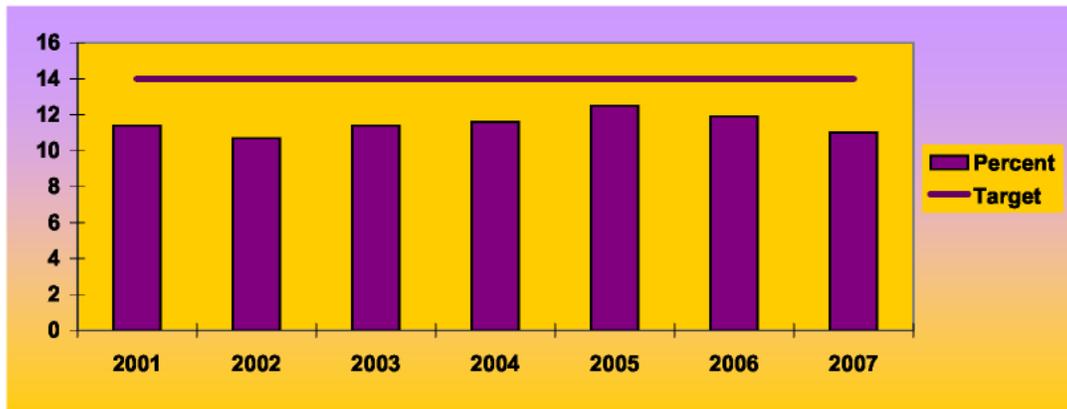
*Regents' Common Academic Indicator

Data

Minority Tenure/Tenure Track Faculty

Fall Percent	2001	2002	2003	2004	2005	2006	2007
	11.4	10.7	11.4	11.6	12.5	11.9	11.0

Chart



Goal 2.0 continued

Women tenure/tenure-track faculty as a percentage of total tenure/tenure-track faculty.

Target: 42%

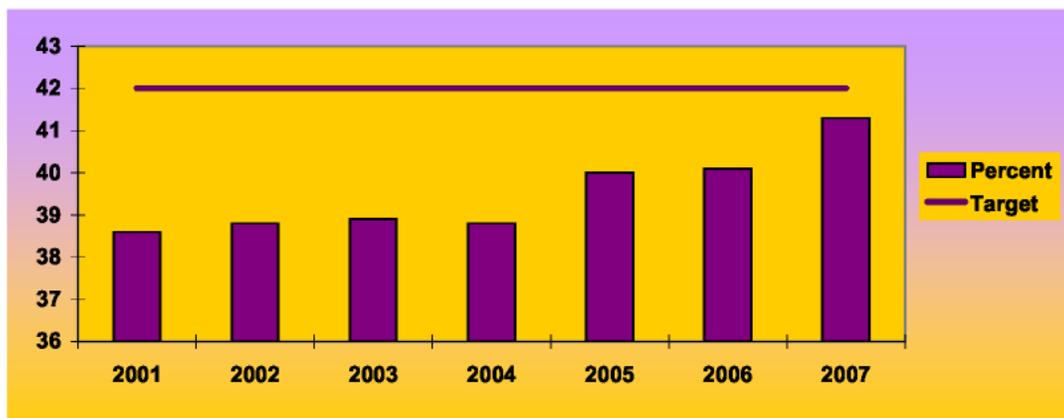
*Regents' Common Academic Indicator

Data

Women Tenure/Tenure Track Faculty

Fall Percent	2001	2002	2003	2004	2005	2006	2007
	38.6	38.8	38.9	38.8	40.0	40.1	41.3

Chart



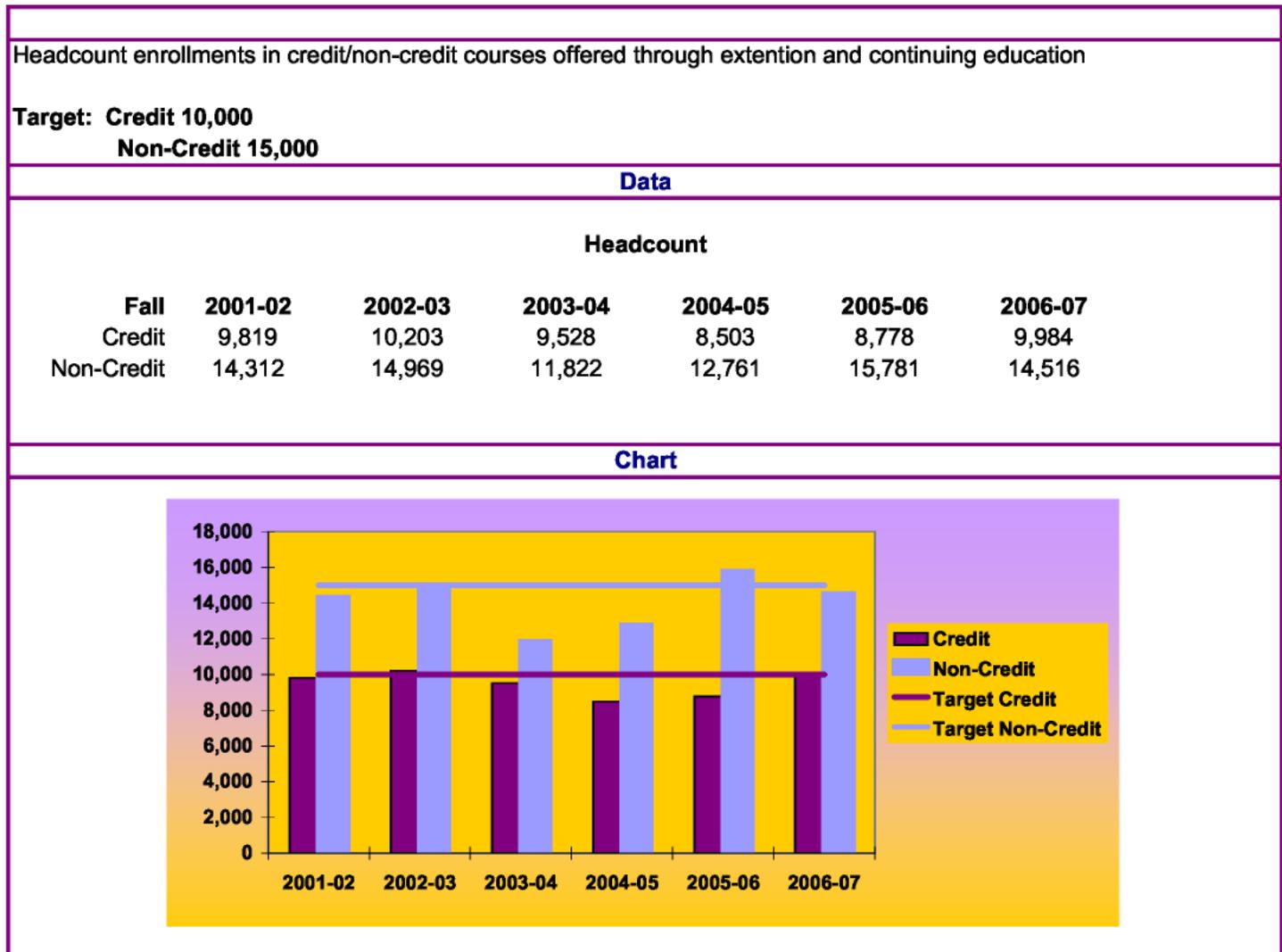
Goal 3.0

Focus the involvement of the University in addressing critical local, state, national and global needs

Objective 3.1: Assess and respond to diverse expectations and needs for UNI programs and services

Objective 3.2: Develop opportunities for students, faculty and staff to provide services to the greater community as part of their academic, co-curricular and extra curricular activities.

Objective 3.3: Establish strong, mutually beneficial relationships with external constituencies through various initiatives including expanded distance learning and creation of an area of campus dedicated to outreach.



Goal 4.0

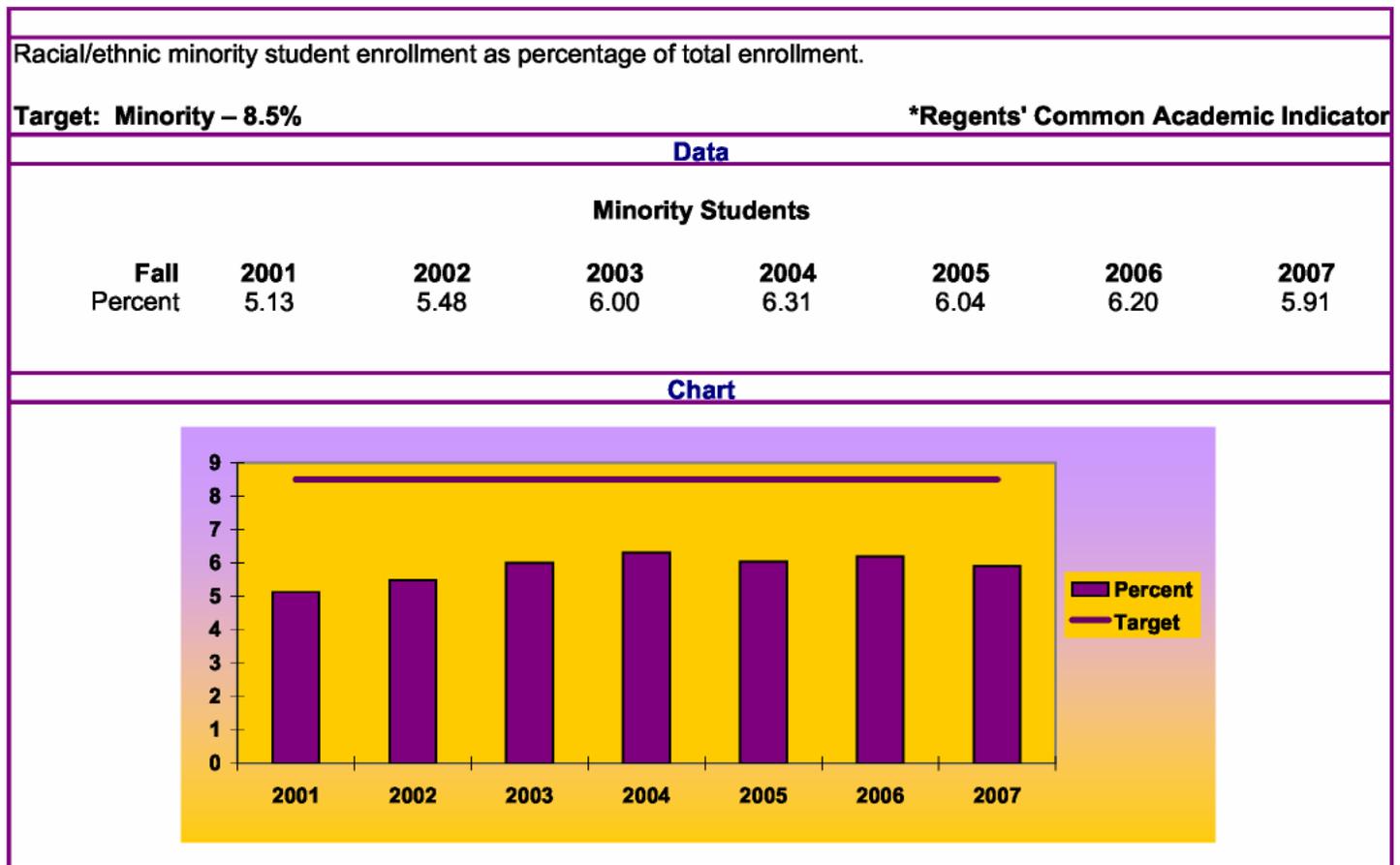
Promote a University culture characterized by diversity, collegiality, mutual respect, organizational effectiveness, and shared responsibility.

Objective 4.1: Employ recruitment and retention strategies that will increase the number of U.S. racial and ethnic minority, international, and protected class students, faculty, staff, and University officials.

Objective 4.2: Maintain a safe and supportive working and living environment characterized by services and programs that promote individual well-being and organizational effectiveness.

Objective 4.3: Broaden participation in University governance activities by students, faculty, and staff.

Objective 4.4: Enhance opportunities for mentoring and social interaction among all members of the University community.



Goal 4.0 continued

Average financial aid accepted as proportion of average financial need by expected family contribution ranges for full-time, resident, dependent undergraduate FAFSA filers receiving financial aid.

