

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 16, 2018**

TAB	DESCRIPTION	ACTION
1	IDAHO STATE UNIVERSITY ANNUAL PROGRESS REPORT	Information Item
2	DIVISION OF CAREER TECHNICAL EDUCATION ANNUAL PROGRESS REPORT	Information Item
3	HIGHER EDUCATION TASK FORCE – GUIDED PATHWAYS WORKGROUP	Information Item
4	DATA DASHBOARD UPDATE	Information Item
5	BOARD POLICY I.Q. ACCOUNTABILITY OVERSIGHT COMMITTEE – FIRST READING	Motion to Approve
6	BOARD POLICY IV.I. EASTERN IDAHO TECHNICAL COLLEGE – FIRST READING	Motion to Approve
7	PROPOSED RULE 08-0104-1801 – RESIDENCY (POSTSECONDARY TUITION)	Motion to Approve
8	PROPOSED RULE 08-0113-1801 – RULES GOVERNING THE OPPORTUNITY SCHOLARSHIP	Motion to Approve
9	PROPOSED RULE 08-0202-1802 – RULES GOVERNING UNIFORMITY – ALTERNATE ROUTE TO ADMINISTRATOR CERTIFICATION	Motion to Approve
10	PROPOSED RULE 08-0202-1803 – RULES GOVERNING UNIFORMITY – EDUCATOR CREDENTIAL TECHNICAL CORRECTIONS/CLARIFICATION	Motion to Approve
11	PROPOSED RULE 08-0202-1804 – RULES GOVERNING UNIFORMITY – PROFESSIONAL ENDORSEMENT	Motion to Approve

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12	PROPOSED RULE 08-0202-1805 – RULES GOVERNING UNIFORMITY – CAREER TECHNICAL EDUCATOR CERTIFICATION - ENDORSEMENTS	Motion to Approve
13	PROPOSED RULE 08-0203-1804 – RULES GOVERNING THOROUGHNESS – CAREER TECHNICAL EDUCATION – CONTENT STANDARDS – INCORPORATED BY REFERENCE	Motion to Approve
14	PROPOSED RULE 08-0501-1801 – RULES GOVERNING SEED CERTIFICATION	Motion to Approve
15	PROPOSED RULE 47-0102-1801 – RULES GOVERNING EXTENDED EMPLOYMENT SERVICES	Motion to Approve
16	PROPOSED RULE 55-0103-1801 – RULES OF CAREER TECHNICAL SCHOOLS – CAREER TECHNICAL SCHOOL FUNDING FORMULA	Motion to Approve

IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: Educational System Alignment

GOAL 2: Educational Attainment

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for Idaho State University 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.

Idaho State University utilizes an Institutional Effectiveness and Assessment Council framework to support mission fulfillment. Use of ISU's strategic plan drives the college'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.

IMPACT

The annual progress report allows the Board to have an in-depth discussion with the institution regarding the progress they are making toward their strategic plan goals as well as the Board's goals and objectives.

ATTACHMENTS

Attachment 1 – Annual Progress Report

STAFF COMMENTS AND RECOMMENDATIONS

As part of Idaho State University's annual progress report the Board will have the opportunity for an informal discussion with a group of students to discuss their experiences at Idaho State University.

BOARD ACTION

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

ATTACHMENT 1



Idaho State

UNIVERSITY

Progress Report

| July 13, 2018 |

Strategic Plan Implementation

In 2016, ISU adopted a formalized strategic planning model that is process oriented, inclusive in nature and transparent. The 10-step planning model requires extensive interaction between a diverse group of participants by using analyzed data, validated perceptions and their organizational experiences to support the progression through the sequential steps. The interaction and discussion help the group create each of the products. If the group cannot come to a consensus or the step isn't completed to the established standard, then the organization cannot move on to the next step. This process proved itself when creating the University plan but also the other eight college, department and program plans that have followed.

During the development of the products, the experiences and perspectives of a diverse group of faculty, staff, students, and community stakeholders adds to the quality of the plan. This level of inclusion also supports greater buy-in of the plan by the group members as well as their associates. Creating this level of diversity and inclusion is a requirement by the groups asking Institutional Effectiveness to facilitate their planning process.

Regarding transparency, all of the products created throughout the process are shared online and through email at various times with the University as a whole. During the University's planning process, there were multiple feedback sessions for internal and external constituents. The planning group reviewed the feedback and incorporated some of the recommendations into the final products. When creating ISU's strategic plan, as well as the objectives' action plans, ISU has invited the public, local and regional businesses, and state and federal government agencies participate. The stakeholders involvement in the planning process was very well received, and their input was valuable to the planning process. By using an automated dashboard, ISU's leadership can quickly see shortcomings in achieving those objectives based on the outcomes of the measures. In 2018, ISU will transition to Watermark's Taskstream, a nationally recognized enterprise system, that will support the entire campus.

Implementation of the new strategic plan began with the development of action plans. Four project action teams, composed of 20-25 faculty, staff, students and stakeholders, conducted a thorough analysis of the assigned strategic objective using products developed during the planning process. The teams focused on the goals and objectives to create action plans. Once developed, the group presented each action plan to the Institutional Effectiveness and Assessment Council's (IEAC) Steering Committee for review, and final approval was given by President Vailas. Of the nine action plans created, six were approved for implementation. Additionally, objective #4 will be implemented in fiscal year 2019. The delay in implementation of this objective was due to a change in leadership at the presidential level.

The University began immediate implementation of two action plans that did not require special funding, and the two plans are at different stages of execution. The IEAC ranked the remaining action plans against other university priorities during the budget prioritization process. Objectives that are focused on student recruitment, marketing and community interaction remain top priorities. In regards to the retention objective, university-wide discussions resulted in significant changes made in student-centric programs throughout the latter half of the fiscal year. There are high expectations that these changes will result in positive advancement of ISU's retention numbers in FY2019.

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Enrollment Numbers

ISU continues to see gains in Idaho resident enrollment. In Fall 2017 end of term, the institution saw undergraduate Idaho resident new first-time students increase by 143, or 9 percent.

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	
Total Annual Enrollment Full-Time Equivalency (FTE) ¹	10,808	10,589	10,233	9,960		
- Career Technical	810	788	771	747		
- Undergraduate	7,861	7,759	7,378	7,108		
- Graduate	2,137	2,042	2,084	2,105		
Total new degree-seeking undergraduate students ⁷	2,287	1,925	1,777	1,811		
- Idaho Resident	1,630	1,562	1,500	1,643		
- Non-resident	150	143	143	110		
- International	507	220	134	58		
1. Annual full-time equivalency (FTE) is calculated by dividing the total Undergraduate and Professional Technical credit hours (SCH) by 30; total Graduate SCH is divided by 24.						
7. New students in the summer semester enrolled in the subsequent fall semester are counted as “new” in the fall semester.						
Performance Measure	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	
Goal 1: Grow Enrollment						
Objective: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.						
1. Increase full-time, certificate and degree-seeking undergraduate student enrollment and full and part-time graduate student enrollment for FYs 18-22 by 20% (450).	actual	2,648	2,306	2,249	2,282	-----
	target					2,702
1.1 Increase full-time, degree-seeking undergraduate enrollment for FYs 18-22 by 18% (291).	actual	2,012	1,710	1,611	1,658	-----
	target					1,905
1.2 Increase graduate degree-seeking student enrollment for FYs 18-22 by 20% (128).	actual	636	596	638	624	-----
	target					698
Idaho State Board Of Education System-Wide Strategic Plan Measures						
1. a. Number of students enrolled in ISU’s Early College Program (SBOE system-wide Strategic Plan Measure)	actual	2,232	2,435	3,012	3,001	-----
	target	1,800	2,344	2,344	2,344	

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ATTACHMENT 1

Retention Rates

Performance Measure	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	
Goal 2: Strengthen Retention Objective: Improve undergraduate student retention rates by 5% by 2022.						
2. Fall-to-fall, full-time, first-time bachelor degree seeking student retention rate FYs 18-22 Benchmark Definition: A 5% increase in fall-to-fall full-time, first-time bachelor degree- seeking student retention rate beginning from AY 16 (69%) retention numbers (SBOE benchmark -- 80%).	actual	73%	72%	69%	65%	-----
	target					74%
Idaho State Board Of Education System-Wide Strategic Plan Measures						
2. a. Retention rate of degree seeking first-time students¹ (SBOE system-wide Strategic Plan Measure)	actual	73%	72%	69%	65%	-----
	target	75%	80%	80%	74% (ISU) 80% SBOE	
b. Retention rate of degree seeking new transfer degree-seeking students² (SBOE system-wide Strategic Plan Measure)	actual	78%	77%	73%	78%	-----
	target	75%	85%	85%	85%	
1. Full-time undergraduate degree-seeking students enrolled as first-time students in the fall semester or were first-time students in the preceding summer who either graduated or returned the next fall. 2. Full-time undergraduate degree-seeking students enrolled as new transfer students in the fall semester or were new transfer students in the preceding summer who either graduated or returned the next fall.						

Graduation Rates

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
Graduation Rates (Percent of full-time, first time students from the cohort of new first-year students who complete their program within 1½ times the normal program length)	33%	32%	29%	30%

Research and Economic Development

In the areas of Research and Economic Development, the University has identified several objectives that aim to establish ISU as a leading research university in Idaho and the nation. Currently ISU is classified in the Carnegie Classification as a "Doctoral University – Moderate Research Activity." One key goal of these objectives is to work towards ranking amongst the universities that are designated as "Higher Research Activity."

These objectives include several elements that radiate from internal to the university towards external constituents that aid in our success: 1) internal growth of research faculty through startup funding, seed grant, and collaborative research grant support; 2) establishment and investment in cohesive Core Facilities – preferably in one or a limited few locations on campus – to provide superior and even world class facilities to ISU’s faculty, their students and collaborators; 3) the establishment of prominence within Idaho’s higher education system through a more collaborative and integrated partnership with Boise State and University of Idaho. The Higher Education Research Council (HERC) and the Center for Advanced Energy Studies (CAES) are two key conduits through which this objective is leveraged; 4) significantly growing ISU’s relationship with the Idaho National Laboratory (INL) through joint appointments of top level researchers academically housed as faculty in ISU. These joint appointments are supported in the key areas of overlap between ISU and the INL – nuclear science and energy, cybersecurity, materials science, and modeling & simulation (including high performance computing); 5) increasing the portfolio of ISU researchers that participate in, and the amount awarded through extramural grant mechanisms; 6) fostering an inventive and entrepreneurial spirit amongst faculty and the establishment of a strong intellectual property portfolio for ISU through support of the Intellectual Property Foundation.

Over the past year, several successes have been achieved in all of these objectives. A selection of these are listed below:

1) Internal Faculty Support for Research Faculty:

- The Office for Research awarded over \$163,000 in internal grants to ISU faculty and staff, bringing the total internal awards to approximately \$820,000 since FY14.
- The Office for Research successfully transitioned Internal Faculty Travel Grants of \$25k to the college level so that Deans have better discretion over where travel funding was allocated.
- In FY18, the Office for Research awarded \$277,000 in startup funding to incoming tenure track faculty. In many cases, these funds were matched by the respective colleges.

2) Core Facilities:

- The Research Data Center (RDC) Ribbon Cutting/Opening was held in August 2017. The use of this facility is increasing significantly and integration with IRON has occurred and with CAES is proposed. The RDC will also link with the expanding Core Facility space in the Eames Complex.
- Moves of two Core Laboratories to the 50,000 sq/ft Research Footprint in the Eames Complex, with accompanying remodeling have been completed, including “swing” office space: a) Materials Analysis & Microscopy Lab (MAML); b) Center for Archaeology, Materials, and Applied Spectroscopy (CAMAS). This created a long-desired optimization of research, operations and maintenance in core laboratories with complementary missions and provides researchers, faculty and graduate students with world-class equipment and experimental preparation space.
- Components of the Informatics Research Institute (IRI), the GIS Training and Research Center (GIS TReC), and the Idaho Virtualization Laboratory (IVL), located in the Idaho Museum of Natural History, will be relocated to appropriate interactive spaces in the Eames Complex to further supplement the synergy of these core facilities, and provide faculty researchers with state of the art resources.

3) Establishment of Prominence in Idaho Higher Education Research:

- The Office for Research sponsored 96 Career Path Internship (CPI) students with salary expenses of \$286,557, 43 graduate students with salary expenses of \$400,658. Many of these students are interns outside the University in Industry, Commerce and the INL.
- Twenty-three posters were presented, with approximately 50 students participating in the FY 2018 undergraduate research symposium funded by HERC, and held on the ISU campus. Forty-five undergraduates represented ISU at the annual Idaho Undergraduate Research Conference in Boise in July 2017, while at this time 10 have already signed up for the 2018 Conference.
- A goal of the NSF EPSCoR project is to increase underrepresented minority student participation. ISU had 13 URM students participating in EPSCoR research.
- Strong leadership and collaboration by ISU faculty are prominent in the statewide EPSCoR and IDeA Network of Biomedical Excellence (INBRE) programs.
- Two STEM cafés were held to introduce female students to STEM careers. This initiative was held with INL collaboration. Forty-seven students participated in Pocatello and Idaho Falls.
- The Office for Research facilitated the involvement of ISU in the first Idaho Department of Commerce IGEM award that involved a collaborative effort of multiple Idaho universities (ISU and Boise State).
- ISU's Vice-President for Research has been elected as the Chair of HERC as of July 1, 2018.

4) Growing ISU's relationship with the INL:

- The Office for Research initiated a new relationship with the Idaho National Lab (INL) sponsoring the first CPI students to intern at the INL. Two of these students have been hired by the INL and several more CPI students are currently working there.
- Two Joint Appointments in the cybersecurity space between ISU and the INL have been made. Dr. Larry Leibrock and Mr. Sean McBride, both nationally recognized experts in cybersecurity are jointly appointed through ISU (Informatics Research Institute and College of Technology respectively for ISU) and the National and Homeland Security Directorate (NHSS&T) of the INL.
- In partnership with the INL, a post-doctoral position in Energy Policy was established. Dr. Aditi Verma, a graduate of MIT, under the mentorship of Dr. Donna Lybecker (ISU Political Sciences), will be working in Paris with Director General William Magwood of the OECD Nuclear Energy Agency (NEA) once her visa is approved.
- The Office for Research facilitated ISU's representation of more than 20 faculty members from numerous departments at 3 meetings held at CAES in December 2017 and January 2018, designed to develop collaboration between INL and Idaho universities. Several of the partnerships created through these meetings have been funded through a newly established CAES mechanism.

5) Growing Extramural Research Funding:

- During CY17, the Office for Research assisted Faculty with submitting 294 proposals for external funding, requesting \$53,557,976, while processing 224 externally funded awards totaling \$19,828,530. The Year-to-date figures for FY18 have not been finalized, but the trend is for an increase in number of awards received compared to the previous FY, and a comparable dollar amount awarded. Number of proposals are up significantly compared to the previous year.

6) Fostering Intellectual Property Growth and Entrepreneurship:

- Over the past year, three patent applications were filed on new technologies discovered by ISU researchers.
- Partnerships were created with U.S. and International companies for the development of two potential pharmaceutical compositions, a pharmaceutical process, and an unmanned Aerial Vehicle (UAV) development and manufacturing program.
- The ISU Intellectual Property Foundation Board was reconstituted with new members and goals for 2018.
- ISU business teams won First Place, 2 runner-up awards, and Honorable Mention awards at the 2017 Idaho Entrepreneurship Challenge.
- The Early Stage Innovation of the Year Award by Idaho Technology Council (ITC) was awarded to Jon Stoner, Deputy Director/Director of Technical Operations at the Idaho Accelerator Center (IAC), a core facility of ISU.

Academic Affairs

Academic Affairs developed partnerships with the College of Southern Idaho, College of Eastern Idaho, and College of Western Idaho to create 2+2 pathways for students to assist in their seamless transfer to ISU. We are working with over 50 programs at the community colleges to build transfer agreements that are major specific.

First Year Transition increased academic coaching contacts with first-year students by more than 300% (5,646 to 19,354); increased Bengal Bridge enrollment by 44%; nearly doubled the number of classes offered during Bengal Bridge (+83%); increased the number of underrepresented populations participating in Bengal Bridge; and coordinated ISU's Early Registration in 2017.

International Programs Office (IPO) established two new Study Abroad opportunities for students; the University of Almeria in Spain and Ibaraki University in Japan. IPO partnered with ISU's College of Science and Engineering began a new joint degree program with the Henan University of Science and Technology in China. This program has the potential to bring 100-150 new Chinese students each semester in Mechanical and Civil Engineering majors. IPO also conducted targeted advising of 61 students who were on probation and saw a 45% improvement in academic standing and another 22% were able to maintain the previous standing without dropping further.

College of Arts and Letters

The College of Arts and Letters' first accomplishment was through its Liberal Arts High program. Since January 1, Arts and Letters professors visited more than 9,000 Idaho middle and high school students. They traveled thousands of miles across the state and gave presentations related to their areas of expertise. In 2017, Arts and Letters launched its Road Scholars Scholarship program. Through the program, it helped 14 high school students attend ISU by giving them scholarships. Faculty and Staff surprised them with the scholarship during an assembly, classroom or small meeting, and told them that they had received more than \$120,000 in ISU scholarships just by applying. The scholarship program had an 87% yield rate, and included recipients friends and siblings joining them at ISU too. New in-state student enrollment for those declaring majors in Arts and Letters increased from 215 in Fall 2016 to 378 in Fall

2017, a 75.8% increase. Arts and Letters also saw substantial enrollment increases in the three counties it focused our Liberal Arts High efforts on: Bannock, Bingham, and Bonneville. The 2016 to 2017 enrollment increases for these counties include Bannock, 44.3%; Bingham, 90%, and Bonneville, 122.6%, resulting in an overall increase of 64.8%.

The College was also successful in several departmental outreach efforts. Arts and Letters brought over 3,200 elementary and high school students for theatre matinee performances and the annual one-act competition, housed hundreds of students for six summer camps, and entertained thousands of students through the various music concerts including Opera Idaho, International Choral Festival, the Marching Band Invitational, and more.

Another Arts and Letters accomplishment was the start of its on-campus dual-enrollment pilot program. The program was implemented on campus in the fall for local high school students to take courses from ISU professors that aren't offered at their high schools. The courses allow students to receive college and high school course credit simultaneously while satisfying ISU general education requirements. The College received approval for the commuter bus to bring high school students in Fort Hall, Snake River, and Blackfoot to campus to participate in the program as well. The pilot program allows the College to help Idaho high school students prepare for College while still in high school and build relationships that facilitate recruitment and retention. This program also helped the College increase graduate enrollment by working with local dual-enrollment teachers to get them enrolled in our graduate programs for advanced teacher training.

College of Business

In January, the Board of Directors of the AACSB ratified the Continuous Review Improvement Committee's recommendation, granting the College of Business programs in business and accounting AACSB accreditation through 2022. Few Colleges of Business carry AACSB accreditation, and fewer still carry accreditation for both business and accounting. This accreditation puts ISU's College of Business in the top 3% of Colleges of Business worldwide.

The Department of Accounting successfully launched the Master of Taxation (MTax) to meet the needs of local, regional, and national accounting firms. The Healthcare Administration program successfully transitioned from the Division of Health Sciences to the College of Business, and the first Master of Healthcare Administration (MHA) in the State of Idaho was approved by the State Board of Education.

The Center for Entrepreneurship and Economic Development (CEED) qualified eight teams, with a total of twenty-two students, for the 2017 Idaho Entrepreneur Challenge hosted by Boise State University. Idaho State University students placed first in the Agriculture and Agriculture Tech category, winning \$15,000. In total, ISU teams brought home \$22,500 in prize money and educational experience to last a lifetime.

College of Education

In Fall 2017, the College of Education accepted the first cohort of students into the Master of Arts in Teaching (MAT) program. This program was developed to support teachers in Alternative Route placements to receive their teaching certification. Both the MS in Human Resource Development and the MPE in Athletic Administration were accepted for Western Regional Graduate Program (WRGP) enrollment. Enrollment for these programs commenced in the fall of 2017.

The COE hosted its second annual ISU Future Educator Day in spring, 2017. It hosted 186 high school students that resulted in a 167% increase from last year's event. Students who attended learned about teaching as a profession and got to experience life as an ISU student for the day. Thirty percent of high school seniors at this event matriculated to ISU in the fall of 2017. The College hosted the 17th Annual National Girls and Women in Sports Day Event with Hillary Merkley serving as the keynote speaker. In March 2017, the COE hosted the Bellon Visiting Author Series and highlighted national renowned children's author S.D. Nelson. The COE hosted the 8th annual Business Professionals of America (BPA) Fall Leadership Conference. This conference is designed to bring BPA and Family Career and Community Leaders of America high school members to the ISU campus for a day. Guest presenters including Conner Board, producer and morning anchor of KPVI News 6, ISU Ambassadors, and faculty and staff from the College of Education, the College of Business, the Student Success Center, and members of the ISU College of Education BPA.

College of Science and Engineering

The College of Science and Engineering saw many faculty successes. Ed Tatar, physics associate professor, and three doctoral students are participating in a global, mega-science experiment involving 1,000 other researchers from 30 countries who are studying neutrinos, which are subatomic particles with unusual properties. Shannon Kobs Nawotniak, assistant professor in the Department of Geosciences, is a co-investigator joining a NASA and NOAA study of underwater volcanoes on the Pacific Ocean seafloor that has implications for searching for life on a distant moon of Saturn, Enceladus. The three-year study titled "Systematic Underwater Biogeochemical Science and Exploration Analog (SUBSEA)," will bring in about \$365,000 to ISU and fund two graduate students. Dave Pearson, geosciences assistant professor, is collaborating on a National Science Foundation \$570,000-funded study, of which ISU's portion is about \$172,000, to better understand how mountain ranges in Central Idaho and Southwest Montana formed. Alba Perez-Gracia, chair and associate professor of mechanical engineering, is lead researcher on a collaborative project with Texas A&M and California State University, Fullerton to create a virtual reality system that will potentially assist with arm rehabilitation for people who have suffered from strokes.

Marco Schoen, professor in the Department of Mechanical Engineering, traveled to China to work on his collaborative research project "Active Flow Control of Axial Compressor Systems." This project is in collaboration with the Chinese Academy of Science and the Institute of Engineering Thermophysics in Beijing, China. The project has a budget of approximately \$800K. Related to supporting students in research, the Department of Biological Sciences created a Research Committee to ensure that every biological science undergraduate student interested in research will have the opportunity to participate in faculty-led research.

The College of Science and Engineering also had a number of outreach efforts focused on K-12. This summer, eight Southeast Idaho high school students gained hands-on chemistry lab research experience at ISU through the American Chemical Society's (ACS) Project SEED. ISU Physics and Pocatello Kiwanis hosted the Haunted Science Lab October 28-29 at the Pine Ridge Mall. The Department of Chemistry teamed up with the Idaho Museum of Natural History to offer free summer STEM camp experiences to more than 300 youth from underrepresented populations. The Chemistry Department is in the third year of a 5-year STEM education grant. This was awarded to the Department of Chemistry by the National Science Foundation. The grant allowed the department to offer scholarships to more than 24 students. More than 600 regional junior high and high school students attended Bengal STEM Day 2017. The College of Science and Engineering saw an enrollment growth of 2% for Idaho residents.

College of Technology

The College of Technology's average job placement rate last year for students graduating from a career and technical program was 98 percent. Graduates included the first cohort of students from the Veteran to Nurse program, all of who passed the rigorous NCLEX-PN exam.

The College of Technology was also the recipient of a \$2.5 million lead donation for a capital campaign that resulted in renaming the RISE Building the William M. and Karin A. Eames Advanced Technical Education and Innovation Complex. While renovations are currently underway to move several more programs into the new facility, some administrative offices and programs have already moved to occupy portions of the building including the Computer Aided Design Drafting and Computerized Machining Technology programs. Additional contributions of \$350,000 were made to the capital campaign in 2017, and more than \$400,000 were made to the College for other, unrelated development efforts. Gift-in-kind donations of tools, equipment, and other materials were totaled over \$198,000 including a \$41,000 airplane for the Aircraft Maintenance program.

College of Technology research and grant opportunities continued to increase over the course of the year, and we are proud to be one of the leading colleges in the number of grants awarded at Idaho State University. Grants included the prestigious \$200,000 Battelle Energy Alliance Educational Support program grant, which marks the seventh straight year of this funding support. Another key grant was the IGEM grant awarded to the Robotics program for advanced technical research involving innovative hockey protection equipment.

Kasiska Division of Health Sciences

The College of Pharmacy and the University of Alaska Anchorage cohort began with the enrollment of 12 students in the second PharmD class in Anchorage Alaska. Anchorage now has its full facilities in place to meet accreditation requirements. The College also completed its accreditation and self-study; a Joint CE Accreditation with Pharmacy, Nursing and Medicine; and it started up a Bengal Pharmacy business collaboration with Adams County Health Center Pharmacy in Council, Idaho, in September 2017.

The School of Nursing graduated its first Ph.D.; increased enrollment in traditional and accelerated programs across the state by 20-30 students; is working towards developing a simulation center of excellence; and re-initiated a Master's of Science in Nursing Education.

Medical Lab Science (MLS) received the maximum 10-year NAACLS reaccreditation. MLS Launched Bengal Lab and its students helped provide lab testing and results for 500 people in the Bengal community through last year's health fairs. Additionally, about 80% of the 2016-2017 MLS cohort gained employment before rotations were complete, and 100% of Radiographic Science students attained a 100% pass rate on the registry (national certification exam) and 100% job placement rate.

Physician Assistant Studies (PAS) received multiple scholarships and grants including four \$4,000 Latino Health Track HRSA funded scholarships, a HRSA funded for Pathway to Diversity Grant, and a HRSA funded Medication Assisted Therapy grant for treating opioid addiction. Additionally, a number of PAS students enrolled in the graduate certificate in Spanish for Health Professions, which has increased by 2300% (0-23 students).

Dental Hygiene initiated its early admission program; it completed its accreditation site visit in 2017; and students in Idaho Falls began a partnership with the new College of Eastern Idaho. Advances in the clinics included digital radiography. Ten graduate students completed their Master's Degree in Dental

Hygiene and 26 undergraduate students graduated with a 100% pass rate on their clinical dental hygiene board exam last summer.

Dental Sciences had their accreditation renewed by Idaho Advanced General Dentistry for the maximum seven years. The program advanced the capabilities by being able to make crowns on same-day appointments for patients. The program-guided surgery that uses CAT scans to make templates to place implants, and the program filled all of its spots for next AY.

Family Medicine proposed to expand global medical education to retain physicians in the state through psychiatry residency and an expansion of its current residency through a possible hospitalist fellowship and a rural training track for Eastern Idaho. Family Medicine developed a transition of care curriculum that focuses on hands-on with patients coming out of the hospital to prevent readmission. It expanded a surgical OB track to teach residents with how to do C-sections and a Rural Training Track – groundwork to establish a new rural training track in Rexburg, Idaho. The Pharmacotherapy Residency program celebrated its 20-year anniversary by expanding the program from two to three residents. The Clinical Research Center was awarded two Patient-Centered Outcomes Research Institute (PCORI) sub-contracts and is conducting new research study evaluating the efficacy of the new Clostridium Difficile vaccine. Health Care Quality created a new division of healthcare sciences course on quality improvement.

The Institute of Rural Health's (IRH) Area Health Education Center (AHEC) on the Pocatello campus received funding through the University of Washington/HRSA for \$386,250. The Traumatic Brain Injury Project was featured in the US Department of Health and Human Services, Administration for Community Living's April 2017 newsletter. Additionally, IRH received an AmeriCorps grant from the Corporation for National and Community Service.

ISU-Meridian

The Meridian campus had its largest Commencement ever held. Conferred a record 297 degrees and 191 students participated in commencement, including 97 students from Renaissance High School who graduated with their Associate of Arts degree; 2017 was the largest number of high school students to graduate from ISU since the inception of the program. Student Services staff met with over 3,500 students throughout the year. This included about 2,500 contacts (emails, phone calls, and in person) for the Director of Enrollment and Student Services and 1,006 contacts for the Assistant Director of Recruitment and Student Services. Thirteen field trips/group tours were coordinated through the Student Services in 2017.

ISU-Idaho Falls

In partnership with College of Eastern Idaho, ISU appointed an academic advisor and program coordinator to be housed at the newly established College of Eastern Idaho. ISU-Idaho Falls plans to greatly expand the number of faculty and courses at its Idaho Falls campus in coming years, offering more degree programs and graduate-level classes centered on science and engineering, technology, energy and the environment.

ISU envisions transforming the Idaho Falls campus to a polytechnic institute with research ties to neighboring Idaho National Laboratory. The Idaho Legislature provided \$1.8 million to jump-start the initiative and \$1.4 million in ongoing funds during the 2017 session. More faculty and classes will help the campus establish itself as a "degree-completion center" rather than a place that students temporarily attend to complete general education requirements before moving or commuting to Pocatello.

ISU began the process of creating a polytechnic initiative with the development of a Polytechnic Steering Committee established by the Vice Provost for Academic Strategy and Institutional Effectiveness. The steering committee is composed of deans from the College of Science and Engineering, Business, and Arts and Letters, as well as members of the Idaho Fall's campus and representatives from the University of Idaho, Brigham Young University-Idaho, the College of Eastern Idaho, and Idaho National Laboratory. The steering committee completed an analysis of polytechnic initiative's strengths, weaknesses, opportunities, and threats, a vision statement, and a mission statement. These documents will guide ISU in the development of future programs and curriculum, a hiring and support plan, and in identifying future opportunities to support Idaho students, industry, and businesses.

ISU-Twin Falls

The Twin Falls Campus increased ISU's presence on the College of Southern Idaho (CSI) campus. With three new TRiO staff and two new resident faculty members, there are now 10 full-time ISU employees located on the CSI campus. It increased proctoring services for students headed to the main campus. Staff trained to administer TEAS for the College of Nursing, ALEKS, and Accuplacer for the College of Technology and ALEKS for academic students. During 2017, the staff proctored 58 tests including class tests for local and commuting students. Employees represented ISU at the CSI Summer Spanish Institute held in Hailey each summer. The campus registered 14 participants for graduate credit. It also offered a Higher Education Advising Day at the CSI Blaine County Center in October. The Campus collaborated with ISU Graduate School on local New Student Orientation and local GRE prep course. It organized the Magic Valley graduation celebration to honor December 2016 graduates and May 2017 graduates; 66 undergraduate students, 14 master's students, and 9 doctoral students were honored. Representatives met with Twin Falls City Economic Development to discuss strategies to increase our visibility in the region for higher education and professional development opportunities.

University Advancement and Community Partnerships

As an integral component of the community, ISU continues to develop partnerships and affiliations through the exchange of knowledge, resources and expertise. ISU remains focused on engaging with the community and enhancing existing relationships, especially through social and cultural events, clinical services and other economic opportunities.

The Idaho State University Foundation remains fully committed to working with ISU in achieving its goals and objectives through philanthropy. The Foundation is ready to work with the University in preparing and planning for the University's second comprehensive capital campaign, and in working with President Satterlee to determine how best to move forward ISU's objectives through private support. In 2017-18, the ISU Foundation received \$13 million in cash and deferred gift commitments, its third best fundraising year in history.

The ALSAM Foundation continues to take keen interest in ISU, particularly at ISU-Meridian. This year, the Foundation received a \$3.85 million cash gift to fund expansion of the Meridian Health Science Center, naming the complex for Sam and Aline Skaggs. Total giving for the ALSAM Foundation at the Meridian facility now exceeds \$10 million. A new proposal is also in the works for ALSAM to consider another legacy gift to enhance that campus.

Supporting ISU students has always been a high priority for Advancement. Foundation board members are motivated when they see ISU students graduate and continue on to productive careers. Sixteen years

ago, ISU presented Jon Huntsman with an honorary doctorate, and at that time, Jon and Karen Huntsman pledged \$50,000 annually for Idaho student scholarships. They later increased that amount to \$100,000 yearly, and this year Karen increased it again to \$200,000 annually. Incredibly, Huntsman support has directly helped 255 students to graduate, and have gifted \$1.6 million toward moving the University forward.

Scholarships and other programs are also supported by the endowment. The Foundation's endowment grew this past year from \$51 million to \$58 million, with a first-step goal of reaching \$100 million for University support.

Another unique partnership between the University, the ISU Foundation and Idaho communities is Bengal Pharmacy. These telepharmacies, originally located in Pocatello and Arco, were created to assist small rural communities that were losing their pharmacies and the critical services provided to citizens. The benefits of these ISU partnerships extend far beyond prescriptions. Students and faculty receive the opportunity to learn, serve and engage as a community pharmacy in areas that have great need. The sincere expressions of deep appreciation for Bengal Pharmacies in Pocatello, Arco, Challis, Council and Kendrick have paid rich dividends for these unique partnerships.

Last year, ISU focused on enhancing partnerships by visiting more than 50 regional businesses that are alumni owned or operated. During the visits, which were live streamed on social media, the ISU Alumni Association featured ISU graduates who are making a difference in their careers. Upwards of 70,000 people viewed the business showcase videos online, and the response was overwhelmingly positive.

Another community outreach effort last year included ISU's annual Celebrate Idaho State event, which attracted more than 3,000 community members to campus to tour programs and learn about the institution. The event began as a community partnership eight years ago, and it continues to grow annually in attendance and support. Changes to the format of the event last year refined the focus to support recruitment efforts and highlight top-level university achievements.

Outreach efforts in the community by ISU resulted in a steady increase in royalties collected through the sale of collegiate licensed apparel. Last year, royalties collected increased by more than 4 percent, and total units sold was up 10 percent in comparison to the previous year. The increase in ISU apparel sold was the direct result of actively marketing in the community and an ongoing promotion of Bengal Wednesday.

A multi-year web migration project was completed in June 2017 to better meet the needs of ISU's constituents. Terminal Four, the institution's new content management system, enables ISU to effectively brand its website, provide timely online updates and ensures all web content meets federal accessibility standards. The new website is also adaptable to mobile devices and tablet screens. Additionally, ISU purchased and implemented SiteImprove, an online program, to regularly audit university web pages for accessibility concerns and potential shortfalls. To date, more than 5,000 web pages are audited weekly by the program.

Campus Improvements

ISU has made a number of enhancements and improvements to campus facilities, including building out the final shell space in our Sam and Aline Skaggs Health Sciences Center at ISU-Meridian and relocating

College of Technology programs into the Eames Complex. Most importantly, ISU plans to launch a master planning effort in fiscal year 2019 under the direction of President Satterlee. The master plan will guide ISU in the future to effectively strategize current and future facility needs.

As a team in FY 2018, ISU Facilities managed 54 Division of Public Works projects valued at \$8,153,530. In total, 17 projects valued at \$5,853,931 were completed and closed out. ISU also managed 375 Internal Project and Space Requests valued at more than \$40 million.

Campus improvement project highlights include:

1. Remodeled and relocated College of Technology administrative offices, Computerized Machining Technology and Computer Aided Design Drafting programs into the Eames Complex.
2. Replaced the lighting in Holt Arena with new LED lights and ultimately achieved a \$65,000 annual energy savings. ISU received an Idaho Power energy incentive in the amount of \$219,118 for the project.
3. Completed the \$1.8 million remodel of four biology teaching labs in the Gale Life Science Center.
4. At ISU-Meridian, completed a \$3.6 million physical therapy and occupational therapy expansion, which included 30,000 square feet of additional distance learning labs and classrooms. The project also drained and replaced the substandard glycol from the entire Meridian hydronic system.
5. Completed extensive remodel projects of the Public Safety Office, Family Dental Clinic and Camas Research Lab.
6. Completed a five-year parking lot maintenance plan to better inform the use of limited parking lot maintenance resources.

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT: Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

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

Dwight Johnson, State Administrator of the Division, will provide an overview of Division's progress in carrying out the agency's strategic plan.

IMPACT

The annual progress report allows the Board to have an in-depth discussion with the agency regarding the progress they are making toward their strategic plan goals as well as the Board's goals and objectives.

ATTACHEMENTS

Attachment 1 – Progress Report

BOARD ACTION

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

ICTE Annual Report

Idaho State Board of Education

August 16, 2018

We prepare Idaho's youth and adults for high-skill, in-demand careers.



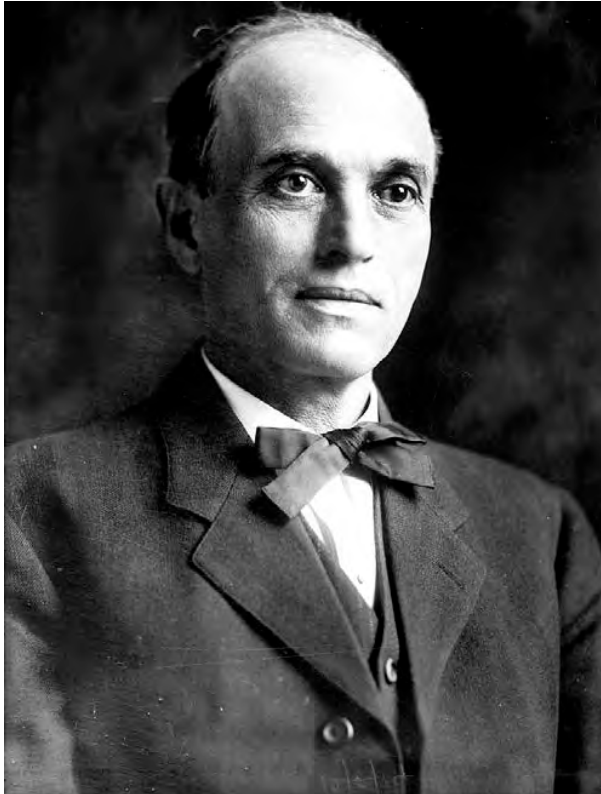
Dwight Johnson, ICTE State Administrator



The value of Career & Technical Education

- Connects students to real careers
- Provides a talent pipeline for Idaho's business
- Makes education meaningful through applied learning

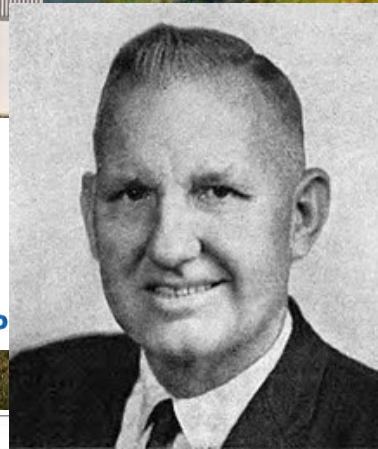
We prepare Idaho's youth and adults for high-skill, in-demand careers.



Celebrating 100 years of CTE In Idaho

Governor Moses Alexander signed legislation on March 4, 1919

Positive Momentum Nationally and in Idaho



We prepare Idaho's youth and adults for high-skill, in-demand careers.



Secondary CTE Budget: \$16.83 Million

- 718 Programs
- 59,575 individual students enrolled in CTE courses
- 7,783 CTE concentrators (taking a sequence of CTE courses)
- 11,362 students enrolled in career & technical high schools



- **66%** of CTE high school concentrators went on to college compared to 48% of all Idaho students
- **96%** of CTE high school concentrators found a job or moved into postsecondary education, or went into the military

We prepare Idaho's youth and adults for high-skill, in-demand careers.



Postsecondary FY19 Budget: \$54.51 Million

- 6 Technical Colleges
- 5,754 students enrolled
- 3,383 degrees / certificates earned in 2016



96% of technical college completers found jobs or continued their education.



We prepare Idaho's youth and adults for high-skill, in-demand careers.



Workforce Training Centers:

Provide short-term, customized training solutions for area employers

REVENUE:

- ICTE provides \$1.23 million for administrative assistance
- Other revenue is from student fees and Industry contracts

2016-17 School Year	Total	CSI	CWI	CEI	ISU	LCSC	NIC
Headcount	44,788	6,446	8,741	10,549	9,621	3,345	6086
No. of Classes	6,005	490	1,397	2,677	523	538	380

Adult Education: \$3.44 Million

- 4,931 participants
- 87% completed GED
- 66% retained or improved employment

Centers for New Directions: \$1.14 Million

- 356 participants (Single Parents)
- 89% entered or continued an educational training program



We prepare Idaho's youth and adults for high-skill, in-demand careers.



Idaho received
\$5.8 million in
“Perkins” funding
last year.

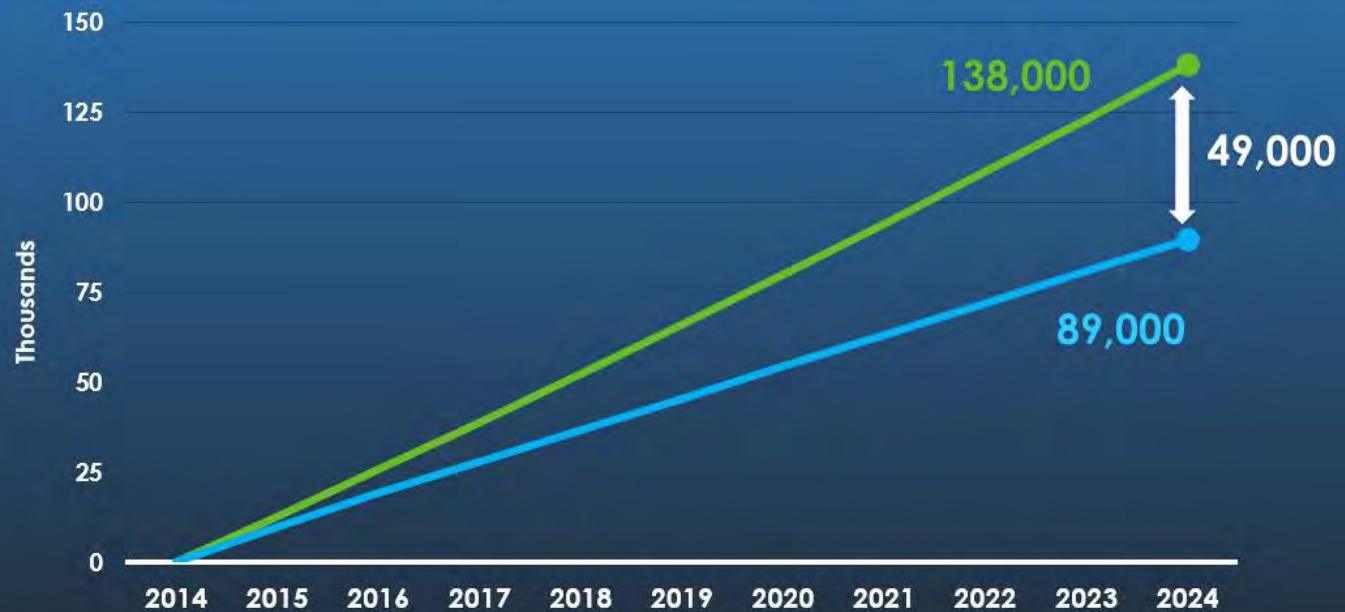
Highlights of “Perkins V” Reauthorization:

- Effective July 1, 2019
- 4-year State Plan
- Comprehensive Needs Assessment
- 5 Secondary Measures
- 3 Postsecondary Measures
- State set aside to recruit special populations

Our Challenge: Labor Supply

Projected Growth in **Jobs** and **Workforce** 2014 – 2024

IDAHO
DEPT. OF LABOR

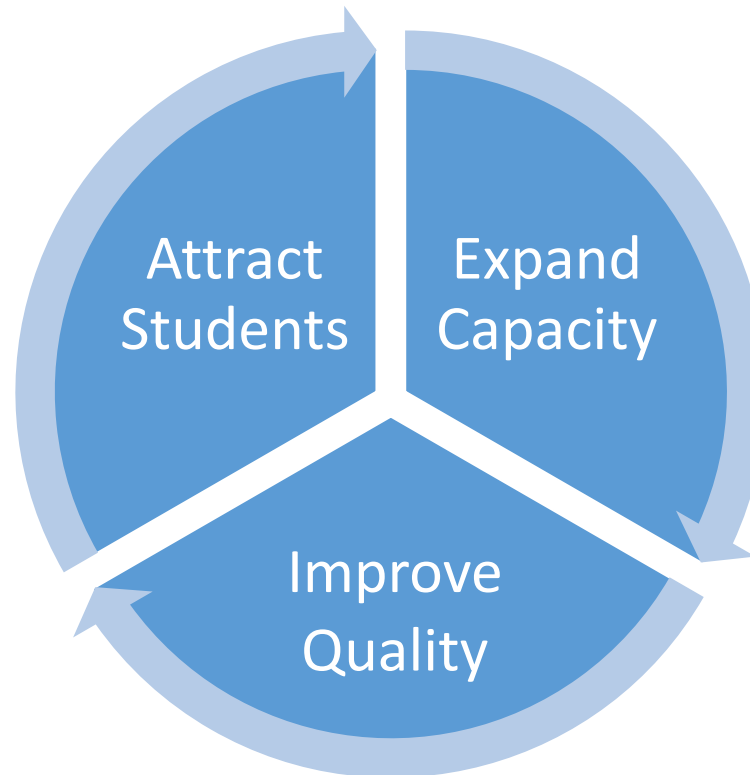


Source: Idaho Department of Labor Long Term Industry Projections and Population Forecast

We prepare Idaho's youth and adults for high-skill, in-demand careers.



Career Pipeline for Students Talent Pipeline for Industry



We prepare Idaho's youth and adults for high-skill, in-demand careers.



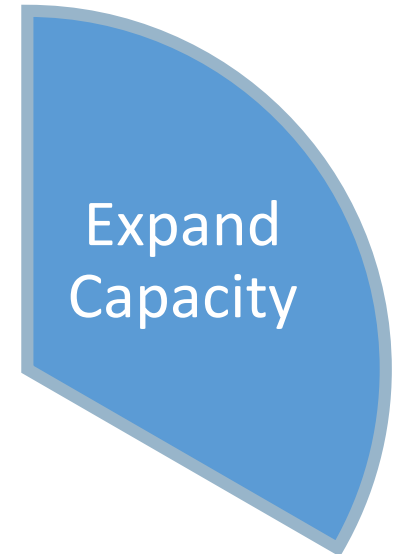
Attract
Students

- **Improving CTE Image**
- **Customized Recruitment Toolkits**
- **CTE in the Middle School**

We prepare Idaho's youth and adults for high-skill, in-demand careers.



- **Overall Funding Increases**
- **Postsecondary Capacity Expansion**
- **Secondary Capacity Expansion**
- **Building a CTE Teacher Pipeline**



We prepare Idaho's youth and adults for high-skill, in-demand careers.



- **Performance Metrics**
- **Workforce Readiness Incentives**
- **Program Alignment**
- **Professional Development**
- **Work Based Learning**



We prepare Idaho's youth and adults for high-skill, in-demand careers.



EDUCATING FOR THE AGE OF AGILITY

THE GOVERNOR'S CONFERENCE ON THE FUTURE OF WORK

Tuesday, September 11, 2018
J.R. Simplot Headquarters, 1099 W Front Street, Boise



in partnership with



J.A. and KATHRYN
ALBERTSON FAMILY
FOUNDATION



Thank you!



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 16, 2018

SUBJECT

Higher Education Task Force - Guided Pathways Workgroup

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...)
October 2017	Board assigned the 12 Task Force Recommendations to one or more of the Board's standing committees for prioritization and initial implementation planning.
December 2017	Board approved implementation prioritization of the Higher Education Task Force recommendations at the committee level.
February 2018	The Board received an update on the implementation of the Higher Education Task Force recommendations.

ALIGNMENT WITH STRATEGIC PLAN

Full implementation of the Higher Education Task Force (Task Force) Recommendations will impact all three of the Board's strategic plan goals.

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 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 increased progress in meeting the Board's 60% College Attainment goal, and transition the existing state-funding formula for higher education to a formula that focuses on student completion. The Board formally adopted the recommendations at the September 29th Special Board.

At the October 2017 regularly scheduled Board meeting the Board assigned the various recommendations to Board's standing committees; Business Affairs and Human Resources (BAHR), Instruction, Research and Student Affairs (IRSA), and Planning, Policy and Government Affairs (PPGA). Each of the committees were assigned the task of prioritizing their assigned recommendations. Committee

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 16, 2018

priorities were brought back to the Board for consideration at the regular December Board meeting. The Board approved all prioritization recommendations as submitted. The PPGA Committee was assigned the lead on the Guided Pathways recommendation with the implementation work split between the PPGA and IRSA committee. The PPGA Committee was tasked with developing an implementation plan for K-12 and postsecondary transition recommendations.

As part of this work, Board Member Critchfield convened a workgroup comprised K-12 educators and postsecondary staff that work with advising students. Of the 69 invites, 35 individuals participated (Attachment 2) in two full-day meetings to discuss guided pathways for K-12 students. The focus of the work during these two days were identifying strategies for advising students in elementary and secondary school and helping them through the transition to some form of postsecondary education. The work group identified 24 strategies and then consolidated those strategies to 16 recommendations. The group then prioritized the 16 recommendations. The work group recommendations are provided in priority order as Attachment 1.

IMPACT

This item will inform the Board of the progress being made toward implementation on the Higher Education Task Force recommendation P-20 Guided Pathways.

ATTACHMENTS

Attachment 1 – K-12 Guided Pathways Workgroup Recommendations
Attachment 2 – K-12 Guided Pathways Workgroup Participants
Attachment 3 – Near Peer Advising Model Analysis
Attachment 4 – North Idaho College Connect Advising Program Outcomes
Attachment 5 – Transition Coordinator Advising Model Description
Attachment 6 – Higher Education Task Force Recommendation Assignments

STAFF COMMENTS AND RECOMMENDATIONS

This agenda item will update the Board on initial recommendations for strategies to help students receive the college and career advising that they need to be prepared to make decisions about postsecondary education when they leave high school. In addition to this group the IRSA committee is working with the institutions on implementation of the Complete College America game changes adopted by the Board and staff have convened two meetings (Idaho Futures) to work with K-12 and postsecondary staff that provide advising to students. The Idaho Futures group focused on the hand-off between high school and postsecondary institutions. The work of these groups is being coordinated through the Board office, allowing each group to focus on different aspects of the P-20 pipeline.

Of the 16 recommendations from the work group, many are in progress:

- The FY 2020 Budget Request includes a line item request for funding to scale up the parent academy work started at Boise State University and the

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College of Southern Idaho and funding for a system-wide contract for software that would create a system-wide transcript for high school students taking dual credit courses. (Recommendation 1 and 5)

- The NextSteps website provides resources for college and career advising and career exploration through the Career Information System. Additional efforts need to be made to increase the visibility of the site with parents and to assure the information on the site is culturally relevant. (Recommendation 4)
- The Career Information System provides curriculum for school districts to use in class on for career exploration and the Idaho Digital Learning Academy provides an eighth grade career exploration course. (Recommendation 9)
- In 2017 a large group of stakeholders worked with Board staff, Department of Labor Staff and Department of Education staff to develop common descriptions of college and career advising models school districts could use pursuant to Section 33-1212A, Idaho Code (College and Career Advisors and Student Mentors). This group identified six models. Each of these models can be found on the NextSteps Website and was shared with school districts and charter schools. Near Peer Mentoring and the Transition Coordinator Model are included in these models. Attachment 3 provides an analysis of the impact of the Near Peer Model used in our Idaho school districts. Attachment 5 is the description of the Transition Coordinator model and Attachment 4 shows the success North Idaho College has had with their “NIC Connects” program. This program is an example of the Transition Coordinator model. (Recommendation 11)
- In 2017 the Board incorporated College and Career Readiness Competencies into IDAPA 08.02.03 as an additional content standards student must master by the end of the 12th grade. (Recommendation 12)

The discussion with the Board will help staff identify next steps for moving forward with development of an implementation plan regarding the guided pathways recommendation.

BOARD ACTION

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

K-12 Guided Pathways Workgroup – Prioritized Recommendations

1. Parent Academy
2. Communication/Outreach to parents and students, increased parent and student engagement
3. Transition Coordinators/Near Peers statewide (in all high schools), consistent first year postsecondary experience
4. Parent Portal – resource for college and career advising and career exploration
5. Common Transcripts (HS/Dual Credit)
6. School Counselor Roles/Duties defined (eliminate non-school counselor duties from current tasks)
7. Simplify Advanced Opportunities Administration
8. BEST, AVID, etc. (Student Type) Programs funded/provided statewide
9. Create a uniform K-12 career exploration class
10. Liaison/better customer service/reduce confusion (between K-12 and postsecondary)
11. Uniform Terminology (including postsecondary titles for advisors, single identified point of contact, consistent use of defined transition coordinator model)
12. Senior Projects (expand to include more career exploration/internships) – Require to be more meaningful
13. New standards of Life Skills added to existing content standards
14. College and Career Advising Centers around state with trained staff in college and career advising
15. 8th grade advising overhaul (start earlier)
16. System-like Approach to (LEA) College and Career Advising plans (develop best practices)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 16, 2018**

ATTACHMENT 2

K-12 Guided Pathways Workgroup Participants

Name	School/District	Role	Nominated By/Category
Byron Yankey			OSBE
Charles Diemart	Owyhee Elementary/Boise SD	School Counselor	ISCA
Cheryl Charlton	IDLA		IDLA
Cindy Beck	Orofino Jr-Sr High/	School Counselor	IEA
Darci Peterson	Vallivue High School	Career Center Spec	SD Advisors
Darnea Lamb	Madison SD	Program Director	SD Advisors
Debbie Critchfield			SBOE
Debbie Lybyer	Lewis-Clark State College	Career and Advising Serv	Institution Advising
Jacque Deahl			SDE
Janie Gebhardt	Pocatello/Chubbuck SD	Board Member	ISBA
Jeralyn Mire	Sandpoint High School/Lake Pend Oreille SD	School Counselor	IEA/ISCA
Jim Anderson	Boise State University	VP Enrollment Services	Institution Advising
Jordan Chesler	New Plymouth HS/New Plymouth SD	School Counselor	ISCA
Joy Miller			OSBE
Kari Overall		Rep	IEA
Kim Campbell	Moscow SD	Board Member	ISBA
Kristi Overfelt	University of Idaho	Director of Student Services	Institution Advising
Lori Lodge	ISCA	School Counselor	ISCA
Louis Pifher	Meridian Medical Arts Charter	Board Member	ISBA
Margarita A. Hernandez	College of Southern Idaho	Multicultural Coordinator	Institution Advising
Marilyn Whitney			Gov
Matt McCarter			SDE
Mike Keckler			OSBE
Millicent Reidy	Wood River High School/Blaine SD	School Counselor	IEA
Patty Alonzo			SDE
Quinn Perry		Rep	ISBA
Randall Brumfield			OSBE
Representative Van Orden			Legislator
Robbie Cupps	Capital HS/Boise SD	College and Career Counselor	IEA
Shawna Walz			IBE
Sherawn Reberry	IDLA		IDLA
Teresa Borrenpohl	North Idaho College	Enrollment Coordinator	Institution Advising
Tim McMurtry			SDE
Tom Schultz	Idaho Forest Group		
Tracie Bent			OSBE

The Effectiveness of Near Peer Mentoring Programs in Idaho

Cathleen M. McHugh, Ph.D.¹

July 14, 2018²

In this paper, I examine whether or not a Near Peer mentoring program increases a school's direct college enrollment rates. I find that schools that implemented a Near Peer mentoring program had higher direct college enrollment rates than otherwise similar schools and that this difference is likely due to the Near Peer program and not due to other factors. I estimate that a Near Peer program increases a school's direct college enrollment rate by approximately 4 percentage points in the first year of implementation and 5 percentage points in subsequent years. The effects are higher and more immediate for males (approximately 6 percentage points in both the first year and also in subsequent years) than females (no statistically significant effect in the first year; 4 percentage points in subsequent years).

These results mostly mirror the results from an earlier version of this paper. The most significant difference is the effect for years subsequent to the first year is smaller than what I estimated in that earlier work. That earlier work did not include data from the 2016-2017 school year which was the second year of implementation for four schools. This suggests that there are differences between the programs which should be examined to more fully understand the full effects of a Near Peer mentoring program.

The Idaho State Board of Education implemented the Idaho Near Peer Mentoring Program in 2011-2012 using grant funds from the College Access Challenge Grant program. A Near Peer mentor is a recent college graduate who works in a high school and helps students with the college application process. This can include helping students complete college applications, financial aid forms and scholarship applications. It can also include simply being a source of information about the college experience. Near Peer mentors typically focus on increasing college enrollment rates among low-income and first-generation students but are available to assist all students. Near Peer mentors are statutorily identified as one option for Idaho schools to use state funds to enhance college advising and career counseling.

Initially, there were two schools that had Near Peer mentoring programs. One of these schools later discontinued the program. An additional ten schools implemented Near Peer programs over the course of several years with another school later discontinuing the program. This left ten schools with Near Peer programs in the 2016-2017 school year.

Before presenting the results from my estimation, I first define how Near Peer programs are currently implemented in Idaho high schools and then discuss how Near Peer schools compare to schools without Near Peer programs. I use these findings to construct a comparison sample for the Near Peer schools. Then I discuss in detail how I estimated the effect of a Near Peer program and display results from this analysis. I conclude with recommendations for future research.

¹ Cathleen M. McHugh, Ph.D.
Chief Research Officer
Idaho State Board of Education
cathleen.mchugh@osbe.idaho.gov

² This paper updates analysis from January 2018 with data from the 2016-2017 school year.

Definitions

In Idaho, Near Peer mentors collaborate with high school counseling staff to provide one-on-one and group advising. They also provide assistance to low-income students and students who would be the first in their families to attend college. Their responsibilities include coordinating postsecondary publicity and outreach at the high school as well as raising student and family awareness of college and career opportunities through presentations, classroom visits, parent-mentor nights, and other forms of communication. Peer mentors also develop and administer college and career surveys. Peer mentor service is offered to students interested in any form of postsecondary education program including one-year certifications.

Idaho's Near Peer mentors work 37.5 hours per week including weekdays, evenings, and weekends. All peer mentors hired for the Idaho program hold at least a bachelor's degree from an accredited college or university and have documented interpersonal, collaboration, and problem-solving skills. They possess knowledge of postsecondary application and financial aid processes, local higher education/career resource tools, and academic advising approaches. Peer mentors are also experienced in program planning and delivery, public speaking, presenting, and survey development.

A student is defined as directly enrolling in college if they enroll in a postsecondary program by the fall after high school graduation and attend at least 25% of the term. Data on in-state college enrollment is provided by the Educational Analytics System of Idaho (EASI) which covers all public Idaho institutions. Data on out-of-state college enrollment is provided by the National Student Clearinghouse which includes about 96% of all students in public and private U.S. institutions.³ This includes four-year programs, two-year programs, and certificate programs.

Near Peer schools

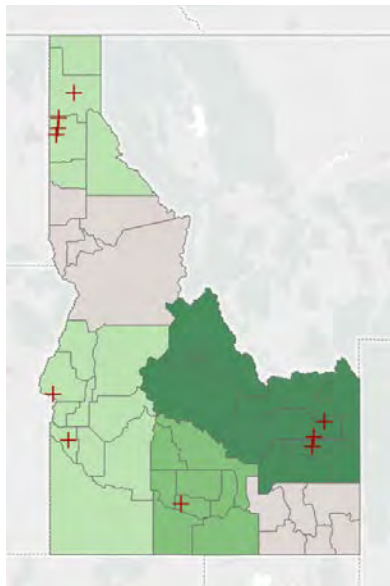
In the 2016-2017 school year, there were ten schools that had Near Peer programs. Two schools, Payette High School and Buhl High School, had had Near Peer programs at some point but later discontinued them. Near Peer schools are not a representative sample of all Idaho traditional public high schools.⁴ Near Peer schools are found in only four of the six education regions in Idaho (See Figure 1). As of 2016-2017, there were no schools in either Region 2 or Region 5 that had a Near Peer program. Near Peer schools are also larger than the average Idaho traditional public high school (see Figure 2). All Near Peer schools are above the median school in terms of Grade 12 enrollment. Finally, Near Peer schools are less likely to be located in cities or in rural areas and more likely to be located in suburbs and towns than other public high schools (see Table 1). There is no Near Peer school located in a city, and, while two-thirds of traditional Idaho high schools without a Near Peer program are located in rural

³ National Student Clearinghouse Research Center, *Using NSC StudentTracker for High School Reports: Considerations for Measuring the College Enrollment Rates of High School Graduates* (Herndon, VA: National Student Clearinghouse Research Center, December 19, 2014). Retrieved from <https://nscresearchcenter.org/wp-content/uploads/Considerations-in-Using-NSC-STHS-Reports.pdf>

⁴ We include only public high schools that were classified as "regular" and part of a "regular local school district" as defined by the Common Core Dataset (CCD). We further exclude charter schools, magnet schools, shared-time schools, and virtual schools. We also call these schools "traditional" in the paper.

areas, only one-third of Near Peer schools are located in rural areas. Two-thirds of Near Peer schools are located in suburbs or towns compared to only 23 percent of schools without a Near Peer program.

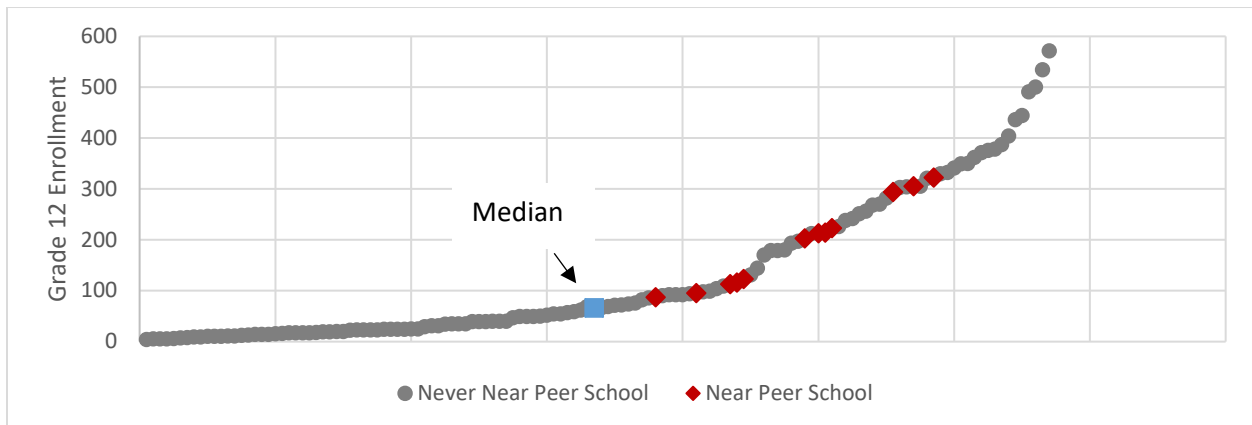
Figure 1: Near Peer Schools in 2016-2017 School Year



Near Peer Schools – 2016-2017 School Year	
Region 1	
Post Falls High School	
Lakeland Senior High School	
Sandpoint High School	
Timberlake Senior High School	
Region 3	
Weiser High School	
Vallivue High School	
Region 4	
Jerome High School	
Region 6	
Bonneville High School	
Rigby High School	
Sugar-Salem High School	

Note: Payette High School had a Near Peer program from 2011-2012 through 2013-2014. Buhl High School had a Near Peer program in 2015-2016.

Figure 2: Grade 12 Enrollment by Near Peer Status, 2016-2017



Note: Payette High School and Buhl High School are included as Near Peer schools in this figure even though their Near Programs were discontinued.

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
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ATTACHMENT 3

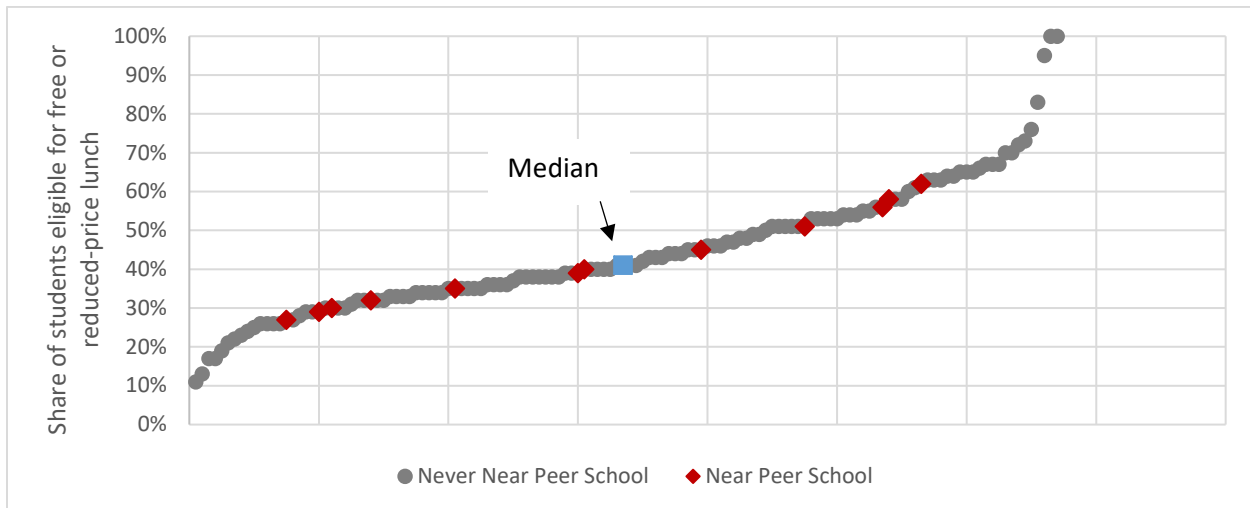
Table 1: School Locale by Near Peer Status, 2014-2015

	Never Near Peer School	Near Peer School
Share of schools classified as located in a:		
City	10%	0%
Suburb	7%	25%
Town	16%	42%
Rural area	67%	33%

Note: I used NCES locale codes in this analysis.

