

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 20, 2016**

TAB	DESCRIPTION	ACTION
1	LEWIS-CLARK STATE COLLEGE ANNUAL PROGRESS REPORT AND TOUR	Information Item
2	IDAHO DIVISION OF VOCATIONAL REHABILITATION ANNUAL PROGRESS REPORT	Information Item
3	STEM ACTION CENTER UPDATE	Information Item
4	IDAHO DEPARTMENT OF LABOR – WORKFORCE PROJECTIONS REPORT	Information Item
5	WORKFORCE DEVELOPMENT COUNCIL – ANNUAL REPORT	Information Item
6	BOARD POLICY – I.E., EXECUTIVE OFFICERS – SECOND READING	Motion to Approve
7	TEMPORARY RULE – IDAPA 08.02.01 – DATA COLLECTION	Motion to Approve
8	QUALITY EDUCATOR PROGRAM INDICATORS	Information Item

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LEWIS-CLARK STATE COLLEGE

SUBJECT

Lewis-Clark State College Annual Report and Tour

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3 and 4.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for Lewis-Clark State College to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

IMPACT

Lewis-Clark State College's strategic plan drives the College's planning, programming, budgeting, and assessment cycles and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

ATTACHMENTS

Attachment 1 – Annual Report

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BOARD ACTION

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

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SUBJECT

Idaho Division of Vocational Rehabilitation (IDVR) Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for IDVR to provide an annual progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Jane Donnellan, Administrator of the Division of Vocational Rehabilitation, will provide an overview of IDVR's progress in carrying out the agency's strategic plan.

ATTACHMENTS

Attachment 1 – Idaho Division of Vocational Rehabilitation Presentation Page 3

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STEM ACTION CENTER

SUBJECT

STEM Action Center Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 67-823, Idaho Code.

BACKGROUND/DISCUSSION

The STEM Action Center (Center) was created in 2015, as an office of the Governor to coordinate and oversee the implementation of STEM programs, promote STEM through best practices in education to ensure the connection with industry and Idaho's long-term economic prosperity, to produce an Idaho STEM-competitive workforce to offer better access to competitive employment opportunities; and to drive student experience, engagement and industry alignment by identifying and implementing public and higher education STEM best practices to transform workforce development. The duties of the STEM Action Center range from the coordination of state STEM related activities, industry needs assessments and gap analysis, to the alignment and coordination of education related STEM activities with industry and education and the identification of STEM education related best practices.

The Center's Board is made up of nine (9) members representing the Department of Commerce, Department of Labor, State Superintendent, State Board of Education and five (5) members representing manufacturing or STEM related industries. Board of Education member Dr. Hill is the State Board of Education's representative on the STEM Action Center Board and the current chair of that Board.

The Center's enabling legislation requires the Center to report on progress to the State Board of Education annually. The Center has been operating for approximately one year and is now starting to see results. The Center has been working to provide STEM resources and STEM professional development to Idaho educators and communities. Grants focused on innovative project-based STEM and community STEM events are being evaluated for outcomes and impact. Professional development opportunities have included:

- FABSlam – a 3D design and fabrication professional development and student competition,
- BotBall robotics professional development and materials, and
- Oracle's Alice 3.1.1 and Java Fundamentals trainings.

Additional professional development opportunities are currently being evaluated and will be deployed in January 2017. Last year the Center interacted with over 1,200 educators impacting over 10,000 students. Additionally, 36 STEM Family events were held throughout the state impacting not only students and educators,

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but communities as well. This year the Center is hosting three regional (inaugural) science and engineering fairs. Idaho is now, no longer the only state in the nation without student access to national science and engineering competitions.

Additional projects focus on creating a virtual mentorship platform which will connect educators and industry to support student-led projects such as science and engineering fair projects, FIRST robotics, and other projects related to student competitions.

Computer science has also become a major focus of the Center as it works with postsecondary education and industry to create opportunities to enhance Idaho's workforce including the university co-op program and scholarship expansion for STEM educators and students entering STEM and computer science fields. The Center is partnering with the Discovery Center of Idaho, Camp Invention, STEMbusUSA, the University of Idaho, and Boise State University to support scholarships allowing students from traditionally underrepresented population to attend STEM and computer science camps. The Center is also creating strong partnerships with industry receiving significant monetary and in-kind support totaling nearly \$200,000 (so far) in FY17

ATTACHMENTS

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Attachment 2 – STEM Action Center 2016-2017 Opportunities	Page 5
Attachment 3 – STEM Action Center Strategic Plan	Page 7
Attachment 4 - STEM Action Center Performance Measure Report	Page 17

STAFF COMMENTS AND RECOMMENDATIONS

The Centers duties closely overlap and are in alignment with STEM education goals of the State Board of Educations and the Board's STEM education strategic plan. The Centers staff have developed a good working relation with Board staff allowing for continued collaboration and alignment of the Board's goals as outlined in the Board's STEM education strategic plan (approved October 2014).