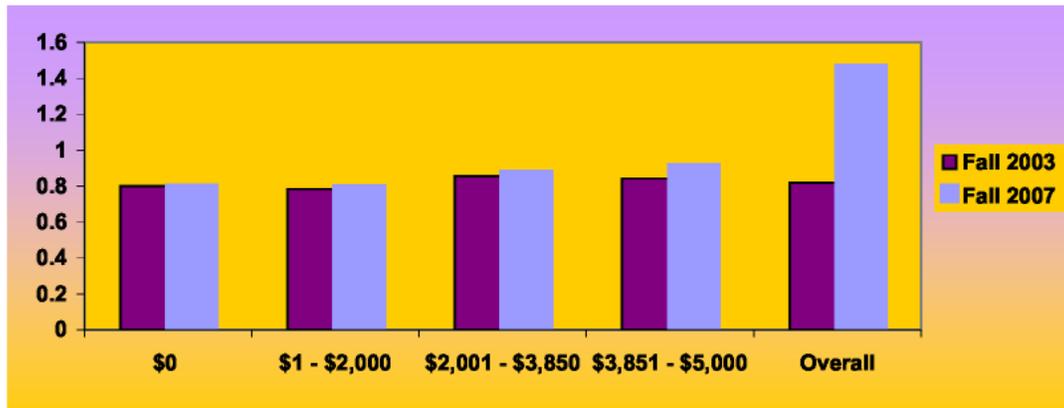
***Regents' Common Academic Indicators**

Data

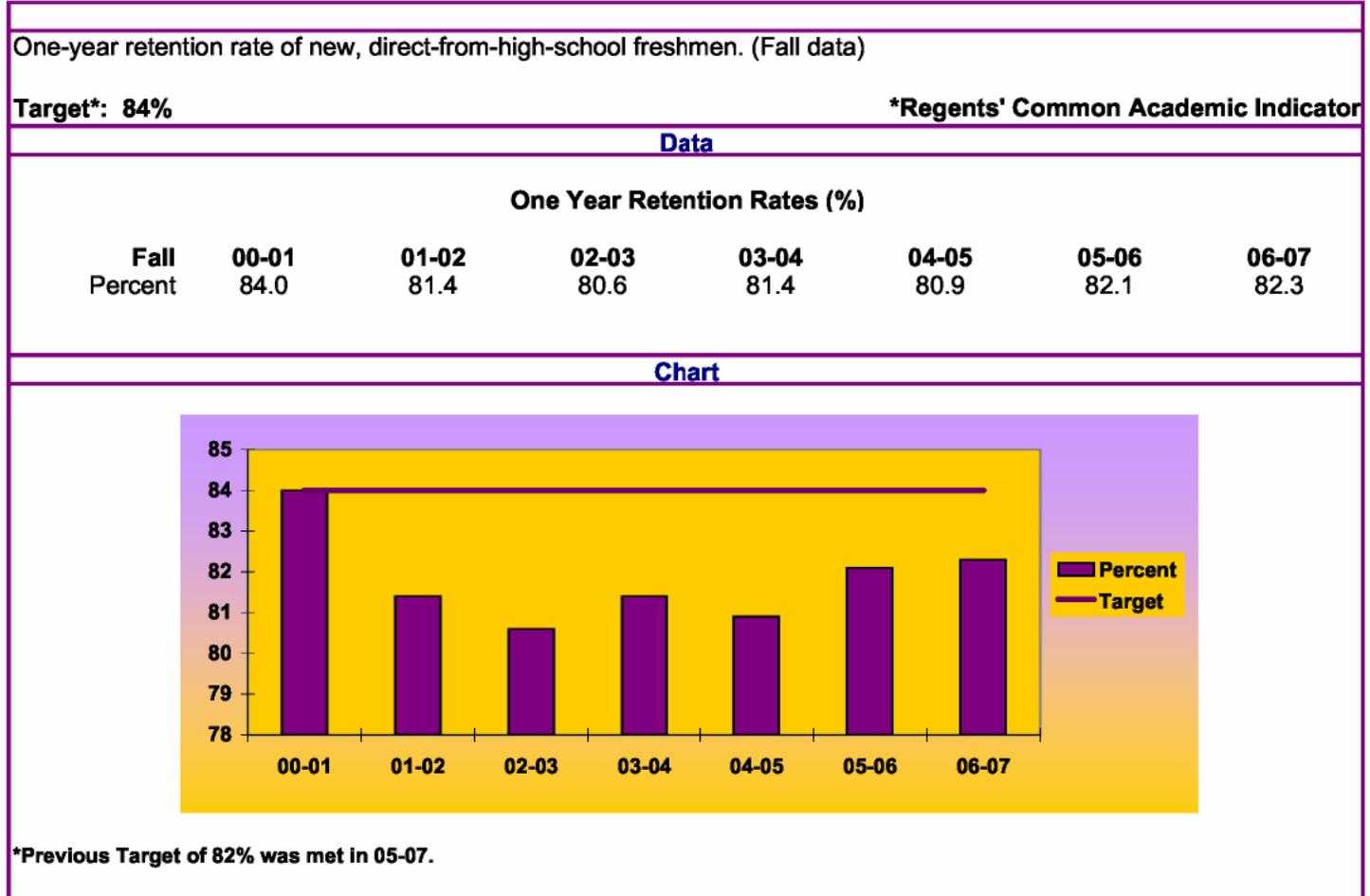
Proportion of Aid Accepted to Need

EFC Range	Fall 2003	Fall 2007
\$0	80.03%	79.55%
\$1 - \$2,000	78.25%	79.23%
\$2,001 - \$3,850	85.49%	87.61%
\$3,851 - \$5,000	84.19%	91.28%
Overall	81.79%	146.35%

Chart



Goal 4.0 continued.



Goal 4.0 continued

Six-year graduation rate of new, direct-from-high-school freshmen (Fall data)

Targets: 68%

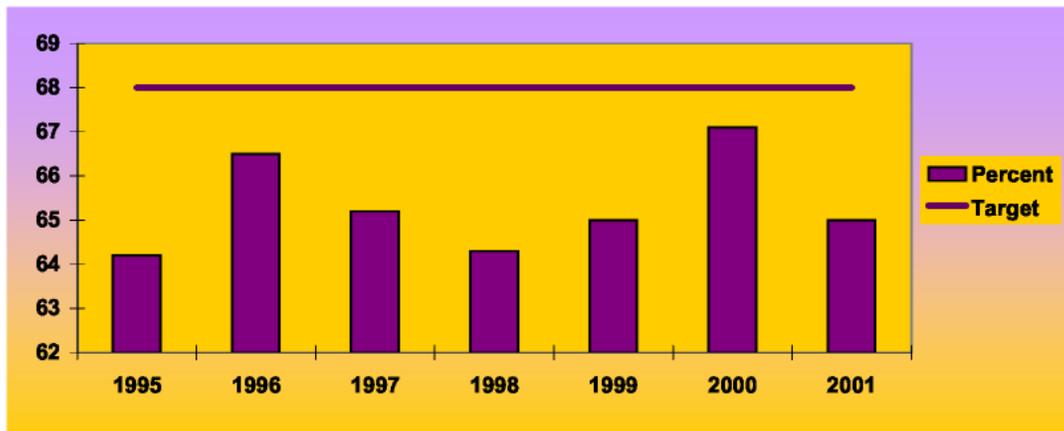
*Regents' Common Academic Indicator

Data

Six Year Graduation Rates (%)

Fall Percent	1995	1996	1997	1998	1999	2000	2001
	64.2	66.5	65.2	64.3	65.0	67.1	65.0

Chart



Goal 4.0 continued

Racial/ethnic minority employees as percentage of all employees

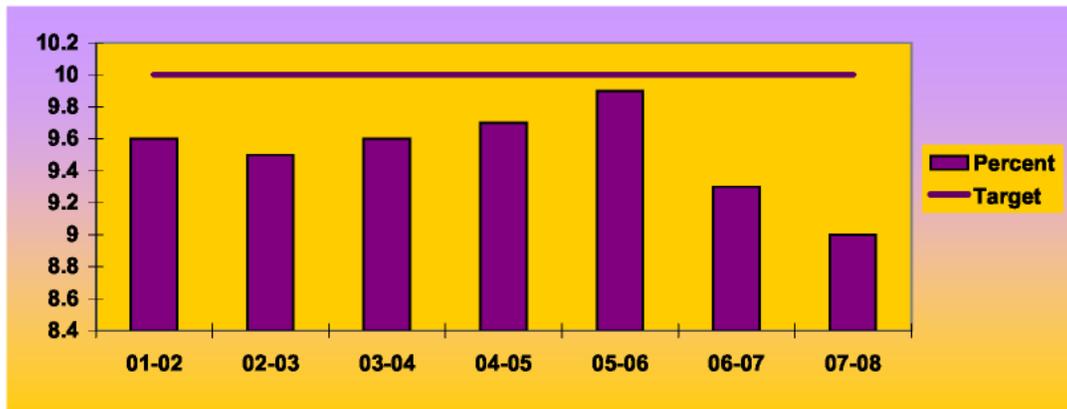
Targets: 10%

Data

Percentage of Minority Employees

Fall Percent	01-02	02-03	03-04	04-05	05-06	06-07	07-08
	9.6	9.5	9.6	9.7	9.9	9.3	9.0

Chart



Goal 5.0

Provide and maintain appropriate resources including staffing for effective and efficient University operations.

Objective 5.1: Implement budget processes linking allocations to the strategic plan.

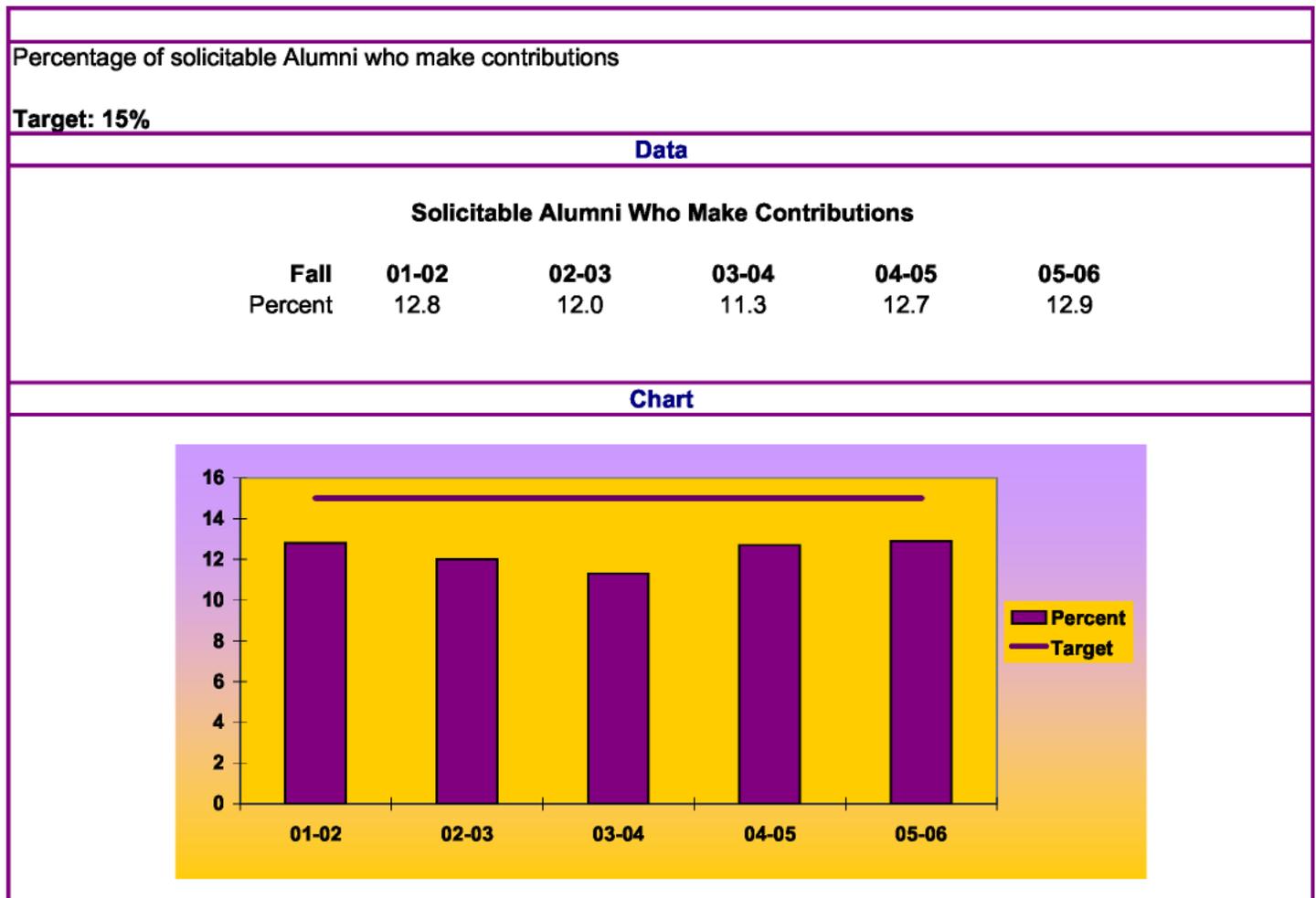
Objective 5.2: Develop intellectual resources by providing opportunities for staff and faculty to pursue professional development and to enhance performance.

