PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

THIS PAGE INTENTIONALLY LEFT BLANK

BOISE STATE UNIVERSITY

SUBJECT
Boise State University Annual Report

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION
This agenda items fulfills the Board's requirement for Boise State University to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

IMPACT
Boise State University's strategic plan drives the University's planning, programming, budgeting and assessment cycles and is the basis for the institution's annual budget requests and performance measure reports.

ATTACHMENTS
Attachment 1 – Summary Annual Report   Page 3

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

THIS PAGE INTENTIONALLY LEFT BLANK

Boise State University Progress Report
February 2013
Presented by: Dr. Robert W. Kustra, President

Strategic Plan Implementation

The goals and strategies of our new strategic plan, *Focus on Effectiveness 2012-2017,* provide the blueprint by which we will deliberately and methodically attain our vision to become a Metropolitan Research University of Distinction. The goals are:

- *Create a signature, high-quality educational experience for all students.*
- *Facilitate the timely attainment of educational goals of our diverse student population.*
- *Gain distinction as a doctoral research university.*
- *Align university programs and activities with community needs.*
- *Transform our operations to serve the contemporary mission of the university.*

The first four goals give direction to our actions as a university and the fifth goal is focused the effectiveness and efficiency of our internal operations. The more successful our implementation of the fifth goal, the better able we will be to implement the other four goals.

Implementation of the new strategic plan is following a fundamentally different course that it did with the prior plan. Implementation of Charting the Course was primarily the responsibility of individual units, which created and implemented their own strategic plans aligned with the university-wide plan. In contrast, implementation of *Focus on Effectiveness 2012-2017* emphasizes the planning and implementation of university-wide initiatives.

During spring and summer 2012, a first set of strategic projects were derived directly from our strategic plan. They fulfill two key criteria: (i) Each is truly a university-level project, requiring that divisional boundaries be crossed in planning, implementation, and impact. (ii) Each is foundational in nature; that is, by implementing it first, we facilitate the later implementation of unit-level and other university-level projects.

A portfolio of nine projects has been approved for FY2013. Those projects are:

Integrated University Planning: We are creating an integrated planning structure centered around a Strategic Enrollment Plan. The Strategic Enrollment Plan translates our mission and strategic plan into goals for enrollment at the university and program levels and provides the basis for programmatic planning, infrastructure planning, and financial planning.

Comprehensive and Systematic Assessment: We are creating a structure to ensure comprehensive and systematic assessment, at both the unit and university levels, of our effectiveness as an institution. Assessment results will be used to improve our performance, understand the impact of those improvements, and to hold ourselves accountable.

Leading-Edge Pedagogy at the Program Level: Typically, efforts to transform the delivery of curriculum are focused on individual faculty members transforming individual courses. In contrast, in this project a pilot group of academic departments will each transform pedagogy throughout an entire program. For example, courses throughout a program would use team-based learning, immersing students in that mode of learning.

<u>Complete College – Boise State:</u> This project will pursue those actions that will tend to maximize the impact of our university on the college completion rate of Idaho. Areas of emphasis include (i) using focused recruitment to increase the number of Idahoans who attend college, especially first generation and others from groups typically underrepresented as college graduates; and (ii) actions to further increase the completion rate for those who attend college.

<u>A Culture Focused on Student Success</u>: This project will be key in our continued efforts to build a culture in which staff and faculty have an unshakable focus on their role in the success of our students. The focus will be on adopting a "One Referral" Standard. That is, when a person (student, staff, faculty, or community member) makes an inquiry that needs to be referred from one office to another, that referral made should be the last.

<u>Grant-writing Support for Research and Creative Activity</u>: This project will create a structure for helping faculty with the often challenging and time-consuming activity of developing grant proposals. One example of where such support is expected to generate significant returns is in the development of grant proposals that integrate education, social sciences, and humanities into research in the STEM disciplines.

<u>Expansion of the Mobile Learning Initiative</u>: Our Mobile Learning Initiative has put us "ahead of the pack" in many ways by creating technology-enabled learning spaces, deploying unique-content delivery methods, supporting faculty and student digital fluency, and making e-content more available. This project will continue that trajectory through (i) expanded access to e-content and devices through bookstore, library, etc. (ii) a marketing strategy designed to increase awareness of mobile learning opportunities and resources and to promote top-notch mobile learning initiatives as part of the university "brand", and (iii) continued support for innovation and exploration through faculty development programs:

<u>Maximize Success of the Foundational Studies Program in Achieving University Learning Outcomes.</u> This project will create a university-wide structure to aid departments in the assessment of their Foundational Studies Program courses, especially Disciplinary Lens courses. An assessment structure that is integrated into our teaching and learning processes will ensure the highest possible level of attainment of the University Learning Outcomes (ULOs). This project also will facilitate integration of ULOs with the Program Learning Goals of our degree programs and connection of ULOs with co-curricular activities.

<u>Strengthen the Structure and Operations of Academic Departments</u>. This project will assess and improve key work processes in our academic departments, define and assign roles and responsibilities at the department and college level, and provide easy and timely access to the accurate data required to inform decision-making and operations within academic departments. The goal of this project is to provide department chairs with the ability to focus on strategic thinking and program assessment, while department operations are skillfully, effectively, and efficiently managed.

Budget **(from 2012-13 Operating Budget)**

Revenue Projections	FY 2013
State General Account - (Includes Special Programs)	$74,496,000
Student Tuition and General Education Fees	76,318,400
Other Student Fees	31,241,972
Federal Grants & Contracts	125,100,129
State Grants & Contracts	2,502,674
Private Gifts & Grants	24,613,704

Sales & Services of Auxiliary Enterprises	53,138,693
F & A Recovery	5,430,885
Other (inter-dept. revenue, transfers from fund balance & interest income)	20,444,074
Total Estimated Revenue	**$413,286,531**
Estimated Expenditures	
Instruction	$102,215,854
Research	30,867,286
Public Service	13,479,370
Academic Support	19,966,959
Library	7,291,196
Student Services	16,026,556
Institutional Support	29,764,591
Physical Plant	20,339,348
Scholarships & Fellowships	10,846,409
Federal Student Financial Aid	93,000,000
Auxiliary Enterprises	74,052,412
Planned Use of Reserves	(4,563,450)
Total Estimated Expenditures	**$413,286,531**

- FTE faculty (% of the population)   599.29 FTE (33.04%)
- FTE managerial/professional (% of the population)   390.9 FTE (14.61%)
- FTE classified (% of the population)   337.26 FTE (6.57%)

Enrollment
(From PSR-1 Fall, October 15 census date)

Undergraduate	17,057
Early college	2,196
Non-degree seeking	1,287
Graduate	2,098
Total	**22,638**

2012 Graduates

Bachelor's Degree Awarded:	2,766
Master's Degrees Awarded:	664
Doctoral Degrees Awarded:	11
Total:	**3,441**

Research and Economic Development
Select Statistics
- Charter member of the National Academy of Inventors
  - includes several of our new conference partners, like Georgetown University, Temple University, University of South Florida, University of Cincinnati and University of Central Florida
- 18 patents awarded (15 in the last 3 years) and 25 pending
- $36 million in research awards
- 65 active NSF awards and sub-awards and more than 80 faculty members engaged in NSF projects

- 44 academic departments in six colleges offering 95 baccalaureate degrees, 78 master's degrees and 8 doctoral degrees
- 28,565 distinct students served last year

Collaborations

IGEM

State funding of $700,000 for the Governor's IGEM initiative combined with Boise State funding from internal reallocations is being used to expand and restructure the Computer Science Department to meet the economic needs of Idaho:

- Hiring additional faculty to address course backlogs and produce more graduates
- Integrating industry into program by creating an Industry Advisory Board, plus increasing student interaction with industry through team projects and proposals
- Restructuring curriculum and creating a tutoring center to enhance student success and retention
- Developing career counseling services for computer science and field trips to local software companies to introduce K-12 students to the field
- Collaborating with the Boise Angel Alliance to evaluate startups for funding
- Increasing external funding for computer science research
  - With only one new faculty member and one new research assistant this year to date, we have already realized an additional $1,286,000 in external funding

New Buildings/Spaces

Micron Business & Economics Building - The new home for the College of Business and Economics is a western gateway to campus at University Drive and Capitol Boulevard. Rising four stories, the 118,890 square-foot-building emphasizes student learning, business-relevant research and community collaboration. It incorporates cutting-edge technology and is designed to adapt easily and cost-effectively as new technologies emerge.

The Micron Business and Economics Building features adaptable classrooms, team rooms, designated areas for research and collaboration, a 250-seat lecture hall, financial trading room, an executive boardroom and much more. It also brings under one roof Boise State's units that interact with the business community on a daily basis — Idaho Small Business Development Center, TechHelp, the Centre for Creativity and Innovation and the Center for Entrepreneurship.

Lincoln Townhouses - This fall, we also open all 360 new beds in the Lincoln Townhouses, which will be full of junior and senior level students

Dona Larsen Park - Last summer, we opened the new Dona Larsen Park facility, which will serve Softball and Track & Field as well as the larger community as a place to host high school football games

PRESIDENTS' COUNCIL

SUBJECT
Presidents' Council Report

BACKGROUND/DISCUSSION
President Bert Glandon, College of Western Idaho President, and current chair of the Presidents' Council will give a report on the recent activities of the Presidents' Council and answer questions.

At the Councils February 5, 2013 meeting topics discussed were:
- Performance Based Funding Imitative
- Board Member Notifications
- Graduate Education Collaborative Partnership, Veterans Hospital

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

THIS PAGE INTENTIONALLY LEFT BLANK

SUBJECT
Idaho Public Charter School Commission Update

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-5213, Idaho Code

BACKGROUND/DISCUSSION
Idaho Public Charter School Commission (IPCSC) Director Tamara Baysinger will update the Board on the status of Idaho's public charter schools and the IPCSC's efforts to implement best practices for charter school authorizing. Topics will include:

1. Public charter school growth, achievement, and funding;
2. Proposed legislation pertinent to public charter school and authorizing; and
3. IPCSC focus on implementation of essential authorizing practices identified by the National Association of Charter School Authorizers.

IMPACT
This item will bring the Board up to date on the activities of the Idaho Public Charter School Commission during the last year.

