



Idaho State Board of Education Strategic Plan 2010-2014



VISION STATEMENT:

A well-educated Idaho.

MISSION STATEMENT:

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

Authority and Scope:

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

State Board of Education Governed Agencies and Institutions:

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

GOALS:

Quality – Set policy and advocate for continuous improvement of the quality of Idaho's educational system.

Objectives:

1. To facilitate the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff, continue the development of a career advancement, professional development, and compensation system that recognizes and rewards knowledge, skills, and productivity.
 - *Performance Measure:* Board governed agency and institution personnel total compensation as a percent of peer organizations.
 - *Benchmark:* Teachers, faculty, and staff should enjoy good working conditions and be compensated at levels comparable (90-100 percent) to peer public and private organizations (normalized by the Consumer Price Index and location).
2. Increase the availability of highly qualified teachers, especially in high need areas.
 - *Performance Measure:* Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition.
 - *Benchmark:* Numbers of certified teachers are adequate to meet demand.
3. Enhance the State's infrastructure and capacity for biomedical research through collaborative efforts between our three public universities and the Veterans Affairs Medical Center (VAMC) Biomedical Research Expansion Initiative.
 - *Performance Measure:*
 - Total dollar amount of grants for biomedical research (funded externally from state resources).
 - Number of biomedical researchers being trained and number of researchers engaged in biomedical research at the VAMC facility.
 - *Benchmark:* Total dollar value of biomedical research grant funding (external of state resources) increases.
4. Improve the service delivery model for infants, toddlers, children, and youth who are blind, visually impaired, deaf, or hard of hearing, including those with additional disabilities or deafblindness.
 - *Performance Measure:* Satisfaction of parents of infants, toddlers, children, and youth who are blind, visually impaired, deaf, or hard of hearing, including those with additional disabilities or deafblindness.
 - *Benchmark:* The number of parents of infants, toddlers, children, and youth satisfied with services in the state will be at least 90%.
5. Continuously evaluate and make additions as necessary to service delivery models for transition age youth and adults with disabilities.
 - *Performance Measure:* The number of eligible transitioning youth and adults who have become successfully employed.

- *Benchmark:* The number of youth and adults successfully employed will be equal to or greater than the preceding year.
6. Support and enhance the state's infrastructure and capacity for collaborative research efforts within and among Idaho public universities and colleges and between those institutions and various state, federal, NGO, and private entities.
- *Performance Measure:* Total dollar amount of competitive, externally funded, grants in collaboration with state, federal, NGO, and private entities.
 - *Benchmark:* Total dollar value of advanced energy studies grant funding (external of state resources) increases.
 - *Performance Measure:* Competitive external funding for research per faculty FTE.
 - *Benchmark:* External funding for research per faculty FTE is equivalent to peer institutions.
 - *Performance Measure:* Success at gaining grants requiring statewide cooperation among the universities and colleges, e.g., EPSCoR and INBRE and equitability of distribution of funding among the participating institutions.
 - *Benchmark:*
 - Total \$\$ of cooperative funding exceeds that of peer EPSCoR states.
 - Funding distribution among universities and colleges is equitable.
 - *Performance Measure:* Number of patents and startup companies that result from university funding.
 - *Benchmark:*
 - Total # of patents per year increases each year
 - *Benchmark:* Total number of startups increases each year.
7. Create an annual review of the college and university mission statements process.
- *Performance Measure:* Completion of annual reviews
 - *Benchmark:* 100% of colleges and universities mission statements will be reviewed.

Access – Set policy and advocate for improving access for individuals of all ages, abilities, and economic means to Idaho's educational system.

Objectives:

1. Increase participation of secondary students in advanced opportunities programs for receiving postsecondary credits (Advanced Placement Courses, dual credit, Tech-Prep, and International Baccalaureate).
 - *Performance Measure:* Number of schools/districts offering advanced opportunities in each program, the total number of students enrolled in each program, and the total number of credits received by students in each program.
 - *Benchmark:*
 - One hundred percent of secondary schools offer advanced opportunities.
 - Students enrolled in advanced opportunities programs will not decrease.
 - The number of credits received by students in each program will increase.

2. Increase high school graduation rates, especially for minority students.
 - *Performance Measure:* Percentage of 9th grade students and the percentage of minority 9th grade students graduating from high school.
 - *Benchmark:* Increase the percentage of 9th grade students graduating from high school.

3. Increase student access to educational opportunities by reducing barriers to efficient transfer of credit and student status.
 - *Performance Measure:* Number of transfer students, average number of credit hours requested for transfer, and average number of credit hours (as a percent total requested) accepted for transfer by the institution.
 - *Benchmark:* At least 90% of credits requested will transfer for students (with two or less years of postsecondary education) when transferring from one of Idaho's regionally accredited postsecondary institutions to another Idaho regionally accredited postsecondary institution.
 - *Performance Measure:* 3-Year graduation rates and number of credits at graduation for transfer students with an associate degree from an Idaho community college.
 - *Benchmark:* The proportion of associate degree transfer students who go on to receive a bachelor's degree and who do not exceed 125% of the credits required for the degree will increase and will be comparable to peer institutions.

4. Improve the rate of high school graduates advancing to postsecondary education, including minority students.
 - *Performance Measure:* Number of high school graduates and minority students (as a percent of total graduates) advancing to postsecondary education.
 - *Benchmark:* At least 50% of high school graduates will register as full-time or part-time postsecondary students after graduating high school.

