

**CONSENT
APRIL 16, 2020**

TAB	DESCRIPTION	ACTION
1	BAHR – SECTION II - FY 2021 APPROPRIATIONS	Action Item
2	BAHR – SECTION II – FY2021 OPPORTUNITY SCHOLARSHIP EDUCATIONAL COSTS	Action Item
3	BAHR – SECTION II – UNIVERSITY OF IDAHO – PROPERTY DISPOSAL	Action Item
4	BAHR – SECTION II – IDAHO STATE UNIVERSITY – EASEMENT AGREEMENT	Action Item
5	BAHR – SECTION II – INTERCOLLEGIATE ATHLETICS – FY2019 GENDER EQUITY REPORTS	Action Item
6	IRSA – BSU – DISCONTINUANCE FOR MASTER OF ARTS IN TEACHING LANGUAGE ARTS	Action Item
7	IRSA – BSU – MASTER OF TEACHING ELEMENTARY EDUCATION	Action Item
8	IRSA - BSU – MASTER OF TEACHING SECONDARY EDUCATION	Action Item
9	PPGA – DATA MANAGEMENT COUNCIL APPOINTMENTS	Action Item
10	PPGA – INDIAN EDUCATION COMMITTEE APPOINTMENTS	Action Item

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TAB	DESCRIPTION	ACTION
11	PPGA – STATE REHABILITATION COUNCIL APPOINTMENTS	Action Item
12	SDE – PROFESSIONAL STANDARDS COMMISSION – BOISE STATE UNIVERSITY – EDUCATOR PREPARATION PROGRAM RECOMMENDATION	Action Item
13	SDE – REQUEST FOR WAIVER OF 103% STUDENT TRANSPORTATION FUNDING CAP	Action Item
14	SDE – EMERGENCY PROVISIONAL CERTIFICATES	Action Item

BOARD ACTION

I move to approve the consent agenda.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16, 2020

SUBJECT

FY 2021 Appropriation Information – Institutions and Agencies of the State Board of Education

APPLICABLE STATUTE, RULE, OR POLICY

Applicable Legislative Appropriation Bills (2020)

BACKGROUND/ DISCUSSION

The 2020 Legislature has passed and the Governor has signed the appropriation bills for most of the agencies and institutions of the Board.

The table on Tab 7 Attachment 1 lists the FY 2021 appropriations related to the State Board of Education.

IMPACT

Appropriations provide funding and spending authority for the agencies and institutions of the State Board of Education, allowing them to offer programs and services to Idaho's citizens.

ATTACHMENTS

Attachment 1 – FY 2021 Appropriations List

STAFF COMMENTS

Staff comments and recommendations are included for each specific institution and agency allocation. Special Programs includes an increase of \$7M in general funds for the Opportunity Scholarship.

BOARD ACTION

Motions for the allocations for College and Universities, Community Colleges, and Career Technical Education are found on each specific institution and agency allocation.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16, 2020**

ATTACHMENT 1

**State Board of Education
FY 2021 Appropriations to Institutions and Agencies**

	General Fund	% Δ From FY 2020	Total Fund
<u>Allocations</u>			
College and Universities	\$307,079,600	.4%	\$628,654,200
Community Colleges	48,174,200	0.9%	48,974,200
Career Technical Education	68,075,700	(0.1%)	78,389,800
<u>Agencies</u>			
Agricultural Research & Extension Service	32,108,400	(1.3%)	32,108,400
Health Education Programs	21,880,900	2.7%	22,218,200
Special Programs	26,427,700	35.5%	31,953,000
Office of the State Board of Education	7,994,200	42.4%	15,874,900
Idaho Public Television	2,678,300	(8.4%)	8,783,100
Division of Vocational Rehabilitation	8,125,600	(8.4%)	28,118,700
State Department of Education (Superintendent of Public Instruction)	12,664,900	(19.3%)	37,841,000

Statewide Issues

Permanent Building Fund Advisory Committee Appropriations, HB569:

In addition to Alteration and Repair projects, the following capital requests were recommended:

Lewis-Clark State College: CTE Building	2,500,000
College of Southern Idaho: Canyon Building Remodel, Ph 2	2,289,000

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16, 2020

SUBJECT

FY 2021 College and Universities Appropriation Allocation

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 644 (2020)

Idaho State Board of Education Governing Policies & Procedures, Section V.S.

BACKGROUND/DISCUSSION

The Legislature appropriates to the State Board of Education and the Board of Regents monies for the general education programs at Boise State University (BSU), Idaho State University (ISU), University of Idaho (UI), Lewis-Clark State College (LCSC), and system-wide needs. The Board allocates the appropriation to the four institutions based on legislative intent and Board Policy, Section V.S.

According to Board policy, the allocation is made in the following order: 1) each institution shall be allocated its prior year budget base; 2) funds for the Enrollment Workload Adjustment (EWA); 3) operations and maintenance funds for new, major general education capital improvement projects.; 4) decision units above the base; and 5) special activities or projects at the discretion of the Board. These funds, allocated along with revenue generated from potential fee increases, will establish the funding for the general education programs for FY 2021. The allocation for FY 2021 is shown on Tab 7a Attachment 1. The FY 2021 general fund appropriation includes the following items:

Maintenance of Current Operations (MCO):

- | | |
|--|---------------|
| • Decreases in variable benefit costs | (\$1,508,000) |
| • 2% ongoing Change in Employee Compensation (CEC) | 4,510,400 |
| • Compensation Schedule Changes | 232,000 |
| • Inflation | 7,800 |
| • Statewide cost allocation | 526,100 |
| • Enrollment Workload Adjustment (EWA) | 1,842,600 |

Line Items:

- | | |
|-------------------------------------|--------------------|
| • Occupancy costs | |
| Boise State University | 392,700 |
| Idaho State University | 4,500 |
| University of Idaho | 3,400 |
| Lewis-Clark State College | 306,700 |
| • Idaho Law and Justice Center Rent | (20,800) |
| • Cybesecurity Programs | 1,000,000 |
| • 2% Budget Reduction | <u>(6,118,300)</u> |

Total General Fund increase over Base	\$1,179,100
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ATTACHMENTS

Attachment 1 - C&U FY 2021 Appropriation Allocation

Attachment 2 - Statement of Purpose/Fiscal Note

Attachment 3 - Appropriation Bill (H644)

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16, 2020

STAFF COMMENTS

Staff recommends approval of the FY 2021 College and Universities allocation as presented in Attachment 1.

BOARD ACTION

I move to approve the allocation of the FY 2021 appropriation for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs, as presented on Tab 7a, Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

FY 2021 College and University Allocation
Based on HB 644
 March 17, 2020

Appropriation:	FY20 Appr	FY21 Appr	% Chge	Sys Needs:	FY20 Appr	FY21 Appr
General Educ Approp: HB 644				HERC	<u>1,962,700</u>	<u>1,962,700</u>
General Account	302,441,500	307,079,600	1.53%	UG Research	<u>200,000</u>	<u>200,000</u>
Endowment Funds	17,236,400	18,670,200	8.32%	Sys Nds	<u>2,252,600</u>	<u>2,252,600</u>
				IGEM	<u>2,000,000</u>	<u>2,000,000</u>
Total Gen Acct & Endow Funds	<u>319,677,900</u>	<u>325,749,800</u>	1.90%	Total	<u>6,415,300</u>	<u>6,415,300</u>
Student Fees/Misc Revenue	413,678,600	302,373,400	-26.91%			
One-time HESF Surplus Stabilization		531,000				
Total General Education Appropriation	<u>733,356,500</u>	<u>628,654,200</u>	-14.28%			
Allocation:	BSU	ISU	UI	LCSC	SYS-WIDE	TOTAL
FY20 General Account	105,196,800	82,220,400	94,465,700	17,651,800	6,365,800	305,900,500
FY20 Endowment Funds	0	4,007,400	10,756,000	2,473,000	0	17,236,400
FY21 Budget Base	<u>105,196,800</u>	<u>86,227,800</u>	<u>105,221,700</u>	<u>20,124,800</u>	<u>6,365,800</u>	<u>323,136,900</u>
Additional Funding for FY21:						
MCO Adjustments:						
Personnel Benefits	(573,600)	(389,800)	(493,900)	(93,800)		(1,551,100)
Inflation including Library B&P	1,200	800	208,300	44,700	4,300	259,300
Replacement Capital	0	0	0	0		0
CEC: 2.0% ongoing	1,545,300	1,369,800	1,476,500	257,400		4,649,000
Compensation Schedule Changes	91,700	123,000	1,000	22,100		237,800
Endowment Fund Adjustments	0	205,100	726,400	149,500		1,081,000
Nonstandard Adjustments:						
Risk Mgmt/Controller/Treasurer	198,800	104,200	173,500	49,600		526,100
External Nonstandard Adjustments:						
Enrollment Workload Adjustment (EWA) - GF	2,831,300	(385,700)	(72,000)	(531,000)		1,842,600
Enrollment Workload Adjustment (EWA) - HSF	0	0	0	531,000		531,000
Line Items						
Occupancy Costs	392,700	4,500	3,400	306,700	0	707,300
Idaho Law & Justice Center Rent	0	0	(20,800)	0	0	(20,800)
Cybersecurity Programs	0	0	0	0	1,000,000	1,000,000
2% Budget Reductions	(2,104,000)	(1,644,400)	(1,889,400)	(353,100)	(127,400)	(6,118,300)
Total Addl Funding	<u>2,383,400</u>	<u>(612,500)</u>	<u>113,000</u>	<u>383,100</u>	<u>876,900</u>	<u>3,143,900</u>
FY21 Gen Acct, Endow & HESF Allocation	<u>107,580,200</u>	<u>85,615,300</u>	<u>105,334,700</u>	<u>20,507,900</u>	<u>7,242,700</u>	<u>326,280,800</u>
% Change From FY20 Adjusted Budget Base	2.27%	-0.71%	0.11%	1.90%	13.78%	0.97%
FY21 Estimated Student Fee Revenue	132,791,000	64,972,400	87,829,500	16,780,500	0	302,373,400
FY21 Operating Budget	<u>240,371,200</u>	<u>150,587,700</u>	<u>193,164,200</u>	<u>37,288,400</u>	<u>7,242,700</u>	<u>628,654,200</u>
General Fund Increase over Base	2,383,400	-869,900	-869,400	-341,900	876,900	1,179,100
% Increase	2.3%	-1.1%	-0.9%	-1.9%	13.8%	0.4%
General Fund Increase - ongoing over Base	2,383,400	-869,900	-869,400	-341,900	876,900	1,179,100
% Increase	2.3%	-1.1%	-0.9%	-1.9%	13.8%	0.4%
General Fund Increase - ongoing less Benefits & CEC	1,411,700	-1,849,900	-1,852,000	-505,500	876,900	-1,918,800
% Increase	1.3%	-2.2%	-2.0%	-2.9%	13.8%	-0.6%

STATEMENT OF PURPOSE

RS28027 / H0644

This is the FY 2021 original appropriation bill for the State Board of Education's Division of College and Universities. It appropriates a total of \$628,654,200 and does not cap the number of authorized full-time equivalent positions. This division includes the budgets for Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, and Systemwide Programs. For benefit costs, the bill maintains the current appropriated amount for health insurance at \$11,650 per eligible FTP and temporarily removes funding for the employer's sick leave contribution rate. The enrollment workload adjustment and endowment adjustments are included. The enrollment workload adjustment includes \$1,842,600 ongoing from the General Fund, and \$531,000 onetime from dedicated funds. The bill also provides funding for the equivalent of a 2% change in employee compensation for permanent state employees, with an additional 2% increase for those in the 20 job classifications most in need of equity adjustments. Funding for a 3% upward shift in the compensation schedule is also included for Boise State University. The bill funds three line items. Line item 1 provides 1.73 FTP and \$707,300 ongoing from the General Fund for occupancy costs. Line item 4 provides for a decrease of \$20,800 for adjusted rent for the Idaho Law and Justice Learning Center, and line item 5 provides \$1,000,000 for cybersecurity programs. Lastly, the ongoing General Fund appropriation is reduced by 2%. This budget is a 0.3% increase on the General Fund, and a total increase of 4.0% for all funds.