Objective 5.3: Provide an appropriate array of library, informational resources, and other University collections to support academic and other campus programs.

Objective 5.4: Assess and meet the technology, information and data base systems, and equipment needs of University programs and operations.

Objective 5.5: Upgrade, construct, and maintain buildings, grounds, and equipment in accord with the University's Campus Master Plan.

Objective 5.6: Increase external funding to support programs and services.



Sponsored funding awarded per year in millions of dollars

Target: 35 million

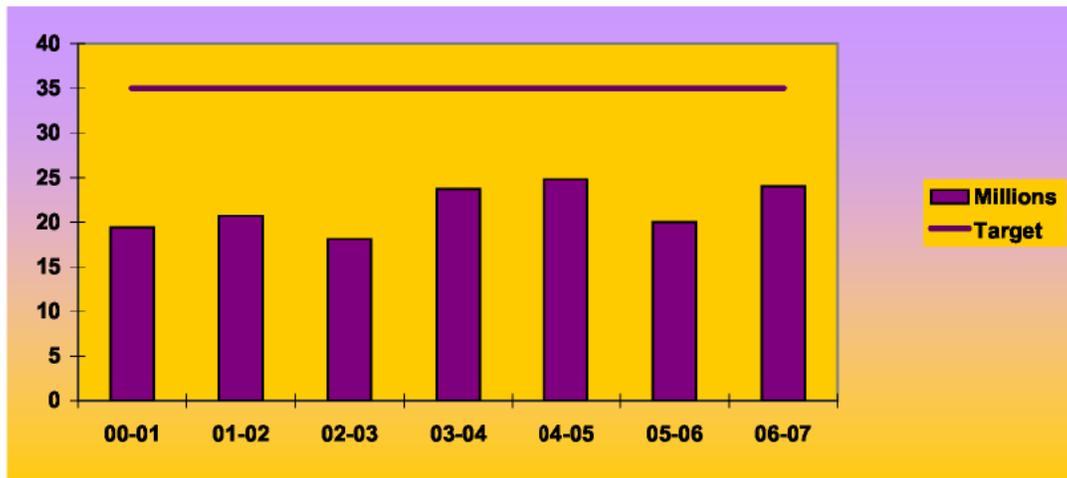
*Regents' Common Academic Indicators

Data

Sponsored Funding Awarded

FY	00-01	01-02	02-03	03-04	04-05	05-06	06-07
Millions	19.4	20.7	18.1	23.7	24.8	20.0	24.0

Chart





BOARD OF REGENTS, STATE OF IOWA

STRATEGIC PLAN
2006 2011

PROGRESS UPDATE
SPRING 2008

M I S S I O N

WHAT WE DO TODAY

THE IOWA SCHOOL FOR THE DEAF (ISD) SERVES STUDENTS FROM ACROSS THE STATE OF IOWA WHO ARE DEAF OR HARD-OF-HEARING, INCLUDING THOSE WITH MULTIPLE disabilities, preschool through age 21, in compliance with state and federal regulations and laws. The Iowa School for the Deaf:

- Promotes personal, individual excellence in this population by providing comprehensive educational programs and services, delivered by highly qualified personnel with in-depth training for understanding the unique needs of these students.

- Prepares students for community participation as successful and productive adult citizens, with skills comparable to their hearing peers.

V I S I O N

WHAT WE ASPIRE TO DO

THE IOWA SCHOOL FOR THE DEAF WILL PROVIDE OUTSTANDING EDUCATIONAL OPPORTUNITIES FOR STUDENTS WHO ARE DEAF OR HARD-OF-HEARING, AND will become a nationally renowned program, and a resource for Iowa's school districts, incorporating:

- Specialized programming and services with intensive, individualized instruction and innovative use of technology.

- High expectations and standards for each student, focused on language and literacy skill development commensurate with that of hearing peers.

- Decision-making for individual student program development based on comprehensive, integrated data collection and analysis of student achievement.

V A L U E S

WHAT WE BELIEVE

THE IOWA SCHOOL FOR THE DEAF IS COMMITTED TO:

- OPTIMAL PERSONAL DEVELOPMENT AND ACHIEVEMENT
- PROGRAM QUALITY AND COMMUNICATION ACCESS
- CIVILITY, HONESTY, INTEGRITY, AND FAIRNESS
- ETHICAL BEHAVIOR
- COLLABORATION WITH COLLEAGUES AND CONSTITUENT GROUPS
- CONTINUOUS IMPROVEMENT
- DIVERSITY AMONG FACULTY, STAFF, AND STUDENTS
- OPEN, EFFECTIVE COMMUNICATION
- PUBLIC ACCOUNTABILITY, STEWARDSHIP, AND SERVICE

C U L T U R E

HOW WE DO THINGS

THE IOWA SCHOOL FOR THE DEAF NURTURES A CULTURE CONSISTENT WITH ITS VALUES, CHARACTERIZED BY THE FOLLOWING:

LEARNING IS A PROCESS THAT OCCURS IN EVERY ACTIVITY OF LIFE.

- Iowa School for the Deaf continually and systematically fosters student learning.

ALL CHILDREN CAN AND DO LEARN.

- Iowa School for the Deaf provides a comprehensive learning environment for students who are deaf or hard-of-hearing.

STUDENTS WHO ARE DEAF OR HARD-OF-HEARING NEED AND DESERVE THE MOST APPROPRIATE INDIVIDUALIZED LEARNING ENVIRONMENT.

- Iowa School for the Deaf provides focused, unique, optimal individualized education programs and services for students who are deaf or hard-of-hearing.

S T R A T E G I C P L A N

PRIORITIES, OBJECTIVES, STRATEGIES, AND INDICATORS

THE IOWA SCHOOL FOR THE DEAF AFFIRMS THESE PRIORITIES, OBJECTIVES, STRATEGIES, AND INDICATORS TO SUPPORT STUDENTS WHO ARE DEAF OR HARD-OF-HEARING:

PRIORITIES

- 1.0 Ensure high quality educational opportunities for students.**

- 2.0 Ensure high quality transition services for students.**

- 3.0 Ensure high quality outreach services statewide.**

- 4.0 Demonstrate effective stewardship of resources.**

S T R A T E G I C P L A N

PRIORITIES, OBJECTIVES, STRATEGIES, AND INDICATORS

Priorities are numbered "X," Objectives are numbered "X.1.," Strategies are numbered "X.1.1.," and Indicators of Success are numbered "X.1.1.1."

Strategies or indicators that fulfill more than one priority or objective may appear more than once in the strategic plan.

1. ENSURE HIGH QUALITY EDUCATIONAL OPPORTUNITIES

1.1. ENSURE OPTIMAL LANGUAGE AND LITERACY DEVELOPMENT OF EVERY STUDENT ATTENDING THE ON-CAMPUS SCHOOL PROGRAM.

1.1.1. Provide comprehensive daily language/literacy instruction to every ISD student with lesson planning that incorporates Individualized Education Program (IEP) goals.

- 1.1.1.1. Administrator review of lesson plans will verify that all content areas, e.g., reading, mathematics, science, and social studies, reflect and/or incorporate language/literacy instructional goals consistent with student IEPs.
- 1.1.1.2. Annual performance for language development and literacy skill development will be measured and documented for every student using the Iowa Test of Educational Development (ITED)/Iowa Test of Basic Skills (ITBS), Northwest Educational Assessment (NWEA), Stanford Achievement Test for Students with Hearing Impairments (SAT-HI), or Alternate Assessment.
- 1.1.1.3. Long-term, multiple year achievement gain patterns will be documented for each student using ITED/ITBS, NWEA, SAT-HI, or Alternate Assessment.
- 1.1.1.4. Student portfolios will reflect performance and achievement gains measured by both objective (e.g., teacher-made, criterion-referenced tests), and subjective (e.g., teacher assessment of student compositions) evaluation tools.
- 1.1.1.5. Daily activities in the after-school/dormitory program, coordinated with classroom activities and training, will support literacy skill development, e.g., Accelerated Reader™ activities, reading club, dialogue journals, and vocabulary building.

1.1.2. Demonstrate students' increased reading skill levels annually.

- 1.1.2.1. Gains in student reading levels will be measured and documented using ITED/ITBS, NWEA, SAT-HI and Accelerated Reader™ assessments.
- 1.1.2.2. Samples of student work in portfolios, e.g., spelling tests and other daily exercises, also will document gains in reading performance.

1.1.3. Demonstrate students' increased writing skill levels annually.

- 1.1.3.1. Gains in student composition and grammar skill levels will be measured and documented for each student using University of Kansas KU Writing Strategies, ITED/ITBS, NWEA, and SAT-HI.
- 1.1.3.2. Samples of student work in portfolios, e.g., individual student compositions and other daily exercises, also will document gains in composition performance.

PROGRESS UPDATE 1.1 SPRING 2008

IEP development includes literacy goals for each student. Every ISD student has daily language/literacy instruction. Reading classes are now required for High School students, in addition to English instruction.

ISD principals check lesson plans weekly to ensure that IEP goals and literacy priority objectives are addressed in each area of the curriculum. The principals also make classroom visits to observe practical applications of lesson plans, review student work and student assessment results, and conduct "walk-throughs."

The Accelerated Reader program is used daily both in school programs and in the dormitory. Student reading achievement levels demonstrate distinct gains, especially for ISD High School students.

Annual performance measures have been established. Every ISD student is assessed according to that student's needs and abilities. The majority of ISD students are now tracked annually using the ITBS/ITED, the NWEA, and the Stanford Achievement Test for the Hearing Impaired (SAT-HI). Alternate Assessment is used annually to track progress for a very small group of students whose special needs require a different kind of evaluation. Results are now tracked in the ISD Student Database, individually and by group. This helps to identify key areas for instruction..

*A special challenge for deaf students in testing situations is their lack of comprehension of test questions because of language delays in reading. They frequently know the content and responses **if tests are signed to them**, however, **increases in reading ability raise scores** because students are able to understand the test questions (that is, what is being asked and the way in which the question is to be answered) as well as having gained increased knowledge of the content.*

In February 2008, the overall average gain for ISD students taking all 12 tests of the ITED assessments was 18 points.

Additionally, long-term gains were documented in March, 2008, through an analysis of four years of scores for all ISD High School students. While the gain patterns were somewhat inconsistent for the current Junior class, their overall gains for the last four years show increased skills and knowledge. Freshmen, Sophomores, and Seniors also have made steady gains. An important factor in these student gains is that increased reading

skills have led to increased comprehension, both of the tests and of the content areas being assessed in each test. See charts at the end of the Progress Update for information on score gains.

1.2. ENSURE OPTIMAL CONCEPT AND CONTENT AREA SKILL DEVELOPMENT

1.2.1. Provide individualized cognitive/concept development instruction consistent with each student's Individualized Education Program.

- 1.2.1.1. Annual increases in all skill areas and accomplishment of IEP goals will be measured and documented for each student.
- 1.2.1.2. Administrator review of lesson plans will verify that all content areas incorporate language/literacy instructional goals consistent with student IEP goals.
- 1.2.1.3. Annual gains in IEP goal achievement will be documented for each student with portfolio samples, e.g., completed student worksheets and teacher-made pre- and post-test assessments.

1.2.2. Provide optimal, sequential instruction for students that reflects high expectations for concept acquisition and achievement in all academic content areas, e.g., science, mathematics, social studies, etc.

- 1.2.2.1. Performance/proficiency gains in academic areas will be documented annually for each student using ITED/ITBS, SAT-HI, NWEA and Alternate Assessment.
- 1.2.2.2. Proficiency levels will be analyzed regularly for each student and subsequent instruction targeted to reflect the areas needing additional development in IEPs and lesson plans.
- 1.2.2.3. ISD curricula will be updated regularly to reflect both current same-age peer instructional trends (best practices) and ISD student needs based on analyses of student achievement gains.

1.2.3. Provide curriculum-based enrichment opportunities for students.

- 1.2.3.1. All students will have curriculum-based study trips in the community, such as visits to fire and police stations to learn about the roles of community support services, and to enhance language skills development.
- 1.2.3.2. All students will have structured community experiences, such as visits to the library and local businesses, to develop social skills for appropriate interaction, accessing of resources, etc.

1.2.4. Provide extracurricular activities that support student growth as community participants.

- 1.2.4.1. All students will participate in extracurricular organizations, e.g., Student Council (open to all students), Bell Choir (performs in nursing homes), to develop and demonstrate leadership/citizenship skills.
- 1.2.4.2. All students will complete a specified number of hours of community service or volunteering annually that will be documented.