BOARD ACTION

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IDAHO DEPARTMENT OF LABOR

SUBJECT

Workforce Projections Report

REFERENCE

October 15, 2014 The Idaho Department of Labor provided the Board with Idaho Industry and Occupational Employment Projections for 2012 – 2022.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section VI A.4.

BACKGROUND/DISCUSSION

The Idaho Department of Labor (IDOL) is the primary agency charged with workforce development for the State of Idaho. IDOL operates under the guidance of the Workforce Development Council and views its role as the “connection” among education and industry stakeholders. IDOL also administers the Workforce Development Training Fund.

Under a grant provided through the Idaho State Board of Education, IDOL developed key components of the workforce data portion of the State Longitudinal Data System (SLDS) and is mining the workforce data for information beneficial to development of workforce training programs. In addition, IDOL conducts regular studies of labor market information to assist industry and State government in decision making.

IDOL has actively promoted greater collaboration among industry, government and education, particularly in the areas of career awareness for students and job seekers, technical education training and other areas where IDOL has identified gaps in workforce development training. IDOL will present information in the following areas:

End Points Analysis (SLDS) – The analysis will give an overview of job placement, locations and income levels for Idaho postsecondary graduates.

Postsecondary Graduates In-State Retention Study – This study provides a summary of retention rates by institution for a four-year period.

High School Cohort Study – This study tracks the 2004 high school graduates, where they are and what they are doing.

These analyses and studies are being presented in order to emphasize areas where IDOL will be seeking participation from

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education in developing programs and policies to retain and increase Idaho's workforce.

Career Awareness – The plan to improve the Career Information System (CIS) will be presented along with a review of how VISTA and AmeriCorps volunteers are being deployed to support local district efforts in career advising.

IDOL provide a progress report on how the volunteer program is progressing and the need for support from the Board in these efforts.

Work-Based Learning – CTE and IDOL are developing programs to increase work-based learning, particularly apprenticeships. An overview of these efforts, goals and objectives will be presented.

IDOL will be discussing a request for the Board to consider changes to the definition of those recognized as achieving the 60% goal.

10-Year Job Projections – IDOL bi-annual projections of jobs will be presented, including the “hot jobs” list. The presentation will highlight the rapidly changing marketplace and the impact on education.

IDOL will be requesting assistance in determining how our education system is preparing students to fill today's jobs.

Career Skills – Industry expectations for career skills, commonly called soft skills, will be discussed.

IDOL will present business and industry needs in context of our current education model and the need for incorporation of project-based learning, critical thinking and other attributes necessary for student success upon entering the workforce.

Other Workforce Initiatives – IDOL in other areas, including its Hispanic Initiative and Choose Idaho, will be presented.

IDOL will be seeking cooperation and assistance in implementing its initiatives.

Talent Accelerator Initiative – IDOL is evaluating opportunities for increasing workforce development training funds. The Talent Accelerator Initiative and its impact on funding for education will be presented.

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IDOL is seeking input on its proposal and the Board's ideas for increased workforce training funding.

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Attachment 2 - Labor Market Projections for Idaho – 2014-2024	Page 13
Attachment 3 - Talent Accelerator Initiative Whitepaper	Page 19

STAFF COMMENTS AND RECOMMENDATIONS

Staff comments have been broken out based on the area listed above that they pertain to:

Work-Based Learning – The Board's educational attainment/college completion goal (60% Goal) was based on Board discussion and staff work conducted between May and October 2010. In October 2010 the Goal was incorporated into the Board's strategic plan. Any changes to the Board's definition of "certificate" would be accomplished through an amendment to the Board's strategic plan. The current performance measure is "Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study". An academic year runs from the fall to spring semester and is approximately nine (9) months. This goal, including the educational levels included in it, were based on the Georgetown University Center on Education and the Workforce research release in June 2010, showing that by 2018, 61% of the jobs in Idaho would require a postsecondary education.

