PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

TAB	DESCRIPTION	ACTION
1	**LEWIS-CLARK STATE COLLEGE – ANNUAL REPORT**	Information Item
2	**WORKFORCE DEVELOPMENT COUNCIL REPORT**	Information Item
3	**BOARD POLICY I.J. USE OF INSTITUTIONAL FACILITIES – 2ND READING**	Motion to Approve
4	**BOARD POLICY IV.E. DIVISION OF CAREER TECHNICAL EDUCATION – 2ND READING**	Motion to Approve
5	**GOVERNOR'S HIGHER EDUCATION TASK FORCE RECOMMENDATIONS**	Motion to Approve
6	**TEACHER CERTIFICATION – ALTERNATIVE PROGRAM – CONTENT SPECIALIST**	Motion to Approve
7	**TEACHER CERTIFICATION – ALTERNATE STATE APPROVED ASSESSMENT**	Motion to Approve

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LEWIS-CLARK STATE COLLEGE

SUBJECT
　　Lewis-Clark State College Annual Report.

APPLICABLE STATUTE, RULE, OR POLICY
　　Idaho State Board of Education Governing Policies & Procedures, Section I.M.4.

BACKGROUND/DISCUSSION
　　This agenda item fulfills the Board's requirement for Lewis-Clark State College to provide an annual 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　　　　　　　　　　　　　　Page 3

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

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LEWIS-CLARK STATE
— C O L L E G E —

Progress Report to the
Idaho State Board of Education
by J. Anthony Fernández, President
October 18, 2017

Excellence in Teaching and Learning

- Exceeded national average for health sciences licensing examinations (NCLEX, ARRT)
- 95% placement of graduates from spring 2016
- Continued growth in online programming
- Expanded program performance initiative
- Piloted summer school model with discounted tuition and more focused selection of courses.
- Continued collaboration at state level on General Education outcomes assessment

LEWIS-CLARK STATE
— C O L L E G E —

Excellence in Teaching and Learning

- Two kinesiology faculty positions funded

- New degrees/majors combining existing programming into a new career path meeting industry need and student interest

- Academic Affairs expanded role in increasing enrollment

- Campus-wide Learning Management System (Blackboard) evaluation process to select vendor that best serves needs of online students

LEWIS-CLARK STATE
— C O L L E G E —

Optimize Enrollment/Promote Student Success

- All-time record (again) of 817 graduates in FY17
- Fall 2017: New Idaho students entering from high school up 2%
- Fall 2017 enrollment estimate -3%
- 30 peer mentors working with new freshmen to increase retention
- FY2017 full-time new freshmen, 59% retention
- Full-time new transfers, 67% retention
- Residence halls at capacity
- New nursing advisor
- Veterans Services Coordinator hired
- CAMP program fully under way
- Plans to increase enrollment of adult learners

LEWIS-CLARK STATE
— C O L L E G E —

Work Scholar Program

- Committed, academically promising students with financial need

- Academic study, work experience, public service

- Reduce student loan debt

- Support by mentors, supervisors, co-workers and other students in program

- 45 students

- 33 on-campus sites / 12 off-campus sites

LEWIS-CLARK STATE
— COLLEGE —

Annual Enrollment

(Unduplicated)
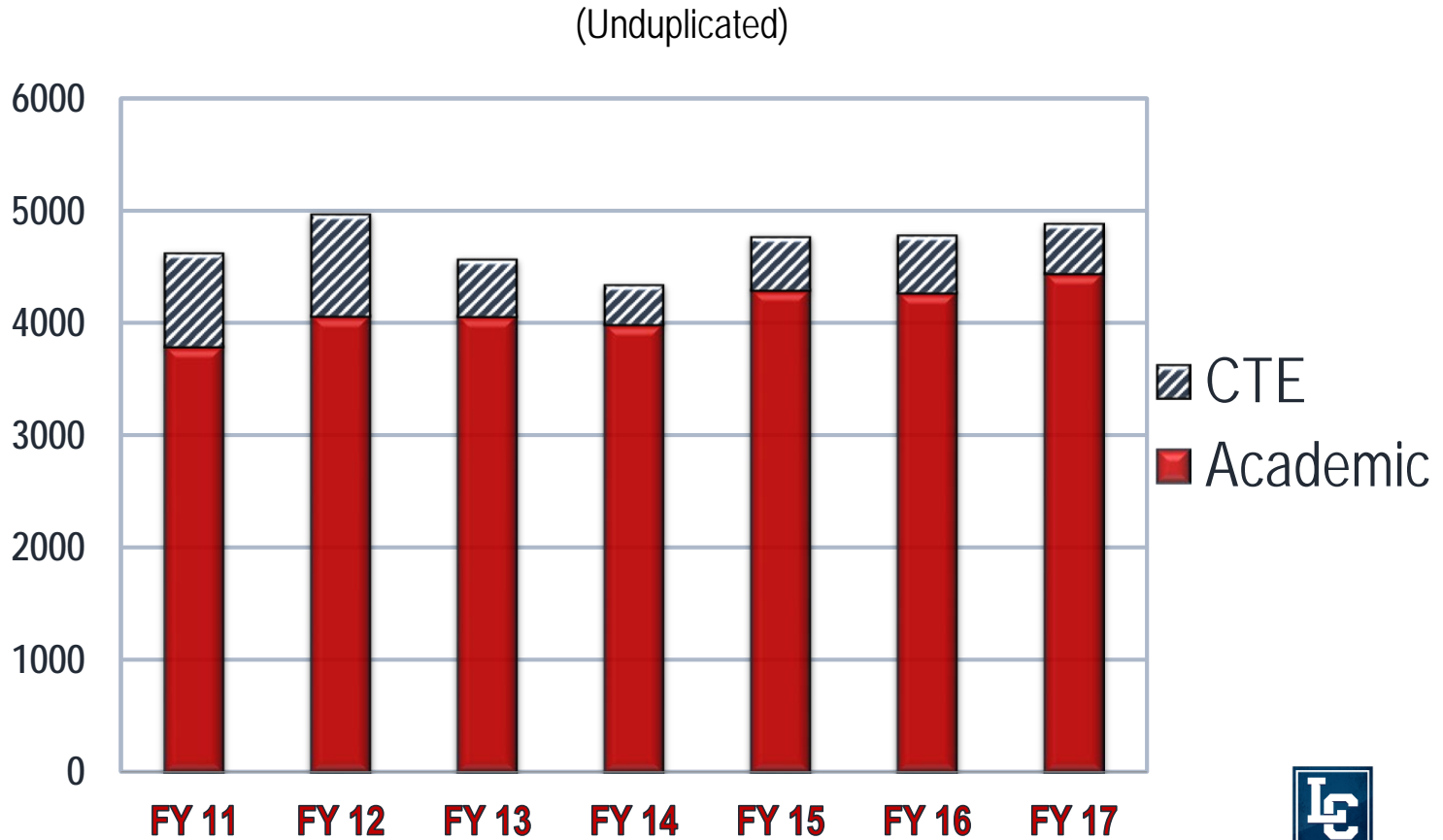
Fall 2016 Enrollment

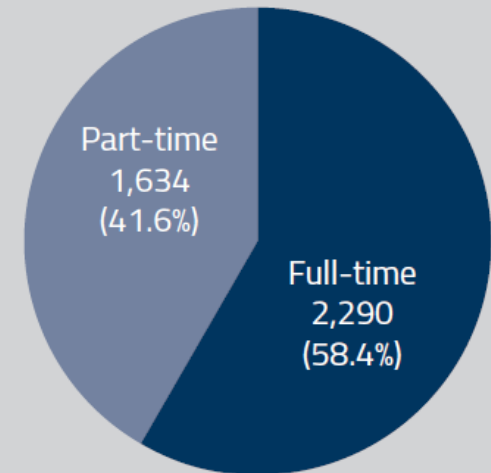*(Fall 2017 information available after census day)*
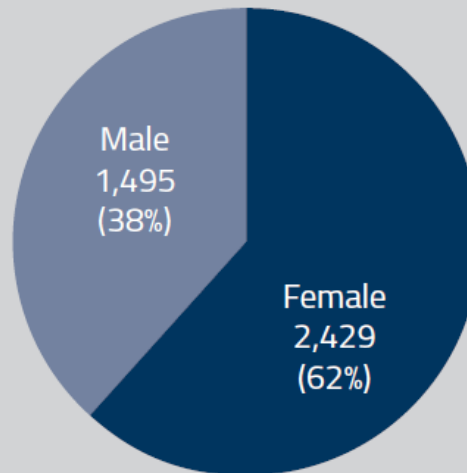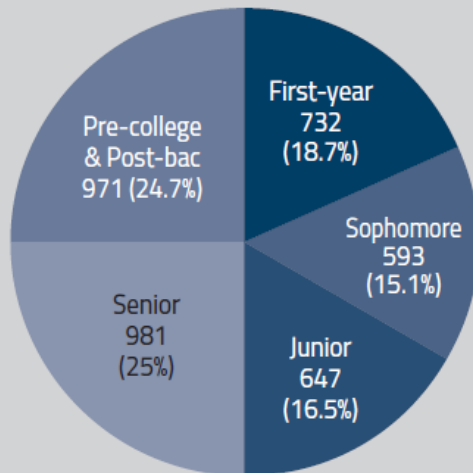

Fall 2016 Enrollment

3,924 Total Headcount
2,822 Full-time Equivalent

3,462 Students at Lewiston Campus
462 Students at Coeur d'Alene Center

Pre-college & Post-bac 971 (24.7%)
First-year 732 (18.7%)
Sophomore 593 (15.1%)
Senior 981 (25%)
Junior 647 (16.5%)

Male 1,495 (38%)
Female 2,429 (62%)
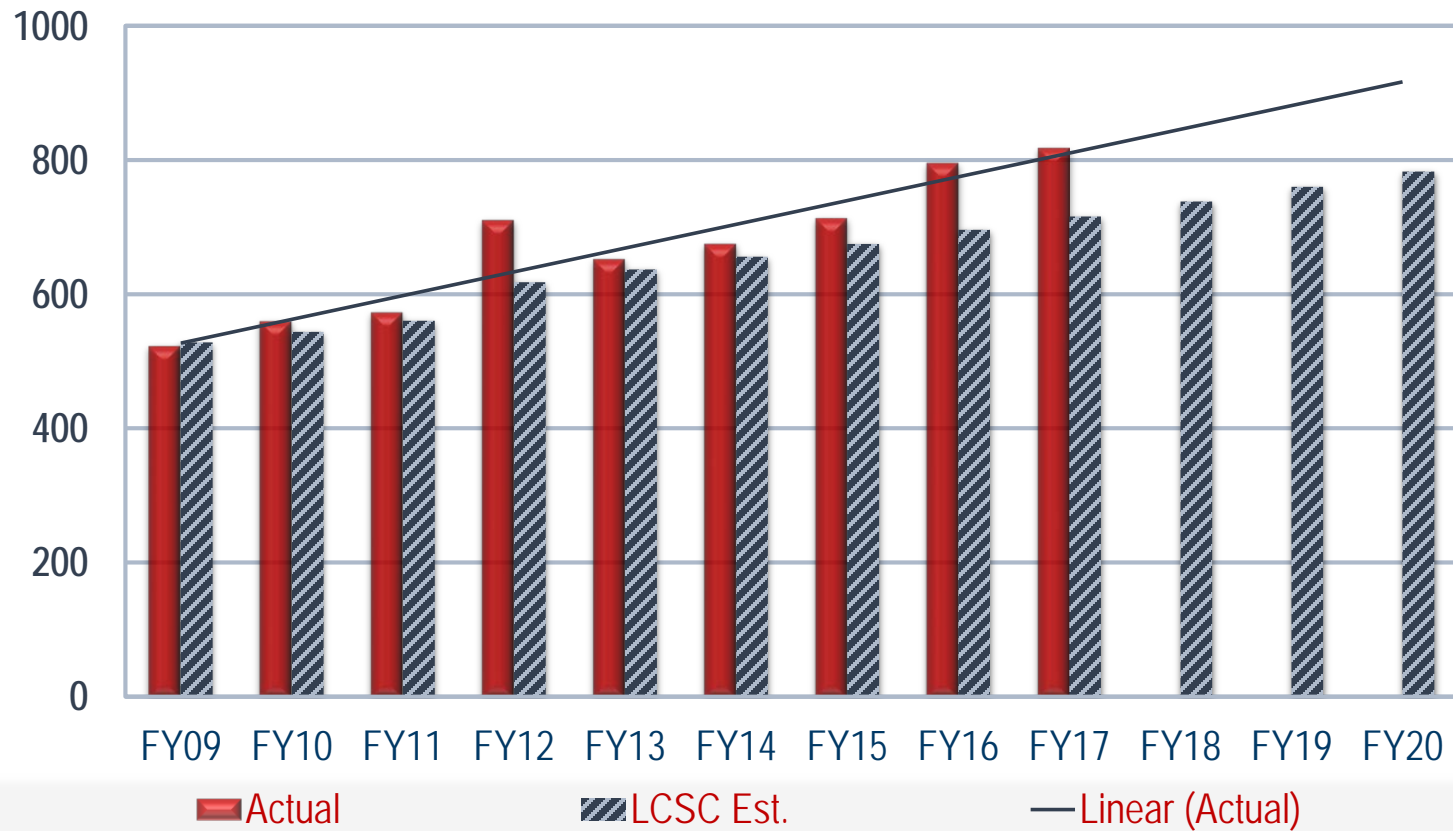
Part-time 1,634 (41.6%)
Full-time 2,290 (58.4%)

3,007 Idaho Residents | **540** Non-resident | **377** Asotin County Residents | **84** International Students

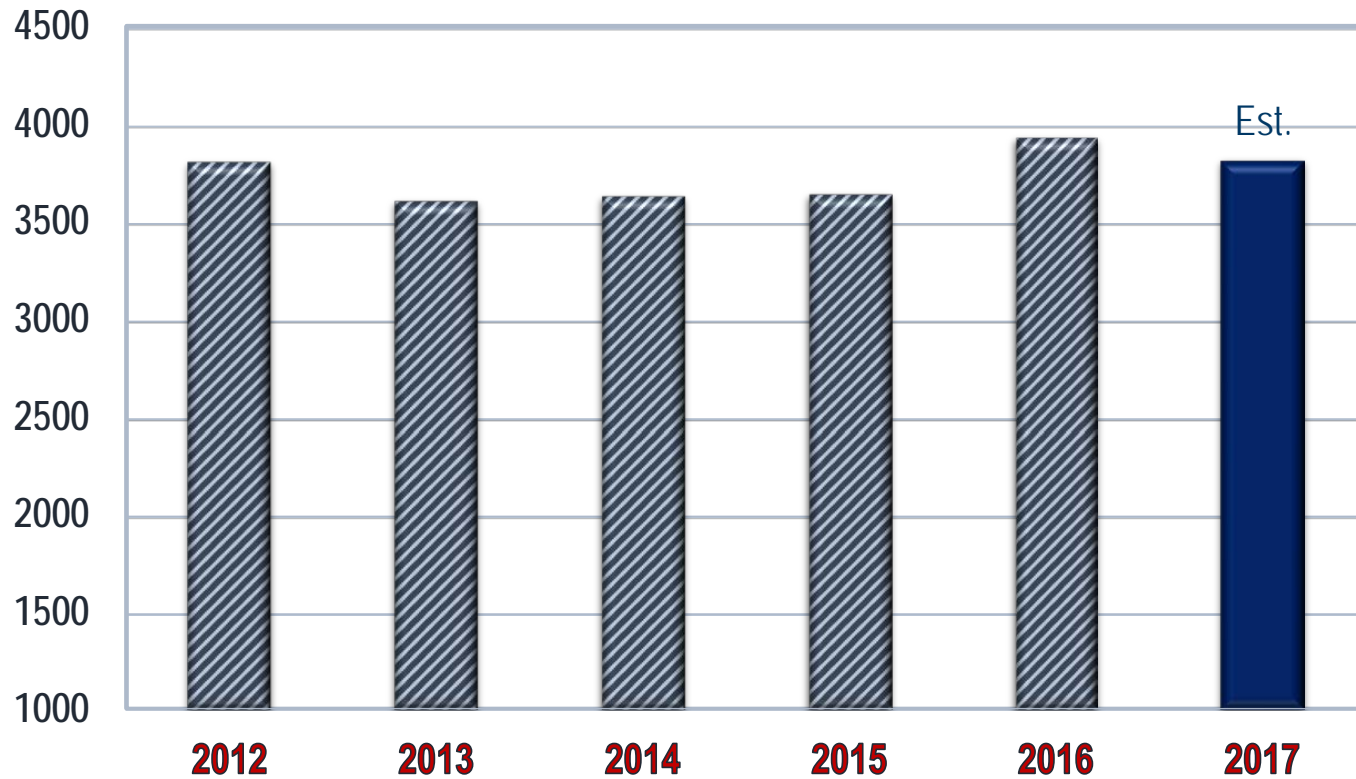**68.4%** of the Student Body are First Generation College Students

LEWIS-CLARK STATE COLLEGE

Lewis-Clark State College Graduates

Fall (Census Day) Headcount

Collaboration/Economic Development

- $840,000 NSF grant - metal manufacturing

- CTE and Lewiston School District success

- Clearwater Paper

- Idaho Forest Group

- Vista Outdoors

- NIC – Dental Hygiene

LEWIS-CLARK STATE
— C O L L E G E —

Leverage Resources to Maximize Institutional Strength and Efficiency

Positions were repurposed to:

- Strengthen recruitment efforts with Idaho Dept of Labor, Vocational Rehab, and the LCSC Workforce Training Center

- Provide administrative support to the Institutional Review Board

- Unify Auxiliary Services in Administrative Services.

