

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2018

TAB	DESCRIPTION	ACTION
1	UNIVERSITY OF IDAHO ANNUAL PROGRESS REPORT AND TOUR	Information Item
2	STANDING COMMITTEE REPORT	Information Item
3	UNIVERSITY OF IDAHO, LEWIS-CLARK STATE COLLEGE, NORTH IDAHO COLLEGE – AMERICAN INDIAN STUDENT PROGRAMS	Information Item
4	LEGISLATIVE UPDATE	Information Item
5	BOARD POLICIES I.E., V.I., V.U. – FIRST READING	Motion to Approve
6	TEMPORARY RULE – IDAPA 08.01.13, RULES GOVERNING OPPORTUNITY SCHOLARSHIP PROGRAM	Motion to Approve
7	TEMPORARY RULE – IDAPA 08.02.03, RULES GOVERNING THOROUGHNESS – GRADUATION REQUIREMENTS	Motion to Approve
8	MENTOR PROGRAM STANDARDS	Motion to Approve
9	STEM SCHOOL DESIGNATION STANDARDS	Motion to Approve
10	COLLEGE OF SOUTHERN IDAHO – ALTERNATE AUTHORIZATION TO CERTIFICATION PROGRAM	Motion to Approve

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UNIVERSITY OF IDAHO

SUBJECT

University of Idaho (UI) Annual Progress Report Presentation

REFERENCE

April 2018

University of Idaho provided the Board with its annual report and toured the WWAMI Medical Education Building and Gritman Medical Center Building.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Data-Informed Decision Making; Objective A: Data Access and Transparency.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement, pursuant to Board Policy I.M. for the president to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director. The University of Idaho's annual published progress report is attached. Performance Measure Report information will be presented at the October Board meeting as part of the annual performance measure report for all institutions and agencies under the Board's oversight and governance.

IMPACT

The University of Idaho's strategic plan drives the University's integrated planning, programming, budgeting, and assessment cycle 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 (published in October, 2017)

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BOARD ACTION

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

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SUBJECT

Planning, Policy and Governmental Affairs (PPGA) Standing Committee Report

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Bylaws Section I.F.3

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment; Objective A: Access and Transparency

BACKGROUND/ DISCUSSION

The PPGA Committee Chair will give a report on current committee activities and progress toward implementing the Higher Education Task Force recommendations assigned to the committee.

Higher Education Task Force Recommendation Implementation:

1. 60% Goal – Restatement
 - a. Amendment to Strategic Plan – Completed
2. Structural Change and System Improvements
 - a. Ongoing discussions and identification of initiatives
 - b. Administrative Code amendments accepted by 2018 Legislature:
 - i. Incorporation of College and Career Readiness Standards
 - ii. Expansion of senior project to include internships, associate degrees and certificates
3. Guided Pathways (P-20)
 - a. Convening of stakeholder work group to bring forward recommendations to the state board. Initial convening early May. Membership will consist of stakeholders from across the P-20 spectrum
4. Improved Certificate and Degree Completion
 - a. Creation of Adult Learners Scholarship – Completed through expansion of Opportunity Scholarship to Adult Learners
 - b. Amendment to Opportunity Scholarship for Adult Learner population – temporary rule, April Board meeting, proposed rule promulgation pending
5. Increase dollars to fund student while lower cost/improving access
 - a. Adult learner scholarship – Completed through expansion of Opportunity Scholarship
 - b. Increased funding for state scholarship – Completed for FY19, additional funding considerations ongoing

Additional projects:

1. Review of high school graduation requirements
2. 2019-2019 rule promulgation
 - a. High School Graduation Requirements/STEM Diploma
 - b. Postsecondary Residency
 - c. Opportunity Scholarship/Adult Learners

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- d. Administrator Certification Alternative Route
- e. Professional Endorsement
- f. Educator Certification/CTE Certification

IMPACT

The committee report will update Board members on efforts underway on projects within the PPGA Committee's area of responsibility.

STAFF COMMENTS AND RECOMMENDATIONS

Staff will be available to provide additional details on current PPGA initiatives, if needed, in the event the Chairman's update prompts questions.

BOARD ACTION

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

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SUBJECT

Idaho Indian Education Program Updates – University of Idaho, Lewis-Clark State College, and North Idaho College.

REFERENCE

June 2015	Board approved the Idaho Indian education Strategic Plan.
April 2016	Board received and update on the State Tribal Education Partnership grants.