ATTACHMENTS
Attachment 1 – Idaho Public Charter Schools Fact Sheet   Page 3
Attachment 2 – Idaho Public Charter Schools Lists   Page 4

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

THIS PAGE INTENTIONALLY LEFT BLANK

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

Public Charter Schools | FACT SHEET

TOTAL STATE SUPPORT FOR PUBLIC CHARTER SCHOOLS

Fiscal Year	FY10	FY11	FY12	% Change from FY10 to FY12
State Support	$78,800,105	$77,626,138	$80,912,728	2.7%

NUMBER OF PUBLIC CHARTER SCHOOLS

	2010-2011	2011-2012	2012-2013	2013-2014
District-Authorized	15	14*	14	15
IPCSC-Authorized	25*	29	30	33
Total	40	43	44	48

It is anticipated that 4-6 new public charter schools will be approved each year for the foreseeable future. If present trends continue, most or all of these will be authorized by the Idaho Public Charter School Commission.

PUBLIC CHARTER SCHOOL ENROLLMENT

	2010-2011	2011-2012	2012-2013	2013-2014**
District-Authorized	5,521	5,487	5,321	5,520
IPCSC-Authorized	10,691	10,597	10,912	11,681
Brick & Mortar	11,484	10,861	11,010	11,978
Virtual	4,728	5,223	5,223	5,223
Total	16,212	16,084	16,233	17,201

The number of students currently enrolled in Idaho's public charter schools represents 5.7% of Idaho's public school student population. 1.8% of Idaho's public school students are enrolled in virtual public charter schools.

IDAHO PUBLIC CHARTER SCHOOL COMMISSION PROGRAM BUDGET

	FY 2010 (actual)	FY 2011 (actual)	FY 2012 (actual)	FY 2013 (budgeted)
Personnel Costs	$100,366	$102,490	$145,921	$217,921
Operating Expenditures	$22,121	$19,766	$10,287	$40,600

Increased operating budgets are reflective of the meetings, tools, and training required for the oversight of an expanding number of schools. Increased personnel costs reflect the addition of a second, full-time IPCSC staff position, bringing Idaho closer to the nationwide authorizer staffing average of 1 full-time equivalent (FTE) per 5.3 schools.***

*In 2010-11, three new IPCSC schools opened, one existing IPCSC school closed, and one school transferred from district to IPCSC. In 2011-12, one existing district school closed.
**These estimates are based on enrollment caps contained in charters approved but not yet open, and do not reflect possible expansion or contraction of existing schools.
***Source: The State of Charter School Authorizing 2009 Annual Report, National Association of Charter School Authorizers.

Number	Name (Active Schools Only)	Year	Location	Grades	Method / Focus	Authorizer
1	ANSER Charter School	1998	Boise	K-8	Expeditionary Learning	Boise SD
2	Academy at Roosevelt Center, The	2006	Pocatello	K-12	Harbor	PCSC
3	American Heritage Charter School	2013	Idaho Falls	K-8	Core Knowledge	PCSC
4	Another Choice Virtual School	2010	Treasure Valley	K-12	Virtual, Special Needs	PCSC
5	ARTEC Charter School	2006	Twin Falls	9-12	Prof Tech	Minidoka SD
6	Blackfoot Community Charter Learning Center	2000	Blackfoot	K-6	Brain-Based	PCSC
7	Chief Tahgee Elementary Academy	2013	Fort Hall	K-6	Language Immersion	PCSC
8	Coeur d' Alene Charter Academy	1999	Coeur d'Alene	6-12	College Prep	Coeur d'Alene SD
9	Compass Public Charter School	2005	Meridian	K-12	Harbor	PCSC
10	DaVinci Charter School (Formerly GCCS)	2006	Boise	K-8	Adlerian	PCSC
11	Falcon Ridge Public Charter School	2005	Kuna	K-8	Harbor	PCSC
12	Heritage Academy	2011	Jerome	K-6	Schoolwide Enrichment	PCSC
13	Heritage Community Charter School	2011	Caldwell	K-8	Classical	PCSC
14	Idaho Arts Charter School	2005	Nampa	K-12	Arts Focus	Nampa SD
15	Idaho Connects Online (Formerly KAID)	2009	Statewide	6-12	Virtual	PCSC
16	Idaho Distance Education Academy	2004	Deary	K-12	Distance Ed	White Pine SD
17	Idaho Science and Technology Charter School	2009	Blackfoot	6-8	Science/Tech Focus	PCSC
18	Idaho Virtual Academy	2002	Statewide	K-12	Virtual	PCSC
19	INSPIRE Connections Academy	2005	Statewide	K-11	Virtual	PCSC
20	iSucceed Virtual High School	2008	Statewide	9-12	Virtual	PCSC
21	Kootenai Bridge Academy	2009	Coeur d'Alene SD	11-12	Virtual	PCSC
22	Legacy Charter School	2011	Nampa	K-8	Harbor	PCSC
23	Liberty Charter School	1999	Nampa	K-12	Harbor	PCSC
24	Meridian Medical Arts Charter High School	2003	Meridian	9-12	College Prep	Meridian SD
25	Meridian Technical Charter High School	1999	Meridian	K-12	College Prep	Meridian SD
26	Monticello Montessori Charter School	2010	Idaho Falls	K-2	Montessori	PCSC
27	Moscow Charter School	1998	Moscow	K-6	Arts & Tech	Moscow SD
28	North Idaho STEM	2012	Rathdrum	5-8	STEM	PCSC
29	North Star Charter School	2003	Eagle	K-9	Harbor	Meridian SD
30	North Valley Academy	2008	Gooding	K-12	Core Knowledge	PCSC
31	Odyssey Charter School	2013	Idaho Falls	6-12	Project-Based	PCSC
32	Palouse Prairie School of Expeditionary Learning	2009	Moscow	K-6	Expeditionary Learning	PCSC
33	Payette River Technical Academy	2010	Emmett	9-12	Non-Traditional	Emmett SD
34	Pocatello Community Charter School	1999	Pocatello	K-8	Expeditionary Learning	Pocatello SD
35	Richard McKenna Charter High School	2002	Mountain Home	9-12	Virtual/At Risk	PCSC
36	Rolling Hills Public Charter School	2005	Boise	K-9	Harbor	PCSC
37	Sage International School of Boise	2010	Boise	K-8	Int'l Baccalauriate	PCSC
38	Sandpoint Charter School	2001	Sandpoint	6-8	Project-Based	Lake Pend Oreille SD
39	SEI Tec Charter School	2013	Preston	9-12	Prof Tech	Preston SD
40	Taylor's Crossing Public Charter School	2006	Idaho Falls	K-10	Harbor	PCSC
41	The Village Charter School	2011	Boise	K-8	Limitless Learning	PCSC
42	Thomas Jefferson Charter School	2004	Caldwell	K-12	Harbor	Vallivue SD
43	Upper Carmen Public Charter School	2005	Carmen	K-5	General	Salmon SD
44	Victory Charter School	2004	Nampa	K-12	Harbor	PCSC
45	Vision Public Charter School	2007	Caldwell	K-12	Classical	PCSC
46	White Pine Charter School	2003	Idaho Falls	K-8	Core Knowledge	PCSC
47	Wings Charter Middle School (Formerly SILC)	2009	Twin Falls	6-9	Differentiated	PCSC
48	Xavier Charter School	2007	Twin Falls	K-12	Core Knowledge	PCSC
Three district-authorized public charter schools have closed: Lost Rivers, Renaissance, Idaho Leadership Academy, and OWL						
One PCSC-authorized public charter school has closed: Nampa Classical Academy						
One district-authorized public charter school was converted to a traditional school in 2008-2009: Hidden Springs						
Two district-authorized public charter schools have transferred to PCSC authorization: White Pine and BCCLC						

Number	Name (Active Schools Only)	Year	Location	Grades	Method	Authorizer
1	ANSER Charter School	1998	Boise	K-8	Expeditionary Learning	Boise SD
2	ARTEC Charter School	2006	Twin Falls	9-12	Prof Tech	Minidoka SD
3	Coeur d' Alene Charter Academy	1999	Coeur d'Alene	6-12	College Prep	Coeur d'Alene SD
4	Idaho Arts Charter School	2005	Nampa	K-12	Arts Focus	Nampa SD
5	Idaho Distance Education Academy	2004	Deary	K-12	Distance Ed	White Pine SD
6	Meridian Medical Arts Charter High School	2003	Meridian	9-12	College Prep	Meridian SD
7	Meridian Technical Charter High School	1999	Meridian	K-12	College Prep	Meridian SD
8	Moscow Charter School	1998	Moscow	K-6	Arts & Tech	Moscow SD
9	North Star Charter School	2003	Eagle	K-9	Harbor	Meridian SD
10	Payette River Technical Academy	2010	Emmett	9-12	Non-Traditional	Emmett SD
11	Pocatello Community Charter School	1999	Pocatello	K-8	Expeditionary Learning	Pocatello SD
12	Sandpoint Charter School	2001	Sandpoint	6-8	Project-Based	Lake Pend Oreille SD
13	SEI Tec Charter School	2013	Preston	9-12	Prof Tech	Preston SD
14	Thomas Jefferson Charter School	2004	Caldwell	K-12	Harbor	Vallivue SD
15	Upper Carmen Public Charter School	2005	Carmen	K-5	General	Salmon SD
1	Academy at Roosevelt Center, The	2006	Pocatello	K-12	Harbor	PCSC
2	American Heritage Charter School	2013	Idaho Falls	K-8	Core Knowledge	PCSC
3	Another Choice Virtual School	2010	Treasure Valley	K-12	Virtual, Special Needs	PCSC
4	Blackfoot Community Charter Learning Center	2000	Blackfoot	K-6	Brain-Based	PCSC
5	Chief Tahgee Elementary Academy	2013	Fort Hall	K-6	Language Immersion	PCSC
6	Compass Public Charter School	2005	Meridian	K-12	Harbor	PCSC
7	DaVinci Charter School (Formerly GCCS)	2006	Boise	K-8	Adlerian	PCSC
8	Falcon Ridge Public Charter School	2005	Kuna	K-8	Harbor	PCSC
9	Heritage Academy	2011	Jerome	K-6	Schoolwide Enrichment	PCSC
10	Heritage Community Charter School	2011	Caldwell	K-8	Classical	PCSC
11	Idaho Connects Online (Formerly KAID)	2009	Statewide	6-12	Virtual	PCSC
12	Idaho Science and Technology Charter School	2009	Blackfoot	6-8	Science/Tech Focus	PCSC
13	Idaho Virtual Academy	2002	Statewide	K-12	Virtual	PCSC
14	INSPIRE Connections Academy	2005	Statewide	K-11	Virtual	PCSC
15	iSucceed Virtual High School	2008	Statewide	9-12	Virtual	PCSC
16	Kootenai Bridge Academy	2009	Coeur d'Alene SD	11-12	Virtual	PCSC
17	Legacy Charter School	2011	Nampa	K-8	Harbor	PCSC
18	Liberty Charter School	1999	Nampa	K-12	Harbor	PCSC
19	Monticello Montessori Charter School	2010	Idaho Falls	K-2	Montessori	PCSC
20	North Idaho STEM	2012	Rathdrum	5-8	STEM	PCSC
21	North Valley Academy	2008	Gooding	K-12	Core Knowledge	PCSC
22	Odyssey Charter School	2013	Idaho Falls	6-12	Project-Based	PCSC
23	Palouse Prairie School of Expeditionary Learning	2009	Moscow	K-6	Expeditionary Learning	PCSC
24	Richard McKenna Charter High School	2002	Mountain Home	9-12	Virtual/At Risk	PCSC
25	Rolling Hills Public Charter School	2005	Boise	K-9	Harbor	PCSC
26	Sage International School of Boise	2010	Boise	K-8	Int'l Baccalauriate	PCSC
27	Taylor's Crossing Public Charter School	2006	Idaho Falls	K-10	Harbor	PCSC
28	The Village Charter School	2011	Boise	K-8	Limitless Learning	PCSC
29	Victory Charter School	2004	Nampa	K-12	Harbor	PCSC
30	Vision Public Charter School	2007	Caldwell	K-12	Classical	PCSC
31	White Pine Charter School	2003	Idaho Falls	K-8	Core Knowledge	PCSC
32	Wings Charter Middle School (Formerly SILC)	2009	Twin Falls	6-9	Differentiated	PCSC
33	Xavier Charter School	2007	Twin Falls	K-12	Core Knowledge	PCSC
TOTAL 48						
Four district-authorized public charter schools have closed: Lost Rivers, Renaissance, Idaho Leadership Academy, and OWL						
One PCSC-authorized public charter school has closed: Nampa Classical Academy						
One district-authorized public charter school was converted to a traditional school in 2008-2009: Hidden Springs						
Two district-authorized public charter schools have transferred to PCSC authorization: White Pine and BCCLC						