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2020 Original Appropriation	4,753.54	306,030,600	298,217,900	0	604,248,500
Reappropriation	0.00	0	133,085,500	0	133,085,500
1. UI, Occupancy Cost Rescission	0.00	0	0	0	0
1. Sick Leave Rate Reduction	0.00	(528,700)	(388,400)	0	(917,100)
1% General Fund Reduction	0.00	(3,060,400)	0	0	(3,060,400)
FY 2020 Total Appropriation	4,753.54	302,441,500	430,915,000	0	733,356,500
Noncognizable Funds and Transfers	118.26	0	17,356,300	0	17,356,300
Expenditure Adjustments	(0.48)	(80,100)	(392,200)	0	(472,300)
FY 2020 Estimated Expenditures	4,871.32	302,361,400	447,879,100	0	750,240,500
Removal of Onetime Expenditures	0.00	(50,000)	(132,810,000)	0	(132,860,000)
Base Adjustments	0.00	0	(6,467,000)	0	(6,467,000)
Restore Rescissions	0.00	3,589,100	388,400	0	3,977,500
FY 2021 Base	4,871.32	305,900,500	308,990,500	0	614,891,000
Benefit Costs	0.00	(1,508,000)	(1,222,600)	0	(2,730,600)
Inflationary Adjustments	0.00	7,800	2,156,800	0	2,164,600
Replacement Items	0.00	0	6,324,100	0	6,324,100
Statewide Cost Allocation	0.00	526,100	0	0	526,100
Change in Employee Compensation	0.00	4,742,400	3,713,800	0	8,456,200
Nondiscretionary Adjustments	0.00	1,842,600	531,000	0	2,373,600
Endowment Adjustments	0.00	0	1,081,000	0	1,081,000
FY 2021 Program Maintenance	4,871.32	311,511,400	321,574,600	0	633,086,000
1. Occupancy Costs	1.73	707,300	0	0	707,300
4. Idaho Law and Justice Learning Rent	0.00	(20,800)	0	0	(20,800)
5. Cybersecurity Programs	0.00	1,000,000	0	0	1,000,000
2% General Fund Reduction	0.00	(6,118,300)	0	0	(6,118,300)
FY 2021 Total	4,873.05	307,079,600	321,574,600	0	628,654,200
Chg from FY 2020 Orig Approp	119.51	1,049,000	23,356,700	0	24,405,700
% Chg from FY 2020 Orig Approp.	2.5%	0.3%	7.8%		4.0%

Contact:

Janet E Jessup
 Budget and Policy Analysis
 (208) 334-4730

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BY APPROPRIATIONS COMMITTEE

		FOR	FOR	FOR	FOR	
		PERSONNEL	OPERATING	CAPITAL	TRUSTEE AND	
		COSTS	EXPENDITURES	OUTLAY	BENEFIT	TOTAL
					PAYMENTS	
1						
2						
3						
4						
5	Normal School Endowment Income					
6	Fund	2,667,000				2,667,000
7	Unrestricted					
8	Fund	<u>32,506,900</u>	<u>25,383,700</u>	<u>\$7,081,800</u>		<u>64,972,400</u>
9	TOTAL	\$116,357,200	\$27,148,700	\$7,081,800		\$150,587,700
10	III. UNIVERSITY OF IDAHO:					
11	FROM:					
12	General					
13	Fund	\$82,419,600	\$7,685,200	\$3,491,500		\$93,596,300
14	Agricultural College Endowment Income					
15	Fund	940,100	364,600	246,900		1,551,600
16	Scientific School Endowment Income					
17	Fund	3,468,500	555,500	1,396,400		5,420,400
18	University Endowment Income					
19	Fund		3,729,500	1,036,900		4,766,400
20	Unrestricted					
21	Fund	<u>66,255,500</u>	<u>21,574,000</u>	<u>0</u>		<u>87,829,500</u>
22	TOTAL	\$153,083,700	\$33,908,800	\$6,171,700		\$193,164,200
23	IV. LEWIS-CLARK STATE COLLEGE:					
24	FROM:					
25	General					
26	Fund	\$14,806,300	\$2,078,300	\$425,300		\$17,309,900
27	HESF Surplus Stabilization CU					
28	Fund	531,000				531,000
29	Normal School Endowment Income					
30	Fund		2,667,000			2,667,000
31	Unrestricted					
32	Fund	<u>14,584,000</u>	<u>2,176,500</u>	<u>20,000</u>		<u>16,780,500</u>
33	TOTAL	\$29,921,300	\$6,921,800	\$445,300		\$37,288,400

1					FOR	
2		FOR	FOR	FOR	TRUSTEE AND	
3		PERSONNEL	OPERATING	CAPITAL	BENEFIT	
4		COSTS	EXPENDITURES	OUTLAY	PAYMENTS	TOTAL
5	V. SYSTEMWIDE PROGRAMS:					
6	FROM:					
7	General					
8	Fund		\$3,167,900		\$4,074,800	\$7,242,700
9	GRAND TOTAL	\$486,377,500	\$117,662,300	\$20,539,600	\$4,074,800	\$628,654,200

SECTION 2. REAPPROPRIATION AUTHORITY. There is hereby reappropriated to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education any unexpended and unencumbered balances appropriated or reappropriated to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education from dedicated funds for fiscal year 2020 to be used for nonrecurring expenditures for the period July 1, 2020, through June 30, 2021. The State Controller shall confirm the reappropriation amount, by fund, expense class, and program, with the Legislative Services Office prior to processing the reappropriation authorized herein.

SECTION 3. EXEMPTIONS FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS. The State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education are hereby exempted from the provisions of Section 67-3511(1), (2), and (3), Idaho Code, allowing unlimited transfers between object codes and between programs for all moneys appropriated to them for the period July 1, 2020, through June 30, 2021. Legislative appropriations shall not be transferred from one fund to another fund unless expressly approved by the Legislature.

SECTION 4. SYSTEMWIDE NEEDS. Of the amount appropriated in Section 1, Subsection V., of this act, the following amounts may be used as follows: (1) an amount not to exceed \$902,600 may be used by the Office of the State Board of Education for systemwide needs that benefit all of the four-year institutions, including but not limited to projects to promote accountability and information transfer throughout the higher education system; and (2) an amount of approximately \$1,960,500 may be used for the mission and goals of the Higher Education Research Council as outlined in State Board of Education Policy III.W., which includes awards for infrastructure, matching grants, and competitive grants through the Idaho Incubation Fund program.

SECTION 5. STUDENT TUITION AND FEES FOR FISCAL YEAR 2021. Notwithstanding the provisions of Section 67-3516(2), Idaho Code, the Division of Financial Management may approve the expenditure of dedicated state funds pursuant to the noncognizable process for student tuition and fees during

1 fiscal year 2021. Each of the institution's budget requests for fiscal year
2 2022 shall reflect all adjustments so approved by the Division of Financial
3 Management.

4 SECTION 6. REPORTING REQUIREMENTS. It is the intent of the Legislature
5 that each institution continue with budget reduction considerations and
6 cost containment efforts and, where possible, priority should be placed
7 on reducing administrative overhead and the elimination of expenditures
8 that are not integral to each institution's core instructional mission.
9 The State Board of Education shall provide a written report to the Joint
10 Finance-Appropriations Committee and the House and Senate Education commit-
11 tees detailing these budget reductions and cost containment efforts no later
12 than January 15, 2021.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16, 2020

SUBJECT

Community Colleges FY 2021 Appropriation Allocation

APPLICABLE STATUTE, RULE, OR POLICY

Senate Bill 1383 (2020)

BACKGROUND/DISCUSSION

The Legislature makes an annual appropriation to the State Board of Education for community college support. The allocation to the colleges includes the current year (FY 2020) base allocation plus each college's respective share in any annual budget adjustments according to the normal budgeting process.

IMPACT

The FY 2021 appropriation, shown on Tab 7b Attachment 1, includes a temporary decrease in benefit costs for the employer's sick leave contribution rate. for variable benefits, 2% ongoing Change in Employee Compensation (CEC) increases and Enrollment Workload Adjustment. Line item enhancements include \$6,700 for Occupancy Costs for College of Southern Idaho and a 2% base reduction for all community colleges.

ATTACHMENTS

Attachment 1 – FY 2021 CC Appropriations Allocation
Attachment 2 – Statement of Purpose/Fiscal Note
Attachment 3 – Appropriation Bill (S1383)

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the FY 2021 Community College allocation.

BOARD ACTION

I move to approve the allocation of the FY 2021 appropriation for the College of Southern Idaho, College of Eastern Idaho, College of Western Idaho, North Idaho College, and system-wide needs as presented on Tab 7b, Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Idaho Community Colleges
FY 2021 Appropriation Allocation - SB 1383
17-Mar-20

General Educ Approp: JFAC Action

	CSI	CEI	CWI	NIC	Systemwide	Total
1 FY 20 Total Appropriation						
2 General Funds	14,262,200	5,211,000	15,141,700	12,547,600	39,600	47,202,100
3 Community College Start Up Funds		55,000				55,000
4 Dedicated Funds	200,000	199,700	200,000	200,000		799,700
5 Total FY20 Total Appropriation	14,462,200	5,465,700	15,341,700	12,747,600	39,600	48,056,800
6						
7 FY 21 Base						-
8 General Funds	14,426,700	5,272,700	15,317,000	12,695,400	40,000	47,751,800
9 Dedicated Funds	200,000	200,000	200,000	200,000		800,000
10 Total FY 21 Base	14,626,700	5,472,700	15,517,000	12,895,400	40,000	48,551,800
11						-
12 FY 21 Maintenance Items						
13 Changes in Benefit Costs	(59,400)	(30,900)	(63,400)	(51,900)		(205,600)
14 Inflationary Cost Increases	-	-	-	-		-
15 Replacement Items	-	-	-	-		-
16 CEC: 2% ongoing	179,500	81,600	195,700	184,000		640,800
17 Enrollment Workload Adjustment	258,600		823,600	(146,900)		935,300
18	378,700	50,700	955,900	(14,800)	-	1,370,500
19 FY 21 Maintenance						-
20 General Funds	14,805,400	5,323,400	16,272,900	12,680,600	40,000	49,122,300
21 Dedicated Funds	200,000	200,000	200,000	200,000	-	800,000
22 Total FY 20 Maintenance	15,005,400	5,523,400	16,472,900	12,880,600	40,000	49,922,300
23						
24 FY 21 Line Items						
25 Occupancy Costs	6,700					6,700
26 2% Ongoing Budget Reduction	(288,400)	(105,400)	(306,300)	(253,900)	(800)	(954,800)
27 Total Line Items	(281,700)	(105,400)	(306,300)	(253,900)	(800)	(948,100)
28						
29 FY 21 Total Appropriation						
30 General Funds	14,523,700	5,218,000	15,966,600	12,426,700	39,200	48,174,200
31 Dedicated Funds	200,000	200,000	200,000	200,000	-	800,000
32 FY 21 Total Appropriation	14,723,700	5,418,000	16,166,600	12,626,700	39,200	48,974,200
33						
34						
35 GF Change from FY 20 Total	1.8%	0.1%	5.4%	-1.0%	0.0%	2.1%
36						
37 GF Appropriation Allocation						
38 PC	12,257,600	5,198,000	12,327,500	10,522,600		40,305,700
39 OE	1,758,700	20,000	3,639,100	1,904,100	39,200	7,361,100
40 CO	507,400					507,400
41 TB						0
42 Total General Funds	14,523,700	5,218,000	15,966,600	12,426,700	39,200	48,174,200

STATEMENT OF PURPOSE

RS27891 / S1383

This is the FY 2021 original appropriation bill for Community Colleges. It appropriates a total of \$48,974,200 and does not cap the number of authorized full-time equivalent positions. This budget includes support for five distinct budgeted programs including the College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, North Idaho College, and Systemwide Programs. For benefit costs, the bill maintains the current appropriated amount for health insurance at \$11,650 per eligible FTP and temporarily removes funding for the employer's sick leave contribution rate. Funding for nondiscretionary adjustments includes an increase of \$935,300 tied to an increase in weighted credit hours at the institutions. The bill also provides funding for the equivalent of a 2% change in employee compensation for permanent state employees. The bill funds one line item, which provides \$6,700 for occupancy costs for the College of Southern Idaho. Lastly, the ongoing General Fund appropriation is reduced by 2%.

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2020 Original Appropriation	0.00	47,751,800	855,000	0	48,606,800
1. Sick Leave Rate Reduction	0.00	(72,100)	(300)	0	(72,400)
1% General Fund Reduction	0.00	(477,600)	0	0	(477,600)
FY 2020 Total Appropriation	0.00	47,202,100	854,700	0	48,056,800
Noncognizable Funds and Transfers	0.00	0	0	0	0
FY 2020 Estimated Expenditures	0.00	47,202,100	854,700	0	48,056,800
Removal of Onetime Expenditures	0.00	0	(55,000)	0	(55,000)
Restore Rescissions	0.00	549,700	300	0	550,000
FY 2021 Base	0.00	47,751,800	800,000	0	48,551,800
Benefit Costs	0.00	(205,600)	(1,200)	0	(206,800)
Inflationary Adjustments	0.00	0	0	0	0
Change in Employee Compensation	0.00	640,800	1,200	0	642,000
Nondiscretionary Adjustments	0.00	935,300	0	0	935,300
FY 2021 Program Maintenance	0.00	49,122,300	800,000	0	49,922,300
2. Occupancy Costs	0.00	6,700	0	0	6,700
2% General Fund Reduction	0.00	(954,800)	0	0	(954,800)
FY 2021 Total	0.00	48,174,200	800,000	0	48,974,200
Chg from FY 2020 Orig Approp	0.00	422,400	(55,000)	0	367,400
% Chg from FY 2020 Orig Approp.		0.9%	(6.4%)		0.8%

Contact:

Janet E Jessup
Budget and Policy Analysis
(208) 334-4730

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

BY FINANCE COMMITTEE

RELATING TO THE APPROPRIATION TO THE STATE BOARD OF EDUCATION FOR COMMUNITY COLLEGES FOR FISCAL YEAR 2021; APPROPRIATING MONEYS TO THE STATE BOARD OF EDUCATION FOR COMMUNITY COLLEGES FOR FISCAL YEAR 2021; AND EXEMPTING THE APPROPRIATION FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS.

