



**November 26, 2019
Special Board Meeting
Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho**

Teleconference Number: (877) 820-7829
Public Participant Code: 9096313

Tuesday, November 26, 3:00 PM (Mountain Time)

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Division of Career Technical Education – Administrator Appointment

DEPARTMENT OF EDUCATION

2. Pending Rule – Docket 08-0202-1901 – Suicide Prevention in Schools

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

3. Pending Rule – Docket 08-0000-1900 - Omnibus Rulemaking (re-authorization) Chapter 08 (non-fee sections)
4. Pending Rule – Docket 08-0000-1900F – Omnibus Fee Rulemaking (re-authorization) Chapter 08
5. Pending Rule – Docket 08-0113-1901 – Rules Governing the Opportunity Scholarship Program
6. Pending Rule – Docket 08-0201-1902 – Rules Governing Administration – Continuous Improvement Plans
7. Pending Rule – Docket 08-0202-1903 – Rules Governing Uniformity - Red Tape Reduction Act Changes
8. Pending Rule – Docket 08-0203-1901 – Rules Governing Thoroughness – Career Technical Education Content Standards
9. Pending Rule – Docket 08-0203-1902 – Rules Governing Thoroughness - Data
10. Pending Rule – Docket 08-0204-1901 - Rules Governing Public Charter Schools
11. Pending Rule – Docket 55-0000-1900 - Omnibus Rulemaking (re-authorization) – Rules of Career Technical Schools and Rules Governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-up Grants
12. Pending Rule – Docket 55-0103-1901 - Rules of Career Technical Schools – Added Cost Funding (Enrollment)

**BUSINESS AFFAIRS AND HUMAN RESOURCES
NOVEMBER 26, 2019**

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Administrator Appointment

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.E.2.c.
Idaho Code §33-2205(1)

BACKGROUND/DISCUSSION

Board policy provides that the Board's executive director shall have authority to identify candidates and make recommendations for the appointment of Agency Heads, which must be approved and appointed by the Board.

IMPACT

The current administrator for the Division of Career Technical Education (CTE) is leaving effective December 6, 2019. This appointment will ensure continuity of operations.

ATTACHMENTS

Attachment 1 – CTE Administrator Search Committee

Attachment 2 – Cover Letter, resume, CV and letters of recommendation – Clay Long

STAFF COMMENTS AND RECOMMENDATIONS

A Search Committee composed of a broad cross-section of CTE stakeholders was formed (see Attachment 1). The committee met on November 1, 2019 to review and discuss applicants. The committee identified five finalists. The finalists were interviewed on November 5, 2019 by an interview panel comprised of Debbie Critchfield, Dr. Linda Clark, Matt Freeman and Greg Wilson, Governor's Senior Policy Advisor for Education.

BOARD ACTION

I move to appoint Clay Long as Administrator of the Division of Career Technical Education at the rate of \$60.10/hr and to delegate to the Executive Director the authority to set the effective date.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Division of Career Technical Education Administrator Search Committee -- 2019

Matt Freeman, Executive Director, State Board of Education | Search Committee Chair

Dr. Linda Clark, Member, State Board of Education

Sen. Dean Mortimer, Senate Education Committee Chairman

Rep. Rick Youngblood, Co-Chair, Joint-Finance Appropriations Committee

Dr. Rick MacLennan, President, North Idaho College

Marc Beitia, American Falls H.S. CTE teacher and 2019 Idaho Teacher of the Year

Kelly Steely, President-elect, Career and Technical Educators of Idaho; and Dean,
College of Western Idaho School of Business, Communication, and Technology

Jerry Keane, Superintendent, Post Falls School District

Trent Clark, Workforce Development Council Chair

Alex LaBeau, President, Idaho Association of Commerce & Industry

Wayne Hammon, CEO, Idaho Associated General Contractors

Scott Rasmussen, Dean, ISU College of Technology

Darcy Neidigh, President, DeBest Plumbing (representing Idaho Business for
Education)

CLAY B LONG

October 2, 2019

Alan Schoenwald
Idaho State Board of Education
304 North 8th Street
Boise, ID 83720

Dear Mr. Schoenwald:

It is with excitement I submit this cover letter and the supporting materials as my application to be the next Administrator for the Idaho Division of Career & Technical Education. I have spent my entire professional career working with the various aspects and stakeholders of Career & Technical Education (CTE). Not only is this position my career goal, I believe my education, experiences and successful track-record make me the ideal candidate to help move Idaho CTE forward collaboratively and effectively.

My journey with CTE began as a high school student enrolling in multiple CTE courses and being a member of several Career & Technical Student Organizations (CTSOs). This progressed to becoming a state and national CTSSO student leader, state intern for Idaho CTE, CTSSO manager for several of Idaho's CTSSOs, Board member and Chairman for a National CTSSO, CTE classroom educator and local advisor, district CTE/CTS Administrator, and leader of both Career & Technical Educators of Idaho (CTEI) and the Idaho CTE Foundation. Each of these roles allowed me to see CTE from a different point-of-view. Currently, as Chief of Staff for Idaho's largest full-service city, I see yet another unique perspective: the critical role CTE and a prepared workforce plays in allowing for economic development at the local level. In each of these capacities I continue to champion CTE. I am CTE!

Being a CTE teacher, or teacher of any content area is not easy. We expect teachers to work long beyond the contract time finetuning and changing curriculum based on new initiatives and state direction. Often, the decisions handed to implement or work around are made at the top without direct input from "the boots on the ground". I believe change has its purpose and anytime we can improve practices, identify efficiencies, and learn benefits generations to come. However, what remains critical to ensuring change is smooth and transparent, is the need to have all stakeholders engaged in the conversations, helping identify the desired results, and understanding the *why* behind the change. As a CTE Administrator for Idaho's 3rd largest school district, I worked tirelessly to advocate for our teachers and ensure their feedback was listened-to and used in the decision-making process.

In all my years working with education and industry, I've never heard someone indicate they didn't want accountability, rigor in programs, and students to be the best prepared possible. However, oftentimes this message translates to more work, compliance, unnecessary change, or standardized tests. I've also never met an individual who is not 100% behind students being better prepared for future education and the workforce—the *why* behind accountability remains critical to get buy-in and support at all levels.

Serving as the Assistant Director of CTE for the Nampa School District, I worked to foster strong relationships with our local and state policymakers. I regularly attended the Association of Career & Technical Education's National Policy Seminar in Washington, D.C. to share with Idaho's congressional delegation the value and importance CTE plays within the state and local economies. In addition to attending conferences, I led Nampa's efforts to start a CTE Month Proclamation Signing where we hosted school administration, students, business leaders, elected officials, and post-secondary partners to champion and support the ongoing efforts of advancing the image of CTE and growing and expanding its programming and offerings. Additionally, I launched the annual ICAT Industry Summit where we brought industry and policy makers to the table to discuss current challenges and how CTE could be a

solution. After a robust conversation we concluded the event by touring attendees through our three high schools which housed our 28 career pathways.

During my time with Nampa I was also charged with district-wide alignment efforts; ensuring courses offered throughout the district were vertically and horizontally aligned. As the individual responsible for our data and assessment of Capstone students through their Technical Skill Assessments and Workplace Readiness Assessments I worked with our teachers to understand the importance of pre- and post-assessments and leverage results and data to drive instruction and expanded support for student's growth. We used go-on and attrition rates to help drive efforts and create promotional materials to better attract and retain the right students.

While serving as a local administrator, three years ago I was elected as president-elect for Career Technical Educators of Idaho (CTEI). CTEI is the state-wide member association representing CTE educators, administrators, and stakeholders. I did not have extensive involvement with CTEI prior to this position, however, I recognized an opportunity for improvement. To move the organization forward I led a strategic and long-range plan starting with stakeholder feedback on what should be the priorities of CTEI for the next five years. To kick-off my term as president the board adopted its first Strategic & Long-Range plan. To remain current, this roadmap is reviewed annually and has helped sequential leadership stay on course to what the membership identified as critical areas to focus on and improve. Because of this work, CTEI has seen significant improvement in the collaboration and partnership with the Idaho Division of CTE, a more visible voice and advocate at the state and federal policy making levels, along with membership growth to over 900 members state-wide. This work has been successful because of the collaborative and state-wide effort to collect input to make sure the change and movement forward supported everyone within the system.

Even though I served as an administrator and teacher for larger school districts, I have always kept in-mind the implication decisions made at the state and federal level could have on the rural schools where one or two CTE programs are offered. Changes such as teacher certifications, funding, and classification of programs all remained very important to me even if the "big guys" wouldn't see drastic change. It was important for me to not only advocate for the system I help administer but to also be a voice for those districts who are not fortunate to have the additional resources available to larger school districts.

In any position I hold I always work to ensure my stewardship of people is a top priority. I demonstrate this by caring-for, respecting, appreciating and empowering and engaging the team. I work to help others understand the return-on-investment when setting vision for culture. Recognizing that collaboration takes a significant investment of time, however, the result of high-moral pays dividends far beyond the initial investment. I believe this value has been witnessed by all I have worked and engaged with, evident through the enclosed letters of support and recommendation.

I believe in CTE and recognize the untapped potential for continued growth, partnerships and preparation towards Idaho's future workforce. I hope this quick snapshot of my professional journey has sparked your interest in my abilities and desire to serve as a leader of Idaho's CTE system. I look forward to the opportunity to meet you in person, further share how my experiences align with what you're seeking in your next administrator, and answer any questions you may have.

Sincerely,


Clay Long

ENCLOSURES

BAHR

TAB 1 Page 2

CLAY
LONG

SCHOOLING

EDUCATION SPECIALIST – EDUCATION LEADERSHIP
NORTHWEST NAZARENE UNIVERSITY

MASTERS OF EDUCATION – EDUCATIONAL LEADERSHIP
CONCORDIA UNIVERSITY

BACHELORS OF SCIENCE – BUSINESS ADMINISTRATION
LEWIS-CLARK STATE COLLEGE

SKILLS

LEADERSHIP ■ PROJECT MANAGEMENT ■ STAFF TRAINING
& DEVELOPMENT ■ PUBLIC SPEAKING ■ CONFLICT
RESOLUTION ■ BUDGETING DEVELOPMENT AND
MANAGEMENT ■ CUSTOMER SERVICE ■ EXCEPTIONAL
INTERPERSONAL COMMUNICATIONS ■ MARKETING
MANAGEMENT ■ TEAM BUILDING ■ CONFERENCE
MANAGEMENT ■ CONTRACT NEGOTIATIONS ■ COMPUTER
LITERATE ■ CURRICULUM DEVELOPMENT

CERTIFICATIONS

IDAHO ADMINISTRATOR CREDENTIAL
CTE ADMINISTRATOR
PRE-K-12 PRINCIPAL
PRE-K-12 SUPERINTENDENT

IDAHO TEACHING CREDENTIAL
ADVANCED OCCUPATIONAL CERTIFICATION
FIRE CONTROL/SAFETY TECHNOLOGIES
BUSINESS MANAGEMENT/FINANCE
MICROCOMPUTER APPLICATIONS

VOLUNTEER LEADERSHIP

SKILLSUSA IDAHO, BOARD CHAIR
NATIONAL BPA, BOARD CHAIR
LCSC; TREASURE VALLEY ALUMNI, PRESIDENT
DRUG FREE IDAHO, VICE-PRESIDENT

AFFILIATIONS

ASSOCIATION FOR CAREER & TECHNICAL EDUCATION
CAREER & TECHNICAL EDUCATORS OF IDAHO
IDAHO CAREER & TECHNICAL EDUCATION FOUNDATION
NAMPA CHAMBER OF COMMERCE
NATIONAL ASSOCIATION OF
SECONDARY SCHOOL PRINCIPALS
NATIONAL BUSINESS EDUCATION ASSOCIATION

EXPERIENCE

LISTED CURRENT TO PAST

CITY OF NAMPA

JULY 2019 – PRESENT

CHIEF OF STAFF | MAYOR DEBBIE KLING

- Provide strategic oversight of City's Risk Management Program.
- Provide leadership and foster collaboration for overall city assessment and strategic planning.
- Provide oversight and serve as a liaison to all boards and commissions.

NAMPA SCHOOL DISTRICT

JULY 2015 – JUNE 2019

ASSISTANT DIRECTOR, CAREER & TECHNICAL EDUCATION

- Deliver technical assistance and resources to teachers, building and district administrators, and counselors to support student learning outcomes within all CTE program areas.
- Create and publish monthly newsletter, marketing collateral, and CTSD documentation.
- Present CTE updates and spotlights to School Board and Superintendent.
- Provide guidance on Technical Advisory Committees, CTSDs, course standards, teacher certification, and other components of quality program of studies.
- Collect, prepare, and produce all state and federal compliance data and reports.
- Supervise Technical Skill Assessments/Workplace Readiness Assessments and provide resources and tools to assist in the increase of student outcomes (scores).
- Develop, allocate, and monitor financial controls and policies for ASB, State, and Federal funds.
- Create and maintain comprehensive marketing plan and branding of Nampa CTE and programs.

CAREER & TECHNICAL EDUCATORS OF IDAHO

JULY 2017 – AUGUST 2018

STATE PRESIDENT

- Provide state-wide vision and leadership to foster stakeholder driven development of the Strategic and Long-Range Plan.
- Promote positive working relationships between elected officials, State Board of Education, Career & Technical Education state leaders.
- Develop and update comprehensive membership and marketing platform.
- Represent CTEI at Regional, State, and National Meetings and Conferences.
- Develop collaborative relationships with other States Associations, their staff, and National Staff which lead to increased recognition of CTEI programs and initiatives.

WEST ADA SCHOOL DISTRICT

JULY 2011 – JUNE 2015

INSTRUCTOR, FIRE SERVICES | ADVISOR: SKILLSUSA & STUDENT COUNCIL

- Develop comprehensive program curriculum tied to industry standards and expectations.
- Improve student participation in the classroom through integration of real-world experiences in leadership roles within the Fire Service.
- Implement special outreach programs to increase interest from industry.

REFERENCES

DEBBIE KLING, MAYOR

CITY OF NAMPA | 208-468-5555

ANGIE NEAL, CTE COORDINATOR

WEST ADA SCHOOL DISTRICT | 208-350-5051

JEWELS CARPENTER, CTE DIRECTOR

NAMPA SCHOOL DISTRICT | 208-468-4600

CLAY
LONG

Innovative leader dedicated to continuous process improvement in the face of rapidly evolving and changing expectations with a willingness to take on added responsibility to meet team deadlines. Dependable leader bringing experience in building and maintaining high quality programs, curriculum, resources, and extensive experience in CTE administration. Extremely results-oriented and proactive in addressing and resolving problems.

EXTENDED RESUME / CV

Education Doctor of Philosophy (Ph.D.): Educational Leadership
Northwest Nazarene University – Nampa, ID (anticipated May 2020)

Education Specialist (Ed.S.): Educational Leadership – Superintendent
Northwest Nazarene University – Nampa, ID (2016)

Masters of Education (M.Ed.): Educational Leadership
Concordia University – Portland, OR (2013)

Bachelors of Science (B.S.): Business Administration
Lewis-Clark State College – Lewiston, ID (2010)

**Municipality
Leadership** Chief of Staff;
City of Nampa (2019-Present)

**Educational
Leadership** Assistant Director; Career & Technical Education | Nampa, ID
Nampa School District (2015-Present)

University Supervisor; INSPIRE
University of Idaho (2017-2018)

Principal Intern; Mountain View High School | Meridian, ID
West Ada School District (2013-2014)

Instruction Instructor; Firefighting/Emergency Medical Services | Meridian, ID
West Ada School District (2011-2015)

**Academic
Credentials** Idaho State Department of Education
Administration
Career Technical Education Administrator
Pre-K-12 Principal
Superintendent
Teaching
Advanced Occupational Certification
Fire Control/Safety Technologies
Business Management/Finance
Microcomputers

Grants 2014 - \$7,800; Education Foundation Grant Recipient
2012 - \$187,000; Federal Emergency Management Agency

**Non-Profit
Engagement** **Trustee;** Business Professionals of America, Inc. (2007-2014)
 2011-2012; Chairman
 2010-2011; Vice Chairman (Personnel Committee Chair, Audit Committee Chair)
 2007-2010; Treasurer (Finance Committee Chair)

Ambassador; Nampa Chamber of Commerce (2016 – Present)

Director; SkillsUSA Idaho Board of Directors (2013 – 2016)
 2014-2016; Chairman
 2013-2014; Vice Chairman

Director, Idaho Career & Technical Education Foundation (2014 – Present)
 2017-Present; Treasurer

Director; Drug Free Idaho, Inc. (2013-2015)
 2014-2016; Vice Chair

Director; Buckle-up For Bobby, Inc. (2013-2015)

Director; Genesee Civic Association (2003-2006)
 2005-2006; President

**Volunteer
Service** **Firefighter;** Upper Deer Flat Fire Department (July 2018-Present)

 Firefighter/Ambulance Crew; Genesee Volunteer Fire Department (2004-2011)
 2008-2011; Director
 2007-2011; Treasurer

**Corporate
Experience** **Executive Management**
 President; LeaderBound (2015-Present)

 Chief Financial Officer/Managing Investor; Mountain State Financial (2011- Present)

 President/CEO; CBL Solutions (2009-2016)

Mid-Level Management
 State Advisor / Corporate Member; DECA, Inc. (2008-2011)

 State Coordinator; Idaho DECA (2008-2011)

Other
 State Officer Coordinator; SkillsUSA Idaho (2013-2016)

 Account Executive; Idaho Stampede (NBA D-League Team) (2010-2011)

State Officer Coordinator; Idaho Business Professionals of America (2006-2011)

Other (Corporate Experience cont')

Teller/Member Services Support; Potlatch No. 1 Federal Credit Union (2008-2010)

Park Supervisor / Animal Control Officer; City of Genesee (2003-2008)

Magazine Article Long, C. (2006, December 8). Keys to Success. Communique, 87(7), 13-16.

Public Talks 2018 Hints and Tips to becoming an Administrator
Stop Overthinking! How to Leverage CTSO Resources
From Manager to Leader
2017 Curriculum Alignment and Assessment
2016 Career Technical Student Organizations
2016 Technical Advisory Committees

Awards 2018 Idaho CTE Administrator of the Year | Career & Technical Educators of Idaho
Hall of Fame; National BPA
2017 Rising Star Award | Lewis-Clark State College; Alumni Association
Idaho Business Review Accomplished Under 40
2016 SkillsUSA State Advisor of the Year; SkillsUSA Idaho
2016 Honorary Chapter Membership; Nampa FFA
2011 Outstanding Service Award; National BPA
2010 President's Medallion; Lewis-Clark State College

Leadership President | Career & Technical Educators of Idaho (2017-2018)

National Alumni President | Business Professionals of America (2014-2015)

Associated Student Body President | Lewis-Clark State College (2009-2010)

LC Communication Board Chair | Lewis-Clark State College (2007-2009)

Warrior Entertainment Board Chair | Lewis-Clark State College (2007-2008)

President | Idaho Business Professionals of America, Post-Secondary Division (2006-2007)

National Parliamentarian | Business Professionals of America (2005-2006)

Skills Leadership ▪ Project Management ▪ Staff Training & Development ▪ Public Speaking ▪ Conflict Resolution
Budgeting Development and Management ▪ Customer Service ▪ Exceptional Interpersonal Communications
▪ Marketing Management ▪ Team Building ▪ Conference Management ▪ Contract Negotiations ▪ Computer
Literate ▪ Curriculum and Assessment Alignment and Development

Professional Association Association for Career & Technical Education (www.acteonline.com)

Membership Business Professionals of America (www.bpa.org)

Career & Technical Educators of Idaho (www.ctei.org)

Idaho Career & Technical Education Foundation (www.ictef.org)

Nampa Chamber of Commerce (www.nampa.com)

National Association of Secondary School Principals (www.nassp.com)

National Business Education Association (www.nbea.org)

SkillsUSA (www.skillsusa.org)

Western Business Education Association (www.wbea.info)

**Professional
References**

Statements

Pam White, Commissioner; Canyon County

"Clay has desire to make sure that students in his charge are given every opportunity available to excel in their chosen area of study. His vivid imagination and fearless approach to "outside of the box" learning methods have put the Career-Technical Education programs of the Nampa School District in the forefront of high school professional vocational learning. His infectious sense of humor and easy going attitude combined with the fact that he is just plain kind are the traits that make it so easy for students to relate to him and strive to succeed. He is a natural leader. He will be famous in Idaho education endeavors, leading the pack in cutting edge learning opportunities."