Capital Projects Overview

Year	Project
FY 2017	Harris field grandstand Multipurpose playfield
FY 2018	Spalding Hall renovation Clark Hall fire suppression North Idaho Collaborative Education building
FY 2019	CTE building Women's locker room
FY 2020	Wittman/Mechanical-Technical building repurpose
FY 2021	Living Learning Center Administration Building renovation

LEWIS-CLARK STATE COLLEGE

College Advancement Success

FY17 Scholarships & Distributions: $1,216,681
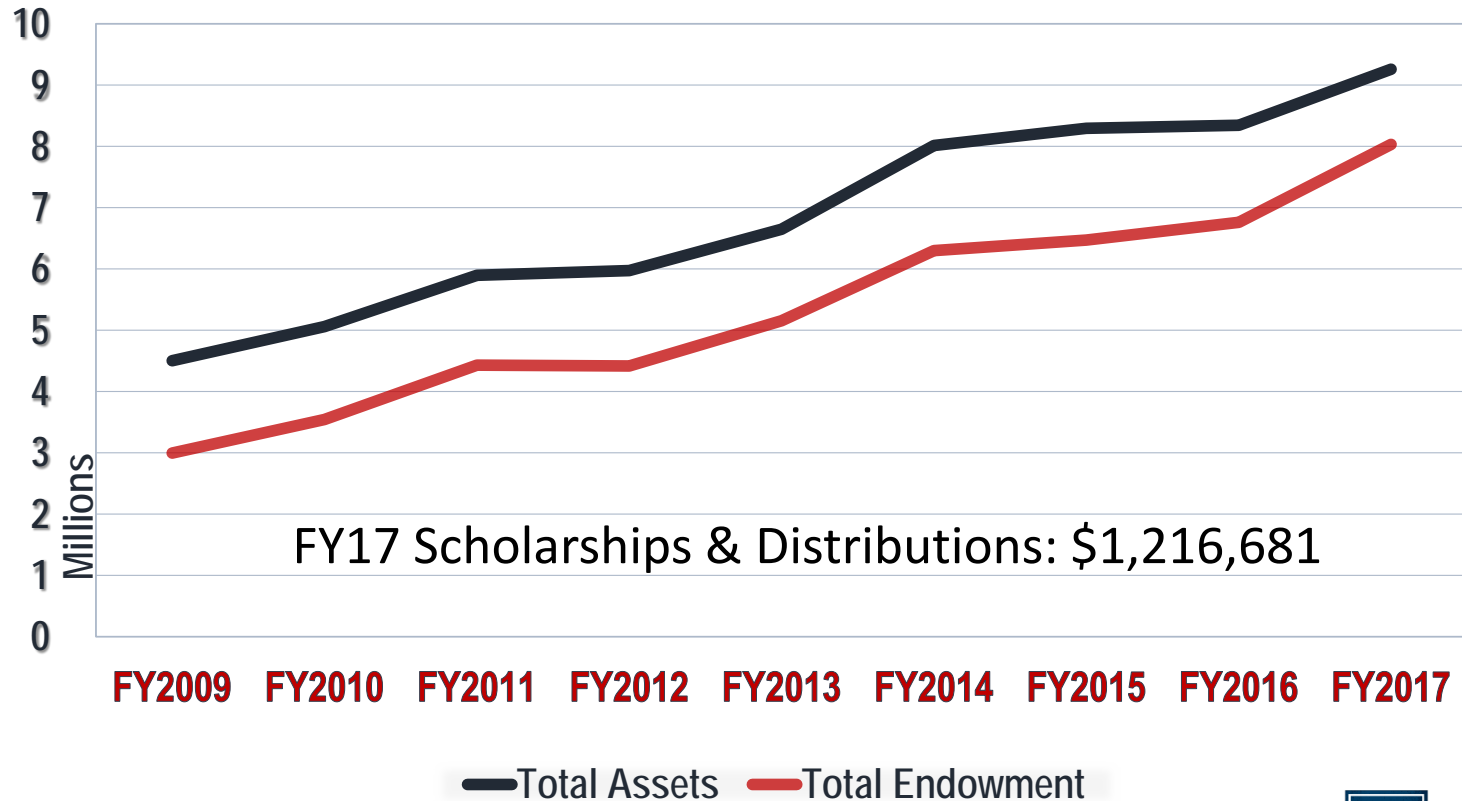
FY17 Highlights

- Record number of graduates and degrees awarded

- 8% percent enrollment increase

- $10 million from State for CTE facility

- $2 million CAMP grant

- $840K National Science Foundation grant

- Idaho Alliance of Leaders in Nursing $31,708 grant

- New programs in industrial maintenance/millwright technology and instrument mechanic technology.

- 9 varsity teams earn NAIA Scholar Team status

- 19th national championship for Warrior baseball team won

- Jeremiah Robbins 2017 ABCA/Diamond National NAIA Coach of the Year

- Ed Cheff Stadium at Harris Field completed

LEWIS-CLARK STATE
COLLEGE

Questions?

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SUBJECT
Workforce Development Council 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 was created by Governor Phil Batt in 1996 by consolidating four advisory groups that dealt with workforce development issues. The Workforce Development 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 Professional-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 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 (WIOA) State Plan
c. Preparation of the annual report to the US 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.

To fulfill the responsibility of the Workforce Development Council as outlined in statute and executive order, Trent Clark, Chair of the Workforce Development Council, will be making the Council's report to the State Board of Education.

ATTACHMENTS
Attachment 1 – Workforce Development Council Report   Page 3

STAFF COMMENTS AND RECOMMENDATIONS
The Idaho Workforce Development 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 State Board of Education on strategies designed to yield high quality workforce investment services for Idaho's businesses, job seekers, and students.

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

Idaho Workforce Development Council

Governor C.L. "Butch" Otter
Chair Trent Clark
Vice-Chair B.J. Swanson

Advisory Report
to the
State Board of Education

October 19, 2017

Topics

- ## Year in Review
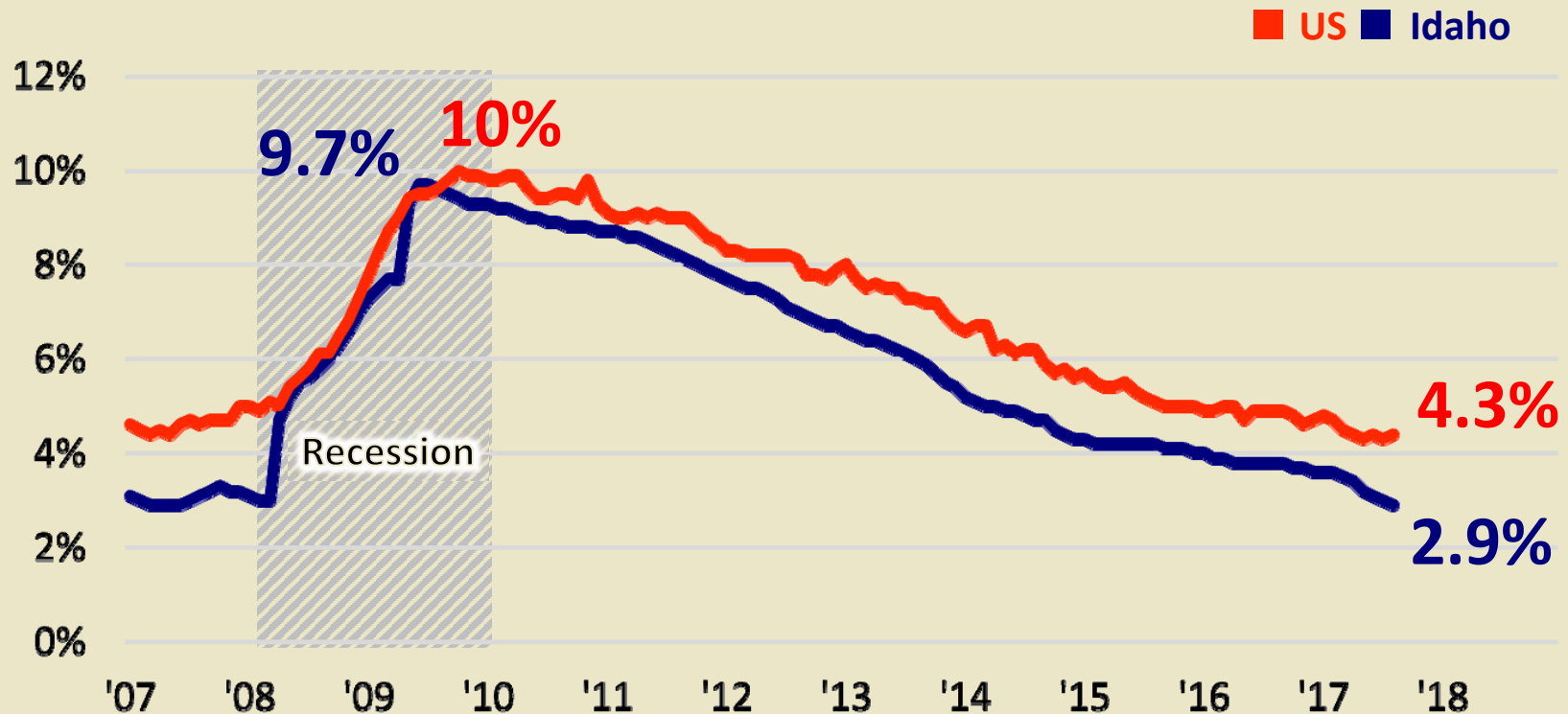 - ### Economic Update and Jobs Projections

  - ### Governor's Task Force on Workforce Development

  - ### Accomplishments

Idaho Workforce Development Council

Unemployment Rate
Seasonally Adjusted – Jan 2007 to Aug 2017

US **Idaho**

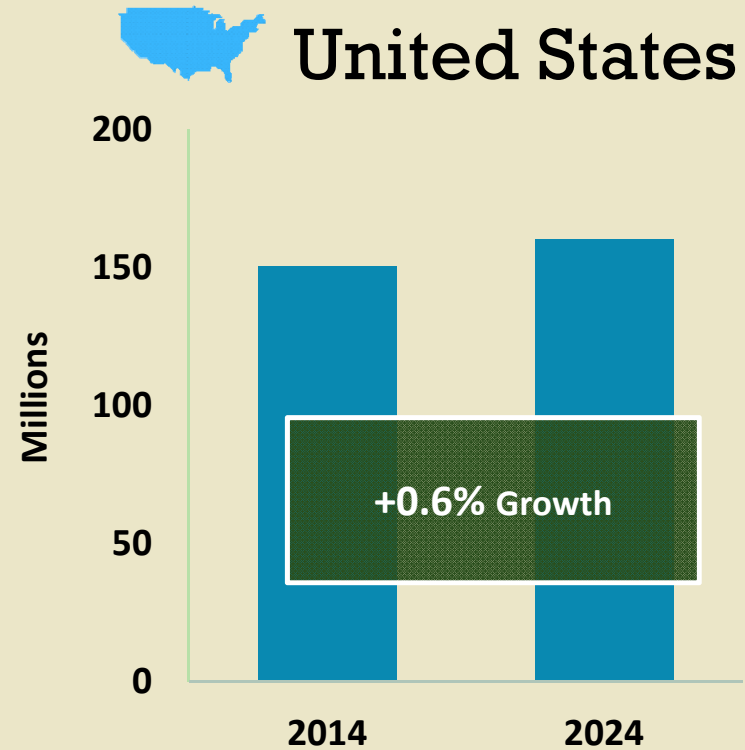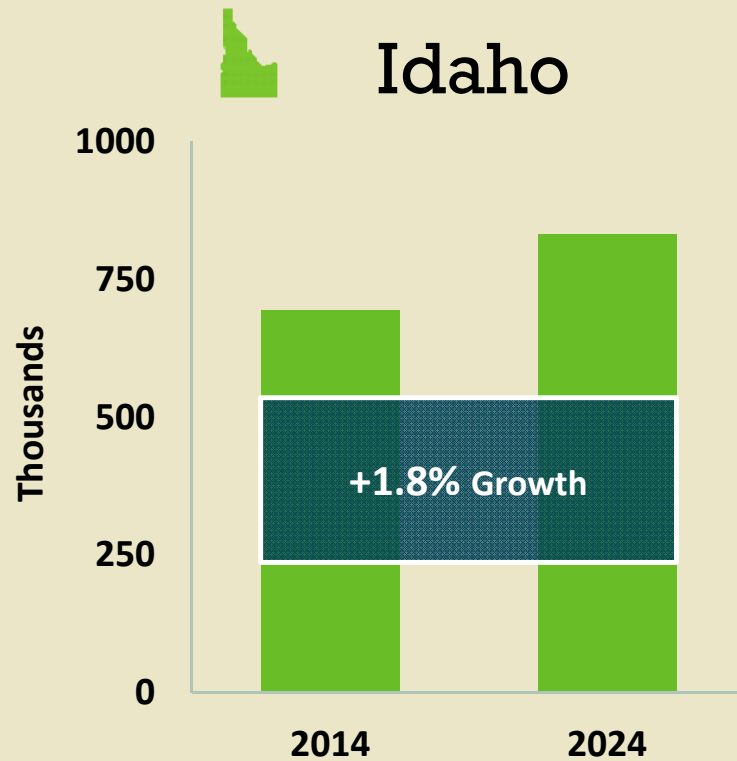9.7% 10%

Recession

4.3%

2.9%

Source: US Bureau of Labor Statistics, Idaho Department of Labor - August 2017

Idaho Workforce Development Council

Total Employment
Projected Values

Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics

Idaho Workforce Development Council

Idaho's Hot Jobs
Occupational Projections from 2014 to 2024

| Rank	Shift	Occupation Title	2024 Employment	Annual Openings	Percent Change	2014 Median Wage	Typical Entry Level Education
1	↑3	Software Developers	6,969	259	36.8%	$36.35	Bachelor's
2	↑74	Lawyers	3,315	109	27.2%	$37.04	Doctoral
3	↑23	Management Analysts	2,959	106	34.4%	$29.26	Bachelor's
4	↑22	Accountants and Auditors	5,385	229	27.5%	$29.33	Bachelor's
5	↑19	Civil Engineers	2,133	96	28.3%	$35.31	Bachelor's
6	↑25	Personal Financial Advisors	1,141	53	39.3%	$33.82	Bachelor's
7	↑40	Business Operations Specialists, All Other	3,229	99	26.8%	$30.03	Bachelor's
8	↓5	Physical Therapists	1,347	59	29.8%	$37.64	Doctoral
9	↑10	Health Specialties Teachers, Postsecondary	1,209	45	30.4%	$39.33	Doctoral
10	↓1	Market Research Analysts and Marketing Specialists	1,949	71	38.3%	$24.76	Bachelor's

Hot Jobs are defined as occupations that are numerous, fast-growing and well-paying.
Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics

Idaho Workforce Development Council

Idaho's Total Nonfarm
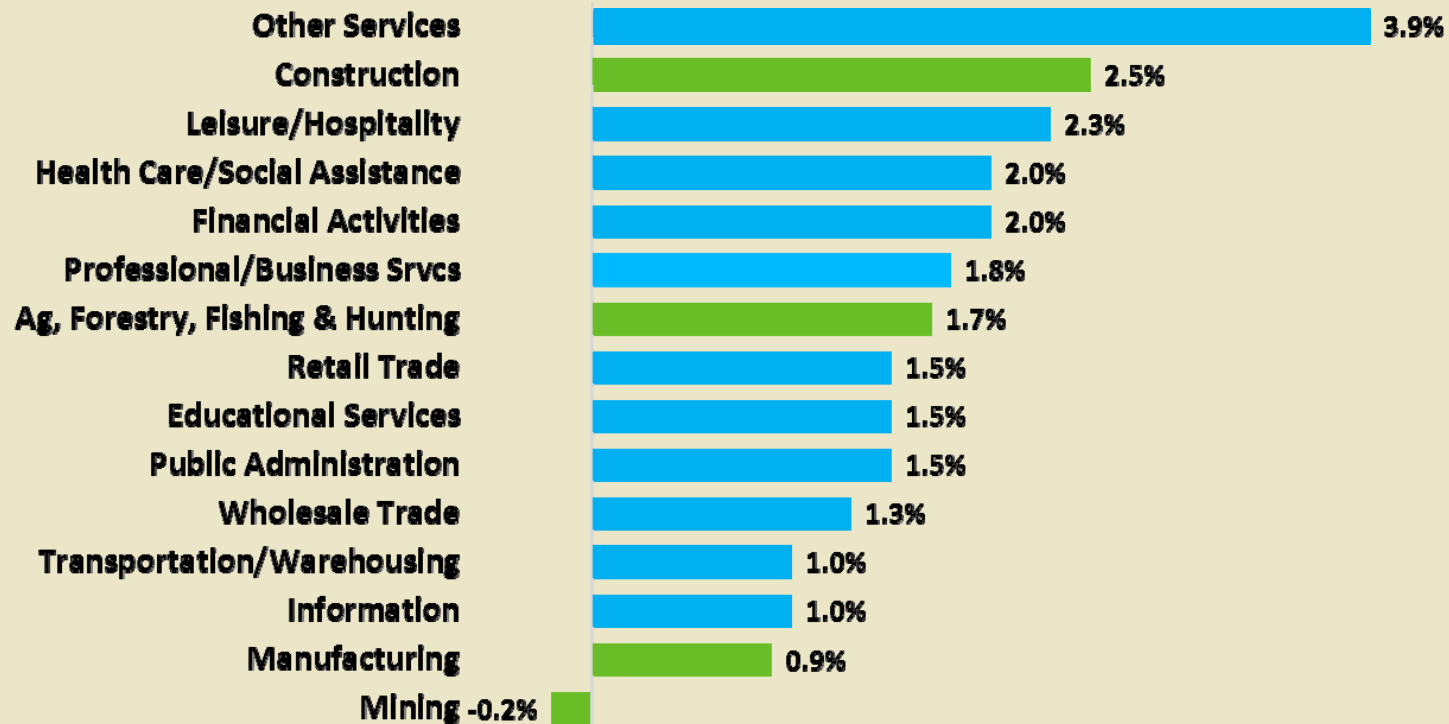## Percent change from January, 2013 to 2017[Jul]
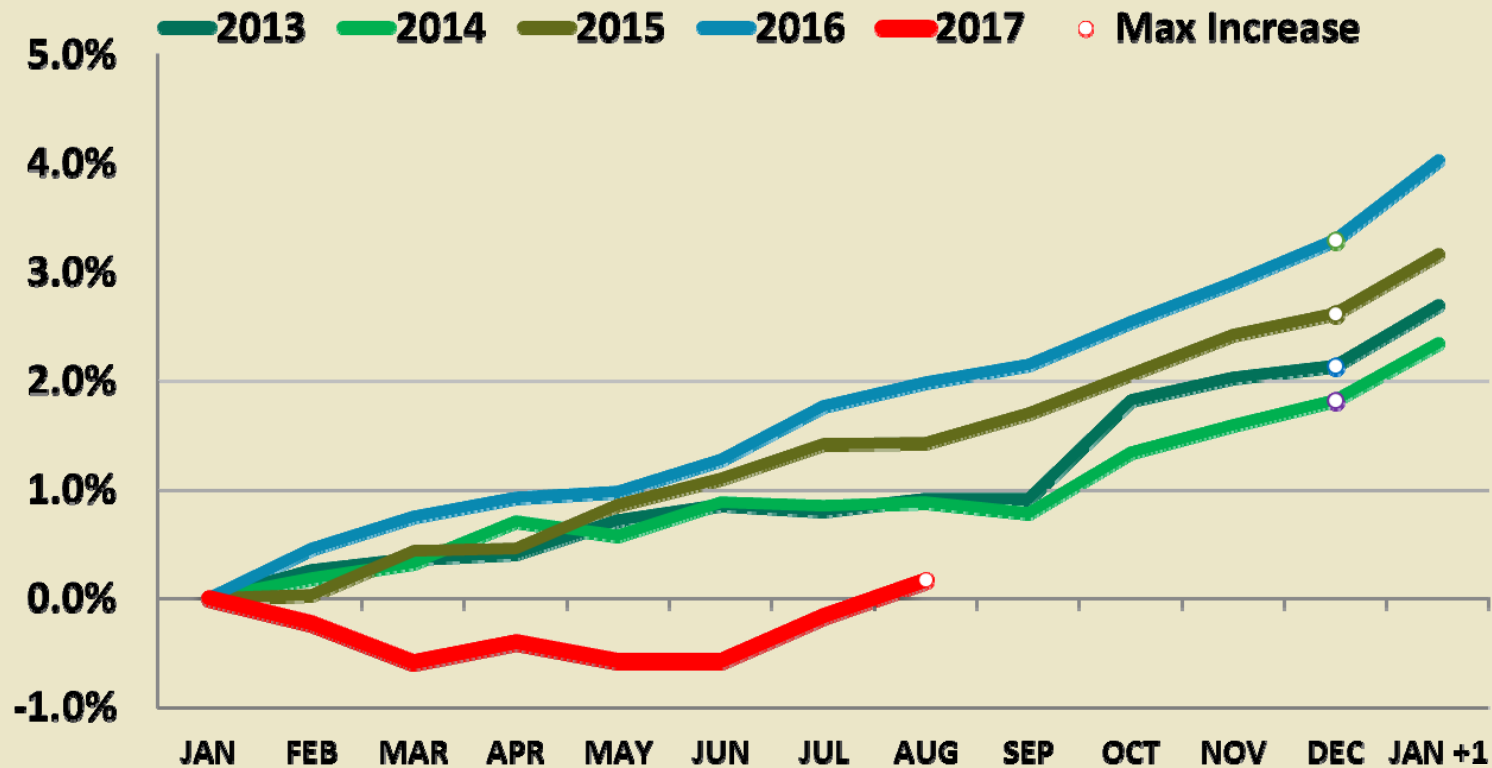
Source: US Bureau of Labor Statistics, Idaho Department of Labor - August 2017