PROGRESS UPDATE 1.2 SPRING 2008

All students receive daily instruction consistent with their Individualized Education Program (IEP) goals and have demonstrated progress, as documented in each student's electronic IEP.

IEP goals are developed to be consistent with regular education curriculum content for same-age hearing peer groups. Modifications are made for students with additional and/or extreme disabilities in addition to deafness.

Extracurricular activities support both individual academic growth and community participation. Supplemental reading instruction in two after school program options (for day students and for dormitory students) focuses on additional application of academic content learning in a setting outside the classroom. Community participation hours include such activities as sports played against regular education schools, community service such as delivering Meals on Wheels, and attending political rallies to observe the process in which all citizens can take part to choose a President. Each student completes approximately 10 hours of community service annually.

1.3. ENSURE CONSISTENCY IN PROVISION OF ISD HIGH QUALITY PROGRAMS THROUGH ONGOING PROGRAM IMPROVEMENT.

1.3.1. Receive and/or renew accreditation through the North Central Association (NCA), Conference of Educational Administrators Serving the Deaf (CEASD), Council on Education of the Deaf (CED) and the Iowa Department of Education (Iowa DE).

- 1.3.1.1. Compliance with all areas relevant to full approval and/or accreditation will be documented.
- 1.3.1.2. Full accreditation will be received from all accrediting bodies.

1.3.2. Provide appropriate staff development and training opportunities to enhance student achievement.

- 1.3.2.1. All faculty members will meet relevant Iowa licensure requirements for professional development under the Iowa Professional Development Model (IPDM).

- 1.3.2.2. All faculty members will maintain updated documentation in teacher portfolios of professional development sessions they have attended, in compliance with the IPDM.
- 1.3.2.3. All teachers, and staff members who must take coursework to meet position requirements (e.g., Educational Interpreters), will have fiscal and administrative support annually to complete those courses needed to document full compliance with Iowa licensure, or to enhance skills for their positions.
- 1.3.2.4. All staff members will have support (fiscal and administrative) to attend appropriate professional meetings that enhance services to students most effectively, particularly professional development that emphasizes research into practice.

PROGRESS UPDATE 1.3 SPRING 2008

ISD has gone through the accreditation process and received accreditation from the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD).

ISD currently has accreditation from the North Central Association and approval from the Iowa Department of Education.

All but two of ISD teachers, hold licensure for their assignments. Those teachers are working toward the licensure and receive consultation from colleagues with the licensure (under the NCLB "consultative model" of teaching). Both teachers hold partial licensure for their assignments.

Faculty or staff members who have been required to take coursework for licensure receive support for this from ISD.

All ISD staff members, for example, educational interpreters and teacher associates, are properly qualified for their assignments.

1.4. ISD TECHNOLOGY, INCLUDING BOTH HARDWARE AND SOFTWARE, WILL SUPPORT HIGH QUALITY EDUCATIONAL OPPORTUNITIES FOR STUDENTS.

1.4.1. ISD will develop a comprehensive, integrated database system for use in decision-making for student programs.

- 1.4.1.1. The ISD database system will include results of standardized tests and criterion-referenced tests (e.g., ITED/ITBS, NWEA, SAT-HI, and teacher-made test results) in a format that allows easy access and comparison.
- 1.4.1.2. The ISD technology plan will be reviewed and revised at least annually to keep current with educational database management trends.

1.4.2. ISD will ensure that each teacher has ongoing access and training to use computerized student-progress tracking software.

1.4.2.1. Teachers will use a variety of student-progress tracking information for IEPs and lesson planning, including standardized and criterion-referenced test scores and levels (e.g., ITED/ITBS, NWEA, SAT-HI, teacher-made test results, and grades from daily work).

1.4.3. Each ISD student will have knowledge and skills to use a variety of technology for learning and interaction.

1.4.3.1. Each student will demonstrate the ability to use technology that includes: computer, text messaging, videoconferencing, video relay services to communicate by telephone with hearing people, telecommunications devices for the deaf (TDDs), etc.

1.4.3.2. The ISD curricula will reflect teaching and learning opportunities that ensure systematic exposure to technology concepts in a variety of subject areas for each student.

PROGRESS UPDATE 1.4 SPRING 2008

The ISD student database has been updated during the 2007-08 school year using the "PowerSchool" program. "PowerSchool" allows maximum flexibility in maintaining student data, including results of assessments, current class schedules and grades, and a variety of other data points for each student. All essential student data have been transferred to the new program. Additional information ISD needs to collect is being identified and entered in the database, for example, mode of transportation, dorm program participation, etc. The database will continue to be expanded. Teachers and administrators have been trained and receive individual tutoring on the components of the database as necessary to allow maximum access and use of this resource. Parents and students will also have access in the future, with limited capability to input information.

Students receive instruction to use Video Relay System (VRS), computer, standard videoconferencing (different from the VRS), telecommunications devices for the deaf (TDD/TTY), and standard telephone with a hearing aid, using a hearing aid switch. Text messaging is also used; however, it is clear that with deaf students, as with hearing students, this technology can be a hindrance to classroom focus. Usage is tightly controlled during formal periods of instruction.

1.5. ENHANCE EDUCATIONAL OPPORTUNITIES FOR STUDENTS WHO ARE DEAF OR HARD-OF-HEARING BY RECRUITING AND RETAINING A HIGHLY QUALIFIED AND DIVERSE FACULTY, STAFF, AND ADMINISTRATION.

1.5.1. Ensure that all faculty, administrators, and direct service staff members are highly qualified under the No Child Left Behind Act (NCLB) and Iowa statutes.

- 1.5.1.1. All teachers will have appropriate and full Iowa licensure for their assignments and will meet the requirements as highly qualified teachers under NCLB.
 - 1.5.1.2. Both principals will have appropriate and full Iowa licensure for their positions.
 - 1.5.1.3. The superintendent will have appropriate and full Iowa licensure for the position.
 - 1.5.1.4. All teacher assistants will meet NCLB requirements and applicable Iowa statutes for the positions they hold.
 - 1.5.1.5. All educational interpreters will have appropriate and full Iowa licensure for their positions.
- 1.5.2. All faculty and staff members will have classes and the needed support to attain required levels on the Sign Communication Proficiency Interview (SCPI).**
- 1.5.2.1. American Sign Language skills commensurate with their position requirements will be demonstrated and documented for all faculty and staff members through regularly scheduled evaluations by trained teams.
 - 1.5.2.2. Listings of available classes either on campus or off campus and support to attend the classes will be documented, and evidence of staff participation will be documented.

PROGRESS UPDATE 1.5 SPRING 2008

All ISD teachers, except as noted in 1.3, hold licensure for their assignments. All ISD administrators are highly qualified for their assignments under NCLB and Iowa statutes.

In June 2007, the Superintendent received full Iowa licensure in teaching and administration with multiple endorsements from the Iowa Board of Educational Examiners, having completed the coursework mandated for the licensure.

All ISD faculty and staff members have either achieved their required levels of proficiency in American Sign Language or take ongoing classes pending re-evaluation. ISD provides classes on campus or pays tuition for off-campus instruction as approved by the Superintendent and consistent with the policies of the Board of Regents, State of Iowa.

1.6. IDENTIFY TEACHER RECRUITMENT AND RETENTION ISSUES AND FUTURE NEEDS FOR ISD AND IOWA'S DISTRICTS.

1.6.1. Collaborate with the task force, including members from the University of Iowa and the Board of Regents, to identify deaf education teacher preparation issues and needs.

1.6.1.1. Task force reporting will document ISD participation and collaboration on this effort.

PROGRESS UPDATE 1.6 SPRING 2008

The work of the task force listed in 1.6.1 above is incomplete. The Coordinating Council on Services for Students who are Deaf or Hard of Hearing, a joint effort of the Board of Regents, State of Iowa, and the State Board of Education, will likely have recommendations in the future regarding teacher recruitment and retention.

2. ENSURE HIGH QUALITY TRANSITION SERVICES.

2.1. ENSURE THAT EACH STUDENT WHO GRADUATES FROM ISD'S ON-CAMPUS SCHOOL PROGRAM HAS A VIABLE TRANSITION STRATEGY FOR POST-GRADUATION OPPORTUNITIES.

2.1.1. Each student's IEP will document projected transition plans for living, working, and learning, that will be reviewed annually and revised as needed.

2.1.1.1. Each student will have an initial, written transition plan by the end of eighth grade.

2.1.1.2. Each student will have a finalized, written, post-graduate plan by the final trimester of the last year in school.

PROGRESS UPDATE 2.1 SPRING 2008

Every ISD student age 14 and older now has a documented transition plan in his/her IEP, including documentation of needed services, instruction and collaboration between agencies to promote successful transition from High School to postsecondary options. An annual review of the plan for each student ensures that the proposed goals for instruction and services are accomplished.

Every ISD student who is in the final trimester of school has a documented post-graduate plan. The plan is reviewed as an "exit IEP" with the student and the student's parents/guardians.

2.2. ENSURE THAT EACH STUDENT HAS HIGH QUALITY CAREER AND LIFE SKILLS PREPARATION (VOCATIONAL AND INDEPENDENT ADULT LIVING SKILLS AND KNOWLEDGE).

- 2.2.1. Each student will have a transcript and a Plan of Study that reflect transition goals as stated in the IEP.**
 - 2.2.1.1. Each student's Plan of Study will align with IEP goals for transition.
 - 2.2.1.2. Each student's transcripts will reflect appropriate, completed requirements for his or her Plan of Study and IEP goals for transition.

- 2.2.2. Each student will have a portfolio that documents samples of completed coursework, and appropriate progress toward transition into the student's selected post secondary options.**
 - 2.2.2.1. Each student's portfolio will contain sufficient and appropriate examples of high quality student work to verify progress.

- 2.2.3. Each student will complete a "medical portfolio" that contains personal medical information, e.g., immunization records and health insurance information; learn the vocabulary for completing such medical forms as health insurance applications; and know how to access resources for health/medical maintenance.**
 - 2.2.3.1. Each student's medical portfolio will include all relevant information to enable the student to complete forms and detail his/her medical needs.
 - 2.2.3.2. Each student will have training to contact appropriate medical resources and handle his/her medical needs independently.

- 2.2.4. Each student will complete a minimum of one ISD Transition Curriculum course per year during each year of high school.**
 - 2.2.4.1. Each student's transcript will demonstrate completed ISD transition coursework requirements.

- 2.2.5. Identify career trends for deaf or hard-of-hearing individuals and align ISD's vocational/career preparation offerings with current local, state, and national trends.**
 - 2.2.5.1. Information will be compiled from outside sources including postsecondary programs for deaf or hard-of-hearing students, Iowa and Nebraska Workforce Development, and the Department of Labor, and will be reflected in ISD courses.
 - 2.2.5.2. Technology used for career skill development will be reviewed at least annually, and updated to reflect current trends.

2.2.6. Identify and expand the number of local, Work-Based Learning sites each year.

- 2.2.6.1. A listing of sites used will be reviewed and revised at least annually, including: how many years each site has been used, how many students are participating at each site, and the type of work students perform at sites both on and off campus.

PROGRESS UPDATE 2.2 SPRING 2008

Each student's IEP aligns with his/her plan of study. That is, the plan of study addresses the general core curriculum with courses, either required or elective, in content areas such as English, Math and Science. The IEP goals focus on areas unique to deaf students (for example, learning the vocabulary of the subject matter in a more structured way than required for regular education students). Each student's transcript reflects the successful completion of the plan of study, ordered by trimester.

Each ISD graduate has two completed portfolios at graduation. The student's work portfolio includes samples of accomplishments, such as actual school work, tests, lists of activities in which the student participated. The student's health portfolio includes information noted in 2.2 above. Instruction for preparing the health portfolio occurs in both the day program with teachers and in the dormitory or after school program with dormitory staff.

During the school years 2006-2008, each ISD High School student has had at least one transition course. This is a new ISD requirement above and beyond the general curricula. As a result, ISD students have more skills and knowledge to make the transition to postsecondary options.

ISD has identified and established sufficient multiple, off-campus, work-based learning options to serve current students. On-campus options are more difficult to identify, but ISD transition teachers continue to work toward this.

2.3. IDENTIFY LONGITUDINAL POST-GRADUATION TRENDS OF ISD STUDENTS.

2.3.1. Identify employment/educational status of recent graduates.

- 2.3.1.1. Information on the status of recent graduates will be collected through surveys, personal interviews, Alumni Association, and the ISD website.

PROGRESS UPDATE 2.3 SPRING 2008

During the Homecoming Weeks of 2006 and 2007, ISD collected alumni/graduate status data. Tables 1 and 2 that follow represent the information collected to date.