SECTION 1. There is hereby appropriated to the State Board of Education for Community Colleges the following amounts to be expended according to the designated programs and expense classes from the listed funds for the period July 1, 2020, through June 30, 2021:

II. COLLEGE OF WESTERN IDAHO:			
FROM:			
General			
Fund	\$12,327,500	\$3,639,100	\$15,966,600
Community College			
Fund	<u>0</u>	<u>200,000</u>	<u>200,000</u>
TOTAL	\$12,327,500	\$3,839,100	\$16,166,600

III. NORTH IDAHO COLLEGE:			
FROM:			
General			
Fund	\$10,522,600	\$1,904,100	\$12,426,700

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	TOTAL
Community College				
Fund	<u>0</u>	<u>175,000</u>	<u>\$25,000</u>	<u>200,000</u>
TOTAL	\$10,522,600	\$2,079,100	\$25,000	\$12,626,700
IV. COLLEGE OF EASTERN IDAHO:				
FROM:				
General				
Fund	\$5,198,000	\$20,000		\$5,218,000
Community College				
Fund	<u>200,000</u>	<u>0</u>		<u>200,000</u>
TOTAL	\$5,398,000	\$20,000		\$5,418,000
V. COMMUNITY COLLEGES SYSTEMWIDE:				
FROM:				
General				
Fund		\$39,200		\$39,200
GRAND TOTAL	\$40,505,700	\$7,936,100	\$532,400	\$48,974,200

SECTION 2. EXEMPTIONS FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS. The State Board of Education for Community Colleges is hereby exempted from the provisions of Section 67-3511(1), (2), and (3), Idaho Code, allowing unlimited transfers between object codes and between programs for all moneys appropriated to it for the period July 1, 2020, through June 30, 2021. Legislative appropriations shall not be transferred from one fund to another fund unless expressly approved by the Legislature.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16, 2020

SUBJECT

Allocation of the Idaho Division of Career Technical Education appropriation.

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 572 and Senate Bill 1426 to support Senate Bill 1329 (2020)

BACKGROUND

The Idaho Legislature appropriates funds for career technical education to Idaho Division of Career Technical Education (ICTE) in five designated functions: State Leadership and Technical Assistance, General Programs, Postsecondary Programs, Dedicated Programs, and Related Services. ICTE requests approval of the allocation of the FY 2021 appropriated funds detailed in Attachment 1.

DISCUSSION

The allocation is based on the decreased level of funding in House Bill No. 572 and Senate Bill 1426 and the provisions of the State Plan for ICTE. The total appropriation reflects an overall decrease of (.5%) from the original FY 2020 appropriation. Included in the State General Fund appropriation is a 2% base reduction excepting secondary programs; the closure of the outsourced Inspire-Educate program; the replacement of Inspire-Educate as an internal program per S1329; a 2% change in employee compensation with an additional 2% increase for those in the 20 job classifications most in need of equity adjustments of \$6,900 for ICTE; employee benefit decreases; statewide cost allocation increases; \$215,000 for one-time replacement capital at College of Eastern Idaho for machining equipment; and \$400,000 for program added-cost (\$50,000 for an allocation study and \$350,000 for maintenance of current enrollment).

IMPACT

Establish FY 2021 operating budget.

ATTACHMENTS

Attachment 1- FY 2021 Allocation of Career Technical Education
Attachment 2- Statement of Purpose/ Fiscal Note (H572, S1329, S1426)
Attachment 3- Appropriation Bills (H572, S1329, S1426)

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the allocation of the FY 2021 appropriation for ICTE as detailed in Attachment 1.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16, 2020

BOARD ACTION

I move to approve the request from Idaho Division of Career Technical Education for the allocation of the FY 2021 appropriation as detailed in Attachment 1.

Moved by _____ Seconded by _____ Yes ____ No ____

Idaho Division of Career Technical Education
Appropriation by Function, Program and Fund

	FY 2021	FY 2020	% Inc/(Dcr)	
1 01 - Administration and Assistance				
2 By Program				
3 Administration and Assistance	3,366,400	3,404,700	(1.1%)	(1)
4 Total	3,366,400	3,404,700	(1.1%)	
5 By Fund				
6 General	3,058,900	3,066,300	(0.2%)	
7 General (One-Time)	0	34,900	(100.0%)	
8 Federal	307,500	303,500	1.3%	
9 Total	3,366,400	3,404,700	(1.1%)	
10				
11 02 - General Programs				
12 By Program				
13 General Programs Leadership	295,000	267,100	10.4%	(2,3)
14 Program Added-Cost	8,275,000	7,875,000	5.1%	(2,4)
15 CTS Added-Cost	4,825,800	4,825,800	0.0%	(2)
16 CTE Teacher Pipeline	1,190,800	825,800	44.2%	(5)
17 Program Quality Initiative Grants (PQI)	700,000	693,000	1.0%	(2)
18 Workforce Readiness Incentive Gr	200,000	198,000	1.0%	(2)
19 Carl D. Perkins Grant - Programs	7,108,000	7,102,900	0.1%	
20 Hazardous Materials Training	67,800	67,800	0.0%	
21 SkillStack Maintenance	15,000	15,000	0.0%	
22 Total	22,677,400	21,870,400	3.7%	
23 By Fund				
24 General	15,109,300	14,420,700	4.8%	(4,5)
25 General (One-Time)	377,300	264,800	42.5%	(5)
26 Hazardous Materials (0274)	67,800	67,800	0.0%	
27 Federal	7,108,000	7,102,100	0.1%	
28 Miscellaneous Revenue	15,000	15,000	0.0%	
29 Total	22,677,400	21,870,400	3.7%	
30		0		
31 03 - Postsecondary				
32 By Program				
33 Postsecondary Allocation	46,570,000	47,279,300	(1.5%)	(1,6)
34 Total	46,570,000	47,279,300	(1.5%)	
35 By Fund				
36 General	46,355,000	46,494,700	(0.3%)	(1)
37 General (One-Time)	215,000	784,600	(72.6%)	(6)
38 Total	46,570,000	47,279,300	(1.5%)	
39				
40 04 - Dedicated Programs				
41 By Program				
42 Agriculture & Natural Resources (IQPS)	350,000	346,500	1.0%	(2)
43 Workforce Training Centers (WTC)	1,208,400	1,220,800	(1.0%)	
44 Fire Safety Training	235,700	0		(7)
45 Centers for New Directions (CND)	170,000	170,000	0.0%	
46 Total	1,964,100	1,737,300	13.1%	

**Idaho Division of Career Technical Education
Appropriation by Function, Program and Fund**

		FY 2021	FY 2020	% Inc/(Dcr)	
47	By Fund				
48	General	1,794,100	1,567,300	14.5%	(2,7)
49	Displaced Homemaker	170,000	170,000	0.0%	
50	Miscellaneous Revenue	0	0		
51	Total	1,964,100	1,737,300	13.1%	
52					
53	05 - Related Services				
54	By Program				
55	Adult Education	3,511,900	3,522,500	(0.3%)	
56	Development and Training	300,000	300,000	0.0%	
57	Total	3,811,900	3,822,500	(0.3%)	
58	By Fund				
59	General	1,166,100	1,177,600	(1.0%)	
60	Federal	2,345,800	2,344,900	0.0%	
61	Miscellaneous Revenue	300,000	300,000	0.0%	
62	Total	3,811,900	3,822,500	(0.3%)	
63					
64	06 - Special Grants (Continuous Appropriation per IC 33-4904)				
65	By Program				
66	Motorcycle Safety Training	0	0		
67					
68	All Functions				
69	By Object				
70	Personnel Costs	46,318,500	46,069,000	0.5%	
71	Operating Expenditures	5,925,100	5,144,800	15.2%	
72	Capital Outlay	215,000	2,985,700	(92.8%)	
73	Trustee and Benefit Payments	25,931,200	23,914,700	8.4%	
74	Total	78,389,800	78,114,200	0.4%	
75	By Fund				
76	General	67,483,400	66,726,600	1.1%	
77	General (One-Time)	592,300	1,084,300	(45.4%)	
78	Displaced Homemaker	170,000	170,000	0.0%	
79	Hazardous Materials	67,800	67,800	0.0%	
80	Federal	9,761,300	9,750,500	0.1%	
81	Miscellaneous Revenue	315,000	315,000	0.0%	
82	Total	78,389,800	78,114,200	0.4%	
83					
84	1) Net of 2% base reduction, 2% CEC, variable health costs and other.				
85	2) Funding for secondary programs excluded from 2% base reduction.				
86	3) Prior year subject to base reductions.				
87	4) Additional \$400k to support current enrollment.				
88	5) Funding for Inspire-Educate Cohort (S1329) and Inspire 2.0 (S1426)				
89	6) Capital replacement of \$215,000 at College of Eastern Idaho				
90	7) Moved funding for Fire Safety Training from postsecondary				

STATEMENT OF PURPOSE

RS27835 / H0572

This is the FY 2021 original appropriation bill for the Division of Career Technical Education. It appropriates a total of \$77,880,500 and does not cap the number of authorized full-time equivalent positions. For benefit costs, the bill maintains the current appropriated amount for health insurance at \$11,650 per eligible FTP and temporarily removes funding for the employer's sick leave contribution rate. Funding for replacement items includes \$215,000 for Eastern Idaho College. The bill also provides funding for the equivalent of a 2% change in employee compensation for permanent state employees, with an additional 2% increase for those in the 20 job classifications most in need of equity adjustments. The bill funds two line items, which provide \$400,000 for enrollment growth for secondary programs; and \$114,800 onetime for teacher education. Also included are adjustments to pay the Office of Information Technology Services for security software and data center office space located at the Chinden Campus. Lastly, the ongoing General Fund appropriation is reduced by 2%, excepting secondary CTE programming.

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2020 Original Appropriation	581.26	68,455,500	552,800	9,751,900	78,760,200
Reappropriation	0.00	0	814,300	4,847,300	5,661,600
1. Educator pipeline phase out	0.00	0	0	0	0
1. Sick Leave Rate Reduction	0.00	(89,700)	0	(1,400)	(91,100)
1% General Fund Reduction	0.00	(554,900)	0	0	(554,900)
FY 2020 Total Appropriation	581.26	67,810,900	1,367,100	14,597,800	83,775,800
Noncognizable Funds and Transfers	0.00	0	0	0	0
Expenditure Adjustments	0.00	0	(369,500)	0	(369,500)
FY 2020 Estimated Expenditures	581.26	67,810,900	997,600	14,597,800	83,406,300
Removal of Onetime Expenditures	0.00	(1,076,500)	(814,300)	(4,847,300)	(6,738,100)
Base Adjustments	0.00	0	369,500	0	369,500
Restore Rescissions	0.00	636,800	0	1,400	638,200
FY 2021 Base	581.26	67,371,200	552,800	9,751,900	77,675,900
Benefit Costs	0.00	(240,000)	0	(3,900)	(243,900)
Replacement Items	0.00	215,000	0	0	215,000
Statewide Cost Allocation	0.00	2,600	0	0	2,600
Change in Employee Compensation	0.00	753,400	0	13,300	766,700
FY 2021 Program Maintenance	581.26	68,102,200	552,800	9,761,300	78,416,300
1. Enrollment Growth for Secondary Pgrms	0.00	400,000	0	0	400,000
7. Teacher Educator Phase-Out	0.00	114,800	0	0	114,800
OITS 1 Operating Costs	0.00	600	0	0	600
2% General Fund Reduction	0.00	(1,051,200)	0	0	(1,051,200)
FY 2021 Total	581.26	67,566,400	552,800	9,761,300	77,880,500
Chg from FY 2020 Orig Approp	0.00	(889,100)	0	9,400	(879,700)
% Chg from FY 2020 Orig Approp.	0.0%	(1.3%)	0.0%	0.1%	(1.1%)

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Contact:

Janet E Jessup
Budget and Policy Analysis
(208) 334-4730



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REVISED

STATEMENT OF PURPOSE

RS27699 / S1329

To address long standing equity issues associated with recruitment and retention of industry professionals within Career and Technical Education (CTE) programs. This legislation identifies three areas for modification to improve CTE instruction throughout the State. Section 1 of the bill recognizes and values CTE instructional staff's experience within the industry by identifying a ratio for placement on the career ladder; Section 2 specifies the existing allocation for CTE instructional staff holding an an occupational specialist certificate be directed to the instructional staff rather than being placed in the District's general fund; and Section 3 identifies a new individualized path for industry professionals that has been streamlined to allow a more efficient route to occupational certification.

Funding provided for these efforts would be allocated for the division of CTE to start a new teacher-educator teacher/educator training program with an individualized focus. This "Inspire 2.0: "Inspire 2.0" would provide newly-certificated CTE instructional staff (those holding a limited a limited occupational specialist) the ability to demonstrate evidence of proficiency in each of the standards identified within CTE's teacher educator programs.

FISCAL NOTE

Currently, a \$305,000/year contract is in place with University of Idaho (U of I) to manage the existing Inspire program. As existing students CTE instructors finish this program and new student CTE instructors enter the Inspire 2.0 program, this contract will be phased out. It is anticipated to take up to two years.

Ongoing Costs:

Transition the support, which is currently provide provided by U of I, to the Division of CTE. These costs would be in addition to the U of I costs during the two-year transition:

1. Coordination of regional mentoring and working with new teachers to complete their individualized educator training plan (\$122,000):
 - a. Develop and deliver Inspire 2.0 program;
 - b. Supervise regional mentor teachers in the Inspire 2.0 program; and
 - c. Facilitate ongoing professional development.
2. Regional mentor teachers/operational expenses (\$124,800):
 - a. Provide ongoing periodic observation;
 - b. Provide just in time coaching and on-site support; and
 - c. Travel, professional development, supplies.

One-time Costs:

1. Costs associated with with the one-time equity adjustment for teachers currently on the career ladder; \$187,500 (based on 100 teachers currently on the residency rung), and

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REVISED

2. Costs associated with development of e-learning modules to support ~~just in time learning~~ just-in-time learning: \$75,000.

Contact:

Senator Dave Lent
(208) 332-1313



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STATEMENT OF PURPOSE

RS28007 / S1426

This is an FY 2021 trailer appropriation bill for the Division of Career Technical Education. It addresses the impact of S1329, which addresses pay associated with recruitment and retention of industry professionals within Career and Technical Education (CTE) programs. This bill provides additional personnel costs; ongoing operating expenditures for travel, professional development, and contracted facilitators; and onetime operating expenditures for module development and pay equity.