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment; Objective C: Access and implementation of the Board's K-20 Indian Education Strategic Plan.

BACKGROUND/DISCUSSION

In June 2015, the Board approved the Idaho Indian Education Strategic Plan which consists of two main goals: to promote academic excellence for American Indian students and increase culturally relevant pedagogy in teacher education programs. Since its approval, the strategic plan has significantly advanced the work of the Indian Education Committee in developing recommendations to incorporate culturally relevant pedagogy in Idaho Initial Certification Standards for professional educators. The work has also expanded collaboration between Tribal Education Departments, postsecondary institutions, and state agencies.

Since the April 2016, update continued progress has been made in targeting programs to provide greater access to Idaho's American Indian communities. To help inform the Board on the progress being made in this area the University of Idaho, Lewis-Clark State College, and North Idaho College will provide an update on successes they are having with their programs.

IMPACT

Targeted programs align with the Board's Indian Education Strategic Plan and help to increase awareness of the unique educational and cultural needs of American Indian students to improve their educational attainment.

STAFF COMMENTS AND RECOMMENDATIONS

University of Idaho's, Indigenous Knowledge for Effective Education Program (IKEEP) prepares and certifies culturally responsive Indigenous teachers to meet the unique needs of Native American students in K-12 schools. With the support of the University of Idaho's MOU Tribes (Coeur d'Alene Tribe, Confederated Tribes of the Colville Reservation, Confederated Tribes of the Umatilla Indian Reservation, Confederated Tribes of the Yakama Nation, Kalispel Tribe of Indians, Kootenai Tribe, Nez Perce Tribe, Shoshone-Bannock Tribes, Shoshone-Paiute Tribes and Spokane Tribe of Indians), the purpose of IKEEP is to recruit, prepare, certify and place culturally responsive American Indian educators into teaching positions in schools with high populations of Native American students. IKEEP

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scholars are part of a teaching cohort committed to innovation in indigenous education. The University of Idaho will provide a brief update to the Board on this program, including an opportunity to speak to students participating in the program.

Lewis-Clark State College (LCSC) has implemented a number of strategies to increase access for American Indian students, these strategies include:

- Memorandum of Understanding (MOU) with Coeur d' Alene and Nez Perce Tribes, including an advisory board with LCSC president and tribal leaders meets twice annually
- Inter-institutional MOU with Washington State University, University of Idaho, North Idaho College, Northwest Indian College and LCSC, the MOU focus on collaboration in native studies and student services
- Nez Perce technical classes program
- Pi'amkinwaas American Indian center
 - Retention and recruitment activities
 - Centralized advising – staff focus
- Nez Perce Language Minor in collaboration with the University of Idaho and Nez Perce Tribe
- LCSC Native American alumni chapter scholarship fundraising and outreach
- Native American awareness week focused on history, culture and education

Like the four year institutions in norther Idaho, North Idaho College has also implemented a number of strategies to increase access for these students, these strategies include:

- American Indian Studies - The American Indian Studies program was designed in collaboration with the Coeur d'Alene Tribe. The curriculum is designed to provide a study of American Indians from a holistic and humanistic viewpoint by focusing on their cultural, historical, and contemporary lives
- Che'nshish Scholarship
- Tuition waiver for Plateau Tribes
- Reduced tuition rates for Canadian Natives
- American Indian Student Alliance
- American Indian Student Services
- American Indian Student Advisor

In addition to the update on the University of Idaho's IKEEP program the LCSC and NIC will provide an update to the Board on the progress the are having with their programs. The institutions in other parts of the state are also implementing targeted programs to increase access, retention and completion for this group of students. These three institutions are being highlighted at this time due to the Board meeting location in northern Idaho.

BOARD ACTION

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

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SUBJECT

2018 Legislative Update

REFERENCE

June 2017	The Board approved legislative ideas for the 2018 legislative session.
August 2017	The Board approved 2018 legislation, including drafted language.
January 18, 2018	The Board approved support of two additional pieces of legislation regarding the hiring of executive staff by the Board and a framework establishing sideboards to dual credit courses paid for by the state.
February 2018	The Board received a legislative update on the progress of education related legislation and took action to endorse HB 504 (2018).
March 2, 2018	The Board took action to endorse HB 631 (2018), HB 648 (2018), SB 1291 (2018), and to oppose HB 566 (2018), and HB 590 (2018).
March 15, 2018	The Board discussed HB 693 (2018) and took action to oppose any legislation which would remove the requirement for a single statewide K-3 reading assessment or eliminate state funding for the assessment.

