

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18, 2018**

| TAB | DESCRIPTION | ACTION |
|------------|--|-------------------|
| 1 | LEWIS-CLARK STATE COLLEGE ANNUAL PROGRESS REPORT | Information Item |
| 2 | DIVISION OF VOCATIONAL REHABILITATION ANNUAL PROGRESS REPORT | Information Item |
| 3 | DIVISION OF CAREER TECHNICAL EDUCATION – CAREER TECHNICAL EDUCATOR PATHWAYS | Information Item |
| 4 | CISCO NETWORKING ACADEMY | Information Item |
| 5 | IDAHO REGIONAL OPTICAL NETWORK UPDATE | Information Item |
| 6 | BOARD POLICY I.Q. ACCOUNTABILITY OVERSIGHT COMMITTEE – SECOND READING | Motion to Approve |
| 7 | BOARD POLICY IV.I. EASTERN IDAHO TECHNICAL COLLEGE – SECOND READING | Motion to Approve |

LEWIS-CLARK STATE COLLEGE

SUBJECT

Lewis-Clark State College Annual Progress Report.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: Educational System Alignment

GOAL 2: Educational Attainment

BACKGROUND/DISCUSSION

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

IMPACT

Lewis-Clark State College implemented its new strategic plan on July 1, 2018. The plan is integrated into institutional assessment and planning cycles and guides the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

ATTACHMENTS

Attachment 1 – Lewis-Clark State College Annual Report

STAFF COMMENTS AND RECOMMENDATIONS

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

BOARD ACTION

This item is for informational purposes only.



LEWIS-CLARK STATE
— COLLEGE —

Progress Report to the Idaho State Board of Education
Cynthia L. Pemberton | Oct. 17, 2018

LCSC – We Connect Learning to Life

- **Mission-Centric: Educating students to become **successful leaders, engaged citizens and lifelong learners****
 - Bachelor's degree-seeking liberal arts/science and professional programs, CTE, and workforce and community education
- **Anchored in Core Themes**
 - Opportunity, Success & Partnerships
- **Guided by 2018-2022 Strategic Plan** (four goal areas, derived from and linked to Core Themes)
 1. Excellence in teaching and learning
 2. Optimal enrollment and student success
 3. Relationships and partnerships
 4. Leveraging resources to maximize strengths and efficiency



Year 1 Presidential Priorities: Implementing & Living our Strategic Plan

- **Communication & Connection**
 - *Listen & Learn, Walk About Challenge*
- **Enrollment & Retention**
 - *All hands in, All hands on*
- **Facilities/ CTE**
 - *Finish it and Build it*
- **Accreditation**
 - *Demonstrates the institution's academic quality*
 - *NWCCU Mission Fulfillment and Sustainability*
 - *Visit, Oct 29-31, 2018*
- **TBD**

Strategic Plan Goal 1: Excellence in Teaching and Learning – Implemented and evidenced through strengthening and expanding instructional and co-curricular programming

- **Academic reorganization implemented as of Summer 2018** – serves to strengthen instructional programming (employed program prioritization principles to guide considerations)
 - 3 Academic Schools: Career & Technical Education, Liberal Arts & Sciences, Professional Studies
- **Expand course, program and delivery options**
 - Focus on industry needs, strategic use of resources, and assisting students to progress and complete
 - Dental Hygiene with NIC Fall 2019
- **Ensure high quality program outcomes**
 - 88% of programs meet or exceed quality benchmark
- **Expand co-curricular programming**
 - Internships and apprenticeships (academic, CTE, and Workforce Training)

HERC Undergraduate Research funds \$20,000

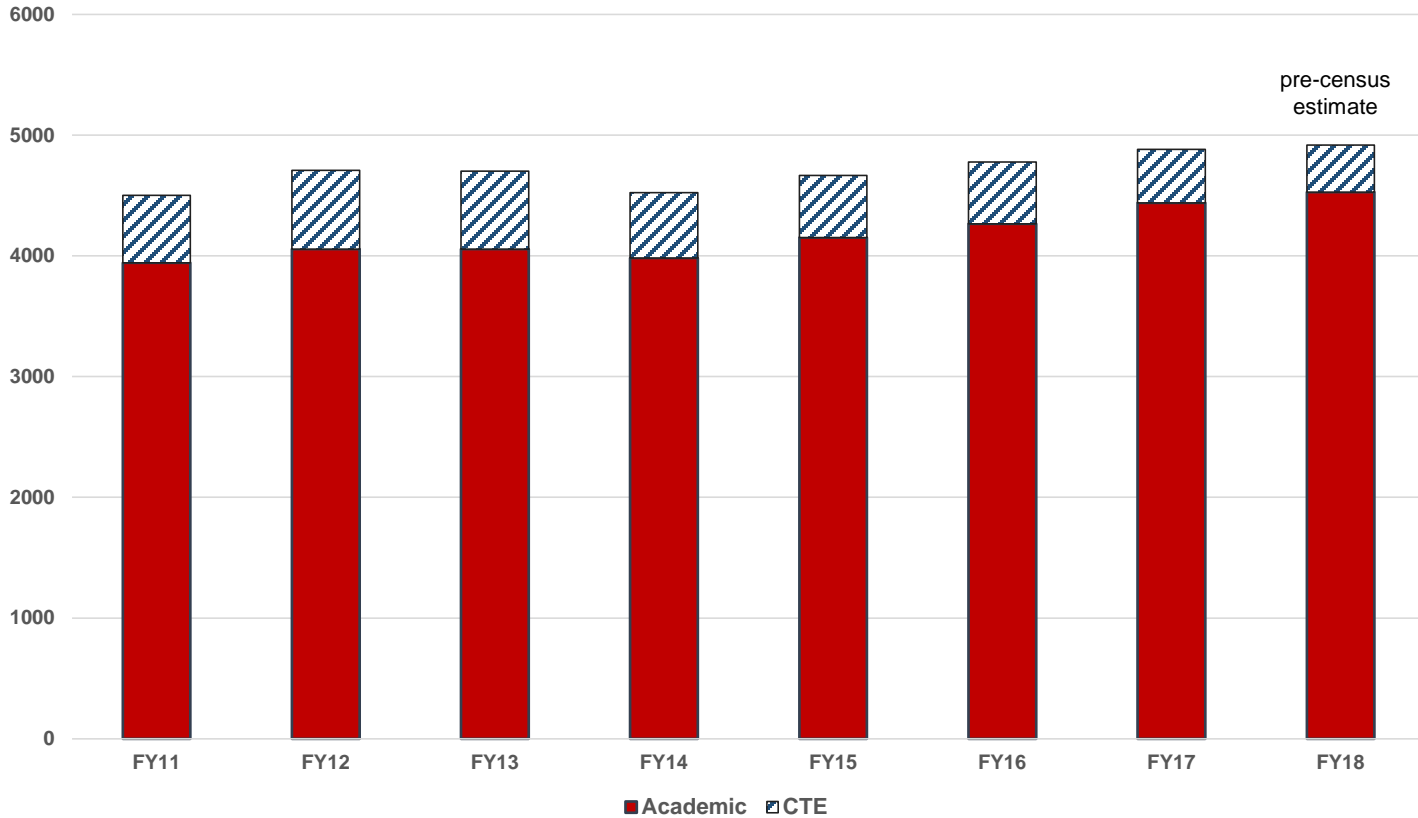


Strategic Plan Goal 2: Optimal Enrollment and Student Success – Implemented and evidenced through student enrollment, retention and completion

- **Increase the college's student FTE**
 - Fall 2018 enrollments down (both FTE and Head Count); students are choosing to work
 - Of note: Workforce Training numbers are up
- **Increase the number of non-traditional adult learners enrolled in degree programs**
 - Spring 2019 soft-launch of Adult Learner Program for students aged 25 and older
- **Increase credential output**
 - Retention rate down from high in 2015, relatively flat (slight decline) since 2016
 - Record number of degrees Spring 2018: 1,033