Table 1 - ISD Graduates' ** Postsecondary Options for 3 years (2008 figures are projected)

Note: numbers cannot be added because students participated in both 4PLUS and either work or postsecondary education.

<u>Class</u>	<u>2006</u>	<u>2007</u>	<u>2008*</u>	<u>Total</u>	<u>Percentage</u>
Number of Students	16	5	14	35	Percent of 3 yr total

Postsecondary	10	0	5	15/35	43%
Competitive Employment	4	3	7	14/35	40%
Supported Employment	2	1	2	5/35	14%
Moved out of state (not Nebraska)		1		1	3%

(Stayed in 4 PLUS)	7	2	7		

<i>*projected</i>					

Table 2 - Detailed Breakdown of ISD Graduates' ** Postsecondary Activities 2006-2008

Class of 2006: 16 graduates

7 to 4 PLUS (5 to Iowa Western Community College, 2 to supported work environments)
2 to local district school TAP/4 PLUS program (VESS)
1 to Iowa Central Community college
1 to Southeast Community College
1 to Indian Hills Community College
4 to work in hometowns

Class of 2007: 5 graduates

2 to 4 PLUS (independent work sites)
1 to work in hometown
1 moved out of state
1 to supported work environment

Class of 2008 (projected): 14 graduates

7 to 4 PLUS (3 to community college, 4 to work training sites)
1 to Rochester Institute of Technology (National Technical Institute for the Deaf)
1 to Indian Hills Community College
2 to supported work environment
3 to work in hometown

**ISD "graduates" have completed Carnegie credits toward graduation, but opt to stay on IEPs to receive additional support as they transition with co-enrollment in community college courses, or to a work environment where they can receive job coaching and coordination from ISD transition program personnel in 4PLUS. These students may participate in graduation ceremonies with their classmates, but they do not receive their diplomas until they have completed their transition IEP goals. By federal and state laws they may elect to stay in the program up to age 21.

3. ENSURE HIGH QUALITY OUTREACH SERVICES STATEWIDE.

3.1. DEVELOP EFFECTIVE STATEWIDE OUTREACH SERVICES FOR MULTIPLE CONSTITUENTS, INCLUDING FAMILIES, DISTRICTS, AND AREA EDUCATION ASSOCIATIONS (AEA).

3.1.1. ISD will maintain and provide resources related to issues in deafness and hearing impairment for use by constituents.

3.1.1.1. Current, updated resources and technical assistance related to issues in deafness and hearing impairment will be compiled and disseminated to provide professional help and information to families, districts, and AEAs.

3.1.1.2. Technical assistance given to educational programs, emphasizing reading and math for students who are deaf or hard-of-hearing, will be documented.

3.1.2. ISD will coordinate and serve as a resource for professional development opportunities related to issues of education for students who are deaf or hard-of-hearing.

3.1.2.1. ISD support to constituents statewide will be documented, including support given via the Iowa Communication Network, for activities such as support groups and workshops for families and service providers.

3.1.2.2. ISD will have an annual summer program to assist students who are deaf or hard-of-hearing, to include students who do not regularly attend ISD's on-campus program, that emphasizes the skills of the Expanded Core Curriculum (e.g., communication and literacy skills such as how to use an interpreter effectively to gain information, how to use specialized assistive listening devices).

PROGRESS UPDATE 3.1 SPRING 2008

The ISD/DE consultant supplies information regarding deaf education trends, issues and research routinely via e-mail to a statewide group of leaders and service providers.

Limited technical assistance is provided statewide, due to ISD budget constraints for staffing resource personnel. The challenge of budget limitations in this priority area in the future will require a revision of strategies and indicators or a revision of the priority entirely.

During the 18 months ending March 2008, ISD provided nine family/professional learning conferences on the ICN. These ISD information/resource conferences were attended by 213 people, including 47 professionals, that is, service providers to students who are deaf or hard-of-hearing.

ISD continues to offer Sign Language instruction (24 one-hour sessions annually (September-May) for families statewide via the ICN. ISD students benefit greatly because many of their family members take these classes. In Fall 2007 sessions, a total of 320 people participated in the Beginners Sign class, while 85 people attended the Intermediate class. These numbers are nearly double the class numbers for Spring 2007. By adjusting class hours more people who wanted to take the classes were able to attend.

During July 2007, more than 60 students attended the two-week, on-campus, ISD summer program.

In January 2008, ISD mailed 2000 informational packets to school administrators throughout Iowa. These included the new "Lookbook" which gives an overview of ISD services.

The Superintendent met with the AEA Special Education Directors in January 2008, and with the special education supervisors of AEA 1 during the fall of 2007. The Superintendent continues to pursue scheduling of additional visits with individual AEA's.

3.2. ENHANCE EXISTING RELATIONSHIPS WITH ISD'S MAJOR CONSTITUENTS, AND WITH NATIONAL ORGANIZATIONS SERVING STUDENTS WHO ARE DEAF OR HARD-OF-HEARING.

3.2.1. Identify additional ways to collaborate on program and service provision with Iowa Braille and Sight-Saving School (IBSSS), Iowa DE, and AEAs.

3.2.1.1. Continued collaboration and expansion of the Iowa Deafblind Project with IBSSS, Iowa DE, AEAs, will be documented.

3.2.1.2. Additional shared programming possibilities will be identified and documented with Iowa partners.

3.2.2. Communicate regularly with Nebraska Department of Education (NDE) and districts/Educational Service Units (ESUs) regarding Nebraska students placed at ISD, to ensure seamless service provision and accountability for progress.

3.2.2.1. Program documentation will demonstrate communication activities, e.g., the NDE, the ESUs, and the district participation in each students' IEP teams.

3.2.3. Continue participation in national leadership efforts for deaf education.

3.2.3.1. Superintendent's and state consultant's participation will be documented related to the National Agenda, Quality Programming for Deaf and Hard-of-Hearing (QPDHH) and Conference of Educational Administrators Serving the Deaf (CEASD).

3.2.3.2. QPDHH/National Agenda materials will be disseminated throughout Iowa as a resource to assist in program planning.

PROGRESS UPDATE 3.2 SPRING 2008

ISD continues to collaborate with IBSSS, the Iowa Department of Education and several AEAs on the Iowa Deaf-Blind Project. ISD personnel have participated in several classroom consultations (on-site, for students in schools in other AEAs). Phone consultations and e-mail/webboard discussions have also been used to provide technical assistance. The ISD Superintendent represents the ISD Deaf-Blind Project team members at task force/advisory committee meetings.

ISD continues to assist IBSSS with summer programming on the ISD campus for students with visual impairments who are served by IBSSS.

The Superintendent communicates at least quarterly with representatives of Nebraska regional programs and the Nebraska Department of Education concerning Nebraska students placed at ISD. Communication is collaborative and focused on problem-solving for individual cases.

The Superintendent continues to be active nationally in the CEASD, including the Joint American Annals of the Deaf administrative committee (as the CEASD representative). She served for three years, through May 2007, on the general CEASD Board of Directors.

The ISD state consultant, whose time is shared with the Iowa Department of Education, continues to lead in the area of Quality Programming for Deaf and Hard-of-Hearing (QPDHH). Iowa was first to adopt this evaluation process from the field of visual impairment and modify it for use to evaluate programs for students who are deaf or hard-of-hearing. (Iowa owns the rights to the QPDHH program evaluation process.) The ISD state consultant has also led QPDHH evaluation processes in two additional states (Louisiana and Kentucky).

The Superintendent has worked, since Fall 2006, to develop a plan for meeting mental/behavioral health needs of Iowa and Nebraska deaf and hard-of-hearing student and adult populations by establishing collaborative relationships with Boys Town National Research Hospital, the Nebraska Commission for the Deaf and Hard of Hearing, the Nebraska Department of Education and Alegent Healthcare. Some program options have been established, primarily through Alegent for acute care.

4. DEMONSTRATE EFFECTIVE STEWARDSHIP OF RESOURCES.

4.1. ENSURE APPROPRIATE STEWARDSHIP OF RESOURCES THROUGH EFFECTIVE AND EFFICIENT BUSINESS OFFICE AND ISD FOUNDATION OPERATIONS.

4.1.1. Investments (both for ISD and ISD Foundation) will be maximized to enhance funding for targeted school programs.

4.1.1.1. All investments (both for ISD and ISD Foundation) will be reviewed monthly to adjust strategies and maximize returns. Reports will be filed with the Board of Regents.

4.1.1.2. ISD Foundation projects will be reviewed monthly and aligned with Strategic Plan priorities for funding purposes.

4.1.2. Business practices will be updated regularly and technology will support maximum efficiency in both the business office and all school operations.

4.1.2.1. Resources and funding sources will be reviewed monthly, and aligned with Strategic Plan priorities.

4.1.2.2. Business practices will be reviewed at least annually and revised as needed.

4.1.2.3. Audits, including a Risk Management Audit, will be conducted regularly (at least annually for audits by the State Auditor's office) and reports submitted to the Board of Regents.

4.1.2.4. Technology needs for both the business office and school programs will be reviewed at least annually, and technology will be updated as needed to enhance efficiency and educational opportunities.

PROGRESS UPDATE 4.1 SPRING 2008

Investment policies, strategies and practices are reviewed monthly. Reports have been submitted twice in the last 18 months to the Board of Regents, State of Iowa. The reviews confirm that policies, strategies and practices are affording maximum returns based on sound policies for both ISD and the ISD Foundation.

ISD Foundation reports are filed quarterly with the Board office, which assists with development and review of policies.

ISD Foundation projects have been aligned with the Strategic Plan and projects are being prioritized during the Spring semester of 2008 for a Feasibility Study that will be conducted and completed by the end of June 2008 in anticipation of a capital campaign in Fall 2008.

ISD business practices are reviewed regularly. The reviews have confirmed that practices are sound and reflect efficiencies. University of Iowa internal auditors completed a study in Spring 2007. All recommendations have been addressed, with completion on some and progress on others (for example, restriction on door entry/access is being reviewed).

A strong emphasis has been given to updating technology, which is enhancing efficiencies not only in business practices, but also in programs campus-wide. Technology security has been upgraded and tightened, especially for wireless users. IT documentation has been revised and a documented disaster recovery plan is in place, with a clear backup and recovery plan that is tested and operational. Other areas of potential vulnerability have been assessed and are being addressed as needed.

4.2. ENSURE STUDENT HEALTH AND SAFETY THROUGH REVIEW, MODIFICATION, IMPLEMENTATION, AND/OR MAINTENANCE OF EFFECTIVE STUDENT LIFE OPERATIONS (CAFETERIA, HEALTH CENTER, DORMITORY AND TRANSPORTATION).

4.2.1. ISD will finalize and implement a "Wellness Policy" in compliance with USDA mandates for the Federal Lunch program.

4.2.1.1. Cafeteria offerings will demonstrate compliance with USDA food choice mandates for all three meals daily.

4.2.1.2. Every student will demonstrate healthful food and activity choices (measured by staff monitoring).

4.2.1.3. Every student will have a comprehensive health file, including height, weight, Body Mass Index, etc., and demonstrate basic understanding of the information for himself or herself.

4.2.2. All ISD nursing staff members will be appropriately licensed and qualified for their responsibilities.

4.2.2.1. All Health Center staff members will demonstrate American Sign Language skill levels to ensure fluent, accurate communication with students and staff regarding health issues and needs.

4.2.2.2. All nurses will have full and appropriate Iowa licensure for their positions and will participate in professional development to stay updated in school nursing and first responder issues.

4.2.3. All dormitory staff will be highly qualified for their roles.

4.2.3.1. All dormitory staff members will receive Dormitory Counselor Certification through Conference of Educational Administrators Serving the Deaf (CEASD) to demonstrate appropriate training and qualifications.

4.2.3.2. All dormitory staff members will participate in professional development that enhances their qualifications and is appropriate to their roles *in loco parentis*.

4.2.4. Transportation routes will maximize safety and effective use of resources, minimizing time spent in transit.

4.2.4.1. All routes will have appropriately licensed and/or qualified personnel assigned to them, e.g., bus aides and drivers must be fluent in ASL, and drivers must have appropriate Iowa licenses to drive students.

4.2.4.2. All vehicles will be maintained fully to ensure safety and efficiency, and will be replaced on a regular schedule.

PROGRESS UPDATE 4.2 SPRING 2008

The Board of Regents, State of Iowa, approved the Wellness Policy in August 2007. Substantial progress has been made on 4.2.1. An audit of the federal lunch program was conducted in Fall 2008. Recommendations by the audit team have been addressed. Changes have been made in food line choices and offerings, salad bar offerings, and physical layout of the cafeteria line so that cafeteria staff can monitor student food choices as mandated by the federal lunch program.