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

Number	Name (All Schools)	Year	Location	Grades	Method	Authorizer
1	ANSER Charter School	1998	Boise	K-8	Expeditionary Learning	Boise SD
CLOSED	Lost Rivers Charter School	1998	Arco			Closed (Butte Cnty SD)
2	Moscow Charter School	1998	Moscow	K-6	Arts & Tech	Moscow SD
3	Coeur d' Alene Charter Academy	1999	Coeur d'Alene	6-12	College Prep	Coeur d'Alene SD
4	Liberty Charter School	1999	Nampa	K-12	Harbor	PCSC
5	Meridian Technical Charter High School	1999	Meridian	K-12	College Prep	Meridian SD
6	Pocatello Community Charter School	1999	Pocatello	K-8	Expeditionary Learning	Pocatello SD
CLOSED	Renaissance Charter School	1999	Moscow			Closed (Moscow SD)
7	Blackfoot Community Charter Learning Center	2000	Blackfoot	K-6	Brain-Based	PCSC
CLOSED	Hidden Springs Charter School	2001	Boise	K-8	Harbor	Boise SD
8	Sandpoint Charter School	2001	Sandpoint	6-8	Project-Based	Lake Pend Oreille SD
CLOSED	Idaho Leadership Academy	2002	Pingree	K-12	Paidea, Leadership	Closed (Snake River SD)
9	Idaho Virtual Academy	2002	Statewide	K-12	Virtual	PCSC
10	Richard McKenna Charter High School	2002	Mountain Home	9-12	Virtual/At Risk	PCSC
11	Meridian Medical Arts Charter High School	2003	Meridian	9-12	College Prep	Meridian SD
12	North Star Charter School	2003	Eagle	K-9	Harbor	Meridian SD
13	White Pine Charter School	2003	Idaho Falls	K-8	Core Knowledge	PCSC
14	Idaho Distance Education Academy	2004	Deary	K-12	Distance Ed	White Pine SD
15	Thomas Jefferson Charter School	2004	Caldwell	K-12	Harbor	Vallivue SD
16	Victory Charter School	2004	Nampa	K-12	Harbor	PCSC
17	Compass Public Charter School	2005	Meridian	K-12	Harbor	PCSC
18	Falcon Ridge Public Charter School	2005	Kuna	K-8	Harbor	PCSC
19	Idaho Arts Charter School	2005	Nampa	K-12	Arts Focus	Nampa SD
20	INSPIRE Connections Academy	2005	Statewide	K-11	Virtual	PCSC
21	Rolling Hills Public Charter School	2005	Boise	K-9	Harbor	PCSC
22	Upper Carmen Public Charter School	2005	Carmen	K-5	General	Salmon SD
23	ARTEC Charter School	2006	Twin Falls	9-12	Prof Tech	Minidoka SD
24	Academy at Roosevelt Center, The	2006	Pocatello	K-12	Harbor	PCSC
25	DaVinci Charter School (Formerly GCCS)	2006	Boise	K-8	Adlerian	PCSC
26	Taylor's Crossing Public Charter School	2006	Idaho Falls	K-10	Harbor	PCSC
27	Vision Public Charter School	2007	Caldwell	K-12	Classical	PCSC
28	Xavier Charter School	2007	Twin Falls	K-12	Core Knowledge	PCSC
29	iSucceed Virtual High School	2008	Statewide	9-12	Virtual	PCSC
30	North Valley Academy	2008	Gooding	K-12	Core Knowledge	PCSC
31	Idaho Science and Technology Charter School	2009	Blackfoot	6-8	Science/Tech Focus	PCSC
CLOSED	Nampa Classical Academy	2009	Nampa	1-9	Classical/Trivium	PCSC
32	Palouse Prairie School of Expeditionary Learning	2009	Moscow	K-6	Expeditionary Learning	PCSC
33	Wings Charter Middle School (Formerly SILC)	2009	Twin Falls	6-9	Differentiated	PCSC
34	Idaho Connects Online (Formerly KAID)	2009	Statewide	6-12	Virtual	PCSC
35	Kootenai Bridge Academy	2009	Coeur d'Alene SD	11-12	Virtual	PCSC
36	Another Choice Virtual School	2010	Treasure Valley	K-12	Virtual, Special Needs	PCSC
37	Sage International School of Boise	2010	Boise	K-8	Int'l Baccalauriate	PCSC
CLOSED	Owl Charter Academy	2010	Nampa	K-8	Multi-Sensory	Nampa SD
38	Monticello Montessori Charter School	2010	Idaho Falls	K-2	Montessori	PCSC
39	Payette River Technical Academy	2010	Emmett	9-12	Non-Traditional	Emmett SD
40	The Village Charter School	2011	Boise	K-8	Limitless Learning	PCSC
41	Legacy Charter School	2011	Nampa	K-8	Harbor	PCSC
42	Heritage Academy	2011	Jerome	K-6	Schoolwide Enrichment	PCSC
43	Heritage Community Charter School	2011	Caldwell	K-8	Classical	PCSC
44	North Idaho STEM	2012	Rathdrum	5-8	STEM	PCSC
45	SEI Tec Charter School	2013	Preston	9-12	Prof Tech	Preston SD
46	American Heritage Charter School	2013	Idaho Falls	K-8	Core Knowledge	PCSC
47	Chief Tahgee Elementary Academy	2013	Fort Hall	K-6	Language Immersion	PCSC
48	Odyssey Charter School	2013	Idaho Fallk	6-12	Project-Based	PCSC

UNIVERSITY OF IDAHO

SUBJECT
Student Appeal

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section I.L.1.
General Governing Policies and Procedures, Appeal Procedures

BACKGROUND/DISCUSSION
A student at the University of Idaho (UI) has requested the Board consider an appeal pursuant to Idaho State Board of Education Governing Policies & Procedures, Section I.L.1

The Board has the option to choose to hear the appeal or to not exercise its discretion to hear the appeal. If the Board exercises its discretion and chooses to hear the appeal, it would be heard as a contested case under the Administrative Procedures Act. The hearing would be scheduled with both parties and heard at a future date. In a contested case, both parties have an opportunity to present and respond to evidence. The Board could hire a hearing officer to hear the appeal, appoint a panel of one or more members of the Board to hear the appeal, or have the entire Board hear the appeal. If the Board appoints a hearing officer or a panel of members to conduct the hearing, the Board would have an opportunity to review the resulting recommended order and would then issue its own final order. Either party has the right to appeal a final order, as set forth in the Administrative Procedures Act.

Records relating to the student appeal are confidential under federal law and were reviewed by the Board in executive session.

IMPACT
If the Board determines not to exercise its discretion and hear the student's appeal, the student has the option to file a complaint with the United States Department of Education, Office of Civil Rights, and to file a civil action and seek judicial review of the matters asserted.

STAFF COMMENTS AND RECOMMENDATIONS
The Board has the discretionary authority to hear this appeal under Idaho State Board of Education Governing Policies & Procedures, Section I.L.1.

BOARD ACTION

I move to reject the request to hear the student appeal.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to hear the student appeal and to appoint a hearing officer.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

SUBJECT
Request to name a facility

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies and Procedures, Section I.K.

BACKGROUND/DISCUSSION
A donor has requested naming of a building on the Boise State University campus as part of their gift agreement.

The request adheres to Board policy, section I.K.1a. as follows:

ii. Memorialization of a building, facility, or administrative unit for a former employee retired or deceased shall be considered on the basis of the employee's service to education in the state of Idaho. Significant factors will include, but shall not be limited to:

(a) Recommendation of the chief executive officer of the institution and the recommendation of the institutional community.

(b) Contributions rendered to the academic area to which the building, facility, or administrative unit is primarily devoted.

IMPACT
Naming of the facility will recognize an individual's work and accomplishments and allow Boise State University to carry out the wishes of donors in honor of their gift to the University.

STAFF COMMENTS AND RECOMMENDATIONS
Boise State University has requested the name of the facility and the donor not be published prior to the discussion at the Board meeting.

Without further information Board staff cannot make a recommendation.