Jean Mutchie, Service Line Manger; St. Luke's Children's

"As a natural leader, Clay is more than an educator and administrator, he is a champion for the kids he serves, the Nampa School District and our community. Everything Clay does is with excellence and with a heart to serve.

As an example of Clay's commitment to kids, at Christmas this past year, Clay pulled together a team to provide lunch to 300 kids when school was not in session. This was outside of his role as Assistance Director, Career & Technical Education, this was as a volunteer and servant. As a visionary, servant leader, when Clay sees a need he brings others alongside to see that a solution is identified and the need is met. Clay's commitment to our community and vision for an educational system that prepares students for life and a successful future is greatly valued and needed!"

Debbie Kling, Mayor; City of Nampa

"Clay is a visionary leader, influencing change across the state of Idaho. As a leader of change and influence, Clay has the ability to convene state, municipal and community leaders to identify solutions to complex problems that result in improving education for students. Additionally, he has a keen understanding of developing strategic partnerships that impact lasting change.

The unique leadership competencies that Clay possesses make him one of the area's most influential young leaders. Clay sees opportunity where others see barriers. He has an unwavering commitment to shaping an education experience that enriches the future for students that is augmented by sound strategy and a focus on performance improvement."

Long - 5 -

Debra Guinn, Chef; Idaho Center for Advanced Technology's Culinary Arts Program

"Clay has brought more than just assistance to the CTE programs that he was charged with doing, but he has provided us as teachers a sense of belonging and a team of CTE teachers working together for the betterment of our students and helping prepare them for their endeavors after high school. While I often think it is impossible such a young individual can have these skills, Clay has proven me wrong time and time again—I am confident this would be a common theme from both teachers and administrators throughout the District. Watching Clay and learning from his innovative approach to challenges has allowed me to grow in my individual leadership capabilities."

Kent Goldthorp, Ada County Highway District Commissioner

"I have seldom met and interacted with an individual with as many leadership, organizational and motivational skills as Clay possesses. I first met Clay when he was directing the DECA Conference several years ago. I was so impressed with the smoothness of the conference operation that my company, Konica Minolta became a large sponsor of that Conference, a relationship that lasts even today. We still support this organization and are huge proponents of Career & Technical Education but, I must admit, I've never seen the Conference run as well as when Clay was at the helm.

From that first meeting until today I have observed Clay simultaneously tackle leadership positions, mentoring relationships as well as his own education without breathing hard. He has succeeded above what I would consider any reasonable level of positive expectations in all of this."

Lucretia Bollinger, Lead Teacher; Nampa CTE Health Professions Academy

"He has been a proactive administrator who is encouraging and supporting for teachers as well as students. Clay did an exceptional job at promoting growth in our CTE programs, including organizing and facilitating a professional video by the Nampa Chamber of Commerce that has been shown throughout the United States. We have had highly attended "Open Houses", "Spring Flings" and other visitations of Advisory Board Members and others from various industries.

Clay is very dependable and I know that if I asked Clay for any kind of assistance, I would receive it in a timely manner. He has shared excellent information for us to conduct a productive Industry Advisory Committee meeting, and how to organize and increase student enrollment in our CTSOs and complete state forms. He holds a clear understanding of all CTE programs and has the ability to articulate in all industry settings."

Letters of Reference / Support

Individual	Position	Organization
Debbie Kling	Mayor	City of Nampa
Jewels Carpenter	Director	Nampa School District
Dr. Angie Neal	Coordinator	West Ada School District
Lex Godfrey	Agricultural Educator	Jefferson School District
Dr. Brenda Jacobsen	Associate Professor	Idaho State University College of Education
Peter McPherson	Chief Deputy Superintendent	Idaho State Department of Education
Courtney Santillan	Dean	College of Western Idaho
Colby Mattila	Director	Kootenai Technical Education Campus
Kirk Carpenter	Fire Chief	Nampa Fire Department
Mark Perna	Motivational Speaker/ Author / Owner	Tools for Schools
Mitch Minette	President/CEO	Nampa Chamber of Commerce
Bob Solders	Superintendent Finished Products Maintenance	Clearwater Paper Corporation
Dr. Harold Nevil	Superintendent	Canyon Owyhee School Service Agency
Spencer Barzee	Superintendent	West Side School District #202
Jose DeLeon	Workforce Consultant Senior	Idaho Department of Labor

DEBBIE KLING
MAYOR



CITY HALL
411 3RD ST. SOUTH
NAMPA, ID 83651
(208) 468-5401
FAX: (208) 465-2227

OFFICE OF THE MAYOR

October 3, 2019

Alan Schoenwald
Idaho State Board of Education
650 W. State Street #307
Boise, Idaho 83702

RE: Administrator of the Idaho Division of Career Technical Education

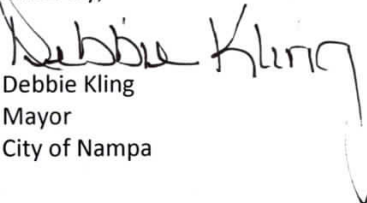
Dear Mr. Schoenwald:

Please accept this letter of recommendation for Clay Long to serve as the next Administrator for the Idaho Division of Career Technical Education (CTE).

While serving as the President of the Nampa Chamber of Commerce, I had the opportunity to meet Mr. Long, which was approximately four years ago, while he served as the Asst. Dir of the Nampa CTE program. Mr. Long served as an important leader and catalyst to change in the Nampa CTE program. He has a passion for CTE statewide and has served in a number of leadership capacities during his tenure in education.

Today, Clay Long serves as my Chief of Staff for the City of Nampa. He is a gifted administrator and excellent leader. While I would prefer not to lose Mr. Long, I fully support his vision for CTE in the State of Idaho and his pursuit of the position of Administrator of the Idaho Division of Career Technical Education. Our state needs an excellent, visionary leader that understands the needs of our businesses and has served in a hands on position with CTE programs.

Sincerely,


Debbie Kling
Mayor
City of Nampa

NAMPA *Proud*



October 1, 2019

To Whom it May Concern,

It is an honor for me to write this Letter of Recommendation for Clay Long to become the next Administrator for the Idaho Division of Career and Technical Education.

I have known Clay for 10 years. I met Clay when he was a college intern for the Idaho State Division of Career & Technical Education. Even as a college student, we, at the state level were extremely impressed with Clay's drive and determination. As the Nampa School District Director of Career & Technical Education (CTE) I supervised Mr. Long for the four years he was with us in his role as the Assistant Director of CTE. I have observed Clay as a district director, teacher, leader, and co-worker. Mr. Long is exceptional in all of those capacities. He has superior communication skills, whether it be one-on-one or in a large group setting. He excels in emergency and day-to-day situations. His energy and enthusiasm, optimism and grit, are contagious to all those around him.

His ability to develop relationships to advance the work of our school district, city and state are invaluable. Clay has been the lead as we pushed forward in our District-wide work with standards alignment, CTE State assessments, common formative assessments, purchasing processes, industry relationships, and teacher recruitment and retainment, and teaching strategies to ensure highly engaged classrooms. Clay isn't afraid to question past practices and always has a solution to help his team and the district get better.

He has always sought out new ways to advance his level of efficiency and professional knowledge and skills, whether through research based pedagogy or planning and organization of skill development, Clay is always seeking out ways to better himself as well as his colleagues and any organization he works with. His drive and professionalism set him apart from his peers as he sets high expectations for himself, his peers, and his co-workers. In his incredibly busy schedule, Clay manages to continue to be a leader in education and in life!

Clay Long has to be the best candidate for the Administrator position.

Sincerely,

Jewels Carpenter
Director, Career & Technical Education
Nampa School District

Inspiring Excellence — Every Child, Every Day

619 S. Canyon St. Nampa, ID 83686
www.nsd131.org





West Ada

SCHOOL DISTRICT

September 25, 2019

Re: Recommendation for Clay Long

To Whom It May Concern:

It is my pleasure to recommend Mr. Clay Long for the position of Idaho Division of Career Technical Education Administrator.

I have known Clay for 15 years and have worked with him in my previous role as Idaho CTE Program Manager of Business/Marketing Education, State Advisor of Idaho Business Professionals of America (BPA) and Idaho DECA, and current role as CTE Coordinator at West Ada School District in Meridian.

Clay's CTE experience includes:

- High School Member of BPA and FFA
- BPA State and National Officer
- Chairman of the National BPA Board of Trustees
- CTSO Coordinator of DECA
- High School Firefighting Instructor
- Assistant Director of CTE in Nampa School District

Clay graduated with a degree in business from Lewis Clark State College. He completed a master's degree and will earn his doctorate from NNU in May of 2020.

He is a detail-oriented problem solver. Clay has exceptional skills in budgeting, managing events, branding, promotion. He has a deep understanding of CTE in Idaho. He also has a strong knowledge of budget development, financial management, and networking skills.

As a former Idaho CTE program manager, I have every confidence that Clay would be an asset to the Idaho Division of CTE as the Administrator. Clay is a product of Idaho CTE programs and is ready to take on the challenge of leading the organization. I believe he will always keep students and stakeholders in mind when making decisions.

If you have questions, or would like to discuss his qualifications in person, please feel free to call me at 208-350-5049 or email me at neal.angie@westada.org. I can also be reached by cell at 208-631-7130. Thank you for giving Clay your strongest consideration.

Sincerely,

A handwritten signature in black ink that reads "Angie Neal".

Angie Neal, Ph.D., Curriculum Coordinator
Career-Technical Education

**BUSINESS AFFAIRS AND HUMAN RESOURCES
NOVEMBER 26, 2019**

ATTACHMENT 2

RE: Letter of Recommendation for Mr. Clay Long
Date: September 26, 2019

To: Selection Committee for Idaho Career and Technical Education Administrator

I am pleased to write this letter of recommendation for Mr. Clay Long. I have known Clay for many years as we have served together on the board of the Career and Technical Educators of Idaho. During this time Mr. Long has served as: the state president of Career and Technical Educators of Idaho, participated as a board member of the Idaho Career and Technical Education Foundation, and was employed as the Assistant Director of Career and Technical Education in the Nampa School District. Clay is a person I respect and admire. It is impossible in the limits of a letter to comment on all of the great qualities of Mr. Long as an administrator, educator, professional and person. I will comment on a few general areas that offer insight into the professional and personal attributes he possesses.

I have had the opportunity of working with Mr. Long as a board member of Career & Technical Educators of Idaho (CTEI). He has always been very professional, and honest while working to foster relationships, cooperate with the Idaho Division of Career and Technical Education (ICTE), working with business and industry, and seeking to cooperate with state legislators. In preparing for meetings and moving forward with well thought-out strategic plans, Clay works diligently to ensure cooperation, communication and lays the groundwork for a successful experience for the involved individuals and organizations. Clay is informative, compassionate, but firm while maintaining the level of excellence to ensure success in the profession. While fulfilling these responsibilities, I have witnessed professional organization, a willingness to listen with an open mind, the ability to present new ideas while fostering support from those affected, and a passion to do what is in the best interest of all. I have witnessed Mr. Long dealing with difficult situations, he remains composed and professional, and when dealing with situations he is very careful to not break trust. While working with Clay I have seen him spend countless hours to ensure that programs and responsibilities are properly prepared and handled.

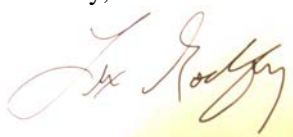
It was under Clay's leadership that CTEI was able to gather stakeholder input to develop a Strategic and Long-Range Plan. The tenants of the plan have been critical for the positive growth and impact of Career and Technical Educators of Idaho. Clay's ability to pull people together in an organized fashion and gather their constructive insight to develop the plan was a demonstration of commitment and real leadership.

Clay is a talented; he shares his passion for technical education and students. His talents are to recognize the strengths of the people he works with and facilitate an environment where the individual can be successful, he also understands weaknesses and works to ensure the program can compensate and strengthen the individual weakness in order to sustain success. I believe that this talent is because he recognizes and values people. Through these skills and his level of commitment and dedication Mr. Long has established a great rapport with CTE administrators, CTE teachers, CTE stakeholders and CTE students. I respect Mr. Long and know that I will always be treated with dignity and respect in his presence; I believe others who know and have dealings with Mr. Long feel the same.

Clay Long is a professional; he lives and projects the part of extraordinary man both in his personal and professional life. Clay has served in many leadership positions, leadership comes with responsibility; Clay has accepted his role as a leader and been part of real and significant change. In his community he is involved in appropriate civic activities, where he is further admired and respected.

I have high personal respect for Mr. Clay Long and his many talents and personal character. I wish him the best. I highly recommend Mr. Clay Long; he is a valuable asset to any group of people or organization he is associated with. If I can offer further insight, please contact me.

Sincerely,



Lex Godfrey
Agriscience and Technology Instructor - Rigby High School
Career and Technical Educators of Idaho – Legislative Liaison

BRENDA JACOBSEN, PH.D.

4891 Mohawk Ln, Pocatello, ID 83204 · 208-380-5663

Idaho State Board of Education
Selection Committee
304 North 8th Street
Boise, ID 83720

DEAR STATE BOARD OF EDUCATION,

I am writing this letter on behalf of Clay Long whom I believe would make an outstanding Career Technical Education Administrator for the State of Idaho. I have worked with Clay for the past 12 years, in several roles from colleagues on a National Board of Trustees to a partnership in supporting Career Technical Students Organizations in Idaho to supporting teachers through Career Technical Educators of Idaho and he has been instrumental at all levels in vision, collaboration, relationship building and professionalism.

Clay is a detail-oriented, highly accessible individual who has continued to encourage those he works with to think in alternative ways. From his work with business and industry to align secondary and postsecondary programs with workforce needs to developing and more importantly maintaining strong partner relationships, Clay understands and implements best practices within Career and Technical Education at every level.

I have witnessed Clay's executive talent on many occasions. He is a highly approachable visionary with exceptional communication and networking skills. I have watched him listen to the ideas of others and use their experiences and his expertise to formulate successful strategies that have helped many areas that support industry, teachers and students. Clay has insight and perspective that surpass his years, with a competitive nature and determination he has earned the respect of those he has worked for and with.

It is my pleasure to recommend Clay Long for the position of Career Technical Education Administrator. His high level of expertise, healthy self-confidence and excellent leadership skills combine to make him the very best person for the job. I am happy to discuss Clay's qualifications in more detail, and am available to meet with the Board if necessary. Please feel free to contact me at (208) 380-5663 or at jacobren@isu.edu.

Best Regards,



Dr. Brenda Jacobsen

October 2, 2019

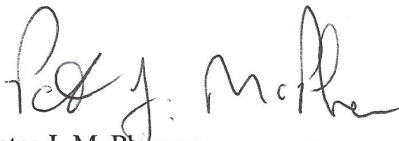
Dear Sir/Madam:

I am pleased to write a letter of recommendation for Clay Long. I highly recommend Clay for the Idaho Division of Career Technical Education Administrator position. I have had the pleasure of interacting and working with Clay in his role as Chief of Staff for Nampa Mayor Debbie Kling and in his previous duties as an administrator for the Nampa School District CTE program. In addition, I have spent considerable time with Clay in NNU's Doctoral Program cohort and have appreciated his intelligence, passion, and commitment to excellence in analyzing and improving both CTE and education in Idaho. I believe Clay to be a strong, charismatic leader who demonstrates remarkable dependability and a resilient work ethic. This can be demonstrated by his numerous achievements and awards that he has received. On multiple occasions, I have seen firsthand his ability to deal with challenges and problems and be willing to work long hours for the good of students, schools, and communities throughout Idaho.

Clay has a unique ability to connect with others and gain their respect and trust. In his duties at both his current and previous jobs, he has quickly forged strong relationships with community leaders, patrons, students, faculty, parents, and board members. Clay demonstrates a strong commitment and relentless persistence in working to help both CTE and education in Idaho be successful.

I have no doubt that considering Clay for your administrator position matches the criteria of the job requirements. He regularly demonstrates professionalism, leadership, mentorship, and community service in his every day responsibilities. Additionally, he is known for his passion and dedication to promoting education across the state of Idaho. If you have any further questions, please don't hesitate to contact me.

Regards,



Peter J. McPherson
208.989.7136
pjm_49@hotmail.com



September 23, 2019

Re: Clay Long
ICTE Division Administrator

Search Committee,

It is with great pleasure that I write in support of Clay Long as a candidate for the CTE Administrator for Idaho. Over the last several years, I have had the opportunity to work beside Clay as partner on a public safety program initiative that included secondary, post-secondary, and industry representatives. In working with Clay, I found him to be a reliable, consistent, and trustworthy professional. He leads with a creative and collaborative approach, partnering with industry and education professionals for input and feedback on all decisions.

I can attest to Clay's skills as an innovative and visionary leader with a comprehensive understanding of K-12, CTE, and post-secondary educational systems. In the years I've known Clay, I have been impressed by his ability to create partnerships and foster a strong network of colleagues. He has a noteworthy and impressive list of career accomplishments which I feel makes him an ideal candidate to lead the State Division of CTE to success.

As a person, Clay is approachable, warm, and trustworthy. As an educator, I'm confident he will prioritize student success and look forward to working together to educate our upcoming workforce.

If you should need any additional details or have any questions, please feel free to reach out.

Sincerely,

Courtney Santillan

Courtney Santillan, MPA
Dean, Social Sciences and Public Affairs
College of Western Idaho
courtneysantillan@cwidi.edu



KOOTENAI TECHNICAL EDUCATION CAMPUS

6838 W Lancaster Road
Rathdrum ID 83858

Office (208) 712-4733
Fax (208) 712-6004

To Whom It May Concern:

I am writing this letter to recommend Clay Long for the Idaho Career and Technical Education Administrator position. Clay would be a phenomenal choice for this position because of his extensive background in CTE.

Clay started teaching Fire Services for the West Ada School district in 2011. During that time, he worked on developing a robust curriculum that linked directly to industry. By linking his program to industry Clay was able to make lasting and meaningful relationships the community as a whole.

As the President of CTEI Clay met with all of the Career and Technical Education teacher associations in Idaho addressing issues facing them. This interaction helped bridge the gap between the state department and the teachers in the field. Also placing Clay in front of policy makers to help shape and change the face of CTE for Idaho.