Students' comprehensive health files are in place. Students are receiving instruction from the nursing staff, from the dormitory staff and from the health curriculum, so they will understand their health information (particularly high school students as part of the transition to postsecondary life).

All ISD nurses have nursing licenses. Four nurses have not met their sign language proficiency levels. In a primary care responder role, this can be a matter of life and death. These nurses continue ASL classes with qualified instructors, provided by ISD.

All dormitory staff members have met their ASL proficiency levels. Currently two dormitory staff members have Dormitory Counselor certification through CEASD. All dormitory staff members have ongoing professional development opportunities.

ISD daily and weekly routes have expanded. Routes are constantly reviewed and revised (in many cases, weekly) to help reduce the additional transportation costs by maximizing fuel efficiencies.

All vehicles are maintained weekly. Major maintenance schedules are followed carefully. Sufficient numbers of appropriate fleet vehicles are ready for daily transportation of students and for weekend routes to students' homes and back to school.

One area of concern will be addressed as emergency planning is revised. ISD does not currently have a fully structured plan for vehicle mobilization in the case of an ISD emergency evacuation.

4.3. ISD'S FACILITIES AND GROUNDS WILL ENSURE STUDENT AND STAFF HEALTH AND SAFETY, AND WILL SUPPORT INSTRUCTIONAL EFFECTIVENESS.

4.3.1. Facilities and grounds conditions will be reviewed regularly, and repairs and maintenance (R&M) will be scheduled in a timely manner.

- 4.3.1.1. A listing of ongoing R&M projects, scheduled and completed, will be updated at least annually.
- 4.3.1.2. Resource needs and rationales to support projects will be documented to ensure that R&M schedules can be met.
- 4.3.1.3. ISD's scheduled Science Wing renovation will be completed to bring the area up to health and safety code requirements and current best practices for science instruction.

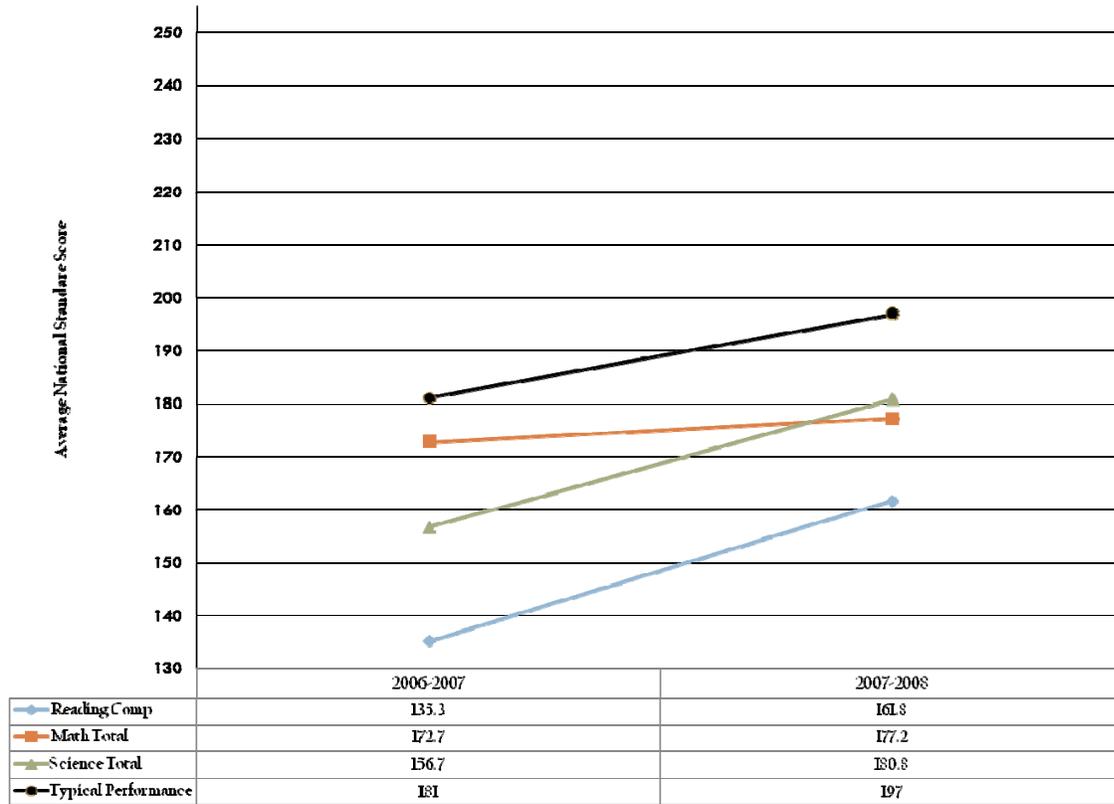
PROGRESS UPDATE 4.3 SPRING 2008

All applicable Capital plans, both 1-year and 5-year, were updated and submitted to the Board of Regents, State of Iowa. Facilities reports were updated, submitted and accepted by the Board twice in the last 18 months.

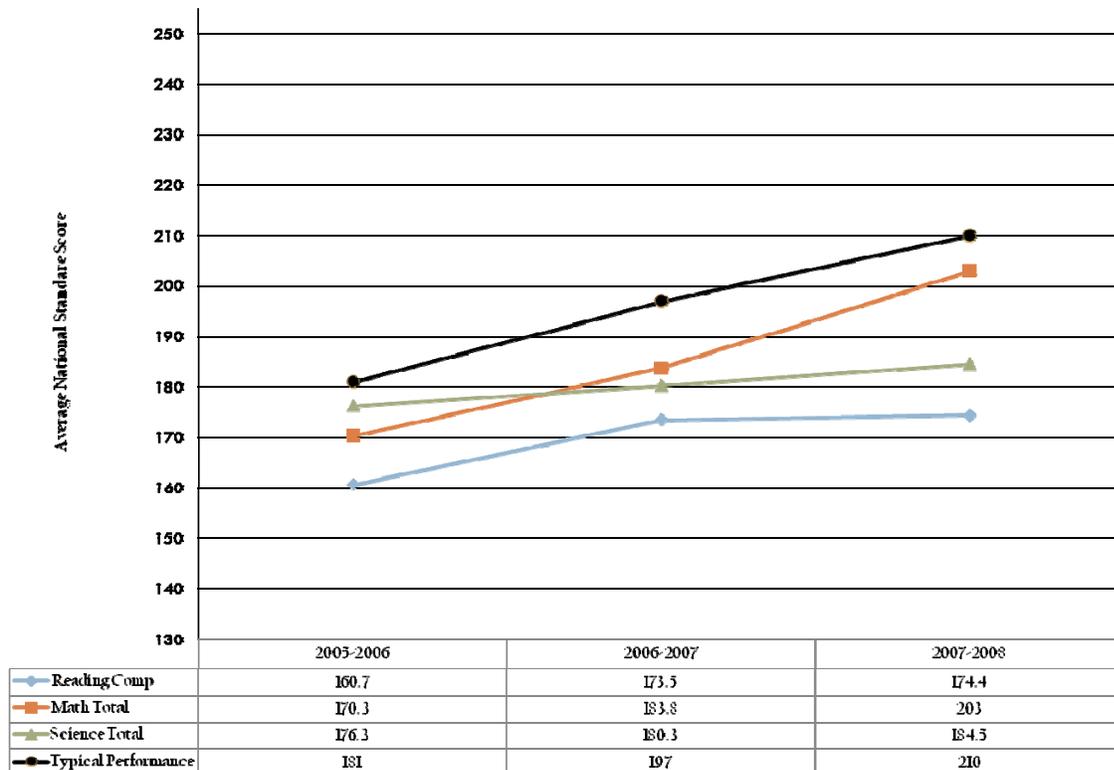
Completed repair and maintenance projects are documented and records maintained in a timely way, according to Board policy.

Projected costs for completion of the science classrooms renovation project were updated to reflect inflation over the last three years while funding was pending. (Phase 1 on the science classrooms was completed by Spring 2007, to abate asbestos, and gut the shell, as well as to reconstruct a few weak areas that had been corroded by the chlorine from previous use as a swimming pool.)

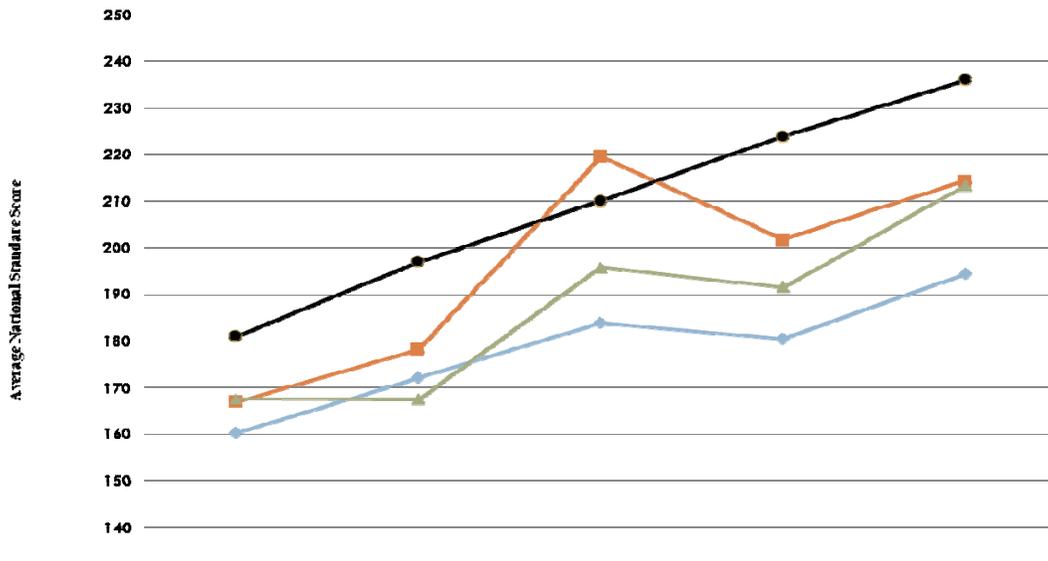
Class of 2016 (4th Grade)
Average National Standard Score