BOARD ACTION
I move to approve the request by Boise State University to name _____ the _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

SUBJECT
> Board Bylaws H.4. – Audit Committee – First Reading

REFERENCE
December 2009	Board approved second reading of changes to the Board Bylaws.
December 2008	Board approved second reading of Board Policy Section V.H. Audits

APPLICABLE STATUTE, RULE OR POLICY
> Idaho State Board of Education Bylaws, Section H.4. Audit Committee
> Idaho State Board of Education, Governing Policies and Procedures, V.H. Audits

BACKGROUND/DISCUSSION
> Staff have reviewed Board policy, Board Bylaws, and the Audit Committee Charter. Board Policy V.H.3. Audits, Selection of Independent Auditors states:
> "a. *The Committee shall allow enough time to prepare and publish a Request for Proposal, review and evaluate proposals, obtain Board approval of the selected audit firm, and negotiate and authorize a contract.*
> b. *The Committee may establish a process for selecting an independent audit firm. The process used should include representatives from the Board, Committee, and institutions.*
> c. *The Committee shall make the selection of the audit firm.*
> d. *The selection of the new audit firm shall be presented to the Board and ratified at the next Board meeting following the Committee's selection."*

> At the same time the Board bylaws specify that:

> *"c.1) Approve the appointment, establish the compensation, and evaluate and oversee the work of the independent auditors."*

> And the Audit Committee charter states that:

> *"The Committee shall advise the Board in the appointment and compensation of the auditing firm and shall oversee and evaluate the performance of the audit."*

> In the past there was some confusion to the role of the Audit Committee and the selection of the external auditor. The Board by-laws indicated the Committee was to select the external auditor and the policy and committee charter specifies that the Board was to make the final selection.

STAFF COMMENTS AND RECOMMENDATIONS
> In order to bring all three governing documents into alignment staff are proposing the Board Bylaws be amended to bring them in alignment with current Board policy.

ATTACHMENTS

Attachment 1 – Revised Board Bylaws H.4. Audit Committee   Page 3

BOARD ACTION

I move to approve the amendments to Board Bylaws H.4., Audit Committee, as presented in attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No__

4. Audit Committee

a. Purpose

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

b. Composition

The Audit Committee members shall be appointed by the Board and shall consist of six or more members. Three members of the Committee shall be current Board members and three members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. No employee of an institution or agency under the governance of the Board shall serve on the Audit Committee. Each Audit Committee member shall be independent, free from any relationship that would interfere with the exercise of her or his independent judgment. Audit Committee members shall not be compensated for their service on the committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or agency under the governance of the Board. However, Audit Committee members who are Board members may be compensated for Board service. The Audit Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

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

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

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

c. Responsibilities and Procedures

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

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

The Audit Committee will meet as needed. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Fiscal Officer, under the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

SUBJECT
> Board Policy I.K. Naming/Memorializing Building and Facilities – Second Reading

REFERENCE

December 2012	Board approved first reading of amendments to Board Policy Section I.K.
April 2002	Board approved second reading of amendments to Section I of Board Policy including I.K.
February 2002	Board approved first reading of amendments to Section I of Board Policy including I.K. Amendments consisted of updates to outdated references to Idaho administrative rules.
September 2000	Board approved second reading of Board Policy I.K.
March 2000	Board approved first reading of Board Policy I.K.

APPLICABLE STATUTE, RULE, OR POLICY
> Idaho State Board of Education Governing Policies & Procedures, Section I.K.

BACKGROUND/DISCUSSION
> Board Policy I.K. requires prior approval by the Board for the naming or memorializing of our public postsecondary institutions facilities. As currently specified in paragraph one of this policy, it requires approval of the Board for the naming or memorializing of a building or administrative entity for other than functional use, and as a subset of this overriding statement, the policy goes on to state that the Board exclusively has authority to name administrative units, buildings, and facilities of a campus or other property under the administrative control of the State Board of Education and Regents of the University of Idaho. This has led to some confusion as to whether the intent is for the Board to name all facilities or only those that are being named for other than functional use. Currently, and in alignment with past practices, the policy is interpreted as only requiring Board approval for the naming of facilities for other than functional use.
>
> The proposed amendments would clarify the wording in the policy, in alignment with current practices, specifying that only the naming of facilities for nonfunctional use requires Board approval. Additional changes are being proposed to the policy to update the term president with chief executive officer in alignment with common language used in other Board policies and to rectify the conflict by including room and open space in the definition of facility, which is under the Boards purview for naming and then delegating the naming of rooms and open spaces to the chief executive officer. The final change eliminates the specific requirement that the chief executive officers report to the Board and to the Board's Business Affairs and Human Resources Committee and when applicable, to the Board's Instruction, Research and Student Affairs Committee.

IMPACT

Approval of the changes will allow for clarity in the administration of this Board policy and streamline the reporting process.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy I.K.   Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Currently naming requests come forward to the Board for approval through the Consent agenda. Clarifying the language within the policy will assure Board intent is being met and that the policy is consistently interpreted in the future. Board Member Lewis requested a technical change in the wording regarding the Board's authority at the December 2012 Board meeting. This is the only change made to the policy between the first and second reading. No comments were received from the institutions.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy I.K. Naming/Memorializing Building and Facilities as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: K. Naming/Memorializing Building and Facilities   ~~April 2002~~February 2012

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

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

1. The Board will consider the following factors in addressing requests for naming of a building, facility, or administrative unit.

    a. Naming for an administrator, member of the faculty or employee of a unit responsible to the State Board of Education:

        i   No building, facility, or administrative unit shall be named for a person currently employed within the system of higher education in Idaho, except when authorized by the Board.

        ii. Memorialization of a building, facility, or administrative unit for a former employee retired or deceased shall be considered on the basis of the employee's service to education in the state of Idaho. Significant factors will include, but shall not be limited to:

            1) Recommendation of the chief executive officer of the institution and the recommendation of the institutional community.

            2) Contributions rendered to the academic area to which the building, facility, or administrative unit is primarily devoted.

    b. Naming of a building, facility, or administrative unit for other than a former employee of the system of higher education will be considered by the Board in accordance with 1.a. Additionally, the following shall apply:

        i.   When deemed appropriate, a facility, building, or administrative unit may be given a nonfunctional name intended to honor and memorialize a specific individual who has made a distinguished contribution to the University.

        ii.   Name for an individual in recognition of a gift.

            1) No commitment for naming shall be made to a prospective donor of a gift prior to Board approval of the proposed name.

2) In reviewing requests for approval to name a facility, building, or administrative unit for a donor, the Board shall consider:

a) The nature of the proposed gift and its significance to the institution;

b) The eminence of the individual whose name is proposed; and

c) The individual's relationship to the institution.

2. ~~The Board exclusively has authority to name administrative units, buildings, and facilities of a campus or of other property under the administrative control of the State Board of Education and Regents of the University of Idaho.~~

3~~2~~. The Board delegates to the ~~presidents~~ chief executive officers the authority to name rooms and open spaces located within buildings or structures.

a. The presidents shall follow the same guidelines for naming as set forth in section 1. of this policy.

b. All such names designated by the ~~presidents~~ chief executive officers shall be reported annually in August to the ~~Board~~ Executive Director.

4. ~~All requests for naming outside the presidents' delegated authority, and all delegated naming authority reporting, shall be made to the Board's Business Affairs and Human Resources Committee. When applicable, concurrent request shall be made to the Board's Instruction, Research and Student Affairs Committee.~~

SUBJECT
Board Policy I.P. Idaho Indian Education Committee – First Reading

REFERENCE

December 6-7, 2007	The Board was provided an update on the Native American Higher Education Committee's progress.
June 20, 2008	The Board approved the Committee moving forward with scheduling future meetings with each of the Tribes and charged the Committee with reviewing how Board policy can meet the underserved need in the communities through advanced opportunities.

BACKGROUND/DISCUSSION
In June 2007, the State Board of Education established a Native-American Higher Education Committee to advise the Board on Native-American access issues to higher education. Board Member Bill Goesling currently chairs that committee. The committee is comprised of 10 individuals representing Idaho's public postsecondary institutions, to include the State Department of Education's (SDE) Indian Education Coordinator, which is currently vacant. SDE also has a committee, known as the Indian Education Committee, which is primarily focused on K-12 educational issues. The Indian Education Coordinator staffed this committee.

On November 12, 2012, a joint meeting was held to discuss the potential merging of the two (2) committees. Both groups agreed by consensus to combine the two committees into one structure to include a K-postsecondary system and to be named the Indian Education Committee, a committee of the Board.

An additional joint meeting was held on January 17, 2013, to discuss the proposed new structure of the committee and to draft proposed Board policy for the new committee. The joint committee members reviewed the current bylaws of the SDE Indian Education Committee. The SDE Indian Education bylaws were the foundation to ensure key elements were included in the revised scope and responsibility of the combined committees.

The proposed composition of the Kindergarten to Postsecondary Indian Education Committee includes:

- One representative from each of the eight public postsecondary institutions
  - o The representative should be from a Department or Division whose responsibility is to serve American Indian students
- One representative from each of the five recognized tribes
  - o The representative should be the tribal chair or designee

- One k-12 representative from each of the five recognized tribes
- One representative from each of the two Bureau of Indian Education schools
- One representative from the State Board of Education

Staff support will come from both the State Department of Education through the Indian Education Coordinator position and the Office of the State Board of Education through the Chief Academic Officer and Academic Affairs Program Manager.

ATTACHMENTS
Attachment 1 – Board Policy I.P. Idaho Indian Education Committee   Page 3
Attachment 2 – Nez Perce Support Letters   Page 7
Attachment 3 – Shoshone-Bannock Support Letters   Page 10

STAFF COMMENTS AND RECOMMENDATIONS
Board staff recommends approval of the proposed bylaws which would support the merging of the State Department of Education's Indian Education Committee and the Board's Native American Higher Education committee into one structure. Department staff also recommend merging the two committees.

BOARD ACTION
I move to approve Board Policy I.P. Idaho Indian Education Committee – First reading as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. General Policies
SUBSECTION: P. Idaho Indian Education Committee   **April 2012**

1. Purpose
   The purpose of the Idaho Indian Education Committee is to advocate for American Indian students, act as an advisory body to the State Board of Education and the State Superintendent of Public Instruction, and serve as a link between the American Indian Tribes. The mission of the Idaho Indian Education Committee is to create the conditions for and support of the efforts of raising the bar and eliminating the gap of academic achievement

2. Roles and Responsibilities
   In order to ensure all American Indian students in Idaho thrive, reach their full potential, and have access to educational services and opportunities, the scope of responsibilities shall include, but not be limited to, the following:

   a. Advocate and inform stakeholders, and make recommendations for educational policy as it relates to American Indian student access, retention, graduation, and achievement.

   b. Review and make recommendations on instructional materials to ensure inclusion of cultural knowledge and tribal context at the elementary, middle/junior high, and high school, and postsecondary level.

   c. Review and make recommendations on Teacher Certification Programs to ensure inclusion of cultural knowledge and tribal context.

   d. Review and make recommendations to ensure integration and use of cultural knowledge and tribal context as a component of instructional practice in schools that serve predominantly American Indian students.

   e. Review and make recommendations on funding and programs that serve American Indian students. To include, but not be limited to: Johnson O'Malley, Impact Aid, Title VII, Enrichment Programs.

   f. Review American Indian student achievement data to include, but not be limited to, K-12 standardized tests, K-12 and postsecondary graduation, retention, dropout, and completion data; health and safety data; suicide prevention data; drug violence data.

   g. Identify and promote best practices in supporting the success of American Indian students.