Idaho Workforce Development Council

Annual Industry Job Growth
Projected Growth Rates for Service and Goods Producing Sectors: 2014-2024

Industry	Growth Rate
Other Services	3.9%
Construction	2.5%
Leisure/Hospitality	2.3%
Health Care/Social Assistance	2.0%
Financial Activities	2.0%
Professional/Business Srvcs	1.8%
Ag, Forestry, Fishing & Hunting	1.7%
Retail Trade	1.5%
Educational Services	1.5%
Public Administration	1.5%
Wholesale Trade	1.3%
Transportation/Warehousing	1.0%
Information	1.0%
Manufacturing	0.9%
Mining	-0.2%

Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics

Idaho Workforce Development Council

Governors Task Force on Workforce Development

- Governor Otter appointed a 17-member taskforce led by key Idaho employers;

- Task Force determined that industry, education and government must share responsibility for workforce development;

- Identified four major areas of focus for research and recommendations;

- From these areas, nine specific recommendations were developed.

Idaho Workforce Development Council

Governors Task Force on Workforce Development

1. Industry Driven Council;

2. Ensure sustainable funding mechanism for training;

3. Develop a comprehensive public engagement initiative;

4. Connect Education to Careers;

Idaho Workforce Development Council

Governors Task Force on Workforce Development

5. Support Idaho's Workforce Training Centers;

6. Strengthen Career Advising

7. Incentivize Schools districts to include Workforce Readiness;

8. Continue to develop apprenticeships; and,

Expand career and technical education programs.

Idaho Workforce Development Council

WDC Accomplishments

- Established standing committees focused on critical areas of workforce development.

- The Council held meetings outside Boise to visit local businesses and community colleges and career technical education programs across the state;

- Visited - Chilco Lumber Mill, INL, Chobani and Cliff Bar, CSI Technology Center, NIC and K-Tech;

- Participated on the Governor's Workforce Development Task Force.

Idaho Workforce Development Council

THANK YOU!

"Idaho is on the right path toward meeting the needs of our employers for better education and skilled workers. We are making smart investments in training programs, expanding the engagement of industry leaders and focusing on proven strategies"

C.L. "Butch" Otter

Governor of Idaho

Idaho Workforce Development Council

BOISE STATE UNIVERSITY/UNIVERSITY OF IDAHO

SUBJECT
    Board Policy I.J. Use of Institutional Facilities and Services – Second Reading

REFERENCE

April 2011	The Board approved additions to Board Policy I.J. to make permanent the conditions under which the Board can approve the sale or consumption of alcohol in conjunction with NCAA football games (section 2.c). Prior to this policy change, the institutions were bringing requests for exceptions to Board Policy I.J. annually to allow for the consumption of alcohol in suite areas and at pregame corporate events.
June 2015	The Board approved requests from the universities to establish secure areas for pregame events for ticket holders with structured alcohol service for the 2015 football season.
June 2016	The Board denied requests from the universities to establish secure areas for pregame events for ticket holders with structured alcohol service for the 2016 football season. In addition the Board denied the request by the University of Idaho to allow game patrons for home football games to bring alcohol for personal consumption to designated tailgating areas.
June 2017	The Board deferred consideration of proposed amendments to Board Policy I.J. until such time as a single proposal could be brought forward from the universities.
August 2017	The Board approved the first reading of proposed amendments to Board Policy I.J. with the stipulation that the requirement for a "written or electronic" invitation be added and the term "youth" be changed to "minors," add no students are allowed in alcohol service areas and maintain the separation of alcohol service areas from areas where no alcohol is served.

APPLICABLE STATUTE, RULE, OR POLICY
    Idaho State Board of Education Governing Policies & Procedures, Section I. J. Use of Institutional Facilities and Services.
    Idaho Administrative Code, IDAPA 38.04.07.305.02

BACKGROUND/DISCUSSION

Board policy I.J. sets out the provision by which the institutions under the Board's direct governance may allow for the consumption of alcohol on campus. The proposed amendments brought forward by the University of Idaho and Boise State University would expand alcohol service on institution campuses and allow:

- Designate certain venues where alcohol may be served for campus events to include certain NCAA athletic events under the same conditions as has been provided in Board policy. The institution President could then approve the plan, subject to annual Board approval, and issue a permit in those limited facilities as happens with other campus events where alcohol is served. The Board would receive an annual report instead of being required to consider annual permission.

- Add the ability for a CEO to permit a designated pregame event for valid ticket holders under conditions prescribed in Board policy.

- Outside of athletic events, the amendments will also update prior requirements for non-NCAA events, to have a defined seating area where alcohol beverages may be possessed and consumed at entertainment events. This section of policy is problematic with concerts, performances and similar events and for their promoters as it is difficult to set aside a section of seating for patrons consuming only non-alcoholic beverages – or vice versa.

- Add a new section 2.d addressing conditions under which game patrons and their private guests may consume alcohol as part of tailgating functions.

IMPACT

Approval of the proposed amendments will allow for the drinking of alcohol in designated tailgating areas and retain the requirment for annual Board approval.

ATTACHMENTS

Attachment 1 – proposed policy revisions, Section I.J.   Page 6

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University and the University of Idaho have jointly proposed amendments to the Board's policy regarding the service of alcohol in institution facilities or on institution properties (Board Policy I.J.). Idaho Administrative Code, IDAPA 38.04.07.305.02 prohibits the consumption or distribution of alcohol in common spaces of State facilities, and IDAPA 08.01.08.100 prohibits the sale, possession or consumption of alcoholic beverages in college or university owned, leased, or operated facilities and on campus grounds, except as provided in the State Board of Education Governing Policies and Procedures. Board Policy Section I.J. sets the provision by which alcohol may legally be sold, possessed or consumed in institution facilities.

Board Policy I.J. 2.6 currently allows the presidents of the institutions to approve waivers of the prohibition against alcohol service and allow service of alcohol for events on campus (under specified conditions that are not in conjunction with student athletics events) and then immediately report to the Board staff on those events. Alcohol service may be allowed with prior Board approval in conjunction with NCAA football pregame events. Alcohol service in conjunction with any other student athletic event is prohibited.

No comments were received, outside of the August 2017 Board meeting, to the policy amendments between the first and second reading. The second reading of the policy includes those amendments that were specifically requested by the Board at the August 2017 Board meeting. These include:

1. changing the term "youth" to "minor"
2. reinstating the written permission requirement and expanding it to "written or electronic"
3. reinstating the prohibition of minors in the alcohol service area of pre-game events
4. reinstating the separation of alcohol service areas with non-alcohol service areas.

The language that was originally proposed to be eliminated that was reinstated by the Board at the August 2017 Board meeting is highlighted. Other amendments made between the first and second reading are indicated in red text.

The proposed policy revisions to non-NCAA events include:

1. expanding the current requirement for a "written" invitation to include "written" or "electronic".

The proposed amendment to the policy regarding the sale or consumption of alcohol in conjunction with NCAA athletic events will:
1. expand permission to allow alcohol service at all NCAA athletic when specified in subsection 2.c.i. and confine the alcohol service to specific venues and sports listed in the policy (only football and basketball are being requested at this time, future expansion of event types and venues would require an amendment to Board policy);
2. allow minors to be present in the alcohol service areas in in-suite areas only, as long as they are under the direct supervision of an adult;
3. allow individuals who have purchased admission and their ticketed guests to enter alcohol service areas without a written personal invitation from the institution President.

Five venues at Boise State University, one venue at Idaho State University and two venues at the University of Idaho are identified as approved locations.

In addition to the amendments proposed by the universities the attached draft includes an increase in the per instance liability limits from $500,000 to $1,000,000. This amendment would bring the policy in compliance with the minimum liability insurance coverage required by Risk Management for permitted events.

BOARD ACTION

I move to approve second reading of changes to Board policy section I.J. as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: J. Use of Institutional Facilities and Services with Regard to the
Private Sector   April 2011October 2017

1. Use of Institutional Facilities and Services

    a. Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes. Such services and facilities, when provided, should be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector. The institutions' provision of services and facilities should be educationally related. In addition, the Board recognizes that the institutions have a role in assisting community and economic development in a manner that supports the activities of the private sector. To this end, cooperation with local, state, and federal agencies is encouraged.

    b. Priority and guidelines for use of institutional services and facilities is as follows:

        i.   Institutionally sponsored programs and projects.

        ii. Community programs or projects of an educational nature where the services or facilities provided by the institutions are directly related to the teaching, research, or service mission of the institution.

        iii. Local, state, or federally sponsored programs and projects.

        iv. The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the approximate number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.

2. Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities

    1) Board Administrative Rules IDAPA 08.01.08 provides requirements relative to alcoholic beverages on campus grounds. Said rules generally prohibit the possession or consumption of alcoholic beverages in areas open to and most commonly used by the general public on campus grounds. The rules authorize the Board to waive the prohibition pursuant to Board policies and procedures. The chief executive officer of each institution may waive the prohibition against

possession or consumption of alcoholic beverages only as permitted by and in compliance with this policy. The grant of any such waiver shall be determined by the chief executive officer ("CEO") only in compliance with this Policy and in accordance with the provisions set forth herein, and not as a matter of right to any other person or party, in doing so, the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution.

2) Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process. For purposes of this policy, the term "alcoholic beverage" shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. Waiver of the prohibition against possession or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed ~~written~~ written or electronic application therefore. Staff of the State Board of Education shall prepare and make available to the institutions the form for an Alcohol Beverage Permit and the form for an Application for Alcohol Beverage Permit which is consistent with this Policy. ~~Immediately u~~Upon issuance of an Alcohol Beverage Permit, a ~~complete~~ copy of the ~~application and the~~ permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board ~~no later than the next Board meeting~~. An Alcohol Beverage Permit may only be issued to allow the sale or consumption of alcoholic beverages on public use areas of the campus grounds provided that all of the following minimum conditions shall be met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit. The CEO has the authority by the Board to issue Alcohol Beverage Permits that meet or exceed the following requirements.

   v. An Alcohol Beverage Permit may be granted only for a specifically designated event (hereinafter "Permitted Event"). Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution. The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession and consumption of alcoholic beverages. The time period for the activity must be a single contiguous time period for a separate defined occurrence (such as a dinner, a conference, a reception, a concert, a sporting competition and the like). An extended series of events or a continuous activity with no pre-determined conclusion shall not be a Permitted Event. The area or location of the Permitted Event, the restricted space or area therein for possession and consumption of alcoholic beverages and the applicable time periods for the Permitted Event must each be set forth in the Alcohol Beverage Permit and in the application therefore.

vi. The serving of alcoholic beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving alcoholic beverages only. Food must be available at the Permitted Event.

Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.

vii. Non-alcoholic beverages must be as readily available as alcoholic beverages at the Permitted Event.

viii. A Permitted Event must be one requiring paid admission through purchase of a ticket or through payment of a registration fee, or one where admission is by ~~written,~~ written or electronic personal invitation. Events generally open to participation by the public without admission charges or without ~~written~~ written or electronic personal invitation shall not be eligible for an alcoholic beverage permit. Only persons who have purchased a ticket or paid a registration fee for attendance at a Permitted Event, or who have received a~~n~~ ~~written~~ written or electronic invitation to a Permitted Event, and who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.

ix. Permitted Events which are generally open to the public through purchase of a ticket (such as sporting events, concerts or other entertainment events) must set out a confined and defined area where alcoholic beverages may be possessed and consumed. ==For such events, the defined area where alcoholic beverages may be possessed and consumed shall be clearly marked as such, and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area.== Only those individuals lawfully attending the Permitted Event who are of lawful age to consume alcoholic beverages may be allowed into the ~~defined~~ area where alcohol is served, provided that such individuals may be accompanied by ~~youth~~ minors for whom they are responsible, but only if such ~~youth~~ minors are, at all times, under the supervision and control of such individuals. ==For such events there shall be sufficient space outside of the area where alcoholic beverages may be possessed and consumed to accommodate the participating public who do not wish to be present where alcoholic beverages are being consumed.==

x. Except as provided for in c. and d. below, ~~N~~no student athletic events, (including without limitation NCAA, NIT, NAIA and intramural student athletic events) occurring in college or university owned, leased or operated facilities, or anywhere on campus grounds, shall be Permitted Events, nor shall a Permitted Event be allowed in conjunction with any such student athletic event.

xi. An Alcohol Beverage Permit for a Permitted Event to which attendance is limited to individuals who have received a personal ~~written~~written or electronic invitation, or to those who have registered to participate in a particular conference (for example, a reception, a dinner, an exclusive conference) may allow alcoholic beverages to be possessed and consumed throughout the area of the event, provided that the area of the event is fully enclosed, and provided further that the area of the event must be such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Additionally, the area of the Permitted Event must not be open to access by the general public, or to access by persons other than those properly participating in the Permitted Event.

xii. Application for an Alcohol Beverage Permit must be made by the organizers of the event. Such organizers must comply with all applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession sale and consumption of alcoholic beverages.

xiii. The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.

xiv. The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Any alcoholic beverages allowed at a Permitted Event shall be supplied through authorized contractors of the organizers (such as caterers hired by the organizers). In no event shall the institution supply or sell alcoholic beverages directly. In no event shall the general public or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.

xv. The person/group issued the Beverage Permit and the contractors supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. Further, the person/group must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than $~~500,000~~1,000,000 minimum coverage per occurrence. Such insurance must list the permitted person/group, the contractor, the institution, the State Board of Education and the State of Idaho as additional insured's, and the proof of insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional insured's.

xvi. The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which times shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the event prior to closure of the event.

xvii. These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.

3) The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA ~~football games~~ athletic events is prohibited except for certain listed pre-game events and service in venue suite areas as described below~~may be permitted with prior Board approval~~. Alcohol service at pre-game events and in-suite areas is limited to the locations listed below only. No other locations are allowed. Each year an institution that wishes to seek Board approval must present a written proposal to the Board, at the Board's regularly scheduled June Board meeting~~,~~ for the ensuing ~~football season~~ year. The proposal must include detailed descriptions and drawings of the areas where events which will include alcohol service will occur. The ~~Board will review the~~ proposal ~~under~~must meet the following criteria and, upon ~~such~~ review by the Board, may also ~~apply~~ include further criteria and restrictions in ~~its~~the Board's discretion. An institution's proposal shall be subject to the following minimum conditions:

xviii. Approved Locations:
  1) Boise State University:
     • Caven-Williams Sports Complex (Pre-game football)
     • Allen Noble Hall of Fame Gallery (Pre-game football)
     • Alumni and Friends Center (Pre-game football)
     • Stueckle Sky Center (In-suite football)
     • Double R Ranch Club Room – Taco Bell Arena (In-suite/Club room basketball)
  2) Idaho State University:
     • Exterior of Holt Arena - east end area adjacent to the Sports Medicine Center (Pre-game football)
  3) University of Idaho:
     • Lighthouse Center/Bud and June Ford Club Room (In-suite/Club Room football and basketball)
     • President's/Corporate Tents – activities field north end (Pre-game football)

Institutions may bring to the Board requests to seek approval to add new or ~~renovated~~additional facilities to the approved locations list. ~~Such requests will require amendment to the policy.~~

xix. Pre-game events
1) The event must be conducted during pre-game only, no more than three-hours in duration, ending at kick-off.
2) For pre-game events held in institution stadium suite areas, oOnly patrons who hold tickets to the football game seats in the area shall be allowed into the area during games event.
3) The event must be conducted in a secured area surrounded by a fence or other methods to control access to and from the area. There must be no more than two entry points manned by security personnel where ID's are checked and special colored wrist bands issued (or similar identification system).
4) A color-coded wrist band (or similar identification) system must identify attendees and invited guests, as well as those of drinking age. Unless otherwise specifically approved annually by the Board, under such additional terms and conditions as it sees fit, nNo one under the legal drinking age shall be admitted into the alcohol service and consumption area of an event unless such youth are accompanied by and are, at all times, under the supervision and control of an attendee of legal drinking age. The area shall be clearly marked and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area

xx. In-Suites/Club Rooms
1) The area must be for sponsors to entertain clients/guests for home football games. Attendance is limited to adult ticketed patrons and guests with tickets purchased admission and their ticketed guests.
2) For events held in institution stadium suite areas aAdult patrons may be accompanied by youth minors for whom they are responsible, but only if such youth minors are, at all times, under the supervision and control of such adult patrons.
2) For events held in institution stadium suite areas, tThe sale of alcohol must begin no sooner than three hours prior to kick offthe start of the athletic contest and must end at the start of the 4th quarter seventy-five (75) percent of the way into the contest to allow for an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the game prior to the end of the game.

iv. All Events. All events, pre-game and in-suite, must meet the following requirements.

1) All ticket holders Companies involved in the to the event must be sent a letter communication outlining the location and Board alcohol policy. The communicationletter must state the minimum drinking age in Idaho is 21 and that at no time is should such companies allow any underage drinking and/or serving of alcohol to visibly intoxicated persons allowed.