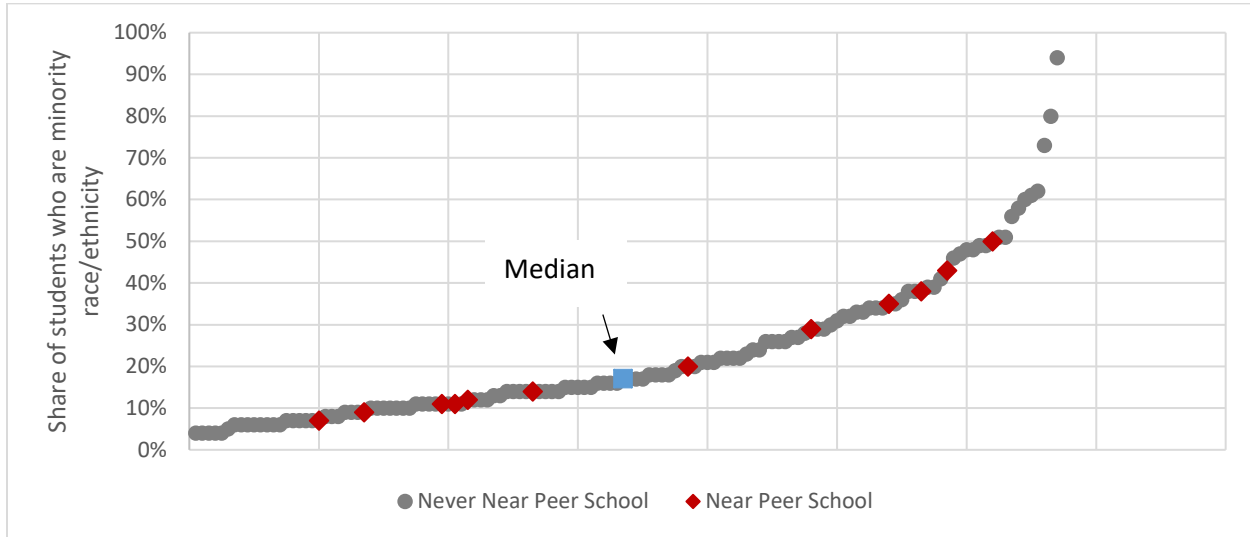
Near Peer schools are more reflective of all traditional high schools in terms of the share of students eligible for free or reduced-price lunch (see Figure 3) and the share of students who are minorities (see Figure 4). Near Peer schools are about evenly distributed above and below the median school for both of these measures. However, there are no Near Peer schools in either tail of the distribution for free and reduced-price lunch status and there are no Near Peer schools in the upper tail for minority status. In other words, no Near Peer school is among the schools with the smallest or largest share of students eligible for free or reduced-price lunch and no Near Peer school is among the schools with the largest share of minority students.

Figure 3: Share of Students Eligible for Free or Reduced-Price Lunch by Near Peer Status, 2016-2017



Note: Payette High School and Buhl High School are included as Near Peer schools in this figure even though their Near Programs were discontinued.

Figure 4: Share of Students who are Minorities by Near Peer Status, 2016-2017



Note: Payette High School and Buhl High School are included as Near Peer schools in this figure even though their Near Programs were discontinued.

In order to understand how a Near Peer program affects direct college enrollment behavior, there needs to be a set of schools to serve as a comparison group for the Near Peer schools. As discussed above, Near Peer schools are not representative of all traditional Idaho public high schools in several respects. Therefore, I made a comparison group by only including schools that fell above the median in terms of Grade 12 enrollment and had a comparable free and reduced-price lunch eligible population and comparable minority population. I then included controls for region and locale.

Effect of Near Peer Mentoring programs on direct college enrollment rates

There are difficulties in estimating the effect of a Near Peer program on direct college enrollment. A Near Peer program is implemented at the school level. If I naively compared the direct college enrollment of students who interacted with a Near Peer mentor to their classmates who did not interact with a Near Peer mentor, I would encounter issues with sample selection bias because students were not randomly assigned to either group. Students who were more likely to directly enroll in college even without a Near Peer program may be more likely to interact with Near Peer mentors than otherwise similar students who were less likely to directly enroll. By simply comparing outcomes within a school, I may attribute these already existing differences to the Near Peer program and inflate the estimated effect of the program.

Sample selection bias can also exist for comparisons between schools. Schools that implemented a Near Peer mentoring program may be different in unmeasurable ways than schools that did not implement a program. If I estimated the effect of implementing a Near Peer program on school level outcomes without controlling for this sample selection bias, then, again, effects due to unmeasurable differences may be incorrectly attributed to the Near Peer program.

Furthermore, there may exist a time trend for direct college enrollment rates that exists independently of the Near Peer program. For example, as the economy improves, direct college enrollment rates may decline. Without using a proper estimator, the true effect of the Near Peer program may be underestimated due to this time trend.

In this paper, I use a differences-in-differences estimator to control both for permanent differences in direct college enrollment rates between schools that adopted a Near Peer program and schools that did not adopt a Near Peer program as well as the overall time-trend in direct college enrollment rates. I calculate the share of the school's high school seniors who directly enroll. I do this separately for male students and for female students. This allows me to examine if there are differential effects of a Near Peer program for males and females. I include controls for the share of the school that is minority, the share of the school that is eligible to receive free or reduced-price lunch, and the locale (City/Suburb/Town/Rural) of the school. I also include county-level fixed effects to pick up differences between counties that do not change over time such as the propensity of youths to go on religious missions. Finally, I allow the effect of the Near Peer program to change over time. A program may be more effective after the first year of implementation as processes are fine-tuned.⁵

Table 2 shows the estimated effect of the Near Peer program on all students and the estimated effect on males and females separately. As can be seen, the effect for males is statistically significant⁶ in both the first year and in the second and subsequent years. The effect for females is not statistically significant in the first year. For all groups (all students, males, females), the effect is slightly larger in the second and subsequent years than in the first year but these differences are not statistically significant.

Table 2: Estimated Effects of Implementing a Near Peer Program on Direct College Enrollment Rates

	First year after implementation			Second and subsequent years after implementation	
	Estimated coefficient	p-value		Estimated coefficient	p-value
All students	4.2%	0.009		5.1%	0.009
Male students	5.8%	0.015		6.1%	0.006
Female students	2.4%	0.070		4.0%	0.045

Note: Direct college enrollment rates are measured for the fall immediately following high school graduation. Standard errors are clustered at the school level.

One of the key assumptions of a differences-in-differences estimator is that the direct college enrollment time trend would be the same in Near Peer and non-Near Peer schools if there had been no Near Peer program. In other words, the differences-in-differences estimator is not valid if the Near Peer schools' direct college enrollment rates would have diverged from the non-Near Peer schools' direct college enrollment rates even without the Near Peer program. In order to check this assumption, I

⁵ I excluded both Payette High School and Weiser High School from the estimation. I excluded both after discussions with the College Access Grant manager about the special circumstances involving these two schools.

⁶ I define a result as statistically significant if its p-value is less than or equal to 0.05.

added in leads to the regression by adding a variable indicating that a school implemented the Near Peer program in the next year (as recommended by Angrist and Pischke⁷). If this variable is statistically significant or if it changes the estimates reported in Table 2 above, then it is likely that the differences-in-differences estimator is picking up differences between schools not due to the Near Peer program. Table 3 reports the results from this estimation. As can be seen, the results do not change appreciably which suggests the differences-in-differences estimator is appropriate.

Table 3: Sensitivity Analysis

	Year prior to implementation		First year after implementation		Second and subsequent years after implementation	
	Estimated coefficient	p-value	Estimated coefficient	p-value	Estimated coefficient	p-value
All students	-0.2%	0.897	4.1%	0.025	5.1%	0.015
Male students	1.7%	0.315	6.2%	0.017	6.6%	0.004
Female students	-1.8%	0.531	1.9%	0.218	3.4%	0.134

Note: Direct college enrollment rates are measured for the fall immediately following high school graduation.
Standard errors are clustered at the school level.

Discussion

This paper documents a positive effect on direct college enrollment rates due to the presence of a Near Peer program. It also found that Near Peer programs had a greater impact on male students than on female students.

There are several steps which should be taken to better understand these results. These results should be followed up with a qualitative analysis of how Near Peer programs are implemented at the different schools to identify best practices. This will be particularly useful for understanding how a Near Peer program can affect the male direct college enrollment rate differently than the rate for females. Furthermore, strategies for implementing Near Peer programs in smaller schools should be explored and longitudinal impacts of Near Peer program participation should be analyzed. While results from this analysis suggest the Near Peer approach is a promising practice for increasing direct college enrollment rates among Idaho students, understanding whether participating students are retained in college through graduation is key to understanding whether or not a Near Peer program can affect Idaho's educational attainment goal.

⁷ Joshua D. Angrist and Jörn-Steffen Pischke, *Mostly Harmless Econometrics: An Empiricist's Companion* (Princeton: Princeton University Press, 2009), 233-241.

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Appendix I: Data Sources

Data Sources:	
Direct college enrollment rates:	Idaho State Board of Education Educational Analytics System of Idaho National Student Clearinghouse
Share of school identified as minority	U.S. Department of Education National Center for Education Statistics Common Core of Data (CCD) "Public Elementary/Secondary School Universe Survey Data", 2010-2011 v.2a, 2011-2012 v.1a, 2012-2013 v.2a, 2013-2014 v.2a. "Public Elementary/Secondary School Universe Survey Membership Data", 2014-2015 v.1a "Public Elementary/Secondary School Universe Survey Lunch Program Eligibility Data", 2014-2015 v.1a Idaho State Department of Education Special Data Request
Share of school identified as eligible to receive free or reduced-price lunch	
School Locale	U.S. Department of Education National Center for Education Statistics Common Core of Data (CCD) "CCD Geographic Data", 2014-2015

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Appendix II: Location of Near Peer Schools over Time



Near Peer schools – 2011-2012 School Year	
Region 3	
Payette High School	
Weiser High School	

Near Peer schools – 2012-2013 School Year	
Region 1	
Post Falls High School	
Region 3	
Payette High School	
Weiser High School	



Near Peer schools – 2013-2014 School Year	
Region 1	
Post Falls High School	
Lakeland Senior High School	
Sandpoint High School	
Timberlake Senior High School	
Region 3	
Payette High School	
Weiser High School	

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Near Peer schools – 2014-2015 School Year
Region 1
Post Falls High School
Lakeland Senior High School
Sandpoint High School
Timberlake Senior High School
Region 3
Weiser High School
Region 6
Bonneville High School



Near Peer schools – 2015-2016 School Year
Region 1
Post Falls High School
Lakeland Senior High School
Sandpoint High School
Timberlake Senior High School
Region 3
Weiser High School
Vallivue High School
Region 4
Buhl High School
Jerome High School
Region 6
Bonneville High School
Rigby High School
Sugar-Salem High School

NIC Connect | Program Summary

Program Contact: Teresa Borrenpohl, Ed.D. | Enrollment Coordinator | (208)665-4523 | Teresa.Borrenpohl@nic.edu

Overview

NIC Connect is an enrollment program that transitions students from high school to college through five purposeful events. North Idaho College representatives visit region one schools for the following engagements:

1. College Application Week
2. Enrollment Process Orientation
3. Scholarship and Financial Aid Workshop
4. Math and English Assessments
5. Registration

All visits were conducted during school hours to high schools in the five northern counties. While each visit was conducted to complete a specific goal, if students attended an event and they were not ready for the next step, NIC representatives would work with the student to bring them up to the same enrollment process steps as their peers.

Outcomes

- 47.4% of Region I high school seniors applied to North Idaho College in 2018. This is up from the five previous years including 2017 (45.94%), 2016 (42.52%), 2015 (37.51%), and 2014 (37.86%).
- 45.44% of NIC applicants from region I high schools have registered for classes (as of June 20, 2018). This is up from the conversion rates of previous years including 2017 (43.95%), 2016 (29.75%), 2015 (37.51%), and 2014 (40.61%).
- 374 NIC Connect participants have registered for classes for the fall 2018 semester. Previous yields include 2017 (279), 2016 (213), 2015 (237), and 2014 (281). 2018 reflects a 25% increase from fall of 2017 to fall of 2018.
- One in five graduating region I seniors are registered for classes at North Idaho College for fall of 2018.
- As of June 20, 2018, NIC Connect students had signed up for 4,852 credits. The average NIC Connect student is registered for 12.97 credits. 12 credits constitutes a full-time student.
- 100% of college counselors expressed satisfaction with the NIC Connect program (70% Strongly Satisfied, 30% satisfied).
- 122 of 142 student exit surveys stated that students now have a contact at North Idaho College that they feel comfortable to reach out to.

Feedback from anonymous post-program survey

"The communication was the best. My students had so many questions and NIC reps were always happy to answer all the emails and questions." – Region I Counselor

"The program is AWESOME! I truly believe that not as many students would enroll in and plan to attend NIC had the placement test and class registration not been offered at the high school to make it easy and accessible for them. It's just too overwhelming for some students to do it by themselves online or set up testing at NIC. The fact that NIC came out MULTIPLE times to administer the ALEKS test for students who needed to retake it was amazing! Reps were willing to help students who were not even going to attend NIC while they were here. That was so nice." – Region I Counselor

"You guys have done a great job of making things simple for us and the making visits to our school are very helpful." – Region I Student

"I am glad that people were here to help with anything." – Student

"Having advisors at the high school made the process so much easier. Applying to college is a somewhat daunting process and having those people was great." -- Student

Transition Coordinator Model

Overview

The Transition Coordinator model invests resources in the postsecondary institutions to provide college and career advising in the high schools. Transition Coordinators develop and implement services to high school students to help them define their education and career aspirations and to identify the postsecondary programs, including apprenticeships and workforce training, that can help them achieve their goals. Transition Coordinators focus on the middle 50% of high school students who may not be considering higher education. While they collaborate with school counselors and administration, they are not district employees and maintain a higher-education centric focus. Transition coordinators are employed by a regional higher-education institution (i.e. community college or university) and they support the postsecondary aspirations of the high school students whether they are for-credit or non-credit, community/technical college or university, in-state or out-of-state.

The primary responsibilities of a Transition Coordinator include:

- Work with high school students one-on-one and in small groups to develop their academic and career plans to ensure a clear path to successful postsecondary training and access to career fields.
- Engage and include parents in the postsecondary planning process with their students.
- Support students to enroll in advanced opportunities programs that are tied to their academic and career plans.
- Aid in the completion of postsecondary applications, FAFSA and scholarship applications.
- Assist high school guidance counselors with college and career advising events (i.e. career fairs, college days).

Benefits of the Transition Coordinator Model

- Can serve multiple schools and/or school districts – aggregating funds that might not be sufficient for a district to accomplish the same goals by themselves.
- Coordinators have direct access to resources and professional development opportunities through their employing institution, the Division of Career Technical Education (CTE) as well as other resources available through the postsecondary institutions.
- Provides academic and career planning *along with* support to successfully complete the transition between high school and their chosen postsecondary education path.
- Focus can begin with high school juniors and seniors and then move down to middle/junior high students to provide support for setting career goals and leveraging advanced opportunities.
- Supports the development and tracking of common metrics.

Delivery

Transition Coordinators are employed by a postsecondary institution in the region and spend the majority of their time in the schools working directly with students. Depending on geography, each transition coordinator could be expected to handle a caseload of approximately 400 students and to be in the high school at least one day per week. Activities would be conducted in small group settings and one-on-one to provide support on the transition to postsecondary process (i.e. workshops to complete college applications, FAFSA forms and scholarships) and in larger groups to expose students to college and career opportunities (i.e. college/career fairs, career exploration, advanced opportunities).

Cost

The total cost per FTE for a Transition Coordinator is estimated to be \$60,000-\$75,000 annually which includes salary, benefits, travel and supplies. The range accounts for the geographic area that the coordinator would cover – a larger geographic area will require a larger travel budget.

Schools/school districts using this model, would be aggregated with other nearby schools/school districts and the coordinator would be assigned specifically to those districts. A planning period would provide the regional postsecondary institution and participating school districts the opportunity to finalize the job description, prioritize activities, and determine a schedule. This process will allow for collaboration to ensure that the school districts needs and expectations are met.

Schools

CTE Transition Coordinators have been providing assistance to high school students for many years specific to the transition between secondary and postsecondary technical college programs. In addition, the Transition Coordinator model has been implemented more broadly to serve all students by the College of Southern Idaho. Four transition coordinators are currently serving 13 high schools across nine school districts.

- | | |
|----------------------------|----------------------------|
| • Buhl High School | • Wood River High School |
| • Filer High School | • Gooding High School |
| • Kimberly High School | • Silver Creek High School |
| • Twin Falls High School | • Burley High School |
| • Canyon Ridge High School | • Minico High School |
| • Magic Valley High School | • Declo High School |
| • Jerome High School | |

Performance Measures

School districts and charter schools using funds provided through the college and career advising allocation will be required to report on the effectiveness of their program. Performance measures must align to the requirements pursuant to Idaho Code §33-1212A. Measures may vary depending on students served and could include the following:

- Go on rate (including in-state, out-of-state and workforce training)
- Positive placement rate (includes the number of individuals who join the workforce and military in addition to the go on rate)
- Advanced opportunities (includes the number of courses taken for dual credit and technical competency credit at all Idaho public institutions)
- FAFSA and college application completion rates
- College or Career plan completion rates
- Annual reviews of the students Learning Plan
- College Scholarship Completion Rates
- Postsecondary Enrollment Rates

Who to Contact

Districts that are interested in the Transition Coordinator model should contact their regional postsecondary institutions as listed below:

- College of Southern Idaho – Terry Patterson, Dean of Professional-Technical Education, (208)732-6402, tpatterson@csi.edu; and Cesar Perez, Associate Dean of Extended Studies, (208)732-6280, cperez@csi.edu
- College of Western Idaho – Will Fanning, Dean of Professional-Technical Education, (208)562-2380, willfanning@cwidaho.cc
- Eastern Idaho Technical College – Sharee Anderson, Vice President of Instruction and Student Affairs (208)524-3000 Ext 3333, sharee.anderson@my.eitc.edu
- Idaho State University – Scott Rasmussen, Dean of the College of Technology, (208)282-2507, rasmcot@isu.edu
- Lewis-Clark State College – Rob Lohrmeyer, Dean of Professional-Technical Education, (208)792-2225, rlohrmey@lcsc.edu
- North Idaho College – Christy Doyle, Dean of Health Professions and Nursing, (208)769-3480, Christy.Doyle@nic.edu

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Higher Education Task Force Recommendations - Committee Assignments

<u>Recommendation</u>	<u>Committee Assignment</u>
1. Recommendation – Efficiencies, Cost Savings and Service – <u>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 (combined with: Centralize and standardize processes to promote system-wide efficiencies).</u>	<u>BAHR – Lead</u> <u>Business Affairs and HR Systems</u> <u>IRSA Admissions and Registration (student services)</u> <u>PPGA Governmental Affairs Directors consolidation of efforts.</u>
2. Recommendation – 60% Goal – <u>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.</u>	<u>PPGA Amendment to strategic plan and communications and outreach.</u>
3. Recommendation – Structural Change and System Improvements - <u>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.</u>	<u>PPGA – Lead</u> <u>(Responsible for K-12 items, and policy issues related to administrative code or statute) – 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</u> <u>IRSA (Responsible for postsecondary items) – full implementation of Game Changers adopted by the Board in 2012. Implementation of a degree audit/student data analytics system¹ for postsecondary students, development of postsecondary pathways. Development of dual credit pathways and offers that better serve students progression toward a degree or certificate.</u>
4. Recommendation – Guided Pathways (P-20) - <u>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.</u>	<u>PPGA – Lead</u> <u>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</u> <u>IRSA Implementation of a degree audit/student data analytics system for postsecondary students.</u>

¹ Implementation of this recommendation has been initiated with the amendment to the FY19 budget request.

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<p>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 and professional degrees that are equally vital to the economic growth of Idaho.</p>	<p>IRSA – Lead <u>Development of program targeting individuals with some credits and no degree. Implementation of a degree audit/student data analytics system¹</u> <u>PPGA Amendments to scholarship requirements in Idaho Code and Admin Code²</u></p>
<p>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.</p>	<p>IRSA</p>
<p>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.</p>	<p>BAHR – Lead <u>Institutional efficiencies, lower tuition and fees, elimination/ streaming of student fees.</u> <u>PPGA Legislation for scholarships</u></p>
<p>8. 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:</p> <ol style="list-style-type: none"> 1. <u>Verifiable Job Outs</u> 2. <u>18-29 Credit Undergraduate Certificates</u> 3. <u>1-Year Certificates</u> 4. <u>Associate Degrees</u> 5. <u>Bachelor Degrees</u> 6. <u>High Impact Completion Bonus</u> 7. <u>At-Risk Completion Bonus</u> 8. <u>Progression per Student Credit Hour Milestone</u> 9. <u>Transfers</u> 10. <u>On-Time Completion Bonus</u> <p>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.</p>	<p>BAHR</p>
<p>9. 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.</p>	<p><u>Varied depending on individual recommendation.</u> <u>Additional staff work needed in this area.</u></p>
<p>10. Recommendation – Competency-Based System – The public higher education system should shift to a competency-based system for career technical education. (Implementation of this recommendation should be included as part of the work on Recommendation 5)</p>	<p>IRSA</p>

² Administrative Code changes take one year to work through the cycle and would be started in FY19.

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11. 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)	<u>IRSA</u>
12. 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)	<u>IRSA</u>

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SUBJECT

Data Dashboard Discussion

REFERENCE

August 2011	The Board discussed the need for a dashboard with refined data points to track the institutions' progress in areas that impact the Board's 60% Education Attainment goal.
August 2016	The Board discussed key performance metrics for a data dashboard and was presented with examples of data dashboards created by other education boards.
October 2016	The Board was presented the annual performance measure progress and discussed various metrics that could be part of an educational dashboard. Staff demonstrated various metrics currently available through the Board's website on Tableau. The Board requested a K-20 dashboard.
December 2016	The Board discussed coordination between the Board Office and the Department on developing the K-20 Dashboard. As part of the strategic plan discussion additionally discussed the development and implementation of a single K-20 data dashboard.
April 2017	The Board discussed ISU's new dashboard as a possible model for the Board's K-20 dashboard.

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: Objective A: Data Access and Transparency – Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system. Performance Measure: Development of a single K-20 data dashboard and timeline for implementation.

BACKGROUND/DISCUSSION

In 2017, an ad-hoc workgroup co-chaired by Board Member Critchfield and Senate Education Committee Chair, Senator Mortimer met to discuss statewide reporting requirements and key performance indicators for measuring progress of the state's education system. As part of this work, the group developed consensus around a list of data elements for use in a data dashboard. These included both K-12 and postsecondary data elements. The list of data elements included a number of data elements required as part of the federally required K-12 school report cards, as well as data elements the Board and Board staff had previously identified for postsecondary performance. As part of the work required to meet the federal K-12 accountability requirements, the State Department of Education contracted with Tembo to develop the K-12 school report cards. This work includes a dashboard for viewing the required data elements from Idaho's accountability system. The federal deadline for having the "school report cards" available is December 2018. Department staff participated in the ad-hoc work group and indicated they would

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be able to include the additional identified elements into the work that was being done with Tembo. Due to the December deadline the Department has indicated they will phase in the data elements. The first group of data elements will be those required for federal accountability with the second phase including all other indicators in the state accountability framework and those identified by the ad-hoc that are not already part of the accountability framework.

Board staff developed the postsecondary data elements and K-12 transition data elements into a data dashboard for use by the Board until that point when the single K-20 data dashboard can be implemented.

IMPACT

A public-facing dashboard will allow state policy makers, parents, students, school administrators, and institution staff access to reports produced using data collected in the Educational Analytics System of Idaho (EASI) as well as data collected by the Integrated Postsecondary Education Data System (IPEDS). While the EASI data will provide the most recent data on the postsecondary system, IPEDS data will allow for comparisons between Idaho's postsecondary institutions and each institution's peer group.

ATTACHMENTS

- Attachment 1 – Ad-hoc workgroup data elements
- Attachment 2 – State Accountability Framework
- Attachment 3 – Statewide Board Required Postsecondary Performance Measures

STAFF COMMENTS AND RECOMMENDATIONS

This item will give the Board an opportunity to review and provide feedback on the postsecondary data elements and the K-12 to postsecondary transition data elements for the K-20 data dashboard. When finalized, postsecondary data elements will be displayed in comparison to peer institutions in those instances where IPEDS data definition's are used. The K-12 data elements will be able to be broken by down viewed in comparison to similar schools and districts with like student populations.

BOARD ACTION

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

**Ad Hoc Reporting Committee
June 15, 2017 Meeting - Data Elements**

K-12 Data Elements

- Idaho Standards Achievement Test (ELA, Math, Science), proficiency and growth toward proficiency
- Advanced Opportunities Participation (Dual Credit, AP, Technical Competency Credits)
- Idaho Reading Indicator (statewide reading assessment), proficiency and growth toward proficiency
- College Entrance Exam Scores (College Readiness)
- Rates of students going on to postsecondary education (Go-on Rates)
- CTE certificates and degrees earned in high school/progress toward CTE certificates and degrees
- Low performing schools and districts (grouped by areas of the state, similar demographics, types of students/student groups)
- Financial information/funding all sources, spending per student
- High school graduation rates
- Student demographics (ELL, low-income, minority, special education)
- Public opinion, community approval rating
- Parent surveys
- Student headcounts (by student groups)
- Class size
- Experience level of instructional staff
- Grade point average

Added Data Elements

- Expanded Staffing Data (new hires, experience of teachers, type of certification - interim cert/standards cert, etc.)
- Measure of technology capabilities/use

Postsecondary Data (previously identified)

1. Completion (Graduation Rate)
 - a. On-Time
 - b. Extended Time
 - c. Same Campus vs. Different Campus
2. Retention & Persistence
 - a. Retention (Year-Over-Year and Still Enrolled)
 - b. New Students 1st Year to 2nd Year
 - c. Transfer Students
3. Dual Credit and/or Advanced Opportunities
 - a. Headcount
 - b. Credits
 - c. Students with less than 10, 10 – 19, 20 or more, CTE Certificate or Associates Degree (at graduation)

4. Scholarship Data
5. Direct Admissions
6. Types/Number Of Degrees Conferred
7. Any Additional Outcomes Based Funding Metrics

Functionality

- Data will need to have some context and analysis around it to be useful to parents and the community as a whole – Board staff to provide standard reports/analysis around some data elements (such as go-on rates, college readiness, etc)
- Data needs to be comparable to peer/like schools and districts
 - Be able to group based
 - on student demographics (ELL, Free Reduced Lunch, etc.)
 - region
 - urban/rural and remote
 - student size
 - staffing (#'s, new hires, teaching staff experience, etc.)
 - technology
 - Data shows multiple years to be able to identify trends
- Ability to break data out by different demographic/student groups, region, urban, remote
- The ability for school personnel to log in and drill down further

STATE ACCOUNTABILITY FRAMEWORK

08.02.03 – RULES GOVERNING THOROUGHNESS

112. ACCOUNTABILITY

School district, charter school district and public charter school accountability will be based on multiple measures aimed at providing meaningful data showing progress toward interim and long-term goals set by the State Board of Education for student achievement and school improvement. The state accountability framework will be used to meet both state and federal school accountability requirements and will be broken up by school category and include measures of student academic achievement and school quality as determined by the State Board of Education..

01. School Category.

- a. Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in Subsection 112.05.f.
- b. High Schools, not designated as alternative high schools, as defined in Subsection 112.05.f.
- c. Alternative High Schools.

02. Academic Measures by School Category.

- a. K-8:
 - i. Idaho Standards Achievement Tests (ISAT) Proficiency.
 - ii. ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education.
 - iii. ISAT proficiency gap closure.
 - iv. Idaho statewide reading assessment proficiency.
 - v. English Learners achieving English language proficiency.
 - vi. English Learners achieving English language growth toward proficiency.
- b. High School:
 - i. ISAT proficiency.
 - ii. ISAT proficiency gap closure.
 - iii. English Learners achieving English language proficiency.
 - iv. English Learners achieving English language growth toward proficiency.
 - v. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
 - vi. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
- c. Alternative High School:
 - i. ISAT proficiency.
 - ii. English learners achieving English language proficiency.
 - iii. English learners achieving English language growth towards proficiency.
 - iv. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
 - v. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.

03. School Quality Measures by School Category.

- a. K-8:
 - i. Students in grade 8 enrolled in pre-algebra or higher.
 - ii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).
 - iii. Communication with parents on student achievement (effective starting in the 2018-2019 school year).
- b. High School:
 - i. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 16, 2018**

ATTACHMENT 2

- ii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).
 - iii. Students in grade 9 enrolled in algebra I or higher.
 - iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year).
- c. Alternative High School:
- i. Credit recovery and accumulation.
 - ii. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs.
 - iii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).
 - iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year).

**Postsecondary Institution
System-wide Performance Measures
Approve December 2017**

Timely Degree Completion

- I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting
- II. Percent of first-time, full-time, freshmen graduating within 150% of time
- III. Total number of certificates/degrees produced, broken out by:
 - a) Certificates of one academic year or more
 - b) Associate degrees
 - c) Baccalaureate degrees
- IV. Number of unduplicated graduates, broken out by:
 - a) Certificates of one academic year or more
 - b) Associate degrees
 - c) Baccalaureate degrees

Reform Remediation

- V. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher

Math Pathways

- VI. Percent of new degree-seeking freshmen completing a gateway math course within two years

Structured Schedules

- VII. Number of programs offering structured schedules

Guided Pathways

- VIII. Percent of first-time, full-time freshmen graduating within 100% of time

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 16, 2018

SUBJECT

Board Policy I.Q. Accountability Oversight Committee – First Reading

REFERENCE

April 2010	Board approved second reading of Board Policy III.AA, creating the Accountability Oversight Committee (later renamed I.Q).
April 2015	Board approved the first reading of amendments to Board Policy I.Q. Accountability Oversight Committee
June 2015	The Board approved the second reading of proposed amendments to Board Policy I.Q. allowing the Superintendent to designate an alternate in his/her place on the committee.
December 2015	The Board approved the first reading of proposed amendments to Board Policy I.Q.
February 2016	The Board approved the second reading of proposed amendments to Board Policy I.Q. adding an additional at-large member with experience in Special Education.
May 2016	The Board approved the first reading of proposed amendments to Board Policy I.Q.
June 2016	The Board approved the second reading of proposed amendments to Board Policy I.Q. removing the requirement that the chair be an at large member.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee
IDAPA 08.02.03.111. and 112, Rules Governing Thoroughness (Assessment and Accountability)

ALIGNMENT WITH STRATEGIC PLAN

GOAL 2: Educational Attainment

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (committee) was established in April 2010 as an ad-hoc committee of the Idaho State Board of Education. The committee is charged with providing "recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed." Board Policy I.Q., Accountability Oversight Committee, outlines the membership and responsibilities of the committee. The committee is composed of two Board members, the Superintendent of Public Instruction (or designee), and five (5) at-large members, one of which must have experience serving in a school district in a special education capacity. With the exception of the Board members serving on the committee, all other members are appointed by the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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The current makeup of the committee has provided for balanced discussions at the committee level and recommendations that take into account various perspectives. By having a mix of administrators who are impacted by the results of our state accountability system and individuals with experience in administering and using assessment data, the committee is able to bring forward recommendations that have taken into consideration multiple views.

IMPACT

The proposed changes would expand the committee membership from eight (8) to ten (10) members and assure a balance of expertise is maintained on the committee to provide for thorough recommendations to the Board on the state's accountability system.

ATTACHMENTS

Attachment 1 – Board Policy I.Q. Accountability Oversight Committee – First Reading

Attachment 2 – Current Accountability Oversight Committee Membership

STAFF COMMENTS AND RECOMMENDATIONS

The expansion of the committee by two position will allow for broader representation while remaining a manageable size.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board Policy I.Q. Accountability Oversight Committee as provided 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: Q. Accountability Oversight Committee

~~June 2016~~ October 2018

1. Overview

The Accountability Oversight Committee will function as an ad hoc committee of the Idaho State Board of Education and be staffed by the Board's Accountability Program Manager.

2. Duties and Responsibilities

- a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.
- b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of Education staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

3. Meetings and Operating Procedures

The committee shall meet twice annually, additional meetings may be called by the chair as needed.

4. Membership

The committee membership shall consist of:

- Two members of the Idaho State Board of Education, appointed by the Board president;
- The Superintendent of Public Instruction or designee; and
- One member with experience serving in a school district in a special education capacity
- One member with experience serving in a school district with a focus on assessment and accountability
- One member with experience as a school district superintendent
- One member with experience as a school principal or charter school administrator
- One person with experience working with student achievement assessments and data
- ~~Five~~Two members at-large; ~~appointed by the Board, one of which will have experience serving in a school district in a special education capacity.~~

5. Terms of Membership

Board members appointed to the committee serve at the pleasure of the president of the Board. All other ~~C~~committee members are appointed by the Board and shall serve two-year terms. An incumbent member may be recommended for re-appointment. All

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: Q. Accountability Oversight Committee

~~June 2016~~ **October 2018**

terms shall begin on July 1st and end on June 30th of the year(s) beginning or ending said term.

Appointments shall be staggered to ensure that no more than two (2) appointments will become vacant in any given year.

An appointee who has reached the end of his or her term shall remain in service as a committee member until re-appointment, or until the appointment of a new member by the Board. Committee officers will be nominated and elected by a vote of the committee.

The Superintendent of Public Instruction or designee will serve as an ex-officio member of the committee.

6. Reporting

This committee shall report directly to the Board through the Planning, Policy and Governmental Affairs Committee.

**CONSENT
AUGUST 16, 2018**

ATTACHMENT 1

**ACCOUNTABILITY OVERSIGHT COMMITTEE
JULY 2018**

State Board of Education Member –
Ex-Officio

Debbie Critchfield

State Board of Education Member –
Ex-Officio

Linda Clark

Superintendent of Public Instruction or Designee –
Ex-Officio

Pete Koehler (Designee)
Deputy Superintendent
State Department of Education

Member At Large and Committee Chair
Term: July 1, 2017- June 30, 2019

Vacant

Member At Large
Term: July 1, 2017-June 30, 2019

John Goedde
Former Idaho State Senator
Former School Board Trustee, Coeur d'Alene District
#271

Member At Large
Term: July 1, 2018 - June 30, 2020

Roger Stewart
Professor, College of Education
Boise State University

Member At Large
Term: July 1, 2018 - June 30, 2020

Rob Sauer
Superintendent
Homedale School District #370

Member At Large (Special Education)
Term: May 19, 2018 - June 30, 2020

Julian Duffey
Special Education Director
Bonneville Joint School District #93

Board Staff Support

Alison Henken
K-12 Accountability and Projects Program Manager
Office of the State Board of Education
alison.henken@osbe.idaho.gov
208-332-1579

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 16, 2018

SUBJECT

Board Policy IV.E. Eastern Idaho Technical College – First Reading

REFERENCE

August 2003	Board approved the first reading of amendments to Board Policy IV.E. Eastern Idaho Technical College (EITC), amending the process for appointments to the EITC Advisory Council.
October 2003	Board approved the second reading of amendments to Board Policy IV.E.
June 2017	Board approved legislative idea repealing the sections of code establishing EITC.
August 2017	Board approved legislation removing EITC from Idaho Code.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.E. Eastern Idaho Technical College
Section 33-105. Rules – Executive Department, Subsection 3.

ALIGNMENT WITH STRATEGIC PLAN

Board governance item

BACKGROUND/DISCUSSION

With the establishment of the College of Eastern Idaho and the repeal of Eastern Idaho Technical College, Board Policy IV.E. Eastern Idaho Technical College has become obsolete. The Board's Executive Director is authorized by the Board to make technical corrections to Board policy. Through this authority, references to EITC will be removed from the Board's Governing Policies and Procedures and replaced with the College of Eastern Idaho. The removal of an entire section of Board Policy is beyond the scope of a technical correction and requires Board action. The proposed amendments will completely remove section IV.I. Eastern Idaho Technical College from Board Policy.

IMPACT

Once the second reading is approve Section IV.I will be removed from the Board's Governing Policies and Procedures.

ATTACHMENTS

Attachment 1 – Board Policy IV.E. Eastern Idaho Technical College – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 16, 2018

BOARD ACTION

I move to approve the first reading of Board Policy IV.I. Eastern Idaho Technical College 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: I. Eastern Idaho Technical College

October 2003

1. Purpose

~~Eastern Idaho Technical College (EITC) is responsible for fostering and promoting career technical education services in Region VI in Idaho under Idaho Code.~~

2. EITC Advisory Council

~~a. The EITC Advisory Council shall be appointed by the Board as provided for in Idaho Code §33-2212.~~

~~b. The EITC Advisory Council consists of the State Division of Career Technical Education Administrator and the EITC President as ex-officio members, and other members appointed by the Board, each to a term of three (3) years. An appointment to the EITC Advisory Council cannot be made until the nomination process has concluded.~~

i. Incumbent Reappointment

~~In the event that the incumbent candidate is interested in reappointment, the Advisory Council shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The Board may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).~~

ii. Open Appointment

~~1) The EITC Advisory Council, on behalf of the Board, will advertise the vacancy in regional newspapers. Such advertisement will solicit interested persons to apply for the vacant position on the EITC Advisory Council.~~

~~2) Each applicant must provide a written statement expressing his or her interest in becoming a member of the EITC Advisory Council. Each applicant must also provide evidence of his or her qualifications for the position and each applicant must identify his or her primary residence.~~

~~3) The EITC Advisory Council will review all applications for the vacant position and conduct interviews as deemed necessary. The purpose of the review of applications is to eliminate from further consideration all but the most qualified applicants.~~

~~4) The EITC Advisory Council will forward only the most highly qualified applicants, in order of preference, through the EITC President to the State~~

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. Organization Specific Policies and Procedures

SUBSECTION: I. Eastern Idaho Technical College

October 2003

~~Board of Education for consideration. The Board may provide for interviews of the applicants, or may make the appointment based on the recommendation of the EITC Advisory Council.~~

- ~~5) The EITC Advisory Council shall solicit such nominations beginning with the acceptance of any resignation or as soon as a vacancy occurs for any other reason, and shall appoint a replacement within ninety (90) days of the beginning of solicitation for nominations.~~

~~3. Policies and Procedures~~

- ~~a. The EITC Advisory Council will operate under the Career Technical Administrators Handbook for Advisory Committees.~~
- ~~b. The EITC Advisory Council will submit an annual report to the Board through the EITC President. The report will include recommendations for consideration by the Board.~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 16, 2018

SUBJECT

Proposed Rule, Docket 08-0104-1801 – Rules Governing Residency Classification

REFERENCE

June 2011	Board approved proposed rule changes to IDAPA 08.01.04 updating residency requirements for special graduate or professional programs.
November 2011	Board approved pending rule changes to IDAPA 08.01.04., updating residency requirements.
August 2016	Board approved proposed rule changes to IDAPA 08.01.04 allowing graduates of an Idaho high school who return to the state within six (6) years of graduation to retain their residency status for tuition purposes
November 2016	Board approved pending rule changes to IDAPA 08.01.04

APPLICABLE STATUTES, RULE OR POLICY

Section 33-3717B, Idaho Code
Idaho Administrative Code, IDAPA 08.01.04, Residency

ALIGNMENT WITH STRATEGIC PLAN

GOAL 2: Educational Attainment, Objective A: Higher Level of Educational Attainment

BACKGROUND/DISCUSSION

During the 2018 legislative session House Bill 631 created additional provisions for graduate students who had not previously established domicile to be considered resident students in Section 33-3717B, Idaho Code. Additional amendments expanded the time high school graduates have to return to the state and maintain residency from six (6) years to eight (8) years. Staff worked with the institutions to identify any changes that were needed in IDAPA 08.01.04. Residency to bring it into alignment with the provisions added to Section 33-3717B, Idaho Code. As part of this process no changes were identified that conflicted with the new provision of Section 33-3717B, Idaho Code; however, technical corrections were identified and are being brought forward at this time for consideration.

These corrections include removing the reference to Eastern Idaho Technical College, simplifying the definition of “support” for determining if a student is a dependent of a parent or guardian and removing a reference to hourly equivalent in reference to full-time employment.

IMPACT

The approval of this proposed rule will bring the rule in compliance with Section 33-3717B and allow for it to move forward for public comment.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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ATTACHMENTS

Attachment 1 – Proposed Rule Docket 08-0104-1801

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules become effective at the end of the legislative session in which they are submitted.

Staff recommends approval.

BOARD ACTION

I move to approve proposed rule Docket No. 08-0104-1801, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 16, 2018**

ATTACHMENT 1

**IDAPA 08
TITLE 01
CHAPTER 04**

08.01.04 – RESIDENCY

000. LEGAL AUTHORITY.

This chapter is adopted under the legal authority of Section 33-3717B, Idaho Code. (5-8-09)

001. TITLE AND SCOPE.

01. Title. The title of this chapter is Residency. (3-29-17)

02. Scope. This chapter governs residency classification for tuition purposes for the four-year institutions ~~and Eastern Idaho Technical College~~ under the governance of the State Board of Education and the Regents of the University of Idaho pursuant to Section 33-3717B, Idaho Code. (3-29-17)

002. WRITTEN INTERPRETATIONS -- AGENCY GUIDELINES.

Written interpretations to these rules in the form of explanatory comments are available from the Office of the State Board of Education, 650 West State Street, Room 307, Boise, Idaho 83720. (1-1-94)

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in the rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. (3-29-17)

004. INCORPORATION BY REFERENCE.

There are no documents incorporated by reference into these rules. (3-29-17)

005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.

The principal place of business of the State Board of Education is in Boise, Idaho. (3-29-17)

01. Mailing Address. The mailing address is PO Box 83720, Boise, Idaho 83720-0037. (3-29-17)

02. Street Address. The State Board of Education's street address is 650 West State Street, Room 307, Boise, Idaho 83702. (3-29-17)

03. Office Hours. The office hours are from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. (3-29-17)

006. PUBLIC RECORDS ACT COMPLIANCE.

This rule has been promulgated in accordance with the Administrative Procedure Act, Title 67, Chapter 52, Idaho Code, and is a public record. (3-29-17)

007. -- 009. (RESERVED)

010. DEFINITIONS.

01. Accredited Secondary School. An Idaho secondary school accredited by a body recognized by the State Board of Education. (3-29-17)

02. Armed Forces. The United States Army, Navy, Air Force, Marine Corps, Coast Guard, and their reserve forces. It does not include the National Guard or any other reserve force. (3-29-17)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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ATTACHMENT 1

03. Continuously Resided. Physical presence in the state for twelve (12) consecutive months. Absence from the state for normal vacations, family travel, work assignments, short-term military training, and similar occasions during the twelve-month (12) qualifying period, in and of itself, will not be regarded as negating the continuous residence of the individual. (3-29-17)

04. Full-time Employment. Employment consisting on average of at least thirty (30) hours of service per week, or one hundred twenty (120) hours of service per month. (3-29-17)

05. Full-time Student. A student taking the number of credits set by the State Board of Education to constitute a full course load. (3-29-17)

06. Support. "Support" means financial support given to the student during the twelve (12) months preceding the opening date of the term for which resident status is requested, but shall not include educational scholarships or grants provided to the student to attend a postsecondary educational institution. Any student who receives less than fifty percent (50%) support may demonstrate this by showing that ~~he the student~~ is not claimed as a dependent by a parent or guardian for income tax purposes ~~or that a parent or guardian provides less than fifty percent (50%) of the cost of attending an institution according to the financial aid office of that institution or that other similar evidence exists of parental support such as dental bills, medical bills, etc.~~ (5-8-09)

011. -- 099. (RESERVED)

100. RESIDENT CLASSIFICATION BY ALL INSTITUTIONS.

Any student classified as a resident student for purposes of tuition by one of the institutions ~~or Eastern Idaho Technical College~~ shall be considered a resident by all other institutions. (3-29-17)

101. RESIDENCY CLASSIFICATION PROCESS.

All requests for residency reclassification must be submitted by the student to the institution by the 10th day of the term in which reclassification is sought. Each institution shall develop its own procedures to determine the residency status of applicants, disseminate information about the classification process, and determine the documentation required of each applicant to the institution. The institution may require whatever records, documents, or affidavits it deems necessary to classify each applicant correctly. It is the responsibility of the institution to notify the student in a timely manner of the documentation required for the classification process, and it is the responsibility of the student to provide the documentation by the deadline established by the institution. Each student shall be notified in writing of the residency classification decision within fifteen (15) days of such determination being made. (3-29-17)

102. FACTORS FOR DETERMINING DOMICILE.

The following, if supported by documentation, support a claim of domicile in Idaho. (3-29-17)

01. Tax Returns and Employment. Both of the following, if done for at least twelve (12) months before the term in which the student proposes to enroll, proves the establishment and maintenance of domicile in Idaho for purposes other than educational: (3-29-17)

a. Filing of Idaho state income tax returns covering a period of at least twelve (12) months before the term in which the student proposes to enroll as a resident student; and (3-29-17)

b. Full-time employment ~~or the hourly equivalent~~ in Idaho. (3-29-17)

02. Multiple Factors. Five (5) of the following factors, if done for at least twelve (12) months before the term in which the student proposes to enroll, proves the establishment and maintenance of domicile in Idaho for purposes other than educational: (3-29-17)

a. Ownership or leasing of a residence in Idaho. (3-29-17)

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- b. Registration and payment of Idaho taxes or fees, other than sales ~~or income~~-tax, including registration and payment of Idaho taxes or fees on a motor vehicle, mobile home, travel trailer, or other item of personal property for which state registration and the payment of state tax or fee is required. (3-29-17)
- c. Registration to vote for state elected officials in Idaho at a general election. (1-1-94)
- d. Holding of an Idaho driver's license or state-issued identification card. (3-29-17)
- e. Evidence of the abandonment of a previous domicile. (1-1-94)
- f. The establishment of accounts with financial institutions in Idaho. (3-29-17)
- g. Other similar factors indicating intent to be domiciled in Idaho and the maintenance of such domicile. Factors may include, but are not limited to, enrollment of dependent children in Idaho elementary or secondary schools, establishment of acceptance of an offer of permanent employment for self in Idaho, documented need to care for a relative in Idaho, utility statements, or employment documentation. Multiple factors under this category may be used. (3-29-17)

04. Idaho Elementary and Secondary Students. If a student meets the requirements set forth under Idaho Code, Section 33-3717B(1)(c), that student shall not be required to meet the twelve-~~month~~-(12) month requirement for establishing domicile. (3-29-17)

103. INDEPENDENT STUDENTS AND DOMICILE.

Domicile in the state of Idaho primarily for purposes other than education includes a domicile in Idaho that was established by the student prior to pursuing higher education in Idaho unless the student's Idaho domicile was thereafter interrupted by an intervening change of domicile. (3-29-17)

104. APPEALS PROCEDURE.

Any student who contests the residency classification decision made by the institution may appeal the decision. The student shall be informed of his right to appeal by the institution at the time the student is notified of the residency classification decision. The student must request the appeal in writing and agree to the release of information provided to determine residency to the review body, and comply with deadlines established by the institution for requesting such appeal. (3-29-17)

01. Institution Appeal. The chief executive officer of each institution or his designee shall appoint or cause to be appointed a committee of no less than three (3) no more than five (5) members who represent faculty and administration and who will constitute a residency review committee. Within thirty (30) days following receipt of the student's written request to appeal the residency classification decision, the committee must meet and review the ruling. The student appealing is responsible for presenting such evidence as the committee may request and such other evidence as the student may deem pertinent to his residency status. The individual responsible for the initial residency classification decision may be present, if requested by the committee, to answer questions from the committee. The student must be notified in writing of the committee's decision. The decision of the committee is final unless the student elects to appeal the decision to the State Board of Education. (3-29-17)

02. Board Appeal. Any student who contests the decision of the residency review committee may appeal to the State Board of Education. In such case, the student must advise the chief executive officer of the institution, in writing, of his request to submit an appeal. The chief executive officer will submit the request to the Office of the State Board of Education for review by the Board or the Board's designated representatives. The decision of the State Board of Education is the final determination and is binding on all parties concerned, subject to the student's statutory right to appeal the final determination to district court. (3-29-17)

105. -- 999. (RESERVED)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 16, 2018

SUBJECT

Proposed Rule – Docket No. 08-0113-1802, 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 GPAs of more than one decimal place will be rounded up.
November 15, 2017	Board approved pending rule Docket 08-0113-1701.
April 2018	Board approved temporary rule Docket 08-0113-1801, establishing provision for the Opportunity Scholarship to be used for “Adult Learners”

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 A: Higher Level of Educational Attainment and Objective C: Access

BACKGROUND/DISCUSSION

IDAPA 08.01.13 sets out the eligibility and application requirements for the Opportunity Scholarship, 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 proposed rule would make amendments to the student eligibility and application requirements to allow for a portion of the Opportunity Scholarship awards to be used 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;

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- Allow students to attend part-time;
- Pro-rate the amount of the award based on the number of credits attempted down to a minimum of six (6) credits;
- Require institutions to discuss opportunity for receive credits through prior learning assessments; and
- Require students to show progress on their educational plan to maintain scholarship eligibility.

The proposed rule amendments are based on research from other states which have implemented similar scholarships, feedback received from Idaho postsecondary institutions and feedback received from the Legislature during the 2018 Legislative Session.

IMPACT

The proposed rule will start the process for making the rule amendments approved by the Board at the April 2018 Board.

ATTACHMENTS

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

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. In order to set initial requirements for the adult learners applying for the expanded Opportunity Scholarship for the Fall semester, a standalone temporary rule was approved by the Board at the April 2017 Regular Board meeting. This allowed for Board staff to initiate the negotiated rulemaking process prior to bring forward a proposed rule for the Board's consideration. The Notice of Intent to Promulgate Rules was published in the July 4, 2018 (Vol 18-7) Idaho Administrative Rules Bulletin. Staff received no requests to participate in the negotiated rulemaking process and no additional comments regarding the provisions in the Temporary Rule. The proposed rule includes technical corrections identified at the April 2018 Board meeting and two technical corrections identified by Board staff. The renewal GPA requirement was amended to 2.7 to be consistent with the initial eligibility GPA requirement and additional language was added to clarify that the first undergraduate degree requirement was based on a degree earned from an institution accredited by a body recognized by the State Board of Education. This language is consistent with the transferability requirement for the 24 minimum credits.

Proposed rules approved by the Board are published in the Idaho Administrative Rules Bulletin. Following publication there is a 21 day comment period. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. Once approved, pending rules will be submitted to the

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Department of Administration for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted, if they are not rejected by the Legislature.

At the time of agenda production, approximately 90 individuals had applied for the Adult Learner Opportunity Scholarship.

Staff recommends approval.

BOARD ACTION

I move to approve proposed rule – Docket No. 08-0113-1802, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 01
CHAPTER 13

08.01.13 – Rules Governing the Opportunity Scholarship Program

(BREAK IN CONTINUITY OF SECTIONS)

010. Definitions.

01. Adult Learner. Means an individual who: ()
a. Is not currently enrolled in a postsecondary institution accredited by a body recognized by the State Board of Education; ()
b. Has not attended a postsecondary institution at any time during the twenty-four (24) month period immediately prior to application for the Opportunity Scholarship; and ()
c. Has earned twenty-four (24) or more transferable credits from a postsecondary institution accredited by a body recognized by the State Board of Education. ()

012. Grade Point Average (GPA). Means the average grade earned by a student, figured by dividing the grade points earned by the number of credits attempted. (3-20-14)

03. Graduation Plan. Means a plan developed by the postsecondary student in consultation with the postsecondary institution that identifies the certificate or degree the student is pursuing, the course and credit requirements necessary for earning the certificate or degree, the application of previously earned credits and credits granted through prior learning assessments will be applied to the certificate or degree, the estimated number of terms remaining to complete the certificate or degree and the proposed courses to be taken during each term. ()

011. -- 100. (RESERVED)

101. Eligibility.

Applicants must meet all of the eligibility requirements to be considered for the scholarship award. (3-28-18)

01. Undergraduate Student. An eligible student must be pursuing their first undergraduate certificate or degree from an institution accredited by a body recognized by the State Board of Education. Other than an Adult Learner. A student may have received multiple certificates or degrees as part of the natural progression towards a recognized baccalaureate degree program. A student who is enrolled in a graduate program, but who has not yet earned a baccalaureate degree, is not eligible for an opportunity scholarship. A student enrolled in an undergraduate program is eligible for consideration for an opportunity scholarship, even if some of the student's courses are at the graduate level. A student meeting the definition of an Adult Learner must be pursuing their first undergraduate certificate or degree from an institution accredited by a body recognized by the State Board of Education. (3-20-14)()

02. Academic Eligibility. To be eligible for an opportunity scholarship, an applicant must meet minimum academic eligibility criteria, as follows: (3-28-18)

a. A student who has not yet graduated from secondary school or its equivalent in the state of Idaho must have an un-weighted minimum cumulative grade point of average of ~~three-two~~ point ~~zero seven~~ (3-28-18) (3-28-18) or better on a scale of four point zero (4.0) to be eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place. Home schooled students must provide a transcript of subjects taught and grades received signed by the parent or guardian of the student; or (3-28-18)()

b. A student who has obtained a general equivalency diploma must have taken the ACT assessment and received a minimum composite score of twenty (20) or better, or the equivalent SAT assessment and received a one thousand ten (1,010) or better, to be academically eligible to apply for an opportunity scholarship; or (3-28-18)

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c. A student currently enrolled in an eligible Idaho postsecondary educational institution must have a minimum cumulative grade point average of ~~three-two point zero-seven (3.02.7)~~ or better on a scale of four point zero (4.0) at such institution in order to be academically eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place. ~~(3-28-18)~~()

d. An Adult Learner must have a minimum cumulative grade point average of two point seven (2.7) or higher on a scale of four point zero (4.0). Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) decimal place. ()

03. Financial Eligibility. Applicants for the opportunity scholarship are selected as recipients, in part, based on of demonstrated financial need. The tool used to determine financial need is the Free Application for Federal Student Aid (FAFSA), used by the United States Department of Education. The financial need of an applicant for an opportunity scholarship will be based upon the verified expected family contribution, as identified by the FAFSA Student Aid report. The Student Aid report used to calculate financial need will be the report generated on the ~~March~~ +application deadline. ~~(3-28-18)~~()

04. Additional Eligibility Requirements. (4-2-08)

a. A student must not be in default on a student educational loan, or owe a repayment on a federal grant, and must be in good financial standing with the opportunity scholarship program. (3-20-14)

b. If a student has attempted or completed more than one hundred (100) postsecondary academic credits, then such student must identify his or her major, the required number of credits necessary for graduation in such major, and shall submit an academic transcript that contains all courses taken and all postsecondary academic credit received to the Board office. A student shall not be eligible for an opportunity scholarship if: (3-20-14)

i. The student is not meeting satisfactory academic progress at the eligible Idaho postsecondary educational institution the student is attending at the time he or she applies for an opportunity scholarship; (4-2-08)

ii. The student has completed more than one hundred fifty percent (150%) of the courses and academic credit necessary to graduate in such major; or (4-2-08)

iii. Upon review of the student's academic transcript(s), the student cannot complete their degree/certificate in the major they have identified within two (2) semesters based on normal academic course load unless a determination by the executive director or designee has been made that there are extenuating circumstances and the student has a plan approved by the executive director or designee outlining the courses that will be taken and the completion date of the degree or certificate. (3-28-18)

102. -- 201. (RESERVED)

202. Application Process.

01. Initial Applications. An eligible student must complete and submit the opportunity scholarship program application to the Board electronically on or before the date specified in the application, but not later than three (3) weeks prior to the term in which they plan to enroll if an Adult Learner and not later than March 1 for all other students. An applicant without electronic capabilities may request a waiver of this requirement and if granted submit an application on the form established by the Board through the United States Postal Service, which must be postmarked not later than ~~March~~ the applicable application deadline. All applicants must complete and submit the FAFSA on or prior to ~~March~~ the application deadline. ~~(3-28-18)~~()

02. Announcement of Award. Announcement of the award of initial scholarships will be made no later than June 1 of each year, with awards to be effective at the beginning of the first full term following July 1 of that year. Announcements must clearly state the award is part of the state's scholarship program and is funded through state appropriated funds. Additional award announcement may be made after this date based on the availability of

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funds and the acceptance rate of the initial awards.

(3-9-16)

03. Communication with State Officials. Applicants must respond by the date specified to any communication from officials of the opportunity scholarship program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved and approved by the executive director or designee. (3-28-18)

203. -- 299. (RESERVED)

300. Selection Of Scholarship Recipients.

01. Selection Process. Scholarship awards will be based on the availability of scholarship program funds. Opportunity scholarships will be awarded to applicants, based on ranking and priority, in accordance with the following criteria: (3-28-18)

a. Eligible students shall be selected based on ranking criteria that assigns seventy percent (70%) to financial eligibility, and thirty percent (30%) to academic eligibility. In the event that this weighted score results in a tie, an eligible student who submitted his application to the Board earliest in time will be assigned a higher rank. (3-28-18)

b. Notwithstanding Subsection 300.01.a. of these rules, the priority for the selection of recipients of opportunity scholarship awards shall be to scholarship recipients who received an opportunity scholarship award during the previous fiscal year, and have met all of the continuing eligibility requirements provided in these rules. (3-28-18)

02. Monetary Value of the Opportunity Scholarship. (4-2-08)

a. The Board will establish annually the educational costs for attending an eligible Idaho postsecondary educational institution for purposes of the opportunity scholarship program. (3-28-18)

b. The monetary value of the opportunity scholarship award to a student shall be based on the educational costs for attending an eligible Idaho postsecondary educational institution, less the following: (4-2-08)

i. The amount of the assigned student responsibility, established by the Board annually; (4-2-08)

ii. The amount of federal grant aid, as identified by the Student Aid Report (SAR) that is known at the time of award determination; (3-20-14)

iii. The amount of other financial aid awarded the student, from private or other sources that is known at the time of award determination. (3-20-14)

iv. The eligible maximum award amount for Adult Learners enrolled in less than twenty-four (24) credit hours or its equivalent in an academic year attending an eligible four-year postsecondary institution or less than eighteen (18) credit hours or its equivalent in an academic year attending an eligible two-year institution will be prorated as follows: ()

(1) Enrolled in six (6) to eight (8) credits or its equivalent per term, fifty percent (50%) of the maximum award amount; ()

(2) Enrolled in nine (9) to eleven (11) credits or its equivalent per term, seventy-five percent (75%) of the maximum award amount; and ()

(3) Enrolled in twelve (12) or more credits or its equivalent per term, one-hundred percent (100) of the maximum award amount. ()

c. The amount of an opportunity scholarship award to an individual student shall not exceed the educational cost established by the Board annually, and shall not exceed the actual cost of tuition and fees at ~~an~~the Idaho public postsecondary educational institution the student attends or will attend, or if the student attends or will

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attend an Idaho private postsecondary educational institution, the average tuition at Idaho's public four (4) year postsecondary educational institutions. (3-28-18) ()

(Break in Continuity of Sections)

302. Continuing Eligibility.

To remain eligible for renewal of an opportunity scholarship, the recipient must comply with all of the provisions of the Opportunity Scholarship Program and these rules: (3-28-18)

01. Renewal Application. A scholarship recipient must complete and submit a renewal application in order to be considered for a continuing scholarship for each succeeding year and update and submit the FAFSA on or prior to March 1. (3-20-14)

02. Credit Hours. To remain eligible for renewal of an opportunity scholarship, the scholarship recipient attending a four (4) year eligible postsecondary institution must have completed a minimum of twenty-four (24) credit hours or its equivalent each academic year that the student received an opportunity scholarship award. A scholarship recipient attending a two (2) year eligible postsecondary institution must have completed a minimum of eighteen (18) credit hours or its equivalent each academic year that the student received an opportunity scholarship award. Notwithstanding these provisions, a scholarship recipient that has received the Opportunity Scholarship as an Adult Learner may retain eligibility through the completion of twelve (12) or more credit hours or its equivalent each academic year the student received the Opportunity Scholarship award. All students may use the summer term to meet the annual credit accumulation requirements. (~~3-9-16~~) ()

03. Satisfactory Academic Progress. To remain eligible for renewal of an opportunity scholarship, the scholarship recipient must have maintained a minimum cumulative grade point average of ~~three-two~~ point ~~zero-seven~~ (~~3.27~~) on a scale of four point zero (4.0) during the time that the recipient received an opportunity scholarship award, and must be maintaining satisfactory academic progress, consistent within federal financial aid regulations as implemented at the eligible Idaho postsecondary educational institution at which the scholarship recipient was enrolled. Students receiving an Opportunity Scholarship award as an adult learner must make satisfactory progress on the student's graduation plan established with the eligible institution at the time of admission. (~~3-28-18~~) ()

04. Maximum Duration of Scholarship Award. The award of an opportunity scholarship shall not exceed the equivalent of eight (8) semesters or the equivalent of four (4) academic years. (3-20-14)

05. Eligibility Following Interruption of Continuous Enrollment. A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months but less than two (2) years for any reason but who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to withdraw no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance to the Office of the State Board of Education. Failure to do so may result in forfeiture of the scholarship. The Board's Executive Director or designee will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the Board declaring his intent to re-enroll as a full-time undergraduate student in an academic or career technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll within two (2) years of the approval of the request to withdraw. Failure to do so will result in forfeiture of the scholarship unless an extension has been granted. An extension of interruption of continuous enrollment period may be granted for eligible students due to military service in the United States armed forces, medical circumstances, or other circumstances approved by the executive director. All requests for extension must be made sixty (60) days prior to the start of the succeeding academic year.

(3-28-18)

303. -- 399. (RESERVED)

400. Responsibilities Of Eligible Idaho Postsecondary Educational Institutions.

01. Statements of Continuing Eligibility. An eligible Idaho postsecondary educational institution

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participating in this Opportunity Scholarship Program must submit statements of continuing student eligibility to the Board by the 30th day after the end of each academic year. Such statements must include verification that the scholarship recipient is still enrolled, attending part-time if an Adult Learner and full-time for all other scholarship recipients, maintaining satisfactory academic progress, and has not exceeded the award eligibility terms. ~~(3-9-16)~~
)

02. Other Requirements. An eligible Idaho postsecondary educational institution must: (4-2-08)

a. Be eligible to participate in Federal Title IV financial aid programs, and must supply documentation to the Board verifying this eligibility, and prompt notification regarding any changes in this status; (4-2-08)

b. Have the necessary administrative computing capability to administer the Opportunity Scholarship Program on its campus, and electronically report student data records to the Board; (4-2-08)

c. Provide data on student enrollment and federal, state, and private financial aid for students to the Board, and (4-2-08)

d. Agree to permit periodic Opportunity Scholarship Program audits to verify compliance with Idaho law and these rules related to the program. (4-2-08)

03. Adult Learner Evaluation. Upon admission, scholarship recipients receiving an award as an Adult Learner shall be administered prior learning assessments to determine eligibility for credit for prior learning including credit for prior experiential learning. As part of this process an eligible institution shall work with the student to develop a graduation plan for the program they are entering that includes estimated completion dates.

(Break in Continuity of Sections)

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SUBJECT

Proposed Rule Docket 08-0202-1802 - Rules Governing Uniformity, Alternate Route to Administrator Certification

REFERENCE

March 2, 2018	Board voted to oppose HB 566 (2018) establishing a separate Charter School Administrator Certificate in Idaho Code.
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APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.02, Rules Governing Uniformity
Sections 33-1201 through 33-1204, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

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

BACKGROUND/DISCUSSION

IDAPA 08.02.02 establishes requirements for individuals to be granted an educator credential (become certified) in Idaho, including school administrator certification requirements. Additional provisions within this section of Administrative Code set out uniform processes and regulations for meeting the Idaho constitutional requirement for a uniform system of public schools under Article IX, Section 2. The Board has adopted uniform standards for certification of professional school personnel in Administrative Code, IDAPA 08.02.02.004.01. During the 2018 Legislative Session, House Bill 566a passed creating a Charter School Administrator Certificate in Idaho statute that would have circumvented the current certification standards. The new certificate would have required the individual to hold a bachelor's degree, pass a criminal background check, receive training on teacher evaluations and demonstrate that a charter school board of directors has interested in hiring them and overseeing their work. The bill passed the Legislature and was ultimately vetoed by the Governor. During the legislative debate regarding House Bill 566a, the Board was asked to look into possible routes for non-traditional individuals to be able to meet our state standards and become certified administrators. The request was not specific to how this should be accomplished, nor directive in that it must be accomplished.