In 2013, Idaho Business for Education (IBE) conducted a survey of Idaho business and their projected needs. IBE's survey results reaffirmed the Board's current Educational Attainment Goal and was in alignment with the updated Georgetown University Center on Education and the Workforce research showing that by 2020, 67% of the jobs in Idaho would require some form of postsecondary degree or credential. While both the survey and the Georgetown Study showed a need for increased postsecondary attainment at all levels, the survey found the highest percentage of degrees needed was at the baccalaureate level and the updated Georgetown Study identified the highest areas of growth at the baccalaureate or higher levels.

Any discussions regarding the expansion of the definition of certificate should take into consideration the different levels of attainment necessary to meet Idaho's workforce needs, the availability to collect population data on certificates, and the fact that individuals with a certificate of less than one academic year are currently included in the remaining 40% of the population. In addition to the Educational Attainment Goal, the Board has also set out targets for percentages of graduates at each degree level (Goal 1, Objective C) from our public institutions in the Board's strategic plan as well as students participating in internships (Goal 2, Objective A).

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Career Skills – The Board currently sets educational expectations at the elementary and secondary levels (K-12 education) through the adoption of standards, these standards consist of subject area “content standards” as well as minimum standards for educator preparation programs, while the specific methods of teaching and curriculum are selected at the local level. At the postsecondary level program expectations are approved by the Board through the approval of each academic or career technical program. Project-based learning has been identified as a best practice, particularly at the K-12 education levels and various professional development has been provided to school districts over the years in this area. One area that has been identified that would help with the adoption of more project based learning at the K-12 level would be more specific language in the standards (requirements) for our educator preparation programs at the teacher as well as administrator levels. The educator preparation standards are incorporated by reference into Administrative Code and would be amended through the rulemaking process. These standards apply to all educator preparation programs in Idaho at both public and private postsecondary institutions. In addition to the process of amending the standards that Board may wish to look at developing a Board policy specific to the educator preparation programs at the public postsecondary institutions.

BOARD ACTION

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

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SUBJECT

Workforce Development Council – Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 72-1336, Idaho Code

Executive Order 2015-02 – Establishing the Workforce Development Council for planning and oversight of the state’s workforce development system

BACKGROUND/DISCUSSION

The Workforce Development Council (Council) was created by Governor Phil Batt in 1996 by consolidating four advisory groups that dealt with workforce development issues. The Council has served as the state workforce board under the Job Training Partnership Act, the Workforce Investment Act and currently under the Workforce Innovation and Opportunity Act. The Council’s 26 members are constituted from the following:

- a. Representatives of business and industry shall comprise at least 40% of the members;
- b. At least 15% of the members shall be representatives of local public education, postsecondary institutions, and secondary or postsecondary vocational educational institutions;
- c. At least 15% of the members shall be representatives of organized labor based on nominations from recognized state labor federations;
- d. Representatives from the Department of Commerce, Department of Labor, the State Board of Education, Division of Career Technical Education and the Superintendent of Public Instruction; and
- e. A representative of a community-based organization.

The Council is responsible for advising the Governor and the State Board of Education (Board) as appropriate and at regular intervals on items that include but are not limited to:

- a. Development of the statewide strategy for workforce development programs;
- b. Development of the Workforce Innovation and Opportunity Act State (WIOA) Plan
- c. Preparation of the annual report to the U.S. Secretary of Labor as required under Section 103 of WIOA;
- d. Development and continuous improvement of comprehensive state workforce services and performance measures;
- e. Development of a statewide employment statistic program and a plan for comprehensive labor market information;
- f. Development of technological improvements to facilitate access to and improve the quality of workforce system services and activities; and
- g. Development of comments at least once annually on the Carl D. Perkins Vocational and Applied Technology Education Act.

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To fulfill the responsibility of the Council as outlined in statute and executive order, B.J. Swanson, Vice Chair of the Council, will be making the Council's report to the Board.

ATTACHMENTS

Attachment 1 – Workforce Development Council Annual Report

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STAFF COMMENTS AND RECOMMENDATIONS

The Council was established to provide strategic direction and oversight of Idaho's workforce development system. The Council members represent business, workers, education, state and local government and community based organizations. The primary role of the Council is to advise Governor C.L. "Butch" Otter and the Board on strategies designed to yield high quality workforce investment services for Idaho's businesses, job seekers, and students.