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment; Objective B: Alignment and Coordination
Goal 2: Educational Attainment; Objective A: Higher Level of Education Attainment

BACKGROUND/DISCUSSION

This item is to provide the Board with a final update of the status of education related legislation that was introduced during the 2018 legislative session.

Following is a list of where each bill considered by the Board ended the session:

Board Submitted Legislation:

- RS 25660 - Agricultural College Endowment (501-01) – Held in House Agricultural Affairs
- RS 25661 - College of Agriculture Seed Certification (501-07) – Pulled pending additional work with stakeholders on broader changes during the 2018 interim.
- RS 25663 - School District Employee Personnel Files (500-05) –Voted not to introduce – Held in House Education
- SB 1210 - Eastern Idaho Technical College Repeal – Passed, signed by the Governor
- SB 1211 - Professional Standards Commission – Clarification (500-07) – Held in House Education

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- SB 1212 - Definition of Career Technical Education (501-11) – Passed, signed by the Governor
- SB 1221 - Transfer and Articulation – General Education Credits (501-05) – Passed, signed by the Governor
- SB 1222 - Career Technical Education Secondary Program Incentive Funding (501-21) – Passed, signed by the Governor
- SB 1295 - Career Technical Public School Funding (501-10) – Passed, signed by the Governor
- HB 365 - Liquor Account Community College Distribution (501-23) – Passed, signed by the Governor
- HB 366 - Worker Compensation for Work-Study Students (501-22) – Passed, signed by the Governor
- HB 367 - Public Postsecondary Education – Residency Determination (501-13) – Held in House Education (included in HB 631)
- HB 368 - Optional Retirement Plan – Postsecondary Education (501-08) – Passed, signed by the Governor

Board Supported Legislation:

- SB 1303 - Executive Staff – Would authorize the Board to hire executive staff.
- Advanced Opportunities (RS25720) – Would require dual credit courses paid for by the state to be a core foundational course; a credit bearing 100 level course or higher; an elective course taken for the purpose of career exploration; or part of a postsecondary pathway toward earning a badge, certificate or degree. – Not introduced
- SB 1279 - Opportunity Scholarship (RS25719) – Would allow up to twenty percent of the funds appropriated for the program to be awarded to adult students who have earned at least 24 credits and who are completing their first undergraduate degree or certificate.
- HB 504 – Creates the Quality Educator Loan Assistance Program Act to incentivize teachers to teach in rule schools – Returned to House Education Committee
- HB 631 – Higher Education Residency Requirements – Passed, signed by the Governor
- HB 648 – Secondary Computer Science Course Availability – Passed, signed by the Governor
- SB 1291 – School Turnaround Act – Returned to House Education Committee

Board Opposed Legislation:

HB 566 – Charter School Administrator Certification – Created separate certification requirements for Charter School Administrators that are lower than other school administrator certification requirements – Passed, vetoed by Governor

HB 590 – Guided Education Management Act – Created state private scholarship fund for select students to attend private schools – Held in Senate Education

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IMPACT

This update provides the Board with the final status of Board approved and supported legislation and a list of all other education related legislation.

ATTACHMENTS

Attachment 1 – Introduced Education Related Legislation

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The attached summary provides the status of each bill, at the close of the legislative session and indicates which bills will require the promulgation of rules during the 2018 interim.

All rules approved by the State Board of Education and submitted to the 2018 Legislature for consideration passed one or more bodies and went into effect March 28, 2018.

Board staff will be prepared to walk the Board through any of the listed legislation to answer questions regarding the impact that a given piece of legislation may have on the state educational system.

BOARD ACTION

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SUBJECT

Board Policy I.E. Executive Officers, V.I. Real and Personal Property and Services, and V.U. Entertainment and Related Expenses – First Reading

REFERENCE

December 2013	Board approved first reading of Board Policy V.U. providing clarification of allowable entertainment expenses.
February 2014	Board approved second reading of Board Policy V.U.
April 2014	Board approved first reading of Board Policy V.I., amending authorization thresholds for alignment between policies.
June 2014	Board approved second reading of Board Policy V.I.
August 2016	Board approved first reading of Board Policy I.E. Executive Officers – vehicle allowance
October 2016	Board approved second reading of Board Policy I.E.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections I.E. Executive Officers, V.I. Real and Personal Property and Services and V.U. Entertainment Related Expenses

ALIGNMENT WITH STRATEGIC PLAN

Governance issue.