Administrator certification is required for every person who serves as a superintendent, a director of special education, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned to conduct the summative evaluation of certified. Further, the Administrator Certificate must include one or more endorsement as a school principal, a superintendent, or a director of special education. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the School Principal endorsement. Directors of special education are required to hold the Director of Special Education endorsement.

Charter schools may currently hire individuals who do not hold an Administrator Certificate to run a charter school. These individuals could be business owners, chief operating officer, chief executive officers or any other variety of titles. If a charter school hires an individual without an Administrator Certificate to manage the school, the charter school must hire someone with an Administrator Certificate to conduct certificated staff evaluations. Additionally, pursuant Section 33-5206, Idaho Code, "employment of charter school teachers and administrators shall be on written contract conditioned upon a valid certificate being held by such professional personnel at the time of entering upon the duties thereunder." The Idaho Standards for Initial Certification of Professional School Personnel State personnel provide for minimum standards of what a principal, superintendent, or special education director must know, it does not specify the duties of these administrator positions. Allowing one individual to serve as the administrator over the schools certificated staff and a separate school leader to serve in a business or building management capacity. State funding is based on the student average daily attendance and the classification of the school personnel. School personnel are either "classified staff" or "certificated staff." Certificated staff are funded at a higher level by the state than classified staff.

The common minimum requirements for the administrator endorsements include:

- a) a graduate degree;
- b) four (4) years of full-time certificated/licensed experience working with students in grades pre-K-12;
- c) have completed an administrative internship

There is currently one Alternative Route to Certification available for individuals that currently hold an instructional or pupil service staff certificate to obtain an Administrator Certificate, the Alternate Authorization – Teacher to New route. Concerns regarding HB 566a (2018) focused on the need for administrators to be able to serve as instructional leaders in their schools and the experience necessary to effectively serve in this capacity as well as having an understanding of how to work with, evaluate, and manage effectively instructional staff.

As part of the negotiated rulemaking process, Board staff held a meeting of the various education stakeholder groups, including representation from the Idaho Charter School Network to discuss possible compromises in developing in Administrative Code an alternate route to certification for non-traditional school administrators. A mastery or competency based alternate route based on a program designed by the Michigan Association of Secondary School Principals was provided as a discussion point. Additional areas of discussion focused on amending the current Administrator Certification requirements to include a Charter School Director endorsement and amending the existing requirement for four years of "certificated/licensed experience" to "experience in a position equivalent to an Idaho certificated position."

Review of administrator certification requirements nationally found Idaho's requirements for Administrator Certification to be comparable. This review does not take into consideration whether or not a Charter School Director is required to have an Administrator Certificate (see Attachment 3). Most states require a graduate degree, some teaching experience, completion of an administrator preparation program, and an internship. Approximately half of the states provide some form of alternative route to certification based on meeting the state administrator standards and/or some form of administrative internship while completing the route. The majority of these routes include teaching or education experience. Three (3) states have a process for waiving some or all of the Administrator Certification requirements.

IMPACT

Approval of the proposed rule will establish an alternate route for individuals serving in a charter school to receive an Administrator Certificate.

ATTACHMENTS

Attachment 1 – Proposed Rule Docket 08-0202-1802

Attachment 2 – Discussed Mastery Alternative Route to Administrator Certification

Attachment 3 – ECS 50-State Analysis Administrator Certification/Licensure Requirements

STAFF COMMENTS AND RECOMMENDATIONS

The notice of intent to promulgate this rule was published in the July 4, 2018 (Vol.18-8) Administrative Bulletin. A negotiated rulemaking meeting was held on August 6, 2018. Participants discussed possible compromises for creating an alternative route for administrators to receive certification either as a whole or specific to Charter School Administrators. Representatives of the Idaho Education Association, Idaho School Board's Association, and Idaho School Administrators Association were able to compromise on a proposal that would create an Alternative Authorization for an individual serving as a Charter School Administrator that could lead to full administrator certification at the end of the interim certificate. This proposal is provided as Attachment 1. The representative for the Idaho Charter School Network requested a separate certification for Charter School Administrators based on the provisions in HB 566a (2018). Ultimately no consensus was reached.

Once approved by the Board, proposed rules are submitted to the Department of Administration for publication in the Idaho Administrative Bulletin, once published they have a 21-day comment period. Based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. If approved, pending rules are resubmitted for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the Legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

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The Board may choose to take no action at this time, approve the proposed rule as submitted and make a final determination after the 21 day public comment period, or as direct staff to bring back another proposal that would establish an separate Charter School Administrator Certificate or a charter school administrator endorsement that would go with the current Administrator Certificate. The Board has until August 31, 2018 to approve and submit for publication proposed rules for the 2019 Legislative Session.

BOARD ACTION

I move to approve proposed rule Docket 08-0202-1802, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 – RULES GOVERNING UNIFORMITY

(BREAK IN CONTINUITY OF SECTIONS)

015. IDAHO EDUCATOR CREDENTIAL.

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (3-25-16)

01. Standard Instructional Certificate. A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and who meets the following requirements: (3-29-17)

a. Professional education requirements: (3-29-17)

i. Earned a minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter, which shall include at least three (3) semester credit hours, or four (4) quarter credit hours, in reading and its application to the content area; (3-29-17)

ii. The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement; and (3-29-17)

b. Completed an approved teacher preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they are eligible to receive an endorsement in; (3-29-17)

c. Individuals seeking endorsement in a secondary grade (pursuant to Section 33-1001, Idaho Code) range must complete preparation in at least two (2) fields of teaching. One (1) of the teaching fields must consist of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours and a second field of teaching consisting of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the two (2) teaching field requirements; (3-29-17)

d. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must meet or exceed the state qualifying score on the state board approved content area and pedagogy assessments. (3-29-17)

e. The Standard Instructional Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-29-17)

02. Pupil Service Staff Certificate. Persons who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists are required to hold the Pupil Service Staff Certificate, with the respective endorsement(s) for which they qualify. Persons who serve as an occupational therapist or physical therapist may be required, as determined by the local educational agency, to hold the Pupil Service Staff Certificate with respective endorsements for which they qualify. (3-28-18)

a. School Counselor (K-12) Endorsement. To be eligible for a Pupil Service Staff Certificate - School Counselor (K-12) endorsement, a candidate must have satisfied the following requirements. The Pupil Service Staff

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Certificate with a School Counselor (K-12) endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-28-18)

i. Hold a master's degree and provide verification of completion of an approved program of graduate study in school counseling from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting. This K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement; and (3-25-16)

ii. An institutional recommendation is required for a School Counselor (K-12) endorsement. (3-28-18)

b. School Counselor – Basic (K-12) Endorsement. (3-28-18)

i. Individuals serving as a school counselor pursuant to Section 33-1212, Idaho Code, shall be granted a Pupil Personnel Services Certificate with a School Counselor – Basic (K-12) endorsement. The endorsement is valid for five (5) years or until such time as the holder no longer meets the eligibility requirements pursuant to Section 33-1212, Idaho Code. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-28-18)

ii. Individuals who received their endorsement pursuant to Section 33-1212, Idaho Code, prior to July 1, 2018, will be transitioned into the School Counselor – Basic (K-12) endorsement. Renewal date will remain the same as the initial credential. (3-28-18)

c. School Psychologist Endorsement. This endorsement is valid for five (5) years. In order to renew the endorsement, six (6) professional development credits are required every five (5) years. The renewal credit requirement may be waived if the applicant holds a current valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for initial endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (3-25-16)

i. Completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hours, master's degree in education or psychology and completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hour, School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-25-16)

ii. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-25-16)

iii. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; and (3-25-16)

iv. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-25-16)

d. School Nurse Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required

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every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of either requirements in Subsections 015.02.c.i. or 015.02.c.ii. in addition to the requirement of Subsection 015.02.c.iii. (3-29-17)

i. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a baccalaureate degree in nursing, education, or a health-related field from an accredited institution. (3-29-17)

ii. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing and have completed nine (9) semester credit hours from a university or college in at least three (3) of the following areas: (3-25-16)

(1) Health program management; (3-25-16)

(2) Child and adolescent health issues; (3-25-16)

(3) Counseling, psychology, or social work; or (3-25-16)

(4) Methods of instruction. (3-25-16)

iii. Additionally, each candidate must have two (2) years of full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (3-25-16)

e. Interim Endorsement - School Nurse. This endorsement will be granted for those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. An Interim School Nurse Endorsement will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-17)

f. Speech-Language Pathologist Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-25-16)

g. Audiology Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-25-16)

h. School Social Worker Endorsement. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial endorsement shall be accomplished by meeting the requirements of Subsections 015.02.g.i. through iii., or by meeting the requirement in Subsection 015.02.g.iv.: (3-29-17)

i. A master's degree in social work (MSW) from a postsecondary institution accredited by an organization recognized by the State Board of Education. The program must be currently approved by the state educational agency of the state in which the program was completed; and (3-29-17)

ii. An institution recommendation from an Idaho State Board of Education approved program; and (3-29-17)

iii. The successful completion of a school social work practicum in a kindergarten through grade twelve (K-12) setting. Post-MSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a K-12 setting. (3-29-17)

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iv. A current and valid master's degree or higher social work license pursuant to chapter 32, title 54 and the rules of the State Board of Social Work Examiners. (3-29-17)

i. Interim Endorsement-Speech Language Pathologist. This certificate will be granted for those who do not meet the educational requirements but who hold a baccalaureate degree in speech language pathology and are pursuing a master's degree in order to obtain the Pupil Service Staff Certificate endorsed in speech language pathology. An interim certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-28-18)

j. Occupational Therapist Endorsement. A candidate with a current and valid Occupational Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted an Occupational Therapist endorsement. The Pupil Personnel Services Certificate with an Occupational Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Occupational Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. (3-28-18)

k. Physical Therapist Endorsement. A candidate with a current and valid Physical Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted a Physical Therapist endorsement. The Pupil Service Staff Certificate with a Physical Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Physical Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. (3-28-18)

03. Administrator Certificate. Every person who serves as a superintendent, a director of special education, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned to conduct the summative evaluation of certified staff is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the School Principal endorsement. Directors of special education are required to hold the Director of Special Education endorsement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the Idaho Standards for School Principals. The Administrator Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-28-18)

a. School Principal (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for School Principal (Pre-K-12), a candidate must have satisfied the following requirements: (3-28-18)

i. Hold a master's degree from an accredited college or university. (3-25-16)

ii. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-25-16)

iii. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-25-16)

iv. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Standards for School Principals. (3-28-18)

v. An institutional recommendation is required for a School Principal (Pre-K-12) Endorsement. (3-28-18)

b. Superintendent (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate with a

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Superintendent (Pre-K-12) endorsement, a candidate must have satisfied the following requirements: (3-28-18)

i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-25-16)

ii. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting. (3-25-16)

iii. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12. (3-25-16)

iv. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Standards for School Principals. (3-28-18)

v. An institutional recommendation is required for a School Superintendent Endorsement (Pre-K-12). (3-28-18)

c. Director of Special Education (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for Director of Special Education (Pre-K-12), a candidate must have satisfied all of the following requirements: (3-28-18)

i. Hold a master's degree from an accredited college or university; (3-25-16)

ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting; (3-25-16)

iii. Obtain college or university verification of demonstrated the competencies of the Director of Special Education in Idaho Standards for Initial Certification of Professional School Personnel; (3-28-18)

iv. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Standards for School Principals: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping; (3-28-18)

v. Have completed an administrative internship/practicum in the area of administration of special education; and (3-28-18)

vi. An institutional recommendation is required for Director of Special Education (Pre-K-12) endorsement. (3-28-18)

04. Certification Standards For Career Technical Educators. Teachers of career technical courses or programs in secondary schools must hold an occupational specialist certificate and an endorsement in an appropriate occupational discipline. All occupational certificates must be approved by the Division of Career Technical Education regardless of the route an individual is pursuing to receive the certificate. (3-28-18)

05. Degree Based Career Technical Certification. (3-25-16)

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a. Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: agricultural science and technology; business technology education; computer science technology; engineering; family and consumer sciences; marketing technology education; and technology education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated one thousand (1,000) clock hours of related work experience or practicum in their respective field of specialization, as approved by the Division of Career Technical Education. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules. (3-28-18)

b. The Career Technical Administrator certificate is required for an individual serving as an administrator, director, or manager of career technical education programs at the state Division of Career Technical Education or in Idaho public schools. Individuals must meet one (1) of the two (2) following prerequisites to qualify for the Career Technical Administrator Certificate. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

i. Qualify for or hold an Advanced Occupational Specialist certificate or hold an occupational endorsement on a standard instructional certificate; provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline; hold a master's degree; and complete at least fifteen (15) semester credits of administrative course work. (3-28-18)

(1) Applicants must have completed credits in: education finance, administration and supervision of personnel, legal aspects of education; and conducting evaluations using the statewide framework for teacher evaluations. (3-28-18)

(2) Additional course work may be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation. (3-28-18)

ii. Hold a superintendent or principal (pre-K-12) endorsement on a standard administrator certificate and provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline or successfully complete the Division of Career Technical Education twenty-seven (27) month Idaho career technical education leadership institute. (3-28-18)

c. Work-Based Learning Coordinator Endorsement. Educators assigned to coordinate approved work-based experiences must hold the Work-Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Instructional Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-29-17)

d. Career Counselor Endorsement. The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Service Staff Certificate with a School Counselor (K-12) endorsement, and who have satisfied the following career technical requirement: Career Pathways and Career Technical Guidance; Principles/Foundations of Career Technical Education; and Theories of Occupational Choice. (3-28-18)

06. Industry-Based Occupational Specialist Certificate. The industry-based Occupational Specialist Certificates are industry-based career technical certifications issued in lieu of a degree-based career technical certificate. Certificate holders must meet the following eligibility requirements: (3-28-18)

a. Be at least twenty-two (22) years of age; document recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, industry certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the

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following three (3) options:

(3-28-18)

i. Have six (6) years or twelve thousand (12,000) hours of recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit or up to eight thousand (8,000) hours can be counted toward the six (6) years or twelve thousand (12,000) hours on a month-to-month basis for journeyman training or completed postsecondary training in a career technical education program; or (3-28-18)

ii. Have a baccalaureate degree in the specific occupation or related area, plus two (2) years or four thousand (4,000) hours of recent, gainful employment in the occupation for which certification is required, at least half of which must have been during the immediate previous five (5) years; or (3-28-18)

iii. Have completed a formal apprenticeship program in the occupation or related area for which certification is requested plus two (2) years or four thousand (4,000) hours of recent, gainful, related work experience, at least half of which must have been completed in the immediate previous five (5) years. (3-28-18)

b. Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching in Idaho public schools or new to teaching in career technical education in Idaho public schools. The certificate is an interim certificate and is valid for three (3) years and is non-renewable. Applicants must meet all of the minimum requirements established in Subsection 015.06.a. of these rules. Individuals on a limited occupational specialist certificate must complete one (1) of the two (2) following pathways during the validity period of the certificate: (3-28-18)

i. **Pathway I - Coursework:** Within the three-year (3) period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete the pre-service training prescribed by the Division of Career Technical Education and demonstrate competencies in principles/foundations of occupational education and methods of teaching occupational education. Additionally, the instructor must satisfactorily demonstrate competencies in two (2) of the following areas: career pathways and guidance; analysis, integration, and curriculum development; and measurement and evaluation. (3-28-18)

ii. **Pathway II – Cohort Training:** Within the first twelve (12) months, the holder must enroll in the Division of Career Technical Education sponsored two (2) year cohort training and complete the two (2) training within the three (3) year validity period of the interim certificate. (3-28-18)

c. Standard Occupational Specialist Certificate. (3-28-18)

i. This certificate is issued to individuals who have held a limited occupational specialist certificate and completed one (1) of the pathways for completions. (3-28-18)

ii. The Standard Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. Credit equivalency will be based on verification of forty-five (45) hours of participation at approved technical conferences, institutes, or workshops where participation is prorated at the rate of fifteen (15) hours per credit; or one hundred twenty (120) hours of approved related work experience where hours worked may be prorated at the rate of forty (4) hours per credit; or any equivalent combination thereof, and having on file a new professional development plan for the next certification period. (3-28-18)

d. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who: (3-29-17)

i. Are eligible for the Standard Occupational Specialist Certificate; (3-28-18)

ii. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of Division of Career Technical Education approved education or content-related course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and (3-28-18)

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- iii. Have on file a new professional development plan for the next certification period. (3-28-18)
- iv. The Advanced Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

07. Postsecondary Specialist. A Postsecondary Specialist certificate will be granted to a current academic faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty's college dean). The primary use of this state-issued certificate will be for distance education, virtual classroom programs, and for public and postsecondary partnerships. (3-29-17)

a. Renewal. This certificate is good for five (5) years and is renewable. To renew the certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher). (3-25-16)

b. Fees. The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules. (3-25-16)

c. The candidate must meet the following qualifications: (3-25-16)

- i. Hold a master's degree or higher in the content area being taught; (3-25-16)
- ii. Be currently employed by the postsecondary institution in the content area to be taught; and (3-25-16)
- iii. Complete and pass a criminal history background check as required according to Section 33-130, Idaho Code. (3-25-16)

08. American Indian Language. Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers. (3-25-16)

a. The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher. (3-25-16)

b. Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten finger fingerprint card or scan and a fee for undergoing a background investigation check pursuant to Section 33-130, Idaho Code. (3-28-18)

c. The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. (3-25-16)

09. Junior Reserved Officer Training Corps (Junior ROTC) Instructors. (3-25-16)

a. Each school district with a Junior ROTC program shall provide the State Department of Education with a list of the names of those individuals who have completed an official armed forces training program to qualify as Junior ROTC instructors in high schools. (3-25-16)

b. Each school district with a Junior ROTC program shall provide the State Department of Education

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with a notarized copy of their certificate(s) of completion.

(3-25-16)

c. Authorization Letter. Upon receiving the items identified in Subsections 015.09.a. and 09.b., the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors.

(3-29-17)

10. Additional Renewal Requirements. In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable:

(3-25-16)

a. Mathematics In-Service Program. In order to recertify, the state approved mathematics instruction course titled "Mathematical Thinking for Instruction," or another State Department of Education approved alternative course, shall be required. The "Mathematical Thinking for Instruction" course consists of three (3) credits. Teachers must take one (1) of the three (3) courses developed that is most closely aligned with their current assignment prior to July 1, 2019. Any teacher successfully completing said course shall be deemed to have met the requirement of Subsection 060.02.c. of this rule as long as said course is part of an official transcript or completed before September 1, 2013, and verified by the State Department of Education. Successful completion of a state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following must successfully complete the "Mathematical Thinking for Instruction" course or another State Department of Education approved alternative course in order to recertify:

(3-28-18)

i. Each teacher holding a Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement who is employed by a school district or charter school as a K-3 multi-subject or special education teacher;

(3-28-18)

ii. Each teacher holding an All Subjects (K-8) endorsement who is employed by a school district or charter school as a K-6 multi-subject teacher;

(3-28-18)

iii. Each teacher holding an All Subjects (K-8) endorsement, Mathematics – Basic (5-9 or 6-12) endorsement, Mathematics (5-9 or 6-12) endorsement teaching in a mathematics content classroom (grade six (6) through grade twelve (12)) including Title I who is employed by a school district or charter school; and

(3-28-18)

iv. Each teacher holding an Exceptional Child Generalist endorsement who is employed by a school district or charter school as a special education teacher.

(3-28-18)

b. Waiver of Mathematics In-Service Program. When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual living outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period.

(3-25-16)

c. Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to Section 33-1204, Idaho Code. Credits must be earned through an approved educator preparation program and include a laboratory component. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation. The approved course must include the following competencies:

(3-28-18)

i. Understanding professional practice in Idaho evaluation requirements, including gathering accurate evidence and artifacts, understanding and using the state framework for evaluation rubric with fidelity, proof of calibration and interrater reliability, ability to provide effective feedback for teacher growth, and understanding and advising teachers on individualized learning plan and portfolio development.

(3-28-18)

ii. Understanding student achievement and growth in the Idaho evaluation framework, including

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understanding how measurable student achievement and growth measures impact summative evaluation ratings and proficiency in assessment literacy. (3-28-18)

016. IDAHO INTERIM CERTIFICATE.

The State Department of Education or the Division of Career Technical Education, as applicable to the certificate, is authorized to issue a three-year (3) interim certificate to those applicants who hold a valid certificate/license from another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement pursuant to Section 33-4104, Idaho Code, or engaged in an alternate route to certification as prescribed herein. (3-29-17)

01. Interim Certificate Not Renewable. Interim certification is only available on a one-time basis per individual except under extenuating circumstances approved by the State Department of Education. It will be the responsibility of the individual to meet the requirements of the applicable alternate authorization route and to obtain a full Idaho Educator Credential during the term of the interim certificate. (3-29-17)

02. Idaho Comprehensive Literacy Course. For all Idaho teachers working on interim certificates, (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), completion of a state approved Idaho Comprehensive Literacy course or assessment, or approved secondary equivalent shall be a one-time requirement for full certification. (3-28-18)

a. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. (3-25-16)

03. Mathematical Thinking for Instruction. For all Idaho teachers or administrators working on interim certificates (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), with an All Subjects (K-8) endorsement, any mathematics endorsement, Exceptional Child Generalist endorsement, Blended Early Childhood/Early Childhood Special Education endorsement, or Administrator certificate must complete a state approved Mathematical Thinking for Instruction, or another State Department of Education approved alternative course, as a one-time requirement for full certification. (3-28-18)

04. Technology. Out-of-state applicants may be reviewed by the hiring district for technology deficiencies and may be required to take technology courses to improve their technology skills. (3-28-18)

05. Reinstatement of Expired Certificate. An individual holding an expired Idaho certificate may be issued a nonrenewable three-year interim certificate. During the validity period of the interim certificate, the applicant must meet the following requirements to obtain a full certification during the term of the interim certificate: (3-28-18)

- a.** Two (2) years' successful evaluations as per Section 33-1001(14), Idaho Code. (3-28-18)
- b.** Measured annual progress on specific goals identified on Individualized Professional Learning Plan. (3-28-18)
- c.** Six (6) credit renewal requirement. (3-28-18)
- d.** Any applicable requirement for Idaho Comprehensive Literacy Course or Mathematical Thinking for Instruction as indicated in Subsections 016.02 and 016.03. (3-28-18)

06. Foreign Institutions. An educator having graduated from a foreign institution may be issued a non-renewable, three-year (3) interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules. (3-28-18)

07. Codes of Ethics. All laws and rules governing standard certificated staff with respect to conduct, discipline, and professional standards shall apply to all certified staff serving in an Idaho public school, including

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those employed under an interim certificate.

(3-28-18)

(BREAK IN CONTINUITY OF SECTIONS)

021. ENDORSEMENTS.

Holders of a Standard Instructional Certificate, Standard Occupational Specialist Certificate, and Advanced Occupational Specialist Certificate may be granted endorsements in subject areas as provided herein. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. An official statement from the college of education of competency in a teaching area or field is acceptable in lieu of required credits if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. Statements must include the number of credits the competency evaluation is equivalent to. To add an endorsement to an existing credential, an individual shall complete the credit hour requirements as provided herein and shall also meet or exceed the state qualifying score on appropriate, state approved content, pedagogy and performance assessments. When converting semester credit hours to quarter credit hours, two (2) semester credit hours is equal to three (3) quarter credit hours. (3-28-18)

01. Clinical Experience Requirement. All endorsements require supervised teaching experience in the relevant content area, or a State Department of Education or Division of Career Technical Education approved alternative clinical experience as applicable to the area of endorsement. (3-28-18)

02. Alternative Authorization to Endorsement. Candidates shall meet all requirements of the chosen option for the endorsement as provided herein. (3-28-18)

a. Option I -- An official statement from the college of education of competency in a teaching area or field is acceptable in lieu of courses for a teaching field if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. (3-28-18)

b. Option II -- National Board. By earning National Board Certification in content specific areas, teachers may gain endorsement in a corresponding subject area. (3-29-17)

c. Option III -- Master's degree or higher. By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid instructional certificate. (3-28-18)

d. Option IV -- Testing and/or Assessment. Two (2) pathways are available to some teachers, depending upon endorsement(s) already held. (3-29-17)

i. Pathway 1 -- Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally, requires the successful completion of a one (1)-year state-approved mentoring component; or (3-28-18)

ii. Pathway 2 -- Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the authorization. Additionally, requires the successful completion of a one (1)-year state-approved mentoring component and passing a final pedagogy assessment.

(BREAK IN CONTINUITY OF SECTIONS)

(3-25-16)

042. ALTERNATE ROUTES TO CERTIFICATION.

The purpose of this program is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard teacher education program. Alternative Routes to Certification shall allow individuals to serve as the teacher of record prior to having earned full certification status. The teacher of record is defined as the

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person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade. Individuals who are currently employed as Paraprofessionals and, individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate certification requirements provided herein. Individuals who are currently certificated to teach but who are in need of an emergency endorsement in another area may obtain an endorsement through an alternate route as described in Subsection 021.02 of these rules. (3-29-17)

01. Alternative Authorization -- Teacher To New Certification. The purpose of this alternative authorization is to allow Idaho school districts to request additional certification when a professional position cannot be filled with someone who has the correct certification. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-29-17)

a. Prior to application, a candidate must hold a baccalaureate degree, and a valid Idaho instructional certificate. The school district must provide supportive information attesting to the ability of the candidate to fill the position. (3-29-17)

b. A candidate must participate in an approved alternative route preparation program. (3-25-16)

i. The candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. The candidate must complete a minimum of nine (9) semester credits annually to maintain eligibility for renewal; and (3-25-16)

ii. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (3-20-04)

02. Alternative Authorization -- Content Specialist. The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in a district with an identified need for teachers in that area. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-25-16)

a. Initial Qualifications. (3-20-04)

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 (3-29-17)

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. (3-25-16)

b. Alternative Route Preparation Program -- College/University Preparation or Other State Board Approved Certification Program. (3-25-16)

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; (3-29-17)

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

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credits will be specified in the consortium developed plan;

(3-29-17)

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;

(3-25-16)

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

(3-25-16)

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.

(3-20-04)

02. Alternative Authorization –School Administrator. The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in the areas of charter school administration. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. ()

a. Initial Qualifications. ()

i. A candidate must hold a baccalaureate degree or higher degree; ()

ii. The hiring district shall ensure the candidate is experienced and qualified to serve in a position of leadership based on an identified need and shall have other leadership, management, and administrative experience. This may be accomplished through a combination of employment experience and education; and ()

iii. Has four (4) or more years of full-time experience working with students, pre-k-12 in position equivalent to a certificated position in Idaho, in an school setting, accredited by a body recognized by the Idaho State Board of 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 local education agency and the candidate shall determine the preparation needed to meet in Idaho Standards for Initial Certification of Professional School Personnel. This individual professional development plan must include mentoring and a minimum of one (1) observation by the mentor per month, which will include feedback and reflection, while serving in an administrative capacity under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal; ()

ii. The candidate must receive a qualifying score on a state board approve school leaders certification assessment. ()

ii. The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy and certificated staff evaluation based on the state framework for evaluation prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed individual professional development plan; ()

iii. At the time of authorization the candidate must enroll in and work toward completion of the individualized alternative route preparation program through a participating college/university or other state board approved certification program, and the employing local education agency; and ()

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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. ()

c. Candidates meeting all requirements of the alternative route preparation program, at the conclusion of the three (3) year validity period of the interim certificate may apply for a standard administrator certificate.

i. An administrator who participates in, and successfully completes an individualized alternative route preparation program as one (1) of the conditions for annual renewal and receives a certificate of completion and statement of meeting the state standards for initial certification of school personnel for school administrators from the partnering educator preparation program be considered as having met the requirement for completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university.

03. Non-Traditional Route to Teacher Certification. An individual may acquire interim certification as found in Section 016 of these rules through an approved non-traditional route certification program. (3-25-16)

a. Individuals who possess a baccalaureate degree or higher from an accredited institution of higher education may utilize this non-traditional route to an interim Idaho Teacher Certification. (3-29-17)

b. To complete this non-traditional route, the individual must: (3-25-16)

i. Complete a Board approved program; (4-6-05)

ii. Pass the Board approved pedagogy and content knowledge exams; and (4-6-05)

iii. Complete the Idaho Department of Education background investigation check. (3-28-18)

c. Interim Certificate. Upon completion of the certification process described herein, the individual will be awarded an interim certificate from the State Department of Education's Certification and Professional Standards Department. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. All laws and rules governing standard instructional certificated teachers and pupil service staff with respect to conduct, discipline and professional standards shall apply to individuals teaching under any Idaho certificate including an interim certificate. (3-28-18)

d. Interim Certificate Not Renewable. Interim certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain a valid renewable Idaho Educator Credential during the three (3) year interim certification term. (3-25-16)

e. Types of Certificates and Endorsements. The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements. (3-20-14)

04. Alternative Authorization - Pupil Service Staff. The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a position requiring the Pupil Service Staff Certificate cannot be filled with someone who has the correct endorsement/certification. The exception to this rule is the Interim School Nurse endorsement and the Interim Speech Language Pathologist endorsement. The requirements for these endorsements are defined in Subsection 015.02 of these rules. The alternate authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-28-18)

a. Initial Qualifications. The applicant must complete the following: (4-2-08)

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i. Prior to application, a candidate must hold a master's degree and hold a current Idaho license from the Bureau of Occupational Licenses in the area of desired certification; and (3-25-16)

ii. The employing school district must provide supportive information attesting to the ability of the candidate to fill the position. (4-2-08)

b. Alternative Route Preparation Program. (4-2-08)

i. The candidate must work toward completion of the alternative route preparation program through a participating college/university and the employing school district. The alternative route preparation program must include annual progress goals. (3-25-16)

ii. The candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years. (4-2-08)

iii. The participating college/university or the State Department of Education will provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (4-2-08)

iv. The candidate must meet all requirements for the endorsement/certificate as provided herein. (4-2-08)

05. Alternate Authorization Renewal. Annual renewal will be based on the school year and satisfactory progress toward completion of the applicable alternate authorization requirements. (3-25-16)

(BREAK IN CONTINUITY OF SECTIONS)

**Mastery (or competency-based) Alt Route for Administrators*
Alternative Authorization - Content Specialist Route**

To apply for this route, an LEA will identify candidates who are uniquely qualified to pursue this administrative route. All applications must be initiated by the LEA, and will be individually evaluated. Not all applicants will qualify. Qualified applicants would receive a three year, non-renewable, interim certificate. All program requirements must be completed within the validity period of the three certificate.

Eligibility: Individuals identified by the LEA as experienced and qualified to lead based upon an identified area of need. All program candidates must:

1. Have experience serving in position of leadership (classroom teachers are considered to have held such positions)
2. Hold a minimum of a bachelor's degree

Program Overview: All candidates must:

1. Complete the program application
2. Submit college / university transcripts
3. Submit a current resume outlining both leadership roles and professional experience
4. Agree to complete an Individual Professional Development Plan (IPDP) to assist with personal growth and meet the required Path to Leadership program objectives based upon the PSEL/Idaho Administrator Standards
5. Successfully complete all program modules as determine by evidence of mastery in each of the ten competencies

Required Coursework and Mentoring: Problem-based curriculum modules provide a research and theoretical base for understanding leadership, schools as organizations, and the role of the school leader in driving school change to improve student learning. The modules are grounded in the 2015 Professional Standards for Educational Leaders (PSEL) and include:

- Mission, Vision, and Core Values
- Ethics and Professional Norms
- Equity and Cultural Responsiveness
- Curriculum, Instruction, and Assessment
- Community of Care and Support for Students
- Professional Capacity of School Personnel
- Professional Community for Teachers and Staff
- Meaningful Engagement of Families and Community
- Operations and Management
- School Improvement
- Mentoring (*number of required hours dependent on experience*)

Previous graduate-level and above coursework, training, and portfolio samples provided at the time of application are taken into consideration for possible exemption from standard modules. The program's ten Modules are facilitated in an online cohort environment with required components that are both face-to-face and school-based. Mentoring is required throughout the program, and the number of hours shall be determined based upon relevant experience. All instructors and mentors are respected members of the education community who hold certification and advanced degrees.

Throughout the program an IPDP is developed for each candidate, and finalized prior to receiving standard certification as a means of guiding ongoing professional development.

*Program concept designed and implemented by the Michigan Association of Secondary School Principals

**Modules are based upon the Professional Standards for Educational Leaders: <http://npbea.org/pSEL/>

5/23/2018

Administrator License Requirements, Portability, Waivers and Alternative Certification

Equipping Education Leaders, Advancing Ideas



50-State Analysis

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Administrator License Requirements, Portability, Waivers and Alternative Certification

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Alabama	<p>Principals and Superintendents: Candidates must hold a master's degree and complete an approved sixth-year level program or hold an education specialist or doctoral degree from a regionally accredited senior institution of higher education. Candidates must also complete two years of satisfactory educational experience and meet all requirements for the professional educator certificate.</p> <p>Source: Administrative Code 290-3-2-.03</p> <p align="right">rev. 12/2007</p>	<p>Alabama has signed the NASDTEC Interstate Contract for administrator reciprocity agreements.</p> <p>Source: Administrative Code 290-3-2-.02(2)(a)1</p> <p align="right">rev. 12/2007</p>	<p>The special alternative certificate for educational administration may be issued at the master's degree level by meeting Class A certification and other specified requirements. This certificate should be requested only by a local superintendent of education or a headmaster of a nonpublic school who wishes to employ the individual in the area for which the certificate is sought.</p> <p>Source: Administrative Code 290-3-2-.03(1)(b)</p> <p align="right">rev. 12/2007</p>
Alaska	<p>Principals: Candidates must gain at least three years experience as a certificated teacher, complete an approved teacher education program in school administration and obtain a master's degree or higher from a regionally accredited institution. Other requirements include a recommendation of the preparing institution, three semester hours of approved Alaska studies, three semester hours of approved multicultural education/cross-cultural communications studies and six semester hours or nine quarter hours of credit earned during the five-year period preceding the date of application. Candidates must complete the application packet, which includes a signed and notarized application, the institutional recommendation form, official transcripts, two sets of completed fingerprint cards, and all processing fees.</p> <p>Superintendents: Superintendent endorsements require a completed Institutional Recommendation showing completion of an approved superintendency program from a regionally accredited university and verification of at least five years of employment as a classroom teacher or administrator.</p> <p>Source: 4 AAC 12.345</p> <p>Source: Alaska Department of Education and Early Development, Types of Certification</p> <p align="right">rev. 12/2007</p>	<p>Out-of-state certification and experience contribute toward certification in Alaska.</p> <p>Source: 4 AAC 12.345</p> <p align="right">rev.12/2007</p>	<p>No state policy found.</p> <p>However, the commissioner may issue a nonrenewable provisional certificate (provisional Type B), valid for no longer than two years, to an applicant who has completed the requirements of this section, except for the specified course requirements..</p> <p>The commissioner may convert a provisional certificate (provisional Type B) to an administrative certificate (Type B) upon satisfactory completion of the courses required under (c) of this section and payment of the fee for an administrative certificate.</p> <p>Source: 4 AAC 12.345(d)(f)</p> <p align="right">rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Arizona	<p>Principals: Candidates must have a master's degree or more advanced degree and three years of verified teaching experience in grades PreK-12. Candidates must also complete a program in educational administration for principals (including at least 30 graduate semester hours of educational administration), a practicum as a principal or two years of verified experience as a principal or assistant principal in grades PreK-12 and pass the principal portion of the Arizona Administrator Proficiency Assessment.</p> <p>Superintendents: Candidates must have a master's or more advanced degree (including at least 60 graduate semester hours) and complete a program in educational administration for superintendents (including at least 36 graduate semester hours of educational administrative courses). Candidates must also verify three years of teaching experience in grades PreK-12, complete a practicum as a superintendent or two years of verified experience as a superintendent, assistant superintendent, or associate superintendent in grades PreK-12 and pass the superintendent portion of the Arizona Administrator Proficiency Assessment.</p> <p>Source: AAC R7-2-614</p> <p style="text-align: right;">rev. 12/2007</p>	<p>The board may issue a comparable, one year, nonrenewable Arizona provisional certificate to an applicant who holds a valid certificate from another state and possesses a Bachelor's or higher degree from an accredited institution.</p> <p>A valid principal certificate from another state may be substituted for the teaching experience, program in educational administration, and practicum.</p> <p>A valid superintendent certificate from another state may be substituted for the program in educational administration, teaching experience and practicum.</p> <p>Source: AAC R7-2-619</p> <p>Source: AAC R7-2-614</p> <p style="text-align: right;">rev. 12/2007</p>	<p>No state policy found.</p> <p style="text-align: right;">rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Arkansas	<p>Principals: Candidates must hold a current standard teaching license and have a minimum of four years teaching experience (at least three of the four years teaching experience must be at the level at which the candidate is seeking licensure). Candidates must also hold a graduate degree from a regionally and/or NCATE accredited college or university and complete the appropriate program of study (inclusive of an internship and a portfolio). Candidates must participate in induction and successfully complete the state-mandated licensure assessment.</p> <p>Superintendents: Candidates must hold a current standard teaching license, have at least four years teaching experience and hold a current standard building level or curriculum/program administrator license. Candidates must also have or complete an advanced degree, or complete an advanced program of study (both inclusive of an internship and portfolio) from a regionally and/or NCATE accredited college or university and successfully complete the state-mandated licensure assessment.</p> <p>Note: For principal candidates holding a graduate degree in an area other than educational leadership, the institution of higher education will review their credentials to determine their individual needs.</p> <p>Source: ADE Rules 4.02</p> <p>Source: ADE Rules 6.03.1</p> <p>Source: ADE Rules 6.03.3</p> <p>rev. 12/2007</p>	<p>Arkansas has signed the NASDTEC Interstate Contract for administrator reciprocity agreements.</p> <p>Required assessments for Arkansas licensure through reciprocity shall be waived with a valid out-of-state or out-of-country license as an administrator, three years of administrative experience or with a passing score of the required assessment(s).</p> <p>Source: ADE Rules 3.02.11</p> <p>Source: ADE Rules 3.02.7</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, there are three routes to obtain a standard administrator license.</p> <p>Note: A waiver of administrator licensure may be requested by a school district when a district wishes to employ an individual who has identified expertise but does not possess an administrator license. This applies to building level and district level administrators only. This is a district-specific, non-transferable waiver request and does not culminate in an administrator license.</p> <p>Source: ADE Rules 6.01.1 through 6.01.3</p> <p>Source: ADE Rules 11.01</p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
California	<p>Principals and Superintendents: Candidates must first obtain a preliminary credential by holding a valid California credential for teaching, completing an approved professional preparation program in education administration or a passing score of 173 on the School Leaders Licensure Assessment (SLLA) examination. Candidates must complete the basic skills requirement, and a minimum of three years of successful, full-time experience. Secondly, principal and superintendent candidates must obtain a clear credential with the preliminary administrative services credential by completing two years of fulltime experience in a position while holding the preliminary credential and a commission-approved program of advanced study with field experience</p> <p>Note: The commission may, at the request of a credential candidate, grant a waiver of the requirement of university coursework upon its finding that the candidate, in consultation with personnel of the employing school district and personnel of the university, is not able to develop an individualized program of professional development for the advanced preparation program that meets the individual needs of the candidates.</p> <p>Source: CEC §44270.1</p> <p>Source: California Commission On Teacher Credentialing, Certification, Assignment and Waiver Division- Administrative Services Credential Guidelines</p> <p>rev. 12/2007</p>	<p>Candidates prepared outside of California may earn a professional clear credential without first holding a preliminary credential by verifying completion of bachelor's degree from a regionally accredited institution of higher education, meeting the basic skills requirement and completing a teacher preparation program and the equivalent elementary, secondary, or special education credential based on that program. Candidates must also complete three years of elementary, secondary, or special education teaching and an administrative preparation program and was issued, or qualified for, an administrative service credential based upon that program. Submission of two rigorous performance evaluations may also be required.</p> <p>Routes also exist for out-of-state applicants who do not meet the administrative experience requirements needed for a clear credential.</p> <p>Source: CEC §44270.3</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Colorado	<p>Principals: Candidates must complete an approved principal preparation program in an accepted institution of higher education, provide documented evidence of three or more years of full-time successful experience as a licensed or certificated professional in a public or non-public elementary or secondary school in this state or another state and pass the State Board adopted licensing assessments.</p> <p>Superintendents: Candidates must hold a baccalaureate degree from an accepted institution of higher education and complete an approved graduate program for school administration in an accepted institution of higher education or provide evidence of partial completion of an approved administration preparation program in each of two or more accepted institutions of higher education. Candidates must submit an application for an initial license and demonstrate professional competencies as evidenced by either a passing score on the State Board adopted licensing assessment in content/professional knowledge, or evidence of three years of professional administrative experience.</p> <p>Source: 1 CCR 301-37 Rules 3.03 through 3.04 rev. 12/2007</p>	<p>Out-of-state candidates may obtain administrator licensure by completing the appropriate degree, experience, and educational level for the license and endorsement requested. Candidates must complete a state-approved program at an accepted out-of-state institution in the endorsement area sought, be eligible to hold a standard license issued by the state education agency and provide evidence of satisfactory completion of the Colorado State Board of Education adopted assessments appropriate to the license requested.</p> <p>Source: 1 CCR 301-37 Rule 2.3 rev. 12/2007</p>	<p>The state has "alternative possibilities for superintendents." The board of a local school district may enter into an employment contract with any person to serve as a district administrator based on qualifications set by the board.</p> <p>The department of education may issue a principal authorization to a person who does not hold a principal license, but who meets other requirements. Statute specifies minimal requirements for individualized alternative principal programs.</p> <p>Source: COL. REV. STAT. ANN. §22-63-201 Source: 1 CCR 301-37 Rule 4.17 rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Connecticut	<p>Principals: Candidates must hold a master's degree from an approved institution, complete 18 semester hours of graduate credit in addition to the master's degree and complete 50 school months of successful teaching or service, which shall have been in public schools or in approved nonpublic schools or nonpublic schools approved by the appropriate governing body in another state in a position or positions requiring certification. Candidates must present a recommendation from the approved institution of preparation and complete graduate study in specified courses of not fewer than 36 clock hours, including study in understanding the growth and development of children who may require special education.</p> <p>Superintendents: Candidates must hold a master's degree from an approved institution and complete 30 semester hours of graduate credit beyond the master's degree. Candidates must also complete a minimum of 80 school months of successful teaching or service, at least 50 school months of which shall have been in public schools, approved nonpublic schools or nonpublic schools approved by the appropriate governing body in another state, in a position or positions requiring certification in the state in which employed. Also required are a minimum of 30 school months of full-time administrative or supervisory experience in public schools, approved nonpublic schools or nonpublic schools approved and a recommendation of an approved institution where the applicant has completed a planned program of preparation of superintendent of schools. Candidates must also complete specified graduate courses of not fewer than 36 clock hours, which shall include study in understanding the growth and development of children who may require special education.</p> <p>Source: CGS Regulation §10-145d-574</p> <p>Source: CGS Regulation §10-145d-585</p> <p>rev. 12/2007</p>	<p>Connecticut has signed an interstate agreement on qualifications for educational personnel.</p> <p>Note: All administrators prepared outside of Connecticut with fewer than 3 years within the last 10 years of administration experience who apply for the initial intermediate administration must pass either the CAT or SLLA in order to be certified. An applicant recommended by an out-of-state institution is eligible for a one-year deferral of the CAT or SLLA.</p> <p>Source: 166 CGA §10-146c</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, a local or regional board of education may appoint as acting superintendent a person who is or is not properly certified for a specified period of time, not to exceed ninety days, with the approval of the Commissioner of Education. Such acting superintendent shall assume all duties of the superintendent for the time specified, provided such period of time may be extended with approval.</p> <p>Source: 166 CGA §10-157</p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Delaware	<p>Principals: Candidates must have a master's degree in educational leadership from an NCATE state approved or affiliated program/organization, or a master's degree in any field from a regionally accredited college or university and successful completion of a Delaware approved alternative routes to certification program for school leaders. Until approval and implementation of alternative routes to certification program occurs, candidates completing the standard certificate should earn graduate credit in specified courses if not taken at the undergraduate level. Experience requirements include a minimum of three years of teaching experience at the level to be initially assigned as a school principal or assistant principal, except at the middle level, where the teaching experience may be at any pre-K to 12 level, or as a principal or assistant principal of a school for exceptional students, where the teaching experience must have been with one or more of the categories of exceptional children served by the school.</p> <p>Superintendents: No state policy found.</p> <p>Source: 15 Del. C. §1200-3 rev. 12/2007</p>	<p>Delaware has signed the NASDTEC Interstate Contract for administrator reciprocity agreements.</p> <p>Source: 15 Del. C. §1200-3 rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>
Florida	<p>Principals: Candidates must hold a master's or higher degree awarded by an acceptable institution and complete the Florida Educational Leadership Core Curriculum. Candidates must hold a valid professional certificate covering educational leadership, administration, or administration and supervision and document successful performance of the duties of the school principalship. Candidates must demonstrate successful performance of the competencies of the school principalship standards, documented by the Florida district school superintendent based on a performance appraisal system approved by the district school board and the Department.</p> <p>Superintendents: No state policy found.</p> <p>Source: Rule 6A-4.0081 through 6A-4.0083 rev. 12/2007</p>	<p>Florida has signed an interstates compact on certification requirements for educational personnel.</p> <p>Florida has two reciprocity routes for certified teachers and administrators to qualify for Florida's Professional Certificate. Route 1: Candidates must have a valid Standard Certificate Issued by a State Other than Florida. The certificate must be a standard or Level II certificate issued by the other state or US territory, and the certificate must be currently valid (not expired or revoked). The subject/s shown on your certificate must be considered comparable to a subject/s issued in Florida. Route 2: Candidates must have a certificate Issued by the National Board for Professional Teaching Standards (NBPTS). The NBPTS certificate must be currently valid. The Florida certificate will reflect the Florida subject considered comparable to the NBPTS subject.</p> <p>Source: Florida Statutes 1012.99 Source: Florida DOE Certification Website rev. 12/2007</p>	<p>No state policy found.</p> <p>However, school district boards have authority to appoint persons to the position of school principal who do not hold educator certification.</p> <p>Source: Florida Statutes 1001.42 rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Georgia	<p>Principals and Superintendents: Candidates must hold a master's degree or higher from a PSC-approved accredited institution. Except for a Permit for the specific job of superintendent, the applicant for this certificate must also have three years of acceptable school experience. In most cases applicants must complete a state approved program, the appropriate content assessment(s) and be recommended by the approved provider. However, requirements vary based on the clear, intern or non-renewable professional certification levels.</p> <p>Source: PSC Rule 505-2-.300 rev. 12/2007</p>	<p>Georgia accepts educational leadership certification fields from some other states, as listed as part of the NASDTEC Interstate agreement, with the provision that certain special requirements must be met to obtain a clear renewable professional Georgia certificate.</p> <p>Source: PSC Rule 505-2-.15 rev. 12/2007</p>	<p>No state policy found.</p> <p>However, at the discretion of the local employing school system, an initial permit may be issued in the field of educational leadership to individuals outside the traditional educational route who are selected to serve in a leadership role of superintendent or principal if specific conditions are met. Non-renewable certificates may also be issued in all teaching, service and educational leadership fields.</p> <p>Source: PSC Rule 505-2-.10 (12) Source: PSC Rule 505-2-.06 Source: PSC Rule 505-2-.300 rev. 12/2007</p>
Hawaii	<p>Principals: Candidates must have not less than five years of appropriate school-level experience of which at least three years shall have been as a teacher.</p> <p>Superintendents: Candidate will be appointed by a majority of the members of the board.</p> <p>Source: HRS §302A-605 Source: HRS §302A-1101 Source: DOE 1310 rev. 12/2007</p>	<p>The department may issue a license to a teacher with a valid out-of-state license who has passed similar, though not identical, tests in basic skills, pedagogy, and subject matter to those required for licensure in the state.</p> <p>Source: HRS §302A-802 rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Idaho	<p>Principals: Candidates must have a masters degree from an accredited university and four years of fulltime certificated experience working with students PreK-12 while under contract in a school setting. Candidates must also have completed an administrative internship or have one year of experience as an administrator in grades PreK-12. Candidates must provide verification of completion of a state approved program of at least thirty semester credit hours or forty five quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university.</p> <p>Superintendents: Candidates must have an education specialist or doctorate degree or complete a comparable postmaster's sixth year program at an accredited college or university and complete four years of fulltime certificated/licensed experience working with students PreK-12 while under contract in a school setting. Candidates must also complete an administrative internship for the superintendent endorsement or have one year of out of state experience as an assistant superintendent or superintendent in grades PreK-12 while holding that state's administrative certificate. Candidates must provide verification of completion of an approved program of at least thirty semester credit hours or forty five quarter credit hours of postmaster's degree graduate study for the preparation of school superintendents at an accredited college or university.</p> <p>Source: IDAPA 08.02.02.26 rev. 12/2007</p>	<p>The Department of Education may award Idaho certificates to out-of-state candidates from regionally accredited institutions meeting equivalent requirements for certification in other states when they substantially meet the requirements for the Idaho certificate.</p> <p>The department of education may issue a three year interim certificate to those applicants who hold a valid certificate/license from another state or entity that participates in the NASDTEC agreement.</p> <p>Source: IDAPA 08.02.02.14 rev. 12/2007</p> <p>Source: IDAPA 08.02.02.15 rev. 12/2007</p>	<p>No state policy found.</p> <p>Alternative authorization is available allowing Idaho school districts to request emergency endorsement/certification when a position requiring the pupil personnel services certificate cannot be filled with someone who has the correct endorsement/certification. Candidates must meet specified initial requirements and work toward completing an alternative route preparation program.</p> <p>Source: IDAPA 08.02.02.047 rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Illinois	<p>Principals: Candidates must have graduated from an accredited college or university, with a master's degree in a management field or with a bachelor's degree and the life experience equivalent of a master's degree in a management field as determined by the State Board of Education. Candidates must have successfully completed the first phase of the alternative certification program including a course of study offered on an intensive basis in education management, governance, organization, and planning, an assignment to a full-time position for one school year as an administrator and a comprehensive assessment of the person's performance by school officials in addition to a recommendation to the State Board of Education.</p> <p>Superintendents: Candidates must be of good character, obtain a master's degree, and earn at least 20 semester hours of credit in professional education at the graduate level. Candidates must also hold either a valid all grade supervisory certificate, state limited supervisory certificate, state life supervisory certificate, or administrative certificate. Also required are at least 4 years experience in teaching. Two of the four previous years should be spent full time teaching or supervising in the common public schools or serving as a county superintendent of schools or regional superintendent of schools for an educational service region in the State of Illinois.</p> <p>Source: DOE, Requirements for Certification</p> <p>Source: 105 ILCS 5/21-5(d)</p> <p>Source: 105 ILCS 5/3-0.01</p> <p>rev. 12/2007</p>	<p>Out-of state applicants who have earned a valid comparable certificate but do not meet all of Illinois' requirements may obtain a provisional administrative certificate. The first year of the two year certificate expires on June 30 following the date of issue. When a provisional certificate has been issued and the holder has not passed the required Illinois examinations within nine months after the issue date, the certificate will be canceled.</p> <p>Source: DOE, Requirements for Certification</p> <p>rev. 12/2007</p>	<p>Yes. The State Board of Education, in consultation with the State Teacher Certification Board and an advisory panel consisting of no less than 7 administrators appointed by the State Superintendent of Education, established an alternative route to administrative certification program. This program awards nonrenewable provisional alternative administrative certificates, valid for one year.</p> <p>An alternative route for administrative certificates also exists for National Board Certified Teachers.</p> <p>Source: 105 ILCS 5/21-5(d)</p> <p>Source: 105 ILCS 5/21-5(e)</p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Indiana	<p>Principals: Candidates must have a professional license in early childhood, kindergarten-primary, elementary or junior high/middle school education and complete a minimum of forty-five semester hours of graduate credit at a regionally accredited teacher preparation institution. Candidates must also receive recommendation from the accredited institution where the approved qualifying program was completed.</p> <p>Superintendents: Candidates must have a professional license in early childhood, kindergarten-primary, elementary, junior high/middle school, secondary or all grade education, a specialist in education degree and equivalent degree or a higher degree from a regionally accredited institution. Candidates must also complete specified graduate work in administration and must be recommended by the accredited institution where the approved qualifying program was completed.</p> <p>Source: 515 IAC 1-1-80 through 515 IAC 1-1-82</p> <p>rev. 12/2007</p>	<p>Graduates of a National Council for the Accreditation of Teacher Education (NCATE) institution approved to offer administrative, supervisory, or school services programs are eligible for the comparable Indiana standard license if they have completed the necessary years of teaching experience at the appropriate level in an accredited school, meet specified degree requirements and hold a currently valid out-of-state license in the area comparable to the Indiana standard license.</p> <p>Source: 515 IAC 1-2-11</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, the professional standards board has the right to make exceptions in the administration and application of its rules if the board finds that the applicant has educational experience equivalent to the educational requirements under the rules, the applicant has passed an examination or assessment equivalent to the applicable examination or assessment for certification or licensing under the rules of the board and the applicant has demonstrated work or related experience that is sufficiently related to the practice of teaching. The professional standards board may not grant an exception to any requirements that are provided by statute.</p> <p>Source: 515 IAC 1-2-22</p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Iowa	<p>Principals: Candidates must hold a master's degree and complete a sequence of courses and experiences which may have been a part of, or in addition to degree requirements. Three years of teaching experience at the PreK-12 level are required. A bill signed into law in May 2003 requires the State Board of Educational Examiners to adopt criteria for administrator endorsements that allow one to obtain an endorsement to work as an elementary or secondary school principal regardless of the grade level at which the individual accrued teaching experience.</p> <p>Superintendents: Candidates must earn a specialist degree (or its equivalent: A master's degree plus at least 30 semester hours of planned graduate study in administration beyond the master's degree) and complete a sequence of courses and experiences which may have been part of, or in addition to, these degree requirements. Also required are a practicum in PreK-12 school administration and three years of experience as a building principal or other PK-12 district-wide or area education agency administrative experience.</p> <p>Source: IAC 272.9A</p> <p>Source: BOEE Administrative Endorsements</p> <p>Source: BOEE Requirements for Licenses</p> <p>rev. 12/2007</p>	<p>The board may issue a license to an applicant from another state or country if the applicant files evidence of the possession of the required or equivalent requirements with the board. The executive director of the board may, subject to board approval, enter into reciprocity agreements with another state or country for the licensing of practitioners on an equitable basis of mutual exchange, when the action is in conformity with law.</p> <p>Source: IAC 272.8</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Kansas	<p>Principals: Candidates for a conditional school leadership license should submit an official transcript verifying the granting of a graduate degree, verification from an accredited institution by a designee of the graduate-level school leadership program, verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate coursework and verification of successful completion of a school leadership assessment as determined by the state board. Candidates should also verify at least one year of recent accredited experience or at least eight semester hours of recent credit and verification of three years of experience in a state-accredited school while holding a professional teaching license, a professional school specialist license, a professional clinical license, or a full vocational-technical certificate.</p> <p>Superintendents: Candidates should submit verification of successful completion of the school leadership performance assessment prescribed by the state board while employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board. Also required are verification of at least one year of recent accredited experience or at least eight semester hours of recent credit.</p> <p>Source: Teacher Education and Licensure--Regulations and Standards For Kansas Educators §91-1-203(a)(2).</p> <p>Source: Teacher Education and Licensure--Regulations and Standards For Kansas Educators §91-1-203(b)(2).</p> <p style="text-align: right;">rev. 12/2007</p>	<p>Any person who holds a valid teaching, school leadership, or school specialist license issued by another state may obtain a conditional or a professional license if certain requirements are met.</p> <p>Source: Teacher Education and Licensure-- Regulations and Standards For Kansas Educators §91-1-204(c)(1).</p> <p style="text-align: right;">rev. 12/2007</p>	<p>No state policy found.</p> <p>However, candidates may obtain a conditional school leadership license or a restricted district leadership license by meeting certain requirements.</p> <p>Source: Teacher Education and Licensure-- Regulations and Standards For Kansas Educators §91-1-203(2).</p> <p>Source: Teacher Education and Licensure-- Regulations and Standards For Kansas Educators §91-1-203(j).</p> <p style="text-align: right;">rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Kentucky	<p>Principals: Candidates must complete an approved program of preparation, have three years of full-time teaching experience and have successfully completed the appropriate assessment requirements. Candidates must also hold a masters degree in education and complete one year in the Kentucky Principal Internship Program (KPIP).</p> <p>Superintendents: Candidates must complete an approved program of preparation, have the appropriate requirements for certification, as established in KAR Title 16; and have at least two years of approved experience. Other administrative experience may be substituted for this requirement with the approval of the Education Professional Standards Board. Candidates must also hold a valid statement of eligibility for a Kentucky teaching certificate, a masters degree and complete principal preparation levels I and II.</p> <p>Source: 16 KAR 3:050</p> <p>Source: 16 KAR 6:030</p> <p>Source: 16 KAR 3:010</p> <p>rev. 12/2007</p>	<p>Kentucky has signed an interstate agreement on qualifications of educational personnel.</p> <p>Out-of-state principal applicants are required to take the new School Leaders Licensure Assessment and the Kentucky Specialty Test of Instructional and Administrative Practices. Out of state principal certification applicants who have two years of fulltime principal experience may be waived from the SLLA test. These individuals are required to take only the Kentucky-based test. Out of state principal applicants who do not have two years of verified experience as a fulltime principal must participate in and successfully complete the one year Kentucky Principal Internship Program.</p> <p>Source: KRS 161.124</p> <p>Source: 16 KAR 3:010</p> <p>rev. 12/2007</p>	<p>Yes. The Kentucky General Assembly has enacted alternative routes to teacher and administrator certification for persons who have demonstrated exceptional work and/or educational experiences.</p> <p>Source: The Education Professional Standards Board- Alternative Routes to Certification</p> <p>rev. 12/2007</p>
Louisiana	<p>Principals: Candidates must hold or be eligible to hold a valid Louisiana Type B or Level 2 teaching certificate or have a comparable level out-of-state teaching certificate and three years of teaching experience in his/her area of certification. Candidates must also complete a competency-based graduate degree preparation program in the area of educational leadership from a regionally accredited institution of higher education and have a passing score on the School Leaders Licensure Assessment (SLLA).</p> <p>Superintendents: Candidates must have a valid Louisiana Level 2 Educational Leader certificate or one of the Louisiana administrative/supervisory certifications that preceded the 2006 Educational Leadership Certification structure, five years of teaching experience in his/her area of certification, five years of successful administrative or management experience in education at the level of assistant principal or above. Candidates must also pass the School Superintendent Assessment (SSA).</p> <p>Source: §705</p> <p>Source: §709</p> <p>rev. 12/2007</p>	<p>There is a standard, three year, non-renewable Louisiana certificate issued to an individual who holds out-of-state certification as a principal (or comparable educational leader certificate) and has not met Louisiana's Praxis and/or NTE requirements. It authorizes the individual to serve as a principal in a Louisiana public school system, and is issued when the individual anticipates immediate administrative employment in a Louisiana public school system. These certification requirements are outlined in statute.</p> <p>Source: §721</p> <p>rev. 12/2007</p>	<p>Yes. Three alternate paths are available to individuals seeking an Educational Leader Certificate Level 1. Program routes are outlined in state statute.</p> <p>Source: §705(2)</p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Maine	<p>Principals and Superintendents: Candidates must earn a bachelor's degree and a masters degree from an accredited college or university degree, in any field. Candidates must also have evidence of a minimum of three years of satisfactory public or private school teaching experience or a minimum of three years of equivalent teaching experience in an instructional setting (e.g., military, business, post-secondary, industry schools). Also required is evidence of a minimum of three years of previous administrative experience in schools or an institutional setting (e.g., military, business, industry, public or private agency), completed approved courses and an approved internship or practicum based on the standards of the Interstate School Leaders Licensure Consortium and Satisfactory.</p> <p>Source: CMR 05 071-115.8.1 (Part I)</p> <p>Source: CMR 05 071-115.4.1 (Part II)</p> <p style="text-align: right;">rev. 12/2007</p>	<p>Maine has signed an interstate agreement on certification requirements for educational personnel.</p> <p>An individual certified in a state other than Maine may be eligible for a one-year, non-renewable Maine administrator certificate if the individual has three years of administrative experience using the type of certification being sought, holds a master's degree; and holds the same type of certificate from a state other than Maine.</p> <p>Source: CMR 05 071-115.4.2</p> <p style="text-align: right;">rev. 12/2007</p>	<p>No state policy found.</p> <p>However, conditional, targeted need, and transitional endorsement certification routes are available for administrator certification. Other certification pathways allow candidates meet the ISLLC standards through successful completion of the School Superintendent Assessment or coursework or equivalent training.</p> <p>Source CMR 05 071.115.4.2C (Part I)</p> <p>Source: CMR 05 071.115.4.5 (Part II)</p> <p style="text-align: right;">rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Maryland	<p>Principals: Candidates must have a master's degree and 27 months of satisfactory teaching performance or satisfactory performance on a professional certificate or satisfactory performance as a certified specialist. Candidates must also have completed a department-approved program which leads to certification as a supervisor of instruction, assistant principal, or principal that includes the outcomes in the Maryland instructional leadership framework, an approved program which leads to certification as a supervisor of instruction, assistant principal, or principal in accordance with the interstate agreement, or 18 semester hours of graduate course work that includes an internship or practicum. Candidates must also present evidence of a qualifying score as established by the State Board on a Department-approved principal certification assessment.</p> <p>Superintendents: Candidates must meet the requirements for certification in early childhood education, elementary education or a secondary education area, have a master's degree from an IHE, have 3 years of successful teaching experience and 2 years of administrative or supervisory experience; and have successfully completed a 2-year program with graduate courses in administration and supervision in an institution or institutions approved by an accrediting agency recognized by the State Superintendent of Schools. Graduate work may be applied toward the requirements of this section, provided that a minimum of 60 semester hours of graduate work is presented.</p> <p>Source: COMAR 13A.12.04.04</p> <p>Source: COMAR 13A.12.04.03</p> <p>rev. 12/2007</p>	<p>Maryland has signed an interstate agreement on the qualification of educational personnel.</p> <p>A principal who enters Maryland from another state may obtain an Administrator II certificate if that principal held a valid professional state certificate and verification of at least 27 months of satisfactory performance as a principal during the past 7 years on the basis of which application is being made for a like or comparable Maryland certificate.</p> <p>Source: §6-604</p> <p>Source: COMAR 13A.12.04.04(c3)</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, a conditional license may be issued at the request of a local school system superintendent to an applicant employed in a local school system who does not meet all certification requirements.</p> <p>The State Superintendent of Schools has the authority to waive the specific requirements for a certificate in an individual case if the State Superintendent of Schools determines, after thorough investigation, that the applicant's preparation or experience, or both, are adequate to justify a waiver.</p> <p>A local school system shall request a conditional specialist, administrator, or supervisor certificate only if the local school system is unable to fill a position with a qualified person who holds a professional certificate</p> <p>Source: COMAR 13A.12.01.08(b)</p> <p>Source: COMAR 13A.12.01.14</p> <p>Source: Maryland Division of Certification and Accreditation</p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Massachusetts	<p>Principals: Candidates must obtain an initial license by completing at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in an educational setting. Initial license also requires passing a performance assessment and completion of an approved program of study that includes a supervised practicum/practicum. Professional licenses require candidates to complete a one-year induction program and at least three full years of employment under the initial school principal license.</p> <p>Superintendents: Candidates must obtain principal prerequisites and in addition, possess at least an initial license in another educational role or preliminary superintendent/assistant superintendent license. Also required are three full years of employment in a district-wide, school-based, or other educational setting.</p> <p>Source: 603 CMR 7.09(1)(2) rev. 12/2007</p>	<p>The commissioner of education can issue a waiver for a principal or superintendent. The waiver is valid for 1 year and renewable.</p> <p>Source: 603 CMR 7.03(1)(a) rev. 12/2007</p>	<p>No state policy found.</p> <p>However, the commissioner may exempt a district for any one school year from the requirement to employ personnel licensed or certified upon request of a superintendent and demonstration to the Commissioner that the district has made a good-faith effort to hire licensed or certified personnel, and has been unable to find them. Persons employed under waivers must demonstrate that they are making continuous progress toward meeting the requirements for licensure or certification in the field in which they are employed.</p> <p>Source: 603 CMR 7.14(13) rev. 12/2007</p>
Michigan	<p>Principals and Superintendents: Candidates must possess a master's degree or higher from an accredited and recognized college or university and complete a state board-approved program in school administration at least at the master's degree level. The program shall include, but not be limited to, a minimum of 18 semester hours of graduate credit, in K-12 school administration. Candidates must also complete at least 21 semester hours of credit at the post-master's degree level.</p> <p>Source: Mich. Adm. Code R 380.107 rev. 12/2007</p>	<p>Out-of-state credit for an administrator's preparation program should be completed at a regionally or nationally accredited college or university whose accrediting body is recognized by the United States department of education or with state board approval. The state board may accept an administrator's certificate from another state or a foreign country as a basis for the issuance of a comparable initial Michigan administrator basic certificate.</p> <p>Source: Mich. Adm. Code R 380.106 rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Minnesota	<p>Principals and Superintendents: Candidates must complete a specialist or doctoral program or a program consisting of a master's degree plus 45 quarter credits in school administration. Each program must be approved by the commissioner and be offered at a regionally accredited Minnesota graduate school. Programs must include field experience of at least 320 hours or eight weeks to be completed within 12 continuous months in elementary or secondary schools as an administrative aide to a licensed and practicing school principal, or have placement with a licensed educational administrator appropriate for the school superintendency and principalship. Candidates must also have three years of successful classroom teaching experience while holding a classroom teaching license valid for the position or positions in which the experience was gained. Additional field experience may also be required of candidates.</p> <p>Source: MN Rule 3512.0200 rev. 12/2007</p>	<p>Minnesota has signed an interstate agreement on qualifications of educational personnel. Candidates who complete approved programs in colleges and universities leading to licensure within states which have signed contracts with Minnesota according to the interstate agreement will be granted a Minnesota entrance license. Candidates who complete programs leading to licensure in colleges and universities within states which have not signed contracts with Minnesota according to the interstate agreement will be granted a Minnesota entrance license when specific criteria have been met.</p> <p>Source: MN Rule 3512.2600 rev. 12/2007</p>	<p>Yes. Alternative pathways exist for candidates seeking superintendent or administrative licensure without the required teaching and/or administrative experience outlined in 3512.0200.</p> <p>Source: MN Rule: 3512.0700 Source: MN Rule: 3512.0800 rev. 12/2007</p>
Mississippi	<p>Principals: Candidates must hold a five year educator license, verify three years of teaching experience and complete an approved master's, specialist, or doctoral degree in educational administration/leadership from a state approved regionally/nationally accredited institution of higher learning. Candidates must also complete the School Leaders Licensure Assessment (SLLA)-Educational Testing Service and submit an institutional recommendation documenting completion of an approved planned program in educational leadership/supervision through a state-approved or regionally/nationally accredited institution of higher learning.</p> <p>Superintendents: Candidates must be eligible to hold a valid Class AA administrator's certificate issued by the State Department of Education and have had not less than four years of classroom or administrative experience.</p> <p>Source: MS Code 37-9-8 Source: MS Code 37-9-13 Source: MDE General Guidelines for Mississippi Educator Licensure rev. 12/2007</p>	<p>Out-of-state candidates for teacher certification must comply with standards under the National Council for Accreditation of Teacher Education (NCATE) or the National Association of State Directors of Teacher Education and Certification (NASDTEC). However, no state policy was found specifying principal and superintendent portability of waivers.</p> <p>Source: MS Code 37-9-8 Source: MDE General Guidelines for Mississippi Educator Licensure rev. 12/2007</p>	<p>An alternative route entry level license exists for applicants who have not completed an educational administration/leadership program. This license is limited to entry level administrative positions such as assistant principals, coordinators, or assistant coordinators.</p> <p>Source: MDE General Guidelines for Mississippi Educator Licensure rev. 12/2007</p>