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SUBJECT

Board Policy I.E. Executive Officers – Second Reading

REFERENCE

October 2010	Board approved first reading of Board Policy I.E.2. Presidents/Agency Heads allowing CEO's to receive stipends or other forms of compensation for unrelated duties or activities
December 2010	Board approved second reading of Board Policy I.E.2
December 2015	Board approved first reading of Board Policy I.E. Executive Officers, regarding the timely reporting of events.
February 2016	Board approved second reading of Board Policy I.E. Executive Officers
August 2016	Board approved first reading of Board Policy I.E. Executive Officers – vehicle allowance

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections I.E. Executive Officers.

BACKGROUND/DISCUSSION

State Board of Education Policy, Section I.E., grants each institutional president the use of an institution automobile, maintained by the institution, or a vehicle allowance, at their discretion. When using an institution owned vehicle it is customary for the institution to assign the vehicle to the institution president for their sole use. Currently state owned or controlled vehicles (with few exceptions for law enforcement) are required to be conspicuously marked as state vehicles (Idaho Code §49-2426) and are only allowed to be used for official business.

The proposed amendments to Board Policy I.E. Executive Officers would eliminate the option for the chief executive officer to use an institution vehicle, and would set out provisions for a vehicle allowance. The proposed amendments bring the policy into alignment with state requirements.

IMPACT

Approval of the proposed amendments would eliminate the conflict between Board policy and the state prohibition against state vehicles being used for personal use.

ATTACHMENTS

Attachment 1 – Board Policy I.E. Executive Officers – Second Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board staff received one comment regarding concern over the insurance requirements from Boise State University. Based on this feedback and additional

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staff review the proposed policy has been amended to remove the reference to vehicle maintenance and upkeep provided by the institution.

The vehicle maintenance provision was original language that had been moved when the vehicles were institution vehicles and it has been determined that it is unnecessary to retain it. State mileage reimbursement rates for personal vehicles used for business purposes is set at a level intended to cover fuel as well as normal vehicle maintenance. State mileage reimbursement rates are set by the Board of Examiners.

Currently, Risk Management does not require and specific liability coverage for state employees who occasionally use their personal vehicles for business purposes, the insurance language regarding insurance coverage was added based on the assumption the institution presidents would use the vehicles for more than "occasional use." According to feedback from Risk Management staff, most state agencies have policies in place requiring, when practicable, for staff to use agency/state vehicles or rental vehicles for business purposes. In the case where an employee is using a personal vehicle for extensive business purposes Risk Management has recommended the Board retain the requirement for the liability insurance coverages as proposed in the first reading of the policy amendments.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy section I.E. Executive Officers, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Temporary Rule – IDAPA 08.02.01., Rules Governing Administration, Career Ladder Data Collection

APPLICABLE STATUTE, RULE, OR POLICY

Article IX, Section 2 of the Idaho Constitution
Sections 33-101, 33-105, 33-107, 33-116, 33-1004B and 33-1004D, Idaho Code

BACKGROUND/DISCUSSION

The Career Ladder sets out specific components that are required for determining movement on the Career Ladder. The intent of the legislation was that each required component would be collected and used for determining movement on the Career Ladder. The Department of Education has indicated that it is unclear whether they have the authority to collect each component required for determining movement on the Career Ladder and has suggested the Board provide that clarification through an administrative rule. Calculating movement on the Career Ladder is contingent on data collected starting in the 2015-2016 school year.

This temporary rule will specify that each component needed for calculating movement on the Career Ladder are to be collected annually as well as one additional measure used for determining eligibility for the professional endorsement and master teacher premium. The professional endorsement is necessary for moving from the residency rung on the Career Ladder to the professional rung. Currently only one component is being collected -- the overall rating on the state framework for teaching evaluation. The rule will add four additional data elements to the instructional/pupil service staff records that are currently required to be submitted. The components include: Overall rating on the evaluation (already reported); number of components of the evaluation rated as unsatisfactory; if a majority of the teachers students met their student achievement targets or student success indicator targets (yes/no); what tool or tools were used for measuring student achievement or student success (multiple choice); and if an individual has an individualized professional learning plan (Y/N).

IMPACT

Approving the temporary rule will provide the Department of Education with the legal directive needed to collect the necessary data points for calculating instructional staff and pupil service staff movement on the Career Ladder. This calculation is necessary for determining a school district's salary based apportionment.