2) Alcohol-making or -distributing companies are not allowed to sponsor the event. In no event shall the institution supply or sell alcoholic beverages directly. In no event shall invitees or participants in such event be allowed to bring alcoholic beverages into the area, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.

3) The food provider must provide TIPS trained personnel who monitor the sale and consumption of all alcoholic beverages to those of drinking age. Any required local catering permit, and applicable state or local alcoholic beverage permits, shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.

4) Food must be available at the event. Non-alcoholic beverages must be as readily available as alcoholic beverages.

5) Security personnel located throughout the area must monitor all alcohol wristband policies and patron behavior.

6) Event sponsors/food providers must be required to insure and indemnify the State of Idaho, the State Board of Education and the institution for a minimum of $2,000,000, and must obtain all proper permits and licenses as required by local and state ordinances. All applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession, sale and consumption of alcoholic beverages, must be complied with. Event sponsors/food providers supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the event. Further, event sponsors/food providers must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage and coverage limits sufficient to meet the needs of the institution, but in no case less than $~~500,000~~1,000,000 minimum coverage per occurrence. Such insurance must list the event sponsor/food provider, the institution, the State Board of Education and the State of Idaho as additional insureds, and the proof of insurance must be in the form of a formal endorsement to the policy evidencing the coverage and the required additional insureds.

7) A report must be submitted to the Board annually with details on alcohol service in conjunction with athletic events including any alcohol related incidents reported at a time an in a format set by the Executive Director. ~~after the conclusion of the football season before consideration is given to the approval of any future requests for similar events on home football~~

~~game days.~~

d. In addition to the Institution sponsored game-day events described in c. above, the CEO of each institution may designate (subject to annual board approval) specific parking lots or limited areas of university grounds with controlled access as tailgate areas for home NCAA football games or NCAA bowl games hosted by the institution. Only game patrons authorized by the institution will be allowed to park and tailgate in the designated tailgate areas with their private guests. Locations, times and dates will be submitted to the Board for approval.

Within tailgate areas, authorized game patrons and their private guests may consume alcohol as long as they abide by all local and state regulations governing alcohol usage including, but not limited to, minor in possession or consumption of alcoholic beverages and public intoxication. Alcohol consumption in tailgating areas shall be limited to the times approved by the Board and at no time shall extend beyond 10:00am through 10:00pm of the day of each NCAA football game hosted by the institution. Alcohol beverages must be held in an opaque container that is not labeled or branded by an alcohol manufacturer or distributor. Alcohol may not be taken from the designated tailgate area into any other area.

The institutions shall not sell alcohol or serve alcohol in the tailgate area nor license or allow any vendor to sell or dispense alcohol in the tailgate area. Only private individuals authorized to be in the tailgate area may bring alcohol into the tailgate area for personal use by themselves and their guests. Each institution may place additional restrictions on activities in the tailgate area as seen fit to maintain order in the area.

Institution sponsored private game-day events at which alcohol may be served by the institution remain subject to the requirements set forth in c. above. Institutions will report to the Board regarding the tailgate area at the same time as they report to the Board regarding the private game-day events under Board Policy.

e. The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA ~~football bowl games~~ post season athletic competition shall be permitted ~~only with Board approval~~ under the same conditions ii. through ~~xiv~~ii., as described in subsection c. above, except that the minimum amount of insurance/indemnification shall be $5,000,000.

ef. Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by persons of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility. Possession of alcohol within the general use areas of a

residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed. The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another room mate or roommates) as their individual living space.

g̲f̶. Alcohol-making or -distributing companies shall not be allowed to advertise goods or services on campus grounds or in any institutional facilities.

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DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Board Policy IV.E. Career Technical Education, Second Reading

REFERENCE

October 2014	Board approved the second reading of amendments to Board Policy IV.E., incorporating the Idaho Agricultural Education Quality Program Standards approved August 2014, by reference.
August 2017	Board approved the first reading of amendments to Board Policy IV.E. adding current definitions of terms used and secondary program descriptions.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.E

BACKGROUND/DISCUSSION

These proposed amendments to Board policy IV.E. Division of Career Technical Education formalize the definitions of existing career technical education program types to ensure consistency among all programs statewide and career technical education assessments. The definitions complement the Career Technical Education Workplace Readiness Standards which were adopted by the Board in 2016, and incorporated by reference into IDAPA 08.02.03.004.

IMPACT

The policy will have a positive impact on program delivery, as it will provide a clear framework for how career technical programs should be structured and delivered. There will be no fiscal impact, as the definitions of required assessments reflect current practices. Long term fiscal impact will be determined as the number of students taking the assessment(s) increases.

ATTACHMENTS

Attachment 1 – Board Policy IV.E. – Second Reading   Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy IV.E. details policies and procedures specific to the Division of Career Technical Education (Division) and the statewide career technical programs it administers that do not fall under the other Board policies. The Division of Career Technical Education has been going through a process of identifying practices that have developed over the years, but were not brought forward to the Board for formal approval. Formal Board approval of these practices through policy provides for a higher level of transparency and consistency of in their continued implementation.

There were no comments received between the first and second readying of the Policy and there have been no changes made to the second reading.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board Policy IV.E. Career Technical Education as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES
Subsection: E. Division of Career Technical Education   **October 2014̶7**

1. Purpose.

    The Division of Career Technical Education provides leadership and coordination for programs in career technical education in various parts of the state. The general purposes are to carry out the governing policies of the Board and the applicable provisions of state and federal legislation.

2. Delegation of Authority

    The Board delegates to the state administrator of career technical education, the chief executive officer of the statewide system, the responsibility to supervise and manage career technical education in Idaho. The division administrator shall report to the Board through the Executive Director. The Board has the power to name a president of Eastern Idaho Technical College who may perform such duties as delegated by the Board. For purposes of accreditation the EITC President shall be the CEO of the institution. The state administrator is responsible for the preparation and submission, through the Executive Director, of an agenda for matters related to career technical education for Board review and action.

3. Definitions
    a. Technical Skill Assessment: an assessment given at the culmination of a pathway program during the capstone course and measures a student's understanding of the technical requirements of the occupational pathway.
    b. Workplace Readiness Assessment: an assessment of a career technical education student's understanding of workplace expectations upon completion of a career technical education program and entering the workforce.

3̶4. Functions

    The Division provides statewide leadership, administration, supervision, planning, and coordination for career technical education activities in Idaho. The major functions include:

    a. Statewide Administration: maintaining a qualified professional staff to provide statewide leadership and coordination for career technical education and the programs offered in accordance with applicable state and federal legislation.

    b. Eastern Idaho Technical College: assist in the delivery of career technical programs and courses consistent with the role and mission of the college, assist the EITC President with the programmatic affairs of the college, supervise the budgetary affairs of the college as part of the career technical education budget,

and in cooperation with the EITC president, to recommend appointment of advisory committee representatives to the State Board.

c. Supervisory and Consultative Services: providing technical assistance to local education agencies to assist in the maintenance and implementation of career technical education programs including support and leadership for student organizations and education equity.

d. Planning: assisting local agencies in the development of annual plans and data collection and analyzing services for the establishment of a Five-Year Plan, annual plans, and accountability reports from the local educational agencies.

e. Evaluation: conducting and coordinating career technical education evaluations in accordance with state and federal guidelines to monitor program activities to determine the status of program quality in relation to established standards and access.

f. Budget Preparation: preparing annual budgets and the maintenance of a statewide finance and accountability system.

g. Program and Professional Improvement: through its professional staff, initiating and coordinating research, curriculum development, and staff development statewide.

h. Management Information: collecting, analyzing, evaluating and disseminating data and program information which provides a comprehensive source of accurate, current, and easily accessible information for statewide decision making.

i. Coordination: providing liaison with related state agencies and organizations, the State Advisory Council, business and industry, and community-based organizations.

45. Organization.

The programs and services of the state division are organized into two (2) broad segments: (a) Regular Occupational Programs and (b) Special Programs and Support Services.

a. Regular Occupational Programs are programs designed to prepare students at the secondary and postsecondary levels with the skills, knowledge, attitudes, and habits necessary for entry-level employment in recognized occupations in Idaho, the Northwest, and nationally. These programs also provide the supplemental training to upgrade the skills of those citizens of Idaho who are currently employed. Regular programs include: (1) Agriculture; (2) Marketing and Multi-Occupations; (3) Health Occupations; (4) Industrial Arts; (5) Home Economics; (6) Business and Office; and (7) Trade and Technical. A program specialist is employed in each

program area to provide leadership and technical assistance to local education agencies.

b. Special Programs and Support Services are special programs designed to serve students in Consumer Home Economics, Special Needs, and other program activities not considered occupational in nature. These Special Programs include: (1) Consumer and Homemaking Education; (2) Pre-Career Technical Education; and (3) Special Needs - Disadvantaged and Handicapped. In addition, support services are provided in the areas of Education Equity; Program Improvement (to include Curriculum Development, Research, and Personnel Development); Career Technical Guidance; and Work Study.

Additionally, through state and federal legislation, or by contract for administration, career technical education supervises and manages the following programs: (1) Job Training and Partnership Act (JTPA); (2) State Occupational Information Coordinating Committee (SOICC); (3) the Displaced Homemaker Program; and (4) Fire Service Training; and, from time to time, other career technical training programs as appropriate.

56. Program Delivery

Career Technical Education Programs are made available at three (3) levels in Idaho -- secondary, postsecondary, and adult.

a. Secondary Programs: are provided through Aall participating high school districts and several joint district career technical education programs. Secondary programs fall into one of two program types and are subject to the following assessment requirements.

i.   Cluster Program: provides career technical education students with career preparation opportunities and opportunities to develop an understanding of workplace readiness expectations. A cluster program must meet the following requirements:
1) Consist of foundation and intermediate courses within a single Career Cluster. The program does not culminate in a capstone course.
2) Must be two or more years in length
3) Demonstrate a strong career/workplace readiness skills alignment
4) Incorporate an active Career Technical Student Organization into the program
5) Include an active Technical Advisory Committee to guide program development and foster industry engagement
6) Require the Workplace Readiness Assessment as part of the program

  ii. Pathway Program: provides career technical education students with specific career and occupational preparation, an understanding of workplace readiness expectations, as well as postsecondary program transition opportunities. A pathway program must meet the following requirements:

    1) Consist of a sequence of courses that culminate in a capstone course and aligns with state-approved career technical education content standards.
    2) Must be two or more years in length
    3) Demonstrate a strong career/workplace readiness skills alignment
    4) Incorporate an active Career Technical Student Organization into the program
    5) Include an active Technical Advisory Committee to guide program development and foster industry engagement
    6) Require the Career Technical Education Consortium of States (CTECS) – Workplace Readiness Assessment as part of the program
    7) Demonstrate alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards
    8) Offer work-related experience for students (paid or unpaid)
    9) Require a pathway-identified Technical Skill Assessment for students enrolled in the capstone course (career technical education concentrators)
    10) Require Technical Competency Credit for aligned postsecondary programs, must meet expectation for at least one aligned postsecondary course

  iii. The technical skills assessment is a nationally validated, industry-based assessment, administered by an approved vendor (e.g. CTECS). Instructor-developed and administered exams do not qualify. All juniors and seniors enrolled in a capstone course (concentrators) are required to take the technical skills assessment.

    Note: In the event a concentrator is enrolled in a pathway program that does not yet have an approved technical skills assessment, that student will take only the workplace readiness assessment until the pathway program TSA has been finalized and approved.

  iv. All seniors enrolled in at least their second career technical education course are required to take the workplace readiness assessment.

 b. Postsecondary Programs: are provided Tthrough the state system of six (6) area career technical schools. The area schools are:

  i. College of Western Idaho (Nampa)

      ii.   College of Southern Idaho Career Technical School (Twin Falls)

      iii.   Eastern Idaho Technical College (Idaho Falls)

      iv.   Idaho State University Career Technical School (Pocatello)

      v.   Lewis-Clark State College School of Technology (Lewiston)

      vi.   North Idaho College Career Technical School (Coeur d'Alene)

c. Adult Programs: Are Pprimarily provided through the six (6) area career technical schools to provide upgrading and retraining programs for persons in the work force. Some classes are offered by Idaho public high schools. These offerings range from brief seminar classes to intensive courses which normally are less than 500 hours of annual instruction.

d. The Idaho Agricultural Education Quality Program Standards shall be used to evaluate the quality of Agricultural and Natural Resource education programs. The Idaho Agricultural Education Quality Program Standards as approved August 14, 2014 are adopted and incorporated by reference into this policy. The standards may be found on the Division of Career Technical Website at http://cte.idaho.gov.

67. Internal Policies and Procedures

The chief executive officer may establish additional policies and procedures for the internal management of the Division of Career Technical Education which complement, but do not supplant, the Governing Policies and Procedures of the Board. Such internal policies and procedures are subject to Board review and action.

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SUBJECT
 Governor's Higher Education Task Force Recommendations – Implementation Matrix

REFERENCE

August 2017	Board approved FY 2019 Budget Requests.
September 29, 2017	Board adopted the Governor's Higher Education Task Force recommendations and amended the FY 2019 Budget Request to add three line items. The addition of the postsecondary degree audit/student data analytics system (K-20 Pipeline Recommendation – Guided Pathways) and the addition of $5M in Statewide Scholarships for the Opportunity Scholarship (Access and Affordability Work Recommendation - Systemically increase dollars to fund all eligible Idaho high school students…)

BACKGROUND/DISCUSSION
 On January 6, 2017, Governor C.L. "Butch" Otter identified the need to focus on the postsecondary part of Idaho's K-through-Career education system and announced the creation of a Higher Education Task Force (Task Force) charged with studying the state of higher education in Idaho. The Task Force was charged with looking at initiatives underway, proven practices that support postsecondary access and completion, and the State's role in funding higher education. In addition, the Task Force was asked to make recommendations that focus on postsecondary access and completion, lead toward a more rapid progress in meeting the Board's 60% College Attainment goal, and transition the state-funding formula for higher education to a formula that rewards outcomes toward completion.

The Task Force was made up of 36 members from a broad group of stakeholders. Membership included all eight State Board of Education members, the eight Idaho public university and college presidents, postsecondary students, legislators, and business leaders. Membership was drawn from across the State.

The Task Force first convened in February 2017 to begin discussions. The Task Force identified four areas of focus: the K-20 Education Pipeline; Postsecondary Access and Affordability; Postsecondary Funding Formula; and Outcomes Supporting the Workforce. Members were assigned to one of these four groups based on their interest and expertise. A separate, smaller group was formed to specifically focus on communication, buy-in, support and execution of the Task Force recommendations. The final work group reports (Attachment 2) and recommendations (Attachment 1, Column 1) were presented to the full Task Force and unanimously adopted on September 15, 2017. The Board formally adopted the recommendations at the September 29th Special Board meeting and amended the FY 2019 Budget Request to start implementation of items that were initially

identified as needing appropriations and could be started in FY 2019 prior to a full implementation plan being developed. These included additional funding for system-wide scholarships, the increased appropriation would allow for more students on the waiting list to be funded while additional Administrative Code amendments are made that would increase the number of eligible students. The second being a minimum funding amount that if appropriated would allow for Board Staff and Institution Staff to develop a scope of work and start the request for information purchasing processes while waiting for system consolidation amendments identified in Recommendation 1 to be started. Additionally, full implementation of three of the recommendations is dependent on the implementation of a degree audit/student data analytics system (Recommendations 3, 4, and 5).

IMPACT

The discussion around the proposed implementation framework will provide Board staff as well as staff at the institutions and agencies under the Board's oversight and governance with direction on priority areas for developing more comprehensive plans and timelines for implementation of the recommendations.

ATTACHMENTS

Attachment 1 – Recommendation Matrix – for discussion   Page 5
Attachment 2 – Task Force Subcommittee Reports   Page 9

STAFF COMMENTS AND RECOMMENDATIONS

As part of the Task Force's process, the individual work groups identified a number of short and long-term actions that would, in part, move forward the implementation of the individual recommendations. In some instances there may be additional short or long-term actions that may be identified for moving forward the recommendations or a recommendation may be chosen as a priority item. Some actions may take a longer timeframe to implement than "low-hanging fruit" identified as part of a lower priority recommendation. It is anticipated that the Board's standing committees will flesh out recommendation timelines and actions in collaboration with the institutions and agency impacted by the recommendations and their respective staff. The Board committees may create additional technical committees or workgroups.

Recommendations highlighted in yellow in Attachment 1 may be initiated independently; however, full implementation is dependent on the implementation of other recommendations.

The presidents of the colleges and universities met for a retreat on October 3, 2017. As part of this conversation, several of the presidents expressed concern and skepticism about the efficacy and feasibility of a system-wide degree audit and analytics system. Some felt it would duplicate current campus systems, and may not ultimately achieve any savings. The presidents ultimately recommended that the Board-approved budget line item for such a system be replaced with a line item

for a centralized enterprise resource planning feasibility study. In particular, the focus would be on centralizing software supporting finance, human resources, procurement and information technology. This recommendation will be considered as a separate action item under the Business Affairs and Human Resources (BAHR) agenda.

In light of the concerns shared by presidents, staff have researched the conceivability and value proposition of the Task Force recommended system-wide degree audit and analytics program. Such a program would facilitate multiple student-level outcomes sought through Task Force recommendations such as system-wide degree progression and guided pathway initiatives. In addition to postsecondary efforts, such a program would strengthen K-12 initiatives around dual credit and college and career advising. It would not be the intent for such a program to replace or duplicate any existing programs the institutions may have. Rather, this program would be a tool to extract data from existing institution programs to perform analysis and help facilitate transfer and articulation between institutions, provide a program for those that do not have a system in place, or provide added capabilities for those that have limited systems or do not have systems that allow for students to review their degree progress. As such, the first step would necessarily require meeting with the institutions' Chief Information Officers and Provosts to inventory current degree audit and analytics programs and capabilities.