BACKGROUND/DISCUSSION

Board Policy I.E., Executive Officers, outlines provisions and responsibilities for the Board's chief executive officers at the agencies and institutions under the Board's direct governance; including, provision for institutional presidents housing, automobile, and entertainment expense reimbursements. Board Policy, I.E.3, requires the president to live in the institutions "official residence" when the institution has such residence, in the event that the institution does not own an official residence, a housing allowance must be provided that is similar in value to living in an official residence. Additionally, this section requires the president to receive reimbursement for official entertainment expenses and be provided with a vehicle allowance. All of these allowances are provisions that are then also included in the presidents employment agreement. Currently two institutions have an official residence, Lewis-Clark State College and Idaho State University, and the official residence at the University of Idaho is under construction. Due to the varying availability of these residences across the campuses that the Board governs and the presidential searches conducted this year these provisions in Board policy have been re-evaluated. At this time it is recommended that Board Policy I.E.3. be eliminated and provisions regarding housing, automobile allowances and reimbursement of official entertainment expenses be established solely through presidents' employment agreements.

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In addition to the provision outlined in Board Policy I.E. above, Board Policy V.I. Real and Personal Property and Services, subsection 4 includes an exception to the vehicle use policy specific to chief executive officers and Board Policy V.U. Entertainment Related Expenses, subsection 1.d. includes provisions regarding country club or dining club membership for senior staff. With the proposed amendments to Board Policy I.E. these additional provisions will be eliminated or updated as applicable to reflect the change.

IMPACT

Approval of the proposed amendments would eliminate requirements for presidential house, automobile allowance, and entertainment expenses from Board policy.

ATTACHMENTS

Attachment 1 – Board Policy I.E. Executive Officers – First Reading	Page 5
Attachment 2 – Board Policy V.I. Real and Personal Property and Services – First Reading	Page 10
Attachment 3 – Board Policy V.U. Entertainment Related Expenses - First Reading	Page 15

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments to Board Policy I.E. allow the Board greater flexibility in negotiating employment agreements with perspective institution presidents, allowing the Board to be more competitive in recruiting and retaining individuals into these positions. The proposed amendments would bring Board Policies V.I. and V.U. into alignment with the amendments proposed in Board Policy I.E.

Staff recommends approval.

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the first reading of proposed amendments to Board Policy section V.I. Real and Personal Property and Services, as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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AND

I move to approve the first reading of proposed amendments to Board Policy section V.U. Entertainment Related Expenses, as submitted in Attachment 3.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Temporary Rule – Docket No. 08-0113-1801, Rules Governing the Opportunity Scholarship Program

REFERENCE

August 2015	Board approved proposed rule amendments, consisting of technical edits allowing for greater efficiency in administering the Opportunity Scholarship program.
November 30, 2015	Board approved pending rule Docket 08-0113-1501, Rules Governing the Opportunity Scholarship.
August 31, 2017	Board approved proposed rule Docket 08-0113-1701, Rules Governing the Opportunity Scholarship making technical corrections and clarifying that GPA's of more than one decimal place will be rounded up.
November 15, 2017	Board approved pending rule Docket 08-0113-1701.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.01.13, Rules Governing the Opportunity Scholarship Program
Section 33-4303, Idaho Code, Opportunity Scholarship

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment; Objective C: Access

BACKGROUND/DISCUSSION

IDAPA 08.01.13 sets out the eligibility and application requirements for Opportunity Scholarship applicants as authorized by Section 33-4303, Idaho Code. Senate Bill 1279 (2018), amended Section 33-4303, Idaho Code, authorizing the State Board of Education to award up to 20% of the funds appropriated for the Opportunity Scholarship to individuals with 24 or more postsecondary credits. Additionally, the 2018 Legislature appropriated an additional \$3.5M ongoing funds in FY19 for the Opportunity Scholarship Program.