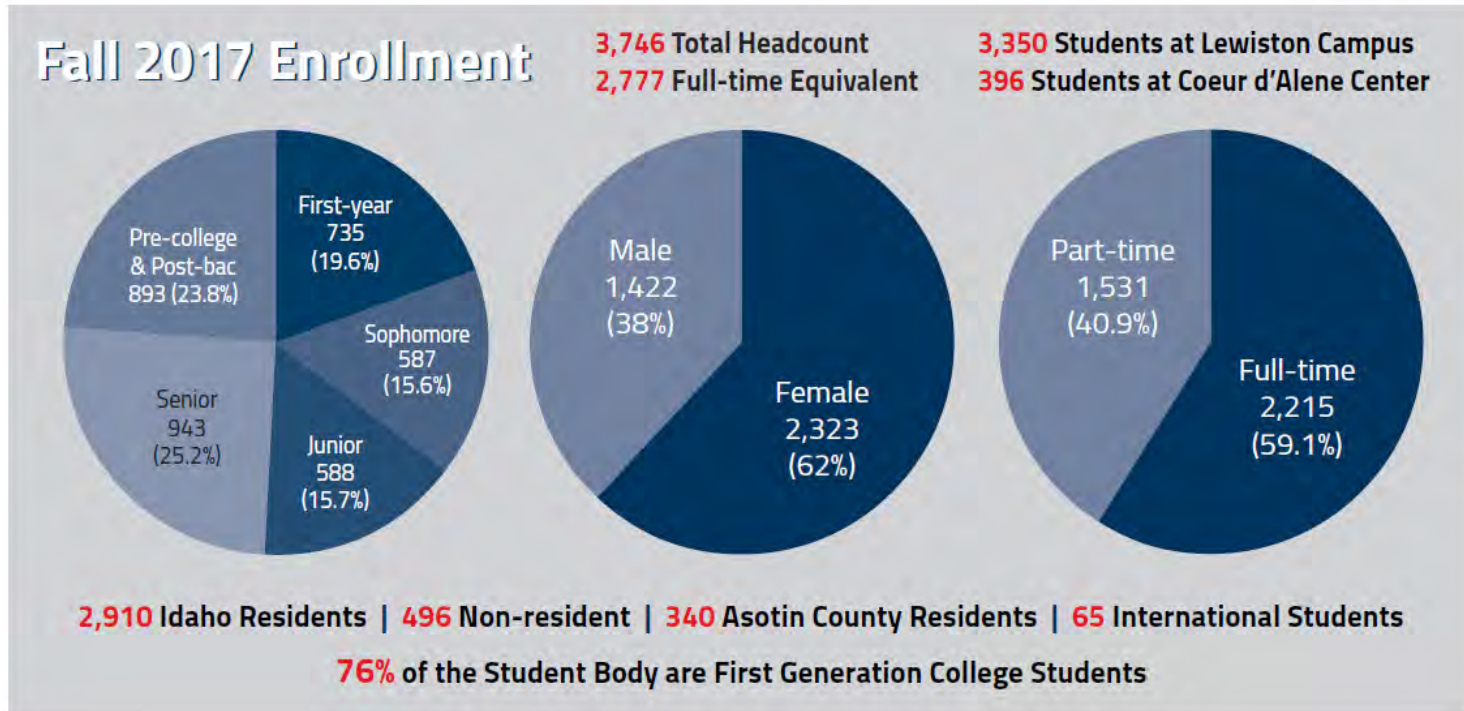


Annual Student Enrollment

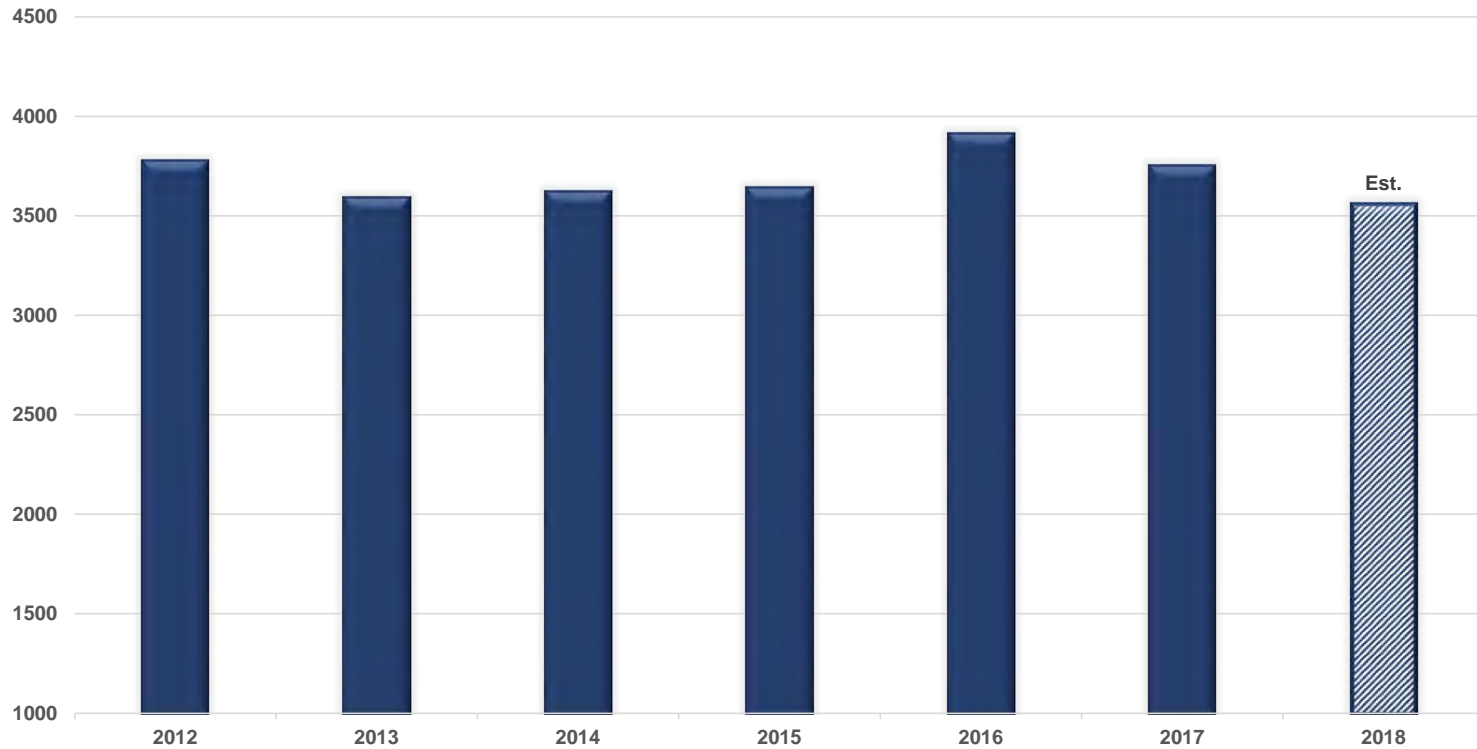


Fall 2017 Enrollment Demographic Breakdown

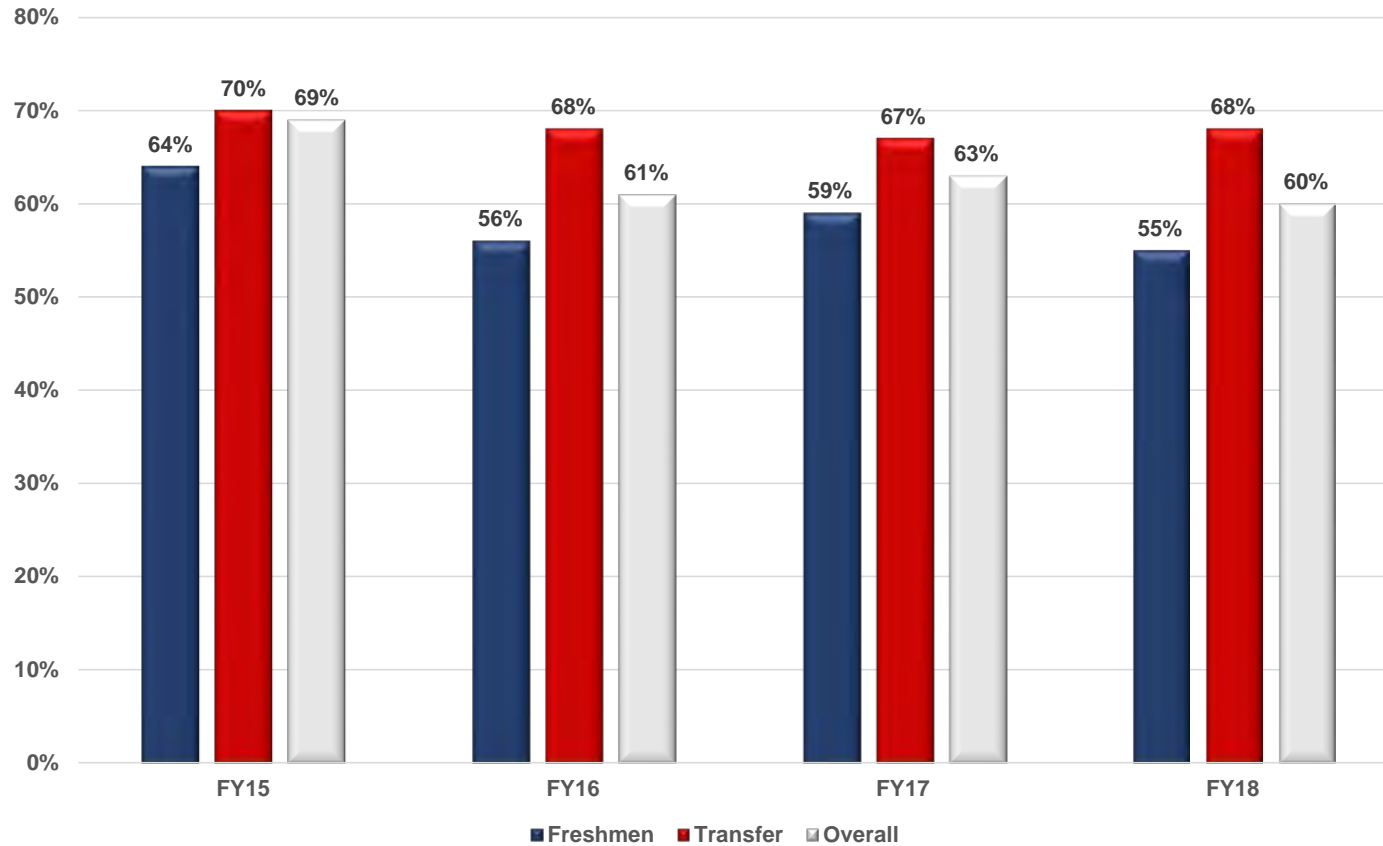
(Fall 2018 information available after census day)



Fall Census Day (2018) Headcount



Retention Rates



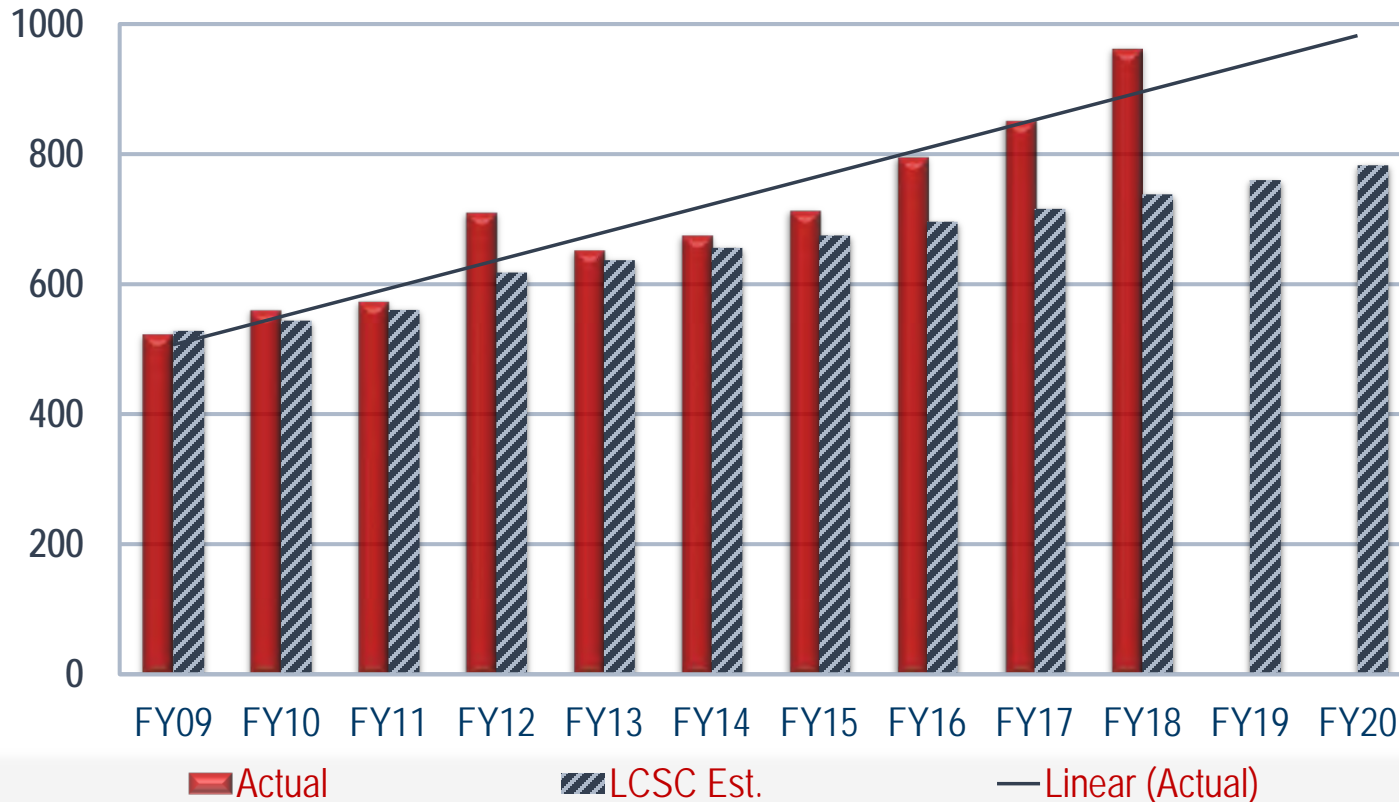
Note: Rates reflect the total full-time new (freshmen and transfer) students who are retained or graduate the following year. Not IPEDS retention.