I had the pleasure of working with Clay from 2015-2019 as a fellow Career and Technical School administrator. Clay's experiences as a CTS administrator will be invaluable for this position. His interaction with legislators and policy makers gives him the resources needed to be very successful as a state leader. I would highly recommend Clay for this position.

Sincerely,



Colby Mattila
KTEC Director



KIRK CARPENTER | FIRE CHIEF

9/27/2019

RE: Letter of Recommendation for Clay Long for the position of CTE Administrator

Attention: Hiring Board

I am writing you today to recommend Clay Long for the position of Career Technical Education Administrator for the state of Idaho.

I have known Clay Long for many years and have experienced his leadership abilities in numerous capacities. I have witnessed him direct and gain buy-in for multiagency efforts and have watched as he formed and championed teams who accomplish goal oriented high-level tasks. This work has led to historic educational change. His ability to seek perspective and empower those around him to achieve success while staying focused on the goals and desired outcomes are talents I envy.

Clay's accomplishments and success with the Structural Fire Program at Renaissance High School is one example of his ability to lead strategic change driven by industry's need. In addition to his work in West Ada, he played a critical role in bringing together secondary, post-secondary, and several public safety agencies from across the Treasure Valley to start the development of a valley-wide Public Safety Training Academy Facility. I believe it demonstrates his ability to develop and grow relationships not only within the education realm but represents bridges to industry and business partnerships. I have always appreciated his drive to create programs that enhance the talents and rate of success of Idaho students while providing a positive investment for all communities throughout the Treasure Valley.

If there was only one thing that I could relay to the selection board about Clay Long above all things, it would be his character. I know Clay Long to be a man of integrity, compassion, and professionalism. His work ethic is second to none, and he is a leader for all people. He has an innate ability to find the gifts and talents of each team member while holding accountability and core value driven efforts that lead to success. I honestly believe that Clay Long is the exact person the State of Idaho is looking for to grow our state CTE programs. If selected, Clay will prove to be the innovative leader that will help guide the efforts in creating amazing opportunities for Idaho's youth.

Thank you for your time and your dedicated effort in finding the right leader for Idaho's future. I would be more than happy to answer any further questions the selection board may have and please do not hesitate to contact me personally if you should have any further needs.

Sincerely,

Kirk Carpenter
Fire Chief
Nampa Fire Department
208-250-3258
carpenterk@cityofnampa.us

820 Second Street South • Nampa, ID 83651 • Phone 208-468-5770 • Fax 208-468-5780



Mark C. Perna
Founder, Author, and CEO

To Whom It May Concern:

The purpose of this letter is to recommend Clay Long for the position of CTE Administrator for the state of Idaho. As an education and performance consultant, I have worked closely with Clay for over four years. He is a true professional focused on delivering an exceptional student and teacher experience.

During the time I have known Clay, I've watched him become one of the driving forces in the success of career and technical education (CTE). As a mainstay advocate on the national stage, he is leading the charge with local, state, and national legislators and policymakers to revolutionize the nation's perception of CTE. He is proactive, effective, and a tremendous communicator who builds consensus as a true leader.

Clay's firm grasp on the emerging priorities of employers, communities, and teachers allows him to position his programs and support in the areas where they will have the greatest impact. He understands the vast array of national best practices and, most importantly, has the will and determination to see them through implementation to a successful outcome. Perceptive, intelligent, and self-motivated, Clay will do whatever is necessary to accomplish the stated goal and positively impact students, teachers, and communities with lasting change.

Clay's impressive background and experience will help connect the dots between education and workforce as he continues to fight for the skills that employers need from an engaged and well-trained workforce. Clay understands and champions those needs in an effort to deliver the right employee, in the right positions, for all the right reasons.

In my capacity as an international speaker, award-winning author, and CEO of a company working within CTE for almost 25 years, I have seen many leaders. Clay is part of a small and elite group that achieves excellence in every aspect of the word. In conclusion, I highly recommend Clay for this position due to his exceptional communication skills, tireless commitment to CTE, and ability to lead the Idaho Division of Career Technical Education toward a strong future.

Sincerely,

Mark C Perna

Mark C. Perna
Founder, Author, and CEO



2019 / 2020

**Executive
Committee**

09.26.19

Board Chair

Mike Peña

Colliers International

Chair Elect

Travis Leach

Saint Alphonsus

Treasurer

Enrique Rivera

Mountain West Bank

**Board of
Directors**

Amanda Schmitt

Heart 'n Home
Hospice & Palliative
Care

Andrew Luther

Ford Idaho Center

Beth Ineck

City of Nampa

Brian Gunnell

Materne North
America

Bryon Knight

Northwest Nazarene
University

Erica Hernandez

Hampton Inn &
Suites

Jean Mutchie

St. Luke's

Wendy Rhodes

TitleOne Corp.

Will Fowler

Small Business
Development Center

Ex-Officio

Debbie Kling

Nampa Mayor

Terry White

Matt Johnson

Legal Counsel
White Peterson

Mitch Minnette

President & CEO

BAHR

Idaho State Board of Education
650 W. State Street #307
Boise, ID 83720

To whom it may concern:

First and foremost, thank you for your service and all you do for our amazing State of Idaho.

It is with the utmost respect that I share my personal and professional support for Mr. Clay Long as a qualified candidate for the CTE Administrator position. I have had the privilege of working with Clay for the past 10+ years both at his position with the Nampa School District and currently with the City of Nampa. Clay has served on several Chamber of Commerce committees and councils and is always the true professional / optimist. When I think of the necessary skills and personality of the position you are looking for – I think of Clay Long.

On behalf of the Nampa Chamber of Commerce Board, Staff, and Volunteers it is my pleasure to express my support and appreciation for Clay.

If I can be of any help or questions you may have in your decision-making process- PLEASE feel free to call me on my cell phone. 208.249.4268.

Respectfully,

Mitch Minnette

Mitch Minnette
President/CEO
Nampa Chamber of Commerce

September 19, 2019

To Whom It May Concern:

I strongly recommend my colleague, Clay Long, for the position of Idaho CTE Administrator. I have had the pleasure of serving alongside him for 3 years as a member of the board of directors for Idaho Skills USA. During the last year of my term, Clay had served as Chairperson of the board and I served as Vice-Chair. I have continued serving alongside Clay as a board member of the Idaho CTE Foundation.

I have had the opportunity to observe Clay's professional skills as well as interpersonal style. He is consistently pleasant, respectful and takes on all assignments with enthusiasm and dedication. I wish that all of my co-workers had his attitude and dedication to succeed.

Regardless of deadlines or other pressure, Clay always delivers. His superior organizational skills make him consummate multi-tasker.

As a member of industry, I believe that we need someone with Clay's vision for CTE. Clay is someone who will listen, develop and maintain strong partnering relationships with secondary and postsecondary instructors and administrators: business and industry as well as other stakeholders.

Clay has been a valuable asset to the organizations that I have had the opportunity to serve with him. As Chairperson for Idaho Skills USA he provided strong leadership and guidance to the board of directors.

Sincerely,



Bob Solders
Idaho CTE Foundation Board Member
Finished Products Maintenance Superintendent
Clearwater Paper Corporation
Pulp & Paperboard Division
Lewiston, Idaho

Harold A. Nevill, Ph.D.
CEO, COSSA Academy
109 Penny Lane
Wilder, Idaho 83676
208.482.6074
nevilleh@cossaschools.org

September 9, 2019

TO WHOM IT MAY CONCERN

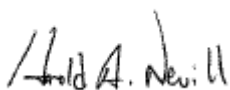
Please allow this letter to serve as a recommendation for Clay Long to be the next Director of the Idaho Division of CTE. Clay is a remarkable career-technical educator and administrator, and whatever task he undertakes he makes better than he found it. I have known Clay for over 10 years as we worked together as CTE Administrators, members of the SkillsUSA Idaho Board of Directors, members of the Idaho CTE Foundation Board, and as members of Career-Technical Educators of Idaho (CTEI), so I have direct knowledge of Clay's abilities. I can say without hesitation that Clay is extremely hard working, very knowledgeable in all aspects of career-technical education and career-technical administration, and will go the extra mile in whatever position he holds.

Clay expanded the CTE program offerings within the Nampa School District which increased opportunities for students to find rewarding careers. He created new websites for both the Idaho CTE Foundation and the Career-Technical Educators of Idaho – on his own, without compensation, just because he saw the need and had the technical ability to help. Clay is not satisfied with the status quo – he is always looking for ways to improve whatever organization of which he is a part.

Clay is an innovative leader. His long-range strategic plan for CTEI laid the groundwork for improvements for years to come. He was instrumental in bringing together the Idaho Division of CTE and the CTEI Board to jointly plan for the annual CTE teacher conference (REACH), and subsequent conferences have been dramatically better than in the past. His leadership with the CTEI Board has resulted in a dramatic increase in CTEI membership in the past two years. None of these improvements would have come to fruition without Clay's initiative and hard work.

I believe that Clay will do a great job at whatever assignment he gets in education – including that as Director of the Idaho Division of CTE – he can do it all. I strongly urge you to consider Clay's application favorably. You may contact me for further amplification or clarification. Thank you.

Sincerely,



H. A. Nevill, Ph.D.



West Side School District #202
626 North Westside Hwy • P.O. Box 39 • Dayton, ID 83232

Spencer Barzee
Superintendent

April 15, 2019

To Whom it May Concern:

As Superintendent of West Side School District, I am writing this letter on behalf of Clay Long. I feel fortunate that I am able to associate with him and am honored at this opportunity to share a few thoughts about Clay. I know Clay would be a successful leader of one of Idaho's most important educational positions, the leader of the Idaho Division of Career Technical Education.

One of the many strengths that Clay has is his relationships with others. I have been in scenarios with Clay where I have observed his ability to interact with others. His skills in this area are some of the best that I have ever seen. There is no question he would develop and maintain strong partner relationships with legislators, secondary and postsecondary instructors and administrators; business and industry; and other stakeholders. This strength of creating, building and maintaining strong relationships will help to foster a work environment that is conducive to high morale that will streamline professional staff as they implement strategies and initiatives that will benefit Idaho's teaches and students associated with career and technical education.

As the leader of a small school, I have appreciated Clay's efforts that supported large school districts as well as small/rural school districts. His concern for the impact that Career Technical Education will make on Idaho students is one that needs to be applauded. Clay will advance an innovative and collaborative mindset for the Idaho Career and Technical Division.

Clay has held numerous positions on boards, committees and other professional experiences related to career and technical programs. Because of these experiences, he will develop, enhance and oversee the Division's strategic plan, ensuring alignment with State in an exceptional manner.

I have been in educational administration for nearly 15 years. Almost all of these years have been as a high school principal or as a district superintendent. During these times I have worked closely with CTE programs, CTE teachers, and all related fiscal responsibilities. I have also served on the board of SEI Tec Charter School for over 5 years which was created for the intent of offering enhanced CTE programs to students in two counties in southeastern Idaho. Because

office: 208.747.3502 • fax: 208.747.3705 • www.westside202.com

of these experiences I feel confident in recognizing an individual of superior quality that would enhance the Idaho Division of Career Technical Education. Clay Long is a phenomenal leader for this position. He is passionate about career and technical education. From a superintendent's perspective, I feel as though he would be a great benefit to all involved with CTE in Idaho.

Please contact me by email at sbarzee@westside202.com or phone at 208.339.0845 if you have further questions.

Respectfully,



Spencer J. Barzee
Superintendent, West Side School District

Jose DeLeon Jr
Workforce Consultant Sr
Idaho Department of Labor
4514 Thomas Jefferson St
Caldwell, Idaho 83605-5100

09/23/2019

Alan Schoenwald
Human Resource Manager
Idaho State Board of Education
650 W State St #307
Boise, Idaho 83702

Dear Alan Schoenwald:

Clay Long is the current Chief of Staff for the City of Nampa Mayor's Office and formerly of the Nampa School District 131 as an Assistant Director of Career and Technical Education. He is an experienced educator and passionate champion for youth education pathways. I have served with Clay in a professional capacity in committees and community initiatives such the Healthy Impact Nampa Coalition, Nampa Chamber of Commerce Business and Education Committee, as well as a coalition doing research and development for a an Idaho Public Safety Training Center, a professional career and technical project that would serve the greater Treasure Valley.

Clay is a motivated, passionate and action driven individual. He is more than capable of managing a group of people toward a common goal and well versed in the Professional Technical Education mindset, requirements and development strategies in career trees, progression and apprenticeship standards as well as administrative program efficiencies. Clay has a very organized, methodical approach to driving initiatives and has excellent leadership, visioning and accountability skills and abilities.

In the community, Clay is a respected subject matter expert in career technical education and can develop data driven plans and strategic planning for a big picture landscapes. I believe that developing quality relationships with industry and educational partners is the responsibility of an effective Administrator and Clay has the experience and ability to succeed in alignment of secondary and post-secondary programs to workforce needs. He has a particular strength in addressing secondary and postsecondary growth strategies to meet the needs of a growing and developing Idaho workforce. He is not afraid of trying new and innovative approaches to resolve educational program obstacles. He can analyze and dissect data to effectively direct metrics based solutions where needed. While at the Nampa school district, Clay provided guidance and administration of Career technical student organizations. He provided support to professional staff and administrators in the execution of shared vision and implementation of curriculum and standards.

Alan Schoenwald

09/23/2019

Page 2

Personally, I cannot think of anyone more qualified for a CTE Administrator than Clay and I am sure his qualifications will become apparent once he has an opportunity to sit in front of an interviewer.

If you would like additional information about Clay Long, you can telephone me at telephone number 208.364.7781 ext 3620.

Sincerely,

Jose DeLeon Jr

Jose DeLeon Jr
Workforce Consultant Senior
Idaho Department of Labor

**DEPARTMENT OF EDUCATION
NOVEMBER 26, 2019**

SUBJECT

Pending Rule, Docket Number 08-0202-1901, Suicide Prevention Program

REFERENCE

August 2019

Board approved proposed rule Docket No.
08-0202-1901

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-136, Idaho Code

BACKGROUND/DISCUSSION

Section 33-136, Idaho Code, directs the State Board of Education to adopt rules supporting suicide awareness and prevention training for public school personnel. The State Department of Education (Department) collaborated with the Idaho Suicide Prevention Action Collective to inform the current iteration of these proposed rules. The Idaho Suicide Prevention Action Collective is comprised of the Division of Health and Welfare's Suicide Prevention Program, the Idaho Association of School Administrators, the Governor's Council on Suicide Prevention, local municipalities, the Idaho Education Association, the Idaho School Boards Association, and numerous stakeholders representing non-governmental entities. Input was provided across a number of meetings.

A Notice of Intent to Promulgate Rules – Negotiated Rulemaking was published in the March 6, 2019, Administrative Bulletin. Although the Department received no requests to participate in negotiated rulemaking, the Department pursued additional dialogue with suicide prevention professionals and education stakeholders. A public meeting was held on March 27, 2019, to discuss the draft rule and to make amendments to the draft. The resulting proposed rule was approved by the State Board of Education at their August 28, 2019, meeting.

A Notice of Rulemaking – Proposed Rule was published in the October 2, 2019, edition of the Idaho Administrative Bulletin. Pursuant to Section 67-5222(1), Idaho Code, a public comment period on the proposed rule was held October 2 through October 23, 2019. No comments were received during the public comment period. There are no changes to the pending rule, and it is being presented as approved by the Board on August 28, 2019.

IMPACT

Suicide awareness and prevention training for public schools will include common critical components based upon evidence and best practice surrounding prevention, intervention, and response to suicide, helping to ensure appropriate support to students and staff in crisis.

ATTACHMENTS

Attachment 1 – Pending Rule Docket 08-0202-1901, Suicide Prevention in Schools

**DEPARTMENT OF EDUCATION
NOVEMBER 26, 2019**

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval

BOARD ACTION

I move to approve Pending Rule Docket Number 08-0202-1901 as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 – RULES GOVERNING UNIFORMITY

NEW SECTION

112. SUICIDE PREVENTION IN SCHOOLS.

As schools offer annual professional development for school staff related to preventing, intervening, and responding to suicide, the content shall include:

01. **Prevention:** school philosophy regarding school climate and the promotion of protective factors; data on suicide for the state; risk and protective factors for students; suicide myths and facts; and how to develop community partnerships.
02. **Intervention:** how to utilize safe and appropriate language and messaging when addressing students; warning signs of suicide ideation for students; local and school-based protocols for aiding a suicidal individual; local protocols for seeking help for self and students; identification of appropriate mental health services and community resources for referring students and their families; information about state statutes on responsibility, liability, and duty to warn; confidentiality issues; and the need to ask others directly if they are suicidal.
03. **Postvention:** evidence-based protocol for responding to a student/staff suicide.

~~112~~**113.** -- 119. (RESERVED)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
NOVEMBER 26, 2019**

TAB	DESCRIPTION	ACTION
3	PENDING RULE – DOCKET 08-0000-1900 - OMNIBUS RULEMAKING (RE-AUTHORIZATION) CHAPTER 08 (NON-FEE SECTIONS)	Action Item
4	PENDING RULE – DOCKET 08-0000-1900F – OMNIBUS FEE RULEMAKING (RE- AUTHORIZATION) CHAPTER 08 (FEE SECTIONS)	Action Item
5	PENDING RULE – DOCKET 08-0113-1901 – RULES GOVERNING THE OPPORTUNITY SCHOLARSHIP PROGRAM	Action Item
6	PENDING RULE – DOCKET 08-0201-1902 – RULES GOVERNING ADMINISTRATION – CONTINUOUS IMPROVEMENT PLANS	Action Item
7	PENDING RULE – DOCKET 08-0202-1903 – RULES GOVERNING UNIFORMITY - RED TAPE REDUCTION ACT CHANGES	Action Item
8	PENDING RULE – DOCKET 08-0203-1901 – RULES GOVERNING THOROUGHNESS – CAREER TECHNICAL EDUCATION CONTENT STANDARDS	Action Item
9	PENDING RULE – DOCKET 08-0203-1902 – RULES GOVERNING THOROUGHNESS - DATA	Action Item
10	PENDING RULE – DOCKET 08-0204-1901 - RULES GOVERNING PUBLIC CHARTER SCHOOLS	Action Item
11	PENDING RULE – DOCKET 55-0000-1900 - OMNIBUS RULEMAKING (RE-AUTHORIZATION) – RULES OF CAREER TECHNICAL SCHOOLS AND RULES GOVERNING IDAHO QUALITY PROGRAM GRANTS	Action Item
12	PENDING RULE – DOCKET 55-0103-1901 - RULES OF CAREER TECHNICAL SCHOOLS – ADDED COST FUNDING (ENROLLMENT)	Action Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
NOVEMBER 26, 2019

SUBJECT

Pending Rule Docket 08-0000-1900, Rules of the State Board of Education

REFERENCE

April 2019

Board received update on impact of legislature not extending codified rules after June 30, 2019.

May 2019

Board approved temporary and proposed rules initiating the process for putting back place rules that were codified at the end of the 2019 Legislative session.