FISCAL NOTE

This bill provides an additional appropriation for \$509,300 from the General Fund to the Division of Career Technical Education for FY 2021.

Contact:

Janet E Jessup
Budget and Policy Analysis
(208) 334-4730

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	FOR	FOR	FOR	FOR	
	PERSONNEL	OPERATING	CAPITAL	TRUSTEE AND	
	COSTS	EXPENDITURES	OUTLAY	BENEFIT	TOTAL
				PAYMENTS	
General					
Fund	\$42,651,300	\$3,703,700	\$215,000		\$46,570,000
IV. DEDICATED PROGRAMS:					
FROM:					
General					
Fund				\$1,794,100	\$1,794,100
Displaced Homemaker					
Fund				<u>170,000</u>	<u>170,000</u>
TOTAL				\$1,964,100	\$1,964,100
V. RELATED SERVICES:					
FROM:					
General					
Fund	\$91,400	\$5,600		\$1,069,100	\$1,166,100
Miscellaneous Revenue					
Fund		300,000			300,000
Federal Grant					
Fund	<u>54,000</u>	<u>117,800</u>		<u>2,174,000</u>	<u>2,345,800</u>
TOTAL	\$145,400	\$423,400		\$3,243,100	\$3,811,900
GRAND TOTAL	\$46,196,500	\$5,537,800	\$215,000	\$25,931,200	\$77,880,500

SECTION 2. EXEMPTIONS FROM OBJECT TRANSFER LIMITATIONS. Postsecondary Programs within the Division of Career Technical Education is hereby exempted from the provisions of Section 67-3511(1) and (3), Idaho Code, allowing unlimited transfers between object codes for all moneys appropriated to it for the period July 1, 2020, through June 30, 2021. Legislative appropriations shall not be transferred from one fund to another fund unless expressly approved by the Legislature.

LEGISLATURE OF THE STATE OF IDAHO
Sixty-fifth Legislature Second Regular Session - 2020

IN THE SENATE

SENATE BILL NO. 1329

BY EDUCATION COMMITTEE

AN ACT

RELATING TO EDUCATION; AMENDING SECTION 33-1004B, IDAHO CODE, AS AMENDED BY SECTION 2, CHAPTER 132, LAWS OF 2019, TO PROVIDE PLACEMENT ON THE CAREER LADDER FOR CERTAIN INSTRUCTIONAL STAFF AND TO PROVIDE FOR INCLUSION OF AN ALLOCATION AMOUNT IN CERTAIN CAREER TECHNICAL EDUCATION INSTRUCTIONAL STAFF MEMBER SALARIES; AND AMENDING SECTION 33-2205, IDAHO CODE, TO PROVIDE FOR THE ISSUANCE OF CAREER TECHNICAL EDUCATION CERTIFICATES UNDER CERTAIN CIRCUMSTANCES AND TO MAKE TECHNICAL CORRECTIONS.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Section 33-1004B, Idaho Code, as amended by Section 2, Chapter 132, Laws of 2019, be, and the same is hereby amended to read as follows:

33-1004B. CAREER LADDER. School districts shall receive an allocation for instructional staff and pupil service staff based on their staffs' position on the career ladder as follows:

(1) Instructional staff and pupil service staff who are in their first year of holding a certificate shall be placed in the first cell of the residency compensation rung and shall move one (1) cell on the residency compensation rung for each year they hold a certificate thereafter for up to three (3) years, at which point they will remain in the third cell of the residency rung until they earn a professional endorsement.

(2) Instructional staff and pupil service staff in their first year of holding a professional endorsement shall be placed in the first cell of the professional compensation rung.

(3) Instructional staff and pupil service staff on the professional compensation rung with four (4) years of experience shall move one (1) cell on the professional compensation rung unless they have failed to meet the professional compensation rung performance criteria for three (3) of the previous four (4) years. Instructional staff and pupil service staff on the professional compensation rung who meet the performance criteria for three (3) of the previous five (5) years, one (1) of which must be during the fourth or fifth year, shall move one (1) cell. Allocations for instructional staff and pupil service staff who do not meet the professional compensation rung performance criteria for three (3) of the previous five (5) years, one (1) of which must be during the fourth or fifth year, shall remain at the previous fiscal year allocation level. This also applies to the educational allocation.

(4) Career technical education instructional staff holding an occupational specialist certificate shall be placed on the career ladder as follows:

(a) Instructional staff new to working in an Idaho public school:

1 (i) With two (2) or three (3) years of industry experience in a
2 field closely related to the subjects they seek to teach shall be
3 placed in an equivalent cell to instructional staff who have been
4 on the career ladder and met the movement requirements for one (1)
5 year;

6 (ii) With four (4) or five (5) years of industry experience in a
7 field closely related to the subjects they seek to teach shall be
8 placed in an equivalent cell to instructional staff who have been
9 on the career ladder and met the movement requirements for two (2)
10 years;

11 (iii) With six (6) or seven (7) years of industry experience in a
12 field closely related to the subjects they seek to teach shall be
13 placed in an equivalent cell to instructional staff who have been
14 on the career ladder and met the movement requirements for three
15 (3) years; and

16 (iv) With eight (8) or more years of industry experience in a
17 field closely related to the subjects they seek to teach shall be
18 placed in an equivalent cell to instructional staff who have been
19 on the career ladder and met the movement requirements for four (4)
20 years; and

21 (b) Existing career technical education instructional staff on the
22 residency compensation rung shall have their placement updated con-
23 sistent with the provisions of paragraph (a) of this subsection if the
24 update would result in a rung higher than their current placement.

25 (5) In addition to the allocation amount specified for the applicable
26 cell on the career ladder, school districts shall receive an additional al-
27 location amount for career technical education instructional staff holding
28 an occupational specialist certificate in the area for which they are teach-
29 ing in the amount of three thousand dollars (\$3,000), which shall be des-
30 ignated for career technical education staff and included as part of their
31 salary.

32 ~~(56)~~ In addition to the allocation amount specified for the applica-
33 ble cell on the career ladder, school districts shall receive an additional
34 allocation amount for instructional staff and pupil service staff holding
35 a professional endorsement who have acquired additional education and meet
36 the professional compensation rung performance criteria. In determining
37 the additional education allocation amount, only transcribed credits and
38 degrees on file with the teacher certification office of the state depart-
39 ment of education, earned at an institution of higher education accredited
40 by a body recognized by the state board of education or credits earned
41 through an internship or work experience approved by the state board of
42 education, shall be allowed. All credits and degrees earned must be in a
43 relevant pedagogy or content area as determined by the state department of
44 education. Additional education allocation amounts are not cumulative.
45 Instructional staff whose initial certificate is an occupational specialist
46 certificate shall be treated as BA degree-prepared instructional staff.
47 Credits earned by such occupational specialist instructional staff after
48 initial certification shall be credited toward the education allocation.
49 Additional allocations are:

(a) For instructional staff and pupil service staff holding a professional endorsement, a baccalaureate degree and twenty-four (24) or more credits, two thousand dollars (\$2,000) per fiscal year.

(b) For instructional staff and pupil service staff holding a professional endorsement and a master's degree, three thousand five hundred dollars (\$3,500) per fiscal year.

(c) Effective July 1, 2020, the allocation shall be:

Base					
Allocation	1	2	3	4	5
Residency	\$40,000	\$40,500	\$41,000		
Professional	\$42,500	\$44,375	\$46,250	\$48,125	\$50,000

(67) A review of a sample of evaluations completed by administrators shall be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation, including each evaluation component as outlined in administrative rule and the rating given for each component. The state board of education shall randomly select a sample of administrators throughout the state. A portion of such administrators' instructional staff and pupil service staff employee evaluations shall be independently reviewed. The ratio of instructional staff evaluations to pupil service staff evaluations shall be equal to the ratio of the statewide instructional staff salary allowance to pupil service staff salary allowance. The state board of education with input from the Idaho-approved teacher preparation programs and the state department of education shall identify individuals and a process to conduct the reviews. Administrator certificate holders shall be required to participate in ongoing evaluation training pursuant to section 33-1204, Idaho Code. The state board of education shall report annually the findings of such reviews to the senate education committee, the house of representatives education committee, the state board of education and the deans of Idaho's approved teacher preparation programs. The state board of education shall promulgate rules implementing the provisions of this subsection.

(78) School districts shall submit annually to the state the data necessary to determine if an instructional staff or pupil service staff member has met the performance criteria for movement on the applicable compensation rung. The department of education shall calculate whether or not instructional staff and pupil service staff have met the compensation rung performance criteria based on the data submitted during the previous five (5) years. Individually identifiable performance evaluation ratings submitted to the state remain part of the employee's personnel record and are exempt from public disclosure pursuant to section 74-106, Idaho Code.

SECTION 2. That Section 33-2205, Idaho Code, be, and the same is hereby amended to read as follows:

33-2205. STATE BOARD TO APPOINT ADMINISTRATOR -- DESIGNATION OF ASSISTANTS -- DIVISION OF CAREER TECHNICAL EDUCATION -- DUTIES AND POWERS. (1) The state board of education shall appoint a person to serve as an administrator to the state board for career technical education, who shall be known

1 as the administrator of career technical education. The administrator shall
2 designate, by and with the advice and consent of the state board for career
3 technical education, such assistants as may be necessary to properly carry
4 out the provisions of the federal acts and this chapter for the state of
5 Idaho. The administrator and such assistants shall together be known as the
6 division of career technical education.

7 (2) The administrator of career technical education shall also carry
8 into effect such rules as the state board for career technical education may
9 adopt, ~~and~~ shall coordinate all efforts in career technical education ap-
10 proved by the board with the executive secretary, and shall prepare such re-
11 ports concerning the condition of career technical education in the state as
12 the state board for career technical education may require.

13 (3) The division of career technical education may coordinate with
14 the Idaho digital learning academy to develop any statewide virtual career
15 technical education course delivery. Districts may choose to enroll in the
16 course offered by the Idaho digital learning academy or may use their own
17 curriculum providers.

18 (4) The division of career technical education shall maintain a list of
19 secondary career technical education pathways that can be delivered by tra-
20 ditional means or entirely online, or a combination of both methods. The
21 division of career technical education shall develop a methodology for the
22 funding of each pathway delivery type. For those pathways that are able to
23 be delivered entirely online, there shall be a presumption that they shall
24 receive the same funding as for traditional career technical education path-
25 ways; however, actual funding shall be based upon actual approved costs, not
26 to exceed the cost of delivering these pathways in a traditional setting.

27 (5) The division of career technical education may provide incentives
28 to Idaho public colleges and universities offering career technical pro-
29 grams that, in coordination with the division, align their foundational
30 courses that are required in the same or substantially similar programs of
31 study so as to achieve uniformity and transferability in the core program
32 requirements at all such public colleges and universities. Postsecondary
33 credits earned by a student in a career technical education program shall
34 transfer at the full credit value to any public Idaho college or university
35 in a like program of study and such postsecondary credits will be treated by
36 any such public college or university as satisfying specific course require-
37 ments in such program of study.

38 (6) The board shall authorize the issuance of career technical educa-
39 tion certificates to individuals who seek to teach in career-related sub-
40 jects and who:

41 (a) Submit to a criminal history check as described in section 33-130,
42 Idaho Code, and meet at least one (1) of the following criteria:

43 (i) Hold or have held an approved industry certification in a
44 field closely related to the content area in which the individual
45 seeks to teach as defined by the division of career technical edu-
46 cation;

47 (ii) Demonstrate a minimum of six thousand (6,000) hours of pro-
48 fessional experience in a field closely related to the content
49 area in which the individual seeks to teach; or

1 (iii) Hold a baccalaureate degree in a field closely related to
2 the content area in which the individual seeks to teach and demon-
3 strate two thousand (2,000) hours of professional experience in a
4 field closely related to the content area in which the individual
5 seeks to teach; and
6 (b) Complete an educator training program or courses approved by the
7 division of career technical education.
8 (7) The state board of education may promulgate rules to implement the
9 provisions of this section.