Graduation Rates



LCSC Graduates



Strategic Plan Goal 3: Relationships & Partnerships – Fostering inclusion and connection throughout campus culture and processes; and, in relationship to our community and region.

- **Expand inclusive practices programming for faculty, staff and students**
 - Center for Teaching & Learning: Inclusive Practices Certificate
- **Develop community and other partnerships to enhance student learning and enrich the region**
 - Work Scholars Program: 61 work sites (44 on campus; 17 in community)



Strategic Plan Goal 4: Increase and leverage institutional resources to achieve enrollment, employee retention and campus planning objectives

- **Diversify revenue streams to allow for investment in campus programs and infrastructure**
 - Exploring options regarding public-private partnership for living-learning center residence hall
- **Bring the average employee compensation to 80% of policy**
 - Employed program prioritization principles to reallocate dollars within physical plant to bring those employees closer to 80% goal
- **Increase grant funding**
 - EDA and Laura Moore Cunningham grants received towards CTE building construction/equipment (\$1.62M)

Capital Projects Overview

| Year | Project |
|---------|--|
| FY 2019 | Career Technical Education Center <i>Ground breaking Spring 2019, anticipated program occupation Fall 2020</i> |
| FY 2020 | Mechanical Technical Building Repurpose & Potential Women's Sport addition facilities (FY 2020 and/or 2021) |
| FY 2021 | Living-Learning Center Possibilities |
| FY 2022 | Wittman Complex Remodel |
| FY 2023 | Career Technical Center Expansion |
| FY 2024 | Sam Glenn Complex Replacement |

Community Partnerships, Collaboration & Economic Development

- \$840,000 National Science Foundation grant – metal manufacturing, with CEDA and UI
- Tri-Partnership CTE Project with City of Lewiston & Lewiston School District
- Clearwater Paper – Millwright Program
- Schweitzer Engineering – Electronics Engineering Curriculum and Program development
- NIC – Dental Hygiene relaunch Fall 2019



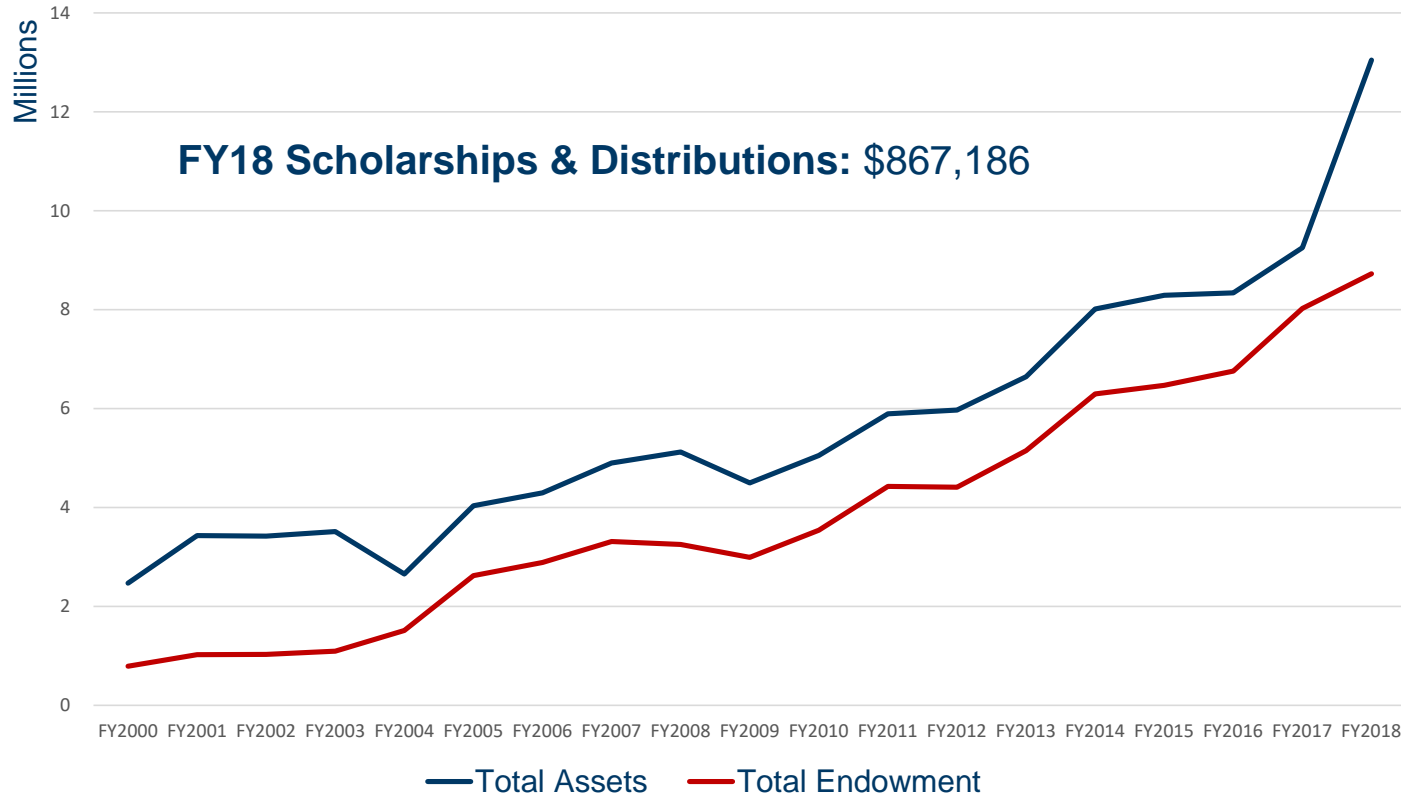
College Advancement Success

- **Scholarship Endowment \$8,727,486**
 - Endowment donations up 38%
- **Advancement FY18 Revenues \$4,010,638**
 - Annual Fund donations up 17%
- **Total Assets FY18 \$13,047,742**

LCSC's largest donation: *Dr. & Mrs. Schweitzer and Schweitzer Engineering Laboratories have pledged \$3 million toward the Career & Technical Education Center.*



College Advancement Success



FY18 Highlights

- **RECORD NUMBER OF GRADUATES:** LCSC had a record number of graduates for the fourth year in a row in 2018. Since honoring 502 students in 2008, LCSC has seen a 90 percent increase as 962 students graduated in May of 2018.
- **LARGEST DONATION IN LCSC HISTORY:** \$3 million from Schweitzers/SEL
- **125TH ANNIVERSARY:** Founded in 1893, LCSC kicked off its yearlong 125th anniversary celebration with a flag raising ceremony on Jan. 27, 2018. The college is the second oldest higher education institution in Idaho.
- **GRANTS IN ACTION:** Successful first years for National Science Foundation Metal Manufacturing (\$840K) and CAMP (\$2M) grants.
- **WORK SCHOLARS PROGRAM:** The program has expanded from 11 fall students in 2015 to 45 in 2018. The average Work Scholar GPA is 3.5 and 90 percent of graduates have either found work in their career field of study or are attending graduate school.
- **BEST IN THE NATION:** Best College Reviews ranked LCSC as the No. 1 school for non-traditional students and as having the 18th best online RN to BSN program in the nation.
- **MOST AFFORDABLE:** A 2018 national report by U.S. News & World Report highlighted LCSC's affordability as it continues to offer the lowest tuition among four-year public institutions in Idaho with in-state tuition being \$1,000 less than the average of the three universities.
- **ENROLLMENT GROWTH:** Despite recent leveling out, LCSC's enrollment has grown by nearly 20 percent since 2008.
- **FIRST GENERATION:** LCSC's number of first generation students grew to 76 percent of total enrollment in the fall of 2017. The college will hold its second annual First-generation College Celebration on Nov. 8.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18, 2018**

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho Division of Vocational Rehabilitation Annual Report

REFERENCE

December 21, 2017 The Board received the Idaho Division of Vocational Rehabilitation's annual 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 Idaho Division of Vocational Rehabilitation (Division) to provide an annual progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

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

IMPACT

To inform the Board of the Division's activities and progress.

ATTACHMENTS

Attachment 1 – Idaho Division of Vocational Rehabilitation Presentation

BOARD ACTION

This item is for informational purposes only.

Idaho Division of Vocational Rehabilitation

State Board of Education Presentation

October 2018



IDVR PROGRAM STRUCTURE

- Vocational Rehabilitation
- Extended Employment Services
- Council for the Deaf and Hard of Hearing



VOCATIONAL REHABILITATION



OUR MISSION

“To prepare individuals with disabilities for employment and career opportunities while meeting the needs of employers.”