BACKGROUND/DISCUSSION

Each year Idaho's codified administrative code is scheduled to expire on June 30th. As part of the legislature's annual duties during the legislative session they consider a bill to extend the codified rules, including those not rejected during the legislative session, until June 30th of the following year. During the 2019 Legislative Session, this bill did not pass, so all currently codified rules are scheduled to expire on June 30, 2019. To mitigate the potential chaos this could cause and ensuing potential liability to the state for not implementing many provision required by statute or the state constitution, the Governor has authorized the approval of temporary and proposed rules through an omnibus process that would reinstate the rules on a temporary basis effective July 1, 2019 and start the rule promulgation process with a temporary and proposed rule for each section of the Idaho Administrative Procedures Act (IDAPA). As part of this process, agencies also have the opportunity to identify any outdated or unneeded titles of rules and allow them to expire.

Each section of Administrative Code is divided by an IDAPA number, then title and chapter. As an example, IDAPA 08.02.01 is IDAPA 08, Title 02, Chapter 01. Administrative rules promulgated by the Board of Education encompass three sections of IDAPA including 22 chapters. Four chapters are found in IDAPA 55 pertaining to Career Technical Education. Two chapters are found in IDAPA 47 and pertain to Vocational Rehabilitation. Sixteen chapters are found in IDAPA 08 and pertain to all other public education. Board staff have identified eight chapters that could be allowed to expire, one of which would be moved to Board policy with a first reading scheduled for the June regular Board meeting. Any other negotiated rulemaking initiated this year will be required to follow the normal negotiated rulemaking process with the publication of a notice of intent, negotiation with interested parties, followed by a proposed rule being brought to the Board at the June or August Regular Board meetings for consideration. All approved proposed rules are then published in the administrative bulletin, which then triggers a 21-day public commit period. All pending rules, including those approved through this process will be brought back to the Board for consideration at the close of the 21-day public comment period. Any pending rules approved by the Board will then be submitted to the legislature for consideration in 2020.

The currently codified rules that have been identified for expiration are:

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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- 08.01.01, Rules of the State Board of Education and Board of Regents – This title includes provision for handling contested case hearings and public information requests. Statutory provisions regarding these requirements have been updated since this rule was enacted. This rule is now redundant and out of date. Expiration of the rule will remove the obsolete rule and any potential conflicts with the statutory requirements now in place.
- 08.01.04, Residency (tuition purposes) – This will be moved to Board of Education Policy. This rule governs the process for the institutions to evaluate whether or not a potential student is eligible for residency for tuition purposes. Residency for postsecondary tuition purposes at the four-year institutions is governed through Section 33-3717B, Idaho Code. Pursuant to Section 33-105, Idaho Code, the Board is authorized to establish Board policy for its governance, and the governance of the agencies and institutions, including those impacting future students. A first reading of a new Board policy will be brought forward at the June Board meeting transitioning the existing rule to Board policy.
- 08.01.07, State Professional Studies Program – This chapter pertains to a loan repayment program that has not been funded in over a decade and is now obsolete.
- 08.01.08, Miscellaneous Rules of the State Board of Education – This chapter is made up of one provision providing an exception to the prohibition of alcohol in state facilities through Board policy. This chapter is unnecessary. Other sections of Idaho law govern the use of state owned facilities, including the Board's ability to set policy on the use of the facilities under its control.
- 55.01.01, Rules Governing Administration (CTE) – This chapter is redundant and unnecessary. The Board has statutory authority to set the types of policies described in this chapter and does not need an administrative rule granting the same authority.
- 55.01.02, Rules Governing Postsecondary Program Reduction or Termination (CTE). This chapter is redundant. The Board has statutory authority to set policy regarding the reduction and termination of programs, including CTE programs.
- 47.01.01, Rules Governing Idaho Division of Vocational Rehabilitation. This chapter pertains to the Division of Vocational Rehabilitation's management of the requirements established in the Rehabilitation Act of 1973 ("Act") and all subsequent amendments. This section has been amended over the years on a piecemeal basis to respond to amendments to the Act and changes in federal guidance. Allowing this rule to expire will provide for an opportunity to bring a streamlined version forward that responds to the current requirements of the Rehabilitation Act as amended through the Workforce Opportunity and Innovation Act. An amended temporary rule will be brought forward for the Board's consideration at a later date.
- 47.01.02, Rules Governing Extended Employment Services – All administrative rules require some form of statutory authority to be enacted. The Extended Employment Services program is currently a program within the Division of Vocational Rehabilitation budget. While this title of rule was created in 2006 and

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accepted by the legislature in 2007, there is no statutory authority for it. The rule will not be able to be reenacted until such time as there is statutory authority to do so.

All other codified rules will be reenacted through this process and will go before the 2020 Legislature as pending rules with all new language. Pending rules at the legislative level are divided into two categories, fee rules and non-fee rules. Rules that enact a fee must be affirmatively accepted by both the House of Representatives and the Senate to be enacted. Non-fee rules are not required to be accepted by both chambers. Through the normal negotiated rulemaking process only the specific sections or subsections of the rule that are being amended are included in a single docket, allowing dockets for fee rules to be handled separately from dockets with amendments to policy that are not creating or amending a fee. Similar to that process, those sections of the rule title that include current fees will be separated out into their own docket.

IMPACT

Approval of the pending omnibus rule will allow the rules to be submitted to the Legislature for consideration.

ATTACHMENTS

Attachment 1 – Pending Rule Docket 08-0000-1900

Attachment 2 – Pending Amendments, Subsection 08.02.03.110

STAFF COMMENTS AND RECOMMENDATIONS

The proposed rule was published in June 19, 2019 (Vol.12-6SE) Administrative Rules bulletin. Staff received no comments during the ensuing 21-day comment period. During the 21-day comment period staff received approximately 753 requests for a public hearing on this docket. The majority of the requests and comments received were in a form letter. Written comments received during this time period included:

- Five comments request the removal of “common core standards” or “federal standards”
- 425 comments in support of maintaining, protecting the science standards and indicated the support of strong science standards
- 19 comments in favor of the current contents standards without specifying subject area.

In response to the requests for public hearings, staff conducted five public hearings. The hearings were conducted in Coeur d’Alene at North Idaho College, Nampa at the College of Western Idaho, Twin Falls at the College of Southern Idaho, Idaho Falls at the College of Eastern Idaho, and in Challis at the Legion Hall. Due to the public hearings, the public comment period was extended to October 4, 2019. At the start of each hearing staff went over what was covered in the docket, which two content standards were part of the original standards referred to the “common core” standards and the process that they went through

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went they were originally adopted and amended in 2016 when they were re-adopted. While Docket 08-0000-1900 covers much more than the Idaho content standards, the majority of the comments received during the hearings was regarding the standards, additional comments covered concerns over too much testing or teaching to a test. The comments against the standards ranged from comments about indoctrination, United Nation conspiracies, and accusations of indoctrinating students to become “liberal” or change their sexual orientation. Additionally, there was a wide range of understanding about which standards were being referenced when they were referencing “the common core standards.” References ranged from the English language arts and mathematics content standards to combinations that also included science and social studies. Of those that provided comments about the “common core” standards, many of the comments were not based on factual information or were general statements regarding the standards being too low. For those individuals who provided examples of their concerns about the standards, the overwhelming majority of them were based on experiences with curriculum chosen by the school districts rather than the standards themselves.

Location	# Testifying	# Supporting Standards
Coeur d’Alene	31	04
Nampa	37	20
Twin Falls	30	21
Idaho Falls	51	26
Challis	12	00
Total	161	71

Fifteen additional written comments were received, ten were written versions of verbal comments made at the hearings. Verbal comments were also solicited at four of the five regional superintendents’ meetings held in September and October. Only one concern was raised regarding clarification of the at-risk definition in rule.

There has been one change based on public comment received during the public comment period requesting clarification of the definition of at-risk students in IDAPA 08.02.03.110. HB 293 (2019) established a definition for at-risk students as that term is used in Chapter 10, Title 33. This new definition that went into effect July 1, 2019 supersedes the definition in Administrative Code. The amendment to this section of rule removes the definition in rule and points individuals back to the definition in Section 33-1001, Idaho Code.

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. As a pending fee rule, this rule must be accepted by the House and the Senate to be accepted during the 2020 Legislative Session. 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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Staff recommends approval.

BOARD ACTION

I move to approve pending rule, docket 08-0000-1900, described in attachment 1 with the amendment identified in attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**IDAPA 08 – STATE BOARD OF EDUCATION
DOCKET NO. 08-0000-1900**

NOTICE OF OMNIBUS RULEMAKING - TEMPORARY AND PROPOSED RULEMAKING

EFFECTIVE DATE: The effective date of the temporary rule(s) listed in the descriptive summary of this notice is June 30, 2019.

AUTHORITY: In compliance with Sections 67-5221(1) and 67-5226, Idaho Code, notice is hereby given that this agency has adopted temporary rules, and proposed rulemaking procedures have been initiated. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Sections 33-101, 33-105, 33-107, 33-115, 33-116, 33-118, 33-118A, 33-119, 33-120, 33-125B, 33-130, 33-133, 33-134, 33-136, 33-203, 33-307, 33-310, 33-320, 33-523, 33-804A, 33-1002, 33-1002C, 33-1002F, 33-1004, 33-1006, 33-1007A, 33-1201, 33-1201A, 33-1202, 33-1204, 33-1205, 33-1210, 33-1212, 33-1212A, 33-1280, 33-1304, 33-1602, 33-1612, 33-1613, 33-1614, 33-1616, 33-1631, 33-2002, 33-2003, 33-2009, 33-2402, 33-2403, 33-4303, 33-4402, 33-4403, 33-4601A, 33-4605, 33-5203, 33-5205, 33-5207, 33-5208, 33-5210, 33-5504, 33-5505, 33-5507, and 22-1504 Idaho Code.

PUBLIC HEARING SCHEDULE: Oral comment concerning this rulemaking will be scheduled in accordance with Section 67-5222, Idaho Code.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of its supporting reasons for adopting a temporary rule and a nontechnical explanation of the substance and purpose of the proposed rulemaking:

This temporary and proposed rulemaking adopts and re-publishes the following existing and previously approved and codified chapters under IDAPA 08, rules of the Idaho State Board of Education:

IDAPA 08 State Board of Education

- 08.01.02, Rules Governing the Postsecondary Credit Scholarship Program
- 08.01.10, Idaho College work Study Program
- 08.01.11, Registration of Postsecondary Education Institutions and Proprietary Schools
- 08.01.13, Rules Governing the Opportunity Scholarship Program
- 08.02.01, Rules Governing Administration
- 08.02.02, Rules Governing Uniformity
- 08.02.03, Rules Governing Thoroughness
- 08.02.04, Rules Governing Public Charter Schools
- 08.02.05, Rules Governing Pay for Success Contracting
- 08.03.01, Rules of the Public Charter School Commission
- 08.04.01, Rules of the Idaho Digital Learning Academy
- 08.05.01, Rules Governing Seed and Plant Certification

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1) and 67-5226(2), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

These temporary rules are necessary to protect the public health, safety, and welfare of the citizens of Idaho and confer a benefit on its citizens. These previously approved and codified rules implement the duly enacted laws of the state of Idaho, provide citizens with the detailed rules and standards for complying with those laws, and assist in the orderly execution and enforcement of those laws. The expiration of these rules without due consideration and processes would undermine the public health, safety and welfare of the citizens of Idaho and deprive them of the benefit intended by these rules.

FEE SUMMARY: This rulemaking does not impose a fee or charge.

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FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year: This rulemaking is not anticipated to have any fiscal impact on the state general fund because the FY2020 budget has already been set by the Legislature, and approved by the Governor, anticipating the existence of the rules and fees being reauthorized by this rulemaking.

NEGOTIATED RULEMAKING: Pursuant to Section 67-5220(2), Idaho Code, negotiated rulemaking was not feasible because of the need to adopt the rules as temporary, and because these existing chapters of IDAPA are being re-published and re-authorized. Negotiated rulemaking also is not feasible because of the need to implement these rules before they expire; the rules form the regulatory framework of the laws of this state and have been previously promulgated and reviewed by the Legislature pursuant to the Idaho Administrative Procedures Act, Chapter 52, Title 67, Idaho Code; and because engaging in negotiated rulemaking for all previously existing rules will inhibit the agency from carrying out its ability to serve the citizens of Idaho and to protect their health, safety, and welfare.

INCORPORATION BY REFERENCE: Pursuant to Section 67-5229(2)(a), Idaho Code, incorporated material may be obtained or electronically accessed as provided in the text of the temporary and proposed rules attached hereto.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the temporary and proposed rule, contact Tracie Bent, Chief Planning and Policy Officer, at (208)332-1582 or tracie.bent@osbe.idaho.gov.

Anyone may submit written comments regarding the proposed rulemaking. All written comments must be directed to the undersigned and must be delivered within twenty-one (21) days after publication of this Notice in the Idaho Administrative Bulletin. Oral presentation of comments may be requested pursuant to Section 67-5222(2), Idaho Code, and must be delivered to the undersigned within fourteen (14) days of the date of publication of this Notice in the Idaho Administrative Bulletin.

DATED this June 19, 2019.

Tracie Bent, Chief Planning and Policy Officer
Office of the State Board of Education
650 W. State Street
P.O. Box 83720
Boise, Idaho 83720-0037
Phone: (208) 332-1582
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110. ALTERNATIVE SECONDARY PROGRAMS (SECTION 33-1002; 33-1002C; 33-1002F, IDAHO CODE).

Alternative secondary programs are those that provide special instructional courses and offer special services to eligible at-risk youth to enable them to earn a high school diploma. Designated differences must be established between the alternative school programs and the regular secondary school programs. Alternative secondary school programs will include course offerings, teacher/pupil ratios and evidence of teaching strategies that are clearly designed to serve at-risk youth ~~as defined in this section pursuant to section 33-1001, Idaho code. Alternative high school programs conducted during the regular school year will be located on a separate site from the regular high school facility or be scheduled at a time different from the regular school hours.~~ (3-29-17)

~~01. Student Qualifications. An at risk youth is any secondary student grade six through twelve (6-12) who meets any three (3) of the following criteria, Subsections 110.01.a. through 110.01.g., or any one (1) of criteria in Subsections 110.01.h. through 110.01.n.~~ (3-29-17)

~~a. Has repeated at least one (1) grade.~~ (4-1-97)

~~b. Has absenteeism that is greater than ten percent (10%) during the preceding semester.~~ (4-1-97)

~~c. Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program.~~ (4-1-97)

~~d. Has failed one (1) or more academic subjects in the past year.~~ (3-29-17)

~~e. Is below proficient, based on local criteria or standardized tests, or both.~~ (3-29-17)

~~f. Is two (2) or more credits per year behind the rate required to graduate or for grade promotion.~~
(3-29-17)

~~g. Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment.~~
(3-29-17)

~~h. Has documented or pattern of substance abuse.~~ (3-29-17)

~~i. Is pregnant or a parent.~~ (4-1-97)

~~j. Is an emancipated youth or unaccompanied youth.~~ (3-29-17)

~~k. Is a previous dropout.~~ (4-1-97)

~~l. Has serious personal, emotional, or medical issue(s).~~ (3-29-17)

~~m. Has a court or agency referral.~~ (3-29-17)

~~n. Demonstrates behavior that is detrimental to their academic progress.~~ (3-29-17)

0201. Instruction. Special instruction courses for at-risk youth enrolled in an alternative secondary program will include: (4-1-97)

a. Core academic content that meets or exceeds minimum state standards; (3-29-17)

b. A physical fitness and personal health component; (3-29-17)

c. Career and technical education component approved by the state division of career technical education; (3-29-17)

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d. A personal finance, parenting, and child care component; and (3-29-17)

e. A personal and career counseling component. (3-29-17)

0302. Graduation Credit. Graduation credit may be earned in the following areas: academic subjects, electives, and approved work-based learning experiences. Nonacademic courses, i.e., classroom and office aides do not qualify for credit unless they are approved work-based learning experiences. (4-5-00)

0403. Special Services. Special services for at-risk youth enrolled in alternative secondary programs include the following where appropriate: (3-29-17)

a. A day care center when enrollees are also parents. This center should be staffed by a qualified child care provider. (4-1-97)

b. Direct social services that may include officers of the court, social workers, counselors/psychologists. (4-1-97)

c. All services in accordance with the student's Individualized Education Program. (3-29-17)

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SUBJECT

Pending Rule Docket 08-0000-1900F – Rules of the State Board of Education

REFERENCE

April 2019

Board received update on impact of legislature not extending codified rules after June 30, 2019.

May 2019

Board approved temporary and proposed rules, initiating the process for re-establishing previously codified administrative code.

BACKGROUND/DISCUSSION

Each year Idaho's codified administrative code is scheduled to expire on June 30th. As part of the legislature's annual duties during the legislative session they consider a bill to extend the codified rules, including those not rejected during the legislative session, until June 30th of the following year. During the 2019 Legislative Session, this bill did not pass, so all currently codified rules are scheduled to expire on June 30, 2019. To mitigate the potential chaos this could cause and ensuing potential liability to the state for not implementing many provision required by statute or the state constitution, the Governor has authorized the approval of temporary and proposed rules through an omnibus process that would reinstate the rules on a temporary basis effective July 1, 2019 and start the rule promulgation process with a temporary and proposed rule for each section of the Idaho Administrative Procedures Act (IDAPA). As part of this process, agencies also have the opportunity to identify any outdated or unneeded titles of rules and allow them to expire.

Docket 08-0000-1900F re-establishes those section of IDAPA 08 that establish fees. The fees that are included in these sections are the fees that pre-existing fees that were in place at the end of the 2019 Legislative Session.

IMPACT

Approval of the pending omnibus rules will allow the currently codified education rules to be submitted to the 2020 Legislature for consideration.

ATTACHMENTS

Attachment 1 – Pending Fee Rule Docket 08-0000-1900F

STAFF COMMENTS AND RECOMMENDATIONS

The proposed rule was published in June 19, 2019 (Vol.12-6SE) Administrative Rules bulletin. Staff received no comments during the ensuing 21-day comment period. 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. As a pending fee rule, this rule must be accepted by the House and the Senate to be accepted during the 2020 Legislative Session. 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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There have been no changes between the proposed and pending rule. Staff recommends approval.

BOARD ACTION

I move to approve pending rule Docket 08-0000-1900F as described in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

**IDAPA 08 – STATE BOARD OF EDUCATION
DOCKET NO. 08-0000-1900F**

NOTICE OF OMNIBUS RULEMAKING - PENDING FEE RULEMAKING

EFFECTIVE DATE: The effective date of the temporary rule(s) listed in the descriptive summary of this notice is June 30, 2019.

AUTHORITY: In compliance with Sections 67-5221(1) and 67-5226, Idaho Code, notice is hereby given that this agency has adopted temporary rules, and proposed rulemaking procedures have been initiated. The action is authorized pursuant to Sections 33-118, 33-130, 33-1205, 33-2402 and 2403, Idaho Code.