The current Opportunity Scholarship requirements include a requirement that applicants apply for the scholarship and the FAFSA by March 1 and that students have a 3.0 grade point average (GPA) or higher. The temporary rule would make amendments to the student eligibility and application requirements to allow for a portion of the Opportunity Scholarship awards to be used in FY19 for individuals who have earned 24 or more postsecondary credits. Proposed amendments would include:

- Lowering the minimum GPA to 2.7;
- Allowing students who have earned 24 or more credits to apply up to three-weeks prior to the start of the term;
- Require these students to have “stopped out” for 24 or more months;
- Allow students to attend part-time;

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- Pro-rate the amount of the award based on the number of credits attempted; and
- Require students to show progress on their educational plan to maintain scholarship eligibility.

The temporary rule amendments have been based on research from other states who have implemented similar scholarships and feedback received from the legislature during the 2018 Legislative Session.

IMPACT

The temporary rule will allow scholarships to be awarded to students who have earned 24 or more credits to apply for the expanded Opportunity Scholarship.

ATTACHMENTS

Attachment 1 – Temporary Rule Docket No. 08-0113-1801

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STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. A rule must go through the proposed rule and pending rule steps to become a final rule. Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action and expire at the end of the next legislative session, unless, the legislature is requested to extend the rule. To qualify as a temporary rule, the rule must meet one of three criteria:

- provides protection of the public health, safety, or welfare; or
- is to come into compliance with deadlines in amendments to governing law or federal programs; or
- is conferring a benefit.

This rule meets the requirements of conferring a benefit and bringing the rule into compliance with amendments to Section 33-4303, Idaho Code enacted through SB 1279 (2018).

A proposed and then pending rule will be brought back to the Board for consideration at the August Board meeting following the negotiated rulemaking process. Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the Board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration

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during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

Negotiated rulemaking for the proposed rule amendments will be open to all interested parties, including Legislators and Idaho postsecondary institutions financial aid directors.

Staff recommends approval.

BOARD ACTION

I move to approve temporary rule – Docket No. 08-0113-1801, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Temporary Rule – Docket No. 08-0203-1801, Rules Governing Thoroughness – Graduation Requirements

REFERENCE

August 31, 2017	Board approved proposed rule Docket 08-0203-1709, Rules Governing Thoroughness, amending the senior project graduation requirements allow students who participate in an internship or earn and associated degree or certificate at the time of graduation.
November 15, 2017	Board approved pending rule Docket 08-0203-1709.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness
Section 33-523, Idaho Code, STEM Diploma

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment; Objective A: Higher Level of Education Attainment

BACKGROUND/DISCUSSION

Senate Bill 1267a (2018), created a new section of Idaho Code, Section 33-523, Idaho Code, STEM Diploma. Section 33-523, Idaho Code creates an optional STEM diploma that school districts and charter schools may grant students who meet the minimum state graduation requirements and earn:

- a. Eight (8) or more credits in mathematics;
- b. Eight (8) or more credits in science; and
- c. In addition to the mathematics and science credits listed above earn five (5) credits in the students choice of any or all subject of science, technology, engineer or mathematics.

Additionally, Section 33-523, Idaho Code, exempts students who complete eight or more credits in mathematics and have completed Algebra II or higher-level mathematics prior to the student's senior from taking two (2) credits of mathematics during the student's senior year. Senate Bill 1267a (2018) included an emergency clause and went into effect when the Governor signed the bill on March 13, 2018. The Board established graduation requirements are specified in IDAPA 08.02.03.105. The temporary rule would amend the senior mathematics requirement to exempt students who earn eight (8) or more high school credits of mathematics and complete Algebra II or higher level mathematics from having to take two (2) credits of mathematics during their senior year.

IMPACT

The temporary rule will bring the graduation requirements into compliance with the new law.

ATTACHMENTS

Attachment 1 – Temporary Rule Docket No. 08-0113-1801

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STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. A rule must go through the proposed rule and pending rule steps to become a final rule. Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action and expire at the end of the next legislative session, unless, the legislature is requested to extend the rule. To qualify as a temporary rule, the rule must meet one of three criteria:

- provides protection of the public health, safety, or welfare; or
- is to come into compliance with deadlines in amendments to governing law or federal programs; or
- is conferring a benefit.

This rule meets the requirement of bringing the rule into compliance with amendments to Section 33-523, Idaho Code, enacted through SB 1267a (2018).