BOARD ACTION

I move to approve the Task Force Recommendation priority order and committee assignments as specified in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Recommendation Implementation Matrix

Recommendation	Committee Assignment	Policy/Budget Implication[1]	Initial Implementation Start Year 1-5	Total Years	Priority (1-13)
1. **Recommendation – Efficiencies, Cost Savings and Service –** Drive efficiencies, cost savings, and a higher level of service in back office functions by migrating from our current federated system of institutions to a more integrated, centralized and student-centric System.	**BAHR -** Business Affairs and HR Systems **IRSA** Admissions and Registration (student services)	☐ Idaho Code ☐ Admin Code ☒ Board Policy ☒ Budget Request	☒ Year 1 (FY19)[2] ☐ Year 2 (FY20) ☐ Year 3 (FY21) ☐ Year 4 (FY22) ☐ Year 5 (FY23)	☒ Year 1 (FY19) ☒ Year 2 (FY20) ☒ Year 3 (FY21) ☒ Year 4 (FY22) ☒ Year 5 (FY23)	
2. **Recommendation – 60% Goal –** Review and update the 60% goal and establish a clear, credible, and measurable roadmap on how Idaho gets to the 60% goal. Focus on the key outcomes that are critical to the state's economic future and to the continued standard of living and quality of life for Idaho citizens.	**PPGA –** amendment to strategic plan and marketing	☐ Idaho Code ☐ Admin Code ☐ Board Policy ☐ Budget Request	☒ Year 1 (FY19) ☐ Year 2 (FY20) ☐ Year 3 (FY21) ☐ Year 4 (FY22) ☐ Year 5 (FY23)	☒ Year 1 (FY19) ☐ Year 2 (FY20) ☐ Year 3 (FY21) ☐ Year 4 (FY22) ☐ Year 5 (FY23)	
3. **Recommendation – Structural Change and System Improvements -** Implement structural change and system improvements through enhancements to critical areas of the public education system that will remove barriers as students progress through the educational pipeline and lead students to be prepared for postsecondary technical and academic training and education at the end of their high school experience. System improvements will include an enhanced statewide digital delivery system that creates a single digital campus that integrates and incorporates the Idaho educational system across the state and uses community outreach centers for support of students educational and career goals in local areas, thereby, removing barriers created by time or location restraints to opportunities for preparing students for postsecondary education as well as postsecondary resources. Identified barriers include the relevancy and rigor of the secondary senior year, more targeted advanced opportunities that lead to transferability of dual credits toward degree progress, full implementation of the Complete College America "Game Changers" through the strategies adopted by	**PPGA –** additional improvement to college and career advising and graduation requirements at the K-12 level. Administrative Code amendments would be necessary for K-12 requirement changes **IRSA –** full implementation of Game Changers adopted by the Board in 2012. Implementation of a degree audit/student data analytics system[3] for postsecondary students, development of	☐ Idaho Code ☒ Admin Code ☒ Board Policy ☒ Budget Request	☒ Year 1 (FY19) ☐ Year 2 (FY20) ☐ Year 3 (FY21) ☐ Year 4 (FY22) ☐ Year 5 (FY23)	☒ Year 1 (FY19) ☒ Year 2 (FY20) ☒ Year 3 (FY21) ☐ Year 4 (FY22) ☐ Year 5 (FY23)	

[1] Items dependent on state appropriations would initiate the budget request in the year indicated with program requirements implemented in the year following the appropriation.
[2] Both committees, in consultation with Board and institution staff would develop a timeline and feasibility study for combining the individual systems and may identify additional systems in year one with consolidation activities commencing in year two based on identified costs and appropriations.
[3] Implementation of this recommendation has been initiated with the amendment to the FY19 budget request.

	the Board's Complete College Idaho Plan, and alignment with workforce skills.	postsecondary pathways. Development of dual credit pathways and offers that better serve students progression toward a degree or certificate.			
4.	**Recommendation – Guided Pathways (P-20) -** Develop and implement a comprehensive guided pathways program starting with early learning opportunities for students that are culturally relevant and provide support and guidance for the student through the education pipeline (early learning to prepare students for kindergarten through graduate degree attainment). An integrated guided pathways program would include parent engagement, student academic and career planning, proactive advising with early and urgent intervention (targeted/relevant), work-based learning, and community engagement (e.g. Indiana's Twenty-first Scholars and Scholar Success programs, Tennessee's Promise and Achieves programs, Iowa's BEST Program and Maryland's Achieving Collegiate Excellence and Success program). Advising activities would start no later than the 8th grade. The electronic campus platform will be used to expand access to resources and provide college and career advising and mentoring services to students in areas where other options are not available or practical or where time/life constraints may limit access to in-person resources. Educator and student access to the statewide data analytics/degree audit system will be integrated into the electronic campus platform.	**PPGA –** additional improvement to college and career advising and graduation requirements at the K-12 level. Administrative Code amendments would be necessary for K-12 requirement changes **IRSA –** Implementation of a degree audit/student data analytics system[3] for postsecondary students.	☒ Idaho Code ☒ Admin Code ☒ Board Policy ☒ Budget Request	☒ Year 1 (FY19)[4] ☒ Year 2 (FY20) ☐ Year 3 (FY21) ☐ Year 4 (FY22) ☐ Year 5 (FY23)	☒ Year 1 (FY19) ☒ Year 2 (FY20) ☒ Year 3 (FY21) ☐ Year 4 (FY22) ☐ Year 5 (FY23)	
5.	**Recommendation – Improved Certificate and Degree Completion -** Leverage guided pathways to improve postsecondary completion through research based effective programs that lead to on-time completion in certificate and degree programs for all students. Barriers to access for place bound or time bound students will be removed through a state digital campus allowing individuals in remote and rural areas and working adults to access postsecondary education regardless of location and scheduling needs. Early interventions and targeted services will lead to greater retention and completion of postsecondary student's undergraduate goals as well as prepare students to pursue and complete graduate	**IRSA –** Development of program targeting individuals with some credits and no degree. Implementation of a degree audit/student data analytics system[3] **PPGA –** amendments to scholarship requirements in	☒ Idaho Code ☒ Admin Code ☒ Board Policy ☒ Budget Request	☒ Year 1 (FY19) ☒ Year 2 (FY20) ☐ Year 3 (FY21) ☐ Year 4 (FY22) ☐ Year 5 (FY23)	☒ Year 1 (FY19) ☒ Year 2 (FY20) ☒ Year 3 (FY21) ☒ Year 4 (FY22) ☒ Year 5 (FY23)	

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[4] Full implementation will be contingent on budget consideration and the implementation of the system-wide digital campus.

and professional degrees that are equally vital to the economic growth of Idaho.	Idaho Code and Admin Code[5]				
6. **Recommendation –** Provide a statewide digital delivery system - a digital campus that integrates and incorporates the current public system and partnering private institutions. This system is scalable, high quality, accessible and affordable.	**IRSA**	☐ Idaho Code ☐ Admin Code ☒ Board Policy ☒ Budget Request	☐ Year 1 (FY19) ☒ Year 2 (FY20) ☐ Year 3 (FY21) ☐ Year 4 (FY22) ☐ Year 5 (FY23)	☐ Year 1 (FY19) ☒ Year 2 (FY20) ☒ Year 3 (FY21) ☐ Year 4 (FY22) ☐ Year 5 (FY23)	
7. **Recommendation –** Systemically increase dollars to fund all eligible Idaho high school students while not losing sight of the goal of lowering cost/improving access.	**BAHR**	☐ Idaho Code ☐ Admin Code ☐ Board Policy ☒ Budget Request	☒ Year 1 (FY19)[3] ☒ Year 2 (FY20) ☐ Year 3 (FY21) ☐ Year 4 (FY22) ☐ Year 5 (FY23)	☐ Year 1 (FY19) ☒ Year 2 (FY20) ☒ Year 3 (FY21) ☐ Year 4 (FY22) ☐ Year 5 (FY23)	
9. **Recommendation -** Further careful analysis, working with a technical committee and outside experts such as National Center for Higher Education Management Systems (NCHEMS) is necessary to ensure the outcomes-based funding model is fully vetted and pressure tested and that proper weighting is provided for each of the formula's metrics. Metrics should include: 1. Verifiable Job Outs 2. 18-29 Credit Undergraduate Certificates 3. 1-Year Certificates 4. Associate Degrees 5. Bachelor Degrees 6. High Impact Completion Bonus 7. At-Risk Completion Bonus 8. Progression per Student Credit Hour Milestone 9. Transfers 10. On-Time Completion Bonus The FY 2019 higher education budget line items requested by the colleges and universities should proceed through the budget process this year rather than attempting to launch an outcomes-based funding model for the 2018/2019 year. The State Board of Education should "shadow track" the metric outcomes for the 2018/2019 academic year to allow the institutions to prepare for full implementation in the following year.	**BAHR**	☐ Idaho Code ☐ Admin Code ☐ Board Policy ☒ Budget Request4	☒ Year 1 (FY19) ☐ Year 2 (FY20) ☐ Year 3 (FY21) ☐ Year 4 (FY22) ☐ Year 5 (FY23)	☐ Year 1 (FY19) ☒ Year 2 (FY20) ☒ Year 3 (FY21) ☒ Year 4 (FY22) ☒ Year 5 (FY23)	
10. **Recommendation – Adopt the Recommendations of the Governor's Workforce Development Task Force –** The Governor's Higher Education Task Force should adopt the recommendations of the Governor's Workforce Development Task Force in order to establish a coordinated implementation effort between higher education, industry and state government to meet Idaho's future workforce needs.	Varied depending on individual recommendation. Additional staff work needed in this area.	☐ Idaho Code ☐ Admin Code ☐ Board Policy ☐ Budget Request	☐ Year 1 (FY19) ☐ Year 2 (FY20) ☐ Year 3 (FY21) ☐ Year 4 (FY22) ☐ Year 5 (FY23)	☐ Year 1 (FY19) ☐ Year 2 (FY20) ☐ Year 3 (FY21) ☐ Year 4 (FY22) ☐ Year 5 (FY23)	
11. **Recommendation – Competency-Based System –** The public higher education system	**IRSA**	☐ Idaho Code ☐ Admin Code	☒ Year 1 (FY19) ☐ Year 2 (FY20)	☒ Year 1 (FY19) ☒ Year 2 (FY20)	

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[5] Administrative Code changes take one year to work through the cycle and would be started in FY19.

should shift to a competency-based system. (Implementation of this recommendation should be included as part of the work on Recommendation 5)		☒ Board Policy ☐ Budget Request	☐ Year 3 (FY21) ☐ Year 4 (FY22) ☐ Year 5 (FY23)	☒ Year 3 (FY21) ☒ Year 4 (FY22) ☒ Year 5 (FY23)	
12. Recommendation – Partner with Industry – The public higher education system should partner with industry to include more workplace experiences as part of certificate and degree programs. (Implementation of this recommendation should be included as part of the work on Recommendation 5)	**IRSA**	☐ Idaho Code ☐ Admin Code ☒ Board Policy ☐ Budget Request	☒ Year 1 (FY19) ☐ Year 2 (FY20) ☐ Year 3 (FY21) ☐ Year 4 (FY22) ☐ Year 5 (FY23)	☒ Year 1 (FY19) ☒ Year 2 (FY20) ☒ Year 3 (FY21) ☒ Year 4 (FY22) ☒ Year 5 (FY23)	
13. Recommendation – Workforce Training towards Degree or Certificate Completion – Workforce training completed by an individual should count towards degree or certificate completion. (Implementation of this recommendation should be included as part of the work on Recommendation 5)	**IRSA**	☐ Idaho Code ☐ Admin Code ☒ Board Policy ☒ Budget Request	☒ Year 1 (FY19) ☐ Year 2 (FY20) ☐ Year 3 (FY21) ☐ Year 4 (FY22) ☐ Year 5 (FY23)	☒ Year 1 (FY19) ☒ Year 2 (FY20) ☒ Year 3 (FY21) ☐ Year 4 (FY22) ☐ Year 5 (FY23)	

HIGHER EDUCATION TASK FORCE FINAL REPORT

Communication and Execution

Recommendation – Efficiencies, Cost Savings and Service – Drive efficiencies, cost savings, and a higher level of service in back office functions by migrating from our current federated system of institutions to a more integrated, centralized and student-centric System.

Principle

The State Board of Education (SBOE) is uniquely situated to oversee an integrated System of distinct institutions operating in collaboration to provide high-quality postsecondary educational opportunities that are accessible, affordable, and relevant to the needs of Idaho's students, businesses and communities. The vision is a high functioning and innovative System, which is greater than the sum of its parts.

Short-term Actions

1. The SBOE should take immediate action to put a leadership structure in place necessary to execute the change management needed to move higher education toward Systemness.

2. Develop communications strategy around the necessity for bold structural change.

3. Establish the base operating budget needed for year one of this work (executive leadership, study and planning, communications).

Long-term Actions

1. Drive higher levels of service to the institutions and students, via a "Systemness" model. Service quality and responsiveness KPIs will need to be developed to drive and provide accountability and oversight of the new centralized services. Every effort must be made to not have the centralization result in non-responsive bureaucracies.

2. After an initial investment period, a targeted cost-savings goal should be established. Those savings must be achieved, and the funds reinvested into academic programing and students.

3. The Board should reorganize the state's higher education System with new and clear roles and responsibilities. The SBOE board books, meeting agendas, and function should be rationalized to a proper part-time, volunteer, strategic oversight board model, typical in other high-performing systems.

Owner

Idaho State Board of Education

Government & Industry Roles (if applicable)

The State Board of Education will work with the Governor and the Legislature as needed to implement structural changes and efficiencies.

HIGHER EDUCATION TASK FORCE FINAL REPORT

Communication and Execution

Recommendation – 60% Goal – Review and update the 60% goal and establish a clear, credible, and measurable roadmap on how Idaho gets to the 60% goal. Focus on the key outcomes that are critical to the state's economic future and to the continued standard of living and quality of life for Idaho citizens.

Principle

The current goal of 60% by 2020 is mathematically and practically impossible to achieve at this point. Although the constant drumbeats of the shifting economy continue to march forward, in spite of our rate of progress. It is not that the 60% goal was not the right goal (it is increasingly obvious it was and remains the right goal). Rather the timeframe stated (2020) was not realistic given the scope of the challenge and the historic lack of urgency in change management matters.

Idaho needs a clear game plan, clear and measurable goals, both at the end point, and at milestones along the journey. Clear accountability, roles, and responsibilities are needed, as the necessary pre-condition to change and for effective execution of the plan. Not every school or geography of the state's system should be treated with a single one size fits all approach. The new executive leadership function described in Recommendation 1 should: a) be held accountable for achieving progress toward and ultimately achieving the statewide goal; and b) work with presidents and communities to clearly define roles, responsibilities, and goals for each school in the system. The 60% goal for Idaho is very aggressive, and it simply cannot be achieved without a new level of teamwork, collaboration, and student-centric approach. Thus, as we reset the state's 60% goal, we need to reset the standards and mode of operations that have served us in the past. Simply put, if we don't, we should expect results from the next seven years to mirror results from the last seven years, regardless of any re-statement of the goal.

Short-term Actions

1. Re-set the state's goal to be stated in a non-numeric, aspirational tone that speaks to why we are doing this work in the first place. The goal is "why" we are doing this, not a quantification of headcount that is cryptic and difficult to communicate and understood by people outside the system. **By the year 2025, Idaho's colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of all Idaho citizens necessary to survive and thrive in the changing economy.**

2. Establish clear measurable milestones – separate than the articulation of the goal. The end game milestone should be: ***"By June 30, 2025, 60% of the state's citizens between the ages of 25-34 shall have a post-secondary education (1, 2, 4, or more)".***

3. Establish a clear roadmap that sets annual goals, and high-level strategies, that are achievable and measurable. Establish clear communications, focus, and accountability functions such that yearly progress is made, lessons learned are shared, and the end game is achieved. It is highly unlikely that everything that is tried will work, nor that the ecosystem of the state (budgets, economy, etc.) will remain constant. Thus it is critical that tactics change and evolve, and intermittent milestones adjusted to direct focus.

HIGHER EDUCATION TASK FORCE FINAL REPORT

See the table below for an initial draft of a roadmap that gets Idaho to the 60% goal by 2025.

Roadmap Model

60% by 2025 - Rampmap Model	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Population Data / Goals										
Population growth rate of incoming age	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%
Population of 25-34 age group	221,297	224,912	228,528	232,143	235,759	239,374	242,990	246,605	250,221	253,836
Population Goal - 60% of 25-34 yo	132,778	134,947	137,117	139,286	141,455	143,625	145,794	147,963	150,132	**152,302**
Roadmap to 2025	Baseline Data		Plan Targets							
Traditional Schools Target Growth in FTEs			1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%
Targeted Student FTE's	52,788	53,166	53,698	54,235	54,777	55,325	55,878	56,437	57,001	57,571
Traditional Schools Target Productivity Increase (award/FTE)			0.50%	0.50%	0.50%	0.50%	0.50%	0.50%	0.50%	0.50%
Trageted Productivity (award/fte)	26.7%	26.7%	26.8%	27.0%	27.1%	27.2%	27.4%	27.5%	27.7%	27.8%
Traditional Schools - Award Targets	14,096	14,197	14,411	14,628	14,848	15,071	15,298	15,528	15,762	15,999
	3.1%	0.7%	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%
New Schools Award Targets (New EICC and New Digital U)					100	300	600	900	1,200	1,600
Total Public School Awards	14,096	14,197	14,411	14,628	14,948	15,371	15,898	16,428	16,962	17,599
	3.1%	0.7%	1.5%	1.5%	2.2%	2.8%	3.4%	3.3%	3.2%	3.8%
Private School Awards (est. flat)	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Total Awards for the State	19,096	19,197	19,411	19,628	19,948	20,371	20,898	21,428	21,962	22,599
Percent of the awards granted to age group (75%)	14,322	14,398	14,558	14,721	14,961	15,278	15,674	16,071	16,471	16,949
									25-34 Age Group Awards	153,404
									Percent of 25-34 Age Group with Awards	60.4%

Owner
Idaho State Board of Education

Government & Industry Roles (if applicable)
The State Board of Education will work with the Governor and the Legislature to adopt and promote this new attainment goal.

HIGHER EDUCATION TASK FORCE FINAL REPORT

K-20 Pipeline

Recommendation – Structural Change and System Improvements -
Implement structural change and system improvements through enhancements to critical areas of the public education system that will remove barriers as students' progress through the educational pipeline and lead students to be prepared for postsecondary technical and academic training and education at the end of their high school experience. System improvements will include an enhanced statewide digital delivery system that creates a single digital campus that integrates and incorporates the Idaho educational system across the state and uses community outreach centers for support of students educational and career goals in local areas, thereby, removing barriers created by time or location restraints to opportunities for preparing students for postsecondary education as well as postsecondary resources. Identified barriers include the relevancy and rigor of the secondary senior year, more targeted advanced opportunities that lead to transferability of dual credits toward degree progress, full implementation of the Complete College America "Game Changers" through the strategies adopted by the Board's Complete College Idaho Plan, and alignment with workforce skills.

Principle

Preparing students for the rigors of postsecondary education and the workforce after high school is critical. The current system is built on a response model where information and resources are provided once requested, for the average student, rather than based on an identification of warning indicators or proactively (similar to programs that address at-risk or underserved students) on a statewide basis. Additionally, the number of choices now available to students makes it even harder for students to choose the path they are most suited for or is the most efficient path to meet their postsecondary goals without additional resources and support. The educational system needs to be improved through structural change to proactively provide information about postsecondary requirements and pathways to all students.