PUBLIC HEARING SCHEDULE: Oral comment concerning this rulemaking will be scheduled in accordance with Section 67-5222, Idaho Code.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of its supporting reasons for adopting a temporary rule and a nontechnical explanation of the substance and purpose of the proposed rulemaking:

This temporary and proposed rulemaking adopts and re-publishes the following existing and previously approved and codified chapters under IDAPA 08, rules of the State Board of Education:

IDAPA 08

- 08.01.11, Registration of Postsecondary Educational Institutions and Proprietary Schools:
 - Subsection 200.07 Registration Fee, Postsecondary Educational Institutions
 - Subsection 300.06 Registration Fee, Proprietary Schools
- 08.02.02, Rules Governing Uniformity
 - Subsection 066 Fees, Educator Certification
 - Subsection 075.03, Fingerprinting and Background Investigation Checks
- 08.02.03, Rules Governing Thoroughness
 - Subsection 128, Curricular Materials Selection and Online Course Approval

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1) and 67-5226(2), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

These temporary rules are necessary to protect the public health, safety, and welfare of the citizens of Idaho and confer a benefit on its citizens. These previously approved and codified rules implement the duly enacted laws of the state of Idaho, provide citizens with the detailed rules and standards for complying with those laws, and assist in the orderly execution and enforcement of those laws. The expiration of these rules without due consideration and processes would undermine the public health, safety and welfare of the citizens of Idaho and deprive them of the benefit intended by these rules.

Chapter 24, Title 33, Idaho Code requires the State Board of Education to register postsecondary educational institutions and proprietary schools and to assure these institutions and schools meet certain requirements to provide for protection of the students who purchase educational services from them. The authorized fee is used to process, evaluate, and investigate the assurances provided through the registration process to assure for a reasonable amount of consumer protection.

Section 33-1205, Idaho Code, authorizes the State Board of Education to set fees related to the maintenance of educator certification records and ethic reviews, such fees are used for the payment of expenses for the Professional Standards Commission in performing its statutory duties, including these ethics reviews along with certification standards reviews. These standards are critical in assuring the quality of our educators and the ethical behavior of individuals educating our public school students.

Section 33-130, Idaho Code, requires all individuals who have unsupervised contact with public school student to have a criminal background check and requires the Department of Education to charge these

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individuals the necessary fee to cover the cost of undergoing a criminal history check. These criminal history checks are necessary to provide for the safety of the students in our public school system.

Curricular materials may be selected from a state list of materials that have been reviewed and found in alignment with our state content standards or through a process at the local level. At the state level this process is conducted through the curricular materials review committee. Section 33-118, Idaho Code requires the State Board of Education to determine the process for the review and to set any fees necessary to defray the cost of such reviews. The fee set pursuant to Section 33-118, Idaho Code is necessary to defray the costs of these state level reviews. The state reviews provide a list of material school districts can select from, allowing them to identify quality material aligned to the standards without having to incur the expense of the reviews at the local level.

The fee or charge imposed by the rule(s) is necessary to avoid immediate danger. The fee(s) or charge(s) reauthorized in this rulemaking are currently existing and have been previously promulgated by the agency and reviewed and approved by the Legislature. These fees and charges are part of the dedicated fund portion of the state budget, which makes up a material portion of the FY2020 budget. The FY2020 budget has already been set by the Legislature and passed into law. That budget relies upon the existence of these fees and charges to meet the state's obligations and provide necessary state services. Failing to reauthorize these fee rules would create immediate danger to the state budget, immediate danger to necessary state functions and services, and immediate danger of a violation of Idaho's constitutional requirement that it balance its budget. These fees are necessary to cover the cost of performing the specified statutory functions, failure to collect these fees would result in the inability for the State Board of Education to fulfil the applicable statutory requirements and reduce the protection provided for individuals purchasing educational services and the health and safety of students in the public school system.

FEE SUMMARY: The preceding section and the attached rules provide a specific description of the fee or charge imposed or increased by this rulemaking. This rulemaking does not impose a fee or charge, or increase a fee or charge, beyond what was previously approved and codified in the prior rules.

IDAPA 08.01.11

Annual registration fee for initial registration or renewal of registration is equal to one-half of one percent (.5%) of the gross Idaho tuition revenue of the institution during the previous tax reporting year (Jan 1 - Dec 31), but not less than one hundred dollars (\$100) and not to exceed five thousand dollars (\$5,000).

IDAPA 08.02.02.066

- Initial Certificate \$75.00
- Renewal Certificate \$75.00
- Alternate Route Authorization \$100
- Additions or Changes to an Existing Certificate \$25
- Replace an Existing Certificate \$10

IDAPA 08.02.02. Background Check/Fingerprinting

- Fingerprinting Processing Fee, All Applicants (excluding volunteers) \$28.25
- Fingerprinting Processing Fee, Volunteers \$26.25

IDAPA 08.02.03

- Curricular Materials Review submission fee \$60 or an amount equal to the retail price of each curricular material

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year: This rulemaking is not anticipated to have any fiscal impact on the state general fund because the FY2020 budget has already been set by the Legislature, and approved by the Governor, anticipating the existence of the rules and fees being reauthorized by this rulemaking.

NEGOTIATED RULEMAKING: Pursuant to Section 67-5220(2), Idaho Code, negotiated rulemaking was not feasible because of the need to adopt the rules as temporary, and because these existing chapters of IDAPA are being re-published and re-authorized. Negotiated rulemaking also is not feasible because of the need to implement these rules before they expire; the rules form the regulatory framework of the laws of this state and have been previously promulgated and reviewed by the legislature pursuant to the Idaho Administrative Procedures Act, Chapter 52, Title

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67, Idaho Code; and because engaging in negotiated rulemaking for all previously existing rules will inhibit the agency from carrying out its ability to serve the citizens of Idaho and to protect their health, safety, and welfare.

INCORPORATION BY REFERENCE: Pursuant to Section 67-5229(2)(a), Idaho Code, incorporated material may be obtained or electronically accessed as provided in the text of the temporary and proposed rules attached hereto.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the temporary and proposed rule, contact Tracie Bent, Chief Planning and Policy Officer, at (208)332-1582 or tracie.bent@osbe.idaho.gov.

Anyone may submit written comments regarding the proposed rulemaking. All written comments must be directed to the undersigned and must be delivered within twenty-one (21) days after publication of this Notice in the Idaho Administrative Bulletin. Oral presentation of comments may be requested pursuant to Section 67-5222(2), Idaho Code, and must be delivered to the undersigned within fourteen (14) days of the date of publication of this Notice in the Idaho Administrative Bulletin.

DATED this June 19, 2019.

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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SUBJECT

Pending Rule – Docket No. 08-0113-1901, Rules Governing the Opportunity Scholarship Program

REFERENCE

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.”
August 2018	Board approved proposed rule Docket 08-0113-1802 establishing provision for the Opportunity Scholarship for Adult Learners.
November 2018	Board vacated proposed rule Docket 08-0113-1802 and directed staff to bring back a version allowing certificates to be stackable during the 2019-2020 rulemaking cycle.
August 2019	Board approved proposed rule lower the minimum GPA requirement and adding provisions 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

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.

The pending rule will 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. Pending amendments include:

- Defining an “Adult Learner” and graduation plan;
- Lower the minimum GPA from 3.0 to 2.7 for all students while allowing Adult Learners to apply with a 2.5 GPA and renew with a 2.7 GPA;
- Allow Adult Learners to apply at an alternate date set by the Executive Director, rather than the current March 1 deadline;

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- Require Adult Learners to have “stopped out” for 24 or more months, with the exception of two (2) courses;
- Allow Adult Learners to attend part-time;
- Pro-rate the amount of the awards for Adult Learners based on the number of credits attempted down to a minimum of six (6) credits;
- Require institutions to discuss opportunities for students to receive credits through prior learning assessments; and
- Require students to show progress on their educational plans to maintain scholarship eligibility.

The rule amendments are based on staff research, feedback received from Idaho postsecondary institutions and the Legislature during the 2018 and 2019 Legislative Session regarding provisions for Adult Learner student eligibility.

IMPACT

Approval of the pending rule will set the requirements for awarding the Opportunity Scholarship for individuals who apply as Adult Learners.

ATTACHMENTS

Attachment 1 – Pending Rule Docket No. 08-0113-1901

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. The rulemaking process is initiated by the publication of a Notice of Intent. The Notice of Intent to Promulgate Rules for this rule was published in the July 6, 2019 (Vol 19-7) Idaho Administrative Rules Bulletin. Staff received no requests to participate in the formal negotiated rulemaking process. The proposed rule approved by the Board was published in the October 2, 2019 (Vol. 19-10) Administrative Rules bulletin. Staff received no comments during ensuing 21-day comment period. 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.

There have been no changes between the proposed and pending rule. Staff recommends approval.

BOARD ACTION

I move to approve pending rule – Docket No. 08-0113-1901, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**IDAPA 08
TITLE 01
CHAPTER 13**

08.01.13 – Rules Governing the Opportunity Scholarship Program

000. LEGAL AUTHORITY.

In accordance with Sections 33-105, and 33-4303, Idaho Code, the State Board of Education (Board) shall promulgate rules implementing the provisions of Title 33, Chapter 56, Idaho Code. (3-28-18)

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.01.13, “Rules Governing the Opportunity Scholarship Program.” (4-2-08)

02. Scope. These rules constitute the requirements for the Opportunity Scholarship Program. (4-2-08)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations, if any, of the rules of this chapter are available at the Board. (4-2-08)

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in the rules of the Board or in the Board Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. (4-2-08)

004. INCORPORATION BY REFERENCE.

There are no documents that have been incorporated by reference into these rules. (4-2-08)

005. OFFICE INFORMATION.

01. Office Hours. The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. (4-2-08)

02. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. (4-2-08)

03. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (4-2-08)

04. Telephone Number. The telephone number of the Board is (208) 334-2270. (4-2-08)

05. Facsimile. The facsimile number of the Board is (208) 334-2632. (4-2-08)

06. Electronic Address. The electronic address of the Board of Education at www.boardofed.idaho.gov. (4-2-08)

006. PUBLIC RECORDS ACT COMPLIANCE.

These rules are subject to the provisions of the Idaho Public Records Act, Title 74, Chapter 1, Idaho Code. (4-2-08)

007. -- 009. (RESERVED)

010. DEFINITIONS.

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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 more than two (2) courses at 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. ()

042. 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, 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. 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. ~~(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 (3.02.7)~~ 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)

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 (2.5) 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 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

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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 1~~ 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 the deadline set by the executive director each year if an Adult Learner and not later than March 1 for all other students. Adult Learn applications will be processed and awarded on a monthly basis upto the application deadline. 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 1~~the applicable application deadline. All applicants must complete and submit the FAFSA on or prior to ~~March 1~~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 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

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

301. OPPORTUNITY SCHOLARSHIP AWARD.

01. Payment. Payment of opportunity scholarship awards will be made in the name of the recipient and will be sent to a designated official at the eligible Idaho postsecondary educational institution in which the recipient is enrolled. The official must transmit the payment to the recipient within a reasonable time following receipt of the payment. (4-2-08)

02. Duration. Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid

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in advance to, or on behalf of, a scholarship recipient. The scholarship may cover up to four (4) educational years, or eight (8) semesters or equivalent for attendance at an eligible Idaho postsecondary educational institution. Awards are contingent on annual appropriations by the legislature and continued eligibility of the student. (3-28-18)

03. Eligibility. If a student receives an opportunity scholarship payment and it is later determined that the student did not meet all of the Opportunity Scholarship Program eligibility requirements, then the student is considered in overpayment status, and must return program funds in accordance with the eligible Idaho postsecondary educational institution's refund policy. (4-2-08)

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)~~

~~**0201. 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)()~~

~~**0302. 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~~ (~~32.97~~) on a scale of four point zero (4.0) during the time that the recipient received an opportunity scholarship award at the institutions the student attended while receiving the scholarship, 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)()~~

~~**0403. 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)~~

~~**0504. 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)

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303. -- 399. (RESERVED)

400. RESPONSIBILITIES OF ELIGIBLE IDAHO POSTSECONDARY EDUCATIONAL INSTITUTIONS.

01. Statements of Continuing Eligibility. An eligible Idaho postsecondary educational institution 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)~~
2

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.

401. -- 500. (RESERVED)

501. APPEALS.

An opportunity scholarship applicant or recipient adversely affected by a decision made under provisions of these rules may file a written appeal of the decision within thirty (30) days following notice of the decision, and the written statement must include the basis for the appeal. Decisions based on specific requirements established in Idaho Code or these rules may not be appealed. The appeal must be submitted to the executive director of the Board. The office of the board shall acknowledge receipt of the appeal within seven (7) days. The executive director of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons to hear the appeal, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in

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SUBJECT

Pending Rule, Docket Number 08-0201-1902 – Rules Governing Administration – Continuous Improvement Plans

REFERENCE

June 2015	Board approved a legislative idea to implement the Task Force subcommittee recommendation on continuous improvement plan reporting
August 2015	Board approved proposed rule 08.02.01.801 – Continuous Improvement Plans, updating the terms to bring the rule in alignment with legislative changes.
September 2015	Board approved legislation to implement the Task Force subcommittee recommendation on continuous improvement plan reporting
November 2015	Board approved pending rule 08.02.01.801 – Continuous Improvement Plans.
August 2016	Board approved temporary and proposed rule IDAPA 08.02.01.801 – Continuous Improvement Plans.
November 2016	Board approved pending rule, Docket 08-0201-1602.
August 2019	Board approved proposed rule, Docket 08-0201-1902

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-320, 33-1212A, and 33-1616, Idaho Code

BACKGROUND/DISCUSSION

During the 2016 legislative session amendments were made to the Continuous Improvement Plan requirements (Section 33-320, Idaho Code), Literacy Intervention Plan requirements (Section 33-1616, Idaho Code) and College and Career Advising Plan requirements (Section 33-1212A). These amendments set minimum reporting requirements for the Continuous Improvement Plans and tied the Literacy Improvement Plans and College and Career Advising Plan reporting to the Continuous Improvement Plans. The proposed amendments set out the statewide readiness and improvement metrics, literacy intervention plan requirements and reporting metrics, and college and career advising plan requirements and minimum metrics. The proposed amendments to IDAPA 08.02.01.801 in 2016 set out these minimum reporting metrics, as well as other reporting requirements. During the 2019 Legislative Session the Legislature enacted legislation that removed the reference to the grade range performance metrics and tied the annual progress reporting to the school and district accountability report cards. These statutory changes conflict with the language in IDAPA 08.02.02.801 making it necessary to remove the language from Administrative Code.

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In addition to these changes, as part of the rule review process required by the Red Tape Reduction Act two additional sections were identified that are now obsolete and are being proposed for removal. These are subsections 700 through 801, referencing Veterans Education, Idaho Penitentiary Programs, and Correspondence and Trade School Programs. All of these types of programs are now addressed through Idaho statute.

IMPACT

Approval of the pending rule will bring the rule in compliance with section 33-320, 1212A, and 33-1616, Idaho Code and provide the school districts guidance on the new reporting requirements.

ATTACHMENTS

Attachment 1 – Pending Rule, Docket Number 08-0201-1902

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. The Notice of Intent to Promulgate Rules was published in the July 6, 2019 (Vol 19-7) Idaho Administrative Rules Bulletin. Staff received no requests to participate in the formal negotiated rulemaking process. The proposed rule approved by the Board was published in the October 2, 2019 (Vol. 19-10) Administrative Rules bulletin. Staff received no comments during ensuing 21-day comment period. 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.

There have been no changes between the proposed and pending rule. Staff recommends approval.

BOARD ACTION

I move to approve the pending rule amendments, docket number 08-0201-1902, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 01

08.02.01 – RULES GOVERNING ADMINISTRATION

(BREAK IN CONTINUITY OF SECTIONS)

651. -- ~~699800.~~ (RESERVED)

~~700. VETERANS EDUCATION.~~

~~The Governor of the state of Idaho has designated the State Department of Education as the approval agency in the State of Idaho for the purpose of approving courses for the enrollment of veterans and other eligible persons. (Sections 33-105; 33-107, Idaho Code) (4-1-97)~~

~~01. Responsibilities of State Approval Agency. The State Approval Agency carries the following responsibilities: (4-1-97)~~

~~a. Establishing criteria additional to requirements set forth in federal law for approving education or training programs. (4-1-97)~~

~~b. Approving education or training programs following the criteria set forth in federal law or established by the state approval agency. (4-1-97)~~

~~c. Regularly visiting and supervising those educational institutions and training establishments offering approved courses or programs. (4-1-97)~~

~~d. Disapproving any approved course or program that fails to meet requirements set forth in federal law or criteria established by the approval agency and notifying the affected institution or establishment and the Veterans Administration of this disapproval. (4-1-97)~~

~~e. Providing applicable approval information to educational institutions or training establishments and the Department of Veterans' Affairs. (4-1-97)~~

~~02. Regulations Incorporated by Reference. The Federal regulations of the U.S. Department of Veterans' Affairs as referred to by these regulations are incorporated herein and will have the same force and effect as if fully set forth. Copies of referred federal regulations may be obtained from the United States Veterans Administration, the State Department of Education, or the Idaho State Law Library. (4-1-97)~~

~~03. Definition. For the purposes of these rules, the following words and phrases will have these meanings: (4-1-97)~~

~~a. Approval: An institution or establishment desiring to offer a course or courses for which veterans may use veterans' educational benefits has met standards and requirements designed to ensure that such institution or establishment is qualified to provide satisfactory instruction in the course or courses to be offered. (4-1-97)~~

~~b. Accredited Course: A course which meets one (1) of the following requirements: the course has been accredited and approved by a nationally recognized agency or association; credit for such a course is approved by the State Department of Education for credit toward a high school diploma; the course is conducted under 20 U.S.C. 11-28 (Vocational Education); and the course is accepted by the State Department of Education for credit for a teacher's certificate or a teacher's degree. (4-1-97)~~

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~~_____c._____ Nonaccredited courses: Courses that are not approved as accredited courses and that are offered by a public or private, profit or nonprofit, educational institution. These include nonaccredited courses offered by extension centers or vocational or adult education departments in institutions of higher education. (4-1-97)~~

~~_____d._____ Nationally recognized accrediting agency or association: One that appears on the list published by the Commissioner of Education as required by 38 U.S.C. 1775 (a). (4-1-97)~~

~~_____e._____ Correspondence courses: Courses that must require no less than six (6) hours of preparation per week over any twenty six (26) week period and must require six (6) or more months to complete. No more than twenty percent (20%) of the students pursuing such a course should be able to complete the course in less than six (6) months for the normal length to be certified as six (6) months or more. The determination of this factor will be based upon the records of the school for the immediately preceding years. (4-1-97)~~

~~_____f._____ Apprentice courses: Any training on the job course established as an apprentice course by a training establishment as defined in VA Regulations 14200(c) and approved as an apprentice course by the state approval agency. (4-1-97)~~

~~_____g._____ Other training on the job courses: Any training on the job that does not qualify as an apprentice course as defined in these regulations, but that otherwise meets the requirements of subparagraph C of VA Regulation 14262 as incorporated by reference herein. (4-1-97)~~

~~_____04._____ Eligibility for Receipt of Veterans' Educational Benefits. Any veteran enrolled in educational institutions or training establishments is eligible for educational benefits as provided by 38 U.S.C. Section 1771 et seq. To qualify for eligibility, the veteran must be in training in a course or courses approved for veteran's education by the state approval agency. (4-1-97)~~

~~_____05._____ Attainment of Approval Status. Attaining approval status requires that an institution or establishment desiring to offer courses for which veterans or other eligible persons may receive veterans' educational benefits meet standards designed to ensure that such an institution or establishment is qualified to provide satisfactory instruction in the course or courses to be offered. Approval of courses may be obtained upon compliance with the following requirements and standards: (4-1-97)~~