OUR VISION

“An Idaho where all individuals with disabilities have the opportunity to participate in the workforce and employers value their contributions”



ORGANIZATIONAL STRUCTURE

U. S. Department of Education



Office of Special Education and Rehabilitative Services(OSERS)



Rehabilitation Services Administration (RSA)



State Board of Education (SBOE)



Division of Vocational Rehabilitation



VR DELIVERY SYSTEM

Individualized Service



Employer Resource

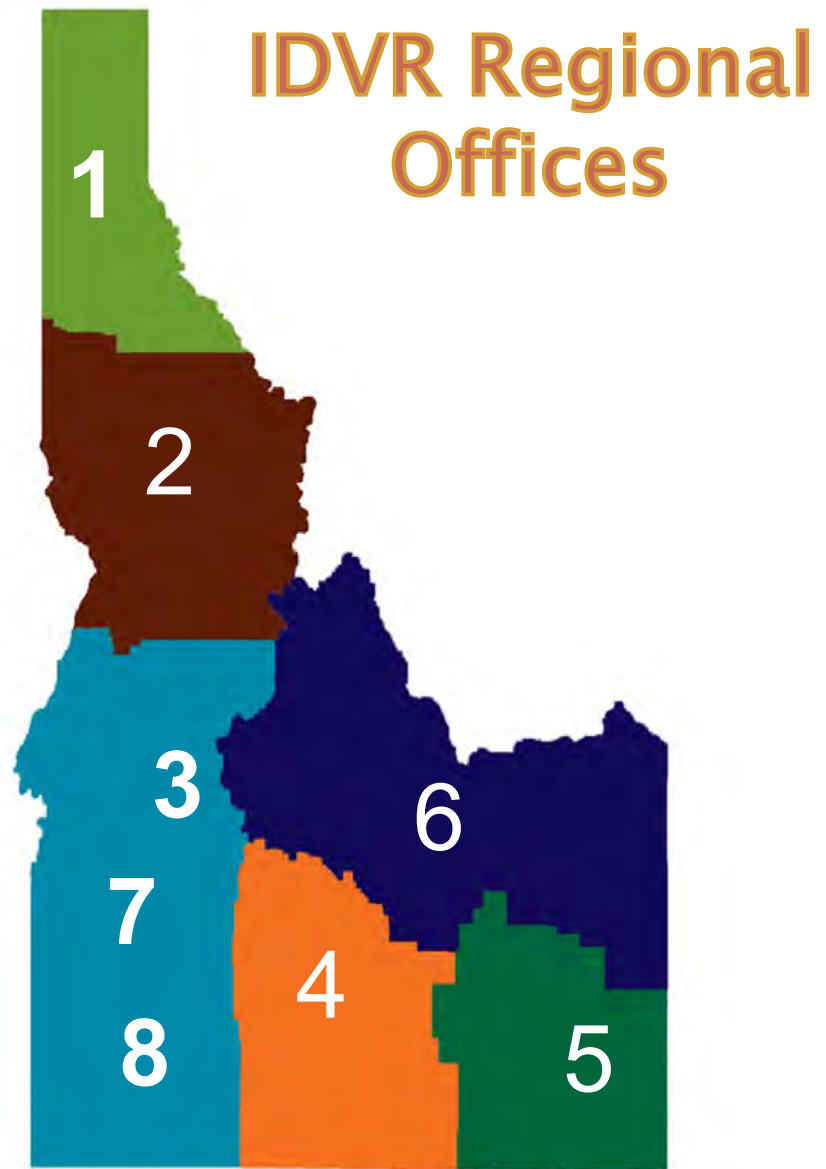
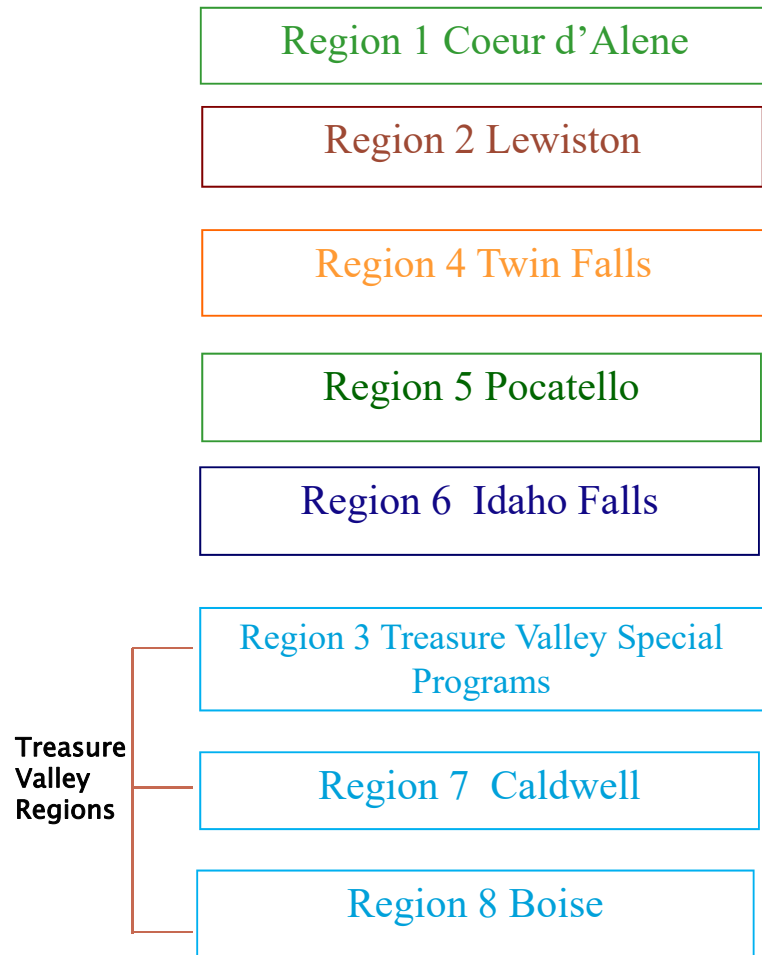


Competitive Applicants



Jobs



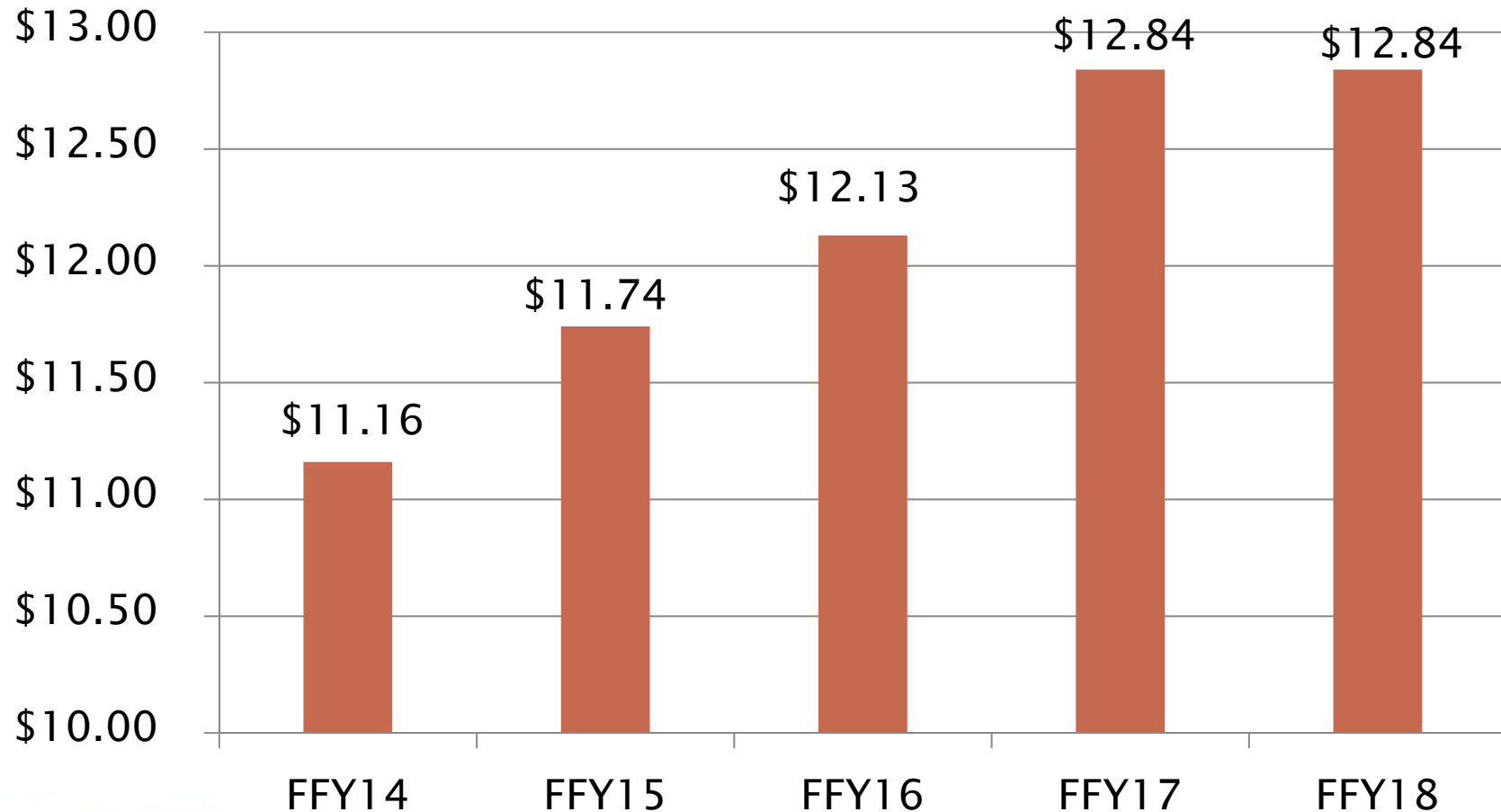


VR ACCOMPLISHMENTS

- 1,281 Successful Outcomes
- In 2018 there was a 351% increase in customer wages after receiving IDVR services
- 76% of VR customers who achieved or maintained employment reported their wages as their primary means of support



VR CUSTOMER AVERAGE HOURLY WAGE



RANGE OF CUSTOMER WAGES AND OCCUPATIONS

Range of Wages and Occupations

\$8.50/hour – Stock Clerks, Sales Floors

\$10.50/hour – Nursing Aides, Orderlies, and Attendants

\$14.50/hour – Welders and Cutters

\$17/hour – Truck Drivers, Heavy or Tractor Trailer

\$24/hour – Teachers, Secondary School

\$26/hour – All Other First-Line Supervisors –Production,
Construction and Maintenance