Class of 2015 (5th Grade)
Average National Standard Score

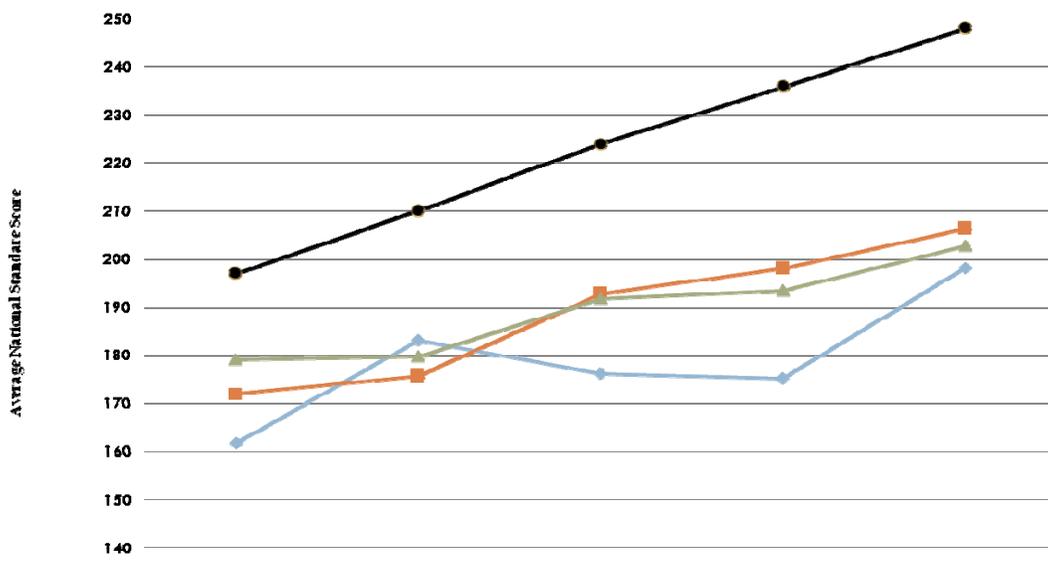


Class of 2013 (7th Grade)
Average National Standard Score



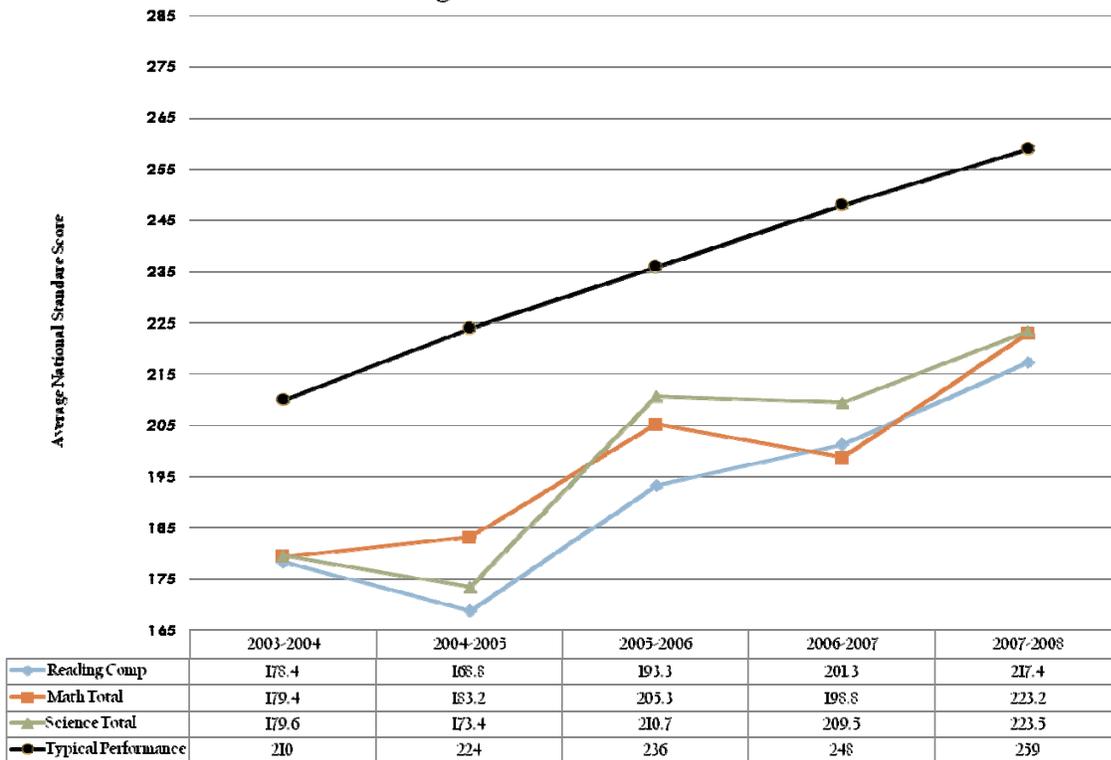
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Reading Comp	160.2	172.2	183.9	180.5	194.4
Math Total	167	178.2	219.5	201.8	214.4
Science Total	167.6	167.5	195.8	191.5	213.4
Typical Performance	181	197	210	224	236

Class of 2012 (8th Grade)
Average National Standard Score

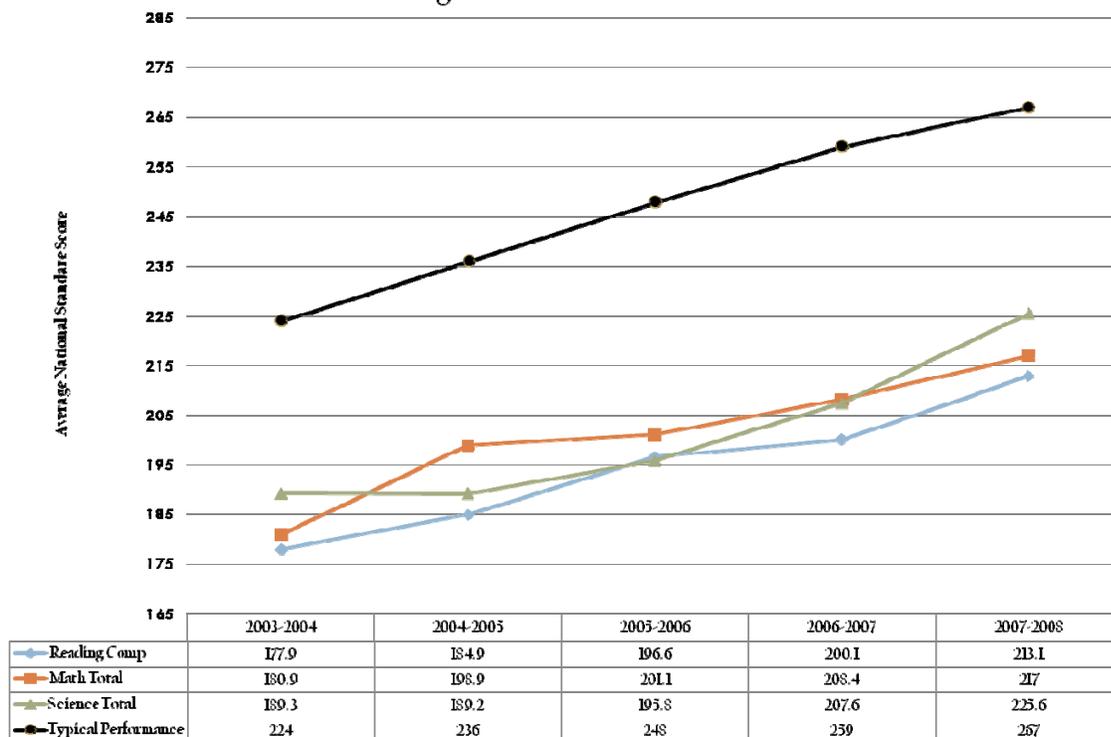


	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Reading Comp	161.8	181.1	176.1	175.1	198.2
Math Total	172	175.6	192.8	198.1	206.4
Science Total	179	179.7	191.8	193.4	202.8
Typical Performance	197	210	224	236	248

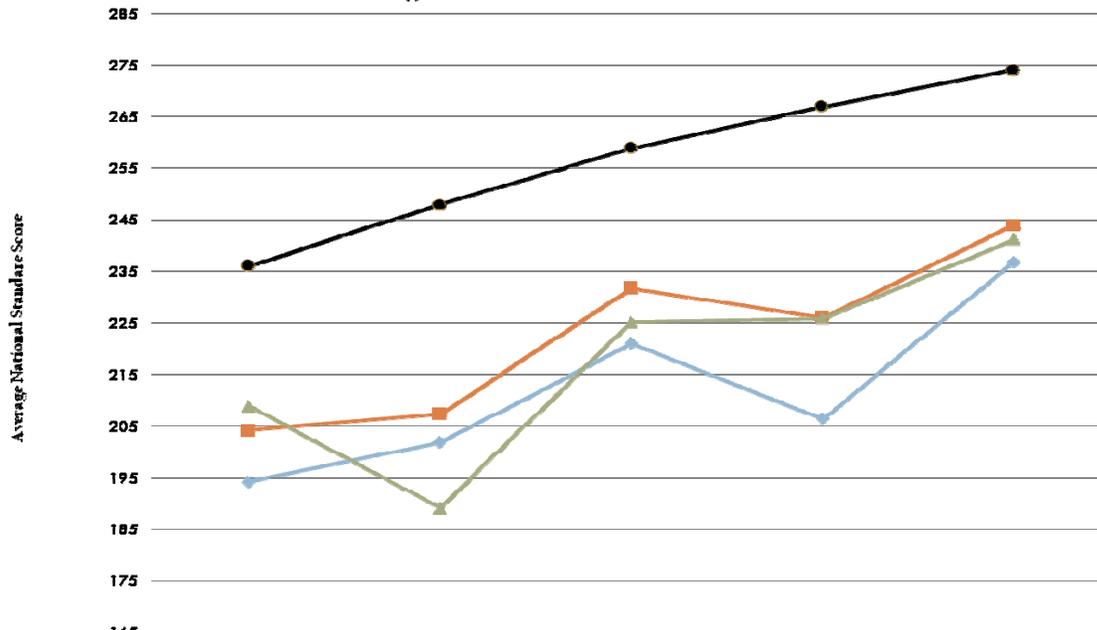
Class of 2011 (Freshman)
Average National Standard Score



Class of 2010 (Sophomore)
Average National Standard Score

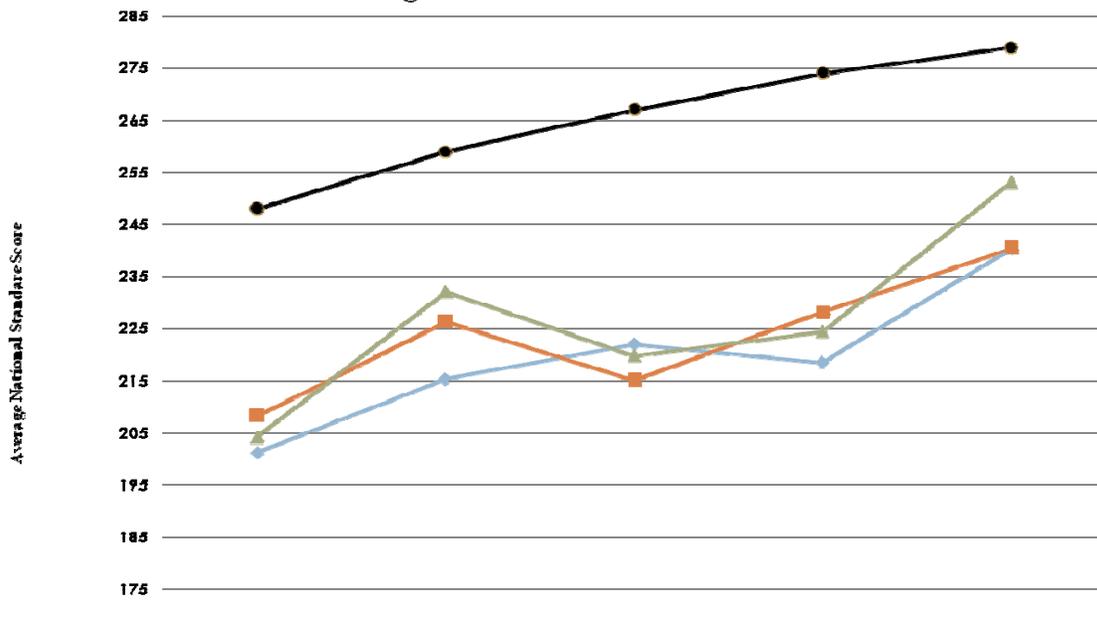


Class of 2009 (Junior)
Average National Standard Score



	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Reading Comp	194.3	202	221	206.5	236.8
Math Total	204.3	207.4	231.8	226	243.9
Science Total	209	189.2	225.2	225.9	241.1
Typical Performance	236	248	259	267	274

Class of 2008 (Seniors)
Average National Standard Score



	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Reading Comp	201.3	215.4	222	218.5	240.3
Math Total	208.4	226.3	215.2	228.1	240.4
Science Total	204.3	232	219.8	224.4	253.1
Typical Performance	248	259	267	274	279

Iowa Braille and Sight Saving School

A Statewide System for Vision Services in Iowa

**Strategic Plan Progress Report
July 2007 – June 2008**

The Coordinating Council for Vision Services developed a plan in Spring 2006, titled "Preferred Future for Vision Services in Iowa". This plan was approved by the State Board of Education and the Board of Regents, State of Iowa. The Preferred Future Plan (Attachment E1) became the blueprint for developing a statewide system of excellence to provide educational services to Iowa students who are blind or visually impaired. The statewide system that was developed as result of this blueprint is now in the first year of implementation and is known as the Statewide System for Vision Services in Iowa.

This strategic plan progress report provides a summary of progress that has been made and, in some cases, is scheduled to occur during the period July 1, 2007 – June 30, 2008, toward achieving the goals established by the Coordinating Council. Regent Rose Vasquez serves as co-chair with Sr. Jude Fitzpatrick, State Board of Education.

Major accomplishments in the implementation of the new Statewide System for Vision Services in Iowa during this time frame include:

- ◇ The development and implementation of an Intergovernmental Agreement between the Board of Regents and the State Board of Education.
- ◇ The development and implementation of an Intergovernmental Agreement between the Board of Regents, State Board of Education, Department for the Blind, and Association of Area Education Agencies.
- ◇ The development of a Statement of Responsibilities for the Superintendent/Administrator of the Statewide System for Vision Services.
- ◇ The establishment and implementation of a search and screen committee for the position of Superintendent/Administrator of the Statewide System for Vision Services
- ◇ A review of the educational files of every child receiving services through local area schools, area education agencies and the Iowa Braille School related to blindness and visual impairment; each file was reviewed to define student characteristics and to clarify the nature and extent of current services provided; the information gathered in this review will guide the direction of the future services needed for children who are blind or visually impaired in Iowa and will lead to a more equitable distribution of services
- ◇ Through reorganization of services, the creation of critical teacher and consultant positions available statewide in the areas of math and literacy expanding the opportunities available to students in academic areas directly linked to future success

Attachment E1, the Strategic Plan Summary of Progress Report, details the programs and services developed and implemented or awaiting summer implementation to continue progress in achieving the goals developed by the Coordinating Council and approved by the Board of Regents.