~~_____a._____ Veterans will not be eligible for educational benefits for enrollment in any course offered by an educational institution when such a course has been in operation for less than two (2) years immediately prior to the date of enrollment as defined by VA regulation 14251(B). However, this requirement does not apply to the following courses: courses pursued in a public or tax supported educational institution; any course offered by an educational institution that has been in operation for more than two (2) years, if the course is similar in nature to a course previously offered by the institution; any course that has been offered by an institution for a period of more than two (2) years, notwithstanding the fact that the institution has moved to another location in the same general locality or where the school has made a complete move with substantially the same faculty, curricula, and students without a change in ownership; any course offered by a nonprofit school of college level and recognized for credit toward a standard college degree; and any course for the educationally disadvantaged offered by a proprietary nonprofit educational institution at the principal or branch location when the institution offering the course has been in operation for more than two (2) years. (4-1-97)~~

~~_____b._____ Institutions or establishments desiring to enroll veterans or eligible persons in courses to which veterans' benefits may be applied must make written application for approval of such courses to the state approval agency. Because approval is granted on a course-by-course basis, the institution or establishment must include in the application all courses for which it seeks approval. Applications for approval of accredited courses must be in conformance with requirements set forth in VA Regulation 14253. Applications for approval of nonaccredited courses must be in conformance with and contain information required by VA Regulation 14254. Applications for approval of correspondence courses must conform with requirements set forth in VA Regulation 14256, in addition to the requirements of VA Regulations 14253 or 14254 as applicable. Applications for approval of apprentice courses must conform with and contain information required by VA Regulation 14261(B). Applications for approval of other~~

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~~training on the job courses must conform with and contain information required by VA Regulation 14262(B). Application for approval of flight training courses must conform with requirements set forth in VA Regulation 14263 and in particular VA Regulation 14263(F). (4-1-97)~~

~~c. When an institution or establishment applies for approval, it thereby consents to visits by a representative of the state approval agency. The purpose of such visits is to determine whether the applicant and the course or courses for which approval is sought comply with established approval criteria. (4-1-97)~~

~~d. Upon receipt of an application for approval conforming with the above referenced regulations, the state approval agency may, upon adequate investigation, approve the application when the course or courses to which the application pertains and the institution or establishment offering them are found to have met the following criteria: for accredited courses, criteria set forth in VA Regulation 14253(D) (E) or (F) as applicable; for nonaccredited courses, criteria set forth in VA Regulation 14254(C); for correspondence courses, criteria set forth in VA Regulation 14256; in addition to criteria set forth in VA Regulations 14253 or 14254 as applicable; for apprentice courses, criteria set forth in VA Regulation 14261(C); for other training on the job courses, criteria set forth in VA Regulation 14262(C); and for flight training courses, criteria set forth in VA Regulation 14263. Veterans who are basically eligible to receive educational assistance allowances under the provisions of Title 38, U.S.C. may receive educational assistance for flight training, if the individual also meets eligibility standards set forth in VA Regulation 14263(A). In addition, the state approving agency requires that students complete a minimum of thirty (30) hours of instruction per quarter to maintain such eligibility. (4-1-97)~~

~~06. **Notice of Approval.** Upon determining that an institution or establishment has complied with all the requirements for approval, the state approval agency will notify the institution or establishment by a letter setting forth the courses that have been approved and will furnish the VA with an official copy of the letter, attachments and any subsequent amendments. (4-1-97)~~

~~07. **Length of Time of Approval.** Approval of a course is for an indefinite period of time. However, the state approval agency may require that requests for continued approval be submitted on an annual basis with appropriate supporting documentation. Furthermore, any revision or change made in a course will require resubmission of the course for approval by the state approval agency. (4-1-97)~~

~~08. **Suspension or Withdrawal of Approval.** Continuing approval of a course or courses is contingent upon maintaining prescribed standards and conformance with requirements referred to above. (4-1-97)~~

~~a. In the event that the evidence of record establishes that the course fails to meet such requirements for approval, approval of the course for new enrollments may be suspended by the state approval agency for a period not to exceed sixty (60) days to allow the institution or establishment to meet the requirements for approval. (4-1-97)~~

~~b. The length of the suspension will not be for an indeterminate period but will be of a reasonable duration as determined by the state approval agency to be necessary for the institution or establishment to meet the requirements in light of the nature of the deficiencies. (4-1-97)~~

~~c. Prior to the effective date of the suspension, the state approval agency will give notice of the intended action to the affected institution or establishment which will include facts or circumstances on which the intended suspension is based and any available supporting documentation. The state approval agency will also afford to such institution or establishment, prior to the effective date of the suspension, a reasonable opportunity to show compliance with all lawful requirements for the retention of approval either by providing written support or through oral presentations to the appropriate agency officials. (4-1-97)~~

~~d. For those cases where a discrepancy has not been corrected at the time of the expiration date of a suspension period or in lieu of suspension for those cases where a discrepancy is so major as to substantially deprive the student of the protection afforded by the approval process or is of such a nature that it cannot be corrected within a period of sixty (60) days, the state approval agency will withdraw approval of the affected course or courses. (4-1-97)~~

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~~_____e._____ Prior to the effective date of the withdrawal of approval, notice of the agency's intended action will be provided to the affected institution or establishment, which will include a statement of the institution's right to a hearing, a statement of the authority and jurisdiction under which the hearing is to be held, a reference to the particular sections of statutes or rules involved, and a short and plain statement of the grounds upon which the intended action to withdraw approval is based. (4-1-97)~~

~~_____f._____ An opportunity will be afforded the affected institution or establishment to respond to the agency's intended action and to present evidence and argument on all issues involved. A three (3) member hearing panel will be appointed by the executive officer of the state approval agency to review such appeal and submit recommended findings of fact and conclusions of law to the executive officer who will thereafter render a final decision in the matter. (4-1-97)~~

~~_____g._____ Any final decision adverse to an institution or establishment will be in writing or stated in the record. The decision will include findings of fact and conclusions of law, separately stated. (4-1-97)~~

~~_____h._____ The affected institution or establishment will be notified either personally or by mail of any decision; a copy of this document will be delivered or mailed forthwith to the institution or establishment and to its attorney of record upon request. (4-1-97)~~

701. -- 749. (RESERVED)

750. IDAHO STATE PENITENTIARY.

The vocational and academic programs at the Idaho State Penitentiary will be approved on an annual basis as special programs for the purpose of training inmates. (4-1-97)

751. -- 799. (RESERVED)

800. PRIVATE CORRESPONDENCE AND TRADE SCHOOLS.

Private correspondence and trade schools teaching any course, plan, or programs of instruction, whether conducted in person, by mail, or any other method, will register with the State Department of Education on forms approved by the Board, which are on file in the State Department of Education. (Chapter 24, Title 33, Idaho Code) (4-1-97)

~~_____01._____ **Cancellation Policy.** A student applicant may cancel his or her enrollment within seventy two (72) hours after midnight of the day on which the enrollment agreement is signed and receive a full refund of all monies paid to the school or its representative. The student will receive a minimum of seven (7) days in which to cancel the enrollment agreement and the seller may retain not more than fifty dollars (\$50). Accreditation allows an agent to keep one hundred dollars (\$100). (4-1-97)~~

~~_____02._____ **Cancellation of Enrollment.** For a student requesting cancellation of enrollment after starting the course, the charge made will be based on lessons completed or time spent and will be computed on the following prorated basis: fifty percent (50%) retention during the first quarter; seventy five percent (75%) retention during the second quarter; and one hundred percent (100%) retention during the third and fourth quarter. (A quarter means time reasonably expected for completion of one-fourth (1/4) of the course.) (4-1-97)~~

~~_____03._____ **Emergency Consideration.** In case of illness or accident, death in the family, or other circumstances beyond the control of the student, the student will be entitled to consideration, and the school will make a settlement that is reasonable and fair to both. (4-1-97)~~

801. CONTINUOUS IMPROVEMENT PLANNING AND TRAINING.

In accordance with Section 33-320, Idaho Code, every local education agency (LEA) shall develop and maintain a strategic plan that includes a continuous improvement process focused on improving student performance of the LEA. (3-25-16)

01. Definitions.

(4-11-15)

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- a.** Administrator. As used in this section administrator means the superintendent of the school district or administrator of a charter school. (4-11-15)
- b.** Board. Board means the Idaho State Board of Education. (4-11-15)
- c.** Executive Director. Executive Director means the Executive Director of the Idaho State Board of Education. (4-11-15)
- d.** Local Education Agency Board. As used in this section local education agency or LEA Board means the board of trustees of a school district or board of directors of a charter school. (4-11-15)
- e.** Local Education Agency. As used in this section local education agency (LEA) means public school district or charter school. (4-11-15)
- f.** Continuous Improvement Plan. As used in this section, a continuous improvement plan focuses on annual measurable outcomes and the analysis of data to assess and prioritize needs and measure outcomes. (3-25-16)

02. Reimbursement Eligibility. LEA's may request reimbursement for training conducted pursuant to Section 33-320, Idaho Code. To be eligible for reimbursement the training and trainer must meet the following criteria: (4-11-15)

- a.** Training. The training must cover one (1) or more the follow subjects: (4-11-15)
- i.** Continuous improvement planning training. Continuous improvement planning training must include, but is not limited to, training on continuous process improvement, use and analysis of data, and methods for setting measurable targets based on student outcomes; (3-25-16)
- ii.** School finance; (4-11-15)
- iii.** Administrator evaluations, including, but not limited to, specifics on the Idaho state evaluation requirements and framework; (4-11-15)
- iv.** Ethics; or (4-11-15)
- v.** Governance. (4-11-15)
- b.** Documentation of Training. Training records shall be kept by the LEA showing: (4-11-15)
- i.** The length of the training in hours; (4-11-15)
- ii.** The subject(s) covered by the training; (4-11-15)
- iii.** The participants included in the training or validation of attendance of specific participants as applicable; and (4-11-15)
- iv.** The curriculum, agenda, or other documentation detailing the content of the training. (4-11-15)
- c.** Training Format. A majority of the LEA board and the administrator must collaborate on the continuous improvement plan and engage students, parents, educators and the community, as applicable to the training subject and format. The training facilitator must be physically present or have the ability to interact directly with all training participants. Sufficient time must be provided during the sessions to give the participants an opportunity to

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discuss issues specific to the LEA.

(3-25-16)

d. Trainer Qualifications. The trainer must meet the following qualifications: (4-11-15)

i. May not be a current employee of the LEA; (4-11-15)

ii. Must have two (2) years of documented training experience in the area of training being provided for the LEA; and (4-11-15)

iii. Must provide at least three (3) recommendations from individuals who participated in past training sessions conducted by the trainer. These recommendations must be included with the application to determine the trainer's qualifications. (4-11-15)

e. Qualified Trainers. Trainer qualifications will be determined by the Office of the State Board of Education. The State Board of Education will maintain a list of qualified trainers and the subject areas in which they are qualified. (4-11-15)

i. An individual or company may submit an application for consideration to be placed on the list of qualified trainers or the LEA may submit the application on behalf of the individual or company. (4-11-15)

ii. Applications must be submitted to the Executive Director in a format established by the Executive Director. (4-11-15)

iii. Trainer qualifications must be determined prior to the LEA's request for reimbursement of training costs. (4-11-15)

03. Audit. If requested, LEA's must provide training documentation or other information to verify eligibility prior to reimbursement. (4-11-15)

~~**04. Statewide Continuous Improvement Measures.** Multiple measures must be used to fully determine student readiness and improvement. At a minimum each continuous improvement plan shall include the following statewide student readiness and improvement metrics. The benchmark for each metric shall be set by the LEA. (3-22-17)~~

~~**a.** The college and career readiness metric shall be the number and percentage of students meeting the college ready benchmark in mathematics and English Language Arts on a state recognized college entrance exam. Improvement shall be measured by year over year growth in the percentage of students meeting the college readiness benchmark. This measure may be broken out by students pursuing a career technical track and non-career technical track students. Career technical track student's readiness will be measured based on students receiving an industry recognized certification or passage of a Division of Career Technical Education recognized workplace readiness assessment. (3-22-17)~~

~~**b.** The high school readiness metric shall be the number and percentage of students meeting proficient or advanced on the grade eight (8) Idaho standards achievement test in mathematics and English language usage. Improvement shall be measured by year over year growth in the percentage of students scoring proficient or advanced. (3-22-17)~~

~~**c.** The grade seven (7) readiness metric shall be the number and percentage of students meeting proficient or advanced on the grade six (6) Idaho standards achievement test in mathematics and English language usage. Improvement shall be measured by year over year growth in the percentage of students scoring proficient or advanced. (3-22-17)~~

~~**d.** The grade four (4) reading readiness metric shall be the number and percentage of students reading at grade level on the spring grade three (3) statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level. (3-22-17)~~

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~~_____e._____ The grade three (3) reading readiness metric shall be the number and percentage of students reading at grade level on the spring grade two (2) statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level. (3-22-17)~~

~~_____f._____ The grade two (2) reading readiness metric shall be the number and percentage of students reading at grade level on the spring grade one (1) statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level. (3-22-17)~~

~~_____g._____ The grade one (1) reading readiness metric shall be the number and percentage of students reading at grade level on the spring kindergarten statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level. (3-22-17)~~

0504. Annual Literacy Intervention Plan. Annually each LEA will report on the effectiveness of the LEA's literacy intervention plan. Plans and reports are due by October 1 of each year. Plans shall include at a minimum: (3-22-17)

- a.** Projected literacy plan budget for the current school year; (3-22-17)
- b.** Metrics chosen by the LEA to determine effectiveness of the literacy plan and annual performance benchmarks; and (3-22-17)
- c.** Performance on metrics chosen to show program effectiveness for at a minimum the previous academic year. (3-22-17)

0605. College and Career Advising and Mentoring Plans. Annually each LEA shall submit their college and career advising and mentoring plan to the State Board of Education by October 1. (3-22-17)

- a.** Plans shall include required metrics and at least one (1) or more additional metrics chosen by the LEA to determine effectiveness of the college and career advising and mentoring plan, baseline data and annual benchmarks. (3-22-17)
- b.** Performance on all effectiveness metrics shall be reported annually in the LEA's Continuous Improvement Plan annual report. (3-22-17)
- c.** At a minimum effectiveness metrics must include: (3-22-17)
 - i.** Percent of learning plans reviewed annually by grade level, in grade nine (9) through grade twelve (12); (3-22-17)
 - ii.** Number and percent of students who go on to some form of postsecondary education one (1) and two (2) years after graduation; and (3-22-17)
 - iii.** Number of students graduating high school with a career technical certificate or an associate degree. (3-22-17)

802. LITERACY GROWTH TARGETS.

01. Statewide Trajectory Growth Targets. Statewide trajectory annual growth targets are based on aggregated student performance on the spring administration of the statewide reading assessments. Local growth targets are set by the LEA based on the LEA's available resources and student demographics. Statewide trajectory growth targets indicated the statewide goal for year over year increases in the percentage of students reading at grade level. (3-29-17)

- a.** Year one (1) and two (2): (3-29-17)

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- i. Kindergarten -- one percent (1%). (3-29-17)
- ii. Grade one (1) -- one percent (1%). (3-29-17)
- iii. Grade two (2) -- one percent (1%). (3-29-17)
- iv. Grade three (3) -- one percent (1%). (3-29-17)
- b.** Year three (3), four (4), five (5), and six (6): (3-29-17)
 - i. Kindergarten -- one point eight percent (1.8%). (3-29-17)
 - ii. Grade one (1) -- two percent (2%). (3-29-17)
 - iii. Grade two (2) -- one point six percent (1.6%). (3-29-17)
 - iv. Grade three (3) -- one point two percent (1.2%). (3-29-17)

02. Annual Review. The State Board of Education will review the statewide student proficiency levels and the statewide trajectory growth targets annually. (3-29-17)

803. STATEWIDE AVERAGE CLASS SIZE.

For the purpose of determining the statewide average class size used in school district staff allowance calculations, school districts shall be grouped as follows: (3-29-17)

01. Group 1. Group 1 shall consist of school districts with an elementary divisor, pursuant to Section 33-1004, Idaho Code, of twenty (20) for grades one (1) through three (3) and twenty-three (23) for grades four (4) through six (6), and a secondary divisor of eighteen point five (18.5.) (3-29-17)

02. Group 2. Group 2 will consist of school districts with an elementary divisor, pursuant to Section 33-1004, Idaho Code, of twenty (20) for grades one (1) through three (3) and twenty-three (23) for grades four (4) through six (6), and a secondary divisor less than eighteen point five (18.5.) (3-29-17)

03. Group 3. Group 3 will consist of school districts with elementary divisors, pursuant to Section 33-1004, Idaho Code, of nineteen (19) or twenty (20) for grades one (1) through six (6), and a secondary divisor of less than eighteen point five (18.5.) (3-29-17)

04. Group 4. Group 4 will consist of school districts with elementary divisors, pursuant to Section 33-1004, Idaho Code, of less than nineteen (19) for grades one (1) through six (6), and a secondary divisor of less than eighteen point five (18.5.) (3-29-17)

804. -- 999. (RESERVED)

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SUBJECT

Pending Rule, Docket Number 08-0202-1903 – Rules Governing Uniformity – Juvenile Detention Centers

REFERENCE

August 2019

Board approved proposed rule, docket 08-0202-1903, removing an outdated subsection of administrative rule regarding juvenile corrections that is governed by Idaho Statute.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-2009, Idaho Code
Executive Order 2019-02

BACKGROUND/DISCUSSION

Section 33-2009, Idaho Code, requires each public school within the state to provide educational services to students held in juvenile detention centers within their attendance area. As part of the Administrative Code review mandated by Executive Order 2019-02, two references were identified in IDAPA 08.02.02 referencing federal definitions were identified as unnecessary and obsolete. The proposed amendments remove these two definitions from Administrative Code.

IMPACT

Approval of the pending rule will bring the rule in alignment with Section 33-2009, Idaho Code and remove obsolete language from Administrative Code.

ATTACHMENTS

Attachment 1 – Pending Rule, Docket Number 08-0202-1903

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. The Notice of Intent to Promulgate Rules was published in the July 6, 2019 (Vol 19-7) Idaho Administrative Rules Bulletin. Staff received no requests to participate in the formal negotiated rulemaking process. The proposed rule approved by the Board was published in the October 2, 2019 (Vol. 19-10) Administrative Rules bulletin. Staff received no comments during ensuing 21-day comment period. 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.

There were no changes between the proposed and pending rule stages. Staff recommends approval.