\$32/hour – Registered Nurses

\$40/hour – Property and Real Estate Managers and Administrators

\$69/hour – Computer Network Architect



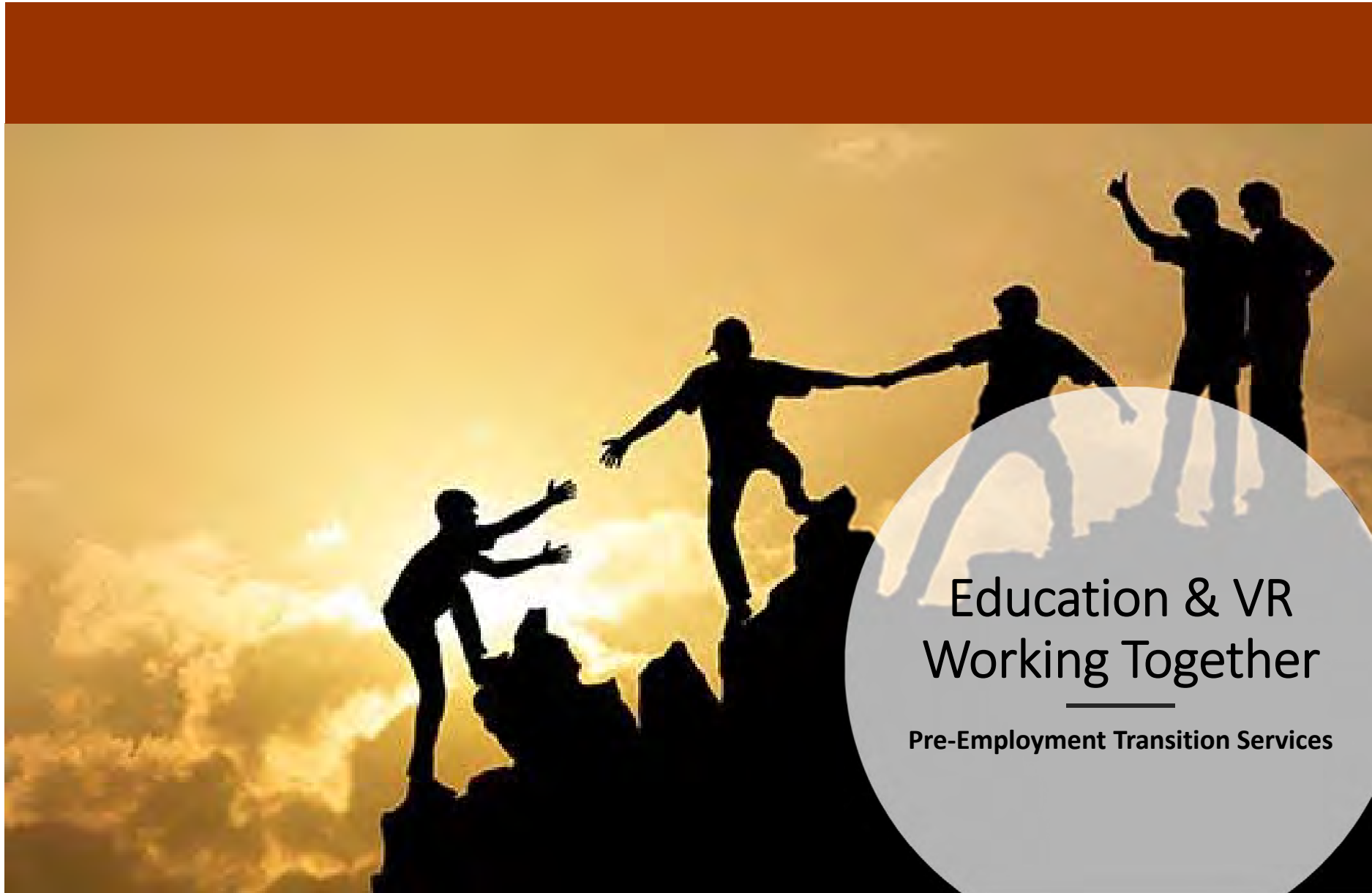
WIOA PRIMARY PERFORMANCE INDICATOR AND DATA AVAILABILITY

*This information is based on only those Exiters who complete their program on, or after July 1, 2016.

| | | ANNUAL REPORT PROGRAM YEAR & REPORT DELIVERY DATE | | | | |
|------------------------|---|---|---------------------|---------------------|---------------------|---------------------|
| | | PY 2016 Oct 2017 | PY 2017 Oct 2018 | PY 2018 Oct 2019 | PY 2019 Oct 2020 | PY 2020 Oct 2021 |
| | | % Of Data Available on Report Delivery Date* | | | | |
| Performance Indicators | Employment Rate <i>Second Quarter After Exit</i> | 0% | 100% | 100% | 100% | 100% |
| | Employment Rate <i>Fourth Quarter After Exit</i> | 0% | 50% | 100% | 100% | 100% |
| | Median Earnings <i>Second Quarter After Exit</i> | 0% | 100% | 100% | 100% | 100% |
| | Credential Attainment Rate | 0% | 50% | 100% | 100% | 100% |
| | Measurable Skill Gains | 100% | 100% | 100% | 100% | 100% |
| | Effectiveness in Serving Employers <i>(if based on 4th quarter retention)</i> | 0% | 50% | 100% | 100% | 100% |

First year of "full" WIOA data





Education & VR
Working Together

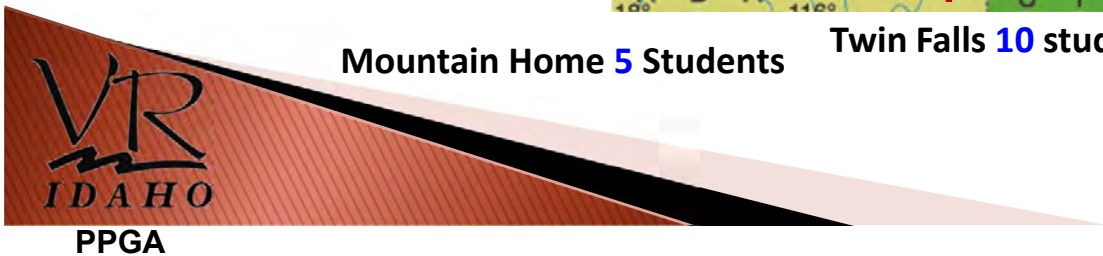
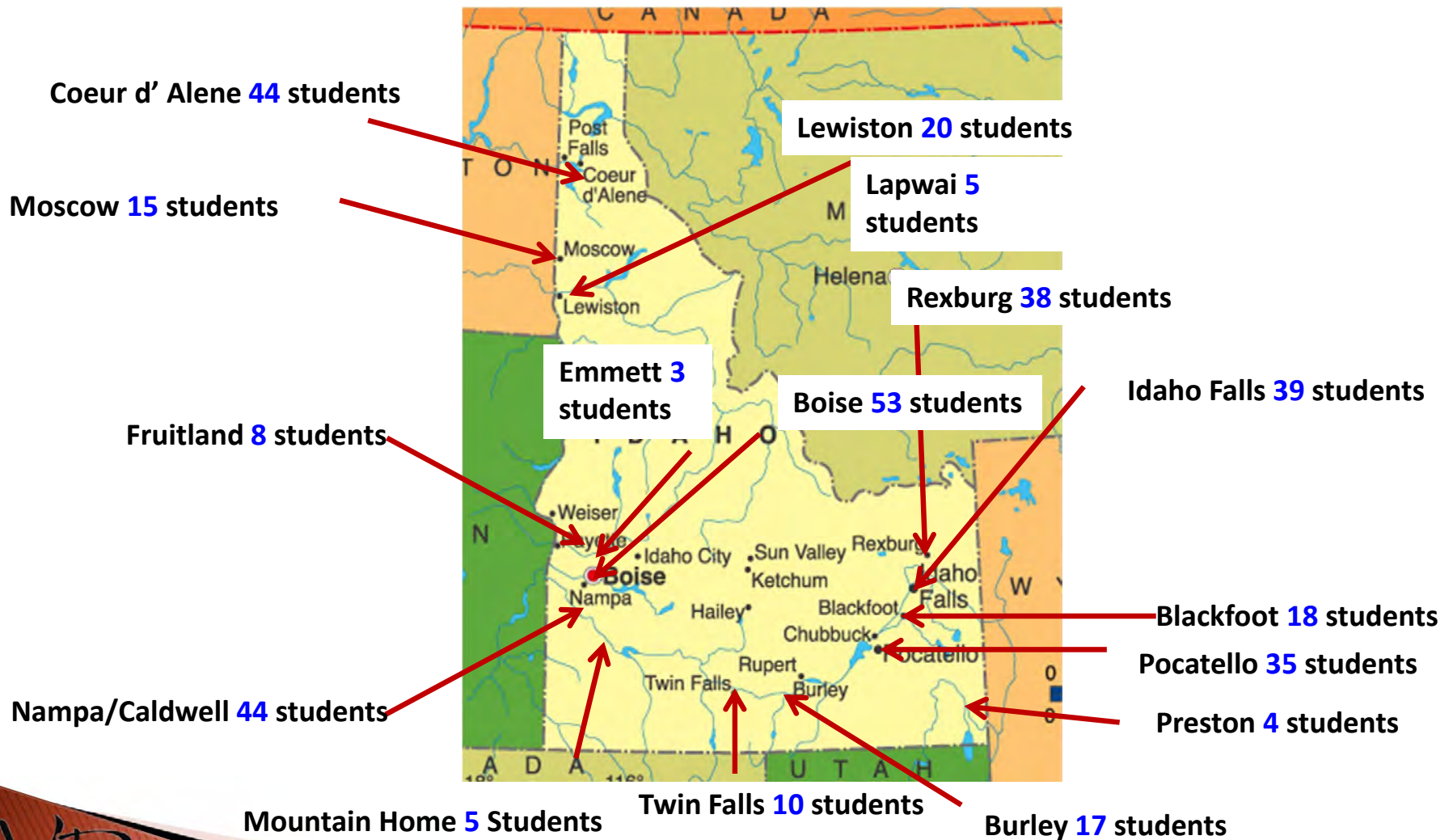
Pre-Employment Transition Services

PRE-EMPLOYMENT TRANSITION SERVICES

- ▶ Job exploration counseling
- ▶ Work-based learning experiences, which may include in-school or after school opportunities, experiences outside of the traditional school setting, and/or internships
- ▶ Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs
- ▶ Workplace readiness training to develop social skills and independent living
- ▶ Instruction in self-advocacy



PAID SUMMER WORK EXPERIENCE



POST SECONDARY EDUCATION OPTIONS

SOLE LEAD (Selkirk Outdoor Leadership and Education Leadership Environmental Awareness Development) 6 students