In 2013 (effective March 2104) the Board amended the graduation requirements to allow students who completed dual credit or AP Computer Science or dual credit engineering courses to be used as a mathematics credit if the student has also completed Algebra II standards or the course may be used as a science credit. At the time, Idaho did not have computer science or engineer content standards. The Board discussed in 2013 the possibility of expanding the computer science courses allowed to be used as a mathematics or science credit beyond dual credit and AP courses once Idaho computer science content standards were established. Now that the Idaho computer science content standards have been in place for a year Board staff will bring forward for Board consideration additional amendments to the graduation requirements expanding the allowed computer science courses to computer science courses that meet the state computer science content standards at the secondary level. The Planning, Policy and Governmental Affairs Committee has also scheduled discussions with the Board regarding the broader graduation requirements for the June Board meeting. The intent of the discussion is to evaluate the graduation requirements and the value the current graduation requirements have. In consideration of this work a proposed rule will be brought forward to the Board for consideration following the discussion in June that will include the mathematics exemption in Section 33-523, Idaho Code, as well as other amendments identified by the Board at the June Board meeting. The proposed rule will be negotiated prior to bringing it to the Board for consideration in August.

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Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the Board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

Staff recommends approval.

BOARD ACTION

I move to approve temporary rule – Docket No. 08-0203-1801, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

State Mentor Program Standards - Idaho Framework for Mentor and Induction Programs

REFERENCE

2013-2014	Board adopted the Governor's K-12 Task Force Recommendations and implementation subcommittee recommendations.
April 2017	Board reviewed and discussed the preliminary Educator Pipeline Work Group recommendation including the identification of strong mentor programs to help attract and retain teachers.
August 31, 2017	Board discussed State Mentor Program Standards, including bringing standards forward for consideration in 2018.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.02.042, Alternate Routes to Certification Sections 33-512, 33-1201A, and 33-1612, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective C: Higher Level of Educational Attainment – Increase successful progression through Idaho's educational system.

BACKGROUND/DISCUSSION

The Governor's Task Force for Improving Education (K-12) recommendations included a recommendation targeted at developing a continuum of professional growth and collaboration (#12 Career Ladder Compensation, #14 Tiered Licensure, #15 Mentoring, #16 Ongoing Job-Embedded Professional Learning, and #17 Site-Based Collaboration among Teachers and Instructional Leaders). Specifically, recommendation #15 Mentoring stated, "The Task Force recommends that each district develop a mentoring program for the support of new teachers based on the Idaho Mentor Program Standards. The previously approved Idaho Mentor Program Standards (2006) provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentor program for beginning teachers. The Task Force recommends "the state provide funding support for a mentoring program." Additionally, the Board's Educator Pipeline Work Group has identified mentoring as a necessary part of the professional development and supports provided by school districts for training and retaining highly effective teachers. Beginning in 2014, the Board approved a number of statute, Administrative Code, policy changes and budget requests to implement the recommendations of the Governor's Task Force for Improving Education in a judicious manner. As part of the Task Force work in 2013 the Idaho Mentor Program Standards developed by the Department of Education, the Professional Standards Commission, and Idaho educators participating in the Department's Mentoring Committee (established in 2006), with technical assistance from the

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New Teacher Center were reviewed and determined to still be relevant and highly effective standards. The New Teacher Center is a national non-profit organization dedicated to improving student learning by guiding a new generation of educators. It works with school districts, state policy makers and educators from across the country to increase the effectiveness of teachers and school leaders at all levels. Additionally, prior to bringing forward the standards for consideration by the Board, Board staff reached out to the New Teacher Center and discussed the standards and their continued relevance. Feedback from the New Teacher Center indicated these standards remained the “gold standard” for teacher mentor programs.

Pursuant to Section 33-512(17), Idaho Code, school districts must provide support for teachers in their first two years in the profession in the areas of: administrative and supervisory support, mentoring, peer assistance and professional development. Pursuant to Section 33-1201A, Idaho Code, all instructional staff and pupil service staff must receive mentoring as outlined in the employee’s individualized professional learning plan during the initial three years of holding an Idaho certificate. Section 33-1004J, Idaho Code, established leadership premiums for certificated staff, this premium was created in part to provide funding for teachers providing mentoring and peer assistance or professional development within their school district. Pursuant to IDAPA 08.02.02.042, alternate routes to certification as well as alternate routes to additional endorsements for certificated staff include provisions for candidates to participate through a state approved mentoring component or program.