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BOARD ACTION

I move to approve the pending rule amendments, docket number 08-0202-1903, 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)

240. JUVENILE DETENTION CENTERS.

~~01. Definition of Terms. (4-1-97)~~

~~a. Juvenile Detention Centers: Facilities that provide for the temporary care of children, as defined in the Juvenile Justice Reform Corrections Act, who require secure custody, for their own or the community's protection, in physically restricting facilities pending court disposition or subsequent to court disposition. (Section 33-2009, Idaho Code) (4-1-97)~~

~~b. Juvenile Offender: A person, as defined in the Juvenile Justice Reform Act, who has been petitioned or adjudicated for a delinquent act that would constitute a felony or misdemeanor if committed by an adult. (4-1-97)~~

02. **Instructional Program.** Every public school district in the state within which is located a public or private detention facility housing juvenile offenders pursuant to court order will provide an instructional program. The instructional program will: (4-1-97)

- a. Provide course work that meets the minimum requirements of Idaho State Board of Education Rules. (4-1-97)
- b. Provide instruction in ~~the core of instructions~~ subject areas. (4-1-97)
- c. Include the following components, where appropriate: self-concept improvement, social adjustment, physical fitness/personal health, vocational/occupational, adult living skills, and counseling. (4-1-97)
- d. Provide instruction and guidance that may lead to a high school diploma. School districts will accept such instruction for purposes of issuing credit when the detention center certifies to the school that the appropriate work is completed. (4-1-97)
- e. Be directed by an instructor who holds an appropriate, valid certificate. (4-1-97)
- f. Be provided to each student not later than two (2) school days after admission and continue until the student is released from the detention center. (4-1-97)
- g. Be provided to students who have attained "school age" as defined in Idaho Code 33-201. (4-1-97)
- h. Be provided for a minimum of four (4) hours during each school day. (4-1-97)
- i. Be based on the needs and abilities of each student. The resident school district will provide pertinent status information as requested by the Juvenile Detention Center. (4-1-97)
- j. Be coordinated with the instructional program at the school the student attends, where appropriate. (4-1-97)
- k. Be provided in a facility that is adequate for instruction and study. (4-1-97)

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03. State Funding of Instructional Programs at Juvenile Detention Centers. (4-1-97)

a. Every student housed in a juvenile detention center pursuant to court order and participating in an instructional program provided by a public school district will be counted as an exceptional child by the district for purposes of state reimbursement. (4-1-97)

b. Public school districts that educate pupils placed by Idaho court order in juvenile detention centers will be eligible for an allowance equivalent to the previous year's certified local annual tuition rate per pupil. The district allowance will be in addition to support unit funding and included in the district apportionment payment. (4-1-97)

c. To qualify for state funding of instructional programs at Juvenile Detention Centers, school districts must apply for such funding on forms provided by the State Department of Education. Applications are subject to the review and approval of the State Superintendent of Public Instruction. School districts will submit attendance and enrollment reports as required by the State Superintendent of Public Instruction. Juvenile Detention Centers will submit reports to the local school district as required. (4-1-97)

241. -- 999. (Reserved)

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Pending Rule Docket No. 08-0203-1901, 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 additional career technical content standards into Administrative Code.
November 2017	Board approved pending rule incorporating career technical content standards into Administrative Code.
August 2018	Board approved proposed rule Docket 08-0203-1804, incorporating career technical content standards into Administrative Code.
November 2018	Board approved pending rule Docket 08-0203-1804, incorporating career technical content standards into Administrative Code.
August 2019	Board approved content standards and proposed rule incorporating additional these 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

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.

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 or updated the following subcategories into the current content standard areas:

- Agriculture and Natural Resources
 - Food Science and Processing Technology - new
- Business and Marketing Education
 - Hospitality Management - new
- Engineering and Technology
 - Computer Support - updated
- Health Sciences
 - Rehabilitation Services - new
- Skilled and Technical Sciences
 - Electrical Apprenticeship – new
 - HVAC Apprenticeship – new
 - Plumbing Apprenticeship - new

IMPACT

Approval of the pending rule changes will add additional career technical education subcategories into the existing content standard areas and update content standards previously approved by the Board.

ATTACHMENTS

Attachment 1 – Pending Rule Docket No. 08-0203-1901

STAFF COMMENTS AND RECOMMENDATIONS

The notice of intent to promulgate this rule was published in the July 6, 2019 (Vol.19-7) Administrative Bulletin. No requests were received to negotiate this rule beyond the Division's initial process. The proposed rule approved by the Board was published in the October 2, 2019 (Vol. 19-10) Administrative Rules bulletin. Staff received no comments during ensuing 21-day comment period. 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.

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There have been no changes between the proposed and pending rule. Staff recommends approval.

BOARD ACTION

I move to approve pending rule docket 08-0203-1901, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 – RULES GOVERNING THOROUGHNESS

(BREAK IN CONTINUITY OF SECTIONS)

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)
 - 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)

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- m.** Career Technical Education Categories: (3-29-17)
- |
- i. Agricultural and Natural Resources, as revised and adopted on August ~~16, 2018~~29, 2019. (4-11-19)
- |
- ii. Business and Marketing Education, as revised and adopted on August ~~31, 2017~~29, 2019. (3-28-18)
- |
- iii. Engineering and Technology Education, as revised and adopted on August ~~16, 2018~~29, 2019. (4-11-19)
- |
- iv. Health Sciences, as adopted on August ~~16, 2018~~29, 2019. (4-11-19)
- |
- v. Family and Consumer Sciences, as revised and adopted on August 16, 2018. (4-11-19)
- |
- vi. Skilled and Technical Sciences, as revised and adopted on August ~~16, 2018~~29, 2019. (4-11-19)
- |
- 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 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)

04. 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)

05. 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)

06. 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)

07. 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)

08. 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)

09. 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

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ATTACHMENT 1

on the State Board of Education website at <https://boardofed.idaho.gov>.

(4-2-08)

10. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Board of Education on October 17, 2018. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>.

(4-11-19)

(BREAK IN CONTINUITY OF SECTIONS)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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SUBJECT

Pending Rule Docket 08-0203-1902, Rules Governing Thoroughness, Data Collection

REFERENCE

August 2017	Board approved proposed rule adding GPA to the state longitudinal data system.
November 2017	Board approved pending rule adding GPA.
August 2019	Board approved proposed rule adding chronic absenteeism to the state longitudinal data system

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-133 and 33-1626, Idaho Code
Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness, subsection 115 Data Collection

BACKGROUND/DISCUSSION

Pursuant to Section 33-133, Idaho Code, the state “data system” is made up of the state’s elementary, secondary and postsecondary longitudinal data system, additionally any new “personally identifiable student data” added to the data system must be approved by the Governor and the legislature. New data points may be added on a provisional basis, however, to remain in the system as an ongoing data element the data element must be approved. Approval is accomplished through the administrative rule making process. Section 33-133, Idaho Code requires “the Idaho State Board of Education must submit any new provisional student data collection to the governor and the legislature for their approval within one (1) year in order to make the new student data a permanent requirement through the administrative rule process...”

School districts and charter schools have been required to report to the US Department of Education data on student absenteeism. This last year US Department of Education changed the process for reporting this data and now request it be reported through the state reporting mechanism. This data was reported through Department in 2018, in order to continue to meet the federal reporting requirement for chronic absenteeism this data element needs to be added through the administrative rule process to IDAPA 08.02.03.

IMPACT

Should the pending rule be approved by the Board and accepted by the legislature it will add chronic absenteeism as an ongoing data element in the state longitudinal data system.

ATTACHMENTS

Attachment 1 – Pending Rule Docket 08-0203-1902

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STAFF COMMENTS AND RECOMMENDATIONS

This is a data element that has been historically reported directly by school districts and charter schools to the US Department of Education. Addition of the element to the state longitudinal data system does not create a new reporting requirement for school districts and charter schools. The data element is now reported to the Department of Education in conjunction with other state reporting data reporting requirements.

The proposed rule approved by the Board was published in the October 2, 2019 (Vol. 19-10) Administrative Rules bulletin. Staff received no comments during ensuing 21-day comment period. 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.

There have been no changes between the proposed and pending rule. Staff recommends approval.

BOARD ACTION

I move to approve pending rule Docket 08-0203-1902, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 – RULES GOVERNING THOROUGHNESS

(BREAK IN CONTINUITY OF SECTIONS)

115. DATA COLLECTION.

The State Department of Education will collect the required information from participating school files for state and federal reporting and decision-making. The enrollment collection will contain information about the enrollment of the student attributes such as unique student identifier, active special education, Limited English Proficient (LEP), migrant, grade level, gender, race, and free/reduced lunch status. The collection will be done in ~~mid-October, early February, and May (end of the testing window)~~ in accordance with the reporting requirements established in chapter 10, Title 33 or as needed for state and federal accountability purposes. Each participating school is required to verify and assure the accuracy of the data submitted in the files. (5-8-09)

01. State Data System. In accordance with the provisions of Section 33-133, Idaho Code, the following data elements will be added to the state data system: (3-28-18)

a. Grade Point Average (GPA). (3-28-18)

b. Chronic Absenteeism ()

(BREAK IN CONTINUITY OF SECTIONS)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
NOVEMBER 26, 2019

SUBJECT

Pending Rule – Docket No. 08-0204-1901, Rules Governing Public Charter Schools

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.04, Rules Governing Public Charter Schools
Chapter 52, Title 33, Idaho Code

BACKGROUND/DISCUSSION

Pursuant to Section 33-5207, Idaho Code, the charter school authorizing entity is required to review the performance certificate and take affirmative action to renew a charter school's charter. We had one instance where a school district did not review a charter schools performance certificate this last year prior to the expiration of the charter. While the situation was rectified and the charter school in question was renewed, the situation identified the need to provide clarifying language on the status of the charter school if this should happen in the future.

This rule will add language to the charter renewal and performance certificate review process to clarify that a charter school who has met all of its performance certificate targets will be provisionally renewed until such time as the chartering entity can act. This will provide stability for the charter school while they are waiting for the chartering entity to take action.

IMPACT

The pending rule will provide clarification to charter schools on what their status is while they are waiting for authorizer renewal.

ATTACHMENTS

Attachment 1 – Pending Rule Docket No. 08-0204-1901

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. The rulemaking process is initiated by the publication of a Notice of Intent. The Notice of Intent to Promulgate Rules for this rule was published in the July 6, 2019 (Vol 19-7) Idaho Administrative Rules Bulletin. Staff received no requests to participate in the formal negotiated rulemaking process. The proposed rule approved by the Board was published in the October 2, 2019 (Vol. 19-10) Administrative Rules bulletin. Staff received no comments during ensuing 21-day comment period. 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.

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There have been no changes between the proposed and pending rule. Staff recommends approval.

BOARD ACTION

I move to approve pending rule – Docket No. 08-0204-1901, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 04

08.02.04 – RULES GOVERNING PUBLIC CHARTER SCHOOLS

(BREAK IN CONTINUITY OF SECTIONS)

301. AUTHORIZED CHARTERING ENTITY RESPONSIBILITIES.

01. Monitoring. Notwithstanding Section 300 of these rules, the authorized chartering entity of a public charter school shall be responsible for monitoring the public charter school's operations in accordance with all of the terms and conditions of the performance certificate. (3-20-14)

02. Performance Certificate Review. Pursuant to Section 33-5209B, Idaho Code, an authorized chartering entity may renew or nonrenew a charter for a term of five (5) years following the initial three (3) year term. Should a chartering entity take no action to renew or nonrenew the charter, and the charter schools has met all of the existing performance certificate targets, the charter school shall be provisionally renewed until such time as the chartering entity takes action. The five (5) year term of the renewed charter shall be based on the provisional renewal date.

(BREAK IN CONTINUITY OF SECTIONS)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
NOVEMBER 26, 2019

SUBJECT

Pending Rule Docket 55-0000-1900, Division of Career Technical Schools

REFERENCE

April 2019

Board received update on impact of legislature not extending codified rules after June 30, 2019.

May 2019

Board approved temporary and proposed rules, initiating the process for re-establishing previously codified administrative code.

BACKGROUND/DISCUSSION

Each year Idaho's codified administrative code is scheduled to expire on June 30th. As part of the legislature's annual duties during the legislative session they consider a bill to extend the codified rules, including those not rejected during the legislative session, until June 30th of the following year. During the 2019 Legislative Session, this bill did not pass, so all currently codified rules are scheduled to expire on June 30, 2019. To mitigate the potential chaos this could cause and ensuing potential liability to the state for not implementing many provision required by statute or the state constitution, the Governor has authorized the approval of temporary and proposed rules through an omnibus process that would reinstate the rules on a temporary basis effective July 1, 2019 and start the rule promulgation process with a temporary and proposed rule for each section of the Idaho Administrative Procedures Act (IDAPA). As part of this process, agencies also have the opportunity to identify any outdated or unneeded titles of rules and allow them to expire.

Each section of Administrative Code is divided by an IDAPA number, then title and chapter. As an example, IDAPA 08.02.01 is IDAPA 08, Title 02, Chapter 01. Administrative rules promulgated by the Board of Education encompass three sections of IDAPA including 22 chapters. Four chapters are found in IDAPA 55 pertaining to Career Technical Education. Two chapters are found in IDAPA 47 and pertain to Vocational Rehabilitation. Sixteen chapters are found in IDAPA 08 and pertain to all other public education. Board staff have identified eight chapters that could be allowed to expire, one of which would be moved to Board policy with a first reading scheduled for the June regular Board meeting. Any other negotiated rulemaking initiated this year will be required to follow the normal negotiated rulemaking process with the publication of a notice of intent, negotiation with interested parties, followed by a proposed rule being brought to the Board at the June or August Regular Board meetings for consideration. All approved proposed rules are then published in the administrative bulletin, which then triggers a 21-day public commit period. All pending rules, including those approved through this process will be brought back to the Board for consideration at the close of the 21-day public comment period.

Docket 55-0000-1900 re-established IDAPA 55 Division of Career Technical Education

- 55.01.03, Rules of Career Technical Schools

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
NOVEMBER 26, 2019

- 55.01.04, Rules governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-up Grants

IDAPA 55.01.03, Rules of Career Technical Schools sets out the formula for the distribution of funding to Career Technical Schools authorized pursuant to Section 33-1002G, Idaho Code, should Docket 55-0103-1901 be accepted by the 2020 Legislature this section would be replaced by the new funding distribution model. IDAPA 55.01.04 is required pursuant to the Section 33-1629, Idaho Code, and provides the process for eligible programs to access funds appropriated for the Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-up Grants.

IMPACT

Approval of the pending omnibus rules will allow the currently codified education rules to be submitted to the 2020 Legislature for consideration.

ATTACHMENTS

Attachment 1 – Pending Rule Docket 55-0000-1900

STAFF COMMENTS AND RECOMMENDATIONS

The proposed rule was published in June 19, 2019 (Vol.12-6SE) Administrative Rules bulletin. Staff received no comments during the ensuing 21-day comment period. 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.

There have been no changes between the proposed and pending rule. Staff recommends approval.

BOARD ACTION

I move to approve pending rule Docket 55-0000-1900 as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 55
TITLE 01
CHAPTER 03

IDAPA 55 – DIVISION OF CAREER TECHNICAL EDUCATION

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 are titled 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 will 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)

03. Capstone Course. A culminating course that requires students to demonstrate the knowledge and skills learned throughout their program of study. (3-28-18)

04. 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 standards to ensure relevance and quality. (3-28-18)

05. Field Experience. Paid or unpaid work experience such as business/industry internship, clinical

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Rules of Career Technical Schools

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)

006. -- 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)

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 Division of Career Technical 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 Division of Career Technical 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

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school attendance zone where the student resides. (3-28-18)

- h.** Promote the development of leadership. (3-28-18)

103. APPLICATION PROCESS.

Applications for career technical school funding must be received by the Division of Career Technical Education on or before the first Friday in July 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. If any approved program within a career technical school does not enroll students from more than one (1) high school during the reporting period, the enrolled students may not be counted as part of the school's average daily attendance for that reporting period. If the overall enrollment exceeds more than eighty-five percent (85%) of students from any single high school during the school year, the Division of Career Technical Education may withhold all or part of the career technical school's funding. (3-28-18)

105. CAREER TECHNICAL SCHOOL AVERAGE DAILY ATTENDANCE.

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. (3-28-18)

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

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Career Technical Education in two (2) payments: (3-30-01)

a. Seventy percent (70%) of the total estimated funds for which career technical schools are eligible shall be distributed 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. (3-28-18)

b. Based on actual support units generated during the year, the balance shall be distributed each year by July 15th. (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 Division of Career Technical 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 Division of Career Technical Education. (3-28-18)

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 Division of Career Technical Education. (3-28-18)

109. -- 999. (RESERVED)

IDAPA 55
TITLE 01
CHAPTER 04

**55.01.04 – RULES GOVERNING IDAHO QUALITY PROGRAM STANDARDS INCENTIVE GRANTS
AND AGRICULTURAL EDUCATION PROGRAM START-UP GRANTS**

000. LEGAL AUTHORITY.

This chapter is adopted under authority of Section 33-1629, Idaho Code. (4-11-15)

001. TITLE AND SCOPE.

01. Title. The title of this chapter is IDAPA 55.01.04, “Rules Governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-Up Grants.” (4-11-15)

02. Scope. These rules shall govern the standards and procedures for application to the Idaho Quality Program Standards Incentive Grants and the Agricultural Education Program Start-up Grants as administered by the Idaho Division of Career Technical Education. (4-11-15)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, any written interpretations of the rule of this chapter will be made available at the Idaho Division of Career Technical Education. (4-11-15)

003. ADMINISTRATIVE APPEALS.

All appeals under these rules shall be conducted pursuant to the procedures outlined herein. (4-11-15)

004. INCORPORATION BY REFERENCE.

There are no documents that have been incorporated by reference into these rules. (4-11-15)

005. OFFICE INFORMATION.

01. Office Hours. The offices of the Division of Career Technical Education are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. (4-11-15)

02. Street Address. The offices of the Division are located at 650 W. State Street, Boise, Idaho. (4-11-15)

03. Mailing Address. The mailing address of the Division is P.O. Box 83720, Boise, ID 83720-0095. (4-11-15)

04. Telephone Number. The telephone number of the Division is (208) 334-3216. (4-11-15)

05. Facsimile. The facsimile number of the Division is (208) 334-2365. (4-11-15)

06. Website. The website of the Division is <https://cte.idaho.gov/>. (4-11-15)

006. PUBLIC RECORDS ACT COMPLIANCE.

These rules are subject to the provisions of the Idaho Public Records Act, Title 74, Chapter 1, Idaho Code. (4-11-15)

007. -- 009. (RESERVED)

010. DEFINITIONS AND ABBREVIATIONS.

01. Administrator. The administrator for the Division of Career Technical Education. (4-11-15)

02. Agricultural and Natural Resources Program. A program approved by the Division of Career Technical Education that is a standards-based curriculum in agriculture, food and natural resources systems delivered through an integrated model that incorporates classroom and laboratory instruction, experiential learning and student

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IDAPA 55.01.04 – Program Standards
Incentive & Agricultural Education Grants

leadership and personal development. (4-11-15)

03. Board. The State Board for Career Technical Education. (4-11-15)

04. Division. The Division of Career Technical Education. (4-11-15)

05. FTE. Full Time Equivalent employee. (4-11-15)

06. School District or District. A public school district or a charter school authorized by the Public Charter School Commission or school district. (4-11-15)

011. -- 099. (RESERVED)