University of Idaho Vandal Academy 12 students

Lewis Clark State College CREW (College Readiness Education Workshop) 3 students

Boise State PREP (Postsecondary Rewarding Education is Possible) Academy 17 students



Idaho State University Academy NeXT (New Exciting Transitions) Academy 16 students

Idaho State University Bengal Experience 18 students



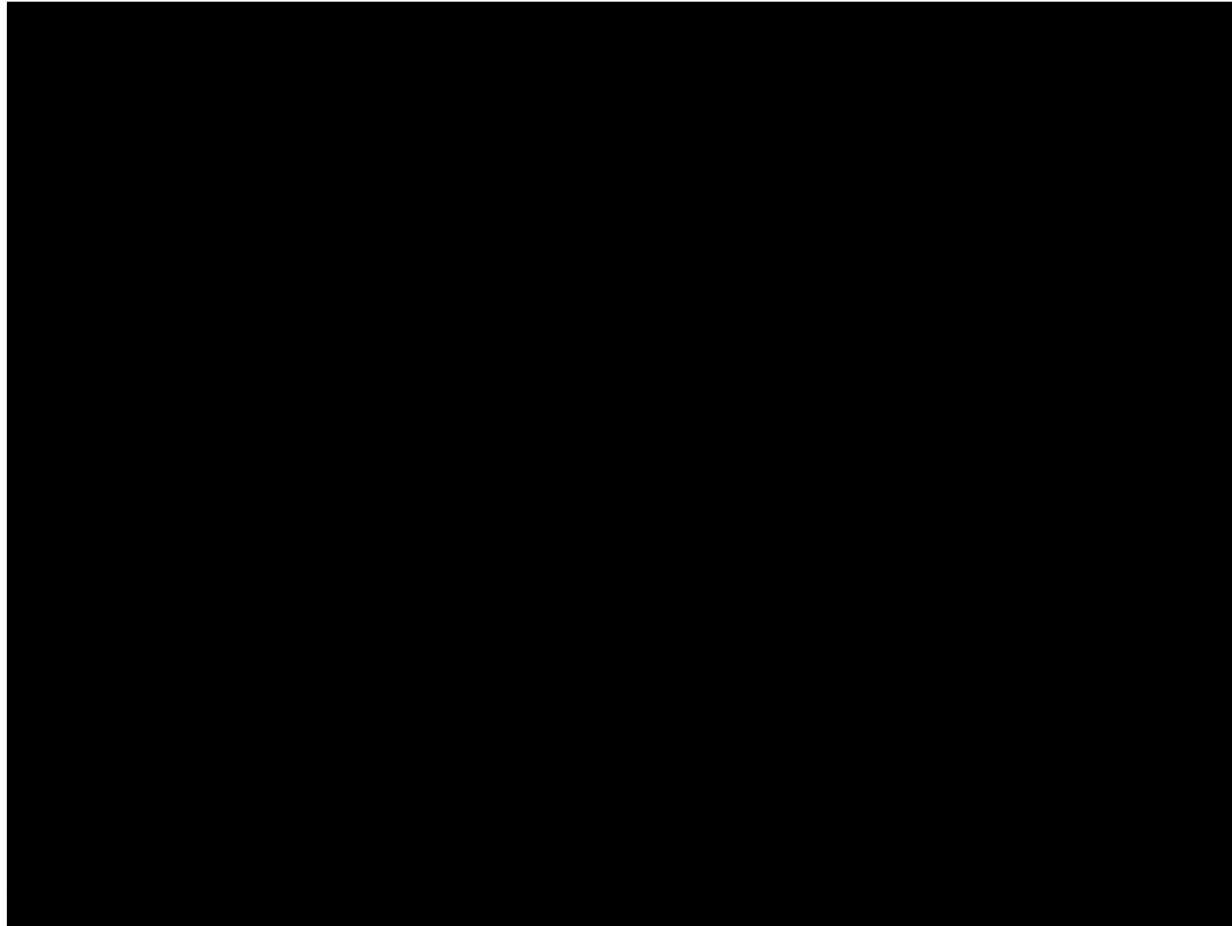
BUSINESS OUTREACH AND ENGAGEMENT



SFY 2020 BUDGET REQUESTS

- \$8,000 to support the Council for the Deaf and Hard of Hearing (CDHH) to provide training opportunities for licensed interpreters to meet continuing education hours

A JOURNEY TO SUCCESS



QUESTIONS?



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18, 2018**

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Career Technical Education (CTE) Educator Pathways

REFERENCE

August 2018 Board approved proposed rule amendments to IDAPA 08.02.02. Docket number 08-0202-1805 CTE Occupational Specialist Certification Requirements.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1202, Idaho Code
Idaho Administrative code, IDAPA 08.02.02.015.04, Certification Standards for Career Technical Educators

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment, Objective B: Alignment and Coordination
Goal 3: Workforce Readiness, Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

Career Technical Education teachers may qualify for certification to teach career technical programs through three standard routes. There is a degree-based route to CTE certification similar to degree programs for standard instructional certificated teachers, an industry experience route, and a route for existing standard instructional certificated teacher to earn a CTE educator certificate.

The degree-based pathway requires the individual to complete a Board approved educator preparation program and 1,000 clock hours of related work experience or a practicum in their respective field of specialization. The Division of Career Technical Education (Division) must approve all practicums. Degree based programs may be used in seven discipline areas. These are agricultural science and technology; business technology education; computer science technology; engineering; family and consumer sciences; marketing technology education; and technology education.

Industry based certification includes three levels of certification, an interim Limited Occupational Specialist Certificate; Standard Occupational Specialist Certificate; and Advanced Occupational Specialist Certificate. Individuals must meet the requirements of each level of certification to move on to the next level. The interim certificate is a three-year non-renewable certificate and comprises two pathways holders may choose for moving to the Standard Occupation Specialist Certificate. The two pathways are:

- Pathway I – Coursework
- Pathway II – Cohort Training Model

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18, 2018

To meet the minimum eligibility requirements an individual must be at least 22 years of age; document recent employment in the area they are seeking certification and endorsement in and possess either a high school diploma or general education development (GED) certificate. In addition to this minimum standard, the individual must also meeting one of the following three standards:

- Have six years or 12,000 hours of recent employment in the occupation they are seeking certification and endorsement in. Up to 48 months credit or 8,000 hours of journeyman or postsecondary training in a career technical education program can be counted toward the six year or 12,000 hours requirement;
- Have a baccalaureate degree in the specific occupation or related area and two years or 4,000 hours of recent experience (at least half of which must have been during the immediate previous five years); or
- Have completed a formal apprenticeship program in the occupation or related area and have two years or 4,000 hours of recent experience (at least half of which must have been during the immediate previous five years).

IMPACT

This item will provide the Board with an update on the Division's efforts to recruit and retain highly effective CTE educators and the various routes individuals may pursue to become a CTE educator.

ATTACHMENTS

Attachment 1 – Recruiting and Retaining CTE Teachers in Idaho
Attachment 2 – Teacher Pathways to the CTE Classroom

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to IDAPA 08.02.03, Rules Governing Thoroughness, all public high schools are required to offer “career technical education and the instruction necessary to assure students are college and career ready at the time of graduation.” Each school district and charter high school chooses how he or she will meet this requirement. Depending on the district or schools resources, they could be done through comprehensive CTE programs or a single program with limited course offerings. Depending on the program, the school may receive additional funding (Added Cost Funding) for the CTE programs from the Division and additional salary based apportionment for teachers working in a CTE classroom who hold an Occupational Specialist certification. For a program to qualify as a CTE program it must have CTE teacher who holds either a degree based certificate or one of the industry based certificates. There are some programs, such as computer science and engineer that a school may choose whether to have courses taught by an individual with a standard instructional certificate or a CTE program taught by a CTE certificated teacher.

Career Technical Education certification standards are set to assure the teacher has a minimum level of either education and/or experience to provide a quality

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18, 2018

education to the students participating in the program. Based on the current standards, the minimum requirements for entering the classroom range from 22 years of age and a high school diploma or GED with six years (or 12,000 hours) of industry experience to 22 years of age and a baccalaureate degree in an occupational area and two years (4,000) hours of experience. The standard in human resource terms for calculating the number of hours for full-time employment in a year is 2,080 hours.

BOARD ACTION

This item is for informational purposes only.



Recruiting and Retaining CTE Teachers in Idaho

In today's cutting-edge, technology-driven society, the teaching specialty of Career and Technical Education (CTE) stands out as one that prepares youth and adults for high-skill, in-demand careers.

Providing a quality CTE Teacher pipeline is a critical part of expanding quality CTE programs in Idaho at both the secondary and post-secondary level. A successful CTE teacher pipeline requires that we not only recruit more CTE teachers but that we retain those teachers in the classroom.

An attached document "Teacher Pathways to the CTE Classroom" outlines the requirements, according to differing applicant backgrounds, by which individuals can become certified CTE teachers:

1. Educator Preparation Program. An individual can enroll in and complete a CTE teacher degree program at an accredited Idaho university in one of five areas: Agricultural Science and Technology, Business Technology, Family and Consumer Science, Marketing Technology, and Technology Education.
2. Private Sector to Teacher Program. Industry experts with ample experience in a given field (including from the military) can have a second or third career as a CTE teacher.

NOTE:

The process for these teachers includes verifying a minimum number of hours and/or education in their endorsed field to assure they have the appropriate content knowledge and providing them with the necessary skills to be successful in the classroom.

An industry expert, just like an individual pursuing a degree educator-preparation program, requires support to develop the core and foundation standard knowledge to become a successful teacher. They must understand the basic tools of the teaching trade to effectively manage a classroom, reach a wide array of students, keep them safe, analyze the occupation and develop curricula to teach the needed skills, assess student learning and modify teaching to expand understanding, assist students in career planning, and extend the classroom through work-based learning and participation in Career Technical Student Organizations.

Through the successful completion of select university courses, or through successful participation in Idaho's *InSpIRE to Educate* teacher cohort coupled with in-school mentors and observational coaching, we have established a process to assure these industry experts become successful classroom teachers.

3. Already Licensed Teacher. A current non-CTE endorsed teacher who wishes to become a CTE endorsed teacher.

Regardless of the path they entered, all new CTE teachers need to be solidly on-boarded into the profession and supported in the classroom. This is important to assure their success in their first few years, increasing their retention rate in the profession.