Short-term Actions
1. Required High School Course – Every high school student will have access to information that will help them navigate the world beyond high school through a course that provides exposure and support for college and career readiness and will aid students in their choices beyond high school including an effort to strengthen the senior project to better facilitate transitions to college and career. Such a course will help to maximize the senior year.

Long-term Actions
1. Workforce Skills Alignment – Support and implement the strategies outlined in the work force development report.

HIGHER EDUCATION TASK FORCE FINAL REPORT

2. Dual Credit Courses – Ensure transferability of courses taken in high school for postsecondary credit with an emphasis on general education credits applicable to a certificate and/or degree. Employ a common course numbering system in catalogs to assist in transferring to and between postsecondary institutions and to ensure the articulation of credits for the seamless transition of students at all postsecondary education levels and types (e.g., CTE). Expand dual credit offerings through Idaho Digital Learning Academy (IDLA) to assure all students have access to the courses needed to earn an associate's degree at the time of graduation

3. Game Changers - Continue developing policies recommended by Complete College America to strengthen and scale the game changers, i.e., co-requisite remediation, math pathways, structured schedules, and thirty credits completed each academic year based on "15 to Finish."

4. Complete College Idaho Evaluation – Evaluate the progress made on complete college Idaho strategies and how the strategies intersect with the task force recommendations. Recognize progress made and set a baseline for measuring ongoing progress. Update the Complete College Idaho plan and strategies based on lessons learned since the 2012 adoption of the plan.

2. Leverage Success of Statewide Initiatives – Leverage the success of increasing admissions of in state students through Direct Admissions, Apply Idaho, and Next Steps Idaho resources through the targeted retention efforts for these students.

Owner
Idaho State Board of Education
Postsecondary Educational Institutions
Public School (K-12) System

Government & Industry Roles (if applicable)

Outcomes
A system that prepares students for postsecondary education and the workforce, makes postsecondary education more accessible and affordable, and provides an experience and incentive for those that do not see a reason or a path to engage in higher learning. Improve accessibility for all levels of postsecondary instruction to a diverse range of populations throughout the state.

Key Performance Indicators:
- Full implementation at the school district level of continuous improvement plan process.
- Five percent or more high school students will graduate from high school with a certificate or an associate's degree.
- Increase state average FAFSA completion rates to 80% by FY 2021 (within 3 years)
- Go-on rates – See Guided Pathways Key Performance Indicators

HIGHER EDUCATION TASK FORCE FINAL REPORT

K-20 Pipeline

Recommendation – Guided Pathways (P-20) - Develop and implement a comprehensive guided pathways program starting with early learning opportunities for students that are culturally relevant and provide support and guidance for the student through the education pipeline (early learning to prepare students for kindergarten through graduate degree attainment). An integrated guided pathways program would include parent engagement, student academic and career planning, proactive advising with early and urgent intervention (targeted/relevant), work-based learning, and community engagement (e.g. Indiana's Twenty-first Scholars and Scholar Success programs, Tennessee's Promise and Achieves programs, Iowa's BEST Program and Maryland's Achieving Collegiate Excellence and Success program). Advising activities would start no later than the 8th grade. The electronic campus platform will be used to expand access to resources and provide college and career advising and mentoring services to students in areas where other options are not available or practical or where time/life constraints may limit access to in-person resources. Educator and student access to the statewide data analytics/degree audit system will be integrated into the electronic campus platform.

Principle

Student support and advising is vital to success throughout the educational system from preschool years through certificate and degree completion. Integrated student support and advising through guided pathways will provide the needed supports to prepare students for success.

Short-term Actions

1. Leveraging Parent Support - Leverage parent support and engagement as partners in their student's educational progress and success through effective programs, such as College for Parents. Culturally relevant community outreach and parent engagement would include statewide or regional outreach programs targeting parents and families in partnership with the local community and businesses to help educate parents on the value of some form of postsecondary education for their students. Ongoing outreach will include information about the types of careers that are available, the type of education necessary for various types of careers, how to apply for admission and how to fund different levels of postsecondary education, and an understanding of the value of postsecondary education in a way that is relevant to the student and student's family. Information will be specific for each region and tie to workforce needs within the region or local area.

Long-term Actions

1. Early Learning - Early education programs that prepare students for entering the education pipeline and ensure students are prepared at grade level when they enter elementary school and continue to progress through the educational system.

HIGHER EDUCATION TASK FORCE FINAL REPORT

2. College and Career Advising, Mentoring and Coaching – Provide comprehensive college and career advising, mentoring and coaching that includes culturally relevant wraparound support for minority/underserved students throughout the pipeline. Programs will include information for students and parents about the types of careers available (technical and academic), the courses or credentials necessary to prepare for those occupational fields, and career exploration. Colleges and universities will provide assistance through transitional coordinators that partner with local school districts. Advisors and counselors will be trained and exposed to local and regional employment opportunities, including those that require postsecondary certificates, 2 year degrees, 4 year degrees, and graduate degrees, and be provided the tools necessary to help chart academic progress (e.g. system-wide data analytics/degree audit). The digital campus will be used to bolster e-tutoring and e-mentoring to assure access to all students regardless of localities.

3. Bridge the gap between high school graduation and postsecondary admissions - Implement (expand system-wide as appropriate) programs with demonstrated success that address "summer melt" (students who indicate they intend to go on to some form of postsecondary education from high school and do not) and bridge programs targeting students who need help or additional tools to get a jumpstart on their postsecondary education.

2. Highly Effective Educators – Improve educator preparation programs, professional development and educator (teacher and administrator) mentoring programs that will result in highly effective educators with the knowledge and skills to work with Idaho's changing student demographics in a culturally relevant way that will result in more educators that are creative, innovative and critical thinkers. Include a greater focus on teachers being able to use their skills in culturally relevant ways to help Idaho's growing Hispanic and American Indian populations.

3. Statewide Data Analytics System – Implement postsecondary student retention and progress to degree data analytics system on a statewide basis. Fiscal Note: $1M - $5M implementation cost, dependent on degree of complexity of the system, $50,000 - $1M annual/ongoing cost for system maintenance.

Owner
Idaho State Board of Education
Postsecondary Educational Institutions
Public School (K-12) System

Government & Industry Roles (if applicable)

Outcomes
Key Performance Indicators:
- Idaho Reading Indicator – 75% of kindergarten students identified as reading at or above grade level on the Fall Idaho Reading Indicator by FY 2023.
- College Entrance Exam – More than 60% of high school graduates will meet the college entrance exam (SAT/ACT) college readiness benchmarks by FY2023
- Technical Skills Assessment Pass Rate – 75.8% or more students taking a technical skills assessment will pass by FY 2020.

HIGHER EDUCATION TASK FORCE FINAL REPORT

- Go-on Rates – More that 60% of high school graduates will enroll in some form of postsecondary education within 12 months of graduation by FY 2023; more than 80% of high school graduates will enroll in some form of postsecondary education within 36 months of high school graduation by FY 2023.

HIGHER EDUCATION TASK FORCE FINAL REPORT

K-20 Pipeline

Recommendation – Improved Certificate and Degree Completion - Leverage guided pathways to improve postsecondary completion through research based effective programs that lead to on-time completion in certificate and degree programs for all students. Barriers to access for place bound or time bound students will be removed through a state digital campus allowing individuals in remote and rural areas and working adults to access postsecondary education regardless of location and scheduling needs. Early interventions and targeted services will lead to greater retention and completion of postsecondary student's undergraduate goals as well as prepare students to pursue and complete graduate and professional degrees that are equally vital to the economic growth of Idaho.

Principle

There has been a significant shift in postsecondary student demographics. The majority of students today must manage some combination of family and work responsibilities while taking classes and pursuing a postsecondary certificate or degree and many only attend part-time. The longer it takes a student to complete the less likely it is a student will complete. If Idaho is going to reach its educational attainment goals new and current students must complete on-time and adults who have earned some credits and no degree will need to return and complete the degree's they started.

Short-term Actions

1. Intentional Advising - Proactive advising to postsecondary students' statewide (e.g. system-wide data analytic tools/degree audit system) with a focus on degree attainment, reducing equity gaps, and providing a relevant educational experience that leads to retention and on-time completion. Identify key strategies for engaging, supporting and connecting with freshman.

2. Postsecondary Re-enrollment - Stop-out programs to recruit and retain individuals with some credits and no degree who "stop-out" and services targeted to the adult population that show success in increased completion for this student group.

3. Lifetime Admittance – Institute statewide policy that allows a student, once admitted, to retain admittance status and not have to go through the admittance process again if they "stop out" and then return.

Owner
Idaho State Board of Education
Postsecondary Educational Institutions

Government & Industry Roles (if applicable)

Outcomes
Key Performance Indicators:
- Retention Rates – Percentage of new full-time degree seeking students who return for a second year or completed during the year at an Idaho postsecondary institution broken out by first-time freshmen and transfer students:

6 | P a g e

HIGHER EDUCATION TASK FORCE FINAL REPORT

(2 year Institutions) 75% (by 2020)
(4 year Institutions) 85% (by 2020)

- Postsecondary Completion Rates (Graduation 150% of time) – Completion rates will be benchmarked to the national average with a targeted 5% improvement each year.

HIGHER EDUCATION TASK FORCE FINAL REPORT

Access and Affordability

Recommendation – Provide a statewide digital delivery system- a digital campus that integrates and incorporates the current public system and partnering private institutions. This system is scalable, high quality, accessible and affordable.

Principle
Citizens of any age can now access higher education without leaving their families or communities. Flexibility in delivery systems and asynchronous course availability will provide an ideal environment for working adults.

Short-term Actions
1. Actively support the K-20 Pipeline recommendations.

Idaho needs to enroll and graduate 40,000 additional students annually in their chosen one, two or four year degree program. The digital campus will expand capacity, access and affordability. We must increase the go on and, ultimately, the retention and success rates. Every high school student will have had access to information that will help them navigate the world beyond high school through a course that provides exposure and support to college and career readiness

2. Dual credit courses

Ensure transferability of courses taken in high school for postsecondary credit with an emphasis on general education credits applicable to certificates and degrees. Employ a common course numbering system with standardized credit hours across the State of Idaho. Expand dual credit offerings through the Idaho Digital Learning Academy (IDLA) to assure all students have access to the classes needed to earn an associate's degree at high school graduation. Expand dual credit offerings to ensure students have access to both academic and CTE dual credit courses.

Long-term Actions
1. Workforce skills alignment.

Support and implement the strategies outlined in the work force development report. Include mastery certification/testing for those with significant work experience or previous education (including military education/experience, industry certification, etc.) Explore issuing competency-based degrees.

2. Expand online college delivery to non-completers or adult learners

There are approximately 277,700 former students in Idaho with some higher education. Re engaging those in a system that meets their time lines and is affordable is a key element in reaching our 60% goal.

Competency-based assessment should be streamlined and systematized so that transferability of prior learning is seamless and uniform across the Idaho public postsecondary system.

Example: Boise State University has a bachelor of general studies degree that is competency-based. BSU applies participant's prior learning and work experience as college credit toward this degree.

HIGHER EDUCATION TASK FORCE FINAL REPORT

3. Game Changers

Support and incorporate Complete College America policies and proven focus, i.e., co-requisite remediation, math pathways, structured schedules, and 30 academic credits per year to finish on time. In addition, our current institutions may increase capacity by adopting a trimester schedule or other innovative student-centric techniques.

4. Leverage current outreach centers

Access to local support for distance learners provides a coaching, mentoring, lab, IT access, and communication portal that will be there when needed for students going through the challenges we expect in online higher education.

5. Bolster e-tutoring and e-mentoring

3. Identify degree-granting institution for online degrees

4. Create additional outreach centers where necessary

Consider the use of public libraries, schools or city or county training or meeting facilities, and leverage existing infrastructure that would meet the needs for large numbers of online students.

5. Higher education support and involvement in Parents Academy across Idaho

Owner
Higher education institutions
IDLA
State Department of Education
State Board of Education
Communities

Government & Industry Roles (if applicable)
Accreditation (Northwest Commission on Colleges and Universities)
Legislature (funding)
Outreach centers (libraries, regional labor offices, etc.)

Outcomes
The delivery of a system that attracts, supports, and makes more affordable the higher education experience for those that do not see a reason or a path to engage in higher learning today. The system must be designed to scale so that cost of attendance for the student is low, yet the system maintains the same degree of quality as a student would find on campus.

Improve accessibility for all levels of postsecondary instruction to a diverse range of populations.

HIGHER EDUCATION TASK FORCE FINAL REPORT

Access and Affordability

Recommendation – Systemically increase dollars to fund all eligible Idaho high school students while not losing sight of the goal of lowering cost/improving access.

Principle
Remove affordability barriers for new and returning students who currently do not qualify for merit-based assistance.

Short-term Actions	Long-term Actions
1. Increase funding for merit-based and need-based state scholarships	1. Increase tax credit for scholarship donations
In FY 2018, 5,238 new students applied for the Opportunity Scholarship. Due to limited funding, only 1,195 new students received the award. An increase in funding would allow more students each year to receive the award and help defray the costs of college.	
2. Lower GPA requirement for Opportunity Scholarship eligibility from 3.0 to 2.5	2. Provide incentives for businesses to participate in paid internships and apprenticeships and co-ops
An additional 4,150 students would have an opportunity to consider postsecondary education in the FY 18 class.	
3. Fund Adult Completer's	3. Recognize and reward institutions that increase availability of need-based funding
There are potentially 60,000 people in Idaho who would qualify for the scholarship. At a rate of $3,000 per award, approximately 1,000 scholarships would have an ongoing fiscal impact of $3M. Actual amounts would be dependent on the final scholarship eligibility details, such as minimum number of credits already earned or financial need calculations. The actual number of scholarships awarded and amount of each scholarship would be contingent on annual appropriations.	

HIGHER EDUCATION TASK FORCE FINAL REPORT

4. Kick Start Program

Colleges should look at creating a "kick start" program for all Idaho freshmen or adult learners taking courses through the digital campus or in person at an Idaho public postsecondary institution.

5. 30 Credits to Complete

Modify the renewal requirements for the Opportunity Scholarship so that in order to renew, students must have taken 30 credits in the previous academic year.

Owner
Legislature (funding)
State Board of Education
Higher education institutions
Business and industry
Idaho Tax Commission

Government & Industry Roles (if applicable)

Outcomes
Improving affordability for all student populations through increased availability of need-based and merit-based aid.

Increased participation of employer-driven programs designed to assist students in paying for postsecondary education.

HIGHER EDUCATION TASK FORCE FINAL REPORT

Access and Affordability

Recommendation – Centralize and standardize processes to promote systemwide efficiencies.

Principle
The system would benefit from economies of scale, elimination of redundancies, and organizational structures that support highest quality, while lowering costs.

Short-term Actions	Long-term Actions
1. Standardize financial aid and application deadlines	1. Take action on working group recommendations as appropriate
The application and financial aid must occur as early as possible prior to graduation.	
2. Establish uniform processes for dual credit registration and enrollment	2. Develop a systemwide degree audit program
3. Establish a working group to look at systemwide efficiencies. State Board to begin the work with a sense of urgency.	
Other states have found significant funds through centralization and standardization to reinvest in system priorities, like the digital campus proposal. Areas of possible review for cost savings opportunities include: human resources, finance, procurement, facilities, and IT. Idaho invests over $400 million in higher education each year from the general fund. A 10% reduction represents significant savings to reallocate to priorities.	

Owner
Higher education institutions
State Board of Education
State Department of Education
IDLA
Community College Taxing Districts

Government & Industry Roles (if applicable)

Outcomes
Improved efficiencies result in a lower cost to deliver education, which can then be used to reduce the cost of instruction to the student.

HIGHER EDUCATION TASK FORCE FINAL REPORT

Funding Formula

Recommendation
Further careful analysis, working with a technical committee and outside experts such as National Center for Higher Education Management Systems (NCHEMS) is necessary to ensure the outcomes-based funding model is fully vetted and pressure tested and that proper weighting is provided for each of the formula's metrics. Metrics should include:

1. Verifiable Job Outs
2. 18-29 Credit Undergraduate Certificates
3. 1-Year Certificates
4. Associate Degrees
5. Bachelor Degrees
6. High Impact Completion Bonus
7. At-Risk Completion Bonus
8. Progression per Student Credit Hour Milestone
9. Transfers
10. On-Time Completion Bonus

The FY 2019 higher education budget line items requested by the colleges and universities should proceed through the budget process this year rather than attempting to launch an outcomes-based funding model for the 2018/2019 year.

The State Board of Education should "shadow track" the metric outcomes for the 2018/2019 academic year to allow the institutions to prepare for full implementation in the following year.

Owner
Idaho State Board of Education
Colleges and Universities

HIGHER EDUCATION TASK FORCE FINAL REPORT

Outcomes Supporting Workforce

Recommendation – Adopt the Recommendations of the Governor's Workforce Development Task Force – The Governor's Higher Education Task Force should adopt the recommendations of the Governor's Workforce Development Task Force in order to establish a coordinated implementation effort between higher education, industry and state government to meet Idaho's future workforce needs.

Principle
Work Group 4 reviewed and concurred with the recommendations of the Governor's Workforce Development Task Force (WDTF):

1. Increase the role and responsibilities of the industry-driven Workforce Development Council.
2. Establish a sustainable funding mechanism for the Workforce Development Training Fund.
3. Increase awareness of career opportunities for Idahoans.
4. K-Career education system supports all pathways for career aspirations.
5. Increase support for Workforce Training Centers.
6. Increased college and career advising.
7. Incorporate workforce readiness through secondary curriculum.
8. Develop apprenticeship programs.
9. Expand career and technical education programs.

The recommendations of the WDTF foster an active partnership between education and industry, which is needed to produce an educated citizenry and meet Idaho's workforce needs. This partnership will build the skills and competencies that allows individuals in the workforce to be qualified for immediate employment while being able to adapt to change in the workplace.

Short-term Actions

1. At the very least, coordinate implementation efforts stemming from the two Task Forces, and even look for opportunities to merge implementation efforts.
2. Adopt College and Career Readiness Competencies.
3. Develop Partnerships with education based on regional and statewide industry sectors.
4. Enhance career exploration and STEM-related themes in public schools and higher education, including current jobs.

Long-term Actions

1. Require student-centered career advising in higher education to transition to job placement that meets workplace expectations.
2. Develop Credit-bearing internships, apprenticeships and co-op programs to connect higher education and careers.

HIGHER EDUCATION TASK FORCE FINAL REPORT

Owner

Idaho State Board of Education
Postsecondary Educational Institutions
State Department of Education
State Workforce Development Council
Industry

Government & Industry Roles (if applicable)

The Idaho State Board of Education, the Idaho Department of Labor, the Idaho Department of Commerce, public higher education institutions and members of industry sectors would all be active partners.

Outcomes

An on-going process of industry providing input of its needs for the education system, and higher education becomes a more agile, responsive system to the workforce needs identified by industry.