During a negotiated rulemaking meeting in July 2017, representatives of the Idaho School Boards Association, Idaho Education Association, Idaho Association of School Administrators and Department of Education Staff raised concerns around requiring districts to implement mentor programs based on minimum state standards outlined and suggested the standards be reviewed again. In response to this concern Board staff convened a group of stakeholders between February and March 2018 to review the original standards, and make recommendation for amended or new state mentoring standards. The group has completed their work and is proposing redesigned standards for the “Idaho Framework for Mentor and Induction Programs.” These program guidelines will be recommended for all districts to use. For staff participating in any alternate route to certification or endorsement that requires participation in an “approved” program, if adopted by the Board, the new framework will be the state approved mentor program.

IMPACT

The proposed changes to the previous standards comprise a new guidance document the Idaho Framework for Mentor and Induction Programs.

ATTACHMENTS

- | | |
|------------------------------------------------------------------|--------|
| Attachment 1 – Mentor Standards Work Group | Page 5 |
| Attachment 2 – Idaho Framework for Mentor and Induction Programs | Page 7 |

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STAFF COMMENTS AND RECOMMENDATIONS

Board staff requested nominations from each of the stakeholder organization groups (Idaho School Boards Association, Idaho Association of School Administrators, Idaho Educator Association) for practitioners from their membership by region. Final Work Group membership was chosen based on the nominees interest and ability to meet the time commitments and the region they represented. In addition to the formal members identified in Attachment 1, additional attendees were welcomed at the meetings and the stakeholder organization representatives were notified of all meetings.

Proposed amendments would define the state approved mentoring program and incorporate the mentoring program standards into administrative rule. Additional language would allow for school districts to bring forward additional mentoring programs for consideration and approval by the Board. Once approved, these mentor programs would then meet these requirements for a “state-approved” mentor component or program.

Staff recommends approval.

BOARD ACTION

I move to adopt the Idaho Framework for Mentor and Induction Programs as submitted in Attachment 2 as the state’s approved mentor program standards.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

STEM School Designation Standards for Public Schools and Public School Programs

REFERENCE

December 2016 The Board approved legislation to provide legislative intent and to provide for the award of a science, technology, engineering and mathematics (STEM) school or STEM program designation.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education governing Policies & Procedures, Section 33-4701, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Innovation and Economic Development, Objective D: Education to Workforce Alignment – Deliver relevant education that meets the needs of Idaho and the region.

BACKGROUND/DISCUSSION

Section 33-4701, Idaho Code, was enacted by the legislature in 2017, establishing a STEM school designation to be earned by schools and programs that meet specific standards established by the State Board of Education (Board). Pursuant to Section 33-4701, Idaho Code, the Board is charged with awarding STEM school and STEM program designations annually to those public schools and public school programs that meet the standards established by the Board in collaboration with the STEM Action Center. To be eligible to apply for a STEM designation, the school must:

- a) Be a current public school in Idaho that serves students in kindergarten through grade 12, or a subset of grades between kindergarten and grade 12;
- b) Apply to the STEM Action Center for a STEM school designation review to include evaluation of the following:
 - i) STEM instruction and curriculum focused on problem-solving, student involvement in team-driven project-based learning, and engineering design process;
 - ii) College and career exposure, exploration and advising;
 - iii) Relevant professional learning opportunities for staff;
 - iv) Community and family involvement;
 - v) Integration of technology and physical resources to support STEM instruction;
 - vi) Collaboration with institutions of higher education and industry;
 - vii) Capacity to capture and share knowledge for best practices and innovative professional development with the STEM action center; and
 - viii) Support of nontraditional and historically underserved student populations in STEM program areas.

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- c) Adopt a plan of STEM implementation that includes, but is not limited to, how the school and district integrate proven best practices into non-STEM courses and practices and how lessons learned are shared with other schools within the district and throughout the state.

Once a school applies to the STEM Action Center and is found to meet the requirements, the STEM action Center Board will make recommendations to the State Board of Education. The Board will then annually award STEM school designations. The STEM school or program designation is valid for a term of five (5) school years.

IMPACT

Board approval of standards for STEM school designation will allow the STEM action center to begin implementing this program, supporting and identifying schools and programs for board recommendation to award the STEM school designation.