LEGISLATURE OF THE STATE OF IDAHO
Sixty-fifth Legislature Second Regular Session - 2020

IN THE SENATE

SENATE BILL NO. 1426

BY FINANCE COMMITTEE

AN ACT

RELATING TO THE APPROPRIATION TO THE DIVISION OF CAREER TECHNICAL EDUCATION
FOR FISCAL YEAR 2021; APPROPRIATING ADDITIONAL MONEYS TO THE DIVISION
OF CAREER TECHNICAL EDUCATION FOR FISCAL YEAR 2021.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. In addition to any other appropriation provided by law,
there is hereby appropriated to the Division of Career Technical Education
for General Programs the following amounts to be expended according to the
designated expense classes from the General Fund for the period July 1, 2020,
through June 30, 2021, for the purpose of the Inspire to Educate Program:

FOR:

Personnel Costs	\$122,000
Operating Expenditures	<u>387,300</u>
TOTAL	\$509,300

CONSENT
APRIL 16, 2020

SUBJECT

FY 2021 Idaho Opportunity Scholarship Educational Costs

REFERENCE

April 2016	The Board set the FY2017 maximum annual award amount at \$3,000, expected student contribution at \$3,000 and educational cost for each institution.
December 2016	Board reviewed annual State Scholarship Report.
April 2017	The Board set the FY2018 maximum annual award amount at \$3,500, expected student contribution at \$3,000 and educational cost for each institution.
December 2017	Board reviewed annual State Scholarship Report.
April 2018	The Board set the FY2019 maximum annual award amount at \$3,500, expected student contribution at \$3,000 and educational cost for each institution.
December 2018	Board reviewed annual State Scholarship Report.
April 2019	The Board set the FY2020 maximum annual award amount at \$3,500, expected student contribution at \$3,000 and educational cost for each institution.
December 2019	Board reviewed annual State Scholarship Report.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-4303, Idaho Code, Idaho Opportunity Scholarship
S1193, Special Programs Appropriation
IDAPA 08.01.13, Rules Governing the Opportunity Scholarship Program

BACKGROUND/ DISCUSSION

The legislature appropriated approximately \$27.7M in the FY 2020 budget for Scholarships and Grants managed by the Office of the State Board of Education. This amount is made up of approximately \$15.2M from the General Fund, \$1M from Miscellaneous Revenue, \$4.5M in federal funds, and \$7M from the Opportunity Scholarship Program Fund. The FY 2020 appropriation increased the available funds for the Idaho Opportunity Scholarship by \$7M through a one time transfer from the Opportunity Scholarship Program Fund (commonly referred to as the Opportunity Scholarship corpus). During the 2020 legislative session, the \$7M increase was made ongoing from the state General Fund. In addition to the Idaho Opportunity Scholarship, the Scholarships and Grants appropriation covers the Work Study Program, Armed Forces and Public Safety Officer Scholarship, GEARUP Idaho Scholarship, and the Postsecondary Credit Scholarship.

The Idaho Opportunity Scholarship is a hybrid scholarship combining academic merit with financial need and is based on a shared model of responsibility between the state and the student. Students must meet the minimum academic merit requirement set in Administrative Code to be eligible. Eligible students are then ranked based on a combination of need and merit. Need is based on the students' expected family contribution calculated on the Free Application for Federal Student

CONSENT
APRIL 16, 2020

Aid (FAFSA) and makes up 70% of the weighting used for ranking students. The remaining 30% is based on the students' accumulated grade point average. Beginning in FY 2019, the Board was authorized to award up to 20% of the amount appropriated for the Idaho Opportunity Scholarship for adult students who have earned at least 24 credits toward a certificate or degree and who return to complete a certificate or degree. Pursuant to Idaho Code §33-4303, the purpose of the Idaho Opportunity Scholarship is to:

- a. Recognize that all Idaho citizens benefit from an educated citizenry;
- b. Increase individual economic vitality and improve the overall quality of life for many of Idaho's citizens;
- c. Provide access to eligible Idaho postsecondary education through funding to remove financial barriers;
- d. Increase the opportunity for economically disadvantaged Idaho students; and
- e. Incentivize students to complete a postsecondary education degree or certificate.

Idaho Administrative Code, IDAPA 08.01.13.03, Rules Governing the Opportunity Scholarship Program, requires the Board to annually set: (1) the educational costs for attending an eligible Idaho postsecondary institution; and (2) the amount of the assigned student responsibility as part of the shared model of responsibility.

The educational cost is the amount determined annually by the Board as necessary for student tuition, fees, books and other such expenses reasonably related to attendance at an eligible Idaho postsecondary education institution. Pursuant to IDAPA 08.01.13, these amounts are required to be set for each eligible institution. Staff recommendations are based on the institutions' published educational cost for fulltime undergraduate students attending two semesters per year.

While not required by statute or rule, the Board has historically set a maximum award amount in order to increase the number of awardees. Pursuant to IDAPA 08.01.13, the award amount received by the student may not exceed the student's actual cost of tuition and fees. When a student's cost for tuition and fees is over the maximum award amount, the award is limited to the set maximum award amount. Should the Board choose not to set a maximum award amount, the award would be limited to the actual cost to the student of tuition and fees and the maximum educational cost. A student's actual costs are not typically known at the time the initial awards are made. The maximum award amount allows for staff to make preliminary estimates of the total amount needed to cover awards in a given year, thereby allowing more awards to be distributed earlier.

Regardless of whether the student attended a 2-year or a 4-year institution, in FY 2020 the majority of students received awards at or near the maximum award amount. The following table shows the total funds distributed for the Opportunity

CONSENT
APRIL 16, 2020

Scholarship by academic year attended, the number of students awarded, and the average amount of the award for that year.

School Year	Amount	Number of Awards	Average Award Amount
2014-2015	\$4,916,579	1,465	\$3,440
2015-2016	\$5,146,248	1,868	\$2,881
2016-2017	\$9,868,532	3,454	\$2,857
2017-2018	\$11,418,815	3,724	\$3,066
2018-2019	\$14,197,231	4,318	\$3,288
2019-2020	\$20,809,523	6,206	\$3,352

Of the awards made for the 2019-20 school year, 108 awardees earned the scholarship under the provisions established for Adult Learners. Currently, 7,119 students have applied for the Opportunity Scholarship for the 2020-21 school year.

Individual student award amounts for the Opportunity Scholarship are calculated based on the educational cost for the institution the student attends, the student contribution amount, other scholarships and financial aid the student receives, actual tuition costs and the maximum award amount. Students may use scholarships and grants that do not come from institutional, state, or federal funds to offset the student contribution amount. Student loans are not included in the calculation of the eligible award amount.

As an example, based on the proposed amounts, if a student attends the University of Idaho with a set educational cost of \$21,300, the Opportunity Scholarship award amount would be calculated as follows:

	<u>Student A</u>	<u>Student B</u>	<u>Student C</u>
Educational Cost for Institution	\$21,300	\$21,300	\$21,300
Student Contribution	\$3,000	\$3,000	\$3,000
Other scholarships and financial aid	\$10,000	\$15,000	\$5,000
Total Remaining	\$8,300	\$3,300	\$13,300
Eligible Award Amount	\$3,500	\$3,300	\$3,500

The actual award amount for each student may be further adjusted based on how other scholarships and financial aid are required to be applied and the actual amount charged to the student. Payments are made directly to the institution on the students' behalf.

IMPACT

Setting the educational cost and student contribution amounts fulfills the Board's responsibilities under administrative rule. Combined with setting the maximum award amount, this action will enable Board staff to begin processing applications and finalizing award determinations for FY 2021.

ATTACHMENTS

Attachment 1 – Educational Costs at Institutions

STAFF COMMENTS AND RECOMMENDATIONS

To be eligible for the Idaho Opportunity Scholarship a student must meet the minimum academic requirements established in Idaho Code, and Administrative Code.

Pursuant to Section 33-4303, Idaho Code, and eligible student must:

- be an Idaho resident as defined in section [33-3717B](#), Idaho Code;
- have graduated or will graduate from an accredited high school or its equivalent in Idaho;
- have enrolled or applied to an eligible Idaho postsecondary educational institution;
- is a postsecondary undergraduate student who has not previously completed a baccalaureate (bachelor's) degree or higher; and
- meets need and merit criteria as set by the state board.

The need and merit requirements set by the Board are established in IDAPA 08.01.13:

- have a 2.7 GPA or higher (or its equivalent as determined by a college entrance exam), adult learners may apply with a 2.5 GPA;
- be in good standing with their postsecondary institution if renewing;
- completed the applicable course load requirements for renewal; and
- completed the FAFSA by the deadline.

Traditional applicants must attend full-time and meet the minimum applicable credit requirements, individuals with 24 or more earned credits who were granted the scholarship under the adult learner provision may attend part time, within the minimum part time credit hour requirements.

Scholarships are awarded based on the student ranking until the appropriated amount is expended. Up to 20% of the scholarship may be set aside for adult learners with some credits and no degree.

Based on the educational costs for each eligible institution, staff recommends the FY 2021 educational cost for the Idaho Opportunity Scholarship award formula to be set for each public institution as follows:

1. \$21,820 for students attending University of Idaho (2.2% increase over FY 2020)
2. \$24,300 for students attending Boise State University (3.4% increase over FY 2020)
3. \$23,169 for students attending Idaho State University (3.2% increase over FY 2020)

CONSENT
APRIL 16, 2020

4. \$19,112 for students attending Lewis-Clark State College (2.5% increase over FY 2020)
5. \$14,824 for students attending College of Eastern Idaho (0.0% increase over FY 2020)
6. \$14,548 for students attending College of Southern Idaho (0.0% increase over FY 2020)
7. \$16,320 for students attending College of Western Idaho (10.4% increase over FY 2020)
8. \$14,992 for students attending North Idaho College (0.0% increase over FY 2020)

Pursuant to IDAPA 08.01.13, the FY 2021 educational cost for the Idaho Opportunity Scholarship award formula for students attending eligible Idaho private, not-for-profit postsecondary institutions must be the average of the amount set for the four public 4-year institutions. For FY2021, this amount would be \$22,100.

Staff recommends:

- The FY 2021 student contribution remain \$3,000, and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution
- The maximum award amount remain \$3,500 for FY 2021.

BOARD ACTION

I move to approve the FY2021 educational cost for the Idaho Opportunity Scholarship award be set not to exceed the amounts set forth in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

CONSENT
APRIL 16, 2020

I move to approve the Opportunity Scholarship maximum award amount for FY2021 to be set at \$3,500.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve the FY 2021 student contribution be set at \$3,000 and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

CONSENT
APRIL 16, 2020

ATTACHMENT 1

University of Idaho	\$21,820
Boise State University	\$24,300
Idaho State University	\$23,169
Lewis-Clark State College	\$19,112
College of Eastern Idaho	\$14,824
College of Southern Idaho	\$14,548
College of Western Idaho	\$16,320
North Idaho College	\$14,992

CONSENT
APRIL 16, 2020

UNIVERSITY OF IDAHO

SUBJECT

Disposal of Regents real property in Latah County, Idaho.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b(3).

Idaho Code §58-335

BACKGROUND/DISCUSSION

In December 2015 UI acquired a residence at 2173 6th St in Moscow to serve as the temporary executive residence while a new permanent executive residence was being designed and constructed on the UI campus. UI paid \$478,000 for that temporary executive residence. In July 2019, the new executive residence was completed and occupied by President Green. Since July 1, 2019, the home at 2173 6th St has been leased to former president Staben and his wife, Mary Beth. The home has been leased to the Stabens for \$3000/month through this coming June. Upon termination of the lease, UI no longer desires to retain the 6th St house and consequently proposes to list the house for sale and to list the home at no less than its most recently appraised value of \$565,000.

To permit prompt closing upon receipt of an acceptable offer, UI is seeking Regents approval of this disposal prior to listing the property. It is expected that most offers will anticipate authorization to close sooner than the two to four months required for Regents approval if sought subsequent to an offer deemed acceptable to University administration. Upon Regents approval to sell, UI will prepare the home for listing at or above appraised value and UI will utilize the services of a local real estate agent to provide marketing services and present buyer offers for administration consideration.

IMPACT

The 6th St residence is no longer useful for the UI. Its disposal will allow the reallocation of proceeds from the sale to be directed to University strategic priorities and UI anticipates no need to seek alternative facilities to accomplish the temporary use for which it was originally acquired.

ATTACHMENTS

Attachment 1 – Photographs of residence

STAFF COMMENTS AND RECOMMENDATIONS

The approach taken by the University of Idaho to dispose of this property, particularly given the economic realities would be a wise decision for the institution in the reacquisition of capital. The sale of this property does not create any

CONSENT
APRIL 16, 2020

strategic disadvantage given the newly built presidential residence. This is a solid financial decision and staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho for Board approval to dispose of the subject property for a sales price of no less than \$565,000, and to authorize the Vice President for Finance and Administration for the University of Idaho to execute all necessary transaction documents for conveying the subject property rights as described above.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Subject Photo Page

Borrower/Client	University of Idaho				
Property Address	2173 E 6th St				
City	Moscow	County	Latah	State	ID Zip Code 83843
Lender	University Of Idaho				

**Subject Front**

2173 E 6th St
Sales Price
Gross Living Area 2,638
Total Rooms 8
Total Bedrooms 3
Total Bathrooms 2.0
Location Urban/Average
View Territorial
Site 12,335 sf
Quality Good
Age 10

**Subject Rear****Subject Street**

CONSENT
APRIL 16, 2020

IDAHO STATE UNIVERSITY

SUBJECT

Permission to execute legal documents for Meridian parking lot project

REFERENCE

January 2019

Idaho State Board of Education (Board) approved Idaho State University (ISU) acquiring property owned by West Ada School District not to exceed \$1,710,000, and authorized ISU to proceed with the design for a parking lot.

April 2019

The Board approved ISU to proceed with the planning and construction of the Meridian Parking Lot in the amount of \$2,000,000, approved the purchase of property in Meridian for the ISU Meridian Health Sciences Center in the amount of \$3,500.00; approved the bidding and construction for the Davis Field renovation in the amount of \$5,000,000; and approved the request for ISU for the authority to use future bond proceeds to reimburse itself for costs and expenses of these projects, subject to future Board approval of the financing plan and bond issuance.

October 2019

The Board approved ISU to issue tax exempt bonds in the principal amount not to exceed \$21,110,000 to fund the following projects; purchase of Meridian Property for ISU Meridian Health Sciences Center, construction of the Meridian Parking Lot, construction of the Davis Field renovation, refresh and renovation project for four residence halls, refinance the debt associated with the Stephens Performing Arts Center.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.

BACKGROUND/DISCUSSION

The Meridian parking lot expansion project requires legal agreements for a 15' easement located near the existing Nampa Meridian Irrigation District (NMID) canal bordering the west side of the new property. The new easement along the west side of the property is required to continue with the parking lot construction so that a pedestrian pathway required by the City of Meridian may be constructed adjacent to the canal.