2. Membership
   The Idaho Indian Education Committee (Committee) membership shall be composed of the following:

- One representative from each of the eight public postsecondary institutions
  - The representative should be from an Advisory Committee or a Designee (Board will request nomination from the Provost/President)
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education affiliations (K-12)
- One representative from each of the two Bureau of Indian Education schools
- One representatives from the State Board of Education, as an ex-officio

Original appointments shall be for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for five years, commencing on July 1st. All members of the Committee shall have equal voting privileges.

The Committee shall elect officers, to include a chairperson and vice-chairperson. Officers are elected to two (2) year terms at a regularly scheduled spring meeting. No elected officer may serve more than two (2) consecutive terms.

Staff support will come from the State Department of Education through the Indian Education Coordinator position the Office of the State Board of Education through the Chief Academic Officer and Academic Affairs Program Manager, and will include the following:

- Advisory to the Chair and Committee
- Liaison between Committee and the State Board of Education, State Department of Education, Colleges and Universities, and other stakeholders
- Prepares the agenda with input from the Committee
- Notifies Committee of upcoming meetings and other communications
- Records, publishes and disseminates minutes of meetings

Chairperson: Conducts the Committee meetings.

Vice-Chairperson: Acts on behalf of the Chairperson in their absence.

4. Meetings

The Committee will meet quarterly and use technology whenever possible to fulfill its duties. Meetings will take place at the Office of the State Board of Education, 650 West State Street, unless otherwise determined by the Committee membership.

The Chair will work with staff to establish agendas for each meeting. Members may request in writing to the chair items to include on the agenda. An opportunity to add or delete agenda items will be provided at the start of each meeting. Once the meeting has started the agenda may not be changed.

Minutes of each meeting will be recorded, published, and disseminated in draft form to Committee members as soon as possible after each meeting, for review of

content accuracy. Meeting minutes in final form will then be presented for Committee approval at the next regularly scheduled Committee meeting.

Provided funds are available, Committee member business travel expenses for K-12 representatives attending quarterly committee meetings will be reimbursed at the State of Idaho rates with the exception of the Tribal Chairs or their designees, whose expenses will be covered by their respective tribal governments.

A quorum of the Committee shall consist of thirty percent (30%) of the Committee members. A quorum of the Committee must be present in order for the Committee to conduct any business.

THIS PAGE INTENTIONALLY LEFT BLANK

Nez Perce

TRIBAL EXECUTIVE COMMITTEE
P.O. BOX 305 • LAPWAI, IDAHO 83540 • (208) 843-2253

January 14, 2013

President Kenneth Edmunds
Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Dear President Edmunds and Board Members,

The Nez Perce Tribe would like to express our support regarding the proposed combining of the current Indian Education Committees within the State Department of Education (SDE) and State Board of Education (SBOE), and to be recognized formally through the State Board of Education. The Tribe understands the Idaho Indian Education Committee has been a longstanding advisory group that has been meeting since the 1970's and has been funded by the SDE, and the Native American Higher Education has been in place through the SBOE since 2007. The Tribe believes the merging of the Committees will provide an opportunity for the state departments, tribes, higher education institutions, and school districts to enhance their collaboration and communication through one committee.

The establishment of one permanent Indian Education Committee at the state level will impact not only American Indian students and tribal communities but will also have the ability to improve education for all Idaho schools and communities. Through the SDE's Indian Education Committee, there has been a positive history of local school districts, colleges, tribal education departments and leaders working together with the State Department of Education to meet the needs of American Indian students. With the increased k-12 initiatives through the State Board of Education along with the importance of higher education institutions needing an outlet for increased communication to enhance tribal students' performance, the merger of the committees will assist in bringing all educational issues to one table. Many of the current initiatives of the committees involve both the SDE and SBOE, along with both k-12 and higher education entities.

Other benefits of one Indian Education Committee include the factors of time and funding. With the current situation, there are occasions both committees schedule meetings in Boise at differing dates which forces committee members to choose between meetings or increases the cost for travel if members attend both meetings. The established committee would provide a system

where meetings organized at the state level will become more established in nature and where a set number of meetings within certain periods of the year will be scheduled well in advance.

The Nez Perce Tribe appreciates the relationship it shares with the State of Idaho and looks forward to the opportunity to strengthen our work through the proposed Indian Education Committee, recognized and supported through both the State Department of Education and State Board of Education. If the Tribe can be of any assistance in the process please feel free to contact us. Thank you for your attention and consideration.

Sincerely,

Silas C. Whitman
Chairman

Nez Perce

TRIBAL EXECUTIVE COMMITTEE
P.O. BOX 305 • LAPWAI, IDAHO 83540 • (208) 843-2253

December 26, 2012

JFAC
State of Idaho
Legislative Services Office
P.O. Box 83720
Boise, ID 83720-0054

Dear JFAC members,

The Nez Perce Tribe would like to express its support regarding the funding request of Superintendent Luna and the State Department of Education for the legislative establishment of the Idaho Indian Education Coordinator position within the State Department of Education. The Tribe understands the position was previously funded by Superintendent Luna (from 2007-2011) through combined resources, but would like to make the position formally recognized through the JFAC budget process.

The establishment of a permanent Indian Education Coordinator at the state level will impact not only American Indian students and tribal communities but will also have the ability to improve education for all Idaho schools and communities. During the short time period which Idaho had an Indian Education Coordinator, local school districts, colleges, tribal education departments and communities seemed to be in a great place with regard to communication and coordinating their efforts to enhance the performance of tribal students. Although the state, tribes and school districts are forging ahead with many new initiatives, it will be very important to have a Coordinator to act as a conduit and leader to assist all in delivering the highest quality of services.

The Nez Perce Tribe appreciates the relationship it shares with the State of Idaho and looks forward to the opportunity to strengthen our work together through the proposed Indian Education Coordinator position. If the Tribe can be of any assistance in the process please feel free to contact us. Thank you for your attention and consideration.

Sincerely,

Silas Whitman
Chairman

The SHOSHONE-BANNOCK TRIBES

FORT HALL INDIAN RESERVATION
PHONE: (208) 478-3700
(208) 237-0797

FORT HALL BUSINESS COUNCIL
P.O BOX 306
FORT HALL, IDAHO 83203

Joint Finance Appropriations Committee (JFAC)
State of Idaho
Legislative Services Office
P.O. Box 83720
Boise, Idaho 83720-0054

January 18, 2013

Dear JFAC Members,

On behalf of the Shoshone-Bannock Tribes, we would like to express our support regarding the funding request of Superintendent Luna and the State Department of Education for the legislative establishment of the *Idaho Indian Education Coordinator* position within the State Department of Education. We understand the position was previously funded by the SDE (from 2007-2011) through the combined resources, and realize through JFAC budget process the position would become formally recognized.

The establishment of a permanent Indian Education Coordinator at the state level will not only impact all American Indian students AND Tribal communities but will also have the ability to improve education for all Idaho schools and communities. During the short time which Idaho had an Indian Education Coordinator, local school districts, colleges, tribal education departments and communities seemed to be in a great place with regard to communication and coordinating their efforts to enhance tribal students' performance. Although the state, tribes, and school districts are forging ahead with many new initiatives, it will be very important to have a Coordinator to act as a conduit and leader to assist all in delivering the highest quality of services. We would like to remind the State of Idaho through Public Law 280 that the State of Idaho has statutory responsibility to provide education for our Shoshone-Bannock children. By providing the Indian Education Coordinator position, the state will be creating avenues for our students, parents, tribal education departments and communities to receive information and support from the State Department of Education.

The Shoshone-Bannock Tribes appreciate the relationship we share with the State of Idaho and look forward to the opportunity to strengthen our work through the proposed Indian Education Coordinator position. If we can be of any further assistance in the process please feel free to contact us.

Respectfully,

Nathan Small
Chairman, Fort Hall Business Council

The SHOSHONE-BANNOCK TRIBES

FORT HALL INDIAN RESERVATION
PHONE: (208) 478-3700
            (208) 237-0797

FORT HALL BUSINESS COUNCIL
PO BOX 306
FORT HALL, IDAHO 83203

State Board of Education (SBOE)
State of Idaho
State Department of Education
Boise, Idaho 83720

January 18, 2013

Dear SBOE Members,

On behalf of the Shoshone-Bannock Tribes, we would like to express our support regarding the proposed combining of the current Indian Education Committees within the State Department of Education (SDE) and the State Board of Education (SBOE), and to be formally recognized through the State Board of Education. We understand the Idaho Indian Education Committee has been a longstanding advisory group that has been meeting since the 1970's and has been funded by the SDE and the Native American Higher Education and has been in place through the SBOE since 2007. The merging of the Committees will provide an opportunity for the state departments, Idaho Tribes, higher education institutions, and school districts to enhance their collaboration and communication through one committee.

The establishment of the one permanent Indian Education Committee at the state level will impact not only American Indian students and tribal communities but will also have the ability to improve education for all Idaho schools and communities. Through the SDE's Indian Education Committee, there has been a positive history of local school districts, colleges, tribal education departments and leaders working together with the SDE to meet the needs American Indian students. With the increased K-12 initiatives through the SBOE along with the importance of higher education institutions needing an outlet for increased communication to enhance tribal students' performance, the merge of the committees will assist in bringing all educational issues to one table.

Other benefits of one committee include the factors of time and funding. The established one committee would also provide an organized system with a set number of proposed meetings scheduled in advance. Also, the Shoshone-Bannock Tribe would formally appoint a Fort Hall Business Council member to speak on behalf of the Tribes and will be the sole spokesperson on behalf of the Tribe.

The Shoshone-Bannock Tribes appreciates the relationship we share with the State of Idaho and look forward to the opportunity to strengthen our work through the proposed Idaho Indian Education Committee (IIEC), recognized and supported through the SDE and the SBOE. If we can be of further assistance please feel free to contact us.