Industry experience and teacher preparation education are crucial factors in developing a successful CTE instructor. In order to apply for the CTE teaching credential, an individual needs experience in one of the following industries or sectors that CTE covers:

- Agriculture and natural resources
- Arts, media, and entertainment
- Building and construction
- Business and finance
- Education, child development, and family services
- Energy, environment, and utilities
- Engineering and architecture
- Fashion and interior design
- Health science and medical technology
- Hospitality, tourism, and recreation
- Information and communication technologies
- Manufacturing and product development
- Marketing, sales, and service
- Public services
- Transportation

All CTE teachers must demonstrate ample industry experience in one of the above teaching areas to be certified. Various levels of industry experience are required as follows:

- Educator-prepared CTE teacher. An individual seeking teacher certification through an educator preparation program is required to complete a minimum of 1,000-hours occupational experience in the related teaching area before the university will issue the *Institutional Recommendation* needed for certification.
- Private sector industry expert with Baccalaureate degree. An individual who has earned a non-teaching Baccalaureate degree in the area related to the desired teaching area must demonstrate a minimum of 4,000 hours industry experience in that subject area.
- Private sector industry expert with minimum high school diploma/GED diploma. An individual who has no additional education beyond a high school or GED diploma must demonstrate a minimum of 12,000 hours industry experience in the desired teaching area.
- Already licensed non-CTE teacher. If the teacher is seeking the full degree-preparation CTE endorsement, in addition to the prescribed postsecondary program of study toward certification, this individual must complete a minimum of 1,000 hours of occupational experience in the related CTE teaching area.



TEACHER PATHWAYS TO THE CTE CLASSROOM

Each Pathway may have more than one option for obtaining a CTE teacher credential.

| Background of Applicant | Certification Options | Requirements | Examples or Notes |
|---|--|--|---|
| Educator-Preparation Program degree-based | Initial Certificate for Idaho Program Graduates | <ul style="list-style-type: none"> ▪ Degree: Teacher preparation program w/student teaching completed ▪ Complete Praxis content test with passing score ▪ Include <i>Institutional Recommendation</i> as one element of application packet | <ul style="list-style-type: none"> ▪ CTE teacher preparation program includes 1,000-hour related work experience requirement |
| Private Sector to Teacher industry expert | Limited Occupational Specialist (LOS) <i>Non-renewable certificate</i> | <ul style="list-style-type: none"> ▪ Be at least 22 years of age ▪ Document 4,000-12,000 hours (amount dependent on offset of related postsecondary educational) of employment in area for which certification is requested, at least half of which must have been in previous five (5) years ▪ Possess high school diploma or GED, or up to a Baccalaureate degree (results in determination of industry hours required) ▪ Meet requirements of occupationally-related state agencies when applicable (i.e.: CNA and EMT instructor licensure) | <ul style="list-style-type: none"> ▪ Up to 48 months (8,000 hours) postsecondary- or journeyman-training in teaching area applied for can be counted toward the six (6) years or 12,000 industry hours on a month-to-month basis ▪ During three-year validity period of LOS Certificate, candidate must complete pre-service training (Summer Academy), and enroll in and successfully complete prescribed university coursework or InSpIRE Cohort training |
| | Standard Occupational Specialist (SOS) | <ul style="list-style-type: none"> ▪ Must complete one of the two pedagogy pathways noted in LOS section (above) prior to application: <ul style="list-style-type: none"> ○ University Coursework – coursework in: principles/foundations of CTE, methods of teaching, and two of the three following: career pathways and guidance, occupational analysis and curriculum development, and measurement and evaluation ○ InSpIRE Cohort Training – complete pre-service training (Summer Academy), and two-year Cohort training | <ul style="list-style-type: none"> ▪ Renewable certificate every five (5) years |
| | Advanced Occupational Specialist (AOS) | <ul style="list-style-type: none"> ▪ Eligible for Standard Occupational Specialist Certificate ▪ Provide evidence of completion of teacher training degree program or 18 semester credits of ICTE-approved education- or content-related course work | <ul style="list-style-type: none"> ▪ Renewable certificate every five (5) years ▪ Must hold AOS certificate in order to achieve CTE Administrator Certificate |
| Already licensed teacher adding CTE degree or occupationally-based endorsement | Alternative Authorization – Teacher to New | <ul style="list-style-type: none"> ▪ Enrolled in coursework on plan of study for completing an approved teacher preparation program towards certification; includes completed Praxis content test with passing score ▪ Renewable yearly for a total of three years; must show ample progress on program of study each year ▪ Must include 1,000 hours of related work experience | <ul style="list-style-type: none"> ▪ Alternative Authorization – Teacher to New allows teaching full-time while completing program requirements |
| | Limited Occupational Specialist (LOS); Standard Occupational Specialist (SOS); or Advanced Occupational Specialist (AOS) | <ul style="list-style-type: none"> ▪ Industry Experience: 4,000-12,000 hours depending on related postsecondary education, half of which must have been in the most recent five years | <ul style="list-style-type: none"> ▪ May need additional coursework to move from Limited Occupational Specialist to renewable Occupational Specialist (OS) Certificate – most often the Principles/Foundations of CTE course ▪ Once on renewable OS Certificate, may fold Standard Instructional Certificate and OS Certificate together on same credential, renewable every five (5) years |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18, 2018

SUBJECT

Cisco Networking Academy

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Workforce Readiness, Objective A: Workforce Alignment.

BACKGROUND/DISCUSSION

Cisco Networking Academy provides information and communication technology (ICT) and networking courses to high schools, community colleges and universities globally. Students learn how to design, build and secure intelligent networks, while developing soft skills like leadership, collaboration and entrepreneurship. Classroom instruction, online learning, interactive games, simulations, and hands-on practice are continuously refreshed and updated. Cisco Networking Academy offers a comprehensive teaching and learning program licensed free to not-for-profit organizations, including course content, lab exercises, simulation software, gaming, interactive teaching guides, assessments, and grade books.

The Cisco Networking Academy provides access to:

- High-quality international curriculum that combines in-depth technical training with problem-solving and entrepreneurial skills students need to get a job or create their own businesses
- Courses that can be combined to create pathways that complement existing academic or vocational programs and prepare students for certification
- Learning Platform that helps instructors manage classes, track student success, deliver online assessments, and connect with other educators and IT experts online
- Cisco Packet Tracer for online network simulations that assist learning by creating and managing many kinds of networks
- Software labs and new emerging technologies via remote lab environments
- Career advice, employment connections, and skills competitions for your students
- Support and instructor professional development throughout the year
- Discounts for class-related lab equipment
- Access to training partners who provide more in-depth preparation as needed

IMPACT

This update will provide the Board with information on the Cisco Network Academy and how secondary and postsecondary programs are using the tool within broader networking system programs to meet workforce needs.

ATTACHMENTS

Attachment 1 – NetAcade Overview

Attachment 2 – Talent Bridge Matching Engine

STAFF COMMENTS AND RECOMMENDATIONS

In FY 2017 there were 12 active locations participating in the Cisco Networking Academy in Idaho: five technical colleges, two private-not-for-profit postsecondary institutions, and four public high schools, and the Idaho Digital Learning Academy. All public high schools could participate in the academy through the Idaho Digital Learning Academy. The scope or range of courses available varies at each location based on local resources and needs. Typically, secondary schools participate in the academy as one part of a broader Career Technical Education Networking Technology pathway.

Secondary schools providing a complete program in any of the Cisco certification areas provide students with an opportunity to earn Cisco Certification prior to leaving high schools. Students who participate in some of the courses may matriculate to one of the postsecondary programs in a participating technical college, finish their course work, and have an opportunity to earn their Cisco certification as a postsecondary student. Like the Microsoft Imagine Academy and their corresponding certifications, the Cisco Networking academy provides another tool for school districts to use in preparing students for the workforce.

BOARD ACTION

This item is for informational purposes only.

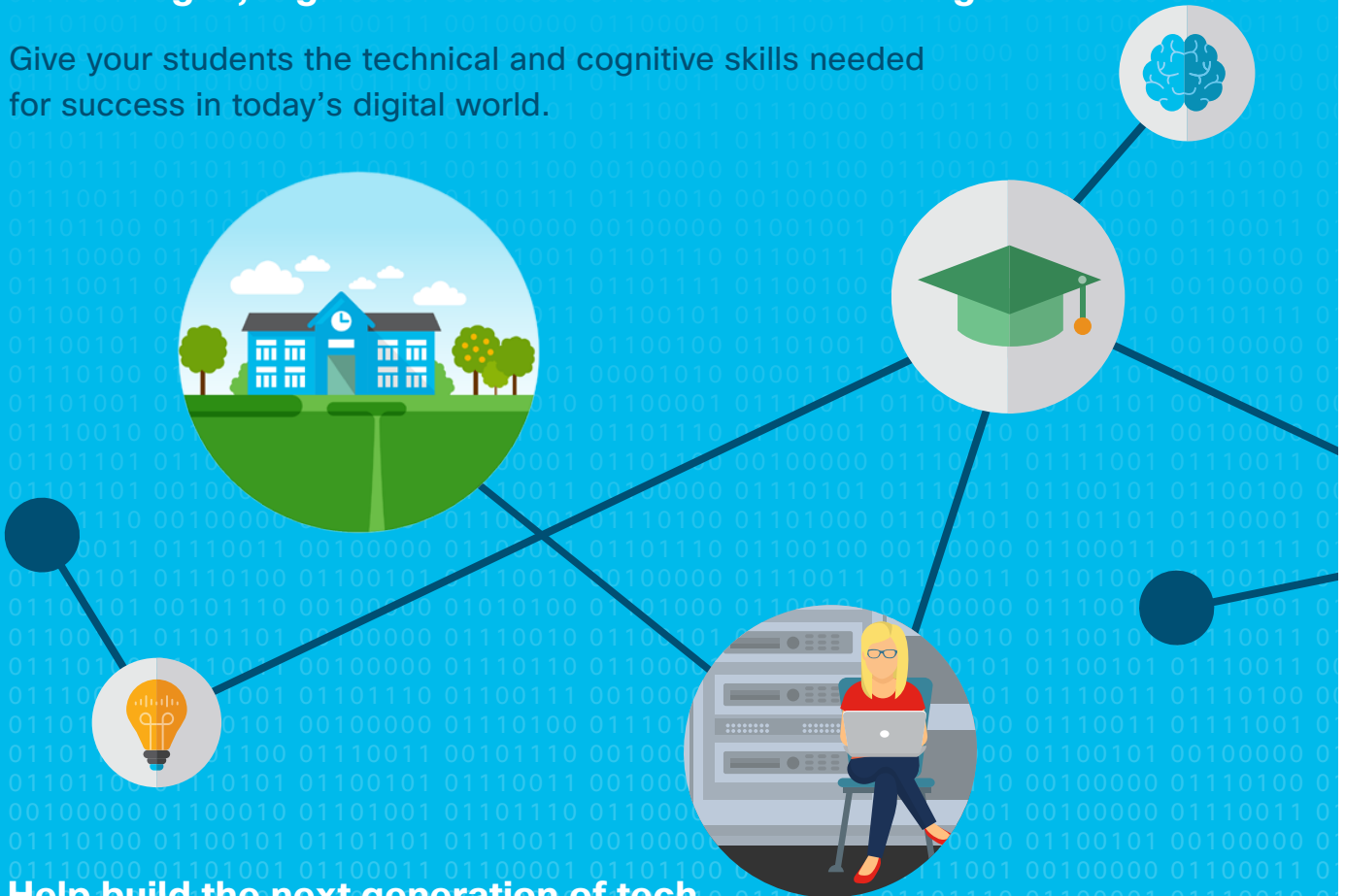


Cisco Networking Academy

IT and Digital Networking Courses

For Colleges, High Schools and Workforce Retraining

Give your students the technical and cognitive skills needed for success in today's digital world.