CONSENT
APRIL 16, 2020

Legal Document Summary

There are three documents, two of which ISU will sign.

Drain Easement

This extends the existing 70' wide NMID canal easement 15' to the east, which is already factored into the parking lot design. See attachment 1.

License Agreement

This allows ISU to construct certain improvements within the NMID easement. ISU will construct the 10' wide asphalt path within the 15' easement. City of Meridian required this path and it is already on the approved plat. See attachment 2.

Pathway Agreement

This is an agreement between NMID and City of Meridian. It is for reference only.

IMPACT

Approval of the legal documents is necessary to the forward progress of the Meridian Parking Lot progress.

ATTACHMENTS

Attachment 1 – Drain Easement

Attachment 2 – License Agreement

Attachment 3 – Pathway Agreement

STAFF COMMENTS AND RECOMMENDATIONS

The easement contained in this item moves the process along to complete the purchase of the ISU Meridian Health Science Center and construction of the Meridian Parking Lot, as approved on April and October of 2019. The agreement provides for the 15' easement as required by the City of Meridian. Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to execute the Drain Easement and License Agreement (Attachments 1 and 2) for the Meridian parking lot project.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

EASEMENT

THIS EASEMENT, given in connection with and pursuant to that certain License Agreement dated the ____ day of _____, 20__ between BOARD OF TRUSTEES AND STATE BOARD OF EDUCATION OF IDAHO STATE UNIVERSITY (hereinafter "Grantor"), and Nampa & Meridian Irrigation District, an irrigation district organized under the laws of the state of Idaho and is granted in accordance with the terms and conditions of said License Agreement.

GRANTOR, hereby grants an easement to NAMPA & MERIDIAN IRRIGATION DISTRICT for right of way along the Nine Mile Drain as described in Exhibit B attached hereto and made a part hereof.

This easement is granted to access, operate, clean, maintain and repair the Nine Mile Drain and to access the Nine Mile Drain with such personnel and equipment Nampa & Meridian Irrigation District may utilize for those purposes and is granted to Nampa & Meridian Irrigation District, its successors and assigns, as a perpetual easement and is and shall be appurtenant to and inseparable from the real property described in Exhibit A attached hereto and made a part hereof.

IN WITNESS WHEREOF, Grantor has executed this easement this _____ day of _____, 20____.

IDAHO STATE UNIVERSITY,

By: _____

ATTEST:

By: _____

STATE OF IDAHO)
)ss.
County of _____)

On this ____ day of _____, 2020, before me the undersigned, a Notary Public in and for the State of Idaho, personally appeared Kevin Satterlee, known or identified to me to be the President and Authorized Representative of Idaho State University, entity that executed the within and foregoing instrument or the person who executed the instrument on behalf of said entity, and on behalf of the Board of Trustees and the State of Idaho by and through the State Board of Education, and acknowledged to me that he executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

Notary Public for _____
Residing at _____
My commission expires _____

ELECTRONICALLY RECORDED - DO NOT
REMOVE THE COUNTY STAMPED FIRST
PAGE AS IT IS NOW INCORPORATED AS
PART OF THE ORIGINAL DOCUMENT.

ADA COUNTY RECORDER Phil McGrane
BOISE IDAHO Pgs=3 LISA BATT
PIONEER TITLE COMPANY OF ADA COUNTY

2019-066558
07/25/2019 11:12 AM
\$15.00

667747 SEM

WARRANTY DEED

THIS WARRANTY DEED is made this 24th day of July, 2019, between Joint School District No. 2, an Idaho school district and body politic of the state of Idaho, doing business as the West Ada School District ("Grantor"), and Board of Trustees and State Board of Education of Idaho State University, whose current address is 921 So. 8th Ave. Stop 8310, Pocatello, Idaho 83209 ("Grantee").

FOR GOOD AND VALUABLE CONSIDERATION, Grantor does hereby grant, bargain, sell and convey to Grantee all of the real property located in the County of Ada, State of Idaho, as described on Exhibit "A", attached hereto and made a part hereof (hereafter, the "Premises").

TO HAVE AND TO HOLD the Premises, with their appurtenances unto the said Grantee, its heirs and assigns forever. And the said Grantor does hereby covenant to and with the said Grantee, that it is the owner in fee simple of the Premises; that they are free from all encumbrances EXCEPT: Subject to all existing patent reservations, easements and right(s) of way of record, and exceptions 1 thru 11, and 13 thru 25 as set forth in Commitment Number 667747 dated July 1, 2019, issued by Pioneer Title Company of Ada County, protective covenants, zoning ordinances, and applicable building codes, laws and regulations, and that Grantor will warrant and defend the same from all lawful claims whatsoever.

IN WITNESS WHEREOF, Grantor has caused its name to be subscribed to this Warranty Deed on this 24th day of July, 2019.

JOINT SCHOOL DISTRICT NO. 2, dba WEST
ADA SCHOOL DISTRICT

By: Mary Ann Ranells
DR. MARY ANN RANELLS
Its: Superintendent

WARRANTY DEED

Page 1 of 2

STATE OF IDAHO)
) ss.
 County of Ada)

On the 24 day of July, 2019, before me, the undersigned, a Notary Public in and for said State, personally appeared Dr. Mary Ann Ranells, known or identified to me to be the Superintendent and Authorized Representative of Joint School District No. 2, doing business as the West Ada School District, who executed the within and foregoing instrument on behalf of said entity, and acknowledged to me that said entity executed the same.

IN WITNESS WHEREOF, I have hereunto affixed my official seal the day and year first above written.

Gloria Rolland

Notary Public for Idaho
 Residing at Meridian, Idaho



WARRANTY DEED

Page 2 of 2

EXHIBIT "A"

Lot 2 in Block 1 of Bengal Parking Subdivision, according to the plat thereof filed in Book 116 of Plats at Pages 17551-17553, records of Ada County, Idaho.

EXHIBIT "A"



9233 WEST STATE STREET | BOISE, ID 83714 | 208.639.6939 | FAX 208.639.6930

November 11, 2019

ISU West Parking Lot – DPW Proj. No. 19-244

Project No. 19-039

Legal Description

Drain Easement

Exhibit A

A parcel of land for a 15-foot wide drain easement situated in a portion of Lot 2, Block 1 of Bengal Parking Subdivision (Book 116, Pages 17551-17553, records of Ada County, Idaho) and further situated in the Northwest 1/4 of the Southeast 1/4 of Section 18, Township 3 North, Range 1 East, B.M., City of Meridian, Ada County, Idaho and being more particularly described as follows:

Commencing at an aluminum cap marking the center of said Section 18 which bears $N00^{\circ}27'12''E$ a distance of 2,650.88 feet from a brass cap marking the south 1/4 corner of said Section 18, thence following the westerly line of said Southeast 1/4 of Section 18, $S00^{\circ}27'14''W$ a distance of 1,035.39 feet to a 1/2-inch rebar marking the northwest corner of said Lot 2, Block 1;

Thence leaving said westerly line and following said northerly line of said Lot 2, Block 1, $N89^{\circ}59'20''E$ a distance of 70.43 feet to the easterly line of the existing Nine Mile Drain Easement (per Inst. No. 95084882, records of Ada County, Idaho) and being the **POINT OF BEGINNING**.

Thence leaving said easterly line and following said northerly line, $N89^{\circ}59'20''E$ a distance of 15.00 feet;

Thence leaving said northerly line, $S00^{\circ}37'37''E$ a distance of 264.53 feet;

Thence $S89^{\circ}36'43''W$ a distance of 15.00 feet to a 5/8-inch rebar on said easterly line;

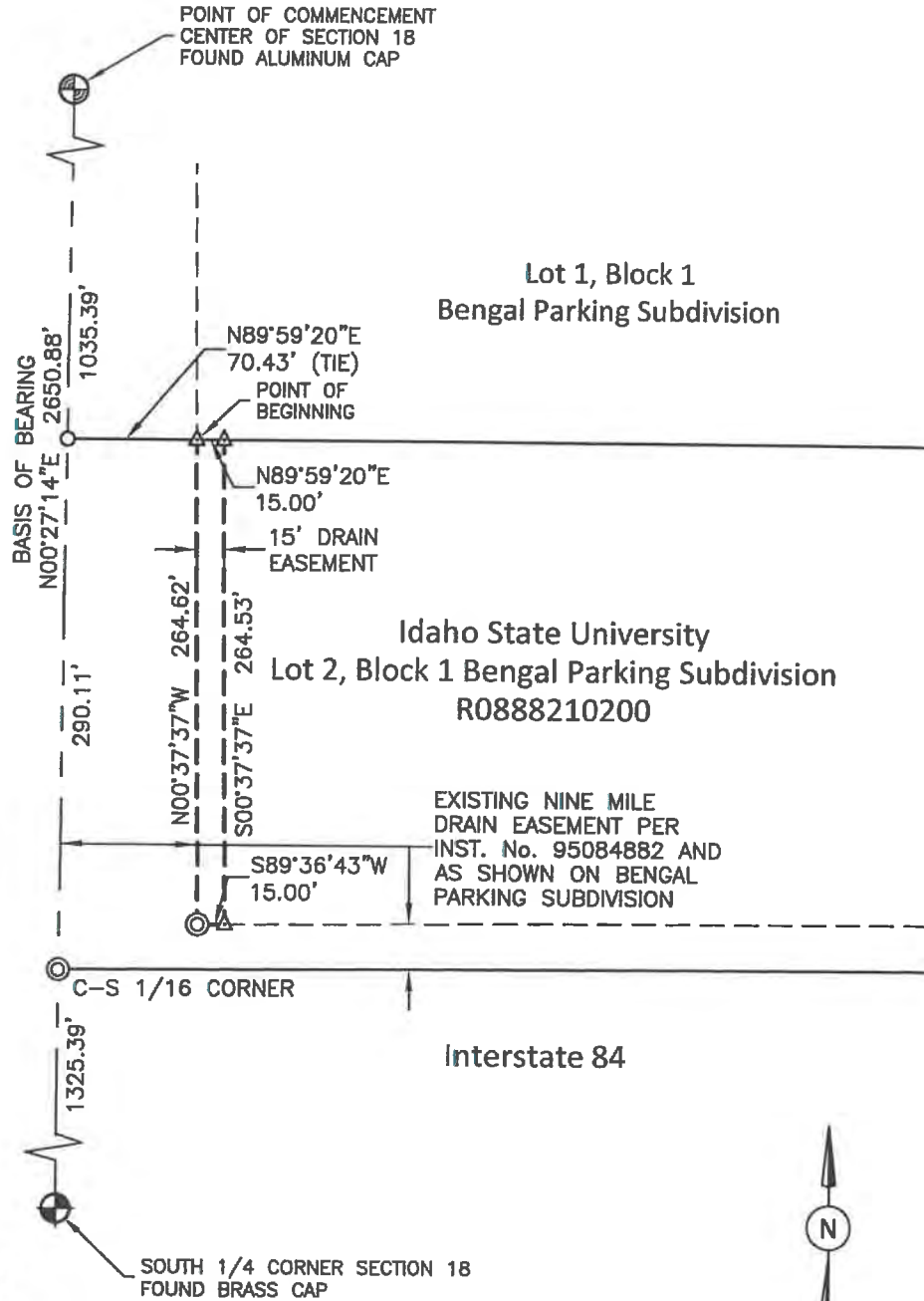
Thence following said easterly line, $N00^{\circ}37'37''W$ a distance of 264.62 feet to the **POINT OF BEGINNING**.

Said parcel contains a total of 3,968 square feet (0.091 acres), more or less, and is subject to all existing easements and/or rights-of-way of record or implied.

Attached hereto is Exhibit B and by this reference is hereby made a part of.