Respectfully,

Nathan Small
Chairman, Fort Hall Business Council

THIS PAGE INTENTIONALLY LEFT BLANK

SUBJECT
P-20 STEM Education Strategic Plan

REFERENCE

February 2010	The Board received an update on various STEM initiatives within the state.
May 9, 2011	The Board convened a STEM Summit to work on the development of a statewide STEM Roadmap.

BACKGROUND/ DISCUSSION

Nationally there is much concern over the status of Science, Technology, Engineering and Math (STEM) education. While the exact numbers may vary depending on reporting periods or definitions of groups included, the majority of reports indicate that students who pursue STEM fields earn higher wages and experience lower rates of unemployment. In addition to the individual benefits of an increased STEM education, the state and local economies also receive benefits. An area with a strong STEM educated workforce will help to recruit industries with more high wage positions leading to increased economic development.

In Idaho there are many great STEM initiatives and projects at the K-12 and postsecondary level and while there may be pockets of collaboration on a statewide scale, these initiatives are happening in isolation. Through the development of a statewide STEM Education Strategic Plan the Board can work to bring these initiatives together for a more coordinated and efficient approach.

The STEM education pipeline has many facets and is impacted by many stakeholders. While the Board can directly impact parts of the pipeline, the proposed plan will cover the entire pipeline and serve as the foundation for the development and collaboration of STEM education initiatives throughout the state. The State Board of Education is vested with the general supervision and governance of the State's public education system, which includes, but is not limited to:

- setting education policy for the state,
- public postsecondary program approval,
- the colleges of education requirements,
- setting teacher certification requirements,
- setting educational/content standards, and
- setting secondary graduation requirements

All of which impact the availability and quality of STEM education throughout the state. Through the development of a statewide strategic plan for STEM education limited resources can be focused on priority areas, and areas that need improvement may be identified. Additionally, the work will help to identify resources available to local communities, best practices, and local initiatives that

have been the most impactful and sustainable which can be scaled up to a statewide level.

In May of 2012 the Board convened a STEM Education Summit. During that summit stakeholders discussed issues and provided input on the direction for STEM education in Idaho. Following the Summit a broad group of stakeholders encompassing teachers (K-12 and postsecondary), administrators, colleges of education, community partners, postsecondary institutions, professional-technical education, and industry was brought together to look at the work started at the STEM Summit and further develop it into a STEM Education Strategic Plan. The Mission, Vision, Goals and Objectives put before the Board for consideration are a product of that work.   In addition, to this the workgroup identified many strategies that will be brought back to the Board at a later date for endorsement. Some of these strategies include:

- development of science standards or the adoption of the Next Generation Science Standards (The Next Generation Science Standards (NGSS) are content standards that are being developed through a collaborate, state-led process managed by Achieve. The NGSS are internationally benchmarked science content standards based on the National Research Council's Framework for K-12 Science Education. More information regarding these standards can be found at http://www.nextgenscience.org.)
- increased graduation requirements in math and science and/or increased levels of math or science
- increase teacher certification requirements and knowledge of project based learning
- increased focus on science education in the elementary grades
- incentivizing teachers to obtain multiple endorsements and or deeper content knowledge
- incentivizing teachers to teach in STEM areas
- incentivizing districts to look at alternate models like STEM schools or New Tech High Schools
- professional development on project based learning and the integration of STEM subject matter across subjects
- incentivizing schools and institutions to partner with industry and community partners in developing programs including internship programs, guest speakers from industry, and curriculum development
- specialized advising at the postsecondary level for students entering STEM disciplines designed toward identify those at risk prior to them dropping out or changing majors
- development of a central state STEM resource (EPSCoR hosted STEM Pipeline website) (This resource would be a place schools, communities, and individuals could access to find information on best practices, STEM curriculum aligned to Idaho state content standards, master teachers, or mentors as well as STEM projects happening around the state.)

Once the Board approves the initial direction of the STEM Education Strategic Plan, the workgroup will reconvene to identify priority strategies and resources for accomplishing those strategies as well as a timeline for completion.

With the implementation of the Idaho core math standards Idaho has taken a first step towards increasing rigor at the elementary and secondary level and the preparation of students for postsecondary education and the workforce. With the limited resources available, a concerted coordinated effort is still needed for Idaho to take the next step assuring STEM education is accessible to all Idaho citizens.

IMPACT

Board approval of the initial goals and objectives will allow staff to continue to move forward with stakeholder groups in the implementation of the STEM Education strategic plan.

ATTACHMENTS

Attachment 1 – STEM Plan Workgroup Members   Page 4
Attachment 2 – 2013–2017 STEM Education Strategic Plan   Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the strategic plan as submitted, with the understanding that additional work will be done on the development of performance measures and the prioritization of strategies. Idaho has many pockets of excellence in STEM education around the state. Through a collaborative coordinated effort we can identify those pockets that are sustainable and scalable, thereby making them available to all students in Idaho.

BOARD ACTION

I move to approve the 2013-2017 P-20 STEM Education Strategic Plan mission, vision, goals and objectives as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

Idaho State Board of Education
Statewide P20-Workforce STEM Education Strategic Plan
Workgroup Membership

Tracie Bent, Workgroup Chair	Office of the State Board of Education
Allison McClintick	Office of the State Board of Education
Anne Seifert	Idaho National Laboratory
Barbara Morgan	Boise State University
Byron Yankey	Idaho Business for Education
Chris Avila	State Department of Education - Math Content
Christie Stoll	Center for Information Services
Cory Bennett	Idaho State University
Dee Mooney	Micron Foundation
Doug Sayer	Idaho Business for Education
Haven Baker	Simplot
Janine Boire	Discovery Center
Jim Gregson	University of Idaho, College of Education
Joe Kelly	Meridian School District
John Hughes	College of Southern Idaho
Juan Saldana	Idaho Hispanic Commission
Julie Best	Idaho Education Network
Kellie Dean	PCS Edventures!
Kim Zeydel	Idaho Council of Teachers of Mathematics (ICTM)
Kristin Magruder	Idaho Education Network
Linda Clark	Meridian School District
Louis Nadelson	Boise State University, College of Education
Marilyn Whitney	Office of the State Board of Education
Marsha Wright	Workforce Development Council
Melinda Hamilton	University of Idaho
Roger Brown	Governor's Office
Sarah Penney	EPSCoR Idaho
Scott Smith	State Department of Education, STEM Content
Sean Short	Idaho Digital Laboratory
Steve Rayborn	Professional-Technical Education
Susan Knights	College of Western Idaho
Vana Richards	Emmett School District/Idaho Science Teacher Association (ISTA)
Vicki Trier	University of Idaho, College of Graduate Studies
Wendy Ruchti	Idaho State University, STEM Education

IDAHO STATE BOARD OF EDUCATION
2013-2017
Science, Technology, Engineering, and Math
(STEM)
Education
Statewide Strategic Plan

Vision Statement
The State Board of Education envisions an education system that results in a STEM literate citizenry and develops high-quality STEM talent for a competitive workforce.

Mission Statement
Advance STEM for the future of Idaho by: increasing all students' interest, engagement, and success in STEM education; preparing students for STEM and related careers; and firmly establishing the partnerships between industry, education, and government to make these goals a reality.

Goal One
All STEM curriculum, programs, and policies will improve P-20 student content, knowledge, academic performance, and interest in STEM, thus creating the talent needed for a vibrant and growing economy.

Objective A: Increase STEM content knowledge, awareness and participation in STEM-related pathways of students.

Objective B: Expose students to current developments in STEM at the Elementary/Secondary and Postsecondary Levels.

Objective C: Increase all student awareness and access to high-quality STEM programs and opportunities.

Objective D: Adopt framework for identifying and recognizing STEM schools and programs aligned with 21st Century Skills.

Goal Two
P-20 educators will be of high quantity, quality and diversity and be comfortable, prepared and able to incorporate and integrate STEM in their curriculum and instruction.

Objective A: Increase the quantity of teachers trained in the delivery of integrated STEM education.

Objective B: Evaluate and align teacher pre-service programs to STEM content standards that prepare the student for college and the workforce.

Objective C: Align teacher professional development with proven models designed to increase content knowledge, effectiveness, and cultural competency.

Objective D: Develop policies that incentivize innovative instructional practices to increase student achievement.

Goal Three
Communities, organizations, schools and families across the state will recognize the importance of STEM education to the future of Idaho's economy.,.

Objective A: Increase awareness of the importance and availability of STEM education opportunities within communities, organizations, schools and families..

Objective B: Create a STEM database that catalogs and recommends effective STEM programs (STEM Pipeline)

Objective C: Increase interest and participation in STEM education outreach activities offered by schools, colleges and universities, and industry.

Goal Four
Exemplary partnerships in STEM education will inspire and lead collaboration among education, business, community and government.

Objective A: Develop, leverage and expand partnerships in STEM education including collaboration among education, business, community and government, including the development of learning communities and integrated STEM networks.

Objective B: Increase partnerships and growth of proven quality programs, schools, and tools.

Objective C: Incentivize collaborations implementing evidence-based policies, programs, and practices that increase the number students learning and quality of STEM skills.

Goal Five
Equitable access to P-20 STEM education opportunities and increased diversity will contribute to the success of students and employees entering STEM fields.

Objective A: Increase access to P-20 STEM education opportunities through the facilitation of effective recruitment, retention, and advancement strategies.

Objective B: Assess and identify effective, innovative, and sustainable programs for delivering STEM education.

Objective C: Develop processes for "scaling up" STEM education delivery models.

Objective D: Develop meaningful system-wide professional development and mentoring to all education professionals designed to increase content knowledge as well as pedagogy.

Objective E: Provide students, parents, and teachers with clear guidelines on the academic requirements for a student to be prepared for STEM programs at the postsecondary level.

Goal Six
A STEM talent base will be prepared to meet the demands of a globally competitive economy and is informed by and aligned with statewide economic and workforce development initiatives such as Project 60 and IGEM.

Objective A: Align postsecondary content and programs with workforce needs.

Objective B: Develop clear and meaningful processes for business engagement and learning at the elementary/secondary and postsecondary levels.

Objective C: Communicate STEM values and successes to partners, policy leaders, employers, parents, students and educators.

SUBJECT
Idaho State Board of Education 2013-2017 Strategic Plan

REFERENCE

December 2009	Board discussion on strategic plan direction
February 2010	Board approved Goals and Objectives for 2011-2015 Strategic Plan
April 2010	Board postponed strategic plan approval to June 2010 meeting
June 2010	Board approved 2011-2015 State Board of Education Strategic Plan
December 2010	Board approved 2011-2015 State Board of Education Strategic Plan
December 2011	Board approved 2012-2016 State Board of Education Strategic Plan
December 2012	Board discussed the 2013-2017 State Board of Education Strategic Plan

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Section 67-1903, Idaho Code.