ATTACHMENTS

Attachment 1 – Temporary Rule IDAPA 08.02.01.251

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STAFF COMMENTS AND RECOMMENDATIONS

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria: provides protection of the public health, safety, or welfare; or is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit. Temporary rules also must be approved by the Governor. This rule qualifies as a temporary rule by conferring a benefit. Unlike proposed administrative rules, temporary rules do not have a public comment period, they are not reviewed by the Legislature, and they expire at the end of the succeeding legislative session, except under specific conditions. To assure consistency in the collection of these data the rule will be brought back to the Board at the end of the legislative session for re-approval as a new temporary and proposed rule. This will assure the requirements stay in place throughout FY2017 and will start the process for promulgating a permanent rule effective at the end of the 2018 legislative session.

BOARD ACTION

I move to approve the Temporary Rule, IDAPA 08.02.01.251 Rules Governing Administration, Career Ladder Data Collection.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Educator Preparation Programs Definition – Low Performing

APPLICABLE STATUTE, RULE, OR POLICY

Higher Education Act of 1965, §§207 (2008).

BACKGROUND/DISCUSSION

Annually, the Office of the State Board of Education (Board) certifies and submits Idaho's Title II report to the U.S. Department of Education. The report includes data from public and private teacher preparation programs authorized by the State Board of Education to prepare individuals for certification in Idaho.

Several years ago, the U.S. Department of Education added a requirement that states must report preparation programs that had been identified as "Low Performing" or "At-Risk of Being Low Performing" as part of their Title II report. Initially, the federal government intended to set definitions for identifying programs into these categories; however, after substantial feedback from states and postsecondary institutions, the U.S. Department of Education decided to give that responsibility to the individual states. In 2015, states were notified that the U.S. Department of Education was going to require all states to include a definition in the 2016 Title II report identify teacher preparation programs as "Low Performing" or "At-Risk of Being Low Performing". Based on these two categories, defined by the state, each state would use their definition to evaluate and identify programs needing assistance and provide that support. Based on a recommendation from the Professional Standards Commission (PSC), for the 2016 report, Idaho used the existing State Program Review process for identifying programs as "Low Performing" or "At-Risk of Being Low Performing" with the understanding that the PSC would work with the Idaho Coalition for Educator Preparation and the Idaho Association of Colleges of Teacher Education to recommend a more robust definition in 2016 and would put the new definition in place prior to submitting the 2017 report.

The framework provided in Attachment 1 reflects the indicators the PSC recommends for use in developing the definition and criteria for identifying "Low Performing", "At-Risk of Being Low Performing", and "Appropriately Performing" educator preparation programs. The Idaho Coalition for Education Preparation developed the framework; it was then supported by the Idaho Association of Colleges of Teacher Education and adopted and recommended by the PSC to the Board.

IMPACT

If the Board supports the recommendation of the PSC to use the indicators outlined in Attachment 1, the Idaho Coalition for Educator Preparation will use the indicators to develop the full definition and criteria to be used for identifying educator preparation programs as "Low Performing", "At-Risk of Being Low Performing", or "Appropriately Performing". The draft definition developed by the Idaho Coalition

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for Educator Preparation will be vetted by the Idaho Association of Colleges of Teacher Education and will then be given to the PSC for review and formal recommendation to the Board. The full definition and criteria will be provided to the Board for consideration at the December 2016 regular Board meeting.

ATTACHMENTS

Attachment 1 – Draft Framework for Identifying Low Performing
Educator Preparation Programs

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

In 2013 and 2014 the State Board of Education and Department of Education participated in the Network for Transforming Educator Preparation grant, as part of that work, Board and Department of Education staff in collaboration with the Idaho's educator preparation programs identified the following metrics for identifying effective educator preparation programs, most of which were already being collected and reported as part of Idaho's Title II report:

- GPA – Enrollment/Completer (Title II)
- Average GPA (proposed)
- Praxis Scores and Passing Rates (Title II)
- State Teacher Evaluation Summative Rating (in place by May 2015)
- Experience – Field Hours, and Student/Interns (Title II)
- Min # of courses (Title II) – content and pedagogy
- SAT/ACT/Compass (Title II)
- # of Completers by program (Title II)
- # enrolled by program (Title II)
- # FTE versus adjunct by program (Title II)
- Completer Entry and Persistence in teaching
- Completer Placement/persistence in High Need subjects and schools

The grant finished prior to finalizing the work started on developing measures by which Idaho could identify highly effective teacher preparation programs. The Idaho Coalition for Educator Preparation participated in the initial work and based on concerns regarding data limitation developed the proposed framework.

BOARD ACTION

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