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	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Missouri	<p>Principals: Candidates must have a master's degree in educational leadership from a state approved college/university, a Missouri certificate of license to teach (or meet other requirements from a state-approved teacher preparation program) and a minimum of 2 years of teaching experience. Candidates must also meet specified course requirements, complete the state approved assessment process, achieve a passing score on a state-approved exit exam, and receive a recommendation for certification from the designated official of the college/university approved by the Missouri Department of Elementary and Secondary Education.</p> <p>Superintendents: Candidates must have a Missouri certificate of license to teach (or meet other requirements from a state-approved teacher preparation program), experience at least 1 year as a building or district level administrator and complete the district-level administrator's assessment process. Candidates are also required to earn an educational specialist or advanced degree in education leadership, obtain a recommendation from the designated official of the college/university and complete specified courses.</p> <p>Source: DOE, Division of Teacher Quality and Urban Education, Administration Requirements</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>
Montana	<p>Principals: Candidates must obtain a master's degree in educational leadership from an accredited professional educator preparation program and complete a minimum of three years of successful experience as an appropriately licensed and assigned teacher at any level within K-12. Candidates must also have at least six graduate semester credits in educational leadership and curriculum.</p> <p>Superintendents: Candidates must obtain an education specialist degree or doctoral degree in education leadership from an accredited professional educator preparation program and complete one year of administrative experience as an appropriately licensed principal. This administrative experience may also be gained with one year of a supervised board of public education approved administrative internship as a superintendent; or a master's degree in education leadership or equivalent from an accredited professional educator preparation program as determined by the university system.</p> <p>Source: ARM 10.57.417</p> <p>Source: ARM 10.57.414</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>	<p>Yes. Alternative licensure may be obtained for both principals and superintendents.</p> <p>Source: ARM 10.57.27</p> <p>Source: ARM 10.57.30</p> <p>rev. 12/2007</p>

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	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Nebraska	<p>Principals: Candidates must have received a master's degree in education or an approved subject area and qualify for or hold one or more educational administration endorsements. Within five years prior to the date of application candidates must have received six semester hours of graduate credit for specified course work or within five years prior to the date of application, have administered half-time or more for two consecutive school years in the same accredited or approved school or educational service unit in another state wherein the applicant held a standard administrative certificate or its equivalent.</p> <p>Superintendents: A standard administrative certificate may be valid for superintendents if so endorsed.</p> <p>Source: NDE Rule 21.004.03</p> <p>Source: NDE Rule 21.004.02</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, provisional, conditional and temporary license may be issued to administrator candidates who meet certain requirements and/or are in the application approval process.</p> <p>Source: NDE Rule 21.004.09</p> <p>Source: NDE Rule 21.006.02</p> <p>Source: NDE Rule 21.008.02</p> <p>rev. 12/2007</p>
Nevada	<p>Principals and Superintendents: Candidates must hold a master's degree, a valid license to teach elementary, secondary or K-12 education, evidence of 3 years of teaching experience in kindergarten or grades 1 through 12 in schools approved by the State and at least 36 semester hours of graduate courses in the administration of a school.</p> <p>Source: NAC 391.170</p> <p>rev. 12/2007</p>	<p>Nevada has signed the NASDTEC Interstate Contract for administrator reciprocity agreements.</p> <p>Source: NAC 391.054</p> <p>rev. 12/2007</p>	<p>The Superintendent of Public Instruction may issue a provisional 1-year license or endorsement to an applicant if he otherwise meets the qualifications for licensure, but lacks specific requirements.</p> <p>Source: NAC 391.056</p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
New Hampshire	<p>Principals: Candidates must have completed at least 3 years of successful experience as an educator and a program approved by the state board of education in school administration/leadership. Candidates must also be recommended for this certification by the designated official of the preparing collegiate department of education or demonstrate competencies, skills, and knowledge through experience in comparable leadership positions in education.</p> <p>Superintendents: Candidates must have completed a state board of education approved educational administration collegiate program at the certificate of advanced graduate study (CAGS) or doctoral level. Candidates must submit a college or university transcript(s) that demonstrates sufficient mastery of the subject matter of an educational administration collegiate program or have acquired specific competencies, skills, and knowledge through experience in comparable leadership positions in education or other professions.</p> <p>Source: Administrative Rules Ed 506.04(a)</p> <p>Source: Administrative Rules Ed 506.01</p> <p style="text-align: right;">rev. 12/2007</p>	<p>New Hampshire has signed an interstate agreement on the qualifications of educational personnel.</p> <p>Source: DOE, Bureau of Credentialing, Interstate Contract</p> <p style="text-align: right;">rev. 12/2007</p>	<p>Yes. Alternative paths to certification are available for administrator candidates demonstrating required competencies and experiences. Alternative licensure may also be obtained in critical shortage areas.</p> <p>Source: DOE, Bureau of Credentialing</p> <p style="text-align: right;">rev. 12/2007</p>
New Jersey	<p>Principals: Candidates must hold a master's or higher degree from a regionally accredited college or university in educational leadership, complete graduate study, either within the master's program or in addition to it in specified topics and pass a state-approved examination.</p> <p>Superintendents: Candidates must hold a master's or higher degree from a regionally accredited college or university in educational leadership or in one of the recognized fields of leadership or management such as public administration or business administration, or in curriculum and instruction. Candidates must complete graduate study, either within the master's program or in addition to it and pass a state-approved examination of knowledge that is acquired through study of topics aligned with the Professional Standards for School Leaders and that is most directly related to the functions of superintendents.</p> <p>Note: Other requirements exist for administrative and principal standard certificates.</p> <p>Source: N.J.A.C 6A:9-12.4 through 6A:9-12.5</p> <p style="text-align: right;">rev. 12/2007</p>	<p>Each candidate who holds an out-of-state principal or administrative certificate but does not hold the required master's or higher degree may be eligible for the principal or administrative certificate by meeting certain requirements that may include completion of a masters degree in specified areas, school based leadership experience or passing a state-approved exam.</p> <p>Source: 6A:9-12.4(i)</p> <p>Source: 6A:9-12.5 (i)</p> <p style="text-align: right;">rev. 12/2007</p>	<p>No state policy found.</p> <p>However, candidates who can provide documentation of at least five years of successful full-time teaching experience under a valid New Jersey or out-of- state teaching certificate and a master's degree or higher may be eligible for principal certification by meeting specified requirements.</p> <p>Candidates who hold a valid New Jersey or out-of-State supervisor endorsement and a master's degree or higher, but have zero to five years supervisory experience, may be eligible for principal certification by meeting specified requirements.</p> <p>Source: 6A:9-12.5(K)(L)</p> <p style="text-align: right;">rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
New Mexico	<p>Principals: Candidates must earn a bachelor's degree and master's degree from a regionally accredited college or university that includes an apprenticeship/internship. Candidates who entered an administrator preparation program on or after April 4, 2003, must teach while holding a valid level 3-A New Mexico teaching license for at least one full school year or hold a current level 2 teaching license and for at least four years have held a level 3 school counselor's license while working as a teacher or school counselor. Candidates who entered an administrator preparation program prior to April 4, 2003, must hold a valid level 2 New Mexico teaching license. Also required are a minimum of eighteen semester hours of graduate credit in an educational administration program. A candidate who applies for licensure in educational administration on or after the September 2007 must pass the licensure test in administration prior to the issuance of the license.</p> <p>Superintendents: No state policy found.</p> <p>Source: 6.62.2.8 NMAC</p> <p>rev. 12/2007</p>	<p>Candidates seeking reciprocal administrative licensure must hold a master's degree or higher degree from a regionally accredited or PED approved college or university, a valid administrator's license or licenses issued by a state education agency or department of defense dependent schools or foreign country and have completed a regionally accredited college or university education administrator preparation program accepted by the PED. Candidates must also hold and provide a copy of a valid teaching license or licenses issued by a state education agency and provide evidence of having satisfactorily worked under their out of state teaching or administrative license or licenses for at least seven full years at any time preceding their application for New Mexico licensure in education administration.</p> <p>Source: 6.60.4.8 NMAC</p> <p>rev. 12/2007</p>	<p>Yes. An applicant may be eligible for alternative administrator licensure without completing an administrator preparation program by earning a post-baccalaureate degree and completing at least six years of administrator experience at the post-secondary level. This candidate must complete an internship of at least one full school year while holding an administrator internship license and working as an administrator in a school district, charter school, private school or state agency education program. Upon completion of the internship a candidate who has met these requirements may be issued an alternative level 3-B administrator license.</p> <p>Source: 6.60.3.9 NMAC</p> <p>rev. 12/2007</p>
New York	<p>Principals: Candidates must have a masters degree and complete a New York registered program for school building leaders. Candidates must also receive an institutional recommendation, pass a school building leader examination, complete three years of paid, full-time classroom teaching experience, and receive a fingerprint clearance.</p> <p>Superintendents: Candidates must have a masters degree and complete a New York registered program for school district leaders along with sixty hours of approved graduate coursework. Candidates must receive an institutional recommendation, complete three years of paid, full time administrative/classroom experience, present evidence of US citizen status and pass a school district leader exam as well as a fingerprint clearance.</p> <p>Source: DOE, Office of Teaching Initiatives</p> <p>Source: §3003</p> <p>rev. 12/2007</p>	<p>New York has signed an interstate agreement on the qualifications of educational personnel.</p> <p>Source: §3030</p> <p>Source: DOE, Office of Teaching Initiatives, Interstate Agreement</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, school district leader candidates may receive a Transitional D certificate while enrolled in a New York registered alternative program after meeting certain requirements.</p> <p>Note: The commissioner, at the request of a board of education, may provide for the issuance of a certificate as superintendent of schools to exceptionally qualified persons who do not meet all of the graduate course or teaching requirements of subdivision one of this section, but whose exceptional training and experience are the substantial equivalent of such requirements and qualify such persons for the duties of a superintendent of schools.</p> <p>Source: DOE, Office of Teaching Initiatives</p> <p>Source: §3003</p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
North Carolina	<p>Principals: Candidates must have completed a state approved teacher education program from a regionally accredited college or university and have met North Carolina Praxis testing requirements or have national Board Certification. Candidates must also complete an approved program in school administration at the master's level or above and meet the required score of 155 or higher on the School Leaders Licensure Assessment (SLLA) Test administered by ETS.</p> <p>Superintendents: Each local board of education has the sole discretion to elect a superintendent of schools. However, the State Board adopts rules that establish the qualifications for election. At a minimum, each superintendent shall have been a principal in a North Carolina public school or shall have other leadership, management, and administrative experience. In addition, the State Board shall adopt rules that include minimum credentials, educational prerequisites, and relevant experience requirements that would qualify a person to serve as a superintendent without having direct experience or certification as an educator. It is the duty of each local board to elect a superintendent who is qualified.</p> <p>Source: N.C. GEN. STAT §115C-284</p> <p>Source: N.C. GEN. STAT §115C-271</p> <p>Source: Department of Public Instruction Licensure Information</p> <p>rev. 12/2007</p>	<p>North Carolina has signed an interstate agreement on qualifications of educational personnel.</p> <p>Source: N.C. GEN. STAT §115C-349</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, the State Board may adopt rules that include minimum credentials, educational prerequisites, and relevant experience requirements that would qualify a person to serve as a superintendent without having direct experience or certification as an educator. It is the duty of each local board to elect a superintendent who is qualified</p> <p>Source: §115c-271(a)</p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
North Dakota	<p>Principals: Candidates must have a valid North Dakota educator's professional license and at least three years of teaching or administrative experience or an equivalent combination of experiences approved by the board. A master's degree from a state-approved program in educational administration and specified hours of graduate credit taken in a master's degree program are required for level I and level II credentials.</p> <p>Superintendents: Candidates must hold a valid North Dakota teaching license and complete at least three years of teaching experience verified in a letter of recommendation by a supervisor or employer. Candidates must also have at least two years of verified administrative experience comprised of at least half time as an elementary or secondary principal, a central office administrator, or an administrator of an approved school with a twelve-year program. Candidates must have completed the requirements for the level I elementary or secondary principal credential and eight additional hours of coursework specific to the superintendency.</p> <p>Source: Administrative Rule 67-11-06-05</p> <p>Source: Administrative Rule 67-11-02-05</p> <p>Source: Administrative Rule 67-11-07-05</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, the state can issue provisional principal and superintendent certificates to an individual who does not meet the qualifications for a level I credential. The candidate is expected to progress toward meeting all requirements.</p> <p>Source: Administrative Rule 67-11-06-03</p> <p>Source: Administrative Rule 67-11-02-03</p> <p>Source: Administrative Rule 67-11-07-03</p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Ohio	<p>Principals: Candidates must hold a master's degree, be of good moral character, complete an approved principal preparation program and pass an examination prescribed by the state board of education. Candidates must also complete two years of successful teaching under a provisional or professional teacher license at the age levels for which the principal license is sought and be recommended by the dean or head of teacher education at an institution approved to prepare principals. The principal license shall be added to a valid professional teacher license after successful completion of the entry year program.</p> <p>Superintendents: Candidates must hold a principal or administrative specialist license and be valid for administrative duties in a school system. Candidates should also hold three years of successful experience in a position requiring a principal or administrative specialist license and complete an approved preparation program for superintendents. An associate license may be obtained for individuals with an associate degree who are deemed to be of good moral character and who either complete an approved program of preparation in specified areas or have a current license to practice.</p> <p>Source: OAC 3301-24-04 (A)(1).</p> <p>Source: OAC 3301-24-05 (G).</p> <p>Source: OAC 3301-24-05 (G)(3).</p> <p style="text-align: right;">rev. 12/2007</p>	<p>No state policy found.</p> <p style="text-align: right;">rev. 12/2007</p>	<p>Yes. Alternative paths to certification exist for both principals and superintendents.</p> <p>Source: OAC 3301-24-11</p> <p>Source: OAC 3301-24-12</p> <p style="text-align: right;">rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Oklahoma	<p>Principals: Candidates must hold a masters degree and complete a building-level leadership skills program in education administration that is Oklahoma approved. Candidates must also pass the Principal Oklahoma Subject Area Tests and complete two years of successful teaching experience in an Oklahoma public or private school accredited by the Oklahoma State Board of Education.</p> <p>Superintendents: Candidates must hold principal certification or complete a building-level leadership skills program in education administration that is Oklahoma approved and includes a standard master's degree. Candidates must also pass the Superintendent Oklahoma Subject Area Test, complete a district-level leadership skills program in education administration that is Oklahoma approved and practice two years of administrative experience in an Oklahoma public or private school accredited by the Oklahoma State Board of Education.</p> <p>Source: DOE Traditional Administrator Certification Requirements</p> <p>Source: 70 O.S. §6-189 (B).</p> <p style="text-align: right;">rev.12/2007</p>	<p>No state policy found.</p> <p style="text-align: right;">rev. 12/2007</p>	<p>Yes. Alternative certification for superintendents and principals should not exceed three years and is nonrenewable. Upon successful completion of an alternative administrative preparation program, the director of teacher education of an Oklahoma accredited institution of higher education should make a recommendation for standard certification to the State Board of Education.</p> <p>Source: DOE Alternative Certification Requirements for Administrators</p> <p>Source: 70O.S. §6-189(c)(1-3).</p> <p style="text-align: right;">rev. 12/2007</p>

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Oregon	<p>Principals: Candidates must have three academic years of experience as a full-time licensed educator on any license appropriate for the assignment in a public school or regionally accredited private school and hold a master's or higher degree in the arts and sciences or an advanced degree. Candidates must also complete an approved administrator program and an initial graduate program in school administration at an institution approved for administrator education. Other qualifications include a passing score on a test of knowledge of U.S. and Oregon civil rights laws at the conclusion of a course or workshop approved by the commission, recent experience during the three-year period immediately preceding application, as well as fingerprint and first aid training.</p> <p>Superintendents: Candidates must hold a master's degree or higher and complete an advanced program in administrative competencies consisting of at least eighteen semester hours or twenty-seven quarter hours of graduate credit or the equivalent. Candidates must also pass a test of professional administrator knowledge or complete an alternative assessment, have three years of one-half time or more experience on any administrator license appropriate for the assignment in a public or accredited private school setting and validate other educator fitness requirements.</p> <p>Note: The Continuing Administrator Licensure program must be completed within the three years following the next renewal of the Initial Administrator License if the holder of an Initial Administrator License takes a position as a Superintendent at any time within the life of the Initial Administrator License.</p> <p>Source: OAR 584-080-0012</p> <p>Source: OAR 584-080-0022</p> <p>rev. 12/2007</p>	<p>Out-of-state candidates may receive Initial Administrative Licenses and/or Continuing Administrative Licenses.</p> <p>Source: OAR 584-080-0012(A)</p> <p>Source: OAR 584-080-0022(B)</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, an unconventionally qualified applicant may be granted an Exceptional Administrator License at the sole discretion of the commissioner of education.</p> <p>An Emergency Administrator License may be issued to a qualified applicant upon joint application with the district and the applicant when a school district demonstrates extenuating circumstances that merit the issuance of the license in order to protect the district's programs or students.</p> <p>Source: OAR 584-080-0161</p> <p>Source: OAR 584-080-0171</p> <p>rev. 12/2007</p>

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Pennsylvania	<p>Principals: Candidates must complete an approved program of graduate study and be recommended for certification as a principal by the authorized certification officer of the institution where such education was obtained. Candidates must also provide verification of five years of satisfactory professional school experience and provide evidence of satisfactory achievement on assessments prescribed by the Department.</p> <p>Superintendents: Candidates must complete a Pennsylvania approved graduate-level program of educational administrative study minimally approximating two full academic years for the preparation of chief school administrators. Candidates must also receive the recommendation of the preparing institution for certification as a chief school (district-level) administrator and provide evidence of six years of teaching or other professionally certificated service in the basic schools for the Assistant Superintendent's Letter of Eligibility. For the Superintendent's Letter of Eligibility, three of those six years must have been in a supervisory or administrative capacity.</p> <p>Source: 22 Pa. Code §49.121</p> <p>Source: DOE, Bureau of Teacher Certification and Preparation, Administrative and Superintendent Certificates</p> <p style="text-align: right;">rev. 12/2007</p>	<p>Applicants recommended by out-of-state institutions should submit to the Department official transcripts for all professional preparation and related studies and satisfactory evidence of educational and work experience. Out-of-state candidates may receive certification with preparation and experience comparable to Pennsylvania's standards.</p> <p>Source: 22 Pa. Code §49.171</p> <p>Source: DOE, Bureau of Teacher Certification and Preparation</p> <p style="text-align: right;">rev. 12/2007</p>	<p>No state policy found.</p> <p style="text-align: right;">rev. 12/2007</p>

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Rhode Island	<p>Principals: Candidates must have a master's degree, be eligible for a Rhode Island teaching certificate, have 3 years of teaching experience in elementary or secondary schools and have completed an approved preparation program for elementary or secondary principals during the previous 5 years. Candidates must also complete not less than 24 hours of graduate-level work, including specific topics in school administration and supervision, 6 credits of coursework and a 300 hour RIDE approved, field based internship.</p> <p>Superintendents: Candidates must have an advanced degree and have not less than 36 semester hours of graduate-level coursework, including specified courses in school administration. Candidates must be eligible for a Rhode Island teaching certificate and have 8 years of educational experience, including both teaching and administration. Candidate also must complete an additional 6 hours of graduate credit.</p> <p>Source: Rhode Island Office of Educator Quality and Certification, elementary_principal requirements and secondary_principal requirements</p> <p>Source: Rhode Island Office of Educator Quality and Certification, superintendent requirements</p> <p style="text-align: right;">rev. 12/2007</p>	<p>Rhode Island has signed an interstate agreement on requirements for certification of educational personnel.</p> <p>Rhode Island has adopted "Enhance Reciprocity" as a route to certification. This route provides that certification be granted to an applicant who holds a valid and comparable certificate from another member state, provided the applicant has complied with any requirements of the receiving state.</p> <p>Source: §16-11-5</p> <p>Source: DOE, Office of Educator Quality and Certification, reciprocity agreements</p> <p style="text-align: right;">rev. 12/2007</p>	<p>No state policy found.</p> <p style="text-align: right;">rev. 12/2007</p>

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South Carolina	<p>Principals: Candidates must have a masters degree, a valid South Carolina Educator's Professional Certificate at the elementary level or secondary level and minimum qualifying score(s) on the area examination(s) required by the State Board of Education,. Also required are at least three years teaching experience, including at least one year of teaching in grades pre-K-8 or 9-12 and completion of an advanced program approved by the State Board of Education for the training of elementary or secondary principals and supervisors.</p> <p>Superintendents: Candidates must have a masters degree, a valid South Carolina Professional Certificate at the elementary, middle or secondary level and minimum qualifying score(s) on the area examination(s) required by the State Board of Education. Also required are at least three years of experience as a pre-k-12 or postsecondary teacher and two years as a school or school district administrator, post secondary administrator, or school business administrator. Candidates must complete an advanced program approved by the State Board of Education for the training of school superintendents.</p> <p>Source: DOE, Office of Educator Certification, South Carolina Educator Certification Manual, R 43-64(A)(B)(C). rev. 12/2007</p>	<p>South Carolina has signed an interstate agreement on requirements for certification of educational personnel.</p> <p>Source: SC ST SEC 59-27-10 rev. 12/2007</p>	<p>Yes. Alternative certification routes exist for candidates seeking district superintendent licenses.</p> <p>Source: DOE, Office of Educator Certification, South Carolina Educator Certification Manual, R 43-64(D). rev. 12/2007</p>
South Dakota	<p>Principals: A preschool through grade 12 principal endorsement program requires a masters degree with a preschool through grade 8 or 7-12 principalship. Candidates must also complete coursework specific to the preschool through grade 8 or 7-12 principal endorsement sought and three years of verified experience in an accredited K-12 school, one year of which included classroom teaching experience or direct services to students.</p> <p>Superintendents: A preschool through grade 12 school superintendent endorsement program requires a master's degree, plus 15 graduate semester hours within the requirements of and three years of verified experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students.</p> <p>Source: Endorsements: ARSD Chapter 24:15:06:36</p> <p>Source: Endorsements: ARSD Chapter 24:15:06:34 rev. 12/2007</p>	<p>South Dakota has signed an interstate agreement on certification requirements for educational personnel.</p> <p>Source: §13-42-18 rev. 12/2007</p>	<p>Administrative rule indicates that alternative certification routes may be available for qualified candidates who meet certain requirements.</p> <p>Source: ARSD Chapter 24:15:04:01 rev. 12/2007</p>

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Tennessee	<p>Principals: Candidates for a five year initial license must obtain a masters degree, complete an approved program in school administration and supervision that includes an internship and pass a state approved assessment/test for principals or other school administrators.</p> <p>Superintendents: No state policy found.</p> <p>Source: Tenn. Comp. R. & Regs. 0520-2-4-.02(1)(j)(k).</p> <p>rev. 12/2007</p>	<p>Tennessee has signed an interstate agreement on certification requirements for educational personnel.</p> <p>Source: Tenn. Comp. R. & Regs. R. 0520-2-4-.01(10).</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>
Texas	<p>Principals: Candidates must successfully complete the assessments required, hold a master's degree from an accredited institution of higher education and have two years of creditable teaching experience as a classroom teacher. Candidates must also successfully complete an approved principal preparation programs</p> <p>Superintendents: Candidates must complete an assessment based on established standards, an SBEC-approved superintendent preparation program and be recommended for certification by that program. Candidates must hold, at a minimum, a master's degree from an accredited institution of higher education.</p> <p>Note: First time principals and superintendents must both participate in a one year induction period/mentorship.</p> <p>Source: 19 TAC §241.20 through §241.25</p> <p>Source: 19 TAC §242.20 through §242.25</p> <p>rev. 12/2007</p>	<p>If out-of- state candidates meet appropriate examination requirements, a one-year certificate in one or more certification areas may be issued.</p> <p>Source: 19 TAC §230.462</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, principal and superintendent candidates may obtain temporary, non-renewable, five year temporary certificate by meeting certain requirements.</p> <p>Source: 19 TAC §230.305</p> <p>rev. 12/2007</p>

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Utah	<p>Principals and Superintendents: Candidates must obtain level 2 teaching license or equivalent from another state and a master's degree or more advanced degree. Candidates must also complete an education administrative program, not fewer than three years of acceptable full-time professional experience in an education- related area, and a board-approved administrative test. Other requirements include a recommendation from a Utah institution whose program of preparation has been accredited by the National Council for Accreditation of Teacher Education (NCATE) as well as internship and mentorship experiences.</p> <p>Note: The professional experience in an education-related area requirement may be substituted with other specified experiences.</p> <p>Source: UAC R277-505-4 rev. 12/2007</p>	<p>Administrative requirements may be satisfied, at the discretion of the USOE, by administrative experience in another state. The USOE may require out-of-state applicants to pass a state-approved administrative test.</p> <p>Source: UAC R277-505-6 rev. 12/2007</p>	<p>No state policy found.</p> <p>However, for administrative candidates, exceptions can be made for exceptional professional experience, exceptional education accomplishments, or other noteworthy experiences or circumstances.</p> <p>Source: UAC R277-505-4 rev. 12/2007</p>
Vermont	<p>Principals: Candidates must obtain a masters degree, complete three of more years as a PK-12 educator and demonstrate competence in specified areas related to school leadership.</p> <p>Superintendents: Candidates must obtain a masters degree, complete five or more years of experience including three or more years as a PK-12 educator and two or more years in educational administration. Candidates must also demonstrate competence in specified areas related to district leadership.</p> <p>Source: BOE Manual of Rules and Practices: Series 5440-90 through 5440-91 rev. 12/2007</p>	<p>Out-of-state superintendent candidates may be eligible for a two-year provisional license.</p> <p>Source: BOE Manual of Rules and Practices: Series 5300, Rule 5351 rev. 12/2007</p>	<p>Yes. An individual who holds at least a baccalaureate degree may be licensed or receive additional endorsements, through a peer review process that is approved and periodically monitored by the VSBPE.</p> <p>An individual who holds at least a baccalaureate degree may be licensed by completing an alternative preparation process approved by the Vermont State Board of Education in consultation with the VSBPE.</p> <p>Two-year provisional licenses and one-year emergency licenses may be obtained for superintendents when a local district is unable to find an appropriately licensed applicant.</p> <p>BOE Manual of Rules and Practices: Series 5300, Rules 5331 through 5332</p> <p>BOE Manual of Rules and Practices: Series 5300, Rule 5351</p> <p>BOE Manual of Rules and Practices: Series 5300, Rule 5361 rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Virginia	<p>Principals: Candidates must hold a master's degree from a regionally accredited college or university and complete three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia. Candidates must also complete an approved program in administration and supervision from a regionally accredited college or university, a minimum of 320 clock hours of supervised internship experience and satisfy requirements for the school leaders licensure assessment prescribed by the Board of Education.</p> <p>Superintendents: Candidates must hold an earned doctorate degree in educational administration or educational leadership from a regionally accredited college or university and have completed five years of educational experience in a public or accredited nonpublic school, two of which must be teaching experience at the preK-12 level and two of which must be in administration/supervision at the preK-12 level.</p> <p>Source: 8 VAC 20-22-590</p> <p>Source: 8 VAC 20-22-600</p> <p style="text-align: right;">rev. 12/2007</p>	<p>An out-of-state candidate may qualify for certification with comparable endorsement areas if the individual has completed a state-approved teacher certification program and met other qualifications.</p> <p>Source: DOE, Routes to Licensure in Virginia</p> <p style="text-align: right;">rev. 12/2007</p>	<p>Alternative routes/options to certification exist for both principals and superintendents.</p> <p>Source: 8 VAC 20-22-590</p> <p>Source: 8 VAC 20-22-600</p> <p style="text-align: right;">rev. 12/2007</p>

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	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Washington	<p>Principals: Candidates must earn a master's degree from a regionally accredited college/university and complete a state-approved college/university administrator preparation program or three years successful experience in the administrative role at the P-12 level while holding a regular certificate issued by another state. Candidates must hold or have held a regular teaching certificate or ESA certificate.</p> <p>Superintendents: Candidates must earn a master's degree from a regionally accredited college/university and complete a state-approved college/university administrator preparation program in the administrative role (principal, program administrator, or superintendent) or complete three years successful experience in the administrative role at the P-12 level while holding a regular certificate issued by another state. Candidates must also hold a valid regular teaching certificate, ESA, principal, or program administrator certificate.</p> <p>Source: Washington Office of Superintendent of Public Instruction, Certification Guidelines</p> <p>Source: WAC 181-79A-150</p> <p>Source: WAC 181-79A-211</p> <p>rev. 12/2007</p>	<p>The certification handbook outlines processes for out-of-state candidates seeking principal or superintendent certification.</p> <p>Source: Washington Superintendent of Public Instruction, 2007 Certification Handbook</p> <p>rev. 12/2007</p>	<p>Yes. Candidates may obtain an administrators certificate if they have not completed an administrator preparation program, but have completed 3 years successful experience in the administrative role at the P-12 level while holding a regular certificate issued by another state.</p> <p>Source: Washington Office of Superintendent of Public Instruction, Certification Guidelines</p> <p>rev. 12/2007</p>
West Virginia	<p>Principals and Superintendents: Candidates must have a master's degree and complete a state-approved preparation program meeting a minimum gpa and including an internship. Candidates must also have 3 years of management experience and complete education and training in evaluation skills offered through the Center for Professional Development or an equivalent program approved by the state board.</p> <p>Source: 126 CSR 136-10.2.2</p> <p>rev. 12/2007</p>	<p>West Virginia has signed the NASDTEC Interstate Contract for administrator reciprocity agreements.</p> <p>Administrative licensure may be provided to out-of- state candidates who hold valid professional licensure, have graduated from an approved teacher education program and who receive approval from the West Virginia Department of Education.</p> <p>Source: 126 CSR 126-136-16</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>

	What are the initial administrator licensure requirements?	Does the state have some ability for licensure portability of waivers?	Is there an alternative path to certification?
Wisconsin	<p>Principals: Candidates must complete an approved master's degree program or the equivalent in the area of administration or a master's degree or the equivalent and an approved program. Candidates should hold or be eligible to hold any license to teach at the early childhood through adolescence level or shall have completed an approved program leading to a license to teach. Also required are three years of successful fulltime classroom teaching in the early childhood through adolescence levels.</p> <p>Superintendents: Candidates must complete a specialist degree or the equivalent. Candidates should hold or be eligible to hold a principal license and complete an approved program.</p> <p>Note: A superintendent may designate herself or himself to serve as principal or teacher in any school under her or his supervision while the person is employed and serving as a licensed superintendent.</p> <p>Source: Wis. Admin. Code PI 34.32 Subchapter IX</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, under certain conditions, the department may issue a one- year license to serve as an administrator to a person who does not fully meet the requirements.</p> <p>Source: Wis. Admin. Code PI 34.32 Subchapter IX</p> <p>rev. 12/2007</p>
Wyoming	<p>Principals and Superintendents: Candidates must receive an institutional recommendation by a designated official of the institution of higher learning and complete specified courses or pass a Professional Teaching Standards Board administered examination. Candidates must also complete an application, obtain fingerprints and receive additional endorsements.</p> <p>Source: PTSB Rule 6637, Chapter 1 General Regulation, Section 6</p> <p>rev. 12/2007</p>	<p>Although certificates from other states are not directly transferable to Wyoming, the Interstate Certification Compact or any regionally based agreements will permit an education professional who has completed approved programs or has experience in another state to have his/her qualifications recognized in the State of Wyoming. Certification by another state will be recognized if the certificate is current and equivalent to any of Wyoming's certificates. Reciprocity agreements are on file with the Professional Teaching Standards Board. Applicants who are issued Wyoming certificates will be allowed 5 years to complete specific Wyoming requirements.</p> <p>Source: PTSB Rule 6637, Chapter 1 General Regulation, Section 4</p> <p>rev. 12/2007</p>	<p>No state policy found.</p> <p>However, exceptions may be made under certain emergency circumstances after meeting specified requirements.</p> <p>Source: PTSB Rule 6637, Chapter 1 General Regulation, Section 8</p> <p>rev. 12/2007</p>

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Helping State Leaders Shape Education Policy

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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SUBJECT

Proposed Rule Docket 08-0202-1803 - Rules Governing Uniformity, Educator Credentials

REFERENCE

June 2017	Board reviewed Evaluation Review Report with recommendations for revision of IDAPA 08.02.02.120 to clarify evaluation requirements and provide clear guidelines for training for administrators.
August 2016	Board approved proposed rule restructuring instructional certificates into a single certificate and updated the evaluation requirements to bring them into alignment with the career ladder measurements of student achievement.
November 28, 2016	Board approved pending rule restructuring instructional certificates into a single certificate and updated the evaluation requirements to bring them into alignment with the career ladder measurements of student achievement.
August 31, 2017	Board approved technical corrections and clarification to the evaluation training requirements based on feedback received during the annual evaluation review process.
November 2018	Board approved pending rule.

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.02, Rules Governing Uniformity
Sections 33-1201 through 33-1204, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

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

BACKGROUND/DISCUSSION

IDAPA 08.02.02 establishes requirements for individuals to be granted an educator credential (become certified) in Idaho. Additional provisions within this section of Administrative Code set out uniform processes and regulations for meeting the Idaho Constitutional requirement for a uniform system of public schools.

Proposed amendments would make technical corrections to IDAPA 08.02.02.042 Alternate Routes to Certification, subsection 02, Alternative Authorization – Content Specialist to clarify that the required “recommendation for full certification” is not the defined term “Institutional Recommendation.” The recommendation for full certification is a recommendation that should be given by the consortium (school district and Board approved educator preparation program) that the individual has completed their individualized alternative route preparation program

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and is recommended for full certification. The proposed amendment will change the wording to "certificate of completion." Technical corrections include adding the word "standard" to IDAPA 08.02.02.100. Official Vehicle for Approving Teacher Education Program, subsection 01. Educator preparation programs must meet the Council for Accreditation of Educator Preparation Standards (CAEP) and the Board approved Idaho Standards for Initial Certification of Professional School Personnel. The word "standard" was at some point dropped from the reference to the CAEP standards. Additional changes will align terminology for consistency and update terms to current usage.

IMPACT

Approval of the proposed rule will allow for small technical correction, and provide clarification without changing current practices.

ATTACHMENTS

Attachment 1 –Proposed Rule Docket 08-0202-1803

STAFF COMMENTS AND RECOMMENDATIONS

The notice of intent to promulgate this rule was published in the July 4, 2018 (Vol.18-8) Administrative Bulletin. A negotiated rulemaking meeting was held on August 6, 2018. Participants reviewed IDAPA 08.02.02 for areas identified as needing correction. There was consensus from the group on the proposed amendments discussed.

Once approved by the Board, proposed rules are submitted to the Department of Administration for publication in the Idaho Administrative Bulletin, once published they have a 21-day comment period. Based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration, If approved, pending rules are resubmitted for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the Legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

Staff recommends approval.

BOARD ACTION

I move to approve Proposed Rule Docket 08-0202-1803, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 – RULES GOVERNING UNIFORMITY

000. LEGAL AUTHORITY.

All rules in IDAPA 08.02.02, “Rules Governing Uniformity,” are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (7-1-02)

(BREAK IN CONTINUITY OF SECTIONS)

007. DEFINITIONS.

01. Active Teacher. K-12 teacher with a valid Idaho certificate who is currently teaching in an Idaho K-12 classroom or school, either in person or online. (3-29-17)

02. Alternative Routes. Routes to teacher certification designed for candidates who want to enter the teaching profession from non-education professions or the paraprofessional profession, or for teachers lacking certification in a specific area defined as an emergency district need. (3-29-17)

03. Credential. The general term used to denote the document on which all of a person’s educational certificates and endorsements are listed. The holder is entitled to provide educational services in any and/or all areas listed on the credential. (3-16-04)

04. Endorsement. Term used to refer to the content area or specific area of expertise in which a holder is granted permission to provide services. (3-16-04)

05. Idaho Student Achievement Standards. Standards of achievement for Idaho’s K-12 students. See IDAPA 08.02.03, “Rules Governing Thoroughness.” (3-16-04)

06. Individualized Professional Learning Plan. An individualized professional development plan based on the Idaho framework for teaching evaluation as outlined in Section 120 of these rules to include interventions based on the individual's strengths and areas of needed growth. (3-28-18)

07. Institutional Recommendation. Signed form or written verification from an accredited institution with a state board approved educator preparation program stating that an individual has completed the program, received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation, has an individualized professional learning plan, has demonstrated the ability to produce measurable student achievement or student success, has the ability to create student learning objectives, and is now being recommended for state certification. Institutional recommendations must include statements of identified competency areas and grade ranges. Institutional Recommendation for administrators must additionally include a competency statement indicating proficiency in conducting accurate evaluations of instructional practice based upon the state’s framework for evaluation as outlined in Section 120 of these rules. (3-28-18)

08. Local Education Agency (LEA). An Idaho public school district or charter school pursuant to Section 33-5203(8), Idaho Code. (3-29-17)

09. Orientation. School district/school process used to acquaint teachers new to district/school on its policies, procedures and processes. (3-16-04)

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10. Paraprofessional. A noncertificated individual who is employed by a school district or charter school to support educational programming. Paraprofessionals must work under the direct supervision of a properly certificated staff member for the areas they are providing support. Paraprofessionals cannot serve as the teacher of record and may not provide direct instruction to a student unless the paraprofessional is working under the direct supervision of a teacher. (3-29-17)

a. To qualify as a paraprofessional the individual must have a high school diploma or general equivalency diploma (GED) and: (3-29-17)

i. Demonstrate through a state approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in; or (3-29-17)

ii. Have completed at least two (2) years of study at an accredited postsecondary educational institution;; or (3-29-17)

iii. Obtained an associate degree or higher level degree; demonstrate through a state approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in. (3-29-17)

b. Individuals who do not meet these requirements will be considered school or classroom aides. (3-29-17)

c. Duties of a paraprofessional include, but are not limited to, one-on-one tutoring; assisting in classroom management; assisting in computer instruction; conducting parent involvement activities; providing instructional support in a library or media center; acting as a translator in instructional matters; and providing instructional support services. Non-instructional duties such as providing technical support for computers, personal care services, and clerical duties are generally performed by classroom or school aides, however, this does not preclude paraprofessionals from also assisting in these non-instructional areas. (3-29-17)

11. Pedagogy. Teaching knowledge and skills. (3-16-04)

12. Student Learning Objective (SLO). A measurable, long-term academic growth target that a teacher sets at the beginning of the year for all student or for subgroups of students. SLOs demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. (3-25-16)

13. Teacher Leader. A teacher who facilitates the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. (3-25-16)

008. -- 011. (RESERVED)

012. ACCREDITED INSTITUTION.

For purposes of teacher certification, an accredited school, college, university, or other teacher training institution is considered by the Idaho State Board of Education to be one that is accredited by a regional accrediting association recognized by the State Board of Education or an alternative model approved by the State Board of Education. (Sections 33-107; 33-114; 33-1203, Idaho Code) (4-1-97)

013. CERTIFICATION OF TEACHERS TRAINED IN FOREIGN INSTITUTIONS.

Considering credentials for teacher certification submitted by persons trained in the institutions of foreign countries will be initiated by a translation and evaluation of the applicant's credentials. (4-1-97)

01. Determination of Eligibility. Determination of eligibility for certification will be made by the State Department of Education as the agent of the State Board of Education. Appeals may be made to the Professional Standards Commission, (PSC). (Section 33-1209, Idaho Code) (3-16-04)

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02. Other Procedures. All other procedures in effect at the time must be followed at the time of application. (4-1-97)

014. CERTIFICATES ISSUED TO APPLICANTS FROM REGIONALLY ACCREDITED INSTITUTIONS.

01. The Department of Education. The Department of Education is authorized to issue Idaho Certificates to applicants from regionally accredited institutions meeting requirements for certification or equivalent (i.e., those based on a baccalaureate degree) in other states when they substantially meet the requirements for the Idaho Certificate. (Sections 33-1203; 33-2203 Idaho Code) (3-29-17)

02. The Division of Career Technical Education. The Division of Career Technical Education is authorized to determine whether applicants meet the requirements for instructing or administering career technical programs at the secondary and postsecondary levels. (Section 33-2203, Idaho Code) (3-29-17)

015. IDAHO EDUCATOR CREDENTIAL.

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (3-25-16)

01. Standard Instructional Certificate. A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and who meets the following requirements: (3-29-17)

a. Professional education requirements: (3-29-17)

i. Earned a minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter, which shall include at least three (3) semester credit hours, or four (4) quarter credit hours, in reading and its application to the content area; (3-29-17)

ii. The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement; and (3-29-17)

b. Completed an approved ~~teacher~~-educator preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they are eligible to receive an endorsement in; (3-29-17)

c. Individuals seeking endorsement in a secondary grade (pursuant to Section 33-1001, Idaho Code) range must complete preparation in at least two (2) fields of teaching. One (1) of the teaching fields must consist of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours and a second field of teaching consisting of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the two (2) teaching field requirements; (3-29-17)

d. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must meet or exceed the state qualifying score on the state board approved content area and pedagogy assessments. (3-29-17)

e. The Standard Instructional Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-29-17)

02. Pupil Service Staff Certificate. Persons who serve as school counselors, school psychologists,

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speech-language pathologists, school social workers, school nurses and school audiologists are required to hold the Pupil Service Staff Certificate, with the respective endorsement(s) for which they qualify. Persons who serve as an occupational therapist or physical therapist may be required, as determined by the local educational agency, to hold the Pupil Service Staff Certificate with respective endorsements for which they qualify. (3-28-18)

a. School Counselor (K-12) Endorsement. To be eligible for a Pupil Service Staff Certificate - School Counselor (K-12) endorsement, a candidate must have satisfied the following requirements. The Pupil Service Staff Certificate with a School Counselor (K-12) endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-28-18)

i. Hold a master's degree and provide verification of completion of an approved program of graduate study in school counseling from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting. This K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement; and (3-25-16)

ii. An institutional recommendation is required for a School Counselor (K-12) endorsement. (3-28-18)

b. School Counselor – Basic (K-12) Endorsement. (3-28-18)

i. Individuals serving as a school counselor pursuant to Section 33-1212, Idaho Code, shall be granted a Pupil Personnel Services Certificate with a School Counselor – Basic (K-12) endorsement. The endorsement is valid for five (5) years or until such time as the holder no longer meets the eligibility requirements pursuant to Section 33-1212, Idaho Code. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-28-18)

ii. Individuals who received their endorsement pursuant to Section 33-1212, Idaho Code, prior to July 1, 2018, will be transitioned into the School Counselor – Basic (K-12) endorsement. Renewal date will remain the same as the initial credential. (3-28-18)

c. School Psychologist Endorsement. This endorsement is valid for five (5) years. In order to renew the endorsement, six (6) professional development credits are required every five (5) years. The renewal credit requirement may be waived if the applicant holds a current valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for initial endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (3-25-16)

i. Completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hours, master's degree in education or psychology and completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hour, School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-25-16)

ii. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-25-16)

iii. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock-hour internship within a school district under

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the supervision of the training institution and direct supervision of a certificated school psychologist; and (3-25-16)

iv. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-25-16)

d. School Nurse Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of either requirements in Subsections 015.02.c.i. or 015.02.c.ii. in addition to the requirement of Subsection 015.02.c.iii. (3-29-17)

i. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a baccalaureate degree in nursing, education, or a health-related field from an accredited institution. (3-29-17)

ii. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing and have completed nine (9) semester credit hours from a university or college in at least three (3) of the following areas: (3-25-16)

(1) Health program management; (3-25-16)

(2) Child and adolescent health issues; (3-25-16)

(3) Counseling, psychology, or social work; or (3-25-16)

(4) Methods of instruction. (3-25-16)

iii. Additionally, each candidate must have two (2) years of full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (3-25-16)

e. Interim Endorsement - School Nurse. This endorsement will be granted for those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. An Interim School Nurse Endorsement will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-17)

f. Speech-Language Pathologist Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-25-16)

g. Audiology Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-25-16)

h. School Social Worker Endorsement. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial endorsement shall be accomplished by meeting the requirements of Subsections 015.02.g.i. through iii., or by meeting the requirement in Subsection 015.02.g.iv.: (3-29-17)

i. A master's degree in social work (MSW) from a postsecondary institution accredited by an organization recognized by the State Board of Education. The program must be currently approved by the state educational agency of the state in which the program was completed; and (3-29-17)

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- ii. An institution recommendation from an Idaho State Board of Education approved program; and (3-29-17)
 - iii. The successful completion of a school social work practicum in a kindergarten through grade twelve 12 (K-12) setting. Post-MSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a K-12 setting. (3-29-17)
 - iv. A current and valid master's degree or higher social work license pursuant to chapter 32, title 54 and the rules of the State Board of Social Work Examiners. (3-29-17)
 - i. Interim Endorsement-Speech Language Pathologist. This certificate will be granted for those who do not meet the educational requirements but who hold a baccalaureate degree in speech language pathology and are pursuing a master's degree in order to obtain the Pupil Service Staff Certificate endorsed in speech language pathology. An interim certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-28-18)
 - j. Occupational Therapist Endorsement. A candidate with a current and valid Occupational Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted an Occupational Therapist endorsement. The Pupil Personnel Services Certificate with an Occupational Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Occupational Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. (3-28-18)
 - k. Physical Therapist Endorsement. A candidate with a current and valid Physical Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted a Physical Therapist endorsement. The Pupil Service Staff Certificate with a Physical Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Physical Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. (3-28-18)
- 03. Administrator Certificate.** Every person who serves as a superintendent, a director of special education, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned to conduct the summative evaluation of certified staff is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the School Principal endorsement. Directors of special education are required to hold the Director of Special Education endorsement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the Idaho Standards for School Principals. The Administrator Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-28-18)
- a. School Principal (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for School Principal (Pre-K-12), a candidate must have satisfied the following requirements: (3-28-18)
 - i. Hold a master's degree from an accredited college or university. (3-25-16)
 - ii. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-25-16)
 - iii. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-25-16)
 - iv. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school

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principals at an accredited college or university. This program shall include the competencies of the Idaho Standards for School Principals. (3-28-18)

- v. An institutional recommendation is required for a School Principal (Pre-K-12) Endorsement. (3-28-18)

b. Superintendent (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate with a Superintendent (Pre-K-12) endorsement, a candidate must have satisfied the following requirements: (3-28-18)

i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-25-16)

ii. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting. (3-25-16)

iii. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12. (3-25-16)

iv. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Standards for School Principals. (3-28-18)

- v. An institutional recommendation is required for a School Superintendent Endorsement (Pre-K-12). (3-28-18)

c. Director of Special Education (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for Director of Special Education (Pre-K-12), a candidate must have satisfied all of the following requirements: (3-28-18)

- i. Hold a master's degree from an accredited college or university; (3-25-16)

ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting; (3-25-16)

iii. Obtain college or university verification of demonstrated the competencies of the Director of Special Education in Idaho Standards for Initial Certification of Professional School Personnel; (3-28-18)

iv. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Standards for School Principals: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping; (3-28-18)

v. Have completed an administrative internship/practicum in the area of administration of special education; and (3-28-18)

vi. An institutional recommendation is required for Director of Special Education (Pre-K-12) endorsement. (3-28-18)

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04. Certification Standards For Career Technical Educators. Teachers of career technical courses or programs in secondary schools must hold an occupational specialist certificate and an endorsement in an appropriate occupational discipline. All occupational certificates must be approved by the Division of Career Technical Education regardless of the route an individual is pursuing to receive the certificate. (3-28-18)

05. Degree Based Career Technical Certification. (3-25-16)

a. Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: agricultural science and technology; business technology education; computer science technology; engineering; family and consumer sciences; marketing technology education; and technology education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated one thousand (1,000) clock hours of related work experience or practicum in their respective field of specialization, as approved by the Division of Career Technical Education. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules. (3-28-18)

b. The Career Technical Administrator certificate is required for an individual serving as an administrator, director, or manager of career technical education programs at the state Division of Career Technical Education or in Idaho public schools. Individuals must meet one (1) of the two (2) following prerequisites to qualify for the Career Technical Administrator Certificate. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

i. Qualify for or hold an Advanced Occupational Specialist certificate or hold an occupational endorsement on a standard instructional certificate; provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline; hold a master's degree; and complete at least fifteen (15) semester credits of administrative course work. (3-28-18)

(1) Applicants must have completed credits in: education finance, administration and supervision of personnel, legal aspects of education; and conducting evaluations using the statewide framework for teacher evaluations. (3-28-18)

(2) Additional course work may be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation. (3-28-18)

ii. Hold a superintendent or principal (pre-K-12) endorsement on a standard administrator certificate and provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline or successfully complete the Division of Career Technical Education twenty-seven (27) month Idaho career technical education leadership institute. (3-28-18)

c. Work-Based Learning Coordinator Endorsement. Educators assigned to coordinate approved work-based experiences must hold the Work-Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Instructional Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-29-17)

d. Career Counselor Endorsement. The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Service Staff Certificate with a School Counselor (K-12) endorsement, and who have satisfied the following career technical requirement: Career Pathways and Career Technical Guidance; Principles/Foundations of Career Technical Education; and Theories of Occupational Choice. (3-28-18)

06. Industry-Based Occupational Specialist Certificate. The industry-based Occupational Specialist Certificates are industry-based career technical certifications issued in lieu of a degree-based career technical

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certificate. Certificate holders must meet the following eligibility requirements: (3-28-18)

a. Be at least twenty-two (22) years of age; document recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, industry certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the following three (3) options: (3-28-18)

i. Have six (6) years or twelve thousand (12,000) hours of recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit or up to eight thousand (8,000) hours can be counted toward the six (6) years or twelve thousand (12,000) hours on a month-to-month basis for journeyman training or completed postsecondary training in a career technical education program; or (3-28-18)

ii. Have a baccalaureate degree in the specific occupation or related area, plus two (2) years or four thousand (4,000) hours of recent, gainful employment in the occupation for which certification is required, at least half of which must have been during the immediate previous five (5) years; or (3-28-18)

iii. Have completed a formal apprenticeship program in the occupation or related area for which certification is requested plus two (2) years or four thousand (4,000) hours of recent, gainful, related work experience, at least half of which must have been completed in the immediate previous five (5) years. (3-28-18)

b. Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching in Idaho public schools or new to teaching in career technical education in Idaho public schools. The certificate is an interim certificate and is valid for three (3) years and is non-renewable. Applicants must meet all of the minimum requirements established in Subsection 015.06.a. of these rules. Individuals on a limited occupational specialist certificate must complete one (1) of the two (2) following pathways during the validity period of the certificate: (3-28-18)

i. Pathway I - Coursework: Within the three-year (3) period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete the pre-service training prescribed by the Division of Career Technical Education and demonstrate competencies in principles/foundations of occupational education and methods of teaching occupational education. Additionally, the instructor must satisfactorily demonstrate competencies in two (2) of the following areas: career pathways and guidance; analysis, integration, and curriculum development; and measurement and evaluation. (3-28-18)

ii. Pathway II – Cohort Training: Within the first twelve (12) months, the holder must enroll in the Division of Career Technical Education sponsored two (2) year cohort training and complete the two (2) training within the three (3) year validity period of the interim certificate. (3-28-18)

c. Standard Occupational Specialist Certificate. (3-28-18)

i. This certificate is issued to individuals who have held a limited occupational specialist certificate and completed one (1) of the pathways for completions. (3-28-18)

ii. The Standard Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. Credit equivalency will be based on verification of forty-five (45) hours of participation at approved technical conferences, institutes, or workshops where participation is prorated at the rate of fifteen (15) hours per credit; or one hundred twenty (120) hours of approved related work experience where hours worked may be prorated at the rate of forty (4) hours per credit; or any equivalent combination thereof, and having on file a new professional development plan for the next certification period. (3-28-18)

d. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who: (3-29-17)

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- i. Are eligible for the Standard Occupational Specialist Certificate; (3-28-18)
- ii. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of Division of Career Technical Education approved education or content-related course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and (3-28-18)
- iii. Have on file a new professional development plan for the next certification period. (3-28-18)
- iv. The Advanced Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

07. Postsecondary Specialist. A Postsecondary Specialist certificate will be granted to a current academic faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty's college dean). The primary use of this state-issued certificate will be for distance education, virtual classroom programs, and for public and postsecondary partnerships. (3-29-17)

a. Renewal. This certificate is good for five (5) years and is renewable. To renew the certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher). (3-25-16)

b. Fees. The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules. (3-25-16)

c. The candidate must meet the following qualifications: (3-25-16)

- i. Hold a master's degree or higher in the content area being taught; (3-25-16)
- ii. Be currently employed by the postsecondary institution in the content area to be taught; and (3-25-16)
- iii. Complete and pass a criminal history background check as required according to Section 33-130, Idaho Code. (3-25-16)

08. American Indian Language. Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers. (3-25-16)

a. The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher. (3-25-16)

b. Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten finger fingerprint card or scan and a fee for undergoing a background investigation check pursuant to Section 33-130, Idaho Code. (3-28-18)

c. The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. (3-25-16)

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09. Junior Reserved Officer Training Corps (Junior ROTC) Instructors. (3-25-16)

a. Each school district with a Junior ROTC program shall provide the State Department of Education with a list of the names of those individuals who have completed an official armed forces training program to qualify as Junior ROTC instructors in high schools. (3-25-16)

b. Each school district with a Junior ROTC program shall provide the State Department of Education with a notarized copy of their certificate(s) of completion. (3-25-16)

c. Authorization Letter. Upon receiving the items identified in Subsections 015.09.a. and 09.b., the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (3-29-17)

10. Additional Renewal Requirements. In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable: (3-25-16)

a. Mathematics In-Service Program. In order to recertify, the state approved mathematics instruction course titled "Mathematical Thinking for Instruction," or another State Department of Education approved alternative course, shall be required. The "Mathematical Thinking for Instruction" course consists of three (3) credits. Teachers must take one (1) of the three (3) courses developed that is most closely aligned with their current assignment prior to July 1, 2019. Any teacher successfully completing said course shall be deemed to have met the requirement of Subsection 060.02.c. of this rule as long as said course is part of an official transcript or completed before September 1, 2013, and verified by the State Department of Education. Successful completion of a state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following must successfully complete the "Mathematical Thinking for Instruction" course or another State Department of Education approved alternative course in order to recertify: (3-28-18)

i. Each teacher holding a Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement who is employed by a school district or charter school as a K-3 multi-subject or special education teacher; (3-28-18)

ii. Each teacher holding an All Subjects (K-8) endorsement who is employed by a school district or charter school as a K-6 multi-subject teacher; (3-28-18)

iii. Each teacher holding an All Subjects (K-8) endorsement, Mathematics – Basic (5-9 or 6-12) endorsement, Mathematics (5-9 or 6-12) endorsement teaching in a mathematics content classroom (grade six (6) through grade twelve (12)) including Title I who is employed by a school district or charter school; and (3-28-18)

iv. Each teacher holding an Exceptional Child Generalist endorsement who is employed by a school district or charter school as a special education teacher. (3-28-18)

b. Waiver of Mathematics In-Service Program. When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual living outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. (3-25-16)

c. Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to Section 33-1204, Idaho Code. Credits must be earned through an approved educator preparation program and include a laboratory component. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation. The approved course must include the following competencies: (3-28-18)

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i. Understanding professional practice in Idaho evaluation requirements, including gathering accurate evidence and artifacts, understanding and using the state framework for evaluation rubric with fidelity, proof of calibration and interrater reliability, ability to provide effective feedback for teacher growth, and understanding and advising teachers on individualized learning plan and portfolio development. (3-28-18)

ii. Understanding student achievement and growth in the Idaho evaluation framework, including understanding how measurable student achievement and growth measures impact summative evaluation ratings and proficiency in assessment literacy. (3-28-18)

016. IDAHO INTERIM CERTIFICATE.

The State Department of Education or the Division of Career Technical Education, as applicable to the certificate, is authorized to issue a three-year (3) interim certificate to those applicants who hold a valid certificate/license from another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement pursuant to Section 33-4104, Idaho Code, or engaged in an alternate route to certification as prescribed herein. (3-29-17)

01. Interim Certificate Not Renewable. Interim certification is only available on a one-time basis per individual except under extenuating circumstances approved by the State Department of Education. It will be the responsibility of the individual to meet the requirements of the applicable alternate authorization route and to obtain a full Idaho Educator Credential during the term of the interim certificate. (3-29-17)

02. Idaho Comprehensive Literacy Course. For all Idaho teachers working on interim certificates, (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), completion of a state approved Idaho Comprehensive Literacy course or assessment, or approved secondary equivalent shall be a one-time requirement for full certification. (3-28-18)

a. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. (3-25-16)

03. Mathematical Thinking for Instruction. For all Idaho teachers or administrators working on interim certificates (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), with an All Subjects (K-8) endorsement, any mathematics endorsement, Exceptional Child Generalist endorsement, Blended Early Childhood/Early Childhood Special Education endorsement, or Administrator certificate must complete a state approved Mathematical Thinking for Instruction, or another State Department of Education approved alternative course, as a one-time requirement for full certification. (3-28-18)

04. Technology. Out-of-state applicants may be reviewed by the hiring district for technology deficiencies and may be required to take technology courses to improve their technology skills. (3-28-18)

05. Reinstatement of Expired Certificate. An individual holding an expired Idaho certificate may be issued a nonrenewable three-year interim certificate. During the validity period of the interim certificate, the applicant must meet the following requirements to obtain a full certification during the term of the interim certificate: (3-28-18)

a. Two (2) years' successful evaluations as per Section 33-1001(14), Idaho Code. (3-28-18)

b. Measured annual progress on specific goals identified on Individualized Professional Learning Plan. (3-28-18)

c. Six (6) credit renewal requirement. (3-28-18)

d. Any applicable requirement for Idaho Comprehensive Literacy Course or Mathematical Thinking for Instruction as indicated in Subsections 016.02 and 016.03. (3-28-18)

06. Foreign Institutions. An educator having graduated from a foreign institution may be issued a non-renewable, three-year (3) interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules. (3-28-18)

07. Codes of Ethics. All laws and rules governing standard certificated staff with respect to conduct, discipline, and professional standards shall apply to all certified staff serving in an Idaho public school, including those employed under an interim certificate. (3-28-18)

017. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.