Iowa Braille and Sight Saving School

**A Summary of Progress
July 2007 – June 2008**

A Statewide System for Vision Services in Iowa

PREFERRED FUTURE PLAN FOR VISION SERVICES IN IOWA

Providing appropriate training and support for general classroom and special education teachers, administrators, and area education agency staff who work with students who are blind or visually impaired

- ◇ Two regional summer institutes for professional development were conducted focusing on accommodations for the students with visual impairment in the areas of technology, independent living skills, and performance monitoring of individual education plan goals. The model of regional training continues to allow access to professionals across Iowa.
- ◇ The early childhood consultant position continues to be devoted to providing assistance in the identification and provision of services to newly identified children who are blind or visually impaired. This position collaborates with a family services specialist and with related positions in the area education agencies to provide networking opportunities and trainings for parents.
- ◇ The Iowa Braille and Sight Saving School has employed a teacher of secondary mathematics with experience in teaching students who are blind or visually impaired. The teacher provides technical assistance in mathematics to teachers who have students who are blind or visually impaired in their classrooms, and offers targeted short-term classes to students.
- ◇ Newly created faculty positions and or positions with a change in roles and responsibilities include the Literacy Consultant, two regional Low Vision Specialists, and a Transition Specialist. Dedicating people to these roles will allow for the creation of training and support for those working directly with students in the areas of literacy, low vision, and transition.
- ◇ Consultation and technical assistance is also available to school districts and area education agencies to develop and improve successful strategies for students who are blind or visually impaired with severe multiple disabilities so that these students can be integrated into their local district special education programs.
- ◇ The content and methods for common standards-based evaluation in compliance with Iowa teaching standards specified in Iowa Code 284.3 continues to be used as the evaluation method for all teachers of the visually impaired and certified orientation and mobility specialists.

Using regional centers to provide access to the Expanded Core Curriculum (including life skills) and to eliminate geographical differences in the distribution of resources. *

Maximizing skill development in activities for daily living, literacy, social skills, and travel skills. *

*Note: The following activities relate to both of the above preferred future statements.

- ◇ Three professional learning opportunities for improving academic and functional outcomes for students who are multiply impaired, including students who are blind or visually impaired or deafblind, were offered in Ankeny: September 2007 Routines and Calendars; February 2008 Communication Strategies; and April 2008 Every Move Counts.
- ◇ In collaboration with the AEAs, Easter Seals Camp Sunnyside, the Iowa Department for the Blind, and the Iowa School for the Deaf, 13 regional programs will be held in Summer 2008 for students who are blind or visually impaired. The programs include:
 - ◆ Camp Explore is for any school age student, June 8-13 at Camp Sunnyside
 - ◆ Camp Sunnyside O&M Week is for students entering grades 6-12th, June 8-13 at Camp Sunnyside
 - ◆ Camp Discovery is for students 15-18 years old, Jun 15-Aug. 2 at the Iowa Department for the Blind
 - ◆ Expanding Our World is for students entering grades 1-5th, June 16, at an LEA in Des Moines
 - ◆ A Summer Getaway is for students ages 6-15 who are in a functional curriculum, June 16-27 on the campus of the Iowa Braille School
 - ◆ A Green Getaway is for students ages 6-15 who are in an academic curriculum, June 16-27 on the campus of the Iowa Braille School
 - ◆ Carnival Week is for any school age student, June 22-27 at Camp Sunnyside
 - ◆ Rainbow Connection is for any school age student, Jun 29-July 3 at Camp Sunnyside
 - ◆ Area Wide Picnic is for families in the northwest quadrant of Iowa on July 12
 - ◆ Youth Leadership is for high school students with disabilities, July 13-18 at the Iowa Department for the Blind
 - ◆ Making Memories Camp is for students ages 6-14 in an academic curriculum, July 13-25 on the campus of the Iowa School for the Deaf
 - ◆ Yes, I Can is for students ages 6-14 in a functional curriculum, July 13-18 on the campus of the Iowa School for the Deaf
 - ◆ Camp Abilities of Iowa is for students ages 8-15, July 27- Aug. 1, on the campus of the Iowa Braille School
- ◇ Math, Science and Technology Activity Days were held regionally on the campus of the Iowa School for the Deaf and at Heartland AEA. Physics of Sound was held at Grant Wood AEA and on the campus of the Iowa Braille School. These programs were offered for students, vision staff, and LEA staff.
- ◇ In February 2008, students with visual impairments attending their local public school throughout Iowa traveled with the Iowa Braille School team to Kentucky for a Goalball Meet and participated in social activities with students from other state schools for the visually impaired.

- ◇ In April 2008, students with visual impairments from across the state will travel with the Iowa Braille School team to Minnesota and Illinois for a Swimming and Forensics Meet and social activities with other students from state schools for the visually impaired.
- ◇ The 2008 Iowa Braille Challenge was held January 26 in Des Moines. The Braille Challenge competition is part of a national program from the Braille Institute of America, Inc. This event was co-hosted by IBS and the Library of the Iowa Department for the Blind.
- ◇ A second statewide ICN training series session: Abacus Lessons for TVIs and Paraprofessionals was held from March through April.
- ◇ Stepping Into the Future, a weekend conference to help families network and gather information in the areas of early childhood transition and orientation and mobility will be held in Des Moines in April.
- ◇ The Iowa Braille School will host Prom Weekend 2008 on the campus in Vinton in May. Students with visual impairments, 14-21 years old, are invited to participate in the banquet, dance, after prom activities, goalball, cookout, and the Joe Beringer Annual Corvette Car Rally.
- ◇ Two regional consultants for Low Vision services have been appointed and a position for a Literacy Consultant was created and filled.

Centralizing administration and coordination of service providers, of assistive technology, and of regional centers to allow for the allocation of available resources to achieve maximum effectiveness.

- ◇ A Management Team for the Statewide System for Services in Iowa for children who are blind and visually impaired has been created to provide leadership in the coordination of services, leverage funding, and create expertise and opportunities from all available resources. The members are: Jeananne Schild, IBSSS Interim Superintendent; Lana Michelson, Iowa Department of Education Director of Student and Family Support Services; Laurabelle Sherman-Proehle, Iowa Department of Education Director of Early Childhood Services; Glenn Grove, Loess Hills Area Education Agency Chief Administrator; Allen Harris, Director of the Iowa Department for the Blind; and Harold Blatt, Keystone AEA 1 Director of Special Education. The Management Team held their first meeting in March.
- ◇ Discussions with the AEA Directors of Special Education regarding the recommendation that all teachers of the visually impaired and certified orientation and mobility specialists be employed by a central administrative agency resulted in agreement to transfer the employment or to continue to work cooperatively with the Iowa Braille School. It is anticipated that 11 teachers of the visually impaired from a majority of the area education agencies will have completed the transfer of their employment by the beginning of the 2008-09 school year

- ◇ Regarding the campus buildings in Vinton, beginning on July 8, AmeriCorps NCCC will move its residential site operation to the campus of the Iowa Braille School. There will be 160 Corps members and Corps member leaders, along with 14 administrative staff. They will share the campus, occupying Palmer Hall, Rice Hall, the 3rd floor north of old Main (on a temporary basis), and utilizing as needed the recreation building and cafeteria.

Coordinating comprehensive transition to adulthood services with the Department for the Blind.

- ◇ IBSSS and Iowa Department for the Blind staff continue to work together toward a collaborative referral process that will ensure joint transition planning when students who are blind or visually impaired reach age 14. Teachers have received training on the referral process and have implemented the model.
- ◇ The 2008 Iowa Braille Challenge, co-hosted by the Library Iowa Department for the Blind and the Iowa Braille School, was held January 26 in Des Moines. The Braille Challenge competition is part of a national program from the Braille Institute of America, Inc.

Expanded early intervention services for birth through age 3 which focuses on families, communication, and social skill development.

- ◇ Stepping Into the Future, a weekend conference to help families network and gather information in the areas for early childhood transition and orientation and mobility, will be held in Des Moines the weekend of April 18.
- ◇ The parent web-board was put in place in October 2007 as a tool for parents to communicate with one another and receive information about upcoming events.
- ◇ On April 4th, a parent dinner and opportunity for families to receive resources was conducted in Mason City.
- ◇ Early Childhood Training Kits are currently being developed.
- ◇ Weekend Learning opportunities were held at Grant Wood AEA in Cedar Rapids.
- ◇ Home visits have been conducted with a small number of families.

PREFERRED FUTURE FOR VISION SERVICES IN IOWA

Developed by the Coordinating Council for Vision Services in 2005-2006

A Preferred Future for Vision Services in Iowa will be characterized by:

- A. Providing appropriate training and support for general education classroom and special education teachers, administrators and AEA staff who work with students who are blind or visually impaired.**

We would know this is occurring if:

1. Qualitative assessments, such as repeating the survey of parents and providers conducted as part of the needs assessment data for the Coordinating Council, are completed periodically and showed greater satisfaction.
2. General education and special education teachers demonstrated greater confidence and competence while working with blind and visually impaired students.
3. All paraprofessionals were provided training using state of the art technology.
4. Students who are blind or visually impaired are identified and receive appropriate identifications services as early as possible and focused training is provided for LEA teams for newly identified BVI1 children.
5. Teachers held appropriate expectations for achievement and student achievement increases.
6. Performance evaluation of TVIs² and COMs³ is tied to professional development.

- B. Using regional centers to provide access to the expanded core curriculum (life skills) and to eliminate geographical differences in the distribution of resources.**

We would know this is occurring if:

1. Each BVI student had access to intensive training in the expanded core curriculum (ECC) within a one-hour drive of his or her home.
2. Students resided within their home communities while accessing services from regional centers, including weekend and evening support and transportation.
3. There was evidence of participation in regional centers by parents, families, teachers and administrators.
4. BVI students received intensive, age appropriate training in the expanded core curriculum on an ongoing basis throughout K-12, as documented on their individual education plans (IEPs).

5. TVIs and COMs spend less of their time in travel, and more in planning, consulting and teaching.

C. Maximizing skill development in activities for daily living, literacy, social skills, and travel skills.

We would know this is occurring if:

1. Objective assessments of BVI students indicate that students have achieved age appropriate levels of skill development in each of the nine areas of ECC and are able to compete with their similar sighted peers in classroom and extracurricular activities.
2. One year after graduation from high school, BVI students are as successfully employed or in higher education, live as independently, participate in the community and are as personally satisfied as similar sighted peers.
3. Students are taught and use the most effective array of visual and non visual skills.
4. Objective assessments of these skills are based on statewide standardized benchmarks of achievement jointly developed and endorsed by the education system, adult services and blindness communities.
5. All TVIs are fully competent in reading, writing and teaching Braille.

D. Centralizing administration and coordination of service providers, assistive technology, and regional centers to allow for the allocation of available resources to achieve maximum effectiveness.

We would know this is occurring if:

1. There was a structure in place that facilitates the coordination of services and leverages funding, expertise and opportunities from all available resources, including the Iowa Department for the Blind.
2. Evidence of coordination of services can be seen on the IEPs with the roles of the various partners clearly defined and nonduplicative.
3. TVIs and COMs throughout the state are hired, trained, equipped, supported, allocated, supervised, and evaluated by a central administrative agency.
4. A full continuum of services, including residential options that are flexible and targeted is supported by the coordination of services.
5. A document or tool is in place that will navigate the system for use by parents, the medical profession, educators, Department of Human Services personnel, and others who would find it useful.
6. System redesign leads to student outcomes that rival the performance of similar students without BVI. The system operates more economically and without geographic bias.

E. Coordinating comprehensive transition to adulthood services with the Iowa Department for the Blind.

We would know this is occurring if:

1. The Iowa Department for the Blind and IBSSS developed a plan to create a unified philosophy of blindness, their respective programs were complementary, and personnel in all systems valued the expertise and contributions of their counterparts.
2. Parents viewed the education system and the Iowa Department for the Blind as partners, working together to achieve a unified goal of success and independence for students.
3. IEPs reflect goals related to transition.

F. Expanded early intervention services for birth through age 3 which focuses on families, communication and social skill development.

We would know this is occurring if:

1. Parents of infants and young children had early experiences with regional centers and reported satisfaction with the assistance and support found there. This assistance and support is characterized by recognition that parents and family are the first, best and most influential teacher for any child, that critical foundational socialization, personality, and skill development occurs during this time, and that most families have little or no experience of blindness or visual impairment.
2. Early screening, evaluation and diagnosis would be available through the medical community with results reported to appropriate service providers. Follow-up was provided in all cases through the redesigned system of coordinated services.
3. Professional development regarding BVI is provided to Early Access teachers.