HIGHER EDUCATION TASK FORCE FINAL REPORT

Outcomes Supporting Workforce

Recommendation – Competency-Based System – The public higher education system should shift to a competency-based system.

Principle
A competency-based education will allow students to earn certificates or degrees through demonstrated mastery of subject matter, rather than learning outcomes based system that requires students to earn credits based predominately on class-time. Western Governor's University is an accredited online university using competency-based education to provide several bachelor's degrees. Texas A&M Commerce and South Texas College are examples of brick and mortar institutions offering similar programs that are entirely online or a combination of online and in-person.

Short-term Actions	Long-term Actions
1. Meet with WGU and the Texas institutions to learn all of the facets of providing competency-based degree programs.	1. Modify the tuition and fee structure to accommodate competency-based education since some credits may be earned in substantially less time than a semester.
2. Complete degree program review to identify and document competencies that must be demonstrated in order to earn credits towards degree completion.	2. As degree programs are developed to meet high demand workforce needs, use competency-based model.
3. Develop a uniform assessment system for students to demonstrate mastery of competencies, using industry advisory committees to provide validation of credits, certificates or degrees. This will also allow for transfer of credit between institutions.	
4. Review institution and degree accreditation requirements to ensure competency-based degree programs are compliant.	

Owner
Idaho State Board of Education (based on its role of approving degree programs)

Government & Industry Roles (if applicable)
Industry involvement in the competency and assessment system, as well as identifying new degree programs to meet high demand workforce needs.

Outcomes
Northwest Commission on Colleges and Universities accreditation of the competency-based system. Such a system will provide confidence in the certificate or degree that has been earned, as well as allow for transfer of credit between public higher education institutions.

HIGHER EDUCATION TASK FORCE FINAL REPORT

Outcomes Supporting Workforce

Recommendation – Partner with Industry – The public higher education system should partner with industry to include more workplace experiences as part of certificate and degree programs.

Principle
Internships and/or apprenticeships as part of certificate and degree completion requirements inject on-the-job application of theories and principles learned in the classroom. The University of Waterloo (Canada) has a trimester cooperative program that provides opportunities for classroom teaching and internships in a variety of academic degree programs. Additionally, utility companies have a history of teaching new employees through apprenticeships. In both cases, these programs teach competencies that are critical to student success and entry to the workforce.

Short-term Actions
1. Explore requirement of internships and co-op programs demonstrating a proven success rate of job placement. Should have assessment for each student receiving credit.

2. Work with the higher education institutions to offer a trimester-based-co-op program similar to University of Waterloo. In this program, students will alternate between on-campus semesters and on-the-job semesters helping students to apply the skills learned.

3. Work with industry to incorporate apprenticeship programs into certificate and degree programs, particularly CTE programs.

Long-term Actions
1. Work with business and industry to expand internship and apprenticeship opportunities part of certificate and degree programs.

Owner
Idaho State Board of Education (based on its role of approving degree programs)

Government & Industry Roles (if applicable)
Industry involvement in providing internship and apprenticeship opportunities that can be incorporated into certificate and degree programs.

Outcomes
Idaho public institutions provide an array of academic and CTE certificate and degree programs that provide on-the-job experience.

HIGHER EDUCATION TASK FORCE FINAL REPORT

Outcomes Supporting Workforce

Recommendation – Workforce Training towards Degree or Certificate Completion – Workforce training completed by an individual should count towards degree or certificate completion.

Principle
Relevant employment experience, completed industry recognized skill certifications and military training should count as credit towards a certificate or degree, whether earned at the workplace or through the Workforce Development Training Centers associated with the six technical colleges embedded within NIC, LCSC, CWI, CSI, ISU and CEI.

Short-term Actions	Long-term Actions
1. Evaluate opportunities for competency badges for employment and resume.	1. Establish a streamlined process for evaluating a creditworthiness of new industry employment experience or completion of training.
2. Review workplace training programs and industry certification programs for competencies and credit worthiness.	
3. Review Workforce Training Center programs for industry needs and education credit. Continuing education credential could result in academic credit.	

Owner
Idaho State Board of Education
Division of Career Technical Education
Technical colleges at state institutions and community colleges

Government & Industry Roles (if applicable)
Higher education and the Department of Labor work together to assess workplace-training programs.

Outcomes
Time to completion is expedited for students starting or returning to a certificate or degree program because they are receiving credit for relevant workplace experience.

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SUBJECT
> Proposed Mastery-Based Route to Certification: Alternative Authorization –
> Content Specialist

REFERENCE

August 2016	The Board reviewed and discussed available data provided in the teacher pipeline report and discussed pulling together a broader work group to provide feedback and recommendations to the Board regarding educator pipeline barriers and solutions.
April 2017	The Board reviewed an update on the Educator Pipeline and recommendations from the workgroup.

APPLICABLE STATUTE, RULE, OR POLICY
> Sections 33-1201 -1207, Idaho Code
> Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

BACKGROUND/DISCUSSION
> The Board was presented with a first look at various data points throughout the educator pipeline during the December 2015 Board meeting and received a more comprehensive review at the August 2016 Board meeting. During the discussion at the August 2016 Board meeting, it was determined that a broad group of stakeholders who are impacted at the various points in the pipeline should be brought together to form comprehensive recommendations for supports and improvements to Idaho's educator pipeline. The workgroup was made up of individuals nominated by the various stakeholder representative organizations with a focus on those individuals working in our public school system and approved teacher preparation programs along with additional state policy makers.

> At the April 2017 Board meeting, the Board received an update on the work of the Educator Pipeline Work Group and reviewed the initial recommendations. The focus of the work on pipeline issues fell into three main categories, *Attract and Recruit*, *Prepare and Certify*, and *Retain.* Specific strategies proposed in that update for further exploration by the *Prepare and Certify* Subcommittee include:

> **Prepare/Certify:** Alternative routes and "Grow Your Own" strategies

> - **Strategy:** Remove certification barriers to include: "Mastery-based" preparation programs that account for experiential credit, resulting in lower costs and shorter preparation time; closer alignment between secondary and postsecondary education to expedite preparation for high school students interested in teaching
> - **Possible Measure:** Increased enrollment in teacher preparation pathways
> - **Strategy:** Create a "Grow Your Own" pathway specifically for current paraprofessionals in good standing with their district

- **Possible Measure**: Decline in requests for Alternative Authorizations, decline in "out of field" teaching assignments, decline in long-term substitute positions

Administrative Code currently allows for both "Non-Traditional" routes to certification and Alternative Authorization for certification. There are currently two Board approved "Non-Traditional" routes to certification, American Board for Certification of Teacher Excellence (ABCTE) and Teach for America (TFA). There are three Alternative Authorizations: Teacher to New Certification, Content Specialist, and Pupil Personnel Services. In addition to the three alternative authorizations for certification there are additional alternative authorizations for individuals with a certificate to earn additional content or grade range endorsements.

Once an individual has completed a non-traditional program or is on an alternative authorization route to certification three year interim certificate is issued with all of the rights and privileges of an individual with a standard five year renewable certificate. Interim certificates are not renewable after three years and include additional annual requirements. Alternative Authorizations may be completed by working with a consortium established at the school district level using either an approved "traditional" educator preparation program or other approved program (including non-traditional routes).

Alternative authorizations/certification routes have been authorized by the Board in some form since 1993 and were moved to IDAPA 08.02.02 in 1997. In 2003 the Board approved the replacement of what had been allowed for alternative authorization with more specific requirements, effective July 1, 2006. The purpose of these authorizations was to provide individuals with strong subject matter background but limited experience with educational methodology an expedited route to certification. The alternative authorizations for certification were originally defined as routes specific to meeting an emergency district need. Over the years, the Content Specialist authorization has progressed to a route designed to recognize the value individuals with deep content knowledge may bring to the classroom, and allows for an expedited route to certification for these individuals. A common example of this would be an individual working for Simplot as a biologist, with a graduate degree in biology, choosing to become a teacher.

The Content Specialist authorization requires individuals to meet the initial qualifications in a below to be considered and to complete the requirements in be as part of the authorization.

a. Initial Qualifications.
   i. A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching or practicum portion; and

  ii. The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education.

 b. Alternative Route Preparation Program -- College/University Preparation or Other State Board Approved Certification Program.

  i. At the time of authorization a consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the school district, and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal;

  ii. The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed plan;

  iii. At the time of authorization the candidate must enroll in and work toward completion of the alternative route preparation program through a participating college/university or other state board approved certification program, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions for annual renewal and to receive a recommendation for full certification;

  iv. The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences; and

  v. Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment.

As written, the current Content Specialist authorization allows for a competency or mastery-based process of assessment through the established consortium referenced in subsection b.i above. The minimum requirement is that the individual meet the state certification standards. While this has traditionally been shown through the earning of credits, the administrative code does not require credits be earned to show competency as long as there has been some form of evaluation/assessment that the applicable standards have been met.

This proposal specifically addresses the work groups preliminary recommendation to develop a "mastery-based" preparation program that is more flexible than current routes to certification, and accounts for experience and pre-

existing knowledge resulting in lower costs and shorter preparation time. The final Work Group recommendations are scheduled to be brought to the Board at the December 2017 Board meeting

Attached is a proposal for a new certification program to be used by districts who have identified an individual they feels in uniquely and highly qualified to teach in a subject area and willing to utilizing the Content Specialist Authorization. Of these two programs only the ABCTE program has participated in the Content Specialist route. In addition to the non-traditional programs, candidates and school districts may go through this alternative route with a traditional approved educator preparation program.

IMPACT

Approval of the following proposed certification program through the alternative authorization – content specialist will allow Board staff to begin working with experts to create the modules and assessments for the program. In consultation with experts in instructional technology and teacher effectiveness measures, such a program would take up to one year to develop. Board approval will allow the creation of a program in which districts and individuals interested in teaching will have a more cost-effective, flexible route by which to enter the profession while still requiring the individual meet the same standards as those completing traditional educator preparation programs. Final approval of the program would be contingent on the finished modules and assessments coming back to the Board for consideration at a later date.

ATTACHMENTS

Attachment 1 – Introduction to alternative certification program for Content
              Specialists   Page 7
Attachment 2 – Alternative program detail - Pathway Descriptions, Entry Points
              and Idaho Core Standards Alignment   Page 11

STAFF COMMENTS AND RECOMMENDATIONS

In addition to the Board's interest, there has been a great deal of interest by other state policymakers in looking for solutions to address the difficulty many school districts and charter schools have in hiring certificated staff. While there has been a general understanding that school districts and charter schools experience difficulty in hiring for a variety of reasons, and that this is common in states across the nation, the Teacher Pipeline Report and the resulting recommendations from the Educator Pipeline Workgroup is the first comprehensive effort Idaho has taken in looking at the many variables at play within our state.

The goal of the workgroup is to have a larger supply of high quality and effective educators available for all students around the state, regardless of geographic area or subject being taught. Board staff recommend initial approval of this alternative program for certification that is grounded in evidence of mastery in content and pedagogy, and is both flexible and rigorous. The final work group

report will be presented to the Board at the December 2017 Board meeting.

National studies have been mixed on the effectiveness of alternative authorization to certification. Most research shows with the proper screening, strong partnerships at the district level, and substantial mentoring and supports, alternative routes to certification can be viable options to teacher certification that produce quality teachers. Most of these reports will also include the caveat that the success of the individual and the impact of that individual on student outcomes also depends on the details of the alternate authorization requirements and the standards they are held too. Staff recommend approval of the proposed program and a thorough analysis of existing as well new routes to certification. The analysis should focus on the effectiveness of teachers who have entered the classroom on an alternative authorization and the impact these individuals have had on student outcomes in comparison to teachers who have entered the classroom through a traditional program.

BOARD ACTION

I move to approve the initial concept of a mastery-based program for teacher certification for individuals who meet the requirement of the alternative authorization – Content Specialist route to certification with final approval based on consideration of the modules and assessments identified in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ـ____ No ـ____

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Proposed Mastery-Based Route to Certification: Alternative Authorization for Content Specialists

Introduction

Based upon the desire of multiple stakeholders to develop a more flexible, mastery-based route to certification, and the desire of the Idaho Educator Pipeline Workgroup to maintain rigor and established standards for effective teaching, proposed here is a new alternative route to certification for Content Specialists. It is made up of three distinct phases: 1) Establishing proof of content area knowledge and developing an individualized learning plan; 2) Access to a Pedagogy "Boot Camp", offered as a hybrid program to include online modules addressing pedagogy/ application of that pedagogical content, and membership in a regional cohort, and; 3) Online performance assessments to determine mastery of pedagogy, ongoing mentor support, and completion of Common Summative Assessment (required of all candidates seeking Idaho certification).

This plan accommodates candidates from a variety of backgrounds, allowing them to enter the program at various points, and exit at any point that mastery can be established.

Overview of the Proposed Program

Phase One: Proof of Content Knowledge and Individualized Learning Plans

A Board-approved assessment of content knowledge will be established as a point for entry. Following this, the appropriate content knowledge test for teachers (Praxis II) will be taken. If the Praxis assessment is passed, no further proof of content knowledge is necessary to demonstrate mastery. If not passed, content-area coursework will be included in the individual pathway plan, allowing candidates to accrue knowledge directly related to their demonstrated gaps in content knowledge. In the event that a candidate holds an advanced degree in the content area, he/she may go directly to Phase Two without any testing.

Phase Two: Pedagogy Boot Camp, Professional Learning Community and Support

Regional Cohorts will be opened as needed and will include quarterly, face-to-face seminars on Saturdays. Five self-paced, online pedagogy modules will be offered for candidates to take at their own pace based on their individual needs. Alternatively, the modules can also be offered on a rotating cycle, with a weekly, virtual "class" convening through either existing institutions, entities, or regional PLCs for candidates to engage in moderated discussions on the application of pedagogical content and problems of practice. During these sessions, discussion and learning will center on job-embedded projects, tailored to the candidate's daily teaching assignment.

Modules will specifically focus on "big ideas" in teaching, aligned to the Framework for Teaching Clusters and the InTASC Standards for teaching. While most aspects of the teaching clusters apply to all teaching situations (e.g. deep conceptual understanding, the use of precise academic language, and the skills of argumentation), specific versions of these modules for literacy and mathematics will translate the generic language of the practices, where appropriate, into content-specific language to guide teachers. This will satisfy the state specific requirement for ELA, literacy, and mathematics instruction.

Additionally, to better align with College and Career Ready guidelines for teaching, the modules will encourage teachers to develop the *analytic habits of mind* that must be instilled in students. Candidates will analyze how to adapt their lessons to the specific needs and strengths of each classroom. For example, instead of engaging in a general alignment exercise that has teachers stating how their lesson outcomes are aligned to standards, the modules and assessments will examine how teachers actually model and use academic language to explain concepts in the classroom.

Online modules will be focused around model lessons, and organized around the specific "teaching cluster" being studied deeply within that unit; but will also include full lessons that best illustrate the how multiple teaching clusters (detailed in the other modules) work together around a single lesson. This "spiraling" of curriculum will allow candidates to have multiple opportunities to see key practices, reinforcing their learning and awareness with every module. A variety of resources will be available to supplement each module, allowing the candidates control of targeted deeper learning.

Phase Three: Mentoring and Performance Assessment

At whatever point candidates feel confident in implementing the strategies implicit in each module, they will have the ability to get virtual mentoring or face-to-face coaching on their actual implementation of a lesson in preparation for the performance assessment. Any of the five assessments may be taken at any time.

Assessments will require candidates to upload products of their practice for external review and scoring. A trained and certified group of scorers will review the work anonymously to determine a "pass" or "no pass" score. Unsuccessful attempts will be returned to candidates with appropriate feedback.

Passing each of the five assessments associated with the five teaching clusters will serve as proof of pedagogy and meet the requirements of the Idaho Core Teaching Standards.

At this point candidates will be evaluated by a trained supervisor in order to complete the Common Summative Assessment required of all teacher candidates. This assessment serves as proof of performance, and qualifies the candidate to move from interim certification to full standard certification.

Advantages of the Proposed Alternative Route

The pathway proposed offers many advantages for those serving in the role of "teacher of record" while working toward certification. The two current routes are through the American Board for Certification of Teacher Excellence (ABCTE) and the Alternative Authorization - Content Specialist route to Certification in partnership with approved Idaho educator preparation programs. The advantages of the proposed program over ABCTE are most obvious – unlike ABCTE this route provides structured support, application of content, and performance-based measures of competence. However, this route also offers advantages over coursework-based routes currently being implemented through Idaho preparation programs. For example:

- Modules will be offered on an ongoing, rotating basis, allowing candidates to move in and out of the curriculum according to their own needs, unbound by external time constraints such as semester schedules.
- Each of the five pedagogy modules will be designed to be self-paced; but generally will be implemented within a 6-week period, in combination with access to a regional professional learning community and structured mentoring. Each module will be followed by a two-week period to provide candidates time to gather evidence to complete the final assessments.
- All five assessments will be available to candidates at all times. In the rare case that a candidate has developed strong pedagogy prior to entering the teaching field (e.g. a long-time classroom paraprofessional), it would be possible to complete all five performance assessments within months.
- For candidates embracing the full program and all program supports, all five modules and assessments are ultimately designed to be completed within a period of 40 weeks, fully covering the Idaho Core Teaching Standards and aligned to the Framework for Teaching to ensure candidate success on the Common Summative Assessment (required of all Idaho teachers being recommended for certification). However, if a new teacher is overwhelmed at first (which is often the case), because the interim certificate allows for a three-year preparation period, candidates may elect to skip modules and re-engage at a time that allows that candidate to be most effective and successful.
- In the event that an LEA has highly effective master teachers who have the time and opportunity to provide direct guidance to new teachers, modules may be skipped entirely in place of this one-on-one mentorship, with each of the five assessments available to be taken at any time.
- Content is offered completely online, professional learning communities will be established regionally, and mentor support will be available virtually to better serve the needs of Idaho's rural districts.

- Each of the five pedagogy modules will incorporate a spiraled design around clusters of critical pedagogy. Using such a model, regardless of which unit a candidate starts with, they are exposed to multiple aspects of best teaching practice that are reinforced over and over throughout all five modules.