01. Assessments. State Board of Education approved content, pedagogy and performance area assessments shall be used in the state of Idaho to ensure qualified teachers are employed in Idaho's classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. (4-2-08)

02. Out-of-State Waivers. An out-of-state applicant for Idaho certification holding a current certificate may request a waiver from the above requirement. The applicant shall provide evidence of passing a state approved content, pedagogy and performance area assessment(s) or hold current National Board for Professional Standards Teaching Certificate. (4-2-08)

03. Idaho Comprehensive Literacy Assessment. All applicants for initial Idaho certification (Kindergarten through grade twelve (12)) from an Idaho approved ~~teacher education~~educator preparation program must demonstrate competency in comprehensive literacy. Areas to be included as parts of the assessment are: phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and assessments and intervention strategies. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its ~~teacher-educator~~ preparation program. The assessment must measure teaching skills and knowledge congruent with current research on best literacy practices for elementary students or secondary students (adolescent literacy) dependent upon level of certification and English Language Learners. In addition, the assessment must measure understanding and the ability to apply strategies and beliefs about language, literacy instruction, and assessments based on current research and best practices congruent with International Reading Association/National Council of Teachers of English standards, National English Language Learner's Association professional teaching standards, National Council for Accreditation of Teacher Education standards, and state accreditation standards. (4-7-11)

(BREAK IN CONTINUITY OF SECTIONS)

042. ALTERNATE ROUTES TO CERTIFICATION.

The purpose of this program is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard ~~teacher education~~educator preparation program. Alternative Routes to Certification shall allow individuals to serve as the teacher of record prior to having earned full certification status. The teacher of record is defined as the person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade. Individuals who are currently employed as Paraprofessionals and, individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate certification requirements provided herein. Individuals who are currently certificated to teach but who are in need of an emergency endorsement in another area may obtain an endorsement through an alternate route as described in Subsection 021.02 of these rules. (3-29-17)

01. Alternative Authorization -- Teacher To New Certification. The purpose of this alternative authorization is to allow Idaho school districts to request additional certification when a professional position cannot be filled with someone who has the correct certification. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-29-17)

- a. Prior to application, a candidate must hold a baccalaureate degree, and a valid Idaho instructional

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certificate. The school district must provide supportive information attesting to the ability of the candidate to fill the position. (3-29-17)

b. A candidate must participate in an approved alternative route preparation program. (3-25-16)

i. The candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. The candidate must complete a minimum of nine (9) semester credits annually to maintain eligibility for renewal; and (3-25-16)

ii. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (3-20-04)

02. Alternative Authorization -- Content Specialist. The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in a district with an identified need for teachers in that area. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-25-16)

a. Initial Qualifications. (3-20-04)

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 (3-29-17)

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. (3-25-16)

b. Alternative Route Preparation Program -- College/University Preparation or Other State Board Approved Certification Program. (3-25-16)

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; (3-29-17)

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; (3-29-17)

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~~ certificate of completion; (3-25-16)

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 (3-25-16)

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. (3-20-04)

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03. Non-Traditional Route to Teacher Certification. An individual may acquire interim certification as found in Section 016 of these rules through an approved non-traditional route certification program. (3-25-16)

a. Individuals who possess a baccalaureate degree or higher from an accredited institution of higher education may utilize this non-traditional route to an interim Idaho Teacher Certification. (3-29-17)

b. To complete this non-traditional route, the individual must: (3-25-16)

i. Complete a Board approved program; (4-6-05)

ii. Pass the Board approved pedagogy and content knowledge exams; and (4-6-05)

iii. Complete the Idaho Department of Education background investigation check. (3-28-18)

c. Interim Certificate. Upon completion of the certification process described herein, the individual will be awarded an interim certificate from the State Department of Education's Certification and Professional Standards Department. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. All laws and rules governing standard instructional certificated teachers and pupil service staff with respect to conduct, discipline and professional standards shall apply to individuals teaching under any Idaho certificate including an interim certificate. (3-28-18)

d. Interim Certificate Not Renewable. Interim certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain a valid renewable Idaho Educator Credential during the three (3) year interim certification term. (3-25-16)

e. Types of Certificates and Endorsements. The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements. (3-20-14)

04. Alternative Authorization - Pupil Service Staff. The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a position requiring the Pupil Service Staff Certificate cannot be filled with someone who has the correct endorsement/certification. The exception to this rule is the Interim School Nurse endorsement and the Interim Speech Language Pathologist endorsement. The requirements for these endorsements are defined in Subsection 015.02 of these rules. The alternate authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-28-18)

a. Initial Qualifications. The applicant must complete the following: (4-2-08)

i. Prior to application, a candidate must hold a master's degree and hold a current Idaho license from the Bureau of Occupational Licenses in the area of desired certification; and (3-25-16)

ii. The employing school district must provide supportive information attesting to the ability of the candidate to fill the position. (4-2-08)

b. Alternative Route Preparation Program. (4-2-08)

i. The candidate must work toward completion of the alternative route preparation program through a participating college/university and the employing school district. The alternative route preparation program must include annual progress goals. (3-25-16)

ii. The candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years. (4-2-08)

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iii. The participating college/university or the State Department of Education will provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (4-2-08)

iv. The candidate must meet all requirements for the endorsement/certificate as provided herein. (4-2-08)

05. Alternate Authorization Renewal. Annual renewal will be based on the school year and satisfactory progress toward completion of the applicable alternate authorization requirements. (3-25-16)

043. -- 059. (RESERVED)

060. APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT.

To obtain a new, renew, or reinstate an Idaho Educator Credential, the applicant must submit an application on a form supplied by the State Department of Education or the Division of Career Technical Education as applicable to the type of certificate. All applications for new, renewed, or reinstated occupational specialist certificates must be submitted to the Division of Career Technical Education. The following requirements must be met to renew or reinstate an Idaho Educator Credential. (3-29-17)

01. State Board of Education Requirements for Professional Growth. (4-1-97)

a. Credits taken for recertification must be educationally related to the individualized professional learning plan or related to the professional practice of the applicant. (3-28-18)

i. Credits must be specifically tied to content areas and/or an area of any other endorsement; or (5-8-09)

ii. Credits must be specific to pedagogical best practices or for administrative/teacher leadership; or (4-2-08)

iii. Credits must be tied to a specific area of need designated by district administration. (4-2-08)

iv. Credits must be taken during the validity period of the certificate. (3-28-18)

b. Graduate or undergraduate credit will be accepted for recertification. Credit must be transcribed and completed through a college or university accredited by an entity recognized by the State Board of Education. (3-28-18)

c. All requests for equivalent in-service training to apply toward recertification, except occupational specialist certificates, must be made through the State Department of Education upon recommendation of the board of trustees consistent with the State Department of Education guidelines. Individuals holding Occupational Specialist Certificates must be made through the Division of Career Technical Education. Applicants must receive prior approval of in-service training and course work prior to applying for renewal. All in-service training must be aligned with the individual's individualized professional learning plan or related to professional practice. (3-28-18)

d. At least fifteen (15) hours of formal instruction must be given for each hour of in-service credit granted. (4-1-97)

e. Recertification credits may not be carried over from one (1) recertification period to the next. (4-1-97)

f. An appeals process, developed by the State Department of Education in conjunction with the Professional Standards Commission or the Division of Career Technical Education, as applicable to the certificate type, shall be available to applicants whose credits submitted for recertification, in part or as a whole, are rejected for

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any reason if such denial prevents an applicant from renewing an Idaho certificate. An applicant whose credits submitted for recertification are rejected, in part or as a whole, within six (6) months of the expiration of the applicant's current certification shall be granted an automatic appeal and a temporary certification extension during the appeal or for one (1) year, whichever is greater. (3-29-17)

02. State Board of Education Professional Development Requirements. (4-1-97)

a. Districts will have professional development plans. (4-1-97)

b. All certificated personnel will be required to complete at least six (6) semester hours or the equivalent within the five (5) year period of validity of the certificate being renewed. (4-1-97)

c. At least three (3) semester credits will be taken for university or college credit. Verification may be by official or unofficial transcript. Individuals found to have intentionally altered transcripts used for verification, who would have not otherwise met this renewal requirement, will be investigated for violations of the Code of Ethics for Idaho Professional Educators. Any such violations may result in disciplinary action. (3-28-18)

061. -- 065. (RESERVED)

066. FEES.

The state Department of Education shall maintain a record of all certificates issued, showing names, dates of issue and renewal, and if revoked, the date thereof and the reason therefor. A nonrefundable fee shall accompany each application for a prekindergarten through grade twelve (12) certificate, alternate certificate, change in certificate or replacement as follows: (3-16-04)

01. Initial Certificate. All types, issued for five (5) years -- seventy-five dollars (\$75). (3-16-04)

02. Renewal Certificate. All types, issued for five (5) years -- seventy-five dollars (\$75). (3-16-04)

03. Alternate Route Authorization. All types, issued for one (1) year -- one hundred dollars (\$100). (3-16-04)

04. Additions or Changes During the Life of an Existing Certificate. Twenty-five dollars (\$25). (3-16-04)

05. To Replace an Existing Certificate. Ten dollars (\$10). (3-16-04)

(BREAK IN CONTINUITY OF SECTIONS)

100. OFFICIAL VEHICLE FOR APPROVING ~~TEACHER EDUCATION~~ EDUCATOR PREPERATION PROGRAMS.

(Section 33-114, Idaho Code)

(4-1-97)

01. The Official Vehicle for the Approval of ~~Teacher Education~~ Educator Preperation Programs.

The official vehicle for the approval of ~~teacher education~~ educator preperation programs is the Council for the Accreditation of Educator Preparation (CAEP) standards and the approved Idaho Standards for the Initial Certification of Professional School Personnel. The Idaho Standards are based upon the accepted national standards for educator preparation and include state-specific, core teaching requirements. The State Department of Education will transmit to the head of each Idaho college or Department of Education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will take effect and must be implemented within a period not to exceed two (2) years after notification of such revision. (3-25-16)

02. Non-Traditional ~~Teacher~~ Educator Preparation Program. The State Board of Education must approve all non-traditional route to teacher certification programs. The programs must include, at a minimum, the

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following components: (3-25-16)

- a. Pre-assessment of teaching and content knowledge; (3-25-16)
- b. An academic advisor with knowledge of the prescribed instruction area; (3-25-16)
- c. Exams of pedagogy and content knowledge; and (3-25-16)
- d. Be aligned to the Idaho Standards for the Initial Certification of Professional School Personnel. (3-25-16)

03. Reference Availability. The Idaho Standards for the Initial Certification of Professional School Personnel, incorporated by reference in Subsection 004.01, are available for inspection on the Office of the State Board of Education's website at www.boardofed.idaho.gov. (3-29-12)

04. Continuing Approval. (3-29-12)

a. The state of Idaho will follow the Council for Accreditation of Educator Preparation (CAEP) ~~standards~~ by which institutions shall pursue continuing approval through a full program review every seven (7) years. The full program review shall be based upon the Idaho Standards for Initial Certification of Professional School Personnel. (3-25-16)

b. The state of Idaho will additionally conduct focused reviews of state-specific, core teaching requirements in the interim, not to exceed every third year following the full program review. (3-29-12)

c. All approved non-traditional ~~teacher-educator~~ preparation programs will be reviewed for continued approval on the same schedule as traditional ~~teacher-educator~~ preparation programs. Reviews will include determination of continued alignment with the approved Idaho Standards for the Initial Certification of Professional School Personnel and effectiveness of program completers. (3-25-16)

05. Payment Responsibilities for ~~Teacher—Educator~~ Preparation Program Reviews. The Professional Standards Commission is responsible for Idaho ~~teacher-educator~~ preparation program reviews, including assigning responsibility for paying for program reviews. To implement the reviews, it is necessary that: (4-6-05)

a. The Professional Standards Commission pay for all state review team expenses for on-site teacher preparation reviews from its budget. (3-25-16)

b. Requesting institutions pay for all other expenses related to on-site ~~teacher-educator~~ preparation program reviews, including the standards review. (3-25-16)

(BREAK IN CONTINUITY OF SECTIONS)

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SUBJECT

Proposed Rule Docket 08-0202-1804 - Rules Governing Uniformity, Professional Endorsement

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.02, Rules Governing Uniformity
Sections 33-1201 through 33-1204, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

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

BACKGROUND/DISCUSSION

House Bill 296 (2015) in addition to creating the career ladder, added Section 33-1201A, Idaho Code, establishing the requirement for a Professional Endorsement. The Professional Endorsement is required for instructional staff and pupil service staff to move from the residency rung on the career ladder to the professional rung. In order to obtain a professional endorsement individuals must:

- a) Have held a certificate for at least three (3) years, or have completed a state board of education approved interim certificate of three (3) years or longer;
- b) Have met the professional compensation rung performance criteria for two (2) of the three (3) previous years or the third year;
- c) Have a written recommendation from the employing school district; and
- d) Have an annual individualized professional learning plan developed in conjunction with the employee's school district supervisor.

Additionally, Section 33-1201A allows for instructional staff and pupil service staff to provide additional evidence demonstrating effective teaching that may be considered in exceptional cases for purposes of determining proficiency and student achievement in the event required standards for professional endorsement are not met. This provision allows for staff coming from out-of-state who have held a certificate for three (3) or more years to provide evidence that they have met the professional compensation rung performance criteria for two (2) or three (3) previous years or the third (most recent) year. This evidence could be in the form of evaluations from the state they are coming from that are aligned with the Idaho evaluation standards or evidence that the majority of their students during the applicable time period met their student achievement performance targets.

The proposed rule will create a new section setting out a process for individuals and school districts to establish eligibility and apply to the Department of Education for the Professional Endorsement for these staff.

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IMPACT

Approval of the proposed rule will provide school districts with a process for determining whether out-of-state instructional staff and pupil service staff are eligible for the Professional Endorsement.

ATTACHMENTS

Attachment 1 –Proposed Rule Docket 08-0202-1804

STAFF COMMENTS AND RECOMMENDATIONS

The notice of intent to promulgate this rule was published in the July 4, 2018 (Vol.18-8) Administrative Bulletin. A negotiated rulemaking meeting was held on August 6, 2018. Participants discussed the concerns school districts and Department staff had around the professional endorsement and a process for determining eligibility for out-of-state instructional staff and pupil service staff eligibility.

Once approved by the Board, proposed rules are submitted to the Department of Administration for publication in the Idaho Administrative Bulletin. Once published, there is a 21-day comment period. Based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. If approved, pending rules are resubmitted for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the Legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

Staff recommends approval.

BOARD ACTION

I move to approve Proposed Rule Docket 08-0202-1804, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08.02.02 – RULES GOVERNING UNIFORMITY – NEW SECTION

025. PROFESSIONAL ENDORSEMENT

Eligibility for the professional endorsement pursuant to Section 33-1201A, Idaho Code, may be established by providing additional evidence demonstrating effective teaching for the purpose of determining proficiency and student achievement in the event required standards for the professional endorsement are not met.

01. Measurable Student Achievement and Student Success Indicators.

Evidence of a majority of the applicable staff persons students meeting measurable student achievement targets or student success indicator targets may be demonstrated by the certificated staff member providing evidence of students their students, from an accredited private or out-of-state public school, met targets set by the certificated staff member. The measurable student achievement or student success indicators must be comparable to the measurable student achievement or student success indicator targets established by the hiring school for certificated staff in similar employment areas and similar grade ranges.

02. Performance Criteria. Evidence of an overall rating of proficient, and no components rated as unsatisfactory on the state framework for teaching evaluation may be provided through the submittal of annual evaluations showing standards aligned to the Idaho framework for teaching evaluation standards.

03. Validity of Evidence. Evidence provided must show that the certificated staff member met each of the proficiency and student achievement requirements in each year required.

04. Evaluation of Evidence. The local education agency administrator shall be responsible for evaluating the evidence provided and determining alignment with the school district or charter schools measurable student achievement and student success indicators and alignment with the Idaho framework for teaching evaluation standards. The reviewing administrator shall sign an affidavit stating the evidence meets the district and state standards for measurable student achievement and student success indicators and performance criteria. The local education agency shall report the equivalent performance criteria rating the certificated staff member received and indicate if any equivalent components were rated as unsatisfactory and the measurable student achievement or student success indicator used with verification that the majority of their students have met the measurable student achievement targets or student success indicators. Targets must be comparable to targets set for like groups of students at the hiring school. The state board of education or state department of education may request to review the evidence provided for determining proficiency and student achievement.

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DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Proposed Rule Docket No. 08-0202-1805, Rules Governing Uniformity, Educator Credential – Occupational Specialist Endorsements

REFERENCE

August 2016	Board approved proposed rule restructuring instructional certificates into a single certificate and making technical updates to the Occupational Specialist Certificates.
November 28, 2016	Board approved pending rule restructuring instructional certificates into a single certificate and making technical updates to the Occupational Specialist Certificates.
August 31, 2017	Board approved proposed rule updating occupation specialist certification requirements, including additional training options for administrators and teachers.
November 2017	Board approved pending rule amendments

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118, Idaho Code
Section 33-1201, Idaho Code
Section 33-2211, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

ALIGNMENT WITH STRATEGIC PLAN

GOAL 2: EDUCATIONAL ATTAINMENT; GOAL 3: WORKFORCE READINESS

BACKGROUND/DISCUSSION

Administrative code sets out the requirements for all certificated staff serving in Idaho public schools. In addition to the standard instructional certificates, IDAPA 08.02.02.015, Educator Credential, outlines the provisions for career technical education instructor and administrator certification requirements. Three levels of Occupational Specialist Certificates exist: Limited Occupational Specialist, Standard Occupational Specialist, and Advanced Occupational Specialist. Individuals entering the field of career technical teaching for the first time receive a Limited Occupational Specialist Certificate. This is a one time, three year certificate. At the conclusion of the term of this certificate, individuals may apply for either a Standard Occupational Specialist Certificate or an Advanced Occupational Specialist Certificate. The standard and advanced certificates are renewable five year certificates.

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Like standard instructional certificates, individuals receiving an Occupational Specialist Certificate also receive an endorsement for the content area they are qualified to teach. The Board is authorized in statute to set certification requirements for educators in Idaho's public schools. The Division of Career Technical Education (Division) has established the industry experience required to teach in a specific subject area, Division staff evaluate applicant experience and determine whether the applicant will receive an occupational certificate and corresponding endorsement in subject area. No record can be found of the Board previously approving these criteria. From time to time, the Board office has received complaints that the amount and type of experience required has not been consistent over the years for a single type of endorsement. Establishing the Occupational Specialist Certificate endorsement requirements in rule will give them the force and effect of law and will provide more transparency and consistency in the eligibility requirements for these endorsements.

The proposed endorsements are largely consistent with current practice. Names of the endorsements have been changed to align with the names of the existing career technical content standards and program pathways. In some content areas, endorsements with similar names and requirements have been consolidated under a single broader endorsement allowing more individuals to teach in a single program. There are six endorsements under the Health Sciences that will require the individual to hold an Idaho occupational license or industry certification. These endorsements are Dental Assisting, Emergency Medical Technician, Nursing Assistant, Pharmacy Technician, and Sports Medicine/Athletic Training. Currently, there is one endorsement, Orientation to Health Professions that has been awarded a number of years ago that did not require the individual to hold an occupational license. This endorsement has been eliminated.

IMPACT

Proposed amendments will formally establish endorsement for Occupational Specialist Certificates.

ATTACHMENTS

Attachment 1 – Proposed Rule Docket 08-0202-1805

STAFF COMMENTS AND RECOMMENDATIONS

Individuals holding an existing Occupational Specialist Certificate will continue to hold the same certificate and endorsement until their certificate expires. At that time, if they choose to renew their certificate, their endorsement will be converted to the new corresponding endorsement. The Division will notify school districts and teachers holding Occupational Specialist Certification of the changes and the process that will take place at the time their certificate expires.

The notice of intent to promulgate this rule was published in the July 4, 2018 (Vol.18-7) Administrative Bulletin. A negotiated rulemaking meeting was held on

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August 6, 2018. The Division provided an explanation of the endorsement requirements. Amendments were made to the rule based on feedback received at the meeting. Participants included representatives from the various public school stakeholder groups. There was a general understanding of the endorsement requirements. One concern was raised regarding the requirement for Occupational Specialists to have industry experience. It was shared that in some cases industry would prefer the teachers have a more traditional back ground and were better versed in "how to teach." One issue that has come up has been specific to computer science courses. Computer science courses may be set up as an academic course or part of a career technical program. If the program is a career technical program the teachers must hold either an degree based career technical certification or an occupation specialist (industry based) certification. School districts current receive an additional \$3,000 per full-time equivalent occupation specialist position through the career ladder. Additional, eligible career technical programs may receive additional funding.

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 Proposed Rule Docket 08-0202-1805, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 – RULES GOVERNING UNIFORMITY

(BREAK IN CONTINUITY OF SECTIONS)

015. IDAHO EDUCATOR CREDENTIAL.

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (3-25-16)

01. Standard Instructional Certificate. A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and who meets the following requirements: (3-29-17)

a. Professional education requirements: (3-29-17)

i. Earned a minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter, which shall include at least three (3) semester credit hours, or four (4) quarter credit hours, in reading and its application to the content area; (3-29-17)

ii. The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement; and (3-29-17)

b. Completed an approved teacher preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they are eligible to receive an endorsement in; (3-29-17)

c. Individuals seeking endorsement in a secondary grade (pursuant to Section 33-1001, Idaho Code) range must complete preparation in at least two (2) fields of teaching. One (1) of the teaching fields must consist of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours and a second field of teaching consisting of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the two (2) teaching field requirements; (3-29-17)

d. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must meet or exceed the state qualifying score on the state board approved content area and pedagogy assessments. (3-29-17)

e. The Standard Instructional Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-29-17)

02. Pupil Service Staff Certificate. Persons who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists are required to hold the Pupil Service Staff Certificate, with the respective endorsement(s) for which they qualify. Persons who serve as an occupational therapist or physical therapist may be required, as determined by the local educational agency, to hold the Pupil Service Staff Certificate with respective endorsements for which they qualify. (3-28-18)

a. School Counselor (K-12) Endorsement. To be eligible for a Pupil Service Staff Certificate - School Counselor (K-12) endorsement, a candidate must have satisfied the following requirements. The Pupil Service Staff

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Certificate with a School Counselor (K-12) endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-28-18)

i. Hold a master's degree and provide verification of completion of an approved program of graduate study in school counseling from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting. This K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement; and (3-25-16)

ii. An institutional recommendation is required for a School Counselor (K-12) endorsement. (3-28-18)

b. School Counselor – Basic (K-12) Endorsement. (3-28-18)

i. Individuals serving as a school counselor pursuant to Section 33-1212, Idaho Code, shall be granted a Pupil Personnel Services Certificate with a School Counselor – Basic (K-12) endorsement. The endorsement is valid for five (5) years or until such time as the holder no longer meets the eligibility requirements pursuant to Section 33-1212, Idaho Code. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-28-18)

ii. Individuals who received their endorsement pursuant to Section 33-1212, Idaho Code, prior to July 1, 2018, will be transitioned into the School Counselor – Basic (K-12) endorsement. Renewal date will remain the same as the initial credential. (3-28-18)

c. School Psychologist Endorsement. This endorsement is valid for five (5) years. In order to renew the endorsement, six (6) professional development credits are required every five (5) years. The renewal credit requirement may be waived if the applicant holds a current valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for initial endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (3-25-16)

i. Completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hours, master's degree in education or psychology and completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hour, School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-25-16)

ii. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-25-16)

iii. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; and (3-25-16)

iv. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-25-16)

d. School Nurse Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required

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every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of either requirements in Subsections 015.02.c.i. or 015.02.c.ii. in addition to the requirement of Subsection 015.02.c.iii. (3-29-17)

i. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a baccalaureate degree in nursing, education, or a health-related field from an accredited institution. (3-29-17)

ii. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing and have completed nine (9) semester credit hours from a university or college in at least three (3) of the following areas: (3-25-16)

(1) Health program management; (3-25-16)

(2) Child and adolescent health issues; (3-25-16)

(3) Counseling, psychology, or social work; or (3-25-16)

(4) Methods of instruction. (3-25-16)

iii. Additionally, each candidate must have two (2) years of full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (3-25-16)

e. Interim Endorsement - School Nurse. This endorsement will be granted for those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. An Interim School Nurse Endorsement will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-17)

f. Speech-Language Pathologist Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-25-16)

g. Audiology Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-25-16)

h. School Social Worker Endorsement. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial endorsement shall be accomplished by meeting the requirements of Subsections 015.02.g.i. through iii., or by meeting the requirement in Subsection 015.02.g.iv.: (3-29-17)

i. A master's degree in social work (MSW) from a postsecondary institution accredited by an organization recognized by the State Board of Education. The program must be currently approved by the state educational agency of the state in which the program was completed; and (3-29-17)

ii. An institution recommendation from an Idaho State Board of Education approved program; and (3-29-17)

iii. The successful completion of a school social work practicum in a kindergarten through grade twelve 12 (K-12) setting. Post-MSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a K-12 setting. (3-29-17)

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iv. A current and valid master's degree or higher social work license pursuant to chapter 32, title 54 and the rules of the State Board of Social Work Examiners. (3-29-17)

i. Interim Endorsement-Speech Language Pathologist. This certificate will be granted for those who do not meet the educational requirements but who hold a baccalaureate degree in speech language pathology and are pursuing a master's degree in order to obtain the Pupil Service Staff Certificate endorsed in speech language pathology. An interim certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-28-18)

j. Occupational Therapist Endorsement. A candidate with a current and valid Occupational Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted an Occupational Therapist endorsement. The Pupil Personnel Services Certificate with an Occupational Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Occupational Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. (3-28-18)

k. Physical Therapist Endorsement. A candidate with a current and valid Physical Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted a Physical Therapist endorsement. The Pupil Service Staff Certificate with a Physical Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Physical Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. (3-28-18)

l. Career Counselor Endorsement. The endorsement for a Career Counselor is issued to applicants who hold a current Pupil Service Staff Certificate with a School Counselor (K-12) endorsement, and who have satisfied the following career technical course requirements: Career Pathways and Career Technical Guidance; Principles/Foundations of Career Technical Education; and Theories of Occupational Choice. ()

03. Administrator Certificate. Every person who serves as a superintendent, a director of special education, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned to conduct the summative evaluation of certified staff is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the School Principal endorsement. Directors of special education are required to hold the Director of Special Education endorsement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the Idaho Standards for School Principals. The Administrator Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-28-18)

a. School Principal (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for School Principal (Pre-K-12), a candidate must have satisfied the following requirements: (3-28-18)

i. Hold a master's degree from an accredited college or university. (3-25-16)

ii. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-25-16)

iii. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-25-16)

iv. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Standards for School Principals. (3-28-18)

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- v. An institutional recommendation is required for a School Principal (Pre-K-12) Endorsement. (3-28-18)
- b. Superintendent (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate with a Superintendent (Pre-K-12) endorsement, a candidate must have satisfied the following requirements: (3-28-18)
 - i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-25-16)
 - ii. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting. (3-25-16)
 - iii. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12. (3-25-16)
 - iv. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Standards for School Principals. (3-28-18)
 - v. An institutional recommendation is required for a School Superintendent Endorsement (Pre-K-12). (3-28-18)
- c. Director of Special Education (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for Director of Special Education (Pre-K-12), a candidate must have satisfied all of the following requirements: (3-28-18)
 - i. Hold a master's degree from an accredited college or university; (3-25-16)
 - ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting; (3-25-16)
 - iii. Obtain college or university verification of demonstrated the competencies of the Director of Special Education in Idaho Standards for Initial Certification of Professional School Personnel; (3-28-18)
 - iv. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Standards for School Principals: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping; (3-28-18)
 - v. Have completed an administrative internship/practicum in the area of administration of special education; and (3-28-18)
 - vi. An institutional recommendation is required for Director of Special Education (Pre-K-12) endorsement. (3-28-18)
- 04. Certification Standards For Career Technical Educators.** Teachers of career technical courses or programs in secondary schools must hold an occupational specialist certificate and an endorsement in an appropriate

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occupational discipline. All occupational certificates must be approved by the Division of Career Technical Education regardless of the route an individual is pursuing to receive the certificate. (3-28-18)

05. Degree Based Career Technical Certification. (3-25-16)

a. Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: agricultural science and technology; business technology education; computer science technology; engineering; family and consumer sciences; marketing technology education; and technology education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated one thousand (1,000) clock hours of related work experience or practicum in their respective field of specialization, as approved by the Division of Career Technical Education. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules. (3-28-18)

b. The Career Technical Administrator certificate is required for an individual serving as an administrator, director, or manager of career technical education programs at the state Division of Career Technical Education or in Idaho public schools. Individuals must meet one (1) of the two (2) following prerequisites to qualify for the Career Technical Administrator Certificate. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

i. Qualify for or hold an Advanced Occupational Specialist certificate or hold an occupational endorsement on a standard instructional certificate; provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline; hold a master's degree; and complete at least fifteen (15) semester credits of administrative course work. (3-28-18)

(1) Applicants must have completed credits in: education finance, administration and supervision of personnel, legal aspects of education; and conducting evaluations using the statewide framework for teacher evaluations. (3-28-18)

(2) Additional course work may be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation. (3-28-18)

ii. Hold a superintendent or principal (pre-K-12) endorsement on a standard administrator certificate and provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline or successfully complete the Division of Career Technical Education twenty-seven (27) month Idaho career technical education leadership institute. (3-28-18)

~~c. Work Based Learning Coordinator Endorsement. Educators assigned to coordinate approved work-based experiences must hold the Work Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Instructional Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work based learning programs. (3-29-17)~~

~~d. Career Counselor Endorsement. The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Service Staff Certificate with a School Counselor (K-12) endorsement, and who have satisfied the following career technical requirement: Career Pathways and Career Technical Guidance; Principles/Foundations of Career Technical Education; and Theories of Occupational Choice. (3-28-18)~~

06. Industry-Based Occupational Specialist Certificate. The industry-based Occupational Specialist Certificates are industry-based career technical certifications issued in lieu of a degree-based career technical certificate. Certificate holders must meet the following eligibility requirements: (3-28-18)

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a. Be at least twenty-two (22) years of age; document recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, industry certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the following three (3) options: (3-28-18)

i. Have six (6) years or twelve thousand (12,000) hours of recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit or up to eight thousand (8,000) hours can be counted toward the six (6) years or twelve thousand (12,000) hours on a month-to-month basis for journeyman training or completed postsecondary training in a career technical education program; or (3-28-18)

ii. Have a baccalaureate degree in the specific occupation or related area, plus two (2) years or four thousand (4,000) hours of recent, gainful employment in the occupation for which certification is required, at least half of which must have been during the immediate previous five (5) years; or (3-28-18)

iii. Have completed a formal apprenticeship program in the occupation or related area for which certification is requested plus two (2) years or four thousand (4,000) hours of recent, gainful, related work experience, at least half of which must have been completed in the immediate previous five (5) years. (3-28-18)

b. Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching in Idaho public schools or new to teaching in career technical education in Idaho public schools. The certificate is an interim certificate and is valid for three (3) years and is non-renewable. Applicants must meet all of the minimum requirements established in Subsection 015.06.a. of these rules. Individuals on a limited occupational specialist certificate must complete one (1) of the two (2) following pathways during the validity period of the certificate: (3-28-18)

i. Pathway I - Coursework: Within the three-year (3) period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete the pre-service training prescribed by the Division of Career Technical Education and demonstrate competencies in principles/foundations of occupational education and methods of teaching occupational education. Additionally, the instructor must satisfactorily demonstrate competencies in two (2) of the following areas: career pathways and guidance; analysis, integration, and curriculum development; and measurement and evaluation. (3-28-18)

ii. Pathway II – Cohort Training: Within the first twelve (12) months, the holder must enroll in the Division of Career Technical Education sponsored two (2) year cohort training and complete the two (2) training within the three (3) year validity period of the interim certificate. (3-28-18)

c. Standard Occupational Specialist Certificate. (3-28-18)

i. This certificate is issued to individuals who have held a limited occupational specialist certificate and completed one (1) of the pathways for completions. (3-28-18)

ii. The Standard Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. Credit equivalency will be based on verification of forty-five (45) hours of participation at approved technical conferences, institutes, or workshops where participation is prorated at the rate of fifteen (15) hours per credit; or one hundred twenty (120) hours of approved related work experience where hours worked may be prorated at the rate of forty (4) hours per credit; or any equivalent combination thereof, and having on file a new professional development plan for the next certification period. (3-28-18)

d. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who: (3-29-17)

i. Are eligible for the Standard Occupational Specialist Certificate; (3-28-18)

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ii. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of Division of Career Technical Education approved education or content-related course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and (3-28-18)

iii. Have on file a new professional development plan for the next certification period. (3-28-18)

iv. The Advanced Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

07. Postsecondary Specialist. A Postsecondary Specialist certificate will be granted to a current academic faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty's college dean). The primary use of this state-issued certificate will be for distance education, virtual classroom programs, and for public and postsecondary partnerships. (3-29-17)

a. Renewal. This certificate is good for five (5) years and is renewable. To renew the certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher). (3-25-16)

b. Fees. The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules. (3-25-16)

c. The candidate must meet the following qualifications: (3-25-16)

i. Hold a master's degree or higher in the content area being taught; (3-25-16)

ii. Be currently employed by the postsecondary institution in the content area to be taught; and (3-25-16)

iii. Complete and pass a criminal history background check as required according to Section 33-130, Idaho Code. (3-25-16)

08. American Indian Language. Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers. (3-25-16)

a. The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher. (3-25-16)

b. Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten finger fingerprint card or scan and a fee for undergoing a background investigation check pursuant to Section 33-130, Idaho Code. (3-28-18)

c. The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. (3-25-16)

09. Junior Reserved Officer Training Corps (Junior ROTC) Instructors. (3-25-16)

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a. Each school district with a Junior ROTC program shall provide the State Department of Education with a list of the names of those individuals who have completed an official armed forces training program to qualify as Junior ROTC instructors in high schools. (3-25-16)

b. Each school district with a Junior ROTC program shall provide the State Department of Education with a notarized copy of their certificate(s) of completion. (3-25-16)

c. Authorization Letter. Upon receiving the items identified in Subsections 015.09.a. and 09.b., the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (3-29-17)

10. Additional Renewal Requirements. In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable: (3-25-16)

a. Mathematics In-Service Program. In order to recertify, the state approved mathematics instruction course titled “Mathematical Thinking for Instruction,” or another State Department of Education approved alternative course, shall be required. The “Mathematical Thinking for Instruction” course consists of three (3) credits. Teachers must take one (1) of the three (3) courses developed that is most closely aligned with their current assignment prior to July 1, 2019. Any teacher successfully completing said course shall be deemed to have met the requirement of Subsection 060.02.c. of this rule as long as said course is part of an official transcript or completed before September 1, 2013, and verified by the State Department of Education. Successful completion of a state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following must successfully complete the “Mathematical Thinking for Instruction” course or another State Department of Education approved alternative course in order to recertify: (3-28-18)

i. Each teacher holding a Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement who is employed by a school district or charter school as a K-3 multi-subject or special education teacher; (3-28-18)

ii. Each teacher holding an All Subjects (K-8) endorsement who is employed by a school district or charter school as a K-6 multi-subject teacher; (3-28-18)

iii. Each teacher holding an All Subjects (K-8) endorsement, Mathematics – Basic (5-9 or 6-12) endorsement, Mathematics (5-9 or 6-12) endorsement teaching in a mathematics content classroom (grade six (6) through grade twelve (12)) including Title I who is employed by a school district or charter school; and (3-28-18)

iv. Each teacher holding an Exceptional Child Generalist endorsement who is employed by a school district or charter school as a special education teacher. (3-28-18)

b. Waiver of Mathematics In-Service Program. When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual living outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. (3-25-16)

c. Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to Section 33-1204, Idaho Code. Credits must be earned through an approved educator preparation program and include a laboratory component. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation. The approved course must include the following competencies: (3-28-18)

i. Understanding professional practice in Idaho evaluation requirements, including gathering accurate

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evidence and artifacts, understanding and using the state framework for evaluation rubric with fidelity, proof of calibration and interrater reliability, ability to provide effective feedback for teacher growth, and understanding and advising teachers on individualized learning plan and portfolio development. (3-28-18)

ii. Understanding student achievement and growth in the Idaho evaluation framework, including understanding how measurable student achievement and growth measures impact summative evaluation ratings and proficiency in assessment literacy. (3-28-18)

(BREAK IN CONTINUITY OF SECTIONS)

021. ENDORSEMENTS.

Holders of a Standard Instructional Certificate, Standard Occupational Specialist Certificate, and Advanced Occupational Specialist Certificate may be granted endorsements in subject areas as provided herein. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. An official statement from the college of education of competency in a teaching area or field is acceptable in lieu of required credits if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. Statements must include the number of credits the competency evaluation is equivalent to. To add an endorsement to an existing credential, an individual shall complete the credit hour requirements as provided herein and shall also meet or exceed the state qualifying score on appropriate, state approved content, pedagogy ~~and~~ or performance assessments. When converting semester credit hours to quarter credit hours, two (2) semester credit hours is equal to three (3) quarter credit hours. (3-28-18)

01. Clinical Experience Requirement. All endorsements require supervised teaching experience in the relevant content area, or a State Department of Education or Division of Career Technical Education approved alternative clinical experience as applicable to the area of endorsement. (3-28-18)

02. Alternative Authorization to Endorsement. Candidates shall meet all requirements of the chosen option for the endorsement as provided herein. (3-28-18)

a. Option I -- An official statement from the college of education of competency in a teaching area or field is acceptable in lieu of courses for a teaching field if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. (3-28-18)

b. Option II -- National Board. By earning National Board Certification in content specific areas, teachers may gain endorsement in a corresponding subject area. (3-29-17)

c. Option III -- Master's degree or higher. By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid instructional certificate. (3-28-18)

d. Option IV -- Testing and/or Assessment. Two (2) pathways are available to some teachers, depending upon endorsement(s) already held. (3-29-17)

i. Pathway 1 -- Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally, requires the successful completion of a one (1)-year state-approved mentoring component; or (3-28-18)

ii. Pathway 2 -- Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the authorization. Additionally, requires the successful completion of a one (1)-year state-approved mentoring component and passing a final pedagogy assessment. (3-25-16)

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022. ENDORSEMENTS A - D.

01. Agriculture Science and Technology (6-12). (3-16-04)

a. Forty-five (45) semester credit hours including course work in each of the following areas: agriculture education; agriculture mechanics; agriculture business management; soil science; animal science; Career Technical Student Organization Leadership; plant science; and occupational teacher preparation pursuant to Subsection 015.05.a.; or (3-28-18)

b. Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)

02. American Government /Political Science (5-9 or 6-12). Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American Government, six (6) semester credit hours in U.S. History Survey, and a minimum of three (3) semester credit hours in Comparative Government. Remaining course work must be selected from Political Science. Course work may include three (3) semester credit hours in World History Survey. (3-28-18)

03. All Subjects (K-8). Allows one to teach in any educational setting (K-8). Twenty (20) semester credit hours, or thirty (30) quarter credit hours in the philosophical, psychological, methodological foundations, instructional technology, and professional subject matter must be in elementary education including at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading. This endorsement must be accompanied by at a minimum one (1) additional subject area endorsement allowing teaching of that subject through grade 9 or kindergarten through grade 12. (3-29-17)

04. Bilingual Education (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Bilingual Education Teachers to include all of the following: upper division coursework in one (1) Modern Language other than English, including writing and literature, and advanced proficiency according to the American Council on the Teaching of Foreign Languages guidelines; cultural diversity; ESL/bilingual methods; linguistics, second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners, biliteracy; at least one (1) semester credit hour in bilingual practicum or field experience. (3-28-18)

05. Biological Science (5-9 or 6-12). Twenty (20) semester credit hours including coursework in each of the following areas: molecular and organismal biology, heredity, ecology and biological adaptation. (3-29-17)

06. Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6). The Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6) endorsement allows one to teach in any grade four (4) through grade six (6) education setting, except in a middle school setting. This endorsement may only be issued in conjunction with the Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement. To be eligible for a Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6) endorsement, a candidate must have satisfied the following requirements: (3-28-18)

a. Completion of a program of a minimum of twenty (20) semester credit hours in elementary education coursework to include: methodology (literacy, mathematics, science, physical education, art); content knowledge (mathematics, literacy, science, health, art); technology; assessment; and, field experiences in grades four (4) through six (6). (3-28-18)

07. Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3). The Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement allows one to teach in any educational setting birth through grade three (3). To be eligible, a candidate must have satisfied the following requirements. (3-28-18)

a. A minimum of thirty (30) semester credit hours, or forty-five (45) quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional

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subject matter of early childhood and early childhood-special education. The professional subject matter shall include course work specific to the child from birth through grade three (3) in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and, application of technologies. (3-29-17)

b. The required credit hours here in, shall include not less than six (6) semester credit hours, or nine (9) quarter credit hours, of early childhood student teaching (K-3) and field experiences birth to age three (3) programs, and age three (3) to age five (5) programs, and three (3) semester credit hours, or four (4) quarter credit hours, of developmental reading. (3-29-17)

c. Proficiency in areas noted above is measured by one (1) of the following options: (3-29-17)

i. Option I -- Demonstration of competency within the Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers. Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments. (3-29-17)

ii. Option II -- Completion of a CAEP accredited program in blended early childhood education/early childhood special education birth through grade three (3). Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments. (3-29-17)

08. Business Technology Education (6-12). (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: accounting; computer and technical applications in business; economics; methods of teaching business education; career guidance; Career Technical Student Organization leadership; business communication/writing; and office procedures. Additional competencies may be satisfied through the following: entrepreneurship; finance; marketing; business law; or business management; and occupational teacher preparation pursuant to Subsection 015.05.a.; or (3-28-18)

b. Occupational teacher preparation pursuant to Section 015.04 through 015.06. (3-29-17)

09. Chemistry (5-9 or 6-12). Twenty (20) semester credit hours in the area of chemistry, to include coursework in each of the following areas: inorganic and organic chemistry. (3-29-17)

10. Communication (5-9 or 6-12). Follow one (1) of the following options: (3-29-17)

a. Option I -- Twenty (20) semester credit hours to include Methods of Teaching Speech/Communications plus course work in at least four (4) of the following areas: Interpersonal Communication/Human Relations; Argumentation/Personal Persuasion; Group Communications; Nonverbal Communication; Public Speaking; Journalism/Mass Communications; and Drama/Theater Arts. (3-29-17)

b. Option II -- Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: Interpersonal Communication/Human Relations, Public Speaking, Journalism/Mass Communications, and Methods of Teaching Speech/Communication. (3-29-17)

11. Computer Science (5-9 or 6-12). (3-29-17)

a Twenty (20) semester credit hours of course work in Computer Science, including course work in the following areas: data representation and abstraction; design, development, and testing algorithms; software development process; digital devices systems network; and the role of computer science and its impact on the modern world; or (3-29-17)

b. Occupational teacher preparation pursuant to Section 015.04 through 015.06. (3-29-17)

12. Consulting Teacher/Teacher Leader Endorsement. Consulting teachers provide technical

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assistance to teachers and other staff in the school district with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who hold this endorsement are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. This endorsement is valid for five (5) years and is renewable based upon successful completion and verification of an additional four (4) semester credits beyond those required for standard certification renewal. The additional credits shall be taken for university or college credit consistent with the Individual Professional Learning Plan (IPLP). (3-25-16)

a. Special Education Consulting Teacher - Eligibility for Endorsement. To be eligible for a Special Education Consulting Teacher endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: (3-28-18)

i. Education Requirements. Qualify for or hold a Standard Instructional Certificate, and hold a master's degree or an approved fifth year program as defined by the Idaho State Board of Education, and have demonstrated content competencies in the following areas: (3-28-18)

- (1) Assessment of learning behaviors; (3-25-16)
- (2) Individualization of instructional programs based on educational diagnosis; (3-25-16)
- (3) Behavioral and/or classroom management techniques; (3-25-16)
- (4) Program implementation and supervision; (3-25-16)
- (5) Knowledge in use of current methods, materials and resources available and management and operation of media centers; (3-25-16)
- (6) Ability in identifying and utilizing community or agency resources and support services; and (3-25-16)
- (7) Counseling skills and guidance of professional staff. (3-25-16)

ii. Experience. Completion of a minimum of three (3) years' teaching experience, at least two (2) years of which must be in a special education classroom setting. (3-25-16)

iii. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: (3-25-16)

(1) Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (3-25-16)

(2) The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (3-25-16)

- (a) Understanding Adults As Learners to Support Professional Learning Communities; (3-25-16)
- (b) Accessing and Using Research to Improve Practice and Student Achievement; (3-25-16)
- (c) Promoting Professional Learning for Continuous Improvement; (3-25-16)
- (d) Facilitating Improvements in Instruction and Student Learning; (3-25-16)
- (e) Using Assessments and Data for School and District Improvement; (3-25-16)

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- (f) Improving Outreach and Collaboration with Families and Community; and (3-25-16)
- (g) Advocating for Student Learning and the Profession. (3-25-16)
- iv. Not less than one (1) semester of successful experience as a special education teacher working with classroom teachers in elementary or secondary schools. (3-25-16)
- b. Mathematics Consulting Teacher - Eligibility for Endorsement.** To be eligible for a Mathematics Consulting Teacher endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: (3-28-18)
 - i. Education Requirements. Qualify for or hold a Standard Instructional Certificate and have demonstrated content competencies. Coursework and content domains required include the full series of Mathematics Thinking for Instruction (MTI), Number and Operation, Geometry, Algebraic Reasoning, Measurement and Data Analysis, and Statistics and Probability which are centered on the following emphases: (3-28-18)
 - (1) Structural Components of Mathematics; (3-25-16)
 - (2) Modeling, Justification, Proof and Generalization; (3-25-16)
 - (3) Mathematical Knowledge for Teaching (Ball, Thames, & Phelps, 2008). (3-25-16)
 - ii. Experience. Completion of a minimum of three (3) years' teaching experience. (3-25-16)
 - iii. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: (3-25-16)
 - (1) Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (3-25-16)
 - (2) The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (3-25-16)
 - (a) Understanding Adults As Learners to Support Professional Learning Communities; (3-25-16)
 - (b) Accessing and Using Research to Improve Practice and Student Achievement; (3-25-16)
 - (c) Promoting Professional Learning for Continuous Improvement; (3-25-16)
 - (d) Facilitating Improvements in Instruction and Student Learning; (3-25-16)
 - (e) Using Assessments and Data for School and District Improvement; (3-25-16)
 - (f) Improving Outreach and Collaboration with Families and Community; and (3-25-16)
 - (g) Advocating for Student Learning and the Profession. (3-25-16)
 - iv. Not less than one (1) semester of successful experience as a mathematics teacher working with classroom teachers in elementary or secondary schools. (3-25-16)

13. Deaf/Hard of Hearing (K-12). Completion of a minimum of thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use sign language or completion

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of a minimum thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language. An institutional recommendation specific to this endorsement is required. To be eligible for a Deaf/Hard of Hearing endorsement, a candidate must have satisfied the following requirements: (3-29-17)

- a. Completion of a baccalaureate degree from an accredited college or university; (3-29-17)
- b. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (3-29-17)
- c. Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; and (3-29-17)
- d. Completion of a program of a minimum of thirty-three (33) semester credit hours in the area of Deaf/Hard of Hearing and must receive an institutional recommendation specific to this endorsement from an accredited college or university. (3-29-17)

023. ENDORSEMENTS E - L.

01. Early Childhood Special Education (Pre-K-3). The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Exceptional Child Generalist (K-8 or K-12) endorsement. To be eligible a candidate must have satisfied the following requirements: (3-28-18)

- a. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Early Childhood Education to include course work in each of the following areas: child development and behavior with emphasis in cognitive-language, physical, social and emotional areas, birth through age eight (8); curriculum and program development for young children ages three to eight (3-8); methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8); guiding young children's behavior: observing, assessing and individualizing ages three to eight (3-8); identifying and working with atypical young children ages three to eight (3-8) parent-teacher relations; and student teaching at the Pre-K - 3 grades. (3-29-17)

02. Earth and Space Science (5-9 or 6-12). Twenty (20) semester credit hours including course work in each of the following areas: earth science, astronomy, and geology. (3-29-17)

03. Economics (5-9 or 6-12). Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of Personal Finance/Consumer Economics/Economics Methods. Remaining course work may be selected from business, economics, or finance course. (3-28-18)

04. Engineering (5-9 or 6-12). (3-29-17)

- a. Twenty (20) semester credit hours of engineering course work; or (3-29-17)
- b. Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)

05. English (5-9 or 6-12). Twenty (20) semester credit hours, including three (3) semester credit hours in Linguistics/Grammar, three (3) semester credit hours in American Literature, three (3) semester credit hours in English Literature, six (6) semester credit hours in Advanced Composition, excluding the introductory sequence designed to meet general education requirements. Remaining credits must be completed in the English Department, and must include some course work in Writing Methods for Teachers of Secondary Students. (3-29-17)

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06. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ESL Teachers to include all of the following: a modern language other than English; cultural diversity; ESL methods; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners; and at least one (1) semester credit in ESL practicum or field experience. (3-28-18)

07. Exceptional Child Generalist (K-8, 6-12, or K-12). The Exceptional Child Generalist endorsement is non-categorical and allows one to teach in any special education setting, applicable to the grade range of the endorsement. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with field work to include student teaching in an elementary or secondary special education setting. To be eligible, a candidate must have satisfied the following requirements: (3-29-17)

a. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program; and (3-29-17)

b. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-29-17)

08. Family and Consumer Sciences (6-12). (3-28-18)

a. Thirty (30) semester credit hours to include coursework in each of the following areas: child/human development; human/family relations; directed laboratory experience in childcare; apparel and textiles, cultural dress, fashion design and merchandising; nutrition; food preparation, food production, or culinary arts; housing, interior design, or home management; consumer economics or family resource management; introduction to family consumer sciences; Career Technical Student Organization leadership; career guidance; and family consumer science methods; and occupational teacher preparation pursuant to Subsection 015.05.a.; or (3-28-18)

b. Occupational teacher preparation pursuant to Section 015.04 through 015.06. (3-29-17)

09. Geography (5-9 or 6-12). Twenty (20) semester credit hours including course work in Cultural Geography and Physical Geography, and a maximum of six (6) semester credit hours in World History Survey. The remaining semester credit hours must be selected from Geography. (3-29-17)

10. Geology (5-9 or 6-12). Twenty (20) semester credit hours in the area of Geology. (3-29-17)

11. Gifted and Talented (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Gifted and Talented Education Teachers, to include semester credit hours in each of the following areas: Foundations of Gifted and Talented Education; Creative/Critical Thinking Skills for Gifted and Talented Students; Social and Emotional Needs of Gifted and Talented Students; Curriculum, Instruction, and Assessment for Gifted and Talented Students; Differentiated Instruction and Programing for Gifted and Talented Students; and Practicum and Program Design for Gifted and Talented Education. Remaining course work must be in the area of gifted education. (3-12-14)

12. Health (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: Organization/Administration/Planning of a School Health Program; Health, Wellness, and Behavior Change; Secondary Methods of Teaching Health, to include field experience in a traditional classroom; Mental/Emotional Health; Nutrition; Human Sexuality; Substance Use and Abuse. Remaining semester credits must be in health-related course work. To obtain a Health K-12 endorsement, applicants must complete an elementary Health methods course. (3-29-17)

13. History (5-9 or 6-12). Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. History Survey and a minimum of six (6) semester credit hours of World History Survey. Remaining course work must be in History. Course work may include three (3) semester credit hours in American Government. (3-29-17)

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14. Humanities (5-9 or 6-12). An endorsement in English, History, Music, Visual Art, Drama, or Foreign Language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: Literature, Music, Foreign Language, Humanities Survey, History, Visual Art, Philosophy, Drama, Comparative World Religion, Architecture, and Dance. (3-29-17)

15. Journalism (5-9 or 6-12). Follow one (1) of the following options: (3-29-17)

a. Option I -- Twenty (20) semester credit hours to include a minimum of fourteen (14) semester credit hours in Journalism and six (6) semester credit hours in English and/or Mass Communication. (3-29-17)

b. Option II -- Possess an English endorsement with a minimum of six (6) semester credit hours in Journalism. (3-16-04)

16. Literacy (K-12). Twenty-one (21) semester credit hours leading toward competency as defined by Idaho Standards for Literacy Teachers to include the following areas: Foundations of Literacy (including reading, writing, and New Literacies); Development and Diversity of Literacy Learners; Literacy in the Content Area; Literature for Youth; Language Development; Corrective/Diagnostic/Remedial Reading; and Writing Instruction. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment. (3-12-14)

024. ENDORSEMENTS M - Z.

01. Marketing Technology Education (6-12). (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: marketing; management; economics; coordination of cooperative programs; merchandising/retailing; methods of teaching marketing education; and Career Technical Student Organization leadership, with remaining credit hours in entrepreneurship; hospitality and tourism; finance; career guidance; or accounting and occupational teacher preparation pursuant to Subsection 015.05.a.; or (3-28-18)

b. Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)

02. Mathematics - Basic (5-9 or 6-12). Twenty (20) semester credit hours in Mathematics content course work in algebraic thinking, functional reasoning, Euclidean and transformation geometry and statistical modeling and probabilistic reasoning. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in Mathematics content. (3-29-17)

03. Mathematics (5-9 or 6-12). Twenty (20) semester credit hours including course work in each of the following areas: Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Statistics course work may be taken from a department other than the mathematics department. (3-29-17)

04. Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in the following: Theory and Harmony; Aural Skills, Music History; Conducting; Applied Music; and Piano Proficiency (Class Piano or Applied Piano), and Secondary Music Methods/Materials. To obtain a Music K-12 endorsement, applicants must complete an elementary music methods course. (3-29-17)

05. Natural Science (5-9 or 6-12). Follow one (1) of the following options: (3-29-17)

a. Option I -- Must hold an existing endorsement in one of the following areas: Biological Science, Chemistry, Earth Science, Geology, or Physics; and complete a total of twenty-four (24) semester credit hours as

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follows:

(4-7-11)

i. Existing Biological Science Endorsement. Eight (8) semester credit hours in each of the following areas: Physics, Chemistry, and Earth Science or Geology. (3-29-17)

ii. Existing Physics Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Chemistry, and Earth Science or Geology. (3-29-17)

iii. Existing Chemistry Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Physics, and Earth Science or Geology. (3-29-17)

iv. Existing Earth Science or Geology Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Physics, and Chemistry. (3-29-17)

b. Option II -- Must hold an existing endorsement in Agriculture Science and Technology; and complete twenty-four (24) semester credit hours with at least six (6) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. (3-29-17)

06. Online-Teacher (K-12). To be eligible for an Online-Teacher (K-12) endorsement, a candidate must have satisfied the following requirements: (3-28-18)

a. Meets the states' professional teaching and/or licensure standards and is qualified to teach in his/her field of study. (3-25-16)

b. Provides evidence of online experience or course time both as a student and as a learner, and demonstrates online learning and teaching proficiency. (3-25-16)

c. Has completed an eight (8) week online teaching internship in a Pre-K-12 program, or has one (1) year of verifiable and successful experience as a teacher delivering curriculum online in grades Pre-K-12 within the past three (3) years. (3-25-16)

d. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study in online teaching and learning at an accredited college or university or a state-approved equivalent. (3-25-16)

e. Demonstrates proficiency in the Idaho Standards for Online Teachers including the following competencies: (3-25-16)

i. Knowledge of Online Education and Human Development; (3-25-16)

ii. Facilitate and Inspire Student Learning and Creativity; (3-25-16)

iii. Design and Develop Digital-Age Learning Experiences and Assessments Standards; (3-25-16)

iv. Model Digital-Age Work and Learning; Promote and Model Digital Citizenship and Responsibility Standards; and (3-25-16)

v. Engage in Professional Growth and Leadership. (3-25-16)

07. Physics (5-9 or 6-12). Twenty (20) semester credit hours in the area of Physics. (3-28-18)

08. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: personal and teaching competence in Sport, Movement, physical activity, and Outdoor Skills; Secondary PE Methods; administration and curriculum to include field experiences in physical

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education; Student Evaluation in PE; Safety and Prevention of Injuries; Fitness and Wellness; PE for Special Populations; Exercise Physiology; Kinesiology/Biomechanics; Motor Behavior; and Current CPR and First Aid Certification. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course.

(3-29-17)

09. Physical Science (5-9 or 6-12). Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: Chemistry and Physics. (3-29-17)

10. Psychology (5-9 or 6-12). Twenty (20) semester credit hours in the area of Psychology. (3-29-17)

11. Social Studies (5-9 or 6-12). Must have an endorsement in History, American Government/Political Science, Economics, or Geography plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsements areas: History, Geography, Economics, and American Government/Political Science. (3-29-17)

12. Sociology (5-9 or 6-12). Twenty (20) semester credit hours in the area of Sociology. (3-29-17)

13. Sociology/Anthropology (5-9 or 6-12). Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-29-17)

14. Teacher Librarian (K-12). Twenty (20) semester credit hours of coursework leading toward competency as defined by Idaho Standards for Teacher Librarians to include the following: Collection Development/Materials Selection, Literature for Children and/or Young Adults; Organization of Information (Cataloging and Classification); School Library Administration/Management; Library Information Technologies; Information Literacy; and Reference and Information Service. (3-12-14)

15. Technology Education (6-12). (3-28-18)

a. Twenty (20) semester credit hours to include course work in each of the following areas: communication technology; computer applications; construction technology; electronics technology; manufacturing technology; power, energy and transportation and other relevant emerging technologies; Career Technical Student Organization leadership; principles of engineering design; and occupational teacher preparation pursuant to Subsection 015.05.a; or (3-28-18)

b. Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)

16. Theater Arts (5-9 or 6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Theater Arts Teacher, including coursework in each of the following areas: acting and directing, and a minimum of six (6) semester credits in technical theater/stagecraft. To obtain a Theater Arts (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theater. (3-29-17)

17. Visual Arts (5-9, 6-12, or K-12). Twenty (20) Semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers to include a minimum of nine (9) semester credit hours in: foundation art and design. Additional course work must include secondary arts methods, 2-dimensional and 3-dimensional studio areas. To obtain a Visual Arts (K-12) endorsement, applicants must complete an elementary art methods course. (3-29-17)

18. Visual Impairment (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for a Visually Impaired endorsement, a candidate must have satisfied the following requirements:

(3-28-18)

a. Completion of a baccalaureate degree from an accredited college or university; (3-29-17)

b. Completion in an Idaho college or university of a program in elementary, secondary, or special

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education currently approved by the Idaho State Board of Education, or completion in an out-of-state college or university of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (3-29-17)

c. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment and must receive an institutional recommendation specific to this endorsement from an accredited college or university; and (3-29-17)

d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-29-17)

19. World Language (5-9, 6-12 or K-12). Twenty (20) semester credit hours to include a minimum of twelve (12) intermediate or higher credits in a specific world language. Course work must include two (2) or more of the following areas: grammar, conversation, composition, culture, or literature; and course work in foreign language methods. To obtain an endorsement in a specific foreign language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific foreign language, applicants must complete the following: (3-28-18)

a. Score an intermediate high (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party; and (3-28-18)

b. A qualifying score on a state approved specific foreign language content assessment, or if a specific foreign language content assessment is not available, a qualifying score on a state approved world languages pedagogy assessment) (3-28-18)

025. CAREER TECHNICAL EDUCATION OCCUPATIONAL SPECIALIST ENDORSEMENTS A-D

01. Administrative Services (6-12). Industry experience to include applied demonstration of the majority of the following areas: proficiency in word processing, spreadsheet, database, presentation, and technology media applications; accounting functions; legal and ethical issues that impact business; customer relations; business communication; and, business office operations.

02. Agribusiness (6-12). Industry experience to include applied demonstration of the majority of the following areas: plant and animal science, agricultural economic principles, business planning and entrepreneurship, agriculture business financial concepts and record-keeping systems, risk management in agriculture, laws related to agriculture and landowners, marketing and sales plans, and, sales.

03. Agricultural Leadership and Applied Communication (6-12). Industry experience to include applied demonstration of the majority of the following areas: applied communications and leadership through agricultural education, supervised agricultural experience; career opportunities in agricultural science, communications, and leadership; agriculture's impact on society; agricultural science principles; agricultural communication principles; agricultural leadership principles.

04. Agricultural Mechanics and Power Systems (6-12). Industry experience to include applied demonstration of the majority of the following areas: safety practices, tools and hardware, metal technology, power systems, electricity, mathematical applications, insulation, and careers in agricultural mechanics and power systems.

05. Agricultural Small Engine Repair/Power Sports (6-12). Industry experience to include applied demonstration of the majority of the following areas: workplace safety, tools, fasteners, measurement, basic electrical, engine design and theory, maintenance, parts and service management, and career opportunities.

06. Animal Science (6-12). Industry experience to include applied demonstration of the majority of the following areas: animal agricultural industries; nutritional requirements for livestock; livestock reproduc-

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tive systems; principles of evaluation for animal selection; animal welfare, handling, and quality assurance; medication and care; disease transmission and care; harvesting and processing of animal products; and, animal science risk management.

07. Applied Accounting (6-12). Industry experience to include applied demonstration of the majority of the following areas: accounting functions; accounting ethics; software application packages; financial statements; asset protection and internal controls; inventory records; long-term assets; and, payroll procedures.

08. Automated Manufacturing (6-12). Industry experience to include applied demonstration of the majority of the following areas: lab organization and safety practices, blueprint reading, measuring, computer aided design, fundamental power system principles, manufacturing processes, electronic and instrumentation principles, machining, robotics and materials-handling systems, and additive (3D) printing.

09. Automotive Technology (6-12). Industry experience to include applied demonstration of the majority the following areas: service, maintenance, and repair practices for a wide variety of vehicles; and, diagnosing, adjusting, repairing, and replacing individual vehicle components and systems.

10. Business Management (6-12). Industry experience to include applied demonstration of the majority of the following areas: planning and organizing, directing, controlling and evaluating goals and accomplishments, financial decision-making, competitive analysis and marketing strategies, human resource management, customer relations, technology, project management, operations and inventory, and social responsibility.

11. Cabinetry and Millwork (6-12). Industry experience to include applied demonstration of the majority of the following areas: cabinetmaking and millwork production; cutting, refinishing, installing, and shaping of various materials; knowledge of industry standards and construction applications; hardware; and, blueprint reading.

12. Collision Repair (6-12). Industry experience to include applied demonstration of the majority of the following areas: auto body collision repair practices; tools; trade skills in refinishing, welding, and painting.

13. Commercial Photography (6-12). Industry experience to include applied demonstration of the majority of the following areas: ethics in photography, elements and principles of design composition, cameras and lenses, exposure settings, light sources, digital workflow, presentation techniques and portfolios, and production using industry standard software.

14. Cosmetology (6-12). Industry experience to include applied demonstration of the majority of the following areas: hair design; skincare; nail care; industry guidelines and procedures; entrepreneurship; and, communications.

15. Culinary Arts (6-12). Industry experience to include applied demonstration of the majority of the following areas: experience as a chef in a full-service restaurant; communication and organization skills; knowledge of and certification in proper food handling and sanitation standards; food quality and control; safety and sanitation practices; delegation of tasks related to meal prep, cooking, and delivery of food to diners; management of relationships with distributors and vendors; knowledge of industry trends; food service industry and career options; culinary tools and equipment; menu planning principles; ingredients and food production; cooking methods; and business operations in the culinary/catering industry.

16. Dental Assisting (6-12). Industry experience to include applied demonstration of the majority of the following areas: dental professions pathways, ethics in dental practice, nutrition as related to oral health, infection control, occupational safety, dental-related anatomy and pathology, dental anesthesia, dental assisting skills, dental materials, and, dental radiology. Instructor must hold a current/valid Idaho license or certificate as a dental assistant, dental hygienist, or dentist.

17. Diesel Technology (6-12). Industry experience to include applied demonstration of the majority

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of the following areas: knowledge of diesel engine service; preliminary inspection; identification and repair of vehicle components; preventative maintenance; and, heavy equipment applications.

18. Digital Communications (6-12). Industry experience to include applied demonstration of the majority of the following areas: elements and principles of design and visual communications, professional communication skills, editing and proofreading, copyright and intellectual property law, portfolio development, content development strategy, branding and corporate identity, graphic communication production, video editing, web page development, web page design and layout, and web-related planning and organizational standards.

19. Digital Media Technologies (6-12). Industry experience to include applied demonstration of the majority of the following areas: graphic design industry structure, elements and principles of design composition, visual communication, industry-standard software production, ethics and graphic design, digital portfolios, mathematical skills as related to design, communication skills, editing and proofreading, video editing, digital media and production, dissemination techniques and methods; broadcasting equipment, camera and lens operations, light sources, presentation techniques, public speaking, and writing skills. ADDA Certified Digital Designer, NOCTI Advertising and Design 5261, or Adobe Certified Expert Certification is desired.

20. Drafting (6-12) . Industry experience to include applied demonstration of the majority of the following areas: technical drawings, scale drawings, architectural drafting, mechanical drafting, orthographic projection, two and three dimensional drawings, manual drafting, and computer aided design., forest management components and practices, fire ecology and management, importance and application of GPS/GIS in natural resource management, fish and wildlife ecology, and mineral and energy resources management.

026. CAREER TECHNICAL EDUCATION OCCUPATIONAL SPECIALIST ENDORSEMENTS E-M

01. Early Childhood Education (6-12). Industry experience to include applied demonstration of the majority of the following areas: early childhood education career paths and opportunities for employment; ethical conduct; advocacy for children; child/human development and learning; family and community relations; child observation, documentation, and assessment; positive relationships and supportive interaction; and, approaches, strategies, and tools for early childhood education.

02. Ecology and Natural Resource Management (6-12). Industry experience to include applied demonstration of the majority of the following areas: ecological concepts and scientific principles related to natural resource systems, forest types

03. Educational Assistant (6-12). . Industry experience to include applied demonstration of the majority of the following areas: knowledge of postsecondary options and career pathways, foundations of educational theories and philosophies, student diversity, instructional planning, lesson plan development, instructional delivery, assessment, and learning environment management.

04. Electrical Technology (6-12). Industry experience to include applied demonstration of the majority of the following areas: digital and solid-state circuits; DC principles; AC concepts; soldering techniques; circuits; and, associated electronic components and tools.

05. Electronics Technology (6-12). Industry experience to include applied demonstration of the majority of the following areas: digital and solid-state circuits; DC principles; AC concepts; soldering techniques; circuits; digital electronics; electronic circuits; electronic devices; and, electronic digital circuitry simulations and, associated electronic components and tools.

06. Emergency Medical Technician (6-12). Industry experience to include applied demonstration of the majority of the following areas: fundamental knowledge of the EMS system, medical and legal/ethical issues in the provision of emergency care, EMS systems, workforce safety and wellness, documentation, EMS system communication, therapeutic communication, anatomy and physiology, medical terminology, pathophysiology, and lifespan development (per the EMR and EMT sections of the Idaho EMS Education Standards located on the Idaho Department of Health and Welfare website). Instructor must have passed the National Registry exam. Instructor

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must hold a current/valid Idaho EMS license or certificate and be certified as an EMT instructor through Idaho EMS.

07. Firefighting (6-12). Industry experience to include applied demonstration of the majority of the following areas: knowledge of local, state, and federal laws and regulations; firefighting procedures; firefighting tactics; firefighting equipment and vehicles; EMT basic training; first aid and CPR training; and reporting requirements under Idaho Criminal Code.

08. Food Processing Technologies (6-12). Industry experience to include applied demonstration of the majority of the following areas: properties of food, principles of processing, post-processing operations, safety practices, and equipment and tools used in food processing.

09. Graphic Design (6-12). Industry experience to include applied demonstration of the majority of the following areas: the graphic design industry, elements and principles of design and visual communication, production using industry standard software, branding and corporate identity, ethical and legal issues related to graphic design, portfolio development and evaluation, mathematical skills for visual communications, communication, editing and proofreading skills, graphic design in digital media, and applied art.

10. HVAC Technology (6-12). Industry experience to include applied demonstration of technical subjects and skills related to the HVAC trade as approved by the Idaho HVAC Board and the Idaho State Board for Career Technical Education: installing, altering, repairing, and maintaining HVAC systems and equipment including air conditioners, venting or gas supply systems, ductwork and boilers.

11. Hospitality Management (6-12). Industry experience to include applied demonstration of the majority of the following areas: business structures, economics, human resources, sales and marketing, finance and budgeting, safety and security, legal and ethical considerations, event planning and management, teamwork, communication skills, lodging operations, and food and beverage operations.

12. Hospitality Services (6-12). Industry experience to include applied demonstration of the majority of the following areas: careers in the hospitality and tourism industry, customer service; event planning implementation; procedures applied to safety, security, and environmental issues, practices and skills involved in lodging occupations and travel-related services, and facilities management.

13. Industrial Mechanics (6-12). Industry experience to include applied demonstration of the majority of the following areas: industrial mechanics knowledge, shop skills, diagnostic and repair techniques, welding, hydraulic, electronic systems, and maintenance and preventative maintenance.

14. Journalism (6-12). Industry experience to include applied demonstration of the majority of the following areas: legal and ethical issues related to journalism and photojournalism, principles and techniques of media design, design formats, journalistic writing, social media and digital citizenship, and media leadership.