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

The Board discussed proposed changes to their Strategic Plan at the December 2012 Regular Board meeting. Staff have incorporated those changes as attachment 1. Additional committee work is still necessary to establish benchmarks for the new performance measures and further develop Goal 2, Objective B: Quality Instruction.

IMPACT
Once approved, the institutions and agencies under the Board will align their strategic plans to the Board's strategic plan. The Board will use the strategic plan to prioritize its direction for education in Idaho. It will also use the plan to determine how progress will be measured in meeting the goals of the plan. By focusing on critical priorities, Board staff, institutions and agencies can direct limited resources to maximum effect. Institutions and agencies submit their strategic plans for initial input and approval at the April 2013 Board meeting.

ATTACHMENTS
　　Attachment 1 – 2013–2017 State Board Education Strategic Plan (redline) Page 3
　　Attachment 1 – 2013-2017 State Board of Education Strategic Plan (clean) Page 9

STAFF COMMENTS AND RECOMMENDATIONS
　　Board staff recommends approval of the strategic plan as submitted, with the understanding that additional work will be done on objectives around measuring teacher effectiveness and setting annual milestones.

BOARD ACTION
　　I move to approve the 2013-2017 Idaho State Board of Education Strategic Plan as submitted and to authorize the Planning, Policy and Governmental Affairs Committee to finalize performance measures and benchmarks as necessary.

　　Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO STATE BOARD OF EDUCATION
~~2012-2016~~
2013-2017
Strategic Plan
An Idaho Education: High Potential – High Achievement

VISION

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

MISSION

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

AUTHORITY AND SCOPE:

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

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

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

GOAL 1: A WELL EDUCATED CITIZENRY
The educational system will provide opportunities for individual advancement.

Objective A: Access - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.

Performance Measures:
- ~~Annual amount of state generated need-based financial aid from Opportunity, LEAP, and SLEAP Scholarships.~~
  ~~**Benchmark:** $10M~~

- Annual number of ~~merit and need based~~ state funded scholarships awarded and total dollar amount.
  Benchmark: 20,000, $16M
- Amount of need-based aid per student.
  Benchmark: ~~$489 (2008-09 per~~ undergraduate FTE WICHE Average~~)~~
- Postsecondary student enrollment by race/ethnicity/gender as compared against population.
  Benchmark: ~~65~~85,000 students for White & White, non-Hispanic; ~~21~~30,000 students for all other race/ethnicities.
- Percentage of Idaho graduates (secondary) meeting placement test college readiness benchmarks.
  Benchmark: SAT – 60% by 2017
  ACT – 60% by 2017

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

Performance Measures:
- ~~Percentage of high school students enrolled in advanced opportunities.~~
  ~~**Benchmark:** 30%~~
- Percent of high school students enrolled and number of credits earned in Dual Credit (tied to HS enrollment, based on trend):
  o Dual credit
    Benchmark: 25% students per year
    Benchmark: ~~180~~75,000 credits per year
  o Tech prep
    Benchmark: 27% students per year enrolled.
- Percent of high school students taking Advanced Placement (AP) exams and number of exams taken each year.
  Benchmark: 10% students per year
  Benchmark: ~~9~~10,000 exams taken per year
- High School Graduation rate as defined in the Accountability Workbook.
  Benchmark: ~~90~~95%

- Percent of ~~public~~ high school graduates who enroll in ~~an Idaho public~~ postsecondary ~~education~~institution within 12 months of graduation
  Benchmark: ~~60%~~80%
- Percentage of first-year ~~full-time~~ freshmen returning for second year <u>in an Idaho public institution</u>.
  2-year Institution Benchmark: ~~60%~~75%
  4-year Institution Benchmark: ~~70%~~85%
- Percent of Idahoans (ages 25-34) who have a college degree or certificate <u>of one academic year or more</u>.
  Benchmark: 60% by 2020
- ~~Number~~ <u>Percent</u> increase of postsecondary unduplicated students receiving awards (certificate of one year or more, AA, BA, MA, and PhD, professional) during the academic year (Summer-Fall-Spring)(PBFM).
  Benchmark: TBD (2yr institutions/4yr institutions)

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

Performance Measures:
- Number of Bridge programs <u>in the technical colleges</u>.
  Benchmark: ~~6~~10
- Number of adults enrolled in upgrade and customized training (including statewide fire and emergency services training programs).
  Benchmark: ~~52,500~~ 45,000
- ~~Percentage of first-year part-time freshmen returning for second year.~~
  ~~**2-year Institution Benchmark: 50%**~~
  ~~**4-year Institution Benchmark: 50%**~~

Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

Performance Measures:
- Number of degrees conferred in STEM fields~~.~~ <u>(CCA/IPEDS Definition of STEM fields).</u>
  Benchmark: 2,177 degrees
- Percentage of students participating in internships.
  Benchmark: 30%
- Percentage of students participating in undergraduate research.
  Benchmark: 30%
- Number of University of Utah Medical School graduates who are residents in one of Idaho's graduate medical education programs.
  Benchmark: 8 graduates at any one time
- Percentage of Boise Family Medicine Residency graduates practicing in Idaho.
  Benchmark: 60%

- Percentage of Psychiatry Residency Program graduates practicing in Idaho.
  Benchmark: 50%
- ~~Percentage of WICHE Professional Student Exchange Program graduates practicing in Idaho.~~
  ~~**Benchmark:** 50%~~

GOAL 2: CRITICAL THINKING AND INNOVATION

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

Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.

Performance Measures:
- Institution ~~funding~~expenditures from competitive Federally funded grants
  Benchmark: $112M
- Institution ~~funding~~expenditures from competitive industry funded grants
  Benchmark: $7.2M
- Number of sponsored projects involving the private sector.
  Benchmark: 10% increase
- Total amount of research expenditures
  Benchmark: 20%increase
- Percent of students meeting college readiness benchmark on college entrance exam (ACT/SAT) in Mathematics and Science.
  Benchmark: TBD

~~**Objective B: Innovation and Creativity –** Educate students who will contribute creative and innovative ideas to enhance society.~~

~~**Performance Measures:**~~

Objective ~~C~~B: Quality Instruction – Increase student performance through the development, recruitment, and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.

Performance Measures:
- Percent of student meeting proficient or advance placement on the Idaho Standards Achievement Test, broken out by subject area.
  Benchmark: 100% for both 5th and 10th Grade students ~~in~~, broken out by subject area (Reading, Language Arts, Mathematics, ~~Language, and~~ Science ~~subject areas.~~)
- Average composite ~~ACT~~college placement score of graduating secondary students.
  Benchmark: ACT - 24.0

SAT - 1650
- Percent of elementary and secondary schools ~~meeting adequate yearly progress (AYP) in each of Reading, Mathematics, and Language subject areas~~ rated as four star schools or above.
  Benchmark: 100%
- Percentage of first-time students from public institution teacher training programs that pass the Praxis II.
  Benchmark: 90%

GOAL 3: **Effective and Efficient Delivery Systems –** *Ensure educational resources are used efficiently.*

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

Performance Measures:
- Cost per successfully completed weighted student credit hour ~~to deliver undergraduate instruction at 4-year institutions.~~(PBFM)
  Benchmark: ~~Less than or equal to their peer group average~~TBD
- Average net cost to attend public 4 year institution.
- **Benchmark:** TBD
- Average number of credits earned at completion of a degree program.
  Benchmark: Associates - ~~60~~70
           Transfer Students: ~~TBD~~ 70
  Benchmark: Bachelors – ~~140~~130
           Transfer Student: ~~TBD~~ 130
- Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.
  Benchmark: 2 year – less than 55%
  Benchmark: 4 year – less than 20%
- Institutional reserves comparable to best practice.
  Benchmark: A minimum target reserve of 5% of operating expenditures.
- Amount of funds saved through institution collaboration.
  Benchmark: TBD

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

Performance Measures:
o Develop P-20 to workforce longitudinal data system with the ability to access timely and relevant data.
  Benchmark: Completed by 2015.
           Phase Two completed by June 30, 2013
           Phase Three completed by June 30, 2014

Phase Four completed by June 30, 2015

- Implementation of Data Quality Campaign "Actions Met" items.
  Benchmark: Operationalized 100% by 2015

Objective C: Administrative Efficiencies – Create cross institutional collaboration designed to consolidate services and reduce costs in non-competitive business processes.

Performance Measures:
   Number of collaborative projects and amount of cost savings.
   Benchmark: 10

IDAHO STATE BOARD OF EDUCATION
2013-2017
Strategic Plan
An Idaho Education: High Potential – High Achievement

VISION

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

MISSION

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

AUTHORITY AND SCOPE:

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

State Board of Education Governed
Agencies and Institutions:

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

GOAL 1: A WELL EDUCATED CITIZENRY
The educational system will provide opportunities for individual advancement.

Objective A: Access - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.

Performance Measures:
- Annual number of state funded scholarships awarded and total dollar amount.
  Benchmark: 20,000, $16M
- Amount of need-based aid per student.
  Benchmark: undergraduate FTE WICHE Average
- Postsecondary student enrollment by race/ethnicity/gender as compared against population.
  Benchmark: 85,000 students for White & White, non-Hispanic; 30,000 students for all other race/ethnicities.
- Percentage of Idaho graduates (secondary) meeting placement test college readiness benchmarks.
  Benchmark: SAT – 60% by 2017
  ACT – 60% by 2017

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

Performance Measures:
- Percent of high school students enrolled and number of credits earned in Dual Credit (tied to HS enrollment, based on trend):
  o Dual credit
    Benchmark: 25% students per year
    Benchmark: 75,000 credits per year
  o Tech prep
    Benchmark: 27% students per year enrolled.
- Percent of high school students taking Advanced Placement (AP) exams and number of exams taken each year.
  Benchmark: 10% students per year
  Benchmark: 10,000 exams taken per year
- High School Graduation rate as defined in the Accountability Workbook.
  Benchmark: 95%
- Percent of high school graduates who enroll in postsecondary institution within 12 months of graduation
  Benchmark: 80%
- Percentage of first-year freshmen returning for second year in an Idaho public institution.
  2-year Institution Benchmark: 75%
  4-year Institution Benchmark: 85%

- Percent of Idahoans (ages 25-34) who have a college degree or certificate of one academic year or more.
  Benchmark: 60% by 2020
- ~~Number~~ Percent increase of postsecondary unduplicated students receiving awards (certificate of one year or more, AA, BA, MA, and PhD, professional) during the academic year (Summer-Fall-Spring)(PBFM).
  Benchmark: TBD (2yr institutions/4yr institutions)

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

Performance Measures:
- Number of Bridge programs in the technical colleges.
  Benchmark: 10
- Number of adults enrolled in upgrade and customized training (including statewide fire and emergency services training programs).
  Benchmark: 45,000

Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

Performance Measures:
- Number of degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).
  Benchmark: 2,177 degrees
- Percentage of students participating in internships.
  Benchmark: 30%
- Percentage of students participating in undergraduate research.
  Benchmark: 30%
- Number of University of Utah Medical School graduates who are residents in one of Idaho's graduate medical education programs.
  Benchmark: 8 graduates at any one time
- Percentage of Boise Family Medicine Residency graduates practicing in Idaho.
  Benchmark: 60%
- Percentage of Psychiatry Residency Program graduates practicing in Idaho.
  Benchmark: 50%

GOAL 2: CRITICAL THINKING AND INNOVATION

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

Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.