In compliance with the requirements for certification stated in IDAPA 08.02.02.018 (for teachers prepared through either traditional and non-traditional pathways), candidates would only be granted certification once they had evidence of proof of content, proof of pedagogy, and proof of performance. A description of each of the three phases of this proposed pathway and how it meets these requirements is contained in Table 1. Detailed information on how candidates would enter and exit the program is contained in Table 2. Table 3 illustrates the alignment between this program, the Idaho Core Teaching Standards, and the Framework for Teaching.

| PROPOSED MASTERY-BASED PATHWAYS TO CERTIFICATION | | | | |

Table 1.   DESCRIPTIONS OF EACH OF THE THREE PHASES

PHASES OF PROGRAM	Pre Work: Qualifying for an Interim Certificate	Phase One: Board-Approved Competency Assessments (Entry level to Qualify for Fast Track Route and Mastery Level)	Phase Two: Pedagogy Boot Camp -Hybrid Delivery with Regional Cohorts (Additional content coursework may be included according to Praxis results)	Phase Three: Board-Approved Performance Assessment, Mentoring, and Support	Program Completion
DESCRIPTION OF PHASE	*Candidates not meeting the minimum statutory requirements for an interim certificate that will allow them to serve as "teacher of record" will have develop a customized pathway plan that will result in either a bachelor's degree or the minimum four year requirement (without earning a bachelor's degree) in order to move into the certification program. May serve for one year on a Provisional.*	*Board-approved entry level competency rubric (alternative assessment) to qualify candidates as teacher of record – no cost.* *Praxis to serve as both a "needs assessment" (minimum requirement) and evidence of mastery of content (preferred requirement).* *Individualized learning plan approved in partnership with district. District agrees to providing strong mentoring support.* *Interim certificate granted.*	*Regional Cohorts opened as needed: Quarterly face-to-face seminars on Saturdays. Five online pedagogy modules offered on a rotating cycle, with a virtual "class" convening once per week to discuss application of pedagogical content and problems of practice. During these sessions, discussion and learning will be centered around job-embedded course projects, tailored to the candidate's daily teaching assignment.* *A variety of resources will be available to supplement modules.*	*At any point in this phase, candidates may choose to take any or all of the five Performance Assessments associated with the pedagogy modules. Once all assessments have been passed, content competency has been established, and the candidate completes the Common Summative Assessment required of all Idaho candidates, standard certification will be granted. Throughout this phase, candidates will receive strong mentoring and ongoing support/resources from Phase Two instructor/facilitators.*	Qualify for full standard certificate is accomplished through completion of individual learning program which includes: -Proof of content competency (Praxis and/or coursework and /or experiential learning) -Proof of pedagogy (pass all 5 assessments) -Proof of performance (Idaho Common Summative Assessment - Danielson Framework for Teaching.

PROPOSED MASTERY-BASED PATHWAYS TO CERTIFICATION

Table 2. DESCRIPTIONS OF ENTRY/EXIT POINTS DEFINED BY MASTERY

PATHWAYS FOR A VARIETY OF CANDIDATES	Pre Work: Qualifying for an Interim Certificate	Phase One: Board-Approved Competency Assessments (Entry level to Qualify for Fast Track Route and Mastery Level)	Phase Two: Pedagogy Boot Camp - Hybrid Delivery with Regional Cohorts (Additional content coursework may be included according to Praxis results)	Phase Three: Pedagogy Assessments, Mentoring, and Support	COMPLETION OPTION: If the candidate has: a) successfully completed all content courses required in his/her individual pathway plan; b) successfully completed all pedagogy modules, seminars ,and/or mastery-based pedagogy assessments; c) passed the Common Summative Assessment (Board-approved performance assessment, AND: d) is able to show student proficiency growth scores over two of the three years of interim certification, THEN the Praxis may be waived if it was not passed on the first attempt.
PATHWAY FOR NON-BA PARAS	**ENTRY POINT** Praxis will be taken in this phase to ensure that all courses included in the individual pathway plan allow candidates to accrue knowledge directly related to gaps in content competence while attaining the minimum four years of post-secondary education.	Once the minimum four years of post-secondary coursework have been completed,or near completion, and candidate shows proof of passing the minimum content competency assessment via the rubric, he/she will be awarded an interim certificate (or Provisional) and be allowed to serve as teacher of record.	*Begin modules and enroll in cohort. In the event that a paraprofessional has had abundant teaching experience and PD within the employing school district, they may challenge the need for this Phase, and go directly to the Performance Assessment.*	Candidates receive mentoring support throughout the program. If a candidate challenges the need for Phase Two BUT DOES NOT PASS THE PEDAGOGY ASSESSMENT, he/she will be required to participate in cohort and complete associated module. **Pass Common Summative Assessment**	
PATHWAY FOR CANDIDATES WITH A BA IN A CLOSELY-RELATED CONTENT AREA		**ENTRY POINT** Praxis taken. If not passed, courses included in the individual pathway plan allows candidates to accrue knowledge directly related to gaps in content knowledge. *In the event that a candidate holds advanced degree in the content area, he/she may go directly to Phase Two.*	*Begin modules and enroll in cohort. In the event that a candidate has had abundant teaching experience and/or PD in a higher education, private school or other educational settings, they may challenge the need for this Phase and go directly to the Performance Assessment.*	Candidates receive mentoring support throughout the program. If a candidate challenges the need for Phase Two BUT DOES NOT PASS THE PEDAGOGY ASSESSMENT, he/she will be required to participate in cohort and complete associated module. **Pass Common Summative Assessment**	
PATHWAY FOR CANDIDATES WITH A BA IN THE CONTENT AREA			**ENTRY POINT** Begin modules and enroll in cohort. In the event that a candidate has had abundant teaching experience and/or PD in a higher education, private school or other educational settings, they may challenge the need for this Phase and go directly to the Performance Assessment.	Candidates receive mentoring support throughout the program. If a candidate challenges the need for Phase Two BUT DOES NOT PASS THE PEDAGOGY ASSESSMENT, he/she will be required to participate in cohort and complete associated module. **Pass Common Summative Assessemnt.**	
ABCTE CANDIDATES				**ENTRY POINT** "Passport to Teach" supplemented with third party mentoring and support to ensure passage of **Common Summative Assessment.**	

PROPOSED MASTERY-BASED PATHWAYS TO CERTIFICATION

Table 3.   PROGRAM ALIGNED TO IDAHO CORE TEACHING STANDARDS

Streamlined Pedagogy Modules	Alignment to Idaho Core Teaching Standards
Clarity of Instructional Purpose and Accuracy of Content - FOCUS: **CONTENT METHODS AND STANDARDS ALIGNMENT** *Alignment to Framework for Teaching (Idaho Common Summative Evaluation):* 1a, 1b, 1c, 1d: Knowledge of content, clarity, and appropriateness for students of instructional outcomes, resources for classroom use 1e: Planned activities aligned to instructional purpose 3a: Expectations for learning, accuracy of content, clarity of explanations, use of academic language 3b, 3c: Questions, activities and assignments aligned to instructional purpose	**#1. Learner Development** - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **#2: Learning Differences** - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Safe, Respectful, Supportive, Challenging Learning Environment- FOCUS: CREATING AN ENVIRONMENT THAT FOSTERS COLLEGE AND CAREER READY SKILLS *Alignment to Framework for Teaching (Idaho Common Summative Evaluation):* 2a: All 2b: Expectations for learning and achievement, student perseverance in challenging work and pride in that work	**#3: Learning Environment** - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
Classroom Management - FOCUS: CREATING A LEARNING ENVIRONMENT FOR ALL LEARNERS *Alignment to Framework for Teaching (Idaho Common Summative Evaluation):* 2c: All 2d: All 2e: All	**#3: Learning Environment** - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
Student Intellectual Engagement - FOCUS: DIFFERENTIATION AND APPLICATION OF CONTENT *Alignment to Framework for Teaching (Idaho Common Summative Evaluation):* 1e: Design of instruction 2b: Importance of the content 3a: Explanations of content: their rigor and invitations for thinking 3b: Quality of questions/ discussions, student discourse 3c: Intellectual challenge	**#4: Content Knowledge** - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. **#5: Application of Content** - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Successful Learning by All Students - FOCUS: DESIGNING INSTRUCTION AND ASSESSEMENT LITERACY *Alignment to Framework for Teaching (Idaho Common Summative Evaluation):* 1b: Knowledge of students 1d: Resources for students 1f: Design of summative and formative assessments aligned to outcomes 3d: Monitoring of student learning, feedback to students, student self-assessment 3e: Persistence, lesson adjustment 4a: All 4b: All 4c: All	**#6: Assessment** - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. **#7: Planning for Instruction** - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **#8: Instructional Strategies** - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

STANDARDS #9 – Professional Learning and #10 – Leadership and Collaboration are embedded across all modules. Modules will be designed to integrate pedagogical concepts, that can be taken in any order, so candidates may flow into the course series at any point and exit the course series once all modules have been completed (or candidate has proven mastery based upon other measures) without being artificially time-bound by traditional coursework schedules.

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SUBJECT

Alternative Assessment for Individuals Pursuing Certification through Alternative Authorization – Content Specialist*: Uniform Standard for Evaluating Content Competency Rubric*

REFERENCE

December 2003	Board approved the PRAXIS II as the state approved assessment for certification purposes and set qualifying scores
April 2017	The Board reviewed an update on the Educator Pipeline and recommendations from the workgroup. Recommendations included removing barriers to certification.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 -1207, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02.042.02(b)(v)

BACKGROUND/DISCUSSION

At the April 2017 Board meeting, an update on the work of the Educator Pipeline Work Group and their early recommendations were reviewed and discussed. The update focused on three main categories in addressing the pipeline issues, *Attract and Recruit*, *Prepare and Certify*, and *Retain*. One key recommendation was to explore strategies around a "mastery-based" way to assess teaching knowledge, that accounts for experience and pre-existing knowledge.

Administrative Code (Administrative Rule) requires individuals seeking teacher certification to receive a qualifying score on a state approved content, pedagogy or performance assessment. Currently the only state approved content, pedagogy or performance assessment is the PRAXIS II. The PRAXIS II is a content area assessment. Qualifying scores were set by the Board based on recommendations from the Professional Standards Commission at the December 2003 Board meeting, effective September 1, 2004, since that time there have been a few updates to the qualifying scores in individual subject areas at the June 2005, April 2006, June 2006, and October 2006 Board meetings. The Board has not approved any changes to the qualifying scores on the PRAXIS II since October 2006. The PRAXIS II as a content knowledge assessment is both relevant and rigorous, however, those seeking to enter the teaching profession as a change in career often need time or additional coursework/experience to be able to pass all of the applicable areas in the assessment. This is especially the case when a candidate's degree is aligned to the content area they seek to teach, but not an exact match or when teaching in K-8 grade ranges where the assessment may be much broader then the focused content area an individual may have been employed in. At this time there are no other approved content knowledge assessments and no pedagogical knowledge or performance assessments that have been approved by the Board.

The Alternate Route to Certification – Content Specialist requires applicants to receive a qualifying score on an appropriate state-approved content, pedagogy, or performance assessments prior to entering the classroom. This route is designed for individuals that already possess deep content knowledge, but lack the pedagogy learned through traditional programs and the performance demonstrated through in-service experiences, resulting in the pedagogy and teacher performance skills being learned while on this route. This leaves content as the most obvious area to propose a new method of assessment. It is also in line with the recommendations of the pipeline committee to look toward more experiential and mastery-based methods for assessing competency. The following is a new, content knowledge assessment proposed for those seeking to enter the classroom under and alternative authorization, specifically the Content Specialist Route.

The proposed assessment is comprised of simple worksheets for documenting knowledge and experience, with a rubric that would uniformly measure basic content knowledge before a candidate on an alternate route enters the classroom as the teacher of record. This Uniform Standard for Evaluating Content Competency is modeled after the accepted measure that was used by states to show teachers were "Highly Qualified" in their content area under previous No Child Left Behind requirements.

This rubric allows points to be earned for coursework, work experience related to the content area, and volunteer work/service to the community related to the content area. For a single content area, 100 points must be earned to qualify, with five points given for each postsecondary content credit earned, two points for each year of work experience documented, and one point for each instance of documented service.

The rationale for granting five points per credit hour rests in the minimum number of credits required for a content endorsement as outlined in IDAPA 08.02.02.021-024. If a candidate can produce transcripts documenting at least 20 credits in the content area they are seeking to teach, he/she immediately qualifies. If a candidate does not have this number of credits, experiential knowledge can be counted through application of content.

IMPACT

Approval of the following proposed alternate assessment will create a second state assessment that could be used by individuals seeking certification through an alternate route.

ATTACHMENTS

Attachment 1 – Proposed Alternative Assessment: Uniform Standard for Evaluating Content Competency   Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Board staff reviewed a variety of alternatives, with this being the most cost effective and efficient. Praxis Core, a general test for those wishing to enter education, was considered. This assessment establishes a very low bar in only the most basic skills and, considering the cost at $150 per candidate, did not appear to be a reasonable alternative. Another option was to accept a lower cut score on the content-specific Praxis II test; but a number of these tests are not regularly available, and some form of content assessment must be completed prior to entering the classroom.

The Uniform Standard for Evaluating Content Competency is recommended as an alternate assessment for entering the classroom on an alternative authorization, specifically the Content Specialist route, to establish that the candidate has relevant experience and/or knowledge in the desired teaching field. The Alternate Authorization – Content Specialist Route requires the hiring district ensure the candidate is qualified to teach in the area of identified need; that a consortium made up of a representative of the approved educator preparation program, the school districts, and the candidate determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel; and that the candidate receive ongoing mentoring including at least one classroom observation by the mentor per month. Initially the scoring and evaluation of the new state-approved assessment would be managed by the Board office. School districts and candidates wishing to use the new assessment would be required to agree to regular reporting on the progress these teachers were making and their impact on student outcomes. Should there be any indication that these educators were performing at a lesser rate than those who entered the Content Specialist Route using the PRAXIS II assessment, then Board staff would return to the Board and request the assessment be discontinued as an approved assessment.

BOARD ACTION

I move to approve the state assessment: Uniform Standard for Evaluating Content Competency for individuals entering an alternate authorization to certification as submitted in Attachment 1.

Moved by_____Seconded by_____Carried   Yes___   No ____

AND

I move to direct the Professional Standards Commission to evaluate and bring forward recommendations on additional state-approved assessments and qualify scores that may be used for certification purposes as well as updated qualifying scores on the existing PRAXIS II assessments.

Moved by_____Seconded by_____Carried   Yes___ No ____

Uniform Standard for Evaluating Content Competency

Alternative Assessment

Alternative Authorization - Content Specialist

Directions for completing Uniform Standard for Evaluating Content Competency Rubrics

1. **Complete one rubric for EACH core content/subject you are assigned to teach.**

    ▪ **For Elementary/Special Education, complete one rubric for the combined elementary subjects. Within that one rubric, you will provide evidence across the four elementary core curricula: English, reading, or language arts; mathematics; science; AND social studies. 200 points must be achieved.**

    ▪ **For Middle, Secondary, K-12, complete one rubric for each subject you intend to teach. 100 points must be achieved.**

2. **Provide transcripts as evidence of postsecondary coursework (Column A), a resume and supporting evidence of years of content related work experience (Column B), and period of service in content-related volunteer work and/or service to the community (Column C),**

3. **Assign the appropriate points to the evidence you have provided as indicated on the rubric and worksheets.**

4. **Attach documentation to support the evidence presented.**

    ▪ **Acceptable evidence includes: copies of college transcripts, statements of employment, copies of certificates, score reports for state tests, resume, letters of recognition/ acknowledgement, statements of participation, etc. Remember this is a self-reporting activity - you are responsible for providing the evidence.**

5. **Total the points in the "Point Summary Box" on the last page of the rubric/worksheets. (You must achieve the required point total for EACH rubric you complete in order to meet the alternative content assessment requirement.**

6. **If you achieve required points, sign the *Statement of Assurance Form and* attach it to the rubric worksheets and documentation package you have created.**

If you do not achieve required points, you may qualify for a Provisional Certificate while meeting additional requirements:

1. **You must apply through the Idaho State Board of Education for a Provisional Certificate**

2. **You must complete a *STATEMENT OF ACTION FORM* describing actions to be undertaken which will move you to 100 points in a period of time not to exceed one year.**

3. **Sign the *STATEMENT OF ACTION FORM* and attach it to your rubric worksheets and documentation package.**

RUBRIC #1 - Uniform Standard for Evaluating Content Competency

Elementary Self-Contained and Elementary Special Education (K-12),

Elementary Core Curriculum – includes Reading; English or Language Arts; Mathematics; Science; and Social Studies

(Evidence must be provided in each of these subjects - 200 points must be earned to qualify)

Name: _____ **District** _____

Teaching Assignment _____ **School** _____

A. College Level Coursework in the Content Area and	B. Work Experience in the Content Area	C. Service in the Content Area*
1. *Courses must be content specific in:* a. reading/language arts, b. mathematics, c. science, d. social studies 2. Courses may have an EDU, SPED, liberal arts or appropriate content area prefix 3. Courses must be specific to content and may include content methods courses 4. Courses can be from an accredited 2-year and/or 4-year college or university **5 points per credit hour**	*Experience must be related to working with children or grounded in any of the core elementary content areas* **2 points per year**	*Service must be related to working with children or grounded in any of the core elementary content areas. A "service" is defined as having a distinct set of responsibilities within a defined period of time, or a less well-defined set of responsibilities over time under supervision.* **1 point per service**
# Sem. Cr. Hrs.:	# Years	# Services
Total Points	Total Points	Total Points

RUBRIC #2 - Uniform Standard for Evaluating Content Competency

<u>Middle/Secondary   Departmentalized   Content</u>

A separate rubric must be completed for EACH academic subject area taught

(Evidence must be provided in each of these subjects - 100 points must be earned to qualify.)

Name: _____ District _____

Teaching Assignment_____ School _____

A. College Level Coursework in the Content Area and	**B.** Work Experience in the Content Area	**C.** Service in the Content Area*
5. *Courses must be content specific in:* a. reading/language arts, b. mathematics, c. science, d. social studies 6. Courses may have an EDU, SPED, liberal arts or appropriate content area prefix 7. Courses must be specific to content and may include content methods courses 8. Courses can be from an accredited 2-year and/or 4-year college or university **5 points per credit hour**	*Experience must be related to working with children or grounded in any of the core elementary content areas* **2 points per year**	*Service must be related to working with children or grounded in the content area. A "service" is defined as having a distinct set of responsibilities within a defined period of time, or a less well-defined set of responsibilities over time under supervision.* **1 point per service**
# Sem. Cr. Hrs.:	# Years	# Services
Total Points	Total Points	Total Points

WORKSHEET #1

College level coursework in the Content Area and Content Assessments

SECTION A		
Postsecondary Coursework	**Credits**	**Points Accrued @ 5 points per credit hour***
National Content Knowledge Proficiency Test – 2 points per section passed		

*Evidence in the form of transcripts/test results must be included	**TOTAL POINTS FOR A:**

WORKSHEET #2

Work Experience in the Content Area

SECTION B		
Work Experience	**Years**	**Points Accrued @ 2 points per year***
***Resume and references/other proof of employment must be included**	**TOTAL POINTS FOR B:**	

WORKSHEET #2

Service in the Content Area

SECTION C		
Description of Service	**Time Period**	**Points Accrued @ 1 point per**
*Proof of service must be included	TOTAL POINTS FOR C:	

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