ENGINEERS | SURVEYORS | PLANNERS



ENGINEERS . SURVEYORS . PLANNERS

9233 WEST STATE STREET
BOISE, IDAHO 83714
PHONE (208) 639-6939
FAX (208) 639-6930

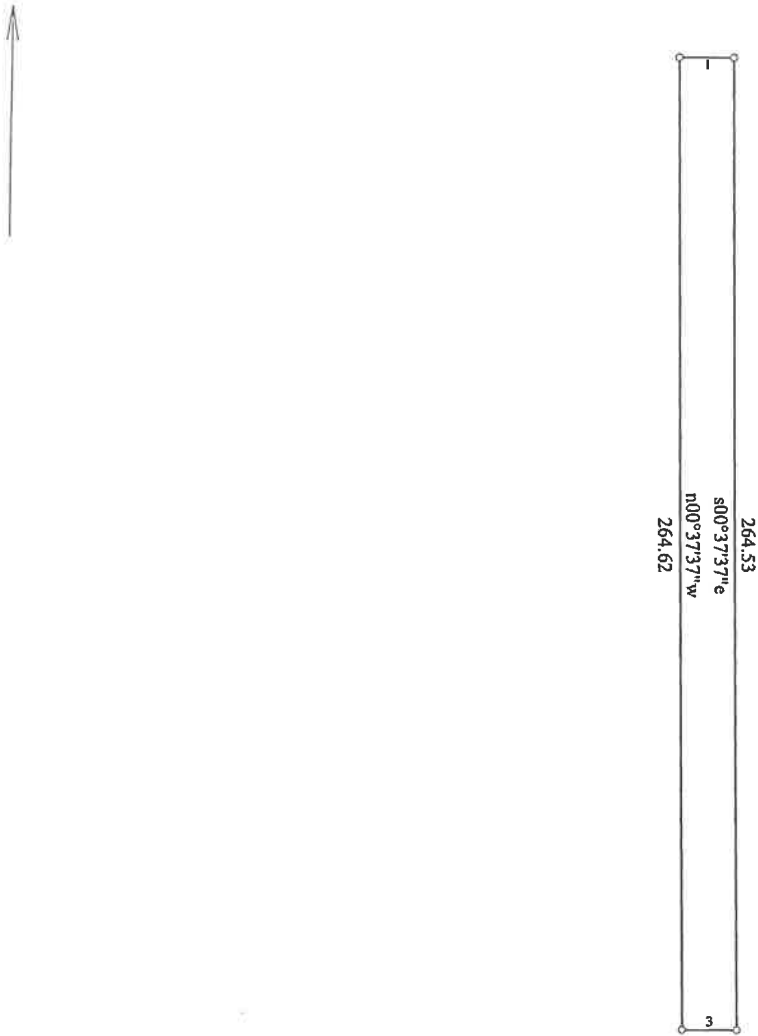
DATE: November 2019

PROJECT: 19-039

SHEET:
1 of 1

Exhibit B - Drain Easement
ISU West Parking Lot - DPW Project No. 19-244

Lot 2, Block 1 Bengal Parking Sub. situated in the NW 1/4 SE 1/4 of Sec. 18,
T.3N., R.1E., B.M., City of Meridian, Ada County, Idaho



Title: Drain Easement		Date: 11-11-2019
Scale: 1 inch = 50 feet	File:	
Tract 1: 0.091 Acres: 3968 Sq Feet: Closure = n04.1311e 0.01 Feet: Precision =1/64181: Perimeter = 559 Feet		
001=n89.5920e 15.00	003=s89.3643w 15.00	
002=s00.3737e 264.53	004=n00.3737w 264.62	

LICENSE AGREEMENT

This LICENSE AGREEMENT, is made and entered into this ____ day of _____, 2020, by and between NAMPA & MERIDIAN IRRIGATION DISTRICT, an irrigation district organized and existing under and by virtue of the laws of the State of Idaho, hereinafter referred to as the "District", and

BOARD OF TRUSTEES AND STATE BOARD OF EDUCATION OF IDAHO STATE UNIVERSITY,
Whose address is: 921 So. 8th Ave. Stop 8310, Pocatello, ID 83209,

hereinafter collectively referred to as the "Licensee",

W I T N E S S E T H:

WHEREAS, the District owns the irrigation/drainage ditch or drain known as the NINE MILE DRAIN (hereinafter referred to as "ditch or drain"), an integral part of the irrigation and drainage works and system of the District, together with the easement therefor to convey irrigation and drainage water, to operate, clean, maintain, and repair the ditch or drain, and to access the ditch or drain for those purposes; and,

WHEREAS, the District operates, cleans, maintains, repairs and protects the ditch or drain for the benefit of District landowners; and,

WHEREAS, the Licensee is the owner of real property that is servient to the District's ditch or drain and easement, and is particularly described in the "Legal Description" and/or deeds attached hereto as **Exhibit A** and by this reference made a part hereof; and,

WHEREAS, the ditch or drain crosses and intersects near the real property described in Exhibit A as shown on **Exhibit B**, attached hereto and by this reference made a part hereof; and,

WHEREAS, the Licensee desires a license to cross, encroach upon or modify said ditch or drain and/or the District's easement under the terms and conditions of this License Agreement;

NOW, THEREFORE, for and in consideration of the premises and of the covenants, agreements and conditions hereinafter set forth, the parties agree as follows:

A. Acknowledgment of the District's Easement.

1. Licensee acknowledges that the District's easement for the ditch or drain includes a sufficient area of land to convey irrigation and drainage water, to operate, clean, maintain and repair the ditch or drain, and to access the ditch or drain for said purposes, and is a minimum of 70 feet, 30 feet to the left and 40 feet to the right of the centerline looking downstream (which includes an additional 10 feet to the right of the centerline which is being granted by Licensee pursuant to the terms of this License Agreement).

LICENSE AGREEMENT - 1

B. Scope of License

1. The Licensee shall have the right to modify the ditch or drain or encroach upon the District's easement along the ditch or drain in the manner described in the "Purpose of License" attached hereto as **Exhibit C** and by this reference made a part hereof.

2. Any crossing, encroachment upon or modification of the ditch or drain and/or the District's easement shall be performed and maintained in accordance with the "Special Conditions" stated in **Exhibit D**, attached hereto and by this reference made a part hereof. Any difference or discrepancy between the items listed in Exhibit C, "Purpose of License," and any plans or drawings referenced in or attached to Exhibit D shall be resolved in favor of Exhibit C. Licensee shall only be permitted to cross, encroach upon or modify the ditch or drain and/or the District's easement as described in Exhibit C even if any plans or drawings referenced or attached to Exhibit D provide or show otherwise.

3. This License Agreement pertains only to the Licensee's crossing, encroachment upon or modification of the ditch or drain and/or the District's easement for the purposes and in the manner described herein. The Licensee shall not excavate, discharge, place any structures, nor plant any trees, shrubs or landscaping within the District's easement, nor perform any construction or activity within the District's easement for the ditch or drain except as referred to in this License Agreement without the prior written consent of the District.

4. The Licensee recognizes and acknowledges that the license granted this License Agreement pertains only to the rights of the District as owner of an easement. The District has no right or power to create rights in the Licensee affecting the holder of title to the property subject to the District's easement. Any such rights affecting fee title must be acquired by the Licensee from the holder of title to the property. Should Licensee fail to obtain such rights from the holder of title to the property or should the rights obtained prove legally ineffectual, Licensee shall, to the extent allowed by law, hold harmless, indemnify and defend the District from any claim by any party arising out of or related to such failure of rights and at the option of the District this License Agreement shall be of no force and effect.

C. Facility Construction, Operation, Maintenance and Repair

1. Licensee agrees that the work performed and the materials used in any construction permitted by this License Agreement shall at all times be subject to inspection by the District and the District's engineers, and that final acceptance of the such work shall not be made until all such work and materials shall have been expressly approved by the District. Such approval by the District shall not be unreasonably withheld.

2. Each facility ("facility" as used in this License Agreement means any object or thing installed by the Licensee on, over or in the vicinity of the District's easement) shall be constructed, installed, operated, maintained, and repaired at all times by the Licensee at the cost and expense of the Licensee.

3. Licensee agrees to construct, install, operate, maintain and repair each facility and conduct its activities within or affecting the District's easement so as not to constitute or cause:

- a. a hazard to any person or property;

LICENSE AGREEMENT - 2

- b. an interruption or interference with the flow of irrigation or drainage water in the ditch or drain or the District's delivery of irrigation water;
- c. an increase in seepage or any other increase in the loss of water from the ditch;
- d. the subsidence of soil within or adjacent to the easement;
- e. an interference with the District's use of its easement to access, operate, clean, maintain, and repair the ditch or drain;
- f. any other damage to the District's easement and irrigation or drainage works.

4. The Licensee agrees, to the extent allowed by law, to indemnify, hold harmless, and defend the District from all claims for damages arising out of any of the Licensee's construction or activity which constitutes or causes any of the circumstances enumerated in the preceding paragraph, 3.a. through 3.f., or any other damage to the easement and irrigation or drainage works which may be caused by the construction, installation, operation, maintenance, repair, and any use or condition of any facility.

5. The Licensee shall, upon demand of the District, remove any facility or repair any alteration of the District's easement which interferes with the District's operation and maintenance of the ditch or drain, or causes or contributes to any of the circumstances enumerated in the preceding paragraph, 3.a. through 3.f., or any other damage to the easement and or drainage works. The District shall give reasonable notice to the Licensee, and shall allow the Licensee a reasonable period of time to perform such maintenance, repair, and other work, except that in cases of emergency the District shall attempt to give such notice as is reasonable under the circumstances. The District reserves the right to perform any and all work which the Licensee fails or refuses to perform within a reasonable period of time after demand by the District. The Licensee agrees to pay to the District, on demand, the costs which shall be reasonably expended by the District for such purposes. Nothing in this paragraph shall create or support any claim of any kind by the Licensee or any third party against the District for failure to exercise the options stated in this paragraph, and the Licensee shall indemnify, hold harmless and defend the District from any claims made against the District arising out of or relating to the terms of this paragraph, except for claims arising solely out of the negligence or fault of the District.

D. District's Rights Are Paramount

1. The Licensee understands and agrees that the ditch or drain is a manmade channel that was constructed and is used and maintained by the District for the exclusive purpose of conveying irrigation or drainage water to lands within the District. As such, Licensee further acknowledges and agrees that the ditch or drain does not constitute a natural or navigable watercourse or stream.

2. The parties hereto understand and agree that the District has no right in any respect to impair the uses and purposes of the irrigation or drainage works and system of the District by this License Agreement, nor to grant any rights in its irrigation or drainage works and system incompatible with the uses to which such irrigation or drainage works and system are devoted and dedicated and that this contract shall be at all times construed according to such principles.

3. Nothing herein contained shall be construed to impair the ditch or drain or the District's easement, and all construction and use of the District's easement by the Licensee and the license herein provided therefor shall remain inferior and subservient to the rights of the District to the use of the ditch or

drain for the transmission and delivery of irrigation or drainage water.

4. The Licensee agrees that the District shall not be liable for any damages which shall occur to any facility in the reasonable exercise of the rights of the District in the course of performance of maintenance or repair of the ditch or drain. The Licensee further agrees to suspend its use of the said easement areas when the use of the easement areas is required by the District for maintenance or repair under this or any other paragraph of this License Agreement.

5. In the event of the failure, refusal or neglect of the Licensee to comply with all of the terms and conditions of this License Agreement, the license of the Licensee under the terms hereof may be terminated by the District, and any facility, structure, plant, or any other improvement in or over the ditch, and the right of way therefor, which may impede or restrict the maintenance and operation of such ditch or drain by the District with its equipment for the maintenance of the ditch or drain shall be promptly removed by the Licensee upon demand of the District.

E. Applicable Law and Jurisdiction Unaffected.

1. Neither the terms of this License Agreement, the permission granted by the District to the Licensee, the Licensee's activity which is the subject of this License Agreement, nor the parties exercise of any rights or performance of any obligations of this License Agreement, shall be construed or asserted to extend the application of any statute, rule, regulation, directive or other requirement, or the jurisdiction of any federal, state, or other agency or official to the District's ownership, operation, and maintenance of its canals, drains, irrigation or drainage works and facilities which did not apply to the District's operations and activities prior to and without execution of this License Agreement.

2. In the event the District is required to comply with any such requirements or is subject to the jurisdiction of any such agency as a result of execution of this License Agreement or the Licensee's activity authorized hereunder, Licensee shall indemnify, hold harmless and defend the District from all costs and liabilities associated with the application of such laws or the assertion of such jurisdiction or, at the option of the District, this License Agreement shall be of no force and effect and the Licensee shall cease all activity and remove any facility authorized by this License Agreement.

F. Indemnification

1. In addition to all other indemnification provisions herein, Licensee further agrees, to the extent allowed by law, to indemnify, hold harmless and defend the District from any injury, damages, claim, lien, cost and/or expense (including reasonable attorney's fees) incurred by, or asserted against, the District by reason of the negligent acts or omissions of Licensee or its agents, contractors or subcontractors in performing the construction and activities authorized by this License Agreement.

G. Fees and Costs

1. The Licensee agrees to pay reasonable attorney fees and engineering fees charged by the attorney for the District or by the engineers for the District in connection with the negotiation and preparation of this License Agreement.

LICENSE AGREEMENT - 4

2. Should either party incur costs or attorney fees in connection with efforts to enforce the provisions of this License Agreement, whether by institution of suit or not, the party rightfully enforcing or rightfully resisting enforcement of the provisions of this License Agreement, or the prevailing party in case suit is instituted, shall be entitled to reimbursement for its costs and reasonable attorney fees from the other party.

H. Miscellaneous

1. No Claims Created. Nothing in this License Agreement shall create or support a claim of estoppel, waiver, prescription or adverse possession by the Licensee or any third party against the District.

2. Assignment. Neither this License Agreement nor any agreement entered pursuant to this License Agreement may be assigned or transferred without the prior written approval of the Parties, which approval shall not be unreasonably withheld.

3. Amendment and Modification. Any amendment or modification of this License Agreement must be in writing and signed by all parties to be enforceable.

4. Interpreted. This License Agreement shall be interpreted and enforced in accordance with the laws of the State of Idaho. This License Agreement is not intended for the benefit of any third party and is not enforceable by any third party. If any provision of this License Agreement is determined by a court of competent jurisdiction to be invalid or otherwise unenforceable, all remaining provisions of this License Agreement shall remain in full force and effect. The parties represent and warrant to each other that they each have authority to enter this License Agreement. The catchlines or section headings herein set forth are provided only for the convenience of the parties in locating various provisions of this License Agreement, and are not intended to be aids in interpretation of any provision of this License Agreement with respect to which the parties might disagree at some future time, and shall not be considered in any way in interpreting or construing any provision of the License Agreement.

5. Binding Effect. The covenants, conditions and agreements herein contained shall constitute covenants to run with, and running with, the real property described in **Exhibit A**, and shall be binding on each of the parties hereto and on all parties and all persons claiming under them or either of them, and the advantages hereof shall inure to the benefit of each of the parties hereto and their respective successors and assigns.

6. Notices. Any and all notices, demands, consents and approvals required pursuant to this License Agreement shall be delivered to the parties as follows:

Nampa & Meridian Irrigation District
5525 East Greenhurst
Nampa, ID 83686

See page 1 for Licensee

Notices shall be deemed to have been delivered upon hand deposit in the United States mail as provided above.