ATTACHMENTS

Attachment 1 – Idaho Standards for STEM School Designation

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff published a notice of intent in the Administrative Bulletin in 2017 regarding the establishment of STEM school designation standards. Additionally, the STEM Action Center sent out notification in its newsletter that the Board would be setting STEM school designation standards and interested parties should contact the Board office. Approximately 25 individuals from traditional and charter schools, as well as industry volunteered to participate in developing STEM school designation standards for the Board's consideration. The group met from December into April and researched standards developed in other states as well as AdvancEd's STEM Certification Standards. AdvancED's STEM Certification Standards consist of 11 standards broken into three categories; STEM Learners, STEM Educators, and STEM Experiences. Based on this research the work group has proposed the standards identified in Attachment 1. Attachment 1 shows the proposed standards, the standards alignment to AdvancEd's STEM Certification Standards and the minimum requirements established in Section 33-4701, Idaho Code.

Staff recommends approval.

BOARD ACTION

I move to approve the Idaho Standards for STEM School Designation as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

COLLEGE OF SOUTHERN IDAHO

SUBJECT

Alternative Authorization – Content Specialist, Mastery-Based Route to Teaching

REFERENCE

October 2017 Board approved concept of mastery-based pathway for teacher certification for individuals who meet the requirement of the alternative authorization-Content Specialist route to certification.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections 33-1201 -1207, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

ALIGNMENT WITH STRATEGIC PLAN

Goal 4: Effective and Efficient Educational System, Objective A: Quality Teaching Workforce – Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.

BACKGROUND/DISCUSSION

In response to the research-based recommendations of the Educator Pipeline Workgroup, the Board approved the concept of a Mastery-Based Route to Certification as a pathway for candidates seeking an Idaho teaching certificate through the Alternative Authorization – Content Specialist route.

Alternative routes to certification have been authorized by the Board in some form since 1993 and were codified in Idaho Administrative Code, IDAPA 08.02.02, in 1997. In 2003 the Board amended the alternative route to certification 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 Alternative Authorization - Content Specialist requires individuals to meet the initial qualifications described below to receive an interim certificate and to then complete the additional requirements as specified with all requirements having to be completed by the end of three years. At the conclusion of the three year interim

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certificate, individuals who have completed the requirements are transitioned to a five-year renewable Standard Instructional Certificate.

- 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 Requirements -- 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 at the completion of the alternative authorization. While this has traditionally been shown through the earning of

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credits, 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.

Attached is the College of Southern Idaho's (CSI) proposal to offer a mastery-based Alternative Authorization – Content Specialist certification program. This route may only be used by districts who have identified an individual they feel is uniquely and highly qualified to teach in a subject area and willing to utilize the Alternative Authorization -- Content Specialist route in partnership with CSI education faculty.

IMPACT

The area in which CSI is located is experiencing the greatest teacher shortage across the state. Both lawmakers and school leaders from Region 4 have expressed a desire for the college to become more active in assisting with quality preparation of teaching candidates using alternative routes to certification. Conditional approval of this program will allow CSI to begin working with districts to fill critical needs as early as fall 2018.

ATTACHMENTS

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|---------------------------------------------------------------------------------------------------------------|---------|
| Attachment 1 – CSI Alternate Authorization – Content Specialist,
Mastery-based proposal | Page 5 |
| Attachment 2 – Professional Standards Commission – Notification
of Recommendation for Conditional Approval | Page 35 |

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are currently conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs meet the Board approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies. The Commission has not reviewed an alternate route outside of routes that are imbedded in a traditional educator preparation program in the past. Professional Standards Commission review is not required for Board consideration. As this is the first Alternate Authorization – Content Specialist program considered by the Board that was not part of a traditional educator preparation program or part of an approved Non-Traditional Route to Teacher Certification (e.g. TFA, ABCTE), the Commission has conducted a desk review of the program proposal and determined at their April 6, 2018 meeting that the proposal provided evidence that the program is designed to meet the Certification Standards.

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The Professional Standards Commission is recommending conditional approval to allow the College of Southern Idaho to begin serving Region 4 through the Alternate Route to Certification by the fall of 2018 in response to a severe teacher shortage in the area. Should the Board approve CSI to deliver this mastery-based Alternative Authorization – Content Specialist program, additional long-term program evaluation processes will need to be established. Currently the Commission is responsible for reviewing traditional and non-traditional approved educator preparation programs. As an approved stand-alone alternative authorization program, this program does not fit neatly into the category of traditional program nor non-traditional program.

Staff recommends approval.

BOARD ACTION

I move to approve the College of Southern Idaho program for conditional approval contingent on additional review once the program is fully implemented and has program completers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____