100. INCENTIVE GRANT.

01. Eligibility Requirements. Eligible applicants must meet quality program and instructor requirements as approved by the board. Applicants may re-apply each year regardless of whether they have received a previous grant award. (4-11-15)

a. An agricultural and natural resources program in any grade nine (9) through twelve (12) must first meet the minimum program-specific quality program standards as approved by the board. (4-11-15)

b. Programs will be rated on a scale consisting of “non-existent,” “below basic,” “basic,” “qualified,” “distinguished,” and “exemplary.” Eligibility requires that the program must meet each of the program quality indicators at the level of “basic” or higher. Programs must also have an overall average rating of no less than “distinguished” for all program-specific quality standards. This average will be calculated using the quality indicators within each standard. Programs that do not meet the minimum quality standards requirements in one (1) year may be found eligible in subsequent year. Programs will be assessed by the division. (4-11-15)

c. Instructors must teach in an agricultural and natural resources program that meets the quality program standards and must also meet the instructor-specific quality program standard as approved by the board. (4-11-15)

d. Instructors will be rated on a scale consisting of “non-existent,” “below basic,” “basic,” “qualified,” “distinguished,” and “exemplary.” Eligibility requires that the instructor must meet each of the program quality indicators at the level of “basic” or higher. Instructors must also have an average rating of no less than “distinguished” for all instructor-specific quality indicators. Instructors that do not meet the minimum quality standards requirements in one (1) year may be found eligible in subsequent year. All instructors of agricultural and natural resources programs in grades nine (9) through twelve (12) are eligible to apply for the grant. (4-11-15)

e. Payments to districts will be adjusted according to the percent of time an instructor teaches within an approved agricultural and natural resources program. (4-11-15)

f. Should the division request additional information from a school district regarding a grant application, districts must respond to the request within the time period indicated. Failure to respond will result in the cancellation of the application and/or the forfeiture of the grant. (4-11-15)

02. Application Process. The application process consists of a formal application and assessment. (4-11-15)

a. To be considered for the grant, a school district must first complete and submit a formal application and supporting documentation on behalf of an instructor for an approved program according to the timeline established by the administrator. Applications may be submitted electronically to the division. In the event of a mailed application, applications must be postmarked no later than the timeline specified by the division. Instructors may not apply on their own behalf. (4-11-15)

b. Following the receipt of an application, the division will conduct an assessment of the program and

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instructor to ensure they both meet the minimum eligibility requirements, as outlined in the quality program standards. At the administrator's discretion, the division may partner with additional subject-matter experts to assist in the evaluation. Assessments will be conducted each school year the instructor and program participate in the grant program. Districts will only be eligible to apply for the grant during the academic year the program received an assessment. Prior assessments cannot be used for subsequent grant applications. (4-11-15)

03. Selection of Grant Recipients. Grants will be awarded annually based on the availability of grant funds and the number of qualified applicants. Grants will be awarded to applicants based on ranking in accordance with the following criteria: (4-11-15)

- a. Applicants will be ranked according to their overall score. Scores will be calculated using the sum of: (4-11-15)
 - i. The average score of the program quality indicators; and (4-11-15)
 - ii. The average score of the instructor-specific program quality indicators. (4-11-15)

04. Incentive Grant Award. (4-11-15)

a. Announcement of the grant award will be made following administrator approval through the distribution of a funding authorization letter. Prior to the distribution of the letter, the division will verify that the grant recipient continues to teach at the same school, in the same agricultural and natural resources program, and at the same FTE level as indicated on the formal application. (4-11-15)

b. The total number of recipients will vary by year in accordance with the availability of funds and the qualifications of the applicant pool. Awards will be in the amount of ten thousand dollars (\$10,000) until available funds are exhausted or all qualified recipients have been awarded the grant. In the event that funds are exhausted and a qualified teacher does not receive the grant in the year he or she applies, that teacher will receive priority consideration for the grant the following year. If the teacher(s) reapplies and continues to meet the minimum qualifications the following year, he or she will be eligible to receive the grant regardless of where he or she ranks. Once the prioritized teacher(s) has been awarded funds, the remaining teachers will be ranked and funds will be awarded until the remaining funds have been exhausted. This cycle of prioritization may continue for multiple years; once a qualified teacher receives funds, he or she automatically moves back into the pool of teachers whose applications will be ranked in the following application cycle. Grants may be less than ten thousand dollars (\$10,000) when certain conditions exist: (3-28-18)

i. Tied ranking. In the event of a tie, and in those instances where the number of qualified applicants exceeds the available funds, grants will be awarded evenly among those recipients with a tied score. (4-11-15)

ii. Less than full-time employment in an approved program. Grants will be awarded using FTE to calculate the percent of time an instructor spends teaching within an approved agricultural and natural resources program. In the event an instructor teaches in an approved program in less than a full-time capacity, grants will be pro-rated according to the percent of time the instructor spends teaching in the approved program. (4-11-15)

c. Grants are awarded on an annual basis and are not renewable or transferable. (4-11-15)

d. The use of grant funds must be in accordance with division guidelines and must be clearly linked to the agricultural and natural resources program identified on the formal application. (4-11-15)

e. Grant funds may be used to improve the agricultural and natural resources program, including but not limited to: (4-11-15)

i. Offset travel and registration fees associated with educational workshops and/or professional training on behalf of the instructor; (4-11-15)

ii. Purchase or repair equipment; or (4-11-15)

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- iii. Purchase educational supplies/curricula. (4-11-15)
- f. Grant funds may not be used to: (4-11-15)
 - i. Cover the costs of either salaries or benefits, including extended contracts; (4-11-15)
 - ii. Offset expenses associated with the FFA organization or other student organizations; or (4-11-15)
 - iii. Supplant other district funding sources, e.g. routine facility maintenance or improvements. (4-11-15)

101. -- 199. (RESERVED)

200. START-UP GRANT.

01. Eligibility Requirements. A school district may apply for a start-up grant for a newly-approved agricultural and natural resources program or to re-establish an agricultural and natural resources program in any grade nine (9) through twelve (12) when specific eligibility requirements are met. Districts are eligible to apply for the grant within the first three (3) fiscal years their program is approved or re-established. If a district applies for the grant but does not receive it, the district may reapply the following year(s). However, the district may only receive the grant once and may not apply beyond the three-year window. (3-28-18)

a. To start a new program, districts are required to first complete a request for new secondary program of study form for a new agricultural and natural resources program in one (1) of the specified grades. The new agricultural and natural resources program must then be approved by the division prior to application for the grant. Expansions of existing programs, including the addition of new career pathways or additional staff, do not qualify as a new program. (4-11-15)

b. To re-start a program, districts are required to first complete a Request for New Secondary Program of Study form to re-establish an agricultural and natural resources program in any grade nine (9) through twelve (12). The re-established agricultural and natural resources program must then be approved by the division prior to application for the grant. The re-established program must have been inactive for at least two (2) academic years to qualify for the grant. (4-11-15)

02. Application Process. A school district may submit an application for a new or re-established program. Completed applications, which must be authorized by the district superintendent, must be submitted to the division according to the timeline established by the administrator. In the event of a mailed application, the application must be postmarked no later than the timeline specified in the request. (3-28-18)

a. Applications must include all required information outlined in the grant application, including specific documents detailing the district's proposed budget and long-term strategy for sustaining the program. (4-11-15)

b. Communication with state officials. Should the division request additional information from a district regarding a grant application, districts must respond to the request within the time period indicated. Failure to respond will result in the cancellation of the application and/or the forfeiture of the grant. (4-11-15)

03. Selection of Grant Recipients. Grants will be awarded annually by the division based on the availability of grant funds and the number of qualified programs. Grants will be awarded to districts based on ranking and priority that considers factors including but not limited to: the strength of the budget proposal, sustainability potential of the proposed program, and the history of prior grant awards. (4-11-15)

04. Start-up Grant Award. Announcement of the grant award will be made following administrator approval through the distribution of a funding authorization letter. The total number of recipients will not exceed four awards annually, and may vary by year in accordance with the availability of funds and the qualifications of the applicant pool. Awards will be in the amount of twenty-five thousand dollars (\$25,000) until available funds are exhausted or all qualified recipients have been awarded the grant. (4-11-15)

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a. Grants are awarded on a one-time basis and are not renewable or transferable. If a district is awarded the grant for a new program, the program is ineligible for future awards should the program terminate and then be re-established. (4-11-15)

b. Use of grant funds must be in accordance with division guidelines and must be clearly linked to the agricultural and natural resources program identified on the formal application. If a district fails to spend the entire award amount, those funds may not be carried forward to the next fiscal year. (4-11-15)

c. Grant funds may be used to improve the agricultural and natural resources program, including but not limited to: (4-11-15)

i. Offset travel and registration fees associated with educational workshops and/or professional training on behalf of the instructor; (4-11-15)

ii. Purchase or repair equipment; (4-11-15)

iii. Purchase educational supplies/curricula; or (4-11-15)

iv. Start-up costs, up to one thousand dollars (\$1,000,) associated with establishing a new chapter of FFA or other relevant student organization. (4-11-15)

d. Grant funds may not be used to: (4-11-15)

i. Cover the costs of salaries and/or benefits, including extended contracts; (4-11-15)

ii. Offset ongoing expenses associated with the FFA organization or other student organizations; or (4-11-15)

iii. Supplant other district funding sources, e.g. routine facility maintenance or improvements. (4-11-15)

201. -- 299. (RESERVED)

300. PAYMENTS.

Payment of grant funds will be made to the district once the final award determinations are made. For grants awarded under Section 100, funds will be made to the district on behalf of the instructor. No later than June 30 of the fiscal year the grant was received, the district must submit a detailed expenditure report to the Division. Each report is subject to review and verification by the Division and must detail that all expenditures were allowable under the grant and that all funds were spent within the fiscal year. Any unspent grant funds must be returned to the Division. (3-28-18)

301. APPEALS.

Any grant applicant or recipient adversely affected by a decision made under provisions of these rules may appeal such adverse decision as follows. The grant applicant or recipient must appeal in writing no later than thirty (30) days following the announcement of the award, and the written statement must include the basis for the appeal. The appeal must be submitted to the administrator. The division shall acknowledge receipt of the appeal within seven (7) days. The administrator may or may not agree to review the action, or may appoint a subcommittee of three (3) persons to hear the appeal, including at least one (1) agricultural and natural resources professional. (4-11-15)

01. Review. If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the administrator within fifteen (15) days from the time the subcommittee receives the appeal document. The grant applicant or recipient initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal. (4-11-15)

02. Presentation. Following the subcommittee's decision, the administrator will present the

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subcommittee's recommendation to the board at the next regularly scheduled meeting of the board. The grant applicant or recipient initiating the appeal may, at the discretion of the board, be permitted to make a presentation to the board. (4-11-15)

03. Final Decision. The decision of the board is final, binding, and ends all administrative remedies, unless otherwise specifically provided by the board. The board will inform the incentive grant applicant or recipient in writing of the decision of the board. (4-11-15)

302. -- 999. (RESERVED)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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DIVISION OF CAREER TECHNICAL EDUCATION (DIVISION)

SUBJECT

Pending Rule 55-0103-1901 – Rules of Career Technical Schools

REFERENCE

2001	Board approved Administrative Rules, creating IDAPA 55.01.03 – Rules of Career Technical Schools
August 2018	Board approved proposed rule docket 55-0103-1801, amending the added cost funding for Career Technical Schools, moving from a Support Unit based formula to a student enrollment-based formula.
November 8, 2018	Board rejected pending rule docket 55-0103-1801 based on stakeholder input and requested the Division do additional work in communicating with stakeholders and generating buy-in for the changes in the funding distribution formula.
August 2019	Board approved proposed rule with amendments moving from an average daily attendance funding distribution model to an enrollment-based model.
October 2019	Board approved a temporary rule implementing the new funding distribution model for the 2019-2020 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1002G, Idaho Code
Idaho Administrative Code, IDAPA 55.01.03

BACKGROUND/DISCUSSION

Amendments to IDAPA 55.01.03 reflect updates to Section, 33-1002G, Idaho Code, which provides the funding framework for career technical schools. During the 2018 legislative session, this section of Idaho code was updated to eliminate the link to average daily attendance allowing the Board the flexibility to explore other methodologies for distributing funds appropriated for career technical schools. The 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. The rule was then vacated due to feedback from education stakeholders and concerns about stakeholder involvement. The updated proposed rule reflects a several month process of engagement and dialogues, with career technical school administrators taking on a primary role in the development of the new formula.

The amendments will amend the process for calculating and distributing funds to career technical schools. An enrollment-based approach more closely aligns with

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how the infrastructure and costs for these programs are calculated and reduces the reporting burden for school administrators.

IMPACT

There will be no additional immediate fiscal impact, as these changes simply 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 – Pending Rule – Docket 55-0103-1901

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1002G, Idaho Code, 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 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 Board 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, the aggregate total number of students completing a technical skills assessment for the program in which the student was enrolled, and the total credit hours reported by each school for intermediate, capstone, and work-based learning courses. Attachment 2 provides an example, using 2018-2019 school year data, of the variance between the old funding distribution model and the new model.

The notice of intent to promulgate this rule was published in the July 3, 2019 (Vol.18-7) Administrative Bulletin. The proposed rule approved by the Board was published in the October 2, 2019 (Vol. 19-10) Administrative Rules bulletin. Staff received no comments during the ensuing 21-day comment period, nor were any additional comments provided by the Division. 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.

There have been no changes between the published proposed rule and pending rule. Staff recommends approval.

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BOARD ACTION

I move to approve pending rule Docket 55-0103-1901 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,

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thereby avoiding redundancy and maintaining rigor. They are also closely linked to current business and industry standards to ensure relevance and quality. (3-28-18)

04. Concentrator Student. A Junior or Senior enrolled in the capstone course.

05. Credit Hours. The total number of enrolled credit hours reported to the State Department of Education for qualifying intermediate, capstone, and work-based learning courses.

06. EDUID. Education Unique Identifier.

07. Enrollment Units. The total number of individual EDUIDs that are reported as enrolled during the previous academic year in a qualifying capstone course, as determined by the division.

0508. 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)

09. Intermediate Course. A course beyond the introductory level that adds to the technical competencies of pathway students, is intended to serve as a prerequisite for a capstone course, and is offered in grades 940 through 12.

10. 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.

11. 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.

12. Work-based Learning Course. A paid or unpaid, internship, clinical, or apprenticeship that is delivered as part of a Career Technical School program of study. This course is delivered in conjunction with or after completion of a capstone course. Work-based learning courses must be tied to the program of study, and must be formalized through a written agreement between the school, industry partner, parent, and student.

00612. -- 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), enrollment-based funding calculation, 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

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~~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)
- 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.~~ Integrate industry-specific state-of-the-art equipment and technologies into classroom instruction and applied learning opportunities for students. (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 division of career technical 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 division of career technical 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, the aggregate total of the students who completed the technical skill assessment for the program the student was enrolled in, and the total credit hours reported by each school for intermediate, capstone, and work-based learning courses. If any approved program within a career technical school does not enroll students from more than one (1) high school during the ~~reporting period, the enrolled students may not be counted as part of the school's average daily attendance for that reporting period~~ previous academic year, 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

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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 scho~~
The distribution of individual career technical school funding shall be calculated as a portion of the annual appropriation based on the following criteria: 50 percent (50%) of the annual appropriation will be divided among the total enrollment units, 25 percent (25%) will be divided by the total participation, and 25 percent (25%) will be divided among the total cumulative credit hours. Qualifying pathway enrollment shall be reported to the Department of Education. The Division of Career Technical Education shall gather aggregate participation total data from the independent technical skill assessment providers annually. (3-28-18)

~~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. The value of each unit may vary from year to year, depending on the total appropriation and the total number of units in each of the enrollment categories.
(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~~

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~~approved by the division of career technical education from each approved school's 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 division of career technical 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 division of career technical education. (3-28-18)

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 division of career technical education. (3-28-18)

109. -- 999. (RESERVED)

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50% \$ 2,412,894.50				25% \$ 1,206,447.25				25% \$ 1,206,447.25						
CAREER TECHNICAL SCHOOL (CTS) NAME	Total CAPSTONE	% Statewide Total	\$\$\$\$	Total Credits Earned	% Statewide Total	\$\$\$\$	Total TSAs Taken	% Statewide Total	\$\$\$\$	CTS NAME	CTS TOTAL FY2020	CTS TOTAL FY2019	90% Guarantee	
West Ada	623	21.44%	\$ 517,286.05	6248	34.60%	\$ 417,483.51	495	27.33%	\$ 329,757.81	West Ada	\$ 1,264,527.37	\$805,828.33		
Cassia	176	6.06%	\$ 146,135.39	1692	9.37%	\$ 113,057.31	120	6.63%	\$ 79,941.29	Cassia	\$ 339,133.99	\$136,997.54		
COSSA	75	2.58%	\$ 62,273.60	740	4.10%	\$ 49,412.46	46	2.54%	\$ 30,644.16	COSSA	\$ 142,330.22	\$155,117.27		
CTHS D91	250	8.60%	\$ 207,578.67	803	4.44%	\$ 53,622.04	110	6.07%	\$ 73,279.51	CTHS D91	\$ 334,480.23	\$358,814.33		
Dehryl Dennis	328	11.29%	\$ 272,343.22	2237	12.39%	\$ 149,473.53	138	7.62%	\$ 91,932.48	Dehryl Dennis	\$ 513,749.23	\$363,230.68		
Gateway	297	10.22%	\$ 246,603.46	546	3.02%	\$ 36,483.03	175	9.66%	\$ 116,581.04	Gateway	\$ 399,667.54	\$353,834.59		
ICAT	379	13.04%	\$ 314,689.27	1113	6.16%	\$ 74,369.26	239	13.20%	\$ 159,216.40	ICAT	\$ 548,274.93	\$550,007.51		
KTEC	193	6.64%	\$ 160,250.74	1298	7.19%	\$ 86,730.73	122	6.74%	\$ 81,273.64	KTEC	\$ 328,255.11	\$259,455.68		
Lewiston (DeAtley Ctr)	35	1.20%	\$ 29,061.01	449	2.49%	\$ 30,001.62	16	0.88%	\$ 10,658.84	Lewiston (DeAtley Ctr)	\$ 69,721.47	\$0.00		
Magic Valley	70	2.41%	\$ 58,122.03	420	2.33%	\$ 28,063.87	43	2.37%	\$ 28,645.63	Magic Valley	\$ 114,831.53	\$49,070.49		
MMACHS	70	2.41%	\$ 58,122.03	520	2.88%	\$ 34,745.75	70	3.87%	\$ 46,632.42	MMACHS	\$ 139,500.19	\$51,687.58		
MTCHS	90	3.10%	\$ 74,728.32	668	3.70%	\$ 44,601.51	70	3.87%	\$ 46,632.42	MTCHS	\$ 165,962.25	\$127,201.62		
PR2TA	35	1.20%	\$ 29,061.01	526	2.91%	\$ 35,146.66	32	1.77%	\$ 21,317.68	PR2TA	\$ 85,525.35	\$99,958.41	\$ 89,962.57	
SEITEC	57	1.96%	\$ 47,327.94	121	0.67%	\$ 8,086.49	35	1.93%	\$ 23,316.21	SEITEC	\$ 78,730.64	\$11,831.44		
TCHS D93	200	6.88%	\$ 166,062.94	569	3.15%	\$ 38,019.87	73	4.03%	\$ 48,630.95	TCHS D93	\$ 252,713.75	\$241,535.86		
TVT	28	0.96%	\$ 23,248.81	107	0.59%	\$ 7,149.61	27	1.49%	\$ 17,986.79	TVT	\$ 48,385.21	\$38,165.94		
Totals Statewide	2906	100.00%	\$ 2,412,894.50	18056	100.00%	\$ 1,206,447.25	1811	100.00%	\$ 1,206,447.25		\$ 4,825,789.00			
\$ 4,825,789.00														