15. Law Enforcement (6-12). Industry experience to include applied demonstration of the majority of the following areas: knowledge of local, state, and federal laws and regulations; defensive strategies; investigative strategies; search principles and strategies; tactical procedures; vehicle operations; knowledge of weapons and use where appropriate; first aid and CPR training; social and psychological sciences; and identification systems.

16. Precision Machining (6-12). Industry experience to include applied demonstration of the majority of the following areas: precision machining practices, tools used to shape parts for machines, industrial mechanics, shop skills, safety in practice, blueprint reading, and diagnostic and repair techniques.

17. Marketing (6-12). Industry experience to include applied demonstration of the majority of the following areas: economic systems, international marketing and trade, ethics, external factors to business, product/service management, pricing, distribution channels, advertising, sales promotion, public relations, retail management, market research and characteristics, E-marketing, and financing and financial analysis.

027. CAREER TECHNICAL EDUCATION OCCUPATIONAL SPECIALIST ENDORSEMENTS N-Z

01. Networking/Computer Support (6-12). Industry experience to include applied demonstration of the majority of the following areas: PC hardware, networking technologies, laptop support, printer support, operating systems, security, mobile device support, troubleshooting techniques, and trends in the industry. Industry certification — A+, Net Plus, CIW, or CISCO — is desired.

02. Nursing Assistant (6-12). Industry experience to include applied demonstration of the majority of the following areas: scope of practice; ethics and legal issues; communication and interpersonal relationships; documentation; care practices; infection prevention; human anatomy and physiology; medical terminology; personal care procedures; physiological measurements; nutritional requirements and techniques; procedures and processes related to elimination; quality patient environment; patient mobility; admission, transfer, and discharge procedures; care of residents with complex needs; and safety and emergency. Instructor must hold a current/valid Idaho registered nursing license, and be approved as a certified CNA instructor through Idaho Department of Health and Welfare.

03. Ornamental Horticulture (6-12). Industry experience to include applied demonstration of the majority of the following areas: safety practices, plant anatomy, plant physiology, plants identification skills, growing media, plant nutrition, plant nutrition, integrated pest management, plant propagation, ornamental horticulture crops, business concepts, plant technologies, ornamental design standards, and career opportunities in ornamental horticulture.

04. Pharmacy Technician (6-12). Industry experience to include applied demonstration of the majority of the following areas: patient profile establishment and maintenance, insurance claim preparation, third-party insurance provider correspondence, prescription and over-the-counter medications stocking and inventorying, equipment and supplies maintenance and cleaning, and cash register operation. Instructor must be a pharmacist, registered nurse, or pharmacy technician holding a current/valid Idaho license or certification.

05. Physical Therapy Assistant (6-12). Industry experience to include applied demonstration of the majority of the following areas: ethical, legal, and professional responsibilities; medical terminology; anatomy and physiology; roles and responsibilities of the rehabilitation team; patient care skills; therapeutic interventions; and common pathologies. Instructor must be a health professional holding a current/valid Idaho license or certificate in his/her field of study.

06. Plant and Soil (6-12). Industry experience to include applied demonstration of the majority of the following areas: plant anatomy and identification, plant processes and growth and development, soil and water, plant nutrition, integrated pest management, careers and technology, and safety.

07. Plumbing Technology (6-12). Industry experience to include applied demonstration of technical subjects and skills related to the plumbing trade as approved by the Idaho Plumbing Board and the Idaho Board for Career Technical Education: repairing, installing, altering, and maintaining plumbing systems and fixtures, including interconnecting system pipes and traps, water drainage, water supply systems, and liquid waste/sewer facilities.

08. Pre-Engineering (6-12). Industry experience to include applied demonstration of the majority of the following areas: lab safety, impacts of engineering, ethics of engineering, design process, documentation, technical drawing, 3D modeling, material science, power systems, basic energy principles, statistics, and kinematic principles.

09. Programming and Web Technologies (6-12). Industry experience to include applied demonstration of the majority of the following programming areas: basic programming principles, problem solving, programming logic, validation, repetition, classes' expectations, events and functionality, arrays and structure, design principles, system analysis, implementation and support, web page development, web page design and layout, integration of web pages, web planning and organizational standards, and web marketing.

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10. Residential Construction (6-12). Industry experience to include applied demonstration of the majority of the following areas: comprehensive knowledge of structural systems and processes, classical and contemporary construction elements, knowledge of industry standards, knowledge of architecture, cabinetry and millwork, and blueprint reading.

11. Small Engine Repair/Power Sports (6-12). Industry experience to include applied demonstration of the majority of the following areas: small gasoline engine construction and performance, industry-related resources, equipment used to diagnose and troubleshoot issues, repair, entrepreneurship, and customer service.

12. Sports Medicine/Athletic Training (6-12). Industry experience to include applied demonstration of the majority of the following areas: prevention, assessment, treatment, and reconditioning of athletic injuries; proper taping, strapping, bracing, and fitting of athletic equipment; implementation of prescribed treatments by the team/programs/event physician; coverage of assigned pre-season physicals, sports games or matches, and related events; principles of growth and development over the lifespan; referral and transfer of athletes; and assessment of data reflective of the athlete's status and interpret the appropriate information. Instructor must be a certified athletic trainer or physical therapist holding a current/valid Idaho license.

13. Welding Technology (6-12). Industry experience to include applied demonstration of the majority of the following areas: fundamental print reading, measurement and layout/fit-up techniques, properties of metals, shielded metal arc welding (SMAW), gas metal arc welding (GMAW and GMAW-S), flux cored arc welding (FCAW-G), gas tungsten arc welding (GTAW), thermal cutting processes, welding codes, inspection and testing principles, and fabrication techniques.

14. Work-Based Learning (6-12). This endorsement must be held by educators assigned to coordinate approved work-based experiences. Applicants must hold an occupational endorsement on the Standard Instructional Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs.

02528-- 041. (RESERVED)

(BREAK IN CONTINUITY OF SECTIONS)

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Proposed Rule Docket No. 08-0203-1804, Rules Governing Thoroughness, Incorporated by Reference - Career Technical Education Program Content Standards

REFERENCE

June 2016	Board approved the career technical secondary program standards.
August 2016	Board approved proposed rule incorporating career technical content standards into Administrative Code.
November 28, 2016	Board approved pending rule incorporating career technical content standards into Administrative Code.
August 31, 2017	Board approved proposed rule incorporating career technical content standards into Administrative Code
November 2017	Board approved pending rule incorporating career technical content standards into Administrative Code

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118, Idaho Code
Section 33-1612, Idaho Code
Section 33-2211, Idaho Code
Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness

ALIGNMENT WITH STRATEGIC PLAN

GOAL 2: EDUCATIONAL ATTAINMENT; GOAL 3: WORKFORCE READINESS

BACKGROUND/DISCUSSION

Similar to academic programs, content standards exist for secondary career technical programs. These content standards are developed with secondary and postsecondary instructors and industry representatives by the Division of Career Technical Education (Division). Postsecondary instructors provide guidance into the postsecondary program alignment, and industry representatives validated the outcomes with current needs of the particular industry occupations supported by the program.

Once the career technical standards and student learning outcomes are developed and vetted through the initial development team, the learning outcomes are shared with a larger group of industry representatives. The Division asks industry representatives to rank each learning outcome as to their importance in the workplace. Each learning outcome is then scored and reflected in the program's technical skills assessment based on the level of criticality established by the representative community.

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Each career technical program is evaluated regularly by the Division and held to these standards. Prior to 2016 these standards were standalone documents updated and maintained by the Division. To be consistent with the academic content standards, during the 2016 rulemaking the Division started the process of bringing the career technical content standards forward for incorporation into Administrative Code. The standards being considered this year add the following subcategories into the current content standard areas:

- Agriculture and Natural Resources
 - Ag Leadership and Applied Communication
 - Ag Mechanics and Power Systems
 - Ecology and Natural Resources
- Engineering and Technology
 - Computer Support and Journalism
- Family and Consumer Sciences
 - Education Assistant
- Health Sciences
 - Pharmacy Technician
- Skilled and Technical Sciences
 - Automated Manufacturing
 - Cosmetology
 - Firefighting
 - Precision Machining

In addition to adding these subsections to the existing categories, the Division will be amending the current standards for Collision Repair by adding a section that outlines the standards to perform spray gun and related equipment operations. The amendment to this content standard adds performance standards that were identified in the criticality survey and the technical skills assessment for collision repair, and were not included in the original content standards. The Collision Repair content standards are a subsection of the Skilled and Technical Sciences Content Standards.

IMPACT

Approval of the proposed rule changes will add additional career technical education subcategories into the existing content standard areas approved by the Board at the June 2016 Board meeting and update the Collision Repair content standards.

ATTACHMENTS

- Attachment 1 – Proposed Rule Docket No. 08-0203-1804
- Attachment 2 – Agricultural and Natural Resources Content Standards - Additions
- Attachment 3 – Engineering and Technology Education Content Standards - Addition
- Attachment 4 – Family and Consumer Sciences Content Standards - Additions
- Attachment 5 – Health Sciences Content Standards - Additions
- Attachment 6 – Skilled and Technical Sciences Content Standards - Additions

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Attachment 7 – Collision Repair Content Standards - Amendment

STAFF COMMENTS AND RECOMMENDATIONS

The notice of intent to promulgate this rule was published in the July 4, 2018 (Vol.18-8) Administrative Bulletin. No requests were received to negotiate this rule beyond the Division's initial process.

Once approved by the Board, proposed rules are submitted to the Department of Administration for publication in the Idaho Administrative Bulletin, once published there is a 21-day comment period. Based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. If approved, pending rules are resubmitted for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the Legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

Staff recommends approval.

BOARD ACTION

I move to approve amendments to the career technical education content standards as submitted in attachments 2 through 7.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve proposed rule Docket 08-0203-1804, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 – RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.

All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate.
(4-5-00)

001. TITLE AND SCOPE.

- 01. Title.** These rules shall be known as IDAPA 08.02.03 “Rules Governing Thoroughness.” (4-5-00)
- 02. Scope.** These rules shall govern the thorough education of all public school students in Idaho.
(4-5-00)

002. WRITTEN INTERPRETATIONS.

Any written interpretations are on file at the office of the State Board of Education at 650 West State Street, Boise, Idaho 83702.
(3-15-02)

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in the Rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted pursuant to the Idaho Administrative Procedure Act and IDAPA 04.11.01, “Idaho Rules of Administrative Procedure of the Attorney General.”
(4-5-00)

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>.
(3-29-10)

- a.** Arts and Humanities Categories: (3-24-17)
 - i.** Dance, as revised and adopted on August 11, 2016; (3-24-17)
 - ii.** Interdisciplinary Humanities, as revised and adopted on August 11, 2016; (3-24-17)
 - iii.** Media Arts, as adopted on August 11, 2016. (3-24-17)
 - iv.** Music, as revised and adopted on August 11, 2016; (3-24-17)
 - v.** Theater, as revised and adopted on August 11, 2016; (3-24-17)
 - vi.** Visual Arts, as revised and adopted on August 11, 2016; (3-24-17)

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- vii. World languages, as revised and adopted on August 11, 2016. (3-24-17)
 - b. Computer Science, adopted on November 28, 2016. (3-24-17)
 - c. Driver Education, as revised and adopted on August 10, 2017. (3-28-18)
 - d. English Language Arts/Literacy, as revised and adopted on November 28, 2016. (3-24-17)
 - e. Health, as revised and adopted on August 11, 2016. (3-24-17)
 - f. Information and Communication Technology, as revised and adopted on August 10, 2017. (3-28-18)
 - g. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)
 - h. Mathematics, as revised and adopted on August 11, 2016. (3-24-17)
 - i. Physical Education, as revised and adopted on August 11, 2016. (3-24-17)
 - j. Science, as revised and adopted on August 10, 2017. (3-28-18)
 - k. Social Studies, as revised and adopted on November 28, 2016. (3-24-17)
 - l. College and Career Readiness Competencies adopted on June 15, 2017. (3-28-18)
 - m. Career Technical Education Categories: (3-29-17)
 - i. Agricultural and Natural Resources, as revised and adopted on ~~August 31, 2017~~ August 16, 2018. (3-28-18)
 - ii. Business and Marketing Education, as revised and adopted on August 31, 2017. (3-28-18)
 - iii. Engineering and Technology Education, as revised and adopted on ~~August 31, 2017~~ August 16, 2018. (3-28-18)
 - iv. Health Sciences, as adopted on ~~August 31, 2017~~ August 16, 2018. (3-28-18)
 - v. Family and Consumer Sciences, as revised and adopted on ~~August 31, 2017~~ August 16, 2018. (3-28-18)
 - vi. Skilled and Technical Sciences, as revised and adopted on ~~August 31, 2017~~ August 16, 2018. (3-28-18)
 - vii. Workplace Readiness, as adopted on June 16, 2016. (3-29-17)
- 02. The English Language Development (ELD) Standards.** The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at www.wida.us/standards/eld.aspx. (4-4-13)
- 03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures.** The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)

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- 04. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards.** The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)
- 05. The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors.** Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-29-17)
- 06. The Idaho Extended Content Standards.** The Idaho Extended Content Standards as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found at the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)
- 07. The Idaho Content Standards Core Content Connectors.** The Idaho Content Standards Core Content Connectors as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found at the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)
- a.** English Language Arts, as adopted by the State Board of Education on August 10, 2017. (3-28-18)
- b.** Mathematics, as adopted by the State Board of Education on August 10, 2017. (3-28-18)
- 08. The Idaho Alternate Assessment Achievement Standards.** Alternate Assessment Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)
- 09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (4-2-08)
- 10. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (4-2-08)
- 11. The Idaho Special Education Manual.** The Idaho Special Education Manual as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

**IDAHO AG LEADERSHIP AND COMMUNICATIONS
PROGRAM STANDARDS**

2017

**CONTENT STANDARD 1.0: APPLIED COMMUNICATIONS AND LEADERSHIP
THROUGH AGRICULTURAL EDUCATION**

**Performance Standard 1.1: Applying Communication Skills Through
Agricultural Education**

- 1.1.1 Participate in one of the following communications-related Leadership Development Events (LDE): extemporaneous speaking, prepared public speaking, agricultural issues forum, marketing plan, or agricultural communications at the local level or higher.
- 1.1.2 Effectively demonstrate the ability to communicate in a group setting through participation in the chapter conduct of meetings or parliamentary procedure Leadership Development Events (LDE) at the local level or higher.

**Performance Standard 1.2: Applying Leadership Skills Through Agricultural
Education**

- 1.2.1 Expand leadership experience by facilitating a FFA chapter activity.
- 1.2.2 Participate in a career development event (CDE) at a local level or higher.
- 1.2.3 Develop a personal leadership plan (Leadership Self-Assessment, Goals, Action Plan etc.).
- 1.2.4 Demonstrate servant leadership through a school or community improvement project.

CONTENT STANDARD 2.0: SUPERVISED AGRICULTURAL EXPERIENCE (SAE)

Performance Standard 2.1: Maintain a Supervised Agricultural Experience

- 2.1.1 Explain the importance of learning through supervised experiences.
- 2.1.2 Compare and contrast four main types of SAE.
- 2.1.3 Develop a plan for a personal SAE including an evaluation of personal resources and interests.
- 2.1.4 Apply proper record keeping skills related to an SAE program.

**CONTENT STANDARD 3.0: CAREER OPPORTUNITIES IN AGRICULTURAL SCIENCES,
COMMUNICATIONS AND LEADERSHIP**

**Performance Standard 3.1: Employment in Agricultural Sciences, Communications
and Leadership Fields**

- 3.1.1 Identify communication and leadership career opportunities in agriculture.
- 3.1.2 Identify personal characteristics (e.g., soft skills or transferable skills) employers find desirable in agriculture.
- 3.1.3 Identify the necessary skills, experiences, and education required to reach a specific career in agriculture.
- 3.1.4 Develop necessary materials required to obtain a career in the agricultural sciences, communications, and leadership fields (e.g., job application, cover letter, resume) and participate in the Job Interview CDE at the local level or higher.

IDAHO AG LEADERSHIP AND COMMUNICATIONS PROGRAM STANDARDS

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CONTENT STANDARD 4.0: EXPLORE AGRICULTURE AND SOCIETY

Performance Standard 4.1: Agriculture's Impact on Society

- 4.1.1 Define agriculture and the components of the agriculture industry in Idaho, nationally, and globally.
- 4.1.2 Explain the scope of agriculture as it relates to land use, economic impact, and employment in Idaho, nationally, and globally.
- 4.1.3 Examine multiple viewpoints of an agriculture policy issue affecting the local community, Idaho, the nation, or the world (specifically researching in federal regulations, state statute or rule).
- 4.1.4 Analyze the importance of agriculture to individuals and society.
- 4.1.5 Discuss how citizens and interest groups can affect agricultural policies.

Performance Standard 4.2: History and Future of Agricultural Sciences, Communications and Leadership

- 4.2.1 Describe historic advancements in agriculture.
- 4.2.2 Analyze the impact of technology in agriculture.
- 4.2.3 Understand the impact of increasing global population on agriculture.

CONTENT STANDARD 5.0: EXPLORE AGRICULTURAL SCIENCE PRINCIPLES

Performance Standard 5.1: Examine Agriculture as a Science

- 5.1.1 Describe the scientific method.
- 5.1.2 Explain, using examples, why applied research in agriculture is important.
- 5.1.3 Design a testable experiment related to agriculture.
- 5.1.4 Describe the relationship between public policy and applied research.

CONTENT STANDARD 6.0: EXPLORE AGRICULTURAL COMMUNICATION PRINCIPLES

Performance Standard 6.1: Examine Communication Skills in Agriculture

- 6.1.1 Identify basic communication skills.
- 6.1.2 Recognize the importance of non-verbal communication.
- 6.1.3 Understand the components of effective written communication.
- 6.1.4 Choose an issue and prepare written communication (e.g., email, memos, letters) to advocate the issue to a specific audience.

Performance Standard 6.2: Examine Agricultural Media

- 6.2.1 Demonstrate news writing procedures.
- 6.2.2 Examine the field of Public Relations.
- 6.2.3 Examine the field of Broadcast Journalism.
- 6.2.4 Explore the importance of social media and digital citizenship.

**IDAHO AG LEADERSHIP AND COMMUNICATIONS
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CONTENT STANDARD 7.0: EXPLORE AGRICULTURAL LEADERSHIP PRINCIPLES

Performance Standard 7.1: Examine Leadership Skills in the Agricultural Sciences

- 7.1.1 Discuss the characteristics of effective leaders.
- 7.1.2 Differentiate between types of leadership.
- 7.1.3 Explain the importance of developing personal leadership skills.
- 7.1.4 Analyze the factors of team dynamics.
- 7.1.5 Describe how an individual develops a personal leadership style.
- 7.1.6 Identify strategies to foster diversity within a group.
- 7.1.7 Examine how active listening can be applied to conflict management and consensus building.
- 7.1.8 Identify appropriate etiquette and professionalism in group settings.

**IDAHO AG MECHANICS AND POWER SYSTEMS
PROGRAM STANDARDS**

2017

CONTENT STANDARD 1.0: OCCUPATIONAL SAFETY AND HEALTH IN AG MECHANICS

Performance Standard 1.1: Safety Practices

- 1.1.1 Explain the importance of safety of agricultural mechanics.
- 1.1.2 Identify and differentiate between safe and unsafe work practices.
- 1.1.3 Describe the methods utilized to implement safe work practices.
- 1.1.4 Identify and explain the purpose of signals and symbols in agricultural safety.
- 1.1.5 Explain the importance and function of safety training.
- 1.1.6 Evaluate the importance of occupational safety and health in agriculture mechanics.
- 1.1.7 Identify and explain the role that various agencies play in regulating safety.
- 1.1.8 Identify and demonstrate the proper use of personal protection equipment (PPE).
- 1.1.9 Locate and demonstrate the proper uses of the first aid and emergency equipment.
- 1.1.10 Maintain a general safe working environment.
- 1.1.11 Demonstrate the proper disposal of hazardous waste.
- 1.1.12 Read and understand safety data sheets (SDS).

CONTENT STANDARD 2.0: TOOLS AND HARDWARE

Performance Standard 2.1: Safe and Proper Use of Tools

- 2.1.1 Determine which hand tool, power tool and measuring and marking devices are most appropriate for a job.
- 2.1.2 Identify and safely use hand and power tools utilized in agricultural mechanics.
- 2.1.3 Identify and properly use measuring and marking tools.
- 2.1.4 Measure and apply metric to standard measurement conversions.
- 2.1.5 Inspect and maintain tools.

Performance Standard 2.2: Hardware and Fasteners

- 2.2.1 Identify and select proper common hardware and fasteners.

CONTENT STANDARD 3.0: METAL TECHNOLOGY

Performance Standard 3.1: Welding

- 3.1.1 Demonstrate proper safety practices working with metal technology.
- 3.1.2 Determine uses of metal.
- 3.1.3 Identify types of metal and the proper welding technique.
- 3.1.4 Recognize properties of metal.
- 3.1.5 Properly select and use oxy-fuel equipment.
- 3.1.6 Properly select and use shielded metal arc welding equipment.
- 3.1.7 Properly select and use gas metal arc welding equipment.
- 3.1.8 Properly select and use gas tungsten arc welding equipment.
- 3.1.9 Properly select and use plasma cutting equipment.
- 3.1.10 Properly select welding consumables (i.e., wire, electrode, gas and filler rod).

Performance Standard 3.2: Cold Metal Work

- 3.2.1 Read metal working plans.

**IDAHO AG MECHANICS AND POWER SYSTEMS
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- 3.2.2 Properly cut threads with a tap and die.
- 3.2.3 Join metal by riveting.
- 3.2.4 Properly thread steel pipe.
- 3.2.5 Lay out holes and drill holes using a twist drill.
- 3.2.6 Bend sheet and strap metal to angles and/or shapes.

CONTENT STANDARD 4.0: POWER SYSTEMS

Performance Standard 4.1: Engines Technology

- 4.1.1 Identify the operating principles of internal combustion engines.
- 4.1.2 Explain the function and operating principles of the fuel, lubrication, governor, and ignition systems.
- 4.1.3 Locate technical information in electronic and print form.
- 4.1.4 Troubleshoot and maintain engines.

Performance Standard 4.2: Electric Motors

- 4.2.1 Select motors based on type of application.

Performance Standard 4.3: Agricultural Machinery

- 4.3.1 Identify and perform basic equipment maintenance on agricultural machinery.
- 4.3.2 Use mathematics to solve equipment calibration problems.
- 4.3.3 Demonstrate converting common units of measure found in agriculture.

Performance Standard 4.4: Hydraulics

- 4.4.1 Identify the parts and functions of the hydraulic systems.
- 4.4.2 Identify the applications of hydraulics in agriculture.

CONTENT STANDARD 5.0: ELECTRICITY

Performance Standard 5.1: Basic Electrical Principles

- 5.1.1 Demonstrate proper safety practices when working with electricity.
- 5.1.2 Define basic electrical terminology; identify and explain the basic principles of electricity.
- 5.1.3 Recognize electrical code requirements for wiring.
- 5.1.4 Plan and install an electrical circuit.
- 5.1.5 Measure electrical circuits for voltage, current flow, resistance, and wattage.
- 5.1.6 Trouble-shoot electrical circuits.
- 5.1.7 Describe the relationship of volts, amps, and ohms in terms of Ohm's Law.

CONTENT STANDARD 6.0: MATHEMATICAL APPLICATIONS

Performance Standard 6.1: Mathematical Applications in Agriculture Mechanics & Power Systems

- 6.1.1 Perform mathematical operations for whole numbers, fractions, decimals, ratios, percentages, and rounding (significant figures).
- 6.1.2 Demonstrate converting common units of measure found in agriculture.
- 6.1.3 Explain the meaning of accuracy verses precision.
- 6.1.4 Use mathematics to solve equipment calibration problems.

**IDAHO AG MECHANICS AND POWER SYSTEMS
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CONTENT STANDARD 7.0: INSULATION

Performance Standard 7.1: Insulation

- 7.1.1 Explain the importance of insulation.
- 7.1.2 Explain the theory behind insulation.
- 7.1.3 Identify and select insulation materials.

CONTENT STANDARD 8.0: EMERGING TECHNOLOGIES

Performance Standard 8.1: Emerging Technologies in Ag Systems

- 8.1.1 Identify uses of precision and emerging technology in agriculture.
- 8.1.2 Understand the potential applications of new technology in agriculture.

CONTENT STANDARD 9.0: CAREERS

Performance Standard 9.1: Careers in Ag Mechanics

- 9.1.1 Research potential careers in ag mechanics.
- 9.1.2 Demonstrate employability skills for a career in ag mechanics industry.
- 9.1.3 Research additional industry certifications available.

CONTENT STANDARD 10.0: LEADERSHIP TRAINING THROUGH AGRICULTURAL EDUCATION

Performance Standard 10.1: Effective Leadership and Leadership Training

- 10.1.1 Expand leadership experience by participating in a chapter activity.
- 10.1.2 Participate in a career development event at the local level or above.
- 10.1.3 Exhibit leadership skills by demonstrating proper parliamentary procedure.
- 10.1.4 Participate in a speech or presentation activity.

Performance Standard 10.2: School and Community Awareness

- 10.2.1 Participate in a school improvement or community development project.

CONTENT STANDARD 11.0: SUPERVISED AGRICULTURAL EXPERIENCE

Performance Standard 11.1: Maintain a Supervised Agricultural Experience

- 11.1.1 Accurately maintain SAE record books.
- 11.1.2 Investigate the proficiency award areas related to SAE program area.
- 11.1.3 Actively pursue necessary steps to receive higher degrees in FFA.

IDAHO ECOLOGY AND NATURAL RESOURCE MANAGEMENT PROGRAM STANDARDS

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CONTENT STANDARD 1.0: EXPLORE NATURAL RESOURCE SCIENCE AND MANAGEMENT

Performance Standard 1.1: Investigate the Relationship Between Natural Resources and Society, Including Conflict Management

- 1.1.1 Define natural resource management.
- 1.1.2 Summarize the history of natural resource conservation and policies.
- 1.1.3 List and compare major natural resource management agencies, industries, and organizations.
- 1.1.4 Describe human dependency and demands on natural resources.
- 1.1.5 Explain natural resource conservation.
- 1.1.6 Investigate the effects of multiple uses of natural resources (e.g., recreation, mining, agriculture, forestry, public lands grazing).
- 1.1.7 Explore societal issues and conflicts related to natural resource management.

Performance Standard 1.2: Explain Interrelationships Between Natural Resources and Humans in Managing Natural Environments

- 1.2.1 Identify the demands of population growth on natural resources and the environment.
- 1.2.2 Examine the use and management of renewable and nonrenewable resources.
- 1.2.3 Describe the role of individuals in stewardship of the environment.
- 1.2.4 Research and debate current issues related to the conservation or preservation of natural resources.

CONTENT STANDARD 2.0: INVESTIGATE ECOLOGICAL CONCEPTS AND SCIENTIFIC PRINCIPLES RELATED TO NATURAL RESOURCE SYSTEMS

Performance Standard 2.1: Explore Ecological Principles in Natural Resource Management

- 2.1.1 Define ecosystems and biomes and identify ecoregions of Idaho.
- 2.1.2 Identify natural processes that govern ecosystems over time.
- 2.1.3 Describe the interdependence of organisms within an ecosystem (e.g., food chains and webs).
- 2.1.4 Investigate the processes associated with ecological succession.
- 2.1.5 Explain the importance of biodiversity.

Performance Standard 2.2: Explore Properties of Soil

- 2.2.1 Summarize soil formation factors.
- 2.2.2 Identify soil texture.
- 2.2.3 Describe soil conservation practices.
- 2.2.4 Analyze and interpret soil data.

Performance Standard 2.3: Explore Principles of Hydrology

- 2.3.1 Define watersheds and explain their hydrological and ecological function.
- 2.3.2 Discriminate between point and nonpoint pollution sources.
- 2.3.3 Analyze and interpret water quality data.

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2.3.4 Describe the function of wetlands and importance of wetland management.

2.3.5 Identify laws and regulations governing water.

CONTENT STANDARD 3.0: EXPLORE PRINCIPLES OF RANGELAND MANAGEMENT

Performance Standard 3.1: Identify Rangeland Types and Management Practices

3.1.1 Define rangelands and identify key characteristics.

3.1.2 Identify major rangeland types in Idaho.

3.1.3 Compare public and private management of rangelands.

3.1.4 Identify multiple uses of rangelands.

3.1.5 Identify laws, policies, and managing entities of rangelands.

3.1.6 Identify impacts of use on rangelands.

Performance Standard 3.2: Understanding the Historic, Environmental, Social and Economic Importance of Idaho Rangelands

3.2.1 Understand how rangelands have been important to humans throughout time.

3.2.2 Identify the ecological services provided by rangelands.

3.2.3 Recognize the value of rangelands to society.

3.2.4 Understand the importance of working rangelands for the economic livelihood of Idaho and other parts of the country and world.

Performance Standard 3.3: Identify Common Idaho Rangelands Plants

3.3.1 Identify morphological characteristics of rangeland plants.

3.3.2 Use a dichotomous key to identify rangeland plants.

3.3.3 Assemble a plant collection.

3.3.4 Identify important Idaho rangeland plants and evaluate their use by animals.

3.3.5 Define native, introduced, invasive, noxious, and poisonous plants.

Performance Standard 3.4: Apply Rangeland Management Practices

3.4.1 Identify key components of a management plan.

3.4.2 Identify rangeland management tools and techniques.

3.4.3 Use rangeland measurement tools.

3.4.4 Conduct a rangeland inventory and interpret data.

3.4.5 Determine stocking rates based on animal demand and forage supply.

3.4.6 Discuss the impacts of dynamic forces of change on rangelands (e.g., fire, weather, insects, disease, people, animals, invasive species) and identify management strategies.

CONTENT STANDARD 4.0: EXAMINE FOREST RESOURCES AND MANAGEMENT

Performance Standard 4.1: Identify Forest Types and Management Practices

4.1.1 Define forests and identify key characteristics.

4.1.2 Identify major forest types in Idaho.

4.1.3 Assess different methods of forest management.

4.1.4 Compare public and private management of forests.

4.1.5 Identify multiple uses of forests.

4.1.6 Identify laws, policies, and managing entities of forests.

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- 4.1.7 Identify impacts of use on forests.

Performance Standard 4.2: Understanding the Historic, Environmental, Social and Economic Importance of Idaho Forests

- 4.2.1 Understand how forests have been important to humans throughout time.
- 4.2.2 Identify the ecological services provided by forests.
- 4.2.3 Recognize the value of forests to society.
- 4.2.4 Understand the importance of working forests for the economic livelihood of Idaho and other parts of the country and world.

Performance Standard 4.3: Identify Common Idaho Forest Plants

- 4.3.1 Identify morphological characteristics of forest plants.
- 4.3.2 Use a dichotomous key to identify trees, shrubs, and other forest plants.
- 4.3.3 Assemble a plant collection.
- 4.3.4 Identify important Idaho forest plants and evaluate their use by animals.
- 4.3.5 Define native, introduced, invasive, noxious, and poisonous plants.

Performance Standard 4.4: Apply Forest Management Practices

- 4.4.1 Identify key components of a management plan.
- 4.4.2 Identify forest management tools and techniques.
- 4.4.3 Use forest measurement tools.
- 4.4.4 Conduct a forest inventory and interpret data.
- 4.4.5 Define silviculture and compare different timber harvest systems.
- 4.4.6 Discuss impacts of dynamic forces of change (e.g., fire, weather, insects, disease, people, animals, invasive species) on forests and identify management strategies.

CONTENT STANDARD 5.0: EXPLORE FIRE ECOLOGY AND MANAGEMENT

Performance Standard 5.1: Explore the Effects of Fire on Rangeland and Forest Ecosystems

- 5.1.1 Explain the significance of each of the components of the “fire triangle.”
- 5.1.2 Discuss the fire behavior triangle (fuel, weather, topography).
- 5.1.3 Interpret the factors affecting fire frequency in Idaho past, present, and future.
- 5.1.4 Describe the social, economic, and ecological effects of wildland fire.
- 5.1.5 Examine the role of fuel management and the relationship between fuel load and fire effects in rangeland and forest ecosystems.

CONTENT STANDARD 6.0: UNDERSTAND THE IMPORTANCE AND APPLICATION OF GPS/GIS IN NATURAL RESOURCE MANAGEMENT

Performance Standard 6.1: Investigate GPS/GIS Systems and Their Applications

- 6.1.1 Define the uses of geographic information systems (GIS) and spatial analysis as it applies to natural resource management.
- 6.1.2 Describe the purpose and function of a Global Positioning System (GPS).
- 6.1.3 Demonstrate the ability to use a GPS unit by navigating and collecting waypoints.

Performance Standard 6.2: Demonstrate the Use of Land Management Maps

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- 6.2.1 Use legal descriptions to identify locations and acreage.
- 6.2.2 Identify symbols on topographical maps.
- 6.2.3 Predict terrain based on topographical maps.
- 6.2.4 Demonstrate the ability to find GPS locations on a topographic map.

CONTENT STANDARD 7.0: INVESTIGATE FISH AND WILDLIFE ECOLOGY

Performance Standard 7.1: Explore the Importance and Distribution Fish and Wildlife Resources in Idaho

- 7.1.1 Identify the seven categories of wildlife.
- 7.1.2 Connect the distribution of wildlife associated with private and public land.
- 7.1.3 Describe the importance of wildlife, including indigenous and migratory species, their physical and behavioral characteristics, habitat and management.
- 7.1.4 List impacts on wildlife habitat.
- 7.1.5 Describe techniques used in harvesting of wildlife.
- 7.1.6 Summarize appropriate outdoor safety practice.
- 7.1.7 Describe techniques of wildlife habitat improvement.

Performance Standard 7.2: Understand Wildlife Management

- 7.2.1 Identify the agencies and organizations associated with wildlife management.
- 7.2.2 Explore the role of USDA - Wildlife Services, DOI – US Fish and Wildlife Service, and Idaho Fish & Game concerning wildlife management.

CONTENT STANDARD 8.0: EXAMINE MINERAL AND ENERGY RESOURCES MANAGEMENT

Performance Standard 8.1: Examine Mineral Resources and Management

- 8.1.1 Identify local mineral resources.
- 8.1.2 Summarize the impact of mineral resources to society.
- 8.1.3 Compare the various practices for obtaining mineral resources.
- 8.1.4 Describe the impact of mining practices on the environment.
- 8.1.5 Compare processes for reclaiming areas where minerals have been extracted.

Performance Standard 8.2: Recognize the Types and Importance of Energy Resources

- 8.2.1 Differentiate between renewable and nonrenewable energy resources.
- 8.2.2 Investigate types of renewable resources.
- 8.2.3 Compare types of electrical power generation.
- 8.2.4 Analyze positive and negative impact of energy development on the environment.

CONTENT STANDARD 9.0: EXPLORE CAREER OPPORTUNITIES IN THE NATURAL RESOURCE INDUSTRY

Performance Standard 9.1: Understand Employment Fields in the Natural Resource Industry

- 9.1.1 List and describe the types of employment opportunities in natural resource management.

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- 9.1.2 Explore education and training for different natural resource management careers.
- 9.1.3 Describe the process of choosing a career path in the natural resource management industry.

CONTENT STANDARD 10.0: PARTICIPATE IN LEADERSHIP TRAINING THROUGH MEMBERSHIP IN A STUDENT LEADERSHIP ORGANIZATION

Performance Standard 10.1: Recognize the Traits of Effective Leaders and Participate in Leadership Training Through Involvement in a Student Leadership Organization

- 10.1.1 Expand leadership experience by serving as a chapter officer or on a committee.
- 10.1.2 Exhibit leadership skills by demonstrating proper parliamentary procedure.
- 10.1.3 Participate in a career development event at the local level or above.

CONTENT STANDARD 11.0: DESCRIBE THE RELATIONSHIP BETWEEN A SUPERVISED AGRICULTURAL EXPERIENCE (SAE) AND PREPARATION OF STUDENTS FOR A CAREER IN AGRICULTURE

Performance Standard 11.1: Maintain a Supervised Agricultural Experience

- 11.1.1 Accurately maintain SAE record books.
- 11.1.2 Apply for a proficiency award related to the SAE program area.
- 11.1.3 Actively pursue necessary steps to receive higher degrees or recognition in a student leadership organization.

COMPUTER SUPPORT PROGRAM STANDARDS

2015

CONTENT STANDARD 1.0: PC HARDWARE

Performance Standard 1.1: Students Will Be Able To Identify, Install, and Configure PC Hardware

- 1.1.1 Identify and understand motherboards and related components.
- 1.1.2 Identify and understand RAM types and features.
- 1.1.3 Identify and understand expansion card uses and differences.
- 1.1.4 Understand differences and use of storage devices and media types.
- 1.1.5 Identify and understand CPU types and features.
- 1.1.6 Learn about Power Supply Units.
- 1.1.7 Demonstrate custom configurations per customer needs.

CONTENT STANDARD 2.0: NETWORKING TECHNOLOGIES

Performance Standard 2.1: Students Will Be Able To Identify and Explain Networking Technologies

- 2.1.1 Identify network cables and connectors and their characteristics.
- 2.1.2 Explain TCP/IP characteristics and properties.
- 2.1.3 Identify and understand the use of common TCP / UDP ports, protocols, and their characteristics.
- 2.1.4 Understand wireless networking standards and encryption types.
- 2.1.5 Demonstrate installation, configuration, and deployment of a Home office network.
- 2.1.6 Understand and explain different Internet connection types and features.
- 2.1.7 Understand different network devices, their functions, and features.
- 2.1.8 Identify and understand the use of connector types and associated cables.
- 2.1.9 Demonstrate the appropriate use of networking tools.

CONTENT STANDARD 3.0: LAPTOPS

Performance Standard 3.1: Students Will Be Able To Identify, Install, and Configure Laptop and Related Hardware

- 3.1.1 Demonstrate custom configurations per customer needs.
- 3.1.2 Install and configure laptop hardware and components.
- 3.1.3 Compare and contrast the components within the display of a laptop.
- 3.1.4 Compare and contrast laptop features.

CONTENT STANDARD 4.0: PRINTERS

Performance Standard 4.1: Students Will Be Able To Explain The Differences Between The Various Printer Types and Understand The Associated Imaging Process

- 4.1.1 Demonstrate the installation and configuration of various printers and associated hardware.
- 4.1.2 Given a scenario, install and configure printers.
- 4.1.3 Demonstrate and explain perform printer maintenance.

COMPUTER SUPPORT PROGRAM STANDARDS

2015

CONTENT STANDARD 5.0: WORKPLACE READINESS

Performance Standard 5.1: Students Will Learn and Demonstrate Workplace Readiness Skills

- 5.1.1 Understand and demonstrate appropriate safety procedures.
- 5.1.2 Understand and explain the impact of environmental controls.
- 5.1.3 Understand and demonstrate proper communication and professionalism.
- 5.1.4 Understand the fundamentals of dealing with prohibited content/activity.

CONTENT STANDARD 6.0: OPERATING SYSTEMS

Performance Standard 6.1: Students Will Develop an Understanding of Microsoft Windows Operating Systems

- 6.1.1 Understand the features and requirements of various Microsoft operating systems.
- 6.1.2 Demonstrate how to install, upgrade, and configure the operating system.
- 6.1.3 Understand and demonstrate the use of command line tools.
- 6.1.4 Understand and demonstrate Control Panel utilities and other operating system tools.
- 6.1.5 Understand Windows networking and configuration.
- 6.1.6 Understand and explain the differences in basic OS security settings.
- 6.1.7 Understand the basics of client-side virtualization.

CONTENT STANDARD 7.0: SECURITY

Performance Standard 7.1: Students Will Understand and Demonstrate How To Secure A Network and A Workstation

- 7.1.1 Understand the application and usage of common prevention methods.
- 7.1.2 Understand the differences in common security threats.
- 7.1.3 Demonstrate the implementation of best practices to secure a workstation.
- 7.1.4 Understand appropriate data destruction and disposal methods.
- 7.1.5 Understand and demonstrate how to secure a Home office wired and wireless network.

CONTENT STANDARD 8.0: MOBILE DEVICES

Performance Standard 8.1: Students Will Develop an Understanding of Mobile Devices

- 8.1.1 Understand the basic features of mobile operating systems.
- 8.1.2 Understand the basic network connectivity and configuring email.
- 8.1.3 Demonstrate the implementation of best practices to secure a workstation.
- 8.1.4 Understand how to secure mobile devices.
- 8.1.5 Understand and recognize differences in tablets and laptops.
- 8.1.6 Understand the configuration of mobile device synchronization.

CONTENT STANDARD 9.0: TROUBLESHOOTING TECHNIQUES

Performance Standard 9.1: Students Will Demonstrate Proper OS and Workstation Troubleshooting Techniques

- 9.1.1 Troubleshoot common problems with PC Hardware with the appropriate tools.
- 9.1.2 Troubleshoot hard drives and RAID with appropriate tools.
- 9.1.3 Troubleshoot video and displays.

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- 9.1.4 Troubleshoot wired and wireless networks with appropriate tools.
- 9.1.5 Troubleshoot operating systems with appropriate tools.
- 9.1.6 Troubleshoot common laptop issues with appropriate tools.
- 9.1.7 Troubleshoot printers with appropriate tools.
- 9.1.8 Troubleshoot common security issues with appropriate tools and best practices.

CONTENT STANDARD 10.0: INDUSTRY TRENDS

Performance Standard 10.1: Students Will Understand Current and Emerging Computer Based Technologies

- 10.1.1 Demonstrate an understanding of the constant change of emerging technologies.

**IDAHO EDUCATION ASSISTANT PROGRAM
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CONTENT STANDARD 1.0: CAREERS AND PROFESSIONAL PRACTICES

Performance Standard 1.1: Explore Postsecondary Options and Career Pathways

- 1.1.1 Analyze career paths, opportunities, and benefits of pursuing careers in education (e.g., career assessment to identify interests, skills and values and match to occupations, etc.).
- 1.1.2 Describe specific work environments, salary, and benefits of education careers.
- 1.1.3 Explain roles and functions of professionals in education careers.
- 1.1.4 Explore student and professional organizations associated with the education field.
- 1.1.5 Summarize the personal qualities and abilities to be effective in education careers.
- 1.1.6 Meet the core academic skills for educators (e.g., writing, mathematics, reading).
- 1.1.7 Determine the role of lifelong learning to career success in the educational field.

Performance Standard 1.2: Examine Ethical Standards and Professional Practices

- 1.2.1 Explore and demonstrate ethical practices (e.g., confidentiality, impartiality, equity, privacy, cybersecurity).
- 1.2.2 Investigate and evaluate educational practices (e.g., lesson plans, attendance procedures, classroom management).
- 1.2.3 Demonstrate professionalism in the educational setting (e.g., communication, dress, behavior).
- 1.2.4 Research federal, state, and local education laws.

Performance Standard 1.3: Perform Reflective Practices

- 1.3.1 Develop student learning outcomes based on standards.
- 1.3.2 Reflect on instructional strategies and the impact they have on student learning.
- 1.3.3 Examine the importance of building a professional portfolio (e.g., resumes, philosophy statement, best practices).
- 1.3.4 Demonstrate the ability to provide, receive, and respond to feedback.
- 1.3.5 Document self-reflection practices to improve job performance.

Performance Standard 1.4: Explore Professional Advocacy

- 1.4.1 Analyze methods to advocate for individuals within the educational community.
- 1.4.2 Research local, state and national legislation, and public policy.
- 1.4.3 Discuss the significance and impact of educational careers on the local, regional, and national level.

CONTENT STANDARD 2.0: FOUNDATIONS OF EDUCATION

Performance Standard 2.1: Explore the History of Education

- 2.1.1 Describe the contributions of influential historical figures in education (e.g., Benjamin Franklin, Thomas Jefferson, Horace Mann, John Dewey, Maria Montessori).
- 2.1.2 Describe the evolution of schools (public, private, charter, magnet, career and technical education, online, home).
- 2.1.3 Examine the evolution of educational legislation (e.g., Civil Rights Act, Title One, Section 504, IEP).

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Performance Standard 2.2: Investigate Educational Theories and Philosophies

- 2.2.1 Explain developmental domains (i.e., cognitive, physical, social-emotional).
- 2.2.2 Apply knowledge of developmental theories to meet individual needs.
- 2.2.3 Describe the major theories of education and their significance regarding teaching and learning (e.g., Piaget, Erikson, Gardner, Maslow, Vygotsky).
- 2.2.4 Explore and summarize educational philosophies (e.g., Constructivism, Behaviorism, Progressivism).
- 2.2.5 Analyze educational approaches (e.g., Montessori, Waldorf, STEM/STEAM).

CONTENT STANDARD 3.0: DIVERSE LEARNERS AND THE EDUCATION ENVIRONMENT

Performance Standard 3.1: Examine Student Diversity and Learning Environment

- 3.1.1 Examine diversity (e.g., culture, ethnicity, race, gender, linguistic, religion, social/economic, disability).
- 3.1.2 Analyze obstacles to student learning (e.g., poor sleep habits, inadequate nutrition, stress).
- 3.1.3 Examine how diverse learners and their culture influence the educational community.

Performance Standard 3.2: Observe Responsive/Respectful Environment for All Learners

- 3.2.1 Observe instructional strategies that address the diversity of the learning community.
- 3.2.2 Explain the importance of connecting educational content to diverse populations of learners.
- 3.2.3 Provide materials and activities that respect diversity.
- 3.2.4 Design a safe and respectful learning environment for all learners.

Performance Standard 3.3: Examine the Needs of Exceptional Learners

- 3.3.1 Identify defining characteristics of exceptional learners, including children with disabilities and children with gifted abilities.
- 3.3.2 Define specially designed instruction as it relates to special education.
- 3.3.3 Define an Individual Education Plan (IEP) and its components (e.g., annual goals, present levels, medical needs, accommodations).
- 3.3.4 Identify legal responsibilities associated with IEPs.
- 3.3.5 Identify accommodations and modifications in adapting instructional activities for individual student goals.
- 3.3.6 Describe the benefits of inclusive practices in support of exceptional learners.

CONTENT STANDARD 4.0: EDUCATIONAL INSTRUCTIONAL PRACTICES

Performance Standard 4.1: Plan for Instruction

- 4.1.1 Analyze the types of information included in the educational standards for the state.
- 4.1.2 Develop student learning objectives based on standards.
- 4.1.3 Compare and contrast different curricula for the same course or level (e.g., pacing guides, course plans, instructional units).

Performance Standard 4.2: Develop Lesson Plans

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- 4.2.1 Utilize the diverse learner's prior knowledge, skills, experiences, languages, and culture to differentiate instruction.
- 4.2.2 Examine the components of an effective lesson plan.
- 4.2.3 Develop educational objectives for diverse learners to meet standards.
- 4.2.4 Develop lesson plans to challenge and engage learners.
- 4.2.5 Compare and contrast benefits and limitations of technology in the learning environment.

Performance Standard 4.3: Deliver and Evaluate Instructional Methods

- 4.3.1 Identify and explain various instructional methods (e.g., direct, small group, inquiry-based).
- 4.3.2 Select instructional strategies that meet the needs of diverse learners.
- 4.3.3 Observe and explain how a teacher uses metacognitive and questioning strategies to develop critical thinking skills.

Performance Standard 4.4: Analyze Assessment Practices

- 4.4.1 Explain how assessment relates to learning.
- 4.4.2 Distinguish between formative and summative assessment.
- 4.4.3 Create examples of informal assessments based on student learning objectives (e.g., examine the function of portfolios).
- 4.4.4 Describe the rationale teachers use when choosing assessment strategies.
- 4.4.5 Utilize assessment data for evidence of student learning.

CONTENT STANDARD 5.0: MANAGE THE LEARNING ENVIRONMENT

Performance Standard 5.1: Explore Classroom Management

- 5.1.1 Discuss the importance of classroom management.
- 5.1.2 Evaluate learning environments (e.g., scenarios, on-site observations, role-play).
- 5.1.3 Explore classroom management strategies that minimize behavior challenges (e.g., planning, expectations, procedures, consistency, proximity).
- 5.1.4 Research and promote student self-management strategies.

Performance Standard 5.2: Develop Expectations and Procedures

- 5.2.1 Distinguish the difference between rules, expectations, and procedures.
- 5.2.2 Develop a set of expectations to enhance the learning environment.
- 5.2.3 Identify procedures to create learning-centered environments.

Performance Standard 5.3: Create Safe Learning Environments

- 5.3.1 Create an environment that is physically, emotionally, and intellectually safe.
- 5.3.2 Recognize signs and symptoms of abuse, neglect, and bullying and the legal responsibility of mandated reporting.
- 5.3.3 Demonstrate active supervision/interaction with learners to ensure safety.
- 5.3.4 Investigate bullying and cyberbullying prevention strategies and resources.
- 5.3.5 Utilize developmentally appropriate strategies to promote social and emotional health.
- 5.3.6 Evaluate materials, furniture, and equipment for assurance of a safe environment.
- 5.3.7 Perform basic emergency, safety, health, and security procedures.

**IDAHO PHARMACY TECHNICIAN
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CONTENT STANDARD 1.0: PHARMACY TECHNICIAN

Performance Standard 1.1: Roles and Services

- 1.1.1. Explain the role of the pharmacist.
- 1.1.2. Explain the traditional and the advanced role of the pharmacy technician.
- 1.1.3. Identify the role of the prescriber.
- 1.1.4. Explain the prescription cycle.
- 1.1.5. Compare types of pharmacies and other pharmacy services.
- 1.1.6. Describe the organization/layout of various pharmacy types.

CONTENT STANDARD 2.0: LEGAL AND ETHICAL RESPONSIBILITIES

Performance Standard 2.1: Duties According to Regulations, Policies and Laws

- 2.1.1. Understand Idaho State Board of Pharmacy Code and Administrative Rules.
- 2.1.2. Understand pharmacy record keeping.
- 2.1.3. Summarize timelines regarding federal laws.
- 2.1.4. Compare licensure, certification, registration, and legislated scope of practice of pharmacy professionals.
- 2.1.5. Understand United States Pharmacopeia (USP) Guidelines 795, 797, 800.
- 2.1.6. Understand Health Information Portability Accountability Act (HIPAA).
- 2.1.7. Recognize Drug Enforcement Administration (DEA) Code of Federal Regulations (number validation).
- 2.1.8. Understand the role of the Food and Drug Administration (FDA).
- 2.1.9. Understand the related guidelines of the Occupational Safety and Health Administration (OSHA) and safety data sheets (SDS).
- 2.1.10. Distinguish between accrediting bodies.
- 2.1.11. Demonstrate knowledge of continuing education and training for relicensure.

Performance Standard 2.2: Professional Standards and Interpersonal Skills

- 2.2.1. Understand the importance of pharmacy culture.
- 2.2.2. Recognize various communication types (verbal, non-verbal, written, and electronic).
- 2.2.3. Practice conflict resolution.
- 2.2.4. Identify personal traits (desirable and undesirable) and attitudes of pharmacy team members.
- 2.2.5. Demonstrate professional standards of pharmacy workers as they apply to hygiene, dress, language, confidentiality, ethical and civil behavior, substance and alcohol use and abuse.
- 2.2.6. Apply employability skills and requirements in the pharmacy setting. (Refer to CTE Readiness Standards, <https://cte.idaho.gov/educators/program-standards/>).
- 2.2.7. Understand various cultural differences and beliefs.
- 2.2.8. Practice confidentiality when communicating.
- 2.2.9. Understand the implications of social media.
- 2.2.10. Practice and demonstrate Health Information Portability Accountability Act (HIPAA).

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Performance Standard 2.3: Apply Critical Thinking Skills

- 2.3.1. Evaluate case studies related to pharmacy.
- 2.3.2. Set up various role play scenarios that a pharmacy encounters.
- 2.3.3. Practice basic concepts of logic and problem solving.

CONTENT STANDARD 3.0: PROCESSING AND HANDLING OF MEDICATION AND MEDICATION ORDERS/PRESCRIPTIONS

Performance Standard 3.1: Analyzing Prescriptions

- 3.1.1. Differentiate between a prescription and medication order.
- 3.1.2. Interpret the prescription/medication order.

Performance Standard 3.2: Assisting the Pharmacist

- 3.2.1. Utilize technology to input pharmacy data.
- 3.2.2. Practice various forms of communication etiquette, including prioritization.
- 3.2.3. Collect relevant patient information.
- 3.2.4. Critique the prescription refill process.
- 3.2.5. Assist with identifying the patient's need for counseling.
- 3.2.6. Demonstrate reconstitution of antibiotic prescriptions.
- 3.2.7. Understand medication monitoring programs.
- 3.2.8. Discuss a pharmacy audit.

Performance Standard 3.3: Assist Pharmacist in Special Handling and Documentation

- 3.3.1. Explain immunization and wellness programs.
- 3.3.2. Understand chemotherapy compounding (USP 800 Guidelines).
- 3.3.3. Understand Total Parenteral Nutrition (TPN).
- 3.3.4. Identify controlled substances and their processes.
- 3.3.5. Document investigational drugs (clinical trials).
- 3.3.6. Identify drugs categorized as Risk Evaluation Mitigation Strategies (REMS).

CONTENT STANDARD 4.0: STERILE AND NON-STERILE COMPOUNDING

Performance Standard 4.1: Compounding Sterile Products

- 4.1.1. Understand universal precautions for sterile compounding.
- 4.1.2. Introduce the scope of USP Guidelines as appropriate.
- 4.1.3. Understand how to read a label.
- 4.1.4. Identify the equipment and technology used in sterile compounding.
- 4.1.5. Determine the correct amounts of ingredients.
- 4.1.6. Explain reconstitution of sterile products.

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Performance Standard 4.2: Compounding Non-Sterile Products

- 4.2.1. Understand universal precautions for non-sterile compounding.
- 4.2.2. Introduce the scope of USP Guidelines as appropriate.
- 4.2.3. Understand how to read a prescription for compounding.
- 4.2.4. Identify the equipment, apparatus, and technology used in non-sterile compounding.
- 4.2.5. Determine the correct amounts of ingredients.
- 4.2.6. Understand compounding of non-sterile products.
- 4.2.7. Understand reconstitution of non-sterile products.

CONTENT STANDARD 5.0: PROCUREMENT, BILLING, REIMBURSEMENT AND INVENTORY MANAGEMENT

Performance Standard 5.1: Assist in the Adjudication of Billing

- 5.1.1. Define the term third party.
- 5.1.2. Understand the terminology of insurance billing.
- 5.1.3. Demonstrate how to find information on an insurance card.
- 5.1.4. Explain pharmacy reimbursement plans.
- 5.1.5. Explain a third party rejection.

Performance Standard 5.2: Accepted Procedures in Purchasing Pharmaceuticals

- 5.2.1. Describe various procedures in purchasing pharmaceuticals.
- 5.2.2. Explain controlled substance ordering systems (DEA Form 222).
- 5.2.3. Explain ordering system and the technology applied.

Performance Standard 5.3: Accepted Procedures in Inventory Control

- 5.3.1. Differentiate inventory control systems for various drug classifications.
- 5.3.2. Explain legal aspects of drug returns from patients.
- 5.3.3. Describe reasons for recalled drugs, the two types and the three levels of drug recalls.
- 5.3.4. Explain standard procedures for reviewing and removing outdated drug products.
- 5.3.5. Explain methods of obtaining drug products from alternate sources.
- 5.3.6. Understand formularies in the pharmacy.

Performance Standard 5.4: Processing Payment Options for Medical Products and Services

- 5.4.1. Role play Point of Sale (POS) transactions.
- 5.4.2. Verify address and patient information to assure proper dispensing.
- 5.4.3. Understand required forms of identification for drug transactions and signature requirements.
- 5.4.4. Understand age limits and purchase limits in dispensing certain pharmaceuticals.

CONTENT STANDARD 6.0: SAFETY

Performance Standards 6.1: Patient Safety

- 6.1.1. Practice effective infection control procedures.
- 6.1.2. Define and recognize a possible Drug Utilization Review (DUR).

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- 6.1.3. Describe the role of Institute for Safe Medical Practices (ISMP), Medical Error Reporting Program (MERP), Joint Commission Accreditation of Hospital Organizations (JCAHO).

Performance Standard 6.2: Practice Medication Safety

- 6.2.1. Identify sound-alike/look-alike drugs.
- 6.2.2. Identify high alert/high risk medications.
- 6.2.3. Identify common safety strategies.
- 6.2.4. Identify quality assurance.
- 6.2.5. Practice Tech-Check-Tech.
- 6.2.6. Practice receiving verbal orders.

CONTENT STANDARD 7.0: UNDERSTAND TECHNOLOGY AND INFORMATICS

Performance Standard 7.1: Proper Pharmaceutical Dispensing

- 7.1.1. Identify National Association Boards of Pharmacy (NABP) and Idaho BOP requirements in labeling prescriptions.
- 7.1.2. Discuss emerging technologies which includes electronic medical records (EMR).
- 7.1.3. Describe prescription process (receiving to dispensing).
- 7.1.4. Recognize fraudulent prescriptions.
- 7.1.5. Understand reliable drug information resources.

CONTENT STANDARD 8.0: PHARMACOLOGY

Performance Standard 8.1: Understanding Pharmacokinetics

- 8.1.1. Understand absorption, distribution, metabolism, excretion (ADME) and the related organs.

Performance Standard 8.2: Understanding Pharmacodynamics

- 8.2.1. Understand drug classifications.
- 8.2.2. Recognize generic and brand names of common drugs.
- 8.2.3. Identify drug interactions/side effects of commonly prescribed drugs.
- 8.2.4. Explain strengths/dosage, dosage forms.
- 8.2.5. Differentiate routes of administration.

Performance Standard 8.3: Recognizing Over-The-Counter and Alternative Therapies

- 8.3.1. Recognize over-the-counter (OTC) products.
- 8.3.2. Explain vitamins, minerals, and herbal supplements.
- 8.3.3. Identify devices and durable medical equipment (DME), i.e., testing devices, first aid, and wound care.

CONTENT STANDARD 9.0: APPLICATION OF PHARMACEUTICAL MATHEMATICS

Performance Standard 9.1: Apply Mathematics in Pharmaceutical Practice

- 9.1.1. Demonstrate knowledge of Measurement Systems (temperature conversions, conversions from household to metric).
- 9.1.2. Demonstrate ratios and proportions (dimensional analysis).
- 9.1.3. Understand drug strengths in percentages.

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- 9.1.4. Demonstrate dosage calculations (based on age, weight, and body surface area; drip rates).
- 9.1.5. Compute "Days Supply."
- 9.1.6. Calculate "Quantity to Dispense."
- 9.1.7. Understand "Alligations."

CONTENT STANDARD 10.0: RECOGNIZE AND IMPLEMENT QUALITY ASSURANCE

Performance Standard 10.1: Application of Assurance Practices

- 10.1.1. Understand Risk Management Guidelines and Regulations.
- 10.1.2. Determine proper communication channels.
- 10.1.3. Understand National Drug Code (NDC).
- 10.1.4. Differentiate reporting agencies (MedWatch, Poison Control, pharmaceutical manufacturer, FDA Hotline).
- 10.1.5. Understand universal precautions.
- 10.1.6. Understand the importance of customer satisfaction.
- 10.1.7. Understand pharmacy diversion.

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CONTENT STANDARD 1.0: LAB ORGANIZATION AND SAFETY PROCEDURES

Performance Standard 1.1: General Lab Safety Rules and Procedures

- 1.1.1 Describe general shop safety rules and procedures.
- 1.1.2 Demonstrate knowledge of OSHA and its role in workplace safety.
- 1.1.3 Comply with the required use of safety glasses, ear protection, gloves, and shoes during lab/shop activities (i.e., personal protection equipment – PPE).
- 1.1.4 Operate lab equipment according to safety guidelines.
- 1.1.5 Identify and use proper lifting procedures and proper use of support equipment.
- 1.1.6 Utilize proper ventilation procedures for working within the lab/shop area.
- 1.1.7 Identify the location and the types of fire extinguishers and other fire safety equipment; demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment.
- 1.1.8 Identify the location and use of eye wash stations.
- 1.1.9 Identify the location of the posted evacuation routes.
- 1.1.10 Identify and wear appropriate clothing for lab/shop activities.
- 1.1.11 Secure hair and jewelry for lab/shop activities.
- 1.1.12 Understand knowledge of the safety aspects of low and high voltage circuits.
- 1.1.13 Locate and interpret safety data sheets (SDS).
- 1.1.14 Perform housekeeping duties.
- 1.1.15 Follow verbal instructions to complete work assignments.
- 1.1.16 Follow written instructions to complete work assignments.

Performance Standard 1.2: Hand Tools

- 1.2.1 Identify hand tools and their appropriate usage.
- 1.2.2 Identify standards and metric designation.
- 1.2.3 Demonstrate the proper techniques when using hand tools.
- 1.2.4 Demonstrate safe handling and use of appropriate tools.
- 1.2.5 Identify proper cleaning, storage, and maintenance of tools.

Performance Standard 1.3: Power Tools and Equipment

- 1.3.1 Identify power tools and their appropriate usage.
- 1.3.2 Identify equipment and their appropriate usage.
- 1.3.3 Demonstrate the proper techniques when using power tools and equipment.
- 1.3.4 Demonstrate safe handling and use of appropriate power tools and equipment.
- 1.3.5 Identify proper cleaning, storage, and maintenance of power tools and equipment.

CONTENT STANDARD 2.0: APPLY FUNDAMENTAL PRINT READING, MEASURING, AND CADD

Performance Standard 2.1: Demonstrate Print Reading Practices

- 2.1.1 Interpret basic elements of a technical drawing (i.e., title block information, dimensions).
- 2.1.2 Identify industry standard symbols (i.e., hydraulic, pneumatic, electrical, welding, mechanical).
- 2.1.3 Prepare a materials list from a technical drawing.

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- 2.1.4 Describe various types of drawings (i.e., part, assembly, pictorial, orthographic, isometric, and schematic).
- 2.1.5 Understand dimensioning and tolerance, sectional drawings, fasteners, tables, charts, and assembly drawings.

Performance Standard 2.2: Demonstrate Measuring and Scaling Techniques

- 2.2.1 Identify industry standard units of measure.
- 2.2.2 Convert between customary (i.e., SAE, Imperial) and metric systems.
- 2.2.3 Determine appropriate engineering and metric scales.
- 2.2.4 Measure and calculate speed, distance, object size, area, and volume.
- 2.2.5 Determine and apply the equivalence between fractions and decimals.
- 2.2.6 Demonstrate proper use of precision measuring tools (i.e., micrometer, dial-indicator, dial-caliper) and inspecting parts to print.

Performance Standard 2.3: CADD, CAM

- 2.3.1 Develop three-dimensional models (i.e., wireframe, surface, solid, or parametric).
- 2.3.2 Interpret and create design and working drawings.
- 2.3.3 Properly post-process data to create G-code program.

Performance Standard 2.4: Simulation

- 2.4.1 Demonstrate an understanding of simulation software.

CONTENT STANDARD 3.0: APPLY FUNDAMENTAL POWER SYSTEM PRINCIPLES

Performance Standard 3.1: Identify and Utilize Basic Mechanical Systems

- 3.1.1 Understand examples of the six simple machines, their attributes and components.
- 3.1.2 Identify the power source of various systems machinery and tools.
- 3.1.3 Explain concepts of mechanical advantage.
- 3.1.4 Understand basic machine maintenance.

Performance Standard 3.2: Identify and Utilize Basic Fluid Systems

- 3.2.1 Define fluid systems (e.g., hydraulic, pneumatic, vacuum).
- 3.2.2 Identify and define the components of fluid systems.
- 3.2.3 Compare and contrast hydraulic and pneumatic systems.
- 3.2.4 Identify the advantages and disadvantages of using fluid power systems.
- 3.2.5 Explain the difference between gauge pressure and absolute pressure.
- 3.2.6 Discuss the safety concerns of working with liquids and gases under pressure.
- 3.2.7 Discuss mechanical advantage using Pascal's law.
- 3.2.8 Discuss values in a pneumatic system, using the ideal gas laws.
- 3.2.9 Design, construct, and test various fluid systems.

Performance Standard 3.3: Identify and Utilize Basic Electrical Systems

- 3.3.1 Define AC and DC electrical systems and terminology.
- 3.3.2 Discuss the safety concerns of working with electricity.
- 3.3.3 Describe the principles of generation, transmission, distribution, and storage of electricity.
- 3.3.4 Identify the advantages and disadvantages of using electrical systems.

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- 3.3.5 Compute values of current, resistance, and voltage using Ohm's Law.
- 3.3.6 Identify series, parallel, and series-parallel (combination) circuits.
- 3.3.7 Introduce single-phase and three-phase AC power.
- 3.3.8 Describe the laws, principles, and types of electricity to utilize equipment used in an industrial environment.
- 3.3.9 Construct and test simple electrical circuits from a schematic.
- 3.3.10 Explain electrical motor systems and motor controls by application.