7. Counterparts. This License Agreement may be executed and delivered in counterparts, each of which shall be deemed to be an original and all of which shall constitute one and the same instrument.

IN WITNESS WHEREOF, the District has hereunto caused its name to be subscribed by its officers first hereunto duly authorized by resolution of its Board of Directors and the Licensee has caused its name to be subscribed by its duly authorized officer/member, all as of the day and year herein first above written.

NAMPA & MERIDIAN IRRIGATION DISTRICT

By _____
Its President

ATTEST:

Its Secretary

STATE OF IDAHO)
) ss:
County of Canyon)

On this ____ day of _____, 2020, before me, the undersigned, a Notary Public in and for said State, personally appeared Will Patterson and Daren R. Coon, known to me to be the President and Secretary, respectively, of NAMPA & MERIDIAN IRRIGATION DISTRICT, the irrigation district that executed the foregoing instrument and acknowledged to me that such irrigation district executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

Notary Public for Idaho
Residing at _____, Idaho
My Commission Expires: _____

IDAHO STATE UNIVERSITY,

By: _____

ATTEST:

By: _____

STATE OF IDAHO)
)ss.
County of _____)

On this ____ day of _____, 2020, before me the undersigned, a Notary Public in and for the State of Idaho, personally appeared Kevin Satterlee, known or identified to me to be the President and Authorized Representative of Idaho State University, entity that executed the within and foregoing instrument or the person who executed the instrument on behalf of said entity, and on behalf of the Board of Trustees and the State of Idaho by and through the State Board of Education, and acknowledged to me that he executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

Notary Public for _____
Residing at _____
My commission expires _____

LICENSE AGREEMENT - 7

ELECTRONICALLY RECORDED - DO NOT
REMOVE THE COUNTY STAMPED FIRST
PAGE AS IT IS NOW INCORPORATED AS
PART OF THE ORIGINAL DOCUMENT.

ADA COUNTY RECORDER Phil McGrane
BOISE IDAHO Pgs=3 LISA BATT
PIONEER TITLE COMPANY OF ADA COUNTY

2019-066558
07/25/2019 11:12 AM
\$15.00

1667747 SKM

WARRANTY DEED

THIS WARRANTY DEED is made this 24th day of July, 2019, between Joint School District No. 2, an Idaho school district and body politic of the state of Idaho, doing business as the West Ada School District ("Grantor"), and Board of Trustees and State Board of Education of Idaho State University, whose current address is 921 So. 8th Ave. Stop 8310, Pocatello, Idaho 83209 ("Grantee").

FOR GOOD AND VALUABLE CONSIDERATION, Grantor does hereby grant, bargain, sell and convey to Grantee all of the real property located in the County of Ada, State of Idaho, as described on Exhibit "A", attached hereto and made a part hereof (hereafter, the "Premises").

TO HAVE AND TO HOLD the Premises, with their appurtenances unto the said Grantee, its heirs and assigns forever. And the said Grantor does hereby covenant to and with the said Grantee, that it is the owner in fee simple of the Premises; that they are free from all encumbrances EXCEPT: Subject to all existing patent reservations, easements and right(s) of way of record, and exceptions 1 thru 11, and 13 thru 25 as set forth in Commitment Number 667747 dated July 1, 2019, issued by Pioneer Title Company of Ada County, protective covenants, zoning ordinances, and applicable building codes, laws and regulations, and that Grantor will warrant and defend the same from all lawful claims whatsoever.

IN WITNESS WHEREOF, Grantor has caused its name to be subscribed to this Warranty Deed on this 24th day of July, 2019.

JOINT SCHOOL DISTRICT NO. 2, dba WEST
ADA SCHOOL DISTRICT

By: Mary Ann Ranells
DR. MARY ANN RANELLS
Its: Superintendent

WARRANTY DEED

Page 1 of 2

Exhibit A, page 1

CONSENT - BAHR - SECTION II

TAB 4 Page 8

[illegible]

On the 24 day of July, 2019, before me, the undersigned, a Notary Public in and for said State, personally appeared Dr. Mary Ann Ranells, known or identified to me to be the Superintendent and Authorized Representative of Joint School District No. 2, doing business as the West Ada School District, who executed the within and foregoing instrument on behalf of said entity, and acknowledged to me that said entity executed the same.

IN WITNESS WHEREOF, I have hereunto affixed my official seal the day and year first above written.

Glennie Rolland

Notary Public for Idaho

Residing at Murdan, Idaho



WARRANTY DEED

Page 2 of 2

EXHIBIT "A"

Lot 2 in Block 1 of Bengal Parking Subdivision, according to the plat thereof filed in Book 116 of Plats at Pages 17551-17553, records of Ada County, Idaho.

EXHIBIT "A"

EXHIBIT B
Location of Property/Drain

See Exhibit D-1 attached hereto.

EXHIBIT C
Purpose of License

The purpose of this License Agreement is to permit Licensee to:

1. construct and install a 10-foot pedestrian pathway on the east side of the Nine Mile Drain and within the District's easement,

all within Licensee's real property described in Exhibit A, ISU: West Parking Lot Development, located southeast of the intersection of E. Central Drive and Stafford Drive in Meridian, Ada County, Idaho. No other construction or activity is permitted within or affecting the Nine Mile Drain or the District's easement.

EXHIBIT D
Special Conditions

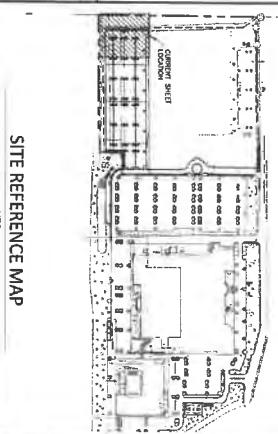
- a. The construction described in Exhibit C shall be in performed in accordance the plans attached hereto as Exhibit D-1 and by this reference incorporated herein.
- b. Licensee shall notify the District's Superintendent prior to and immediately after construction so that he or the District's engineers may inspect and approve the construction.
- c. As an express condition of allowing the pathway and raising the elevation of the District's roadway on the east/right side of the Nine Mile Drain, Licensee shall grant/convey to the District an additional easement of 10 feet on the east/right side of the Nine Mile Drain for maintenance and access. Execution and delivery of said easement from Licensee is a material and essential terms of this agreement and if not executed and delivered, at the option of the District this agreement may be terminated and be of no force and effect.
- d. Licensee acknowledges and agrees that should the pathway, landscaping or other encroachments need to be removed in order for the District to access, operate, maintain or repair the Nine Mile Drain, it shall be Licensee's obligation and cost of removing or replacing the pathway, landscaping and/or encroachments. Licensee further agrees that the District shall not be liable for any damages which shall occur to the pathway, landscaping or other encroachments in the reasonable exercise of the rights of the District in the course of performance of maintenance or repair of the Nine Mile Drain.
- e. The pathway constructed by Licensee within the District's easement, and permitted by this Agreement, shall be operated and maintained by the City of Meridian. An express condition of this Agreement, and the District permitting said pathway within its easement, is that the City of Meridian enter an Agreement with the District in which it assumes operation, control and maintenance of the pathway. If the City of Meridian declines to accept the pathway and enter into said Agreement then said pathway is no

LICENSE AGREEMENT - 8


longer authorized within the District's easement.

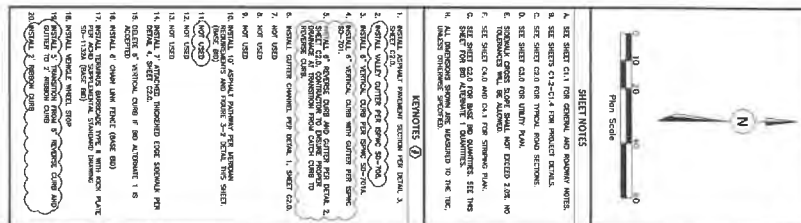
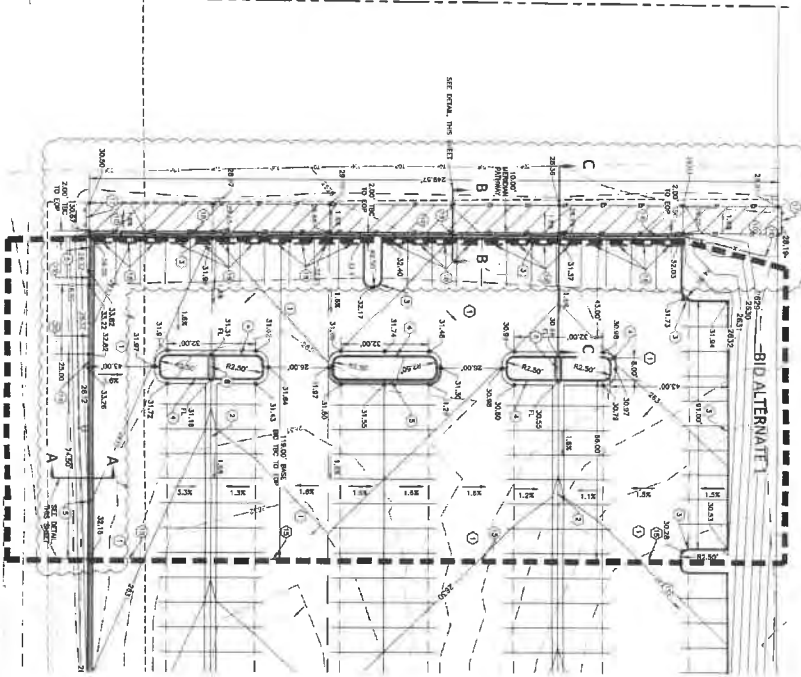
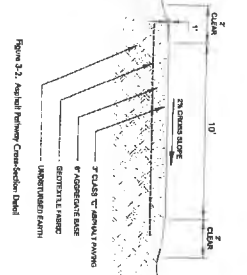
f. Construction authorized by this License Agreement shall be completed within one year of the date of this Agreement. Time is of the essence.

LICENSE AGREEMENT - 9



REVISONS		
NO.	ITEM	DATE
1	LOWERED PASSING TEST FINISH GAUGE	7/2/74
2	STORM GALEY VERIFICATION	9/13/79
3	ACIO COMMENTS	10/7/79
4	QTY OF MEDIAN COMMENTS	11/4/79
5	HWID COMMENTS	11/12/79
6	HWID COMMENTS	11/15/79





9311 WEST DAVIS STREET DOWNEY, CALIFORNIA 90241 PHONE: (310) 691-1500 FAX: (310) 691-1501 CREDITED BY: <input checked="" type="checkbox"/> km DATE: 5-23-2005 PROJECT: 19-244 SHEET NO. 1	FOR CONSTRUCTION FOR REVIEW STATUS:	ISU: WEST PARKING LOT DEVELOPMENT DPW PROJECT NO. 19-244 SITE IMPROVEMENT PLANS BASE BID AND BID ALTERNATE 1
---	--	---

AGREEMENT

AGREEMENT, made and entered into this ____ day of _____, 20__, by and between NAMPA & MERIDIAN IRRIGATION DISTRICT, an irrigation district organized and existing under and by virtue of the laws of the State of Idaho, hereinafter referred to as the "District," and

THE CITY OF MERIDIAN, a political subdivision and
municipality of the State of Idaho

hereinafter referred to as the "City,"

W I T N E S S E T H:

WHEREAS, the parties hereto entered into a Master Pathway Agreement For Developing and Maintaining Pathways for public use along and across some of the District's ditches and within some of the District's easements and fee title lands dated December 19, 2000, recorded as Instrument No. 100102999, records of Ada County, Idaho, hereinafter referred to as the "Master Pathway Agreement;" and,

WHEREAS, the District and the City intended by entering the Master Pathway Agreement to accomplish the following in a manner that is consistent with their respective legal and fiduciary responsibilities; to enhance the City's pathway planning through early consultation between the City and the District; to establish a process for the City's submission of pathway requests and the District's consideration of such requests; and to provide the general conditions for the District's approval and authorization of pathway requests affecting the District's ditches, property, operations and maintenance; and,

WHEREAS, the District grants to the City the right develop pathways to encroach within the District's easements along and across the District's ditches, canals and easements therefor upon the terms and conditions of said Master Pathway Agreement and after the execution of an agreement for each proposed crossing and encroachment; and,

WHEREAS, the City is the owner of the real property easement / right of way (burdened with the easement of the District hereinafter mentioned) particularly described in the "Legal Description" attached hereto as Exhibit A and by this reference made a part hereof; and,

WHEREAS, the District controls the irrigation/drainage ditch or canal known as the NINE MILE DRAIN (hereinafter referred to as "ditch or canal") together with the real property and/or easements to convey irrigation and drainage water, to operate and maintain the ditch or canal, and which crosses and intersects said described real property of the City as shown on Exhibit B attached hereto and by this reference made a part hereof; and,

WHEREAS, the City desires approval to construct, install, operate and maintain an asphalt paved pathway within the District's easement for the Nine Mile Drain under the terms and conditions of said Master Pathway Agreement and those hereinafter set forth,

NOW, THEREFORE, for and in consideration of the premises and of the covenants, agreements and conditions hereinafter set forth and those set forth in said Master Pathway Agreement, the parties hereto agree as follows:

1. The City may construct, operate, maintain and repair a 10 foot wide asphalt pathway within the District's real property and/or easement for the Nine Mile Drain at ISU: West Parking Lot Development, located southeast of the intersection of E. Central Drive and Stafford Drive in Meridian, Ada County, Idaho.

2. Any construction, widening or crossing of said ditch or canal shall be performed in accordance with the "Special Conditions" stated in Exhibit C, attached hereