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SUBJECT

Idaho State Board of Education 2015-2019 Strategic Plan

REFERENCE

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

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/ DISCUSSION

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

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

At the October 2014 Regular Board meeting, the Board had an opportunity to review performance measures and discuss potential changes in performance measures and benchmarks to be incorporated into the next strategic plan update. During the October Board meeting, Board members had requested some

amendments to the performance measures contained with the Board's strategic plan, including the inclusion of performance measures addressing quality and efficiency.

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

IMPACT

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

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

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

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

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

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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

An Idaho Education: High Potential – High Achievement

VISION

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

MISSION

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

AUTHORITY AND SCOPE:

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

State Board of Education Governed Agencies and Institutions:

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

GOAL 1: A WELL EDUCATED CITIZENRY

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

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

Performance Measures:

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

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

Performance Measures:

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

Benchmark: 5,000

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

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

Performance Measures:

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

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

Performance Measures:

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

Benchmark: 100%

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

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

Performance Measures:

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

GOAL 2: Innovation and Economic Development
The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.

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

Performance Measures:

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

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

Performance Measures:

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

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

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

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

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

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

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

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

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

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

- Expense per student FTE
  Benchmark: $12,000

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

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

Key External Factors

Accreditation

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

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

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

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

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

Initiatives

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

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GOAL 1: A WELL EDUCATED CITIZENRY

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

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

Performance Measures:

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

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

~~**Performance Measures:**~~

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

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

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

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

Performance Measures:

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

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

Performance Measures:

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

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

Performance Measures:

- Percent of students meeting proficient or advance placement on the Idaho Standards Achievement Test, broken out by subject area.
  Benchmark: 100% for both 5th and 10th Grade students, broken out by subject area (Reading, Language Arts, Mathematics, Science)
- Average composite college placement score of graduating secondary students.
  Benchmark: ACT – 24
  Benchmark: SAT – 1500
- Percent of elementary and secondary schools rated as four star schools or above.
  Benchmark: 100%
- Percent of students meeting college readiness benchmark on SAT in Mathematics.
  Benchmark: 60%
- Gap in student achievement measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

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

Performance Measures:

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

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

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

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

Performance Measures:

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

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

Performance Measures:

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

Benchmark: 10% increase

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

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

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

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

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

~~**Performance Measures:**~~

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

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

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

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

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

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

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

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

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

~~**Performance Measures:**~~

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

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

Key External Factors

~~Legislation/Rules:~~

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

~~School Boards:~~

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

~~Federal Government:~~

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

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

previously addressed standards may be updated, expanded, and modified to produce a cohesive report.

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

- The institution's Mission and Core Themes;
- The translation of the Mission's Core Themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

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

Initiatives

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

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

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

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

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

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

Part I – Agency Profile

Agency Overview

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

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

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

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

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

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

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

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

Core Functions/Idaho Code

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

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

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

Revenue and Expenditures

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

Profile of Cases Managed and/or Key Services Provided

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

Performance Highlights

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

Part II – Performance Measures

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

Performance Measure Explanatory Notes:

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

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

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

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

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

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SUBJECT

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

REFERENCE

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

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

The plan represents the role Idaho's research universities play in driving innovation, economic development, and enhancing the quality of life in Idaho through national and internationally research programs in strategic areas. The plan identifies areas of strength among Idaho's research universities; research challenges and barriers facing universities; research opportunities Idaho should capitalize upon to further build its research base, and steps for achieving the research vision for Idaho's universities. Additional responsibilities of HERC include the management of the Incubation Fund and HERC IGEM Fund programs, in

alignment with Board policy and receiving annual reporting from the Center for Advanced Energy Studies (CAES).

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

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

IMPACT

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

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

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

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

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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

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

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

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

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

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

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

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

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

VISION

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

MISSION

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

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

GOALS AND OBJECTIVES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Higher Education Research Strategic Plan
Performance Measure Report
FY14

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

University of Idaho - FY2014 Research Activity Report

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

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

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

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

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Boise State University

Fiscal Year 2014

1). Awards and Contracts Over One Million Dollars

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

Boise State University
Fiscal Year 2014

2). Discretionary F&A Reductions or Waivers

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

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

Boise State University
Sponsored Project Activity Report
FY2014

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

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

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 18, 2015

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

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

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

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 18, 2015

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

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

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

Notes:

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

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

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

File Name: ISU ORED Annual Awards FY14_final

IDAHO STATE UNIVERSITY

8/22/201

SPONSORED PROJECT EXPENDITURE REPORT
FY2014

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

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

HERC Funding Programs

a) Infrastructure

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

b) Targeted Research Funding

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

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

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

c) Research Centers

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

d) State Matching Awards

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

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

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

e) Minimum Post-Award Accountability

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

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

Additional reporting procedures will be established and administered through HERC.

FY 2015 Allocation of HERC Funds

Amount to be Awarded	**Total**	**Proposed Allocation**
$1,635,500		
$2,000,000	**$3,635,500**	
IGEM Funds		$2,000,000.00
IGEM Proposals		
University of Idaho (Year 3 of 3)		$674,900
Boise State University (Year 3 of 3)		$700,000
Idaho State University (Year 3 of 3)		$515,600
One year proposals		$109,500
Total IGEM		**$2,000,000**
Infrastructure Funds		$500,000.00
BSU		$125,000
ISU		$125,000
UI		$200,000
LCSC		$50,000
Total Infrastructure		**$500,000**
Matching Award Grants		
NSF-EPSCoR (Managing Idaho's Landscapes for Ecosystem Services - $20M) (2013 - 2018)		$800,000
Total Matching Grants		**$800,000**
Targeted Research		$333,000
Idaho Incubation Fund (5th round) (Five Proposals Awarded for FY15)		$333,000
Total Targeted Research		**$333,000**
Research Centers		
Total Research Center		**$0**
Administrative Costs		
FY15 Administrative Costs		$2,500
Total Administrative Costs		**$2,500**
Total Budget / Allocation		**$3,635,500**

NOTES

Higher Education Research Council
IGEM Program Awards

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

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

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

Funded Projects

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

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

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

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

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

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

HERC IF Summary Report with Institution Input

Updated: 1/14/15

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

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Updated: 1/14/15

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

SUBJECT

Legislative Update

BACKGROUND/DISCUSSION

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

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

IMPACT

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

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

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

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

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

BOARD ACTION

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

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

OR

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

Board Approved Legislation

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

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

Board Supported Legislation

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

Superintendent Introduced Legislation

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

Other Education Related Legislation

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

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

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

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

Supplemental Appropriations

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

May Impact Institutions/Education

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