CONTENT STANDARD 4.0: IDENTIFY AND APPLY MANUFACTURING PROCESSES

Performance Standard 4.1: Identify Material Properties and Science

- 4.1.1 Identify the major material families used in manufacturing.
- 4.1.2 Differentiate between the various types of material properties and their application.
- 4.1.3 Discuss the impact of material usage on the environment.
- 4.1.4 Explain how production is affected by the availability, quality, and quantity of resources.
- 4.1.5 Differentiate among raw material standard stock and finished products.

Performance Standard 4.2: Identify Manufacturing Processes

- 4.2.1 Identify and describe the five major manufacturing processes (i.e., forming, separating, joining, conditioning, and finishing).
- 4.2.2 Discuss the impact of manufacturing processes on the environment.
- 4.2.3 Describe LEAN manufacturing and explain its importance.

Performance Standard 4.3: Apply Manufacturing Processes

- 4.3.1 Demonstrate cutting methods of metals and plastics.
- 4.3.2 Demonstrate drilling methods of metals and plastics.
- 4.3.3 Demonstrate grinding methods of metals.
- 4.3.4 Demonstrate finishing methods of metals and plastics.

Performance Standard 4.4: Identify Fasteners

- 4.4.1 Identify various fastening methods (e.g., rivets, welds, adhesive, screws, seams).
- 4.4.2 Categorize fastening methods by appropriate applications.
- 4.4.3 Demonstrate fastening methods on various materials.

CONTENT STANDARD 5.0: APPLY FUNDAMENTAL ELECTRONIC AND INSTRUMENTATION PRINCIPLES

Performance Standard 5.1: Demonstrate Control Technology and Automation Principles

- 5.1.1 Research the history and fundamentals of automation and control systems.
- 5.1.2 Identify applications of control logic.
- 5.1.3 Distinguish programmable controllers and PLC components and their functions.
- 5.1.4 Interpret programming diagrams.
- 5.1.5 Program ladder logic statements to perform a specific task.

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CONTENT STANDARD 6.0: MACHINING

Performance Standard 6.1: Manual Machining

- 6.1.1 Hand sharpen cutting tools.
- 6.1.2 Perform maintenance on machines and tools.
- 6.1.3 Deburr workpieces.
- 6.1.4 Set up and operate power saws.
- 6.1.5 Set up and operate grinders.
- 6.1.6 Set up and operate lathes including tool and parts setups.
- 6.1.7 Set up and operate milling machines including tool and parts setups.
- 6.1.8 Use appropriate inspection gages.

Performance Standard 6.2: CNC Machining

- 6.2.1 Demonstrate an understanding of the control interface.
- 6.2.2 Demonstrate knowledge and the ability to properly mount stock.
- 6.2.3 Demonstrate a thorough understanding of tooling.
- 6.2.4 Demonstrate the ability to properly select an NC (numeric code) program.
- 6.2.5 Demonstrate the ability to verify and dry run the program.
- 6.2.6 Demonstrate the ability run the NC program.
- 6.2.7 Demonstrate an understanding of NC programming.
- 6.2.8 Demonstrate an understanding of coordinate systems.
- 6.2.9 Demonstrate the ability to develop an NC program.
- 6.2.10 Demonstrate the ability to edit an NC program.

CONTENT STANDARD 7.0: ADDITIVE (3D) PRINTING

Performance Standard 7.1: Operation

- 7.1.1 Set up and operate a 3D printer.
- 7.1.2 Recognize design considerations.

CONTENT STANDARD 8.0: ROBOTICS AND MATERIALS HANDLING SYSTEMS

Performance standard 8.1: Process Automation

- 8.1.1 Demonstrate the knowledge of robotics and material handling equipment.
- 8.1.2 Discuss conveyors, robotic arms, material handlers, pick-and-place technology.

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CONTENT STANDARD 1.0: IDENTIFY AND UTILIZE SAFETY PROCEDURES AND PROPER TOOLS

Performance Standard 1.1: Demonstrate Safety Rules and Sanitation Procedures

- 1.1.1 Describe general safety rules and sanitation procedures (i.e., safety test).
- 1.1.2 Utilize personal/professional hygiene practices.
- 1.1.3 Classify infectious and contagious diseases.
- 1.1.4 Demonstrate workplace sanitation and safety practices (i.e., work area, implements, equipment, and blood spills).

Performance Standard 1.2: Identify and Utilize Proper Tools, Implements, and Equipment

- 1.2.1 Identify tools, implements, and equipment and their appropriate usage.
- 1.2.2 Identify the proper techniques when using tools, implements, and equipment.
- 1.2.3 Identify proper sanitation, storage, and maintenance of tools, implements, and equipment.

CONTENT STANDARD 2.0: DEMONSTRATE PROFESSIONAL BEHAVIORS

Performance Standard 2.1: Demonstrate Professional Communication Skills

- 2.1.1 Demonstrate a client consultation/needs assessment.
- 2.1.2 Demonstrate customer service skills by addressing the customer using professional etiquette.
- 2.1.3 Demonstrate effective listening skills.
- 2.1.4 Prepare and maintain client records for the various cosmetology services.
- 2.1.5 Demonstrate resolution strategies when dealing with a dissatisfied client or peer issues.

Performance Standard 2.2: Apply and Utilize Professional Image

- 2.2.1 Identify professional attire versus personal dress.
- 2.2.2 Discuss the importance of personal hygiene in the workplace.
- 2.2.3 Understand cultural diversity and its effect in the workplace.

Performance Standard 2.3: Practice Life Skills

- 2.3.1 Demonstrate effective reading, writing, and math skills.
- 2.3.2 Explain the importance of time management.
- 2.3.3 Research the career paths and employability options in the cosmetology profession.
- 2.3.4 Understand the importance of workplace habits.

CONTENT STANDARD 3.0: ASSESS HAIR AND SCALP CARE

Performance Standard 3.1: Analyze Hair and Scalp

- 3.1.1 Illustrate and explain the structure of hair.
- 3.1.2 List and describe the structures of the hair root and scalp.
- 3.1.3 Identify and describe hair growth and hair loss.
- 3.1.4 Identify disorders of the hair and scalp using visual media.
- 3.1.5 Explain the chemical composition of hair.

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- 3.1.6 Demonstrate knowledge of texture, density, porosity, and elasticity.

Performance Standard 3.2: Explain Shampooing and Conditioning

- 3.2.1 Apply the proper client draping for a shampoo and conditioning treatment.
3.2.2 Distinguish the correct shampoo and conditioner for different hair and scalp types.
3.2.3 Explain the proper technique of shampooing and conditioning.

CONTENT STANDARD 4.0: IDENTIFY PRINCIPLES OF HAIR DESIGN

Performance Standard 4.1: Demonstrating Styling Techniques

- 4.1.1 Explain the principals of hair design and their importance in creating hairstyles (i.e., proportion, balance, rhythm, emphasis, and harmony).
4.1.2 Describe the principle parts of a pin curl and roller placement.
4.1.3 Create pin curls and roller sets by using proper bases.
4.1.4 Demonstrate various blow dry styling techniques on a variety of hair types and textures.
4.1.5 Demonstrate the safe and proper use of thermal curling irons.
4.1.6 Explain the various types of styling products and describe the results obtained from their use.
4.1.7 Demonstrate various braiding techniques using all safety precautions.
4.1.8 Explain the difference between wet, thermal, or dry natural hair styling.

CONTENT STANDARD 5.0: UNDERSTAND THE BASICS OF HAIRCUTTING

Performance Standard 5.1: Demonstrate a Haircut

- 5.1.1 Create a solid form haircut.
5.1.2 Distinguish angles, elevations, and guidelines when performing a haircut.

CONTENT STANDARD 6.0: IDENTIFY BASIC CHEMISTRY AND ELECTRICITY USES

Performance Standard 6.1: Apply Basic Principles of Chemistry and Electricity

- 6.1.1 Illustrate the pH scale.
6.1.2 Identify electrical equipment, appropriate usage, and safety precautions.

CONTENT STANDARD 7.0: IDENTIFY AND UTILIZE CHEMICAL SERVICES

Performance Standard 7.1: Demonstrate Hair Coloring Techniques

- 7.1.1 List the reasons why clients color their hair.
7.1.2 Analyze the color wheel and its relationship to color formulation.
7.1.3 Identify the levels of color and color tones.
7.1.4 List and describe the different categories of hair color and their uses.
7.1.5 Define a patch test.
7.1.6 Demonstrate a virgin single process color.
7.1.7 Demonstrate a retouch color application.
7.1.8 Demonstrate basic foil techniques.

CONTENT STANDARD 8.0: IDENTIFY CHEMICAL TEXTURE SERVICES

Performance Standard 8.1: Demonstrate Chemical Texture Services

- 8.1.1 Utilize the appropriate types of materials and tools needed for chemical texture services.

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- 8.1.2 Describe the chemical actions that occur during permanent waving.
- 8.1.3 Identify the different types of permanent waving solutions and their uses.
- 8.1.4 Duplicate sectioning and rod placement patterns.
- 8.1.5 Select, formulate, and demonstrate a permanent wave with water solution.

CONTENT STANDARD 9.0: DEMONSTRATE A BASIC MANICURE

Performance Standard 9.1: Practice Manicuring

- 9.1.1 Describe the structure and composition of the nail and how the nail grows.
- 9.1.2 Identify the appropriate products and tools used in a basic manicure.
- 9.1.3 Demonstrate the setup of a manicure table following all safety and sanitation requirements.
- 9.1.4 Analyze the hands and nails for a manicure procedure.

CONTENT STANDARD 10.0: ANALYZE MAKEUP TECHNIQUES

Performance Standard 10.1: Demonstrate Makeup Application

- 10.1.1 Assess skin color and apply cosmetics based on color theory.
- 10.1.2 Demonstrate cosmetic applications for daytime, evening, and special occasions.
- 10.1.3 Describe sanitation precautions for makeup tools.

CONTENT STANDARD 11.0: EXPLORE SALON SKILLS

Performance Standard 11.1: Workplace Readiness

- 11.1.1 Create a resume.
- 11.1.2 Create and organize a portfolio.
- 11.1.3 Observe a licensed cosmetologist, investigate professional practices, and report data.
- 11.1.4 Critique information found in various resources regarding trends, products, and technology used in the cosmetology profession.

Performance Standard 11.2: Analyze Business Management/Operations

- 11.2.1 Create a business plan for opening a cosmetology establishment.
- 11.2.2 Demonstrate the importance of being engaged in the community.
- 11.2.3 Analyze the importance of building and maintaining a clientele.
- 11.2.4 Critique the importance of retail sales to the financial stability of a salon.
- 11.2.5 Develop short and long term goals for professional and personal success.

Performance Standard 11.3: Research Rules, Laws, and State Board Testing Requirements

- 11.3.1 Research the components on the National Interstate Council of State Boards of Cosmetology practical exam rubric.
- 11.3.2 Research the requirements of the Idaho State Board of Cosmetology written licensure exam and practical exam.

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CONTENT STANDARD 1.0: RELATE ACADEMIC FOUNDATIONS TO ACHIEVE SKILL REQUIREMENT

Performance Standard 1.1: Apply Concepts of Language Arts Knowledge

- 1.1.1 Model behaviors that demonstrate active listening.
- 1.1.2 Organize oral and written information.
- 1.1.3 Adapt language for audience, purpose, and situation.
- 1.1.4 Evaluate oral and written information for accuracy, expression, adequacy, clarity, and validity.
- 1.1.5 Articulate potential outcomes and/or solutions.
- 1.1.6 Present formal and informal speeches, as related to the hiring process and public relations.

Performance Standard 1.2: Apply Concepts of Mathematics Knowledge

- 1.2.1 Demonstrate use of whole numbers, decimals, and fractions.
- 1.2.2 Demonstrate knowledge of arithmetic operations.
- 1.2.3 Formulate data and measurements to solve a problem.
- 1.2.4 Analyze mathematical problem statements.
- 1.2.5 Construct charts/tables/graphs from functions and data.
- 1.2.6 Critique data when interpreting operational documents.

Performance Standard 1.3: Apply Concepts of Science Knowledge

- 1.3.1 Evaluate scientific constructs including conclusions, conflicting data, controls, sources of error and variables.
- 1.3.2 Apply scientific method in qualitative and quantitative analysis.
- 1.3.3 Recognize elements and their various states of matter.
- 1.3.4 Describe the fire tetrahedron.
- 1.3.5 Describe transmission of heat.
- 1.3.6 Explain various states of "fuel."
- 1.3.7 Outline the classification of fire – A,B,C,D,K.
- 1.3.8 Explain the phases of fire growth.
- 1.3.9 Describe factors that affect fire development.
- 1.3.10 Describe fire control theory.

CONTENT STANDARD 2.0: DEMONSTRATE THE USE OF COMMUNICATION

Performance Standard 2.1: Select and Employ Appropriate Reading and Communication Strategies

- 2.1.1 Identify the use of content, technical concepts and vocabulary for analyzing information.
- 2.1.2 Demonstrate the ability to read and fully comprehend a written document.
- 2.1.3 Interpret information, data and observations for application.
- 2.1.4 Transcribe information, data and apply information.
- 2.1.5 Communicate information to actual practice.

Performance Standard 2.2: Enhance Diversity to Enhance Skills

- 2.2.1 Apply factors and strategies for communicating with people in a diverse and cultural background.

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- 2.2.2 Demonstrate ability to communicate and resolve conflicts through various communication methods.

Performance Standard 2.3: Create Verbal and Nonverbal Behaviors

- 2.3.1 Interpret and utilize verbal behaviors when communicating with clients and coworkers.
- 2.3.2 Interpret and utilize nonverbal behaviors when communicating with the public.
- 2.3.3 Respond with restatement and clarification techniques.
- 2.3.4 Exhibit public relations skill.

CONTENT STANDARD 3.0: DEMONSTRATE PROBLEM SOLVING AND CRITICAL THINKING

Performance Standard 3.1: Utilize Thinking Skills Independently and As a Team

- 3.1.1 Identify common tasks that require problem solving.
- 3.1.2 Analyze elements of a problem to develop solutions.
- 3.1.3 Identify alternatives using problem solving and critical thinking skills.

Performance Standard 3.2: Employ Interpersonal Skills to Resolve Conflicts

- 3.2.1 Analyze situations and behaviors that affect conflict management.
- 3.2.2 Determine outcomes and options.
- 3.2.3 Identify and implement the various stress management techniques.

Performance Standard 3.3: Monitor Workplace Performance Goals

- 3.3.1 Develop realistic performance goals, objectives and action plans.
- 3.3.2 Synthesize goals and adjust as necessary.
- 3.3.3 Recognize achievement and use appropriate rewards in the workplace.

Performance Standard 3.4: Conduct Technical Research

- 3.4.1 Demonstrate various methods of gathering information for the audience.
- 3.4.2 Gather technical information using a variety of resources to solve a problem.
- 3.4.3 Evaluate information and data to prove the value of research through documentation.

CONTENT STANDARD 4.0: USE OF INFORMATION TECHNOLOGY TOOLS

Performance Standard 4.1: Differentiate Between Various Electronic Tasks

- 4.1.1 Use personal information applications to increase workplace efficiency.
- 4.1.2 Apply technological tools to expedite workflow.
- 4.1.3 Operate electronic mail application to communicate.
- 4.1.4 Critique internet applications to perform workplace tasks.
- 4.1.5 Differentiate writing and publishing applications to prepare departmental communications.

Performance Standard 4.2: Organize and Manipulate Tasks

- 4.2.1 Create computer based applications.
- 4.2.2 Access support as needed to maintain operations.
- 4.2.3 Manage and compress files for efficiency.
- 4.2.4 Facilitate group work through delegation and management.
- 4.2.5 Manage interrelated data elements.
- 4.2.6 Perform calculations and analyses using spreadsheets.

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CONTENT STANDARD 5.0: IDENTIFY KEY ORGANIZATIONAL SYSTEMS

Performance Standard 5.1: Describe the Scope of Departmental Organizations

- 5.1.1 Differentiate the types and functions of the different organizations in the fire service industry.
- 5.1.2 Explain the interactions between the different organizations in the fire service industry.
- 5.1.3 Explain the history of the fire service industry.
- 5.1.4 Describe the fire service industries mission, organizational structure including chain of command, apparatus, crews, and duties.
- 5.1.5 Identify career tracks within the fire service industry.
- 5.1.6 Complete Incident Command System (ICS) and the National Incident Management System (NIMS) 100, 200, 700 and 800.

Performance Standard 5.2: Implement Quality Control Systems and Practices

- 5.2.1 Implement quality control standards and practices.
- 5.2.2 Use national and statewide standards for quality control.

CONTENT STANDARD 6.0: UNDERSTAND THE IMPORTANCE OF HEALTH, SAFETY AND THE ENVIRONMENT

Performance Standard 6.1: Implement Personal and Departmental Safety Regulations

- 6.1.1 Assess workplace conditions with regard to safety and health.
- 6.1.2 Identify safety hazards.
- 6.1.3 Select appropriate personal protective equipment.
- 6.1.4 Employ safety hierarchy and communication systems.
- 6.1.5 Implement safety precautions to maintain safe workplace.
- 6.1.6 Meet industry health and fitness qualifications and standards.
- 6.1.7 Demonstrate the care of personal protective equipment (PPE).
- 6.1.8 Demonstrate donning and doffing of personal protective equipment within one minute.
- 6.1.9 Identify the components of a self-contained breathing apparatus (SCBA).
- 6.1.10 Describe respiratory hazards as well as when SCBA shall be "used" in an immediately dangerous to life or health atmosphere (IDLH).
- 6.1.11 Practice donning and doffing SCBA within one minute.
- 6.1.12 Explain principles of air management consistent with NFPA 1404.
- 6.1.13 Demonstrate replacement of SCBA air cylinders.

Performance Standard 6.2: Employee Rights and Responsibilities

- 6.2.1 Identify rules, laws and governing bodies designed to promote safety and health.
- 6.2.2 Understand rationale for laws, regulations and rules as it applies to the fire service industry.

Performance Standard 6.3: Employ Emergency Procedures and Disaster Response Plans

- 6.3.1 Complete an EMR (Emergency Medical Responder) program of First Aid and CPR training that meets the requirements of the American Heart Association (AHA).

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- 6.3.2 Create a safety equipment training plan.
- 6.3.3 Assess emergency and/or disaster situations.
- 6.3.4 Design an emergency or disaster plan.
- 6.3.5 Describe fire extinguisher rating systems.
- 6.3.6 Use a portable fire extinguisher safely; pull, aim, squeeze and sweep (PASS) method of application.
- 6.3.7 Explain how to inspect a portable fire extinguisher.
- 6.3.8 Complete and understand a hazardous material operations course.

CONTENT STANDARD 7.0: UNDERSTAND THE IMPORTANCE OF ETHICS AND LEGAL RESPONSIBILITIES

Performance Standard 7.1: Apply Ethical Reasoning to Workplace Situations

- 7.1.1 Understand legal responsibilities and employer policies.
- 7.1.2 Identify personal and long-term workplace consequences for unethical behaviors.
- 7.1.3 Create a plan to deal with legal and ethical considerations.

Performance Standard 7.2: Interpret Written Agency Policies and Procedures

- 7.2.1 Demonstrate understanding of departmental policies and procedures.
- 7.2.2 Discuss the effect of policies and procedures on a specific work situation.
- 7.2.3 Demonstrate understanding of standard operating procedures for a department or agency.
- 7.2.4 Compare annual firefighter injuries and fatalities data for potential policy and procedural changes.
- 7.2.5 Identify safety standards related to fire services, such as National Fire Protection Association (NFPA) 1500 and Occupational Safety and Health Administration (OSHA).

CONTENT STANDARD 8.0: DEMONSTRATE FIRE SUPPRESSION TACTICS AND EQUIPMENT

Performance Standard 8.1: Employ Water Supply Theory

- 8.1.1 Describe and perform sources of water supplies and water theory.
- 8.1.2 Explain different means of moving water, including friction loss, appliances and fire service hose.
- 8.1.3 Describe fire hose damage and perform general care.
- 8.1.4 Describe suppressing class A, B, C, D, and K fires.

Performance Standard 8.2: Understand Concepts of Company Operations

- 8.2.1 Describe in order tactical priorities.
- 8.2.2 Describe and demonstrate engine, ladder and rescue company functions on fires.
- 8.2.3 Describe and demonstrate the reasons for fire ground ventilation.
- 8.2.4 Define and perform the proper procedures and care for fire service ground ladders.
- 8.2.5 Describe the reasons and types of forcible entry.
- 8.2.6 Describe the reasons and types of salvage operations.

Performance Standard 8.3: Apply Concepts of Additional Tactics and Techniques

- 8.3.1 Complete National Wildfire Coordination Group (NWCG), S130, S190, L180 or equivalent (wildland firefighting).

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- 8.3.2 Describe reasons and procedures for vehicle extrication.
- 8.3.3 Apply to concepts of live fire training (when possible).
- 8.3.4 Understand the context of Technical Rescue Awareness class per Idaho State Fire Marshall.
- 8.3.5 Meet requirements to sign off as completed from the Firefighter Manipulative Skills Manual.

Performance Standard 8.4: Applied Concepts and Methods of Fire Prevention

- 8.4.1 Understand and demonstrate best practices in the inspection process.
- 8.4.2 Understand and demonstrate best practices in public fire instruction.
- 8.4.3 Understand how scientific methods apply to fire investigation through NFPA 3.1.
- 8.4.4 Apply methods and concepts of fire prevention.

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CONTENT STANDARD 1.0: FUNDAMENTAL MACHINING SKILLS

Performance Standard 1.1: Comply with Safe and Efficient Work Practices

- 1.1.1 Describe general shop safety rules and procedures (i.e., safety test).
- 1.1.2 Describe OSHA in workplace safety.
- 1.1.3 Comply with the required use of safety glasses, ear protection, gloves, and shoes during lab/shop activities (i.e., personal protection equipment – PPE).
- 1.1.4 Operate lab equipment according to safety guidelines.
- 1.1.5 Identify and use proper lifting procedures and proper use of support equipment (i.e. rigging, chains, straps, cables).
- 1.1.6 Utilize proper ventilation procedures for working within the lab/shop area.
- 1.1.7 Identify marked safety areas.
- 1.1.8 Identify the location and the types of fire extinguishers and other fire safety equipment; demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment.
- 1.1.9 Identify the location and use of eye wash stations.
- 1.1.10 Identify the location of the posted evacuation routes.
- 1.1.11 Identify and wear appropriate clothing for lab/shop activities.
- 1.1.12 Secure hair and jewelry for lab/shop activities.
- 1.1.13 Demonstrate knowledge of the safety aspects of high voltage circuits.
- 1.1.14 Locate and interpret safety data sheets (SDS).
- 1.1.15 Perform housekeeping duties.
- 1.1.16 Follow verbal instructions to complete work assignments.
- 1.1.17 Follow written instructions to complete work assignments.
- 1.1.18 Demonstrate knowledge of safety by completing a written safety test.

Performance Standard 1.2: Maintain Immediate Work Area

- 1.2.1 Demonstrate proper shop safety rules and practices.
- 1.2.2 Properly dispose of scrap metal chips, shavings, oil, and coolant.
- 1.2.3 List shop operating rules and practices.
- 1.2.4 Demonstrate procedures to clean and maintain work areas affected by operations of work and shop areas.
- 1.2.5 Demonstrate safe working practices.

Performance Standard 1.3: Perform Job-Related Mathematical Calculations

- 1.3.1 Accurately perform job related decimal and fraction calculations.
- 1.3.2 Solve job-related problems using basic geometry.
- 1.3.3 Accurately measure a work piece and compare measurements with blueprint specifications.
- 1.3.4 Calculate the amount of material to be removed to obtain correct limits for secondary operations.
- 1.3.5 Solve job-related problems using mathematical handbooks, charts, and tables.
- 1.3.6 Convert measurements from English to metric and from metric to English units.

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- 1.3.7 Calculate machine speeds and feeds using appropriate formulas.

Performance Standard 1.4: Read, Interpret and Sketch Blueprints

- 1.4.1 Interpret line types.
- 1.4.2 Read and interpret title blocks.
- 1.4.3 Read and interpret change orders on working and assembly prints.
- 1.4.4 Read and interpret nomenclature.
- 1.4.5 Make shop sketches.
- 1.4.6 Read and interpret blueprints, including geometric dimensioning and tolerancing.
- 1.4.7 Determine and interpret reference information used in performing machining work.

Performance Standard 1.5: Demonstrate Proficiency in Machine Planning

- 1.5.1 Identify proper order of operations.
- 1.5.2 Identify proper machines.
- 1.5.3 Select proper work holding/fixtures.
- 1.5.4 Select proper tooling.

Performance Standard 1.6: Perform Measuring Operations

- 1.6.1 Read and measure with steel rules and calipers.
- 1.6.2 Read and measure with micrometers.
- 1.6.3 Read and measure with Vernier tools.
- 1.6.4 Read and measure with dial indicators.
- 1.6.5 Measure using a surface plate.
- 1.6.6 Read and interpret surface finish.

Performance Standard 1.7: Perform Maintenance on Machines and Tools

- 1.7.1 Inspect work areas to assure a safe working environment.
- 1.7.2 Lubricate equipment parts.
- 1.7.3 Clean and store hand tools, cutters, fixtures, jigs, and attachments.
- 1.7.4 Inspect and repair hand tools.
- 1.7.5 Inspect drive pulleys or belts.
- 1.7.6 Select lubricants for machining operations.
- 1.7.7 Inspect equipment for safe operational conditions.
- 1.7.8 Store grinding wheels and precision tools.

CONTENT STANDARD 2.0: PERFORM BENCH WORK SKILLS

Performance Standard 2.1: Identify proper hand tools, usage, and applications

- 2.1.1 Use proper hammer types.
- 2.1.2 Use proper punches, stamps, chisels.
- 2.1.3 Use proper assembly tools.

Performance Standard 2.2: Cut materials by using hand hacksaws

- 2.2.1 Explain the safety precautions/procedures for use of a hand hacksaw.
- 2.2.2 Determine teeth per inch on various hacksaw blades.
- 2.2.3 Describe the applications for saw blades with different ratios of tooth pitch.

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- 2.2.4 Demonstrate the correct method of sawing materials with a hand hacksaw.

Performance Standard 2.3: Cut threads using hand taps and dies

- 2.3.1 Explain safety precautions/procedures for threading with taps and dies.
2.3.2 Identify and explain the use of the three taps used for threading a blind hole.
2.3.3 Select cutting fluids.
2.3.4 Describe the procedure for cutting internal and external threads with a tap or die.
2.3.5 Explain the correct procedure to align a tap with the hole.

Performance Standard 2.4: Ream holes using hand reamers

- 2.4.1 Demonstrate the proper method of hand reaming holes using both adjustable and non-adjustable reamers.
2.4.2 Explain the types of lubricants and their applications to reaming.
2.4.3 Explain the correct drill sizes as they relate to the various sizes of reamers.

Performance Standard 2.5: Remove damaged screw and other hardware

- 2.5.1 Explain the safety precautions/procedures for using easy outs and tap extractors.
2.5.2 Explain the purpose of easy outs and tap extractors.
2.5.3 Determine the correct drill sizes used with various easy outs.
2.5.4 Determine the correct tap extractor for various taps.
2.5.5 Remove damaged screws.

Performance Standard 2.6: Setup and use Arbor Press Broaches

- 2.6.1 Determine proper broach size.
2.6.2 Explain why broaches have to shimmed.
2.6.3 Explain why lubricant is required.
2.6.4 Cut splines and keyways utilizing broaches, bushings, shims and arbor presses.

Performance Standard 2.7: Deburr Workpieces

- 2.7.1 Select proper deburring tool.
2.7.2 Demonstrate how to properly hold deburring tool and machinist scrapers.
2.7.3 Demonstrate how to sharpen machinist scrapers.
2.7.4 Deburr work pieces to required tolerances.

CONTENT STANDARD 3.0: SETUP AND OPERATE POWER SAWS

Performance Standard 3.1: Comply with Safe and Efficient Work Practices

- 3.1.1 Explain what could be the possible injuries resulting from improper safety precautions.
3.1.2 Identify hazardous components of saws.
3.1.3 Demonstrate knowledge of safety by completing a written safety test.

Performance Standard 3.2: Remove and Replace Saw Blades

- 3.2.1 Explain why the teeth of the blade must point in the correct direction for each type of machine.
3.2.2 Explain why the blades of reciprocating saws must be elevated a certain distance above the work piece before starting the machine.
3.2.3 Describe the procedures for replacing saw blades.

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- 3.2.4 Replace blades in hand and reciprocating saws.

Performance Standard 3.3: Select Appropriate Blades to Perform given Sawing Operations

- 3.3.1 Explain how the width of the blade and radius desired in contour cutting have a direct effect on each other.
- 3.3.2 Explain how the number of teeth per inch and the thickness of the work piece affect each other.
- 3.3.3 Describe a bi-metal saw blade for a reciprocating type machine.

Performance Standard 3.4: Select and Set Speeds for Sawing Operations

- 3.4.1 Select the correct cutting speed for specific material.
- 3.4.2 Explain how coolant can affect speeds and feeds.

Performance Standard 3.5: Measure and Cut off Materials using Power Saws

- 3.5.1 Explain the safety precautions/procedures before operating power saws.
- 3.5.2 Determine the proper amount of material that must be left on a work piece for machining.
- 3.5.3 Describe procedure and cut material to layout or scribed line.

Performance Standard 3.6: Cut and Weld Band Saw Blades

- 3.6.1 Perform proper saw blade welding operation.
- 3.6.2 Describe the procedures for measuring and cutting saw blades to length.
- 3.6.3 Explain the reasons for annealing the saw blade after the welding operation.
- 3.6.4 Describe the procedures for grinding a saw blade before installation.
- 3.6.5 Describe the procedure for selecting the proper guides.

Performance Standard 3.7: Setup and Operate Saws for Angular Cutting

- 3.7.1 Explain the reasons for cutting as close to the layout lines as possible.
- 3.7.2 Explain the reason for cutting angles on a band saw as opposed to using other machines.
- 3.7.3 Set up a saw for angular cutting.
- 3.7.4 Perform an angular cut on a work piece.

CONTENT STANDARD 4.0: SETUP AND OPERATE PEDESTAL GRINDERS

Performance Standard 4.1: Comply with Safe and Efficient Work Practices

- 4.1.1 Demonstrate the operation of pedestal grinders' safety devices.
- 4.1.2 Demonstrate knowledge of safety by completing a written safety test.

Performance Standard 4.2: Identify Parts of the Pedestal Grinder and Know Their Function

- 4.2.1 Identify types of pedestal grinders.
- 4.2.2 Identify major parts and their functions.

Performance Standard 4.3: Select Appropriate Grinding Types

- 4.3.1 Understanding and selecting proper wheel type.

Performance Standard 4.4: Mount Grinding Wheels

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- 4.4.1 Explain how to determine if a wheel is cracked before mounting.
- 4.4.2 Explain the importance of cleanliness when mounting wheel.
- 4.4.3 Explain the importance of the blotters on the wheel.
- 4.4.4 Explain the reasons for the manufacturer printing the operating speed on grinding wheels.
- 4.4.5 Explain the safety precautions in regard to the diameter of the flanges in relationship to the diameter of the wheel.
- 4.4.6 Explain procedure to determine how tight the wheel flanges should be.
- 4.4.7 Dress wheel and adjust wheel guard and tool rest.

Performance Standard 4.5: Setup Tool Rests

- 4.5.1 Explain the purpose of the tool rest.
- 4.5.2 Demonstrate the proper procedure required for adjusting tool rest.

Performance Standard 4.6: Dress Grinding Wheel

- 4.6.1 Identify the different types of wheel dressers.
- 4.6.2 Demonstrate the procedure for dressing and truing a grinding wheel.

CONTENT STANDARD 5.0: Hand-Sharpen Cutting Tools

Performance Standard 5.1: Comply with Safe and Efficient Work Practice

- 5.1.1 Demonstrate knowledge of safety by completing a written safety test.

Performance Standard 5.2: Grind High Speed Tool Bits

- 5.2.1 Understand selection of the proper grinding wheel.
- 5.2.2 Identify and properly grind the appropriate clearances, i.e. rake, relief and radius.

Performance Standard 5.3: Grind Brazed Carbide Tool Bits

- 5.3.1 Understand selection of the proper grinding wheel.
- 5.3.2 Identify and properly grind the appropriate clearances, i.e. rake, relief and radius.

Performance Standard 5.4: Grind Drill Bits

- 5.4.1 Identify the parts of the drill bit.
- 5.4.2 Describe the amount of lip clearance a drill must have to perform correctly.
- 5.4.3 Explain why a drill bit must have the same lip angle and length.
- 5.4.4 Discuss why different drill point angles are ground for different materials.
- 5.4.5 Describe and demonstrate the procedures for hand sharpening a drill bit.
- 5.4.6 Describe the procedure for correcting a thick web on a drill bit.

CONTENT STANDARD 6.0: SETUP AND OPERATE LATHES

Performance Standard 6.1: Comply with Safe and Efficient Work Practices

- 6.1.1 Explain the need for safety glasses.
- 6.1.2 Explain the hazards of chip handling.
- 6.1.3 Explain the set up hazards.
- 6.1.4 Explain the chuck removal and installation hazards.
- 6.1.5 Explain the hazards of work piece burrs.
- 6.1.6 Explain the proper housekeeping and tool hazards.

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6.1.7 Demonstrate the knowledge of safety by completing a written safety test.

Performance Standard 6.2: Identify the Parts of the Lathe

6.2.1 Explain the major parts of the lathe and their functions.

Performance Standard 6.3: Set up an Engine Lathe

6.3.1 Explain the relevant safety precautions/procedures for mounting/removing chucks on lathes.

6.3.2 Explain how to operate a lathe.

6.3.3 Demonstrate the correct selection, installation, and use of work holding devices.

Performance Standard 6.4: Secure Tools, Tool Holders, and Fixture or Attachments

6.4.1 Describe the proper selection of tool holding devices.

6.4.2 Describe the use of tool holders, fixtures and attachments.

6.4.3 Describe the mounting of tool bits.

Performance Standard 6.5: Select and Set Feeds and Speeds

6.5.1 Locate, speed and feed chart on each machine.

6.5.2 List spindle speed formula and calculate appropriate RPM.

6.5.3 Demonstrate correct speed and feed application.

Performance Standard 6.6: Setup Lathes and Face Work Pieces Held in Chucks

6.6.1 Describe the uses of carbide, high speed, and cutting tools as applied to facing operations.

6.6.2 Calculate cutting speeds and feeds for facing operations.

6.6.3 Describe the procedures for facing.

6.6.4 Select the correct cutting fluids for facing.

6.6.5 Face a work piece to specifications.

Performance Standard 6.7: Rough-Cut and Finish-Cut with Lathes

6.7.1 Calculate the correct speeds and feeds for the appropriate operation.

6.7.2 Explain tool position and tool geometry (angles).

6.7.3 Define and make trial cuts.

6.7.4 Using appropriate measuring tools, measure work piece.

6.7.5 Perform required rough and finish cuts to specifications.

Performance Standard 6.8: Perform Lathe Deburring Operations

6.8.1 Identify and demonstrate proper selection and use of deburring tools.

6.8.2 Calculate the correct speeds for deburring operation.

6.8.3 Explain grit size of abrasive clothes.

6.8.4 File, polish and deburr a work piece.

6.8.5 Explain the use of appropriate inspection gages.

Performance Standard 6.9: Align Lathe Centers using Accurate Methods

6.9.1 Describe the geometry of alignment of centers.

6.9.2 Align centers using the point to point method.

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6.9.3 Align centers using a precision ground centered shaft.

6.9.4 Align centers using the cut and measuring method.

Performance Standard 6.10: Drill with Lathes

6.10.1 Describe the procedures for drilling on a lathe.

6.10.2 Calculate speeds for drilling operations.

6.10.3 Select the correct cutting fluids for drilling operations.

6.10.4 Drill a hole in a work piece.

Performance Standard 6.11: Countersink Holes with Lathes

6.11.1 Describe the procedures for countersinking holes on a lathe.

6.11.2 Calculate speeds for countersinking operations.

6.11.3 Select the correct cutting fluid for countersinking operations.

6.11.4 Countersink a hole in a work piece.

6.11.5 Explain the use of appropriate inspection gages.

Performance Standard 6.12: Ream Holes with Lathes

6.12.1 Describe the procedures for reaming a hole on a lathe.

6.12.2 Calculate speeds for reaming a hole.

6.12.3 Select the correct cutting fluid for reaming operations.

6.12.4 Ream a hole in a work piece.

Performance Standard 6.13: Tap Threads with Lathes

6.13.1 Select the proper tap for the operation.

6.13.2 Determine tap drill size using the charts and formulas.

6.13.3 Describe the procedures for tapping threads with a lathe.

6.13.4 Calculate speeds for tapping operations.

6.13.5 Select the correct cutting fluid for tapping operations.

6.13.6 Tap a hole in a work piece.

6.13.7 Explain the use of appropriate inspection gages.

Performance Standard 6.14: Counter Bore Holes with Lathes

6.14.1 Describe the procedures for counter boring on a lathe.

6.14.2 Calculate speeds for counter boring operations.

6.14.3 Select the correct cutting fluid for counter boring operations.

6.14.4 Counter bore a hole in a work piece.

6.14.5 Explain the use of appropriate inspection gages.

Performance Standard 6.15: Bore Holes with Lathes

6.15.1 Describe the procedures for boring holes.

6.15.2 Select the correct tool and tool holder for boring holes.

6.15.3 Calculate speeds and feeds for boring operations on lathes.

6.15.4 Select the correct cutting fluids for boring.

6.15.5 Bore a hole in a work piece.

Performance Standard 6.16: Knurl Parts with Lathes

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- 6.16.1 Describe the procedures for knurling.
- 6.16.2 Select the correct tool and tool holder for knurling.
- 6.16.3 Calculate speeds and feeds for knurling.
- 6.16.4 Select the correct cutting fluids for knurling.
- 6.16.5 Knurl a work piece.
- 6.16.6 Explain the use of inspection gages.

Performance Standard 6.17: Cut External Threads with Lathes

- 6.17.1 Describe the procedures for cutting external threads.
- 6.17.2 Explain the formulas used in the three wire system for measuring external threads.
- 6.17.3 Select appropriate speeds for cutting external threads.
- 6.17.4 Select the correct cutting fluid for threading operations.
- 6.17.5 Calculate thread depth.
- 6.17.6 Calculate total in feed of compound.
- 6.17.7 Determine depth per pass.
- 6.17.8 Determine compound off-set angle (right or left hand threads).
- 6.17.9 Cut external threads on a work piece.
- 6.17.10 Explain the use of inspection gages.

Performance Standard 6.18: Chase Threads with Lathes

- 6.18.1 Describe the procedures for chasing threads.
- 6.18.2 Select appropriate speeds for chasing external threads.
- 6.18.3 Select the correct cutting fluid for threading operations.
- 6.18.4 Determine depth per pass.
- 6.18.5 Determine compound off-set angle (right or left hand threads).
- 6.18.6 Chase threads on a work piece.

Performance Standard 6.19: Cut Internal Threads with Lathes

- 6.19.1 Describe the procedures for cutting internal threads.
- 6.19.2 Explain the use of appropriate inspection gages.
- 6.19.3 Select the appropriate speeds for cutting internal threads.
- 6.19.4 Select the correct cutting fluid for threading operations.
- 6.19.5 Calculate thread depth.
- 6.19.6 Calculate total in feed of compound.
- 6.19.7 Determine depth per pass.
- 6.19.8 Determine compound off-set angle (right or left hand threads).
- 6.19.9 Cut external threads on a work piece.

Performance Standard 6.20: SetUp and Perform Taper Turning with Taper Attachments

- 6.20.1 Explain the use of taper attachments.
- 6.20.2 Describe the procedures for cutting external tapers.
- 6.20.3 Calculate speeds and feeds for external tapering operations.

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- 6.20.4 Explain how to inspect a taper.
- 6.20.5 Select the correct cutting fluids for external tapering operations.
- 6.20.6 Turn an external taper on a work piece.
- 6.20.7 Explain the use of appropriate inspection gages.

Performance Standard 6.21: Setup and Perform Taper Turning with Compound Rest

- 6.21.1 Explain the procedure for cutting a taper utilizing the compound rest.
- 6.21.2 Calculate speed for taper turning.
- 6.21.3 Explain how to inspect a taper.
- 6.21.4 Select the correct cutting fluids for taper turning operations.
- 6.21.5 Turn a taper on a work piece.
- 6.21.6 Explain the use of appropriate inspection gages.

Performance Standard 6.22: Perform Contour, Angular, or Radius Cuts with Lathes

- 6.22.1 Describe the procedures for angular concave or contour cuts with lathes.
- 6.22.2 Explain the proper use of radius gages.
- 6.22.3 Calculate speeds for free hand forming operations.
- 6.22.4 Describe the procedures for free hand forming concave and convex radii.
- 6.22.5 Select the correct cutting fluids.
- 6.22.6 Cut contour, concave and angular surfaces on a work piece.
- 6.22.7 Explain the use of appropriate inspection gages.

Performance Standard 6.23: Setup and use Follower and Steady-Rests

- 6.23.1 Describe the use of follower rests and steady-rests.
- 6.23.2 Install steady rest or follower rest and adjust to part.
- 6.23.3 Turn work to size with proper follow and steady rest setup.
- 6.23.4 Face and center drill part using steady-rest.
- 6.23.5 Explain the use of appropriate inspection gages.

Performance Standard 6.24: Set up Face Plates and Lathe Dogs

- 6.24.1 Describe the procedure to install work using a face plate and lathe dog.
- 6.24.2 Describe the use of the face plate and the importance of counter-balancing the work piece.
- 6.24.3 Describe the procedure for clamping and aligning part to face plate.

CONTENT STANDARD 7.0: SETUP AND OPERATE MILLING MACHINES

Performance Standard 7.1: Comply with Safe and Efficient Work Practices

- 7.1.1 Describe general shop safety rules and procedures (i.e. safety test).
- 7.1.2 Describe OSHA in workplace safety.
- 7.1.3 Comply with the required use of safety glasses, ear protection, gloves, and shoes during lab/shop activities (i.e., personal protection equipment (PPE))
- 7.1.4 Operate lab equipment according to safety guidelines.

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- 7.1.5 Identify and use proper lifting procedures and proper use of support equipment (.e.e rigging, chains, straps, cables).
- 7.1.6 Utilize proper ventilation procedures for working within the lab/shop area.
- 7.1.7 Identify marked safety areas.
- 7.1.8 Identify the location and the types of fire extinguishers and other fire safety equipment; demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment.
- 7.1.9 Identify the location and use of eye wash stations.
- 7.1.10 Identify the location of the posted evacuation routes.
- 7.1.11 Identify and wear appropriate clothing for lab/shop activities.
- 7.1.12 Secure hair and jewelry for lab/shop activities.
- 7.1.13 Demonstrate knowledge of the safety aspects of high voltage circuits.
- 7.1.14 Locate and interpret safety data sheets (SDS).
- 7.1.15 Perform housekeeping duties.
- 7.1.16 Follow verbal instructions to complete work assignments.
- 7.1.17 Follow written instructions to complete work assignments.
- 7.1.18 Demonstrate knowledge of safety by completing a written safety test.

Performance Standard 7.2: Identify the Parts of the Horizontal and Vertical Milling Machines and Know their Functions

- 7.2.1 Describe the function of major parts.

Performance Standard 7.3: Lubricate Milling Machines

- 7.3.1 Explain the safety precautions/procedures for cleaning, lubricating and inspecting the milling machine.
- 7.3.2 Explain the reasons for performing routine cleaning, inspection, and lubrication of milling machines.
- 7.3.3 Determine the proper lubricants to be used for milling machines.
- 7.3.4 Explain the meaning of the terms (a) climb; (b) conventional milling.
- 7.3.5 Describe the procedures for cleaning, lubricating and inspecting the milling machine.
- 7.3.6 Lubricate a milling machine.

Performance Standard 7.4: True Up the Head and Align Milling Machine Fixtures

- 7.4.1 Explain the safety precautions/procedures in alignment of heads.
- 7.4.2 Explain the operation of a swivel head on a mill.
- 7.4.3 Explain the use of dial indicator for aligning swivel heads.
- 7.4.4 Align a vise on a milling table.
- 7.4.5 Align a head of a milling machine.

Performance Standard 7.5: Select and set Feeds and Speeds for Milling Work

- 7.5.1 List the correct cutting speed and feed for various materials.
- 7.5.2 Set correct feeds and speeds on a milling machine for various materials.

Performance Standard 7.6: Square Up Work Pieces with a Table Vise

- 7.6.1 Calculate the correct speeds and feed for various cutters.

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7.6.2 Describe the procedures for setting-up and machining a work piece parallel and square.

7.6.3 Identify the correct cutting fluids for milling.

Performance Standard 7.7: Perform End Milling

7.7.1 Calculate proper speeds, feeds and depth of cut with end milling.

7.7.2 Describe the procedures for setting up and end milling a flat surface.

7.7.3 Identify the correct cutting fluids for milling.

7.7.4 End mill a flat surface.

Performance Standard 7.8: Perform Fly-Cutting Operations

7.8.1 Define surface roughness, waviness, lay and identify their symbols.

7.8.2 Explain the purpose of fly-cutters.

7.8.3 Calculate speeds, feeds, and determine depth of cut for fly-cutting surfaces.

7.8.4 Describe the procedures for fly-cutting surfaces.

7.8.5 Fly-cut a work piece surface to required tolerances.

Performance Standard 7.9: Drill Holes with a Milling Machine

7.9.1 Describe the procedures for using milling machine dials for accurate table positioning.

7.9.2 Calculate the amount of table movement for each position.

7.9.3 Describe the procedures for compensating for backlash out the lead screws.

7.9.4 Calculate the correct speed and feed.

7.9.5 Drill holes in a work piece to specified tolerances using a milling machine.

Performance Standard 7.10: Perform Reaming Operations

7.10.1 Explain the uses of centerdrills, drills, and reamers.

7.10.2 Calculate proper speeds and feeds for centerdrilling, drilling, and reaming operations.

7.10.3 Describe the procedures for centerdrilling, drilling, and reaming on a milling machine.

7.10.4 Identify the correct cutting fluids for centerdrilling, drilling and reaming.

7.10.5 Determine the proper drill size for reaming.

7.10.6 Ream a hole in a work piece holding required tolerances.

Performance Standard 7.11: Cut External Keyways

7.11.1 Calculating proper speeds, feeds, and depth of cut when milling keyseats.

7.11.2 Describe the procedures for setting up and milling keyseats.

7.11.3 Identify the correct cutting fluids for milling keyseats.

7.11.4 Determine keyway depth.

7.11.5 End mill a keyseat in a work piece holding required tolerances.

Performance Standard 7.12: Bore Holes with Milling Machines

7.12.1 Explain the procedures for accurately adjusting a boring head.

7.12.2 Calculate speeds and feeds for boring operations.

7.12.3 Describe the procedures for setting up and completing boring operations.

7.12.4 Identify the correct cutting fluids for boring and counterboring.

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- 7.12.5 Bore a hole in a work piece using a boring head on a milling machine to required tolerances.

Performance Standard 7.13: Perform Form Milling

- 7.13.1 Define the terms concave and convex as they pertain to milling cutters.
7.13.2 Calculate speeds, feeds, and depth of cut for milling cutter.
7.13.3 Describe the procedures for form milling.
7.13.4 Identify the correct cutting fluids.
7.13.5 Form mill a work piece to required tolerances.

Performance Standard 7.14: Perform Indexing Operations using a Dividing Head

- 7.14.1 Explain the calculations for the indexing head when performing differential indexing.
7.14.2 Explain the proper technique for assembling gears in gear train.
7.14.3 Define simple gearing and compound gearing.

Performance Standard 7.15: Setup and Operate Rotary Tables

- 7.15.1 Describe set up and clamping procedures for a rotary table.
7.15.2 List the applications for a rotary table.
7.15.3 Explain the procedures for avoiding backlash of rotary table and milling machine screws.
7.15.4 Calculate the correct speeds for machining outside radius.
7.15.5 Describe the procedure for milling outside radius using a rotary table.
7.15.6 Identify the correct cutting fluids.
7.15.7 Describe the procedures for centering spindle with rotary table.

Performance Standard 7.16: Perform Cutting-Off Operation

- 7.16.1 Explain how to calculate depths, speeds and feeds for slitting saws.
7.16.2 Explain how to set up work pieces with kickers to cut precision lengths.
7.16.3 Cut work pieces to precision lengths.
7.16.4 Slot various shapes of work pieces.

Performance Standard 7.17: Setup and Perform Slab Mill Operations

- 7.17.1 Explain the importance of maintaining a clean milling machine.
7.17.2 Describe procedures for mounting cutter and arbor in the milling machine.
7.17.3 Explain why the cutter should always be mounted on the arbor as close to the column of the milling machine as possible.
7.17.4 Describe the procedures for slab milling operations.
7.17.5 Identify the correct cutting fluid.
7.17.6 Explain the purpose of the applications for using climb milling and conventional milling.

Performance Standard 7.18: Use an Edge Finder and Wiggler

- 7.18.1 Explain the correct care and use of an edge finder or wiggler.
7.18.2 Describe the procedures for touching off with an edge finder and a wiggler.
7.18.3 Locate the center of a work piece after locating it with a wiggler or edge finder.

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Performance Standard 7.19: Position a Table

- 7.19.1 Describe the procedures for accurate table positioning.
- 7.19.2 Calculate the amount of table movement for each position.
- 7.19.3 Describe the procedures for keeping backlash out of lead screws.
- 7.19.4 Calculate the correct cutting speed and feed.
- 7.19.5 Describe the procedures for drilling equally spaced holes.
- 7.19.6 Drill equally spaced holes in a work piece.

Performance Standard 7.20: Setup and use a Sine Bar

- 7.20.1 Describe the care and use of parallels.
- 7.20.2 Describe the procedures for seating a part in a milling vise.
- 7.20.3 Set up and seat a work piece in a vise.

CONTENT STANDARD 8.0: SETUP AND OPERATE DRILL PRESSES

Performance Standard 8.1: Comply with Safe and Efficient Work Practices

- 8.1.1 Demonstrate knowledge of safety by completing a written safety test.

Performance Standard 8.2: Explain the Different Types of Drill Presses

- 8.2.1 Identify the parts of the drill press.
- 8.2.2 Demonstrate the procedure for adjusting the table height.
- 8.2.3 Calculate the RPM and feed for various size drills and materials.
- 8.2.4 Demonstrate the selection of the correct RPM settings and feed settings.
- 8.2.5 Explain the use of the drill chuck and Morse tapered spindle.
- 8.2.6 Explain the use of drill press work holding devices.

Performance Standard 8.3: Center Drill, Drill and Ream a Hole in a Work Piece

- 8.3.1 Describe the procedures for center drilling and drilling holes.
- 8.3.2 Describe the procedures for reaming holes.
- 8.3.3 Select the proper cutting fluids for drill press.
- 8.3.4 Center drill, drill, and ream a hole in a work piece to required tolerance.

Performance Standard 8.4: Counter Bore, Spot Face, and Countersink a Hole in a Workpiece

- 8.4.1 Explain the purpose of counter boring, spot facing, and countersinking a hole.
- 8.4.2 Describe the procedures for counter boring, counter sinking and spot facing holes.
- 8.4.3 Select the correct cutting fluids for counter boring, counter sinking, and spot facing.
- 8.4.4 Counter bore, spot face, and counter sink a hole in a work piece to required tolerance.

Performance Standard 8.5: Hand Tap a Hole in Work Piece

- 8.5.1 Describe the procedures for hand tapping a hole with a drill press to assure perpendicularity.

Performance Standard 8.6: Power Tap a Hole in Work Piece

- 8.6.1 Distinguish between power and hand taps.
- 8.6.2 Describe the procedures for machine tapping holes.
- 8.6.3 Select the proper accessory to perform a power tapping procedure

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- 8.6.4 Select the correct cutting fluids for power tapping
- 8.6.5 Power tap a hole in a work piece to required tolerance.

Performance Standard 8.7: Use Appropriate Inspection Gages

- 8.7.1 Explain the use of appropriate inspection gages.

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CONTENT STANDARD 1.0: IDENTIFY AND UTILIZE SAFETY PROCEDURES AND PROPER TOOLS

Performance Standard 1.1: General Lab Safety Rules and Procedures

- 1.1.1 Describe general shop safety rules and procedures (~~h~~e.g., safety test).
- 1.1.2 Utilize safe procedures for handling of tools and equipment.
- 1.1.3 Identify and use proper placement of floor jacks and jack stands.
- 1.1.4 Identify and use proper procedures for safe vehicle lift operation.
- 1.1.5 Utilize proper ventilation procedures for working within the lab/shop area.
- 1.1.6 Identify marked safety areas.
- 1.1.7 Identify the location and the types of fire extinguishers and other fire safety equipment.
- 1.1.8 Demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment.
- 1.1.9 Identify the location and use of ~~eye wash~~eyewash stations.
- 1.1.10 Identify the location of the posted evacuation routes.
- 1.1.11 Comply with the required use of PPE during lab/shop activities.
- 1.1.12 Identify and wear appropriate clothing for lab/shop activities.
- 1.1.13 Secure hair and jewelry for lab/shop activities.
- 1.1.14 Research safety aspects of supplemental restraint systems (SRS), electronic brake control systems, and hybrid vehicle high voltage circuits.
- 1.1.15 Research safety aspects of high voltage circuits (~~such as~~e.g., high intensity discharge (HID) lamps, ignition systems, ~~and~~ injection systems,~~etc.~~).
- 1.1.16 Locate and interpret safety data sheets (SDS).

Performance Standard 1.2: Identify and Utilize Proper Tools

- 1.2.1 Identify tools and their usage in automotive applications.
- 1.2.2 Identify standard and metric designation.
- 1.2.3 Demonstrate safe handling and use of appropriate tools.
- 1.2.4 Demonstrate proper cleaning, storage, and maintenance of tools and equipment.
- 1.2.5 Demonstrate proper use of precision measuring tools (~~h~~e.g., tram gauges, mil thickness gauge).

CONTENT STANDARD 2.0: INVESTIGATE INDUSTRY CAREERS

Performance Standard 2.1: Explore ~~careers~~Careers

- 2.1.1 Research the different career opportunities in the transportation career path.
- 2.1.2 Investigate new and emerging vehicle technologies and trends.

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CONTENT STANDARD 3.0: DEMONSTRATE DAMAGE ANALYSIS, ESTIMATING, AND CUSTOMER SERVICE SKILLS

Performance Standard 3.1: Identify Vehicle Construction and Parts

- 3.1.1 Identify type of vehicle construction (e.g., space frame, auto body, body-over-frame).
- 3.1.2 Recognize the different damage characteristics of space frame, uni-body, and body-over-frame vehicles.
- 3.1.3 Identify impact energy absorbing components.
- 3.1.4 Identify steel types; determine reparability.
- 3.1.5 Identify aluminum/magnesium components; determine reparability.
- 3.1.6 Identify plastic/composite components; determine reparability.
- 3.1.7 Identify vehicle glass components and repair/replacement procedures.
- 3.1.8 Identify add-on accessories.

Performance Standard 3.2: Perform Damage Analysis

- 3.2.1 Position the vehicle for inspection.
- 3.2.2 Prepare vehicle for inspection by providing access to damaged areas.
- 3.2.3 Analyze damage to determine appropriate methods for overall repairs.
- 3.2.4 Determine the direction, point(s) of impact, and extent of direct, indirect, and inertia damage.
- 3.2.5 Gather details of the incident/accident necessary to determine the full extent of vehicle damage.
- 3.2.6 Identify and record pre-existing damage.
- 3.2.7 Identify and record prior repairs.
- 3.2.8 Perform visual inspection of structural components and members.
- 3.2.9 Identify structural damage using measuring tools and equipment.
- 3.2.10 Perform visual inspection of non-structural components and members.
- 3.2.11 Determine parts, components, material type(s), and procedures necessary for a proper repair.
- 3.2.12 Identify type and condition of finish; determine if refinishing is required.
- 3.2.13 Identify suspension, electrical, and mechanical component physical damage.
- 3.2.14 Identify safety systems physical damage.
- 3.2.15 Identify interior component damage.
- 3.2.16 Identify damage to add-on accessories and modifications.
- 3.2.17 Identify single (one-time) use components.

Performance Standard 3.3: Demonstrate Estimating Procedures

- 3.3.1 Determine and record customer/vehicle owner information.
- 3.3.2 Identify and record vehicle identification number (VIN) information, including nation of origin, make, model, restraint system, body type, production date, engine type, and assembly plant.

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- 3.3.3 Identify and record vehicle options, including trim level, paint code, transmission, accessories, and modifications.
- 3.3.4 Identify safety systems; determine replacement items.
- 3.3.5 Apply appropriate estimating and parts nomenclature (terminology).
- 3.3.6 Determine and apply appropriate estimating sequence.
- 3.3.7 Utilize estimating guide procedure pages.
- 3.3.8 Apply estimating guide footnotes and headnotes as needed.
- 3.3.9 Estimate labor value for operations requiring judgment.
- 3.3.10 Select appropriate labor value for each operation (structural, non-structural, mechanical, and refinish).
- 3.3.11 Select and price OEM parts; verify availability, compatibility, and condition.
- 3.3.12 Select and price alternative/optional OEM parts; verify availability, compatibility and condition.
- 3.3.13 Select and price aftermarket parts; verify availability, compatibility, and condition.
- 3.3.14 Select and price recyclable/used parts; verify availability, compatibility and condition.
- 3.3.15 Select and price remanufactured, rebuilt, and reconditioned parts; verify availability, compatibility and condition.
- 3.3.16 Determine price and source of necessary sublet operations.
- 3.3.17 Determine labor value, prices, charges, allowances, or fees for non-included operations and miscellaneous items.
- 3.3.18 Recognize and apply overlap deductions, included operations, and additions.
- 3.3.19 Determine additional material and charges.
- 3.3.20 Determine refinishing material and charges.
- 3.3.21 Apply math skills to establish charges and totals.
- 3.3.22 Interpret computer-assisted and manually written estimates; verify the information is current.
- 3.3.23 Identify procedural differences between computer-assisted systems and manually written estimates.
- 3.3.24 Identify procedures to restore corrosion protection; establish labor values, and material charges.
- 3.3.25 Determine the cost effectiveness of the repair and determine the approximate vehicle retail, and repair value.
- 3.3.26 Recognize the differences in estimation procedures when using different information provider systems.
- 3.3.27 Verify accuracy of estimate compared to the actual repair and replacement operations.
- 3.3.28 Demonstrate ability to access OEM repair information.

Performance Standard 3.4: Demonstrate Customer Relations ~~And~~ Sales Skills

- 3.4.1 Acknowledge and/or greet customer/client.

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- 3.4.2 Listen to customer/client; collect information and identify customers/client's concerns, needs, and expectations.
- 3.4.3 Establish cooperative attitude with customer/client.
- 3.4.4 Identify yourself to customer/client; offer assistance.
- 3.4.5 Resolve customer/client conflicts.
- 3.4.6 Identify customer/client preferred communication method; follow up to keep customer/client informed about parts and the repair process.
- 3.4.7 Recognize basic claims handling procedures; explain to customer/client.
- 3.4.8 Project positive attitude and professional appearance.
- 3.4.9 Provide and review warranty information.
- 3.4.10 Estimate and explain duration of out-of-service time.
- 3.4.11 Apply negotiation skills to obtain a mutual agreement.
- 3.4.12 Interpret and explain manual or computer-assisted estimate to customer/client.

CONTENT STANDARD 4.0: PERFORM NON-STRUCTURAL ANALYSIS AND DAMAGE REPAIR (BODY COMPONENTS)

Performance Standard 4.1: Demonstrate ~~inspection~~ Inspection and ~~preparation~~ Preparation Techniques

- 4.1.1 Review damage report and analyze damage to determine appropriate methods for overall repair; develop and document a repair plan.
- 4.1.2 Inspect, remove, label, store, and reinstall exterior trim and moldings.
- 4.1.3 Inspect, remove, label, store, and reinstall interior trim and components.
- 4.1.4 Inspect, remove, label, store, and reinstall body panels and components that may interfere with or be damaged during repair.
- 4.1.5 Inspect, remove, label, store, and reinstall vehicle mechanical and electrical components that may interfere with or be damaged during repair.
- 4.1.6 Protect panels, glass, interior parts, and other vehicles adjacent to the repair area.
- 4.1.7 Soap and water wash entire vehicle; complete pre-repair inspection checklist.
- 4.1.8 Prepare damaged area using water-based and solvent-based cleaners.
- 4.1.9 Remove corrosion protection, ~~undercoating's~~ undercoatings, sealers, and other protective coatings as necessary to perform repairs.
- 4.1.10 Inspect, remove, and reinstall repairable plastics and other components for off-vehicle repair.
- 4.1.11 Inspect, remove, and replace seatbelt and shoulder harness assembly and components.
- 4.1.12 Inspect restraint system mounting areas for damage; repair as needed.
- 4.1.13 Verify proper operation of seatbelt.

Performance Standard 4.2: Perform Outer Body Panel Repair, Replacement, and Adjustments

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- 4.2.1 Review damage report and analyze damage to determine appropriate methods for overall repair; develop and document a repair plan.
- 4.2.2 Inspect, remove, label, store, and reinstall exterior trim and moldings.
- 4.2.3 Inspect, remove, label, store, and reinstall interior trim and components.
- 4.2.4 Inspect, remove, label, store, and reinstall body panels and components that may interfere with or be damaged during repair.
- 4.2.5 Inspect, remove, label, store, and reinstall vehicle mechanical and electrical components that may interfere with or be damaged during repair.
- 4.2.6 Protect panels, glass, interior parts, and other vehicles adjacent to the repair area.
- 4.2.7 Soap and water wash entire vehicle; complete pre-repair inspection checklist.
- 4.2.8 Prepare damaged area using water-based and solvent-based cleaners.
- 4.2.9 Remove corrosion protection, ~~undercoating's~~undercoatings, sealers, and other protective coatings as necessary to perform repairs.
- 4.2.10 Inspect, remove, and reinstall repairable plastics and other components for off-vehicle repair.
- 4.2.11 Inspect, remove, and replace seatbelt and shoulder harness assembly and components.
- 4.2.12 Inspect restraint system mounting areas for damage; repair as needed.
- 4.2.13 Verify proper operation of seatbelt.
- 4.2.14 Identify one-time use fasteners.
- 4.2.15 Clean, inspect, and prepare reusable fasteners.

Performance Standard 4.3: Apply Metal Finishing and Body Filling Techniques

- 4.3.1 Remove paint from the damaged area of a body panel.
- 4.3.2 Locate and repair surface irregularities on a damaged body panel.
- 4.3.3 Demonstrate hammer and dolly techniques.
- 4.3.4 Heat shrink stretched panel areas to proper contour.
- 4.3.5 Cold shrink stretched panel areas to proper contour.
- 4.3.6 Prepare and apply body filler.
- 4.3.7 Identify different types of body fillers.
- 4.3.8 Rough sand body filler to contour; finish sand.

Performance Standard 4.4: Inspect ~~moveable glass~~Moveable Glass and ~~hardware components~~Hardware Components

- 4.4.1 Inspect, adjust, repair or replace window regulators, run channels, glass, power mechanisms, and related controls.
- 4.4.2 Inspect, adjust, repair, remove, reinstall, or replace weather-stripping.
- 4.4.3 Cycle electrical components as needed.

Performance Standard 4.5: Perform ~~metal welding~~Metal Welding and ~~cutting techniques~~Cutting Techniques

- 4.5.1 Identify weldable and non-weldable substrates used in vehicle construction.

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- 4.5.2 Weld and cut high-strength steel and other steels (plasma, oxy fuel).
- 4.5.3 Determine the correct GMAW (MIG) welder type, electrode/wire type, diameter, and gas to be used in a specific welding situation.
- 4.5.4 Set up and adjust the GMAW (MIG) welder to "tune" for proper electrode stickout, voltage, polarity, flow rate, and wire-feed speed required for the substrate being welded.
- 4.5.5 Store, handle, and install high-pressure gas cylinders.
- 4.5.6 Determine work clamp (ground) location and attach.
- 4.5.7 Use the proper angle of the gun to the joint and direction of gun travel for the type of weld being made in the flat, horizontal, vertical, and overhead positions.
- 4.5.8 Protect adjacent panels, glass, vehicle interior, etc. from welding and cutting operations.
- 4.5.9 Protect computers and other electronic control modules during welding procedures.
- 4.5.10 Clean and prepare the metal to be welded, assure good metal fit-up, apply weld-through primer if recommended, clamp or tack as required.
- 4.5.11 Determine the joint type (e.g., butt weld with backing, lap, ~~etc.~~) for weld being made.
- 4.5.12 Determine the type of weld (e.g., continuous, stitch weld, plug, ~~etc.~~) for each specific welding operation.
- 4.5.13 Perform the following welds: continuous, plug, butt weld with and without backing, fillet, etc.
- 4.5.14 Perform visual and destructive tests on each weld type.
- 4.5.15 Identify the causes of various welding defects; make necessary adjustments.
- 4.5.16 Identify cause of contact tip burn-back and failure of wire to feed; make necessary adjustments.
- 4.5.17 Identify different methods of attaching non-structural components squeeze type resistant spot welds (STRSW), riveting, non-structural adhesive, silicon bronze, etc.