Performance Measures:
- Institution expenditures from competitive Federally funded grants
  Benchmark: $112M
- Institution expenditures from competitive industry funded grants
  Benchmark: $7.2M
- Number of sponsored projects involving the private sector.
  Benchmark: 10% increase
- Total amount of research expenditures
  Benchmark: 20%increase
- Percent of students meeting college readiness benchmark on college entrance exam (ACT/SAT) in Mathematics and Science.
  Benchmark: TBD

Objective B: Quality Instruction – Increase student performance through the development, recruitment, and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.

Performance Measures:
- Percent of student meeting proficient or advance placement on the Idaho Standards Achievement Test, broken out by subject area.
  Benchmark: 100% for both 5th and 10th Grade students, broken out by subject area (Reading, Language Arts, Mathematics, Science)
- Average composite college placement score of graduating secondary students.
  Benchmark: ACT - 24.0
                  SAT - 1650
- Percent of elementary and secondary schools rated as four star schools or above.
  Benchmark: 100%
- Percentage of first-time students from public institution teacher training programs that pass the Praxis II.
  Benchmark: 90%

GOAL 3: Effective and Efficient Delivery Systems – *Ensure educational resources are used efficiently.*

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

Performance Measures:
- Cost per successfully completed weighted student credit hour (PBFM)
  Benchmark: TBD
- Average net cost to attend public 4 year institution.
- **Benchmark:** TBD

- Average number of credits earned at completion of a degree program.
  Benchmark: Associates - 70
                   Transfer Students: 70
  Benchmark: Bachelors – 130
                   Transfer Student: 130
- Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.
  Benchmark: 2 year – less than 55%
  Benchmark: 4 year – less than 20%
- Institutional reserves comparable to best practice.
  Benchmark: A minimum target reserve of 5% of operating expenditures.
- Amount of funds saved through institution collaboration.
  Benchmark: TBD

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

Performance Measures:
o Develop P-20 to workforce longitudinal data system with the ability to access timely and relevant data.
  Benchmark: Completed by 2015.
                   Phase Two completed by June 30, 2013
                   Phase Three completed by June 30, 2014
                   Phase Four completed by June 30, 2015

THIS PAGE INTENTIONALLY LEFT BLANK

SUBJECT
   Alcohol Permits - Issued by University Presidents

APPLICABLE STATUTE, RULE, OR POLICY
   Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

BACKGROUND/DISCUSSION
   The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by and in compliance with Board policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

   The last update presented to the Board was at the December 2012 Board meeting. Since that meeting, Board staff has received fifty-six (56) permits from Boise State University, nine (9) permits from Idaho State University, and six (6) permits from the University of Idaho.

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

ATTACHMENTS
   Attachment 1 - List of Approved Permits by Institution   Page 3

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

THIS PAGE INTENTIONALLY LEFT BLANK

APPROVED ALCOHOL SERVICE AT
BOISE STATE UNIVERSITY
November 2012 – February 2013

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Exec MBA-Open House	SSC	X		01/23/13 02/20/13
President's Office-Idaho Legislature Dinner	SSC	X		02/04/2013
President's Office-Arts & Humanities Lecture Series	SUB	X		02/14/13
President's Office-State Board Dinner	SSC	X		02/20/13
BSU Athletics-Bronco Primetime	SSC	X		02/21/13
Cirque Dreams Holidaze	Morrison Center		X	11/20/12
Stadium Party-Bronco Chapter, Ducks Unlimited	Stueckle Sky Center (SSC)		X	11/29/12
EnerNOC-Employee Holiday Party	SSC		X	11/29/12
Disney on Ice	Taco Bell Arena		X	11/29/12, 11/30/12, 12/01/12(3) 12/02/12
ID State Police Assoc. Christmas Party	SSC		X	12/01/12
Osher Institute Winter Celebration	Yanke Research Park		X	12/2/12 12/4/12
KeyBank Farewell Party for Leadership	COBE		X	12/07/12
ID AGC Dinner Gala & Auction	SSC		X	12/07/12
Idaho Timber Christmas Party	SSC		X	12/07/12
Western Aircraft Year-End Party	SSC		X	12/08/12
Boise Valley Economic Partnership Annual Member Reception	SSC		X	12/11/12
The Terraces of Boise Annual Holiday Luncheon	SSC		X	12/11/12
CWI-Culinary Arts-Formal Dinner Practical 225	CWI – Culinary Building		X	12/15/12
Boise Philharmonic-Handel's Messiah	Morrison Center		X	12/15/12

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Popovich Comedy Pet Theater/Family Prog. Circus	Morrison Center		X	12/16/12
Football Coaches Club-BAA Members Holiday Party	SSC		X	12/17/12
Pacific Woodtech-Mike St. John Memorial	SSC		X	12/18/12
Moreton & Co. Christmas Party	SSC		X	12/20/12
Ballet Idaho-Post Ballet Reception	Morrison Center		X	12/21/12 02/08/13
The Nutcracker / Ballet	Morrison Center		X	12/21/12 12/22/12(2) 12/23/12(2)
College of Bus. & Econ.-Kirk Smith Silver Medallion Luncheon	Student Union Building (SUB)		X	12/21/12
Florence Harden Wedding	SSC		X	12/29/12
Otter for Idaho-Governor's Ball	SSC		X	01/05/13
Society of Exploration Geophysicists-AGU Cryosphere Workshop	SUB		X	01/06/13
Little-Morris, LLP-Office Party	SSC		X	01/11/13
McAlvain Co.-Winter Holiday Party	Cavin Williams		X	01/12/13
Rock of Ages / Broadway	Morrison Center		X	01/12/13(2) 01/13/13
Great Basin Consortium -Conference 2013	SUB		X	01/14/13
U.S. Bank-Investment Strategy Outlook	SSC		X	01/17/13
Boise Metro Chamber of Commerce-Leadership Social	BSU Radio		X	01/17/13
Ferguson Wellman Capital Mgmt-2013 Investment Outlook	SSC		X	01/22/13
Idaho Dance Theatre-Winter Performance	SPEC		X	01/25/13 01/26/13
Boise Fire Dept.-Annual Awards Banquet	SSC		X	01/25/13
Boise Philharmonic-Post Philharmonic Reception	Morrison Center		X	01/26/13 02/23/13
Boise Philharmonic-The Ring Without Words Concert	Morrison Center		X	01/26/13

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Idaho Conservation League-40th Anniversary Celebration	SSC		X	01/26/13
Truong Ha Wedding Reception	SSC		X	01/27/13
Tracy Freeman/ Hewlett-Packard Co.-DO Session Mtg Reception	SSC		X	01/29/13
Assoc. of Corporate Counsel-Idaho Awards Gala	SSC		X	01/31/13
YMCA-2013 Strong Kids Campaign Kickoff Celebration	SUB		X	01/31/13
Square Peg Concerts-Reckless Kelly	Morrison Center		X	02/01/13
Catholic Charities of Idaho-Loaves & Fishes Gala & Roast	SSC		X	02/02/13
Don Quixote & Carmen / Ballet	Morrison Center		X	02/08/13 02/09/13
Givens Pursley-Annual Meeting	SSC		X	02/09/13
Nestle PowerBar-Winter Celebration	SSC		X	02/09/13
Trey McIntyre Project-Spring Performance Ballet	Morrison Center		X	02/16/13(2)
Frank Church Institute-Frank & Bethine Church Award Dinner	SSC		X	02/17/13
Carrie Underwood Concert	Taco Bell Arena		X	02/17/13
Icon Concerts-Gabriel Iglesias / Comedy	Morrison Center		X	02/21/13
Boise Philharmonic-Beethoven Symphony / Concert	Morrison Center		X	02/23/13 02/24/13
SNIP, INC-Spay Getti/Dinner Auction Fundraiser	SUB		X	02/24/13

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY December 2012 – March 2013				
EVENT	**LOCATION**	**Institution Sponsor**	**Outside Sponsor**	**DATE (S)**
College of Arts & Letters – Holiday Party	Rendezvous Suites	X		12/14/12
Alumni Relations – Christmas Party	Alumni House	X		12/20/12
Bengal Athletic Boosters-Kirkpatrick Award Reception	Holt Arena / Bennion Room	X		01/17/13
University Honors Program – Fundraiser	SPAC-Rotunda	X		03/02/13
ISU Provost & VP for Acad. Affairs-Accred. Workshop-Middaugh	SPAC-Rotunda	X		03/12/13
ISU President-ID Business Leader of the Year	SPAC	X		03/21/13
ISU College Democrats & Bannock County Democratic Party – Inauguration 2013	Stephens Performing Arts Center (SPAC)		X	01/21/13
Portneuf Medical Center-Winterfest	SPAC		X	01/25/13
Valorie Watkins – Tribute to Vicky Mainzer	SPAC		X	02/05/13

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO December 2012 – April 2013				
EVENT	**LOCATION**	**Institution Sponsor**	**Outside Sponsor**	**DATE (S)**
CBE Faculty-Retreat Reception	ALB, 1st Floor Gallery	X		01/07/13
EMBA Marketing-Business After Hours-Chamber of Commerce Reception	CBE Board Room JA Albertson Building	X		01/17/13
Interdisciplinary Research Receptions	Commons Clearwater / Whitewater Room	X		01/18/13 02/15/13 03/29/13 04/26/13
Donor Recognition Dinner	President's Residence	X		02/01/13
Graue Scholars Reception	JA Albertson Building	X		02/28/13
Jingle Jangle Cyclocross Bicycle Race	U of I, Sandpoint		X	12/22/12

THIS PAGE INTENTIONALLY LEFT BLANK