Help build the next generation of tech.

- Licensed at no cost to nonprofit campuses
- Hands-on practice, simulations and games
- Courses available in 19 languages
- Instructor training and development
- Lab equipment discounts
- Cutting-edge teaching and learning platform
- Adaptable for diverse learning styles
- Personalized feedback and flexible pathways



Since the program began in 1997, nearly **8 million students** have enrolled in Networking Academy courses. This public-private partnership is Cisco's largest corporate social responsibility program.



- www.NetAcad.com
- [@cisconetacad](https://twitter.com/cisconetacad)
- [@cisconetworkingacademy](https://www.facebook.com/cisconetworkingacademy)



Networking Academy courses are designed to develop the **breadth and depth of knowledge and skills** that employers desire.



Students are prepared for Cisco and other highly valued IT certifications to **increase employability and salaries**.



Courses can be implemented immediately, as self-paced options or part of certificate or degree programs. No textbook purchases required. Free tools include online assessments, teaching guides, and classroom management tools.

“Students not only learn technology, they learn to implement it as part of a team, helping others and taking advantage of their individual strengths.”

They end up understanding the big picture, the ‘why’ of what they’re learning.”

– R. Gonzalez, Consulting Engineer and Academy Instructor

LEARNING PATHWAYS



Security

Personal, cyber and networking security courses to meet the demand for security professionals.



Programming

Certification-aligned skills in popular languages including C, C++, and Python.



Networking

Comprehensive networking curriculum to prepare students for the connected world.



IoT (Internet of Things)

Students ideate, prototype and articulate the business value of end-to-end IoT solutions.



OS & IT

Basic IT skills such as desktop support and Linux are foundational for technology careers.



Business

Business and entrepreneurial skills to help students become effective problem solvers.



Digital Literacy

Basic introductory courses for learners to explore and discover the digital world.

“Taking the academy courses was the best decision I ever made. It has defined my career, my future, and my life.”

– S. Lynch, Cisco Meraki Engineer and Academy Instructor Trainer

“Networking Academy’s learning tools emerged from collaboration with scientists at leading university and research organizations. These digital environments are recognized as cutting-edge advances and practical aides that help students learn network engineering more deeply.”

– Dr. R. Mislevy, Measurement & Statistics, Educational Testing Service



Get started at [NetAcad.com](https://www.netacad.com)

© 2017 Cisco and/or its affiliates. All rights reserved.



Talent Bridge Matching Engine



Connect with Career Opportunities Around the World

Find a great job or internship at Cisco or Cisco partners with the new Talent Bridge Matching Engine Pilot Program

Now, you have a single resource for identifying exciting career opportunities—the Networking Academy Talent Bridge Matching Engine. Gain instant visibility to Cisco’s ecosystem of employers with this new pilot resource, exclusive to Networking Academy students and graduates.

Find and apply for open jobs

The Matching Engine uses your profile data to display relevant, open positions that you qualify for. Be sure to add certifications, work experience and geographic location to your profile so employers can find you. Then apply for jobs that interest you, right from the Matching Engine dashboard.

Choose from premier global employers

Cisco, plus partner organizations such as Dimension Data, Ingram Micro, and StraightUp Technologies, and many others, are using our Matching Engine. They’re posting jobs and searching for qualified candidates like you who have CCNA training, CCENT, Cyber training, or other desired industry certifications. Find high-potential jobs where you live, in sales, engineering, marketing and more.

Get the most out of the Talent Bridge pilot

This new resource launches in October 2017, so check back frequently to see new opportunities. More positions will be added over time. Also, be sure to keep your NetAcad profile up to date to improve your chances when employers search for qualified candidates.

Registering is easy:

1. Login to NetAcad.com
2. On the top right, next to your name, click on “Resources;” scroll down to select “Career Resources”
3. Click on “Matching Engine”
4. [Register](#) to begin searching

Sign up today to access:

- **Cisco jobs:** Search openings with Cisco, and get the attention of Cisco recruiters
- **Cisco internships:** Get real-world experience while you’re still in school—and build your resume
- **Job opportunities with Cisco partners:** Reach out and apply for positions with global organizations everywhere

Find out more and register

Open your career to more possibilities—with the Networking Academy Talent Bridge Matching Engine. [Register now](#)

IDAHO REGIONAL OPTICAL NETWORK

SUBJECT

Idaho Regional Optical Network (IRON) update

REFERENCE

| | |
|--------------------|---|
| June 2013 | Board approved Boise State University request for contract extension for IRON. |
| October 2013 | Board received an update from IRON and recognition for the institution's participation in the network commemorating the Network's fifth anniversary. |
| June 2017 | Board directed the Business Affairs and Human Resource Committee to review the proposed FY 2019 Budget Request, including request for \$800,000 in ongoing funds to support increases in the institutions' share in maintenance and operations of IRON. |
| August 2017 | Board approved the FY 2019 Budget request, including \$800,000 of ongoing funds for the support of the institutions participation in IRON. |
| September 29, 2017 | Board prioritized system-wide needs FY 2019 budget setting IRON funding as the second priority. |
| April 2018 | Board approved allocation of the FY 2019 appropriation for the college and universities, including \$800,000 of new monies for increased costs (maintenance and operations) of the institutions' participation in IRON. |

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment, Objective A: Data Access and Transparency.

BACKGROUND/DISCUSSION

IRON is a regional optical network that focuses on serving research and education in Idaho. Researchers and educators use IRON to transfer "big data" between the research universities, other educational entities, the national laboratory system, and the health sector. IRON was chartered as a not-for-profit, Idaho corporation in 2007. The goal was to provide high speed, low cost, bandwidth, access, and connectivity to the commodity internet, Internet2, and surrounding regional networks for Idaho's higher education, research, and healthcare institutions. Charter Associates include Boise State University (BSU), Brigham Young University-Idaho (BYU-I), Idaho Hospital Association, Idaho National Laboratory, Center for Advanced Energy Studies (CAES), Idaho State University (ISU), State of Idaho – Department of Administration, University of Idaho (UI), and Washington State University.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18, 2018

IRON began as a cooperative effort. The objective was to establish a Regional Optical Network (RON), a dedicated high-performance network for higher education and research institutions to secure access to the nation's two very high speed (10 gigabits/second), fiber optic broadband networks: Internet2 and the National Lambda Rail (NLR). IRON was the 38th RON established in the United States and since then, IRON Charter Associates, vendors, contractors, and service providers have invested more than \$2.5 million to create a regional broadband infrastructure. IRON's fiber routes stretch from Coeur d'Alene to Salt Lake City and from Seattle to Idaho Falls. IRON continues to expand access across the state, linking new sites and upgrading connectivity and bandwidth to continually meet the performance and reliability requirements of Idaho's growing research community. In 2014, IRON completed a statewide backbone upgrade to 10 Gbps with the completion of new segments linking Boise, Salt Lake City, Pocatello, and Idaho Falls. New access points were added in Twin Falls on the College of Southern Idaho (CSI) campus and a new, high-performance fiber ring was built between associate locations around Idaho Falls connecting the Idaho National Laboratory (INL), CAES, UI, ISU and BYU-I.

IRON works on behalf of its Charter and General Associates to negotiate for long-term connectivity between Associates, Internet2 and the public internet in the least expensive manner possible. IRON purchases connectivity from local, regional and national providers on behalf of its Associates to realize savings through aggregated bandwidth, and the superior performance provided by a private network.

IMPACT

This update will provide the Board with the opportunity to ask questions and gain a better understanding of the strategic direction IRON is moving in.

ATTACHMENTS

Attachment 1 – IRON Charter and General Associates (membership)

STAFF COMMENTS AND RECOMMENDATIONS

During the 2018 Legislature, the Board requested and received an additional \$800,000 ongoing state funding in the College and Universities System-wide Needs FY 2019 appropriation for increased maintenance and operations of the Idaho Regional Optical Network's (IRON) enhanced infrastructure and high-speed connectivity for Idaho's universities. The impetus behind the funding is to fund the institutions share of the cost to enhance the current 10G network to 100G and additional strategic enhancements to the system on a system-wide basis. The institutions will continue to cover their share of existing costs of participation through their individual budgets.

BOARD ACTION

This item is for informational purposes only.

IRON Charter Associates



General Associates



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18, 2018

SUBJECT

Board Policy I.Q. Accountability Oversight Committee – Second 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. |
| August 2018 | The Board approved the first reading of proposed changes to Board Policy I.Q. adding two (2) members to the committee and designating representation. |

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, Objective A: Higher Level of 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-

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18, 2018

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.

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 – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

The expansion of the committee by two positions will allow for broader representation on the committee while remaining a manageable size. There were no comments received between the first and second reading. There have been no changes to the policy.

Staff recommends approval.

BOARD ACTION

I move to approve the second 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.~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18, 2018

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 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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 16, 2018

SUBJECT

Board Policy IV.E. Eastern Idaho Technical College – Second 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. |
| August 2018 | Board approved first reading of amendments to Board Policy IV.E. Eastern Idaho Technical College, repealing the section in its entirety. |

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Board governance and educational system oversight 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 approved 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 – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

There were no comments received between the first and second reading. There have been no changes to the policy.

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

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy IV.I. Eastern Idaho Technical College, repealing the section in its entirety.

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~~

~~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~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18, 2018

~~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~~

~~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.~~

~~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.~~