5. Increase student access to programs that produce graduates qualified to enter high-demand careers, as defined by the Department of Labor. This may include relevant medical education programs (nursing, physician assistant, health technicians, and physicians).
 - *Performance Measure:* Number of graduates qualified to enter high-demand careers.
 - *Benchmark:* Number of qualified graduates increases year to year.

6. Increase student access to postsecondary scholarship opportunities through expansion of both state-funded programs as well as through public-private partnerships.
 - *Performance Measure:* Total level of scholarship funding available to Idaho students for in-state postsecondary educational opportunities.
 - *Benchmark:* Level of scholarship funding compares favorably with peer institutions and states.

7. Increase access to postsecondary education and improve the continuation rate for Idaho high school graduates by helping students pay for educational costs.
 - *Performance Measure:* Percentage of all secondary completers continuing to postsecondary education
 - *Benchmark:* Fifty percent of all secondary completers continue to postsecondary education within 3 years of high school graduation.
 - *Performance Measure:* Percentage of eligible applicants served by each program.
 - *Benchmark:* One hundred percent of eligible applicants receive timely processing of their applications.

8. Strengthen partnerships between K-12 organizations and postsecondary institutions to enhance students' abilities to participate in postsecondary educational opportunities.
 - *Performance Measure:* Number of partnerships between K-12 organizations and postsecondary institutions.
 - *Benchmark:*
 - Number of partnerships meets or exceeds previous year's number.
 - Number of partnerships compares favorably with peer institutions and states.

9. Enhance opportunities for lifelong learning.

Accountability – Set policy and advocate for effective and efficient use of resources in delivery of Idaho's educational system.

Objectives:

1. Strive for continuous improvement and increased level of public confidence in the education system through performance-based assessments and accountability, and monitoring of accreditation processes.
 - *Performance Measure:* The number of schools and districts meeting or exceeding Adequate Yearly Progress (AYP) each year.
 - *Benchmark:* Number of schools and districts meeting or exceeding AYP each year to 100% by 2013.
 - *Performance Measure:* Schools, institutions, and agencies accreditation results.
 - *Benchmark:* Schools, institutions, and agencies meet or exceed accreditation standards.
 - *Performance Measures:* The number of colleges and universities participating in the national "College Portrait."
 - *Benchmark:* All colleges and universities participate by 2013.
 - *Performance Measure:* Successful compliance of all colleges and universities with Northwest Commission on Colleges and University accreditation standards regarding assessment and improvement of

- educational programs.
 - *Benchmark:* All colleges and universities demonstrate compliance with relevant accreditation standards.
2. Improve the quality and efficiency of data collection and reporting for informed decision-making.
- *Performance Measure:* Adequacy and scope of data collection systems.
 - *Benchmark:* Number of systems developed and implemented.

3. Improve the postsecondary program completion rate.
 - *Performance Measure:* Proportion of full-time, first-time students who complete their programs within 1½ times the normal program length.
 - *Benchmark:* Number of first year students who complete their program is equivalent to the median of the institutions' peers.
 - *Performance Measure:* Proportion of full-time, first-time students are retained to the following fall semester.
 - *Benchmark:* Proportion who are retained is equivalent to the median of the institutions' peers.
 - *Performance Measure:* The proportion of bachelor's degree recipients who do not exceed 125% of the credits required for the degree.
 - *Benchmark:* The proportion of associate degree transfer students who go on to receive a bachelor's degree and who do not exceed 125% of the credits required for the degree will increase and will be comparable to peer institutions.

4. Develop the most efficient and cost effective delivery system for adequately meeting the needs of infants, toddlers, children, and youth who are blind, visually impaired, deaf, or hard of hearing, including those with additional disabilities or deafblindness.
 - *Performance Measure:* Cost, proximity, and adequacy of services provided.
 - *Benchmark:* Services meet delivery standards and are efficient compared to similar delivery services in other states.

5. Improve the efficiency of postsecondary educational resources.
 - *Performance Measure:* The cost per credit hour of the programs offered.
 - *Benchmark:* Cost per credit hour of academic programs will be consistent with institutional best practices.
 - *Performance Measure:* The efficiency of classroom utilization, in terms of hours per week and in terms of percent of seats occupied.
 - *Benchmark:* Average hours per week and % of seats occupied will exceed peer medians.

6. Improve Board of Education policy pertaining to higher education tuition waivers to ensure the most strategic and efficient use of those waivers.
 - *Performance Measure:* Effectiveness of use of waivers at increasing populations of strategically desirable student groups, such as high-tech majors, international students, minorities, etc..
 - *Benchmark:* Numbers increase in strategically desirable student groups.

7. Support development of statewide information networks and related information technology-related infrastructure, in support of K-U agency and institutional missions for teaching, learning, and research.
 - *Performance Measure:* Fiscal and organizational resources to maintain and enhance existing IT resources at all levels.
 - *Benchmark:* Level of resources meets or exceeds last year's levels.

Key External Factors

Funding:

Most State Board of Education strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Availability of state revenues (for appropriation) can be uncertain.

Legislation/Rules:

Beyond funding considerations, many education policies are embedded in state statute or rule and not under Board control. 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 and adoption by the Legislature. Proposed legislation must be supported by the Governor, gain approval in the germane legislative committees and pass both houses of the Legislature.

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 school administrators, teachers and staff, school construction and maintenance, and the daily operations of the public schools.

Federal Government:

Federal guidelines and objectives can greatly influence education policy in the State.