Performance Standards 4.6: Utilize Plastic and Adhesives

- 4.6.1 Identify the types of plastics; determine reparability.
- 4.6.2 Clean and prepare the surface of plastic parts; identify the types of plastic repair procedures.
- 4.6.3 Demonstrate one-sided, two-sided, and tab repair.
- 4.6.4 Repair rigid, semi-rigid, or flexible plastic panels.
- 4.6.5 Remove or repair damaged areas from rigid exterior composite panels.
- 4.6.6 Replace bonded rigid exterior composite body panels; straighten or align panel supports.
- 4.6.7 Demonstrate the proper cleanup procedures for specific adhesives.

CONTENT PERFORMANCE 5.0: PERFORM STRUCTURAL ANALYSIS AND DAMAGE REPAIR

Performance Standards 5.1: Demonstrate ~~Inspections~~Inspection and Repair Techniques

- 5.1.1 Measure and diagnose structural damage using a tram gauge.
- 5.1.2 Attach vehicle to anchoring devices.

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- 5.1.3 Determine the extent of the direct and indirect damage and the direction of impact; document the methods and sequence of repair.
- 5.1.4 Analyze and identify crush/collapse zones.
- 5.1.5 Restore mounting and anchoring locations.
- 5.1.6 Check for water leaks, dust leaks, and wind noise.
- 5.1.7 Perform visual inspection and measuring checks to identify steering and suspension collision damage.
- 5.1.8 Reinstall wheels and torque lug nuts.

CONTENT STANDARDS 6.0: DEMONSTRATE PAINTING AND REFINISHING TECHNIQUES

Performance Standards 6.1: Apply Safety Precautions

- 6.1.1 Identify and take necessary precautions with hazardous operations and materials according to federal, state, and local regulations.
- 6.1.2 Identify safety and personal health hazards according to OSHA guidelines and the "Right to Know Law".
- 6.1.3 Inspect spray environment and equipment to ensure compliance with federal, state, and local regulations, and for safety and cleanliness hazards.
- 6.1.4 Select and use a NIOSH approved air purifying respirator. -Inspect condition and ensure fit and operation.- Perform proper maintenance in accordance with OSHA Regulation 1910.134 and applicable state and local regulation.
- 6.1.5 Select and use a NIOSH approved supplied air (Fresh Air Make-up) respirator system. Perform proper maintenance in accordance with OSHA Regulation 1910.134 and applicable state and local regulation.
- 6.1.6 Select and use appropriate PPE.

Performance standards 6.2: Utilize Surface Preparation Techniques

- 6.2.1 Inspect, remove, store, and replace exterior trim and components necessary for proper surface preparation.
- 6.2.2 Soap and water wash entire vehicle; use appropriate cleaner to remove contaminants.
- 6.2.3 Inspect and identify type of finish, surface condition, and film thickness; develop and document a plan for refinishing using a total product system.
- 6.2.4 Strip paint to bare substrate (paint removal).
- 6.2.5 Dry or wet sand areas to be refinished.
- 6.2.6 Featheredge areas to be refinished.
- 6.2.7 Apply suitable metal treatment or primer in accordance with total product systems.
- 6.2.8 Mask and protect other areas that will not be refinished.
- 6.2.9 Mix primer, primer-surface, or primer-sealer.
- 6.2.10 Identify a complimentary color or shade of undercoat to improve coverage.
- 6.2.11 Apply primer onto surface of repaired area.
- 6.2.12 Apply two-component finishing filler to minor surface imperfections.
- 6.2.13 Block sand area to which primer-surface has been applied.

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- 6.2.14 Dry sand area to which finishing filler has been applied.
- 6.2.15 Remove dust from area to be refinished, including cracks or moldings of adjacent areas.
- 6.2.16 Clean area to be refinished using a final cleaning solution.
- 6.2.17 Remove, with a tack rag, any dust or lint particles from the area to be refinished.
- 6.2.18 Apply suitable sealer to the area being refinished.
- 6.2.19 Scuff sand to remove nibs or imperfections from a sealer.
- 6.2.20 Apply stone chip resistant coating.
- 6.2.21 Restore caulking and seam sealers to repaired areas.
- 6.2.22 Prepare adjacent panels for blending.
- 6.2.23 Identify the types of rigid, semi-rigid, or flexible plastic parts to be refinished; determine the materials needed, preparation, and refinishing procedures.
- 6.2.24 Identify metal parts to be refinished; determine the materials needed, preparation, and refinishing procedures.

Performance Standards 6.3: Perform Spray Gun and Related Equipment Operations

- 6.3.1 Inspect, clean, and determine condition of spray guns and related equipment (air hoses, regulators, air lines, air source, and spray environment).
- 6.3.2 Select spray gun and setup (fluid needle, nozzle, and cap) for product being applied.
- 6.3.3 Test and adjust spray gun using fluid, air, and pattern control valves.
- 6.3.4 Demonstrate an understanding of the operation of spray equipment.

Performance Standards 6.4: Utilize Paint Mixing, Matching, and Application

- 6.4.1 Identify color code by manufacturer's vehicle information label.
- 6.4.2 Shake, stir, reduce, catalyze/activate, and strain refinish materials.
- 6.4.3 Apply finish using appropriate spray techniques (gun arc, angle, distance, travel speed, and spray pattern overlap) for the finish being applied.
- 6.4.4 Demonstrate a let-down panel; check for color match.
- 6.4.5 Apply single stage topcoat.
- 6.4.6 Apply basecoat/clear coat for panel blending and panel refinishing.
- 6.4.7 Apply basecoat/clear coat for overall refinishing.
- 6.4.8 Remove nibs or imperfections from basecoat.
- 6.4.9 Refinish rigid or semi-rigid plastic parts.
- 6.4.10 Refinish flexible plastic parts.
- 6.4.11 Demonstrate knowledge of multi-stage coats for panel blending and overall refinishing.
- 6.4.12 Identify and mix paint using a formula.
- 6.4.13 Identify poor hiding colors; determine necessary action.
- 6.4.14 Tint color using formula to achieve a bendable match.
- 6.4.15 Identify alternative color formula to achieve a bendable match.
- 6.4.16 Identify the materials equipment, and preparation differences between solvent and waterborne technologies.

Performance Standards 6.5: Identify Paint Defects—Cause And Causes and Cures

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- 6.5.1 Identify blistering (raising of the paint surface, air entrapment); determine the cause(s) and correct the condition.
- 6.5.2 Identify a dry spray appearance in the paint surface; determine the cause(s) and correct the condition.
- 6.5.3 Identify the presence of fish-eyes (crater-like openings) in the finish; determine the cause(s) and correct the condition.
- 6.5.4 Identify lifting; determine the cause(s) and correct the condition.
- 6.5.5 Identify clouding (mottling and streaking in metallic finishes); determine the cause(s) and correct the condition.
- 6.5.6 Identify orange peel; determine the cause(s) and correct the condition.
- 6.5.7 Identify overspray; determine the cause(s) and correct the condition.
- 6.5.8 Identify solvent popping in freshly painted surface; determine the cause(s) and correct the condition.
- 6.5.9 Identify sags and runs in paint surface; determine the cause(s) and correct the condition.
- 6.5.10 Identify sanding marks or sand scratch swelling; determine the cause(s) and correct the condition.
- 6.5.11 Identify contour mapping/edge mapping while finish is drying; determine the cause(s) and correct the condition.
- 6.5.12 Identify color difference (off-shade); determine the cause(s) and correct the condition.
- 6.5.13 Identify tape tracking; determine the cause(s) and correct the condition.
- 6.5.14 Identify low gloss condition; determine the cause(s) and correct the condition.
- 6.5.15 Identify poor adhesion; determine the cause(s) and correct the condition.
- 6.5.16 Identify paint cracking (e.g., shrinking, splitting, crow's feet or line-checking, micro-checking, etc.); determine the cause(s) and correct the condition.
- 6.5.17 Identify corrosion; determine the cause(s) and correct the condition.
- 6.5.18 Identify dirt or dust in the paint surface; determine the cause(s) and correct the condition.
- 6.5.19 Identify water spotting; determine the cause(s) and correct the condition.
- 6.5.20 Identify finish damage caused by bird droppings, tree sap, and other natural causes; correct the condition.
- 6.5.21 Identify finish damage caused by airborne contaminants (acids, soot, rail dust, and other industrial-related causes); correct the condition.
- 6.5.22 Identify die-back conditions (dulling of the paint film showing haziness); determine the cause(s) and correct the condition.
- 6.5.23 Identify chalking (oxidation); determine the cause(s) and correct the condition.
- 6.5.24 Identify bleed-through (staining); determine the cause(s) and correct the condition.
- 6.5.25 Identify pin-holing; determine the cause(s) and correct the condition.
- 6.5.26 Identify buffing-related imperfections (swirl marks, wheel burns); correct the condition.
- 6.5.27 Identify pigment flotation (color change through film build); determine the cause(s) and correct the condition.

Performance Standards 6.6: Perform Detail Procedures

- 6.6.1 Apply decals, transfers, tapes, pinstripes (painted and taped), etc.
- 6.6.2 Sand, buff and polish fresh or existing finish to remove defects as required.
- 6.6.3 Clean interior, exterior, and glass.
- 6.6.4 Clean body openings (e.g., door jambs and edges, ~~etc.,~~).
- 6.6.5 Remove overspray.
- 6.6.6 Perform vehicle clean-up; complete quality control using a checklist.

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UNIVERSITY OF IDAHO

SUBJECT

Proposed Rule IDAPA 08.05.01, Rules Governing Seed and Plant Certification

REFERENCE

August 13, 2015	Board approved proposed rule changes to IDAPA 08.05.01 incorporating amended seed certification standards.
November 30, 2015	Board approved pending rule IDAPA 08.05.01, Rules Governing Seed and Plant Certification
August 11, 2016	Board approved proposed rule changes to IDAPA 08.05.01 incorporating amended seed certification standards (Rapeseed/Canola/ Mustard Certification Standards).
November 28, 2016	Board approved pending rule IDAPA 08.05.01, Rules Governing Seed and Plant Certification (Rapeseed/Canola/ Mustard Certification Standards)
August 2017	Board approved updated standards and proposed rule changes to the potato seed certification standards regarding corky ring rot.
November 2017	Board approved pending rule changes.

APPLICABLE STATUTE, RULE, OR POLICY

Title 22, Chapter 15, specifically Sections 22-1504 and 22-1505, Idaho Code.
Idaho Administrative Code, IDAPA 08.05.01, Rules Governing Seed and Plant Certification.

ALIGNMENT WITH STRATEGIC PLAN

Governance responsibility, statutory requirement.

BACKGROUND/DISCUSSION

During the 2014 calendar year, the University of Idaho and the Board took action to address compliance within statutory requirements related to certification of seeds, tubers, plants and plant parts in the State of Idaho as required by the Seed and Plant Certification Act of 1959 (Idaho Code, Chapter 15, Title 22). The Board incorporated into Board rules, by reference, the existing published Standards for Certification of the Idaho Crop Improvement Association, Inc. (ICIA). These existing published standards were created through committees consisting of an ICIA Board established process of working with various seed crop, seed grower and processors to create and then continuously update the standards. Standards, and any revisions to existing standards, are then presented to the Foundation Seed Stock Committee within the Agriculture Experiment Station at the University of Idaho for approval.

ICIA has identified updates to the Idaho Potato Certification standards previously amended and approved on February 28, 2017. These standards are incorporated

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by reference into administrative rule and any changes to the standards require they go through the rulemaking process.

The proposed amendments would standardize the terminology used, changing "generation" to "field year." Amending the terminology is intended as a first step in standardizing the terminology across states and thereby eliminating the need for an equivalency table to keep track of the differences. "Nuclear" would be "field year" (FY) 1. "Gen 1" would be "FY2." "Gen 2" would be "FY3" and so forth through "Gen 6," which would become "FY7."

IMPACT

Approval of the amendment as a proposed rule will allow the rule to move forward through the rulemaking process, allowing the rule to go for public comment.

ATTACHMENTS

Attachment 1 – Proposed Rule – Docket 08-0501-1801
Attachment 2 – Potato Certification Standards
Attachment 3 – ICIA Review Notification

STAFF COMMENTS AND RECOMMENDATIONS

The notice of intent to promulgate this rule was published in the July 4, 2018 (Vol.18-7) Administrative Bulletin. No requests were received to negotiate this rule beyond ICIA's initial process.

Once approved by the Board, proposed rules are submitted to the Department of Administration for publication in the Idaho Administrative Bulletin. Once published there is a 21-day comment period. Based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. If approved, pending rules are resubmitted for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the Legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

Staff recommends approval.

BOARD ACTION

I move to approve proposed amendments to the potato certification standards, as presented in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve proposed rule Docket 08-0501-1801, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 05
CHAPTER 01

08.05.01 - RULES GOVERNING SEED AND PLANT CERTIFICATION

(BREAK IN CONTINUITY OF SECTIONS)

004. INCORPORATION BY REFERENCE.

The following documents are incorporated by reference into this rule. The Idaho Seed and Plant Certification Standards are adopted by the Idaho Crop Improvement Association. Copies of the following documents may be obtained from the Idaho Crop Improvement Association, Inc. website at <http://www.idahocrop.com/index.aspx>, or from the Idaho Crop Improvement Association, Inc. office. (4-6-15)

01. Prohibited Noxious Seed in Idaho Certified Seed. The standard Prohibited Noxious Seed in Idaho Certified Seed of the Idaho Crop Improvement Association, Inc., as last modified and approved on March 17, 2015. (3-25-16)

02. Seed Certification Fee & Application Schedule. The Seed Certification Fee and Application Schedule of the Idaho Crop Improvement Association, Inc., as last modified and approved on July 11, 2014. (4-6-15)

03. Idaho Alfalfa Certification Standards. The Idaho Alfalfa Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as last modified and approved on March 17, 2015. (3-25-16)

04. Idaho Bean Certification Standards. The Idaho Bean Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as last modified and approved on March 17, 2015. (3-25-16)

05. Idaho Red Clover Certification Standards. The Idaho Red Clover Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on March 17, 2015. (3-25-16)

06. Idaho Chickpea Certification Standards. The Idaho Chickpea Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on March 17, 2015. (3-25-16)

07. Idaho Grain Certification Standards. The Idaho Grain Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on February 28, 2017. (3-25-16)

08. Idaho Grass Certification Standards. The Idaho Grass Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on March 17, 2015. (3-25-16)

09. Idaho Rapeseed/Canola/Mustard Certification Standards. The Idaho Rapeseed/Canola/Mustard Certification Standards adopted by the Idaho Crop Improvement Association,

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ATTACHMENT 1

Inc., as amended and approved on April 26, 2016.

(3-29-17)

10. Idaho Potato Certification Standards. The Idaho Potato Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on ~~February 28, 2017~~ January 16, 2018. (3-25-16)

11. Pre-Variety Germplasm Certification Regulations in Idaho. The Pre-variety Germplasm Certification Regulations adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

12. Idaho Lentil Certification Standards. The Idaho Lentil Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

13. Idaho Blue Flax Certification Standards. The Idaho Blue Flax Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

14. Idaho Milkvetch Certification Standards. The Idaho Milkvetch Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

15. Idaho Pea Certification Standards. The Idaho Pea Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

16. Idaho Sanfoin Certification Standards. The Idaho Sanfoin Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

17. Idaho Birdsfoot Trefoil Certification Standards. The Idaho Birdsfoot Trefoil Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

18. Idaho White Clover Certification Standards. The Idaho White Clover Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

19. Idaho Penstemon Certification Standards. The Idaho Penstemon Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

(BREAK IN CONTINUITY OF SECTIONS)

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ATTACHMENT 2

Idaho Potato Certification Standards (rev. 7/13/2016 1/16/18)

Land Requirements:

- A. A field will not be eligible to produce certified seed potatoes if Root-Knot Nematode has been proven to exist in the field or in potatoes grown in that field.
- B. A field will not be eligible to produce certified seed potatoes if noncertified potatoes or potatoes that have been confirmed to be Bacterial Ring Rot infected by a laboratory test were grown in this field the previous two growing seasons.
- C. A field must have been farmed with a crop other than potatoes immediately following the growing season in which potatoes were disqualified for Bacterial Ring Rot.

Isolation Requirements:

- A. Potatoes entered for certification must be planted at least 20 feet from potatoes not entered for certification.
- B. Seed lots must be separated from each other by at least one row left unplanted or planted to some other crop.

Field Requirements:

- A. Two inspections shall be made for each field entered.
- B. Field Inspection tolerances for 1st and 2nd Inspections

Table 1 - Percentages allowed for 1st inspection¹

Factor ²	Generation (Field Year)					
	Nuclear FY1	Gen 1 FY2	Gen 2 FY3	Gen 3 FY4	Gen 4 FY5	Gen 5/6 FY6/7
Varietal mixture	0.00	0.00	0.02	0.10	0.25	0.50
Well defined Mosaic	0.00	0.00	0.5	1.00	1.50	2.00
Potato Leafroll	0.00	0.00	0.03	0.05	0.10	0.20
Blackleg ³	0.00	0.10	0.50	1.00	2.00	.. ⁴
PVX	0.00	0.50	2.00			
Total Virus ⁵						2.00

Table 2 - Percentages allowed for 2nd inspection¹

Factor ²	Generation (Field Year)					
	Nuclear FY1	Gen 1 FY2	Gen 2 FY3	Gen 3 FY4	Gen 4 FY5	Gen 5/6 FY6/7
Varietal mixture	0.00	0.00	0.01	0.05	0.10	0.20
Well defined Mosaic	0.00	0.00	0.25	0.50	0.75	1.00
Potato Leafroll	0.00	0.00	0.02	0.03	0.08	0.20
Blackleg ³	0.00	0.10	0.50	1.00	2.00	.. ⁴
Total Virus ⁵						1.00

¹Field inspections of Nuclear FY1 and Generation 1 FY2 seed lots are advisory and all factors are required to be rogued when found in order to maintain the tolerance of 0.00%.

²Some diseases may be present in a seed potato lot and not exhibit symptom expression in plants or tubers at the time of a regular inspection.

³Determination of blackleg disease is based on a visual plant symptom of an inky black stem originating from the seed tuber. Visible blackleg has no tolerance in Generations 5 and 6 FY6 and FY7 and therefore is not a disqualification factor.

⁴Visible blackleg will not be a disqualification factor in G5 or G6 FY6 or FY7.

⁵Total is the combined percentage of potato leafroll, calico, well defined mosaic and all other viral, viroid and phytoplasmas (including Candidatus Liberibacter). This does not include Potato Virus X (PVX).

Seed Lot Disqualifying Conditions:

1. Seed lots or portions thereof may be disqualified for certification because of any condition that interferes with the inspection of the potato plants.
2. Bacterial ring rot and root-knot nematode are zero tolerance factors. Any seed lot, regardless of generation, shall be rejected from certification at any time when any of these factors is confirmed by laboratory testing.
3. Evidence of failure to remove daughter tubers from rogued hills.

Recertification Requirements:

- A. All contact lots on a farming operation shall be ineligible for recertification if any lot of seed on that farming operation is rejected for certification because of bacterial ring rot.
- B. Out-of-state potato stocks to be entered for certification must meet the same requirements as Idaho grown seed stocks.

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ATTACHMENT 2

- C. Seed lots with more than 0.1% Potato Leafroll Virus in either the 1st or 2nd inspection shall not be eligible for recertification.
- D. **Nuclear, G1 or G2** **FY1, FY2, or FY3** seed lots disqualified for certification in the post harvest test because of seed-borne chemical injury may only be recertified by the original applicant(s) during the next growing season.

Post Harvest Testing Requirements:

- A. Each seed lot must be post harvest tested. Lots, or portions thereof, which are shipped prior to post harvest testing, will be certified based on the two (2) summer field inspections and a shipping point inspection.
- B. Only seed lots that have passed the equivalent of a 2nd field inspection will be eligible for post harvest testing.
- C. Seed lots are disqualified for certification if seed-borne chemical injury in excess of 5% is found during post harvest testing.
- D. Seed lots are not eligible for recertification if any of the following factors are found during post harvest testing at a percentage greater than:

Potato Leafroll Virus	0.8%
Well defined Mosaic	2.0%

Bacterial Ring Rot Testing Requirements:

A random sample of stems or tubers obtained from all seed lots entered for certification, **G1** **FY2** or higher, shall be laboratory tested for bacterial ring rot.

Pre-nuclear Production Requirements

- A. Source: Meristem culture of tubers from breeding projects or tubers from lots of **Nuclear, G1 and G2** **FY1, FY2, and FY3**.
- B. Greenhouse Pre-nuclear crops: A minimum of two inspections shall be performed on each Pre-nuclear seed lot entered.
- C. Each of the following organisms shall be tested for in Pre-nuclear seed production:
 - Base Cultures: Bacterial Ring Rot
 - (Entry Level) *Pectobacterium (Erwinia) spp.*
 - Potato Viruses X, Y, M, A, S
 - Potato Leafroll Virus
 - Potato Spindle Tuber Viroid
 - Greenhouses: Bacterial Ring Rot
 - Pectobacterium (Erwinia) spp.*
 - Potato Virus X, Y, A
 - Potato Leafroll Virus

Line Selections: Bacterial Ring Rot
 Pectobacterium (*Erwinia*) spp.
 Potato Virus X, Y, A
 Potato Leafroll Virus

Mother Plants: Bacterial Ring Rot
(Stem Cuttings) Potato Virus X, Y, A
 Potato Leafroll Virus

Entry level cultures, line selection hill units or mother plants used in stem cuttings that are found to be infected with any of the indicated organisms shall be ineligible for use in Pre-nuclear seed production. Units or lots in greenhouse production found to be infected with any of the indicated organisms shall be downgraded to the next generation for which the seed lot does not exceed the generation tolerance of the organism that causes the certification factor (e.g. *Pectobacterium* (*Erwinia*) spp. is a causal agent for blackleg).

D. Clonal Line Selections:

1. One tuber from each plant selected shall be submitted to ICIA for laboratory testing.
2. Nuclear FY1 plots planted from clonal line selections shall be planted in hill units.
3. All seed in a clonal line selection plot automatically advances to G1 FY2 the following season except for those hills selected for clonal selections.

Storage Inspection Requirements:

- A. Storage inspection will be conducted on all storages containing seed potatoes eligible for certification.
- B. Storages where sprout nip or similar materials were used the previous season are not eligible to store seed potatoes eligible for certification.
- C. Seed potatoes must not be stored, graded or handled in storage warehouses or subdivisions thereof in which potatoes that have not been field inspected, or are laboratory confirmed to have Bacterial Ring Rot, Root-Knot Nematode or Corky Ring Spot are stored or handled.
- D. For a seed lot to remain eligible for certification, seed lot identity must be maintained in storage.

Shipping Point Inspection Grade Requirements:

- A. Idaho Certified Blue Tag Seed Potatoes

The blue tag shall be equivalent to U.S. No. 1 seed potato grade with the following exceptions. There is a 1% tolerance for late blight.

1. Scab - shall not cover more than one-fifth of the surface area.
2. Adhering dirt - a maximum of 50% of the tuber surface may be covered with caked dirt.
3. Loose dirt and/or foreign material - included in total external tolerance.
4. Clipping or trimming not allowed.
5. Freshly broken off second growth - shall not be damaged.
6. Wireworm and/or grub - damaged by waste.
7. Tolerances: For total defects 10%. Three percent (3%) for potatoes which are affected by freezing injury. One percent (1%) for potatoes which are affected by soft rot, wet breakdown or are frozen. The limitations for external and internal defects shall apply as written in the U.S. No. 1 seed potato grade.
6. An additional 10% may be damaged, but not seriously, by shape.

B. Idaho Certified Green Tag Seed Potatoes

The green tag grade shall be equivalent to the U.S. No. 2 grade with the following exceptions. There is a 1% tolerance for late blight.

1. Maximum and minimum size shall be specified by the grower.
2. Wireworm and/or grub - serious damage by waste. Permit an additional six percent (6%) serious damage by waste.
3. Scab - shall not cover more than one-fifth (1/5) of the surface area.
4. Hollowheart - no requirements.
5. Adhering dirt - no requirements.
6. Loose dirt and/or foreign material - included in total external tolerance.
7. Varietal purity - not more than 0.2% of other tuber identifiable varieties.
8. Clipping - shall not be clipped or trimmed.
9. Second growth - shall not be seriously damaged.
10. Sunburn and light greening - no requirements.
11. Appearance - discoloring of tubers caused by immaturity or the

characteristic checking of tubers that occurs under normal conditions shall not disqualify them.

12. Growth cracks - not to exceed a maximum of 10% serious damage.
13. Mechanical injury - shall not be damaged by waste.
14. Air cracks - damage by waste.
15. Serious damage by dry or moist type tuber rot - 2%.
16. Sprouts – no requirements.
17. Flattened depressed and sunken discolored areas showing no underlying flesh discoloration – no requirements.

C. Idaho Certified Yellow Tag Seed Potatoes

The yellow tag grade shall be equivalent to the U.S. No. 2 grade with the following exceptions. There is a 1% tolerance for late blight.

1. Maximum and minimum size shall be specified by the grower.
2. Wireworm and/or grub - no requirements.
3. Scab - no requirements.
4. Hollowheart - no requirements.
5. Adhering dirt - no requirements.
6. Loose dirt and/or foreign material - included in total external tolerance.
7. Varietal purity - not more than 0.2% of other tuber identifiable varieties.
8. Clipping - shall not be clipped.
9. Second growth - shall not be seriously damaged.
10. Sunburn and light greening - no requirements.
11. Appearance - no requirements except second growth.
12. Growth cracks - no requirements.
13. Mechanical injury - shall not be seriously damaged by waste.
14. Six percent (6%) serious damage by internal discoloration. Percentages higher than six percent (6%) allowed with Idaho Crop Improvement Association, Inc. approval if laboratory tests show the internal discoloration is not of pathogen origin.

15. Serious damage by dry or moist type tuber rot - 2%.
16. External discoloration – no requirements.
17. Flattened depressed and sunken discolored areas showing no underlying flesh discoloration – no requirements.
18. Rhizoctonia – no requirements
19. Sprouts – no requirements.

University *at* Idaho
College of Agricultural and Life Sciences

Foundation Seed Program

875 Perimeter Drive MS 2090
Moscow, ID. 83844-2090

Phone: 208-885-7333
seed@uidaho.edu
dhoadley@uidaho.edu

Date: April 11, 2018

To: Mark McGuire, Director IAES
From: David Hoadley, Director UI-FSP

Subject: *Replacing current generation nomenclature with a field year system
(as shown on pages 2-8)*

The Foundation Seed Stocks -Potatoe Rules and Regulations Committee, has reviewed the proposed change to the Idaho potato certification standards. Receiving no objections in regard to the proposed change to generational designation to seed potatoes, the Foundation Seed Stocks -Potato Rules Sub-Committee recommends that changes be accepted as submitted and that the standards be forwarded for acceptance and presented to the State of Idaho Legislature for consideration as rule under the Idaho Administrative Procedures Act.

Upon Your Signature below you are accepting this change to the Idaho Crop Improvement Standards as presented to committee.

 Date: 4/12/18

Mark McGuire
Idaho Agricultural Experiment Station

Cc: Kent Nelson, Doug Boze

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Proposed Rule - Docket 47-0102-1801, Rules and Minimum Standards Governing Extended Employment Services.

REFERENCE

August 2006	Board approved the Temporary and Proposed Rules and Minimum Standards Governing Extended Employment Services.
November 2006	Board approved pending rule amendments to IDAPA 47.01.02.
June 2016	Board approved pending rule amendments to IDAPA 47.01.02
August 2016	Board approved pending rule amendments to IDAPA 47.01.02.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-2211 and 33-2303, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 3, Workforce Readiness, Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

The Division of Vocational Rehabilitation (IDVR) is an agency of the Idaho State Board of Education. In July of 2004, Governor Kempthorne transferred the administration of the long-term vocational support services in Idaho from the Department of Health and Welfare to IDVR. Legal authority to promulgate rules for the Extended Employment Services were established under House Bill 547 (2006). Rules promulgated at that time created IDAPA 47.01.02, establishing provider qualifications, defining eligible clients, and defining the services to be provided. The State Board approved pending rule amendments in 2016 to IDAPA 47.01.02. The Legislature accepted those rule changes during the 2016 legislative session to take effect in state fiscal year 2017. IDVR is again proposing updates to IDAPA 47.01.02 due to interest from community stakeholders.

Extended Employment Services provide long-term maintenance services to assist customers in maintaining employment or in gaining employment skills in preparation for community employment, or which provide assistance to adult customers with disabilities with an industry/business community setting or a community rehabilitation program intended to maintain paid employment. Such series include individual supported employment, group community-based non-integrated supported employment and work services.

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The proposed amendments make technical corrections, add defined terms, and update the referral and eligibility requirements for the Extended Employment Services Program.

IMPACT

IDVR does not anticipate any fiscal impact from the approval of these rules. The rules will provide guidance for community rehabilitation programs in the delivery of Extended Employment Services, provide information regarding Extended Employment Services' responsibilities, program criteria, and provide authority to intervene should providers fail to meet the standards set forth in the rules.

ATTACHMENTS

Attachment 1 – Proposed Rule Docket 47-0102-1801

STAFF COMMENTS AND RECOMMENDATIONS

The notice of intent to promulgate this rule was published in the May 2, 2018 (Vol.18-5) Administrative Bulletin. IDVR conducted three negotiated rulemaking meetings in Idaho Falls, Coeur d' Alene, and Boise to gather input on the proposed rule changes.

Proposed rules approved by the Board are published in the Idaho Administrative Rules Bulletin. Following publication, there is a 21 day comment period. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. Once approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the Legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

Staff recommends approval.

BOARD ACTION

I move to approve Propose Rule Docket 47-0102-1801 as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**IDAPA 47
TITLE 01
CHAPTER 02**

47.01.02 – RULES AND MINIMUM STANDARDS GOVERNING EXTENDED EMPLOYMENT SERVICES

000. LEGAL AUTHORITY.

The following rules and minimum standards for Extended Employment Services are made under Sections 33-2211 and 33-2303, Idaho Code. (3-29-17)

001. TITLE AND SCOPE.

01. Title. These rules govern the Extended Employment Services (EES) program of the Idaho Division of Vocation Rehabilitation (IDVR) and are to be cited as IDAPA 47.01.02, Idaho Division of Vocational Rehabilitation, “Rules and Minimum Standards Governing Extended Employment Services.” (3-29-17)

02. Scope. In accordance with Section 33-2203, Idaho Code, the Extended Employment Services program of IDVR provides services to eligible customers that are intended to increase opportunities for such customers to work in their communities. The Extended Employment Services (EES) program will contract with providers that have been approved to provide such services, as provided herein. (3-29-17)

002. WRITTEN INTERPRETATIONS.

There are no written interpretations of these rules. (3-14-07)

003. ADMINISTRATIVE APPEALS.

Hearings and appeals shall be governed according to the provisions of IDAPA 04.11.01, “Idaho Rules of Administrative Procedure of the Attorney General.” (3-14-07)

004. INCORPORATION BY REFERENCE.

No documents are incorporated by reference. (3-14-07)

005. OFFICE INFORMATION.

01. Office Hours. The Extended Employment Services office is open from 8:00 am until 5:00 pm Monday through Friday. (3-29-17)

02. Mailing Address. PO Box 83720, Boise, ID 83720-0096 (3-14-07)

03. Street Address. Len B. Jordan Building, 650 W State Street, Room 150, Boise, Idaho. (3-14-07)

04. Telephone. (208) 334-3390, Fax: (208) 334-5305 TDD: (208) 327-7040. (3-14-07)

05. Internet website at <http://www.vr.idaho.gov/>. (3-14-07)

006. PUBLIC RECORDS ACT COMPLIANCE.

These rules are subject to the provisions of the Idaho Public Records Act, Title 74, Chapter 1, Idaho Code. (3-14-07)

007. -- 009. (RESERVED)

010. DEFINITIONS.

For the purpose of the rules contained in this chapter, the following terms and abbreviations are used as herein defined. (3-14-07)

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ATTACHMENT 1

01. CARE. The ~~Rehabilitation Commission on~~ Accreditation ~~Commission of Rehabilitation Facilities~~, an international independent, nonprofit accrediting body of employment and community services providers. (3-29-17)

02. Customer. An individual residing in the state of Idaho who has applied for, and who is eligible to receive EES. A customer must be at least sixteen (16) years of age. (3-29-17)

03. Certified Extended Employment Services (EES) Provider. A community rehabilitation program services provider sometimes referred to in these rules as a provider, that has been approved by the EES program to provide extended employment services. (3-29-17)

04. Extended Employment Services Customer Rights and Responsibilities. Extended Employment Services document outlining customer protections and reasonable service expectations during all phases of EES.

05. Enclave Group Community-Based Non-Integrated Supported Employment. Self-employment or paid employment which is:

a. For a group of no more than eight (8) customers who are paid not less than minimum wage and who, because of their disabilities, need ongoing support to maintain employment;

b. Conducted in a variety of community and industry settings where the customers have opportunities to interact with co-workers or others without known paid work supports at least to the extent that those opportunities typically exist in that work setting;

c. Supported by training and supervision needed to maintain that employment; and

d. Not conducted in the work services area of an EES provider.

0406. Extended Employment Services (EES). Long term maintenance services that assist customers in maintaining employment, or in gaining employment skills in preparation for community employment, or which provide assistance to adult customers with disabilities within an industry/business community setting or a community rehabilitation program, intended to maintain paid employment. Such services include individual supported employment, group community-based non-integrated supported employment, and work services. (3-29-17)

07. Fee. Payment(s) made to EES providers for long-term employment supports as outlined in a customer's annual Individual Program Plan. Fee rates are established through the annual EES Provider Agreement.

08. Individual Community Supported Employment. Self-employment or paid employment that is:

a. For a customer paid not less than minimum wage and who, because of his or her disability(ies), needs ongoing support to maintain employment;

b. Conducted in a community or industry setting where persons without known paid work supports are employed; and

c. Supported by authorized activities needed to sustain paid work by persons with disabilities, including but not limited to supervision, training, and transportation, and;

d. Not conducted in the work services area of an EES provider.

09. Idaho Division of Vocational Rehabilitation (IDVR). The Idaho Division of Vocational Rehabilitation, a state agency under the Idaho State Board of Education, with administrative oversight of the EES program.

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ATTACHMENT 1

0510. Individual Program Plan. The EES plan ~~to be provided~~ that outlines the annual service need for ~~an to~~ individual customers to maintain employment. (3-29-17)

0611. Idaho Division of Vocational Rehabilitation (IDVR). The Idaho Division of Vocational Rehabilitation, a state agency under the Idaho State Board of Education, with administrative oversight of the EES program. (3-29-17)

12. Provider Agreement. An annual written contract between EES and EES providers, entered into in accordance with these rules.

0713. RSAS. Rehabilitation Services Accreditation Systems, a national accrediting body of vocational rehabilitative services providers. (3-29-17)

14. Work Services. A program that utilizes individual and group work to assist individuals in understanding the value and demands of work, enhancing positive work attitudes, and developing functional capacities that will enhance the ability to achieve and maintain an employment outcome. Limited non-paid work-related activities and transportation may be billed only when authorized on an Individual Program Plan. Work services are typically conducted on EES provider premises.

011. -- 099. (RESERVED)

100. PROGRAM YEAR.

01. Program Year and Application Submission Date. For purposes of these rules, the EES program fiscal year is July 1 of a given year through June 30 of the next succeeding year. ~~An EES Provider Agreement for a fiscal year must be submitted on or before the first business day of May preceding the fiscal year for which approval is sought.~~ (3-29-17)

101. -- 199. (RESERVED)

200. EXTENDED EMPLOYMENT SERVICES PROVIDER AGREEMENT.

01. Standard Form. (3-29-17)

a. Prior to providing services, a provider shall enter into an annual EES Provider Agreement with the EES program which will specify the terms and conditions of the approval. Such agreement shall be on a standard form approved by the EES program, ~~after consultation with the EES provider.~~ When changes to the provider agreement are considered, EES will engage with providers to request input prior to finalizing the new agreement. Such EES Provider Agreement shall detail the provider requirements, services, scope of work, other special provisions, and fees for service. The EES program will make the EES Provider Agreement available the first business day of ~~April~~ May.

(3-29-17)

b. Approval to provide EES will be provided by the EES program, ~~on or before the first business day of June preceding such fiscal year.~~ If approved by the EES program, a provider is eligible to deliver EES effective when all required provider eligibility criteria are met. ~~July 1, the first day of such fiscal year.~~ An agreement that is denied may be reconsidered during the course of a fiscal year. An approval will be based on the applicant demonstrating they have met all Provider Qualifications as outlined in IDAPA 47.01.02.300. ~~The EES program has the discretion to add a new or additional providers after July 1, if there have been significant developments in a region that justify the need for new or additional providers. In such event, the EES program will give preference to denied applications based on date of application.~~ (3-29-17)

02. Annual Provider Agreement. This agreement must be signed ~~prior to the beginning~~ by June 1 of

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the EES fiscal year by an authorized representative of the provider and the IDVR ~~State~~-Administrator or a designee prior to providing extended employment services to EES customers. (3-29-17)

03. Provider Agreement Revision. The agreement shall be entered into annually, and is subject to revision, as may be required by the EES program. The EES program will provide providers notification of any changes to the agreement, with as much notification as possible. (3-29-17)

201. -- 299. (RESERVED)

300. PROVIDER QUALIFICATIONS.

An approved EES provider shall meet all of the following requirements: (3-29-17)

~~**01. Experience.** A new provider must have a minimum of three (3) full years of experience working with customers who are receiving Medicaid Waiver or must have worked with IDVR customers in employment services, or both.~~ (3-29-17)

~~**0201. Accreditation.** Receive and m~~**01. Accreditation.** ~~Receive and m~~Maintain accreditation by CARF or RSAS and provide IDVR a copy of the accreditation. (3-14-07)

~~**0302. Staff.**~~ **02. Staff.** All staff will meet the following requirements: (3-29-17)

a. Satisfactorily complete a criminal history background check, to be obtained by the provider; (3-14-07)

b. Be eighteen (18) years of age and, if less than twenty-one (21) years of age, have not less than ~~six (6) months~~ 750 documented hours of experience with people with disabilities; (3-29-17)

c. Demonstrate the ability to deliver services as specified in the Individual Program Plan for each customer; and (3-29-17)

d. Document completion of not less than forty (40) hours of training directly related to vocational support for people with disabilities. Training must be documented no later than six (6) months from the date of hire and include all of the following topics: (3-14-07)

i. Behavior technology, especially positive behavioral support; (3-14-07)

ii. Instructional techniques; (3-14-07)

iii. Strategies for dealing with aberrant or maladaptive behavior; (3-14-07)

iv. Integration/normalization; (3-14-07)

v. Functional impact of disabilities, particularly developmental disabilities and mental illness; (3-29-17)

vi. Strategies for remediation and accommodation. (3-14-07)

vii. Ethics and confidentiality; (3-29-17)

viii. The development and use of measurable objectives; and (3-29-17)

ix. Overview of assistive technology. (3-29-17)

301. -- 399. (RESERVED)

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400. TERMINATION OR REVOCATION OF PROVIDER STATUS.

The EES program may terminate or revoke the approval status and discontinue authorizing or purchasing services from Certified Extended Employment Services Providers for actions including, but not limited to, the following:

(3-29-17)

01. Loss of Accreditation. Failure to maintain accreditation from either CARF or RSAS; (3-14-07)

02. Out of Compliance. The provider is determined by the EES program to be out of compliance with these rules or the EES Provider Agreement; (3-29-17)

03. Business Practices. The provider is determined to be engaged in business practices that are inconsistent with sound fiscal practice; or (3-14-07)

04. Customer Rights. The provider is determined to be in violation of a customer's rights. (3-29-17)

401. -- 499. (RESERVED)

500. EXTENDED EMPLOYMENT SERVICES CUSTOMER REFERRAL, ELIGIBILITY, AND CASE CLOSURE.

01. Referral Application. ~~Each applicant to be a customer for EES under these rules will be referred to the EES program by a Vocational Rehabilitation Counselor (VRC), employed by IDVR, who will provide the applicant with information on the services available from EES providers.~~ An individual can apply for EES through:

a. Demonstrated need for EES long-term supports. An individual that has a demonstrated need for a specific EES service will be referred to the EES program by a Vocational Rehabilitation Counselor (VRC) employed by IDVR.

b. Individual Informed Choice. An individual who expresses an interest in non-integrated employment and who has received career counseling on integrated employment from a VRC employed by IDVR may be referred to the EES program. IDVR will document completion of career counseling at the time of referral to EES.

02. Application Process. The application process is complete when the following has occurred:

a. The referring IDVR counselor provides EES with a completed EES referral form; and

b. the rights and responsibilities form has been reviewed and signed by the applicant and guardian (when applicable); and

c. the guardianship documentation has been received (when applicable).

03. Eligibility. Eligibility will be determined for each customer based on the following:- The EES program will assess the eligibility of each applicant for services. Applicants who are eligible for and have access to for other public funding sources for long term support services are not eligible for EES services.

a. For customers requesting non-integrated employment, the EES Program Manager or designee will conduct a records review and interview(s) with the customer and when applicable, the customer's guardian. Based on information gathered, the EES Program Manager or designee will determine if long-term supports are necessary to maintain employment, and that the customer is choosing non-integrated employment. If determined eligible, EES will assist with the informed choice process to select an EES provider.

b. A customer who has engaged in the VR process and demonstrates a need for long-term supports will be referred to EES by the customer's IDVR counselor.

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c. Applicants who are eligible for Medicaid Waiver funding must use Medicaid Waiver funding for long-term employment support services when the customer's IDVR counselor recommends individual community supported employment for the customer. If, after service needs are assessed, and an individual has service needs greater than what Medicaid will approve for long-term job coaching, EES will require Medicaid to provide written documentation denying such funding prior to EES providing this service.

04. Disability Criteria. Eligible applicants must have a disability that falls into one (1) of four (4) categories described below, and such disability must constitute a barrier to such person maintaining paid employment without long term vocational support: (3-29-17)

a. Developmental Disabilities. Pursuant to Section 66-402, Idaho Code, a chronic disability of a person that appears before the age of twenty-two (22) years; and (3-14-07)

i. Is attributable to impairment, such as intellectual disability, cerebral palsy, epilepsy, autism, or other condition found to be closely related to or similar to one (1) of those impairments that requires similar treatment or services, or is attributable to dyslexia resulting from such impairments; (3-29-17)

ii. Results in substantial functional limitations in three (3) or more of the following areas of major life activity: self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, or economic self-sufficiency; and (3-14-07)

iii. Reflects the need for a combination and sequence of special, interdisciplinary or generic care, treatment or other services which are of life-long or extended duration and individually planned and coordinated. (3-14-07)

b. Mental Illness. A person has been assessed by a qualified professional and been diagnosed under DSM-IV or later editions with schizophrenia, schizoaffective disorder, major affective disorder, delusional disorder or ~~a~~-borderline personality disorder, in which this psychiatric disorder must be of sufficient severity to cause a disturbance in role performance or coping skills in at least two (2) of these areas on either a continuous or an intermittent (at least once per year) basis: vocational/academic, financial, social/interpersonal, family, basic living skills, housing, community, or health. (3-29-17)

c. Specific Learning Disability. A disorder in one (1) or more of the psychological processes involved in understanding, perceiving, or using language or concepts (spoken or written). A disorder which may manifest itself in problems related to speaking, reading, spelling, or mathematical calculations (or to a lesser extent, listening, thinking, or writing), and seriously limit two (2) or more functional capacities (mobility, communication, self-care, self-direction, work tolerance or work skills). (3-14-07)

d. Traumatic Brain Injury. A traumatically acquired insult to the brain that may cause physical, intellectual, emotional, social, and vocational changes. A closed head injury may be caused by a rapid acceleration/deceleration, as in a motor vehicle accident. An open head injury is visible insult and may be the result of an accident, gun-shot wound, or other physical injuries. Immediate effects are loss of consciousness, loss of memory, or change in vision, strength, coordination, or sensory function. Anatomical abnormalities may be present, such as cerebral hemorrhage or skull fracture. Long term effects may include physical, cognitive, and psycho-social-behavioral-emotional impairments. (3-14-07)

~~03~~**05. Case Closure.** Cases will be closed from the EES program for the following reasons and will include documentation in the case record that supports such reason: (3-29-17)

a. Unable to locate or contact customer; (3-29-17)

b. Customer is eligible for or utilizing Medicaid Waiver services for CSE; (3-29-17)

c. Customer's disability is too significant to benefit from services; (3-29-17)

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- d. Customer is non-compliant or has not followed through with EES services; (3-29-17)
- e. Customer has retired from employment; (3-29-17)
- f. Customer no longer interested in pursuing employment ~~or receiving EES services~~; (3-29-17)
- g. Customer no longer needs EES services; (3-29-17)
- h. Customer has moved out of state; or (3-29-17)
- i. ~~All other appropriate reasons~~ Death of customer. (3-29-17)

501. -- 599. (RESERVED)

600. COVERED SERVICES.

The Extended Employment Services that may be provided to customers by providers are described below. EES typically follow the completion of other vocational rehabilitation services, such as vocational evaluation, job site development, and initial training at the job site. Such covered services include: (3-29-17)

01. Individual Community Supported Employment. ~~Self employment or paid employment that is:~~

~~(3 29 17)~~

~~a. For a customer paid not less than minimum wage and who, because of his or her disability(ies), needs ongoing support to maintain that employment; (3 29 17)~~

~~b. Conducted in a community or industry setting where persons without known paid work supports are employed; and (3 14 07)~~

~~c. Supported by authorized activities needed to sustain paid work by persons with disabilities, including but not limited to supervision, training, and transportation. (3 14 07)~~

02. Group Community-Based Non-Integrated Supported Employment (Enclave). ~~Self employment or paid employment which is:~~

~~a. For a group of no more than eight (8) customers who are paid not less than minimum wage and who, because of their disability(ies), need ongoing support to maintain that employment; (3 29 17)~~

~~b. Conducted in a variety of community and industry settings where the customers have opportunities to interact with co-workers or others without known paid work supports at least to the extent that those opportunities typically exist in that work setting; (3 29 17)~~

~~c. Supported by training and supervision needed to maintain that employment; and (3 14 07)~~

~~d. Not conducted in the work services area of an EES provider. (3 29 17)~~

03. Work Services. ~~The work services program utilizes individual and group work to assist individuals in understanding the value and demands of work, enhancing positive work attitudes, and developing functional capacities that will enhance the ability to achieve and maintain an employment outcome. Limited non-paid work related activities and transportation may be billed only when authorized on an Individual Program Plan. Work services are typically conducted on EES provider premises. (3-29-17)~~

601. -- 699. (RESERVED)

700. EXCLUDED SERVICES.

Any other services provided by IDVR that are not described in subsection 600 of these rules shall not constitute

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Extended Employment Services. Such excluded services include, but are not limited to, the following: (3-14-07)

01. Vocational Evaluation; (3-14-07)
02. Work Adjustment; (3-14-07)
03. Job Site Development; or (3-14-07)
04. Initial Training at the Job Site. (3-14-07)

701. -- 799. (RESERVED)

800. SERVICE PROVISION.

01. **Services on Individual Program Plan.** EES ~~with~~^{for} each individual customer must be based on the Individual Program Plan developed for such customer. (3-29-17)

02. **Development of Individual Program Plan.** Those involved in developing the Individual Program Plan must include, but are not limited to, the following: (3-14-07)

a. The customer. Efforts must be made to maximize the customer's involvement in the planning process by providing him or her with information and education regarding rights, and available options; and (3-29-17)

b. The customer's legal guardian, if one has been appointed by the court; and (3-29-17)

c. The EES provider program staff, responsible for the implementation of the Individual Program Plan. (3-29-17)

03. **Submission of the Individual Program Plan.** The ~~Certified~~ EES provider must submit the Individual Program Plan ~~to the EES program using the standard format provided or approved by the EES program. The program will either accept the Individual Program Plan as submitted, or may require revisions to the Individual Program Plan before acceptance.~~ as outlined in the annual Provider Agreement. (3-29-17)

04. **Timeline for Submission.** The Individual Program Plan must be submitted ~~to the EES program within thirty (30) days from the beginning of the provision of EES. No payment will be made for EES without receipt of the Individual Program Plan covering those Extended Employment Services.~~ as outlined in the Provider Agreement (3-29-17)

05. **Revision.** The EES provider must submit an updated Individual Program Plan for each customer ~~to the EES program at least annually~~ based on the criteria outlined in the Provider Agreement. (3-29-17)

06. **Progress Reports.** The EES provider must submit ~~a progress reports on each customer to the EES program at six (6) month intervals. A standardized format provided or approved by the EES program must be used.~~ as outlined in the Provider Agreement. (3-29-17)

801. RECORDS.

01. **Customer Files.** EES providers shall maintain individual customer files ~~which must include the following;~~ as outlined in the Provider Agreement. The EES program will maintain an EES customer file with all records specific to the individual and those records submitted by the EES provider as required which, at minimum, will include the following; (3-29-17)

a. Referral information; (3-14-07)

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- b. Eligibility; (3-14-07)
- c. Authorization for services; (3-14-07)
- d. Contact information; (3-14-07)
- e. Legal guardianship information; (3-14-07)
- f. Individual Program Plan(s); (3-14-07)
- ~~g. Progress Reports; (3-14-07)~~
- hg. Documentation of service; and (3-14-07)
- ~~h. Release of information. (3-14-07)~~
- ~~i. Satisfaction measures; (3-14-07)~~
- ~~j. Releases of information; and (3-14-07)~~
- ~~k. Documentation that updates to customer information were provided to IDVR. (3-29-17)~~

02. Storage. Files must be maintained for five (5) years from the date of discharge of the customer~~Client~~ to whom the file pertains. (3-14-07)

802. -- 899. (RESERVED)

900. PAYMENT FOR SERVICES.

01. Fee for Service. The IDVR ~~State~~ Administrator or designee shall set the fees for covered services, ~~after discussion with EES providers; after annual input from EES providers.~~ Such fees shall be set forth in the annual EES Provider Agreement. ~~Such fees shall be reviewed annually, and may be adjusted by the IDVR State Administrator to take effect at the beginning of the fiscal year.~~ (3-29-17)

02. Pre-Authorization. All EES services must be pre-authorized by the EES program, and shall be set forth in the Individual Program Plan for each customer. Service needs that exceed the approved and authorized hours outlined in the individuals Individual Program Plan may be requested. The EES approval process is outlined in the Provider Agreement. (3-29-17)

03. Billing Procedures. (3-14-07)

a. EES providers must submit a monthly billing statement for each customer served, in a format approved by an EES program and within timelines set forth in the annual EES Provider Agreement. (3-29-17)

b. Bills may only be submitted for EES that have been identified and accepted by the EES program, as stipulated in an Individual Program Plan. (3-29-17)

c. All bills submitted by providers are subject to prepayment and post payment review. Documentation sufficient to support each payment item shall be available for review, and must be maintained for five (5) years from the date of service. The provider must submit copies of the documentation regarding the provision of such services upon written request from an EES program. (3-29-17)

04. Audits. The EES program may perform audits of billing records and other documentation submitted by providers in order to verify the accuracy of such records. (3-29-17)

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05. Denial/Revocation of Payment. The EES program may deny payment, or seek reimbursement or set-off for payments previously made, if the provider is not in compliance with these rules, the signed Employment Services Provider Agreement, or if the provider does not provide the services as set forth in a customer's Individual Program Plan. (3-29-17)

901. -- 999. (RESERVED)

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DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Proposed Rule – Docket 55-0103-1801, Rules of Career Technical Schools

REFERENCE

2001 Board approved Administrative Rules, creating IDAPA
55.01.03 – Rules of Career Technical Schools

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, 55.01.03

ALIGNMENT WITH STRATEGIC PLAN

GOAL 3: Workforce Readiness; Objective A. Workforce Alignment

BACKGROUND/DISCUSSION

Proposed changes to Administrative Rule reflect updates to Section 33-1002G, Idaho Code, which provides the framework for how these schools are funded. During the 2018 legislative session, this section of Idaho code was updated to eliminate the link to salary-based apportionment and support units.

The Division of Career Technical Education (Division) entered into Negotiated Rulemaking in July 2018, working with career technical school administrators to develop a framework to fund career technical schools using an enrollment-based model.

These changes will clarify the process for calculating and distributing funds to career technical schools. An enrollment based approach more closely aligns with how the infrastructure and costs for these programs are calculated and reduces the reporting burden for administrators.

IMPACT

The policy will have a positive impact on program delivery, as “career technical schools” will have a more clear understanding of program expectations from year to year, as well as a better understanding of which courses are eligible to receive funding. There will be no additional immediate fiscal impact, as these changes clarify the distribution of funds within any given appropriation. Long term fiscal impact will be determined as the number of students enrolling in a career technical school increases and/or the number of funded schools increases.

ATTACHMENTS

Attachment 1 – Proposed Rule Docket 55-0103-1801

STAFF COMMENTS AND RECOMMENDATIONS

Schools meeting certain eligibility criteria may be designated as “career technical schools” and receive added cost funding to support the added cost of high quality

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career technical programs. Career technical school funding is currently based on student average daily attendance and support units. Due to the cost of specific equipment needs for career technical education programs an enrollment based model would be more appropriate for career technical schools. Section 33-1002G, Idaho Code was amended during the 2018 Legislative Session to allow the Division to explore moving to an enrollment based funding model. The proposed amendments would move career technical school funding from a model based on student average daily attendance and support units to one based on the number of students enrolled in a capstone course during the previous academic year and the number of students completing a technical skills assessment for the program in which the student was enrolled.

The notice of intent to promulgate this rule was published in the July 4, 2018 (Vol.18-7) Administrative Bulletin. The Division conducted a formal negotiated rulemaking meeting, on July 30, 2018. In addition to this meeting the proposed rule was shared with representatives from stakeholder organization that participated in a second negotiated rulemaking meeting on August 6, 2018.

Proposed rules approved by the Board are published in the Idaho Administrative Rules Bulletin. Following publication, there is a 21 day comment period. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. Once approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the Legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature

Staff recommends approval.

BOARD ACTION

I move to approve proposed rule Docket 55-0103-1801 as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 55
TITLE 01
CHAPTER 03

55.01.03 – RULES OF CAREER TECHNICAL SCHOOLS

000. LEGAL AUTHORITY.

The State Board of Education is designated as the State Board for Career Technical Education and is responsible to execute the laws of the state of Idaho relative to career technical education, administer state and federal funds, and through the administrator of the State Division of Career Technical Education, coordinate all efforts in career technical education (Section 33-2202 through 33-2212, Idaho Code). (3-30-01)

001. TITLE AND SCOPE.

01. Title. The rules shall be cited as IDAPA 55.01.03, “Rules of Career Technical Schools.” (3-30-01)

02. Scope. These rules serve the administration of Career Technical Education in Idaho and define the duties of the State Division of Career Technical Education. (3-30-01)

002. WRITTEN INTERPRETATIONS.

Written interpretations of these rules, if any, are on file at the office of the State Division of Career Technical Education. (3-30-01)

003. ADMINISTRATIVE APPEALS.

All appeals under these rules shall be conducted pursuant to the procedures set forth by the State Board of Career Technical Education. (3-30-01)

004. (RESERVED)

005. DEFINITIONS.

01. Administrator. A designated school administrator, holding a career technical administrator certificate pursuant to IDAPA 08.02.02, “Rules Governing Uniformity,” Section 015, and who oversees and monitors the career technical school programs and is responsible for ensuring the school meets all applicable federal, state, and local school district regulations, rules, and policies. (3-28-18)

~~**02. Attendance Zones.** For purposes of Section 33-1002G, Idaho Code, each high school is classified as an attendance zone. The attendance zone requirement can be met by having students from at least two (2) high school zones within a district or at least two (2) high school zones in different districts participate in the career technical school. A minimum of fifteen percent (15%) of the total student body must reside in attendance zones apart from the attendance zone of the majority of students. Cooperative Service Agencies must meet the fifteen percent (15%) attendance criteria on a program by program basis. (3-30-01)~~

~~**0302. Capstone Course.** A culminating course that requires students to demonstrate the knowledge and skills learned throughout their program of study. (3-28-18)~~

~~**0403. Career Technical Schools.** Schools designed to provide high-end, state-of-the-art technical programs that foster quality technical education through intermediate and capstone courses. Programs and services are directly related to the preparation of high school students for employment in current or emerging occupations that require other than a baccalaureate or advanced degree. These schools are closely linked to postsecondary education, thereby avoiding redundancy and maintaining rigor. They are also closely linked to current business and industry~~

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standards to ensure relevance and quality.

(3-28-18)

04. Concentrator Student. A student with junior or senior status enrolled in a capstone course.

05. EDUID. Education Unique Identifier.

06. Enrollment Units. The total number of individual EDUIDs that are reported as enrolled in a capstone course during the previous academic year.

0507. Field Experience. Paid or unpaid work experience such as business/industry internship, clinical experience, supervised occupational experience, job placement, school-based enterprise, or similar work experience setting. The field experience must be of sufficient duration and depth to add to the technical competencies of the student. (3-30-01)

08. Participation Total. The total number of technical skills assessments taken by enrolled concentrator students as part of each required capstone course during the previous academic year.

09. 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. ()

~~006~~10. -- 099. (RESERVED)

100. STATEMENT OF PURPOSE.

The purpose of this rule is to clearly define general implementation criteria, the criteria for approval for funding, the added cost unit calculation, the procedure to follow in calculating average daily attendance (ADA), the process to follow for fund distribution, and program accountability for Idaho Career Technical Schools. (3-30-01)

~~101. CAREER TECHNICAL SCHOOL GENERAL APPROVAL CRITERIA.~~

~~For approval, applying career technical school's district must meet at least four (4) of the five (5) criteria listed in Section 33-1002G, Idaho Code. Approval criteria:~~ (3-28-18)

~~01. High School Attendance Zones. Two (2) or more high school attendance zones. (3-30-01)~~

~~02. Dual Credit. (3-30-01)~~

~~03. Field Experience. (3-30-01)~~

~~04. Funded as a Separate School. (3-30-01)~~

~~05. Separate Site or Cooperative Service Agency. Located at a separate site or approved by the State Board of Education as a cooperative service agency. (3-30-01)~~

102. CAREER TECHNICAL COMPONENT CRITERIA.

01. Program Criteria. Career technical schools are intended to deliver high-end technical education programs that go beyond the scope of traditional career technical education. The lab should be appropriately designed for the type of program and the number of students enrolled. The program should have state-of-the-art equipment, current technology and strong links to business and industry. (3-30-01)

02. Career Technical School Program. Each program of a career technical school shall: (3-30-01)

a. Deliver a sequence of career technical education courses that culminate in a capstone course. (3-28-18)

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- b. Meet all of the required technical competency credit standards established by the state board of education. (3-28-18)
- c. Develop and maintain business and industry partnerships in addition to the technical advisory committee. (3-28-18)
- d. Implement instructional delivery methods that integrate advances in industry technologies. (3-28-18)
- e. Employ instructors who hold career technical certification to teach the occupation and who also hold a related industry-based credential, or equivalent credential, as approved by the ~~d~~Division of ~~e~~Career ~~t~~Technical ~~e~~Education. (3-28-18)
- f. Be delivered over a term of not less than five (5) semesters, or the equivalent instructional hours. Semester and trimester equivalencies will be approved by the ~~d~~Division of ~~e~~Career ~~t~~Technical ~~e~~Education. (3-28-18)
- g. Enroll students from at least two (2) high schools. No single high school will comprise more than eighty-five percent (85%) of the total enrolled career technical school students. In the event a student enrolled in the career technical school is not enrolled in a high school, that student will be reported separately, based on the high school attendance zone where the student resides. (3-28-18)
- h. Promote the development of leadership. (3-28-18)

103. APPLICATION PROCESS.

~~New and renewal~~ Applications for career technical school funding must be received by the Division of Career Technical Education on or before the ~~first Friday in July~~ fifteenth of April for the following fiscal year. (3-30-01)

104. CAREER TECHNICAL SCHOOL ADDED COST UNIT FUNDING AND ELIGIBILITY.

Section 33-1002G, Idaho Code, provides school districts an opportunity to establish career technical schools that qualify for funding appropriated for the specific purpose of supporting the added cost of career technical schools. The funds are appropriated to the State Board for Career Technical Education to be expended by the Division of Career Technical Education. Funding is based on the ~~average daily attendance (ADA) of students enrolled in the career technical school~~ number of students enrolled in a capstone course during the previous academic year and the aggregate total of the students who completed the technical skill assessment for the program the student was enrolled in. If any approved program within a career technical school does not enroll students from more than one (1) high school during the ~~reporting period~~ previous academic year, ~~the enrolled students may not be counted as part of the school's average daily attendance for that reporting period~~ the program will not be included in the current year funding calculation. If the overall school enrollment exceeds more than eighty-five percent (85%) of students from any single high school during the previous school year, the ~~d~~Division of ~~e~~Career ~~t~~Technical ~~e~~Education may withhold all or part of the career technical school's funding. (3-28-18)

105. CAREER TECHNICAL SCHOOL ~~AVERAGE DAILY ATTENDANCE~~ FUNDING CALCULATION.

~~The Division of Career Technical Education shall use the enrollment and attendance submitted to the division of career technical education by the school district to calculate career technical school average daily attendance (ADA) in accordance with applicable laws and rules (Section 33-1002, Idaho Code). Students in attendance at a qualifying career technical school shall be reported as aggregate hours and/or aggregate attendance. The aggregate hours and aggregate attendance will be combined to calculate the ADA for the career technical school.~~ Career technical school funding shall be calculated based on the career technical schools unit value. The career technical school unit value shall be the total number of enrollment units combined with the aggregate participation total for each capstone course. Enrollment units shall be reported to the Department of Education. The Division of Career Technical Education shall gather aggregate participation total data from the independent technical skills assessment providers annually. (3-28-18)

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~~01. Aggregate Hours. The daily hours of all students enrolled in approved intermediate and capstone courses who attend less than two and one half (2.5) hours per day shall be added together and reported as weekly aggregate hours. (3-28-18)~~

~~02. Aggregate Attendance. Students enrolled in approved intermediate and capstone courses who attend more than two and one half (2.5) hours per day are to be reported as aggregate attendance. (3-28-18)~~

106. CAREER TECHNICAL SCHOOL ADDED COST UNIT CALCULATION.

The Division of Career Technical Education shall use the career technical school average daily attendance (ADA) as the basis for added cost unit funding. (3-30-01)

~~01. State Support Unit Value. The added cost support unit value shall be based on state salary-based apportionment, state paid employee benefits (less state unemployment), base support, and safe environment distribution factors found in the Public School Support Program. (3-30-01)~~

~~02. Support Unit Divisor. Added cost support units for career technical schools shall be calculated by using the secondary support unit attendance divisor of eighteen and one half (18.5) as shown in Section 33-1002(6), Idaho Code. (3-30-01)~~

~~03. Added Cost Support Factor. The added cost support factor for career technical schools shall be calculated by multiplying point thirty three (.33) times the added cost support units generated in the career technical school. (3-30-01)~~

~~04. Estimated Distribution. The estimated distribution shall be calculated by multiplying the state support unit value by the added cost support factor. (3-28-18)~~

107. CAREER TECHNICAL SCHOOL ADDED COST UNIT FUND DISTRIBUTION.

Once the career technical appropriation is made, the per unit value will be determined by dividing the total units into the appropriation. (3-30-01)

01. Payment Distribution. Added cost support unit funds shall be distributed by the Division of Career Technical Education in two (2) payments: (3-30-01)

a. Seventy percent (70%) of the total ~~estimated~~ appropriated funds for which career technical schools are eligible shall be distributed no later than September 30 each year ~~following receipt of first period attendance data from the approved career technical schools. Funding will not be distributed until reports have been received and approved by the division of career technical education from each approved schools~~ the previous year enrollment units and the Division of Career Technical Education has verified aggregate participation total data. (3-28-18)

b. ~~Based on actual support units generated during the year, the balance shall be distributed each year by July 15th~~ The remaining funds shall be distributed no later than June 30. (3-30-01)

108. ACCOUNTABILITY.

01. Assessment Process. The Division of Career Technical Education shall develop an assessment process that includes measures and standards for career technical school programs. (3-30-01)

02. Reporting. No later than October 15 of each year, career technical schools will submit a report to the ~~e~~Division of ~~e~~Career ~~t~~Technical ~~e~~Education, detailing their enrollment at the program level by high school. (3-28-18)

03. Administrator Responsibility. The administrator of each career technical school shall be responsible to provide onsite administration of the career technical school. The administrator will submit all required career technical school reports requested by the ~~e~~Division of ~~e~~Career ~~t~~Technical ~~e~~Education. (3-28-18)

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04. Accreditation. Each career technical school shall be accredited following Department of Education guidelines. This accreditation shall be appropriate for the individual type of career technical school that is developed.
(3-30-01)

05. School Improvement Plan. The administration, faculty and staff at each career technical school shall be responsible to develop and implement a local school improvement plan based on the assessment process developed by the ~~e~~Division of ~~e~~Career ~~t~~Technical ~~e~~Education.
(3-28-18)

109. -- 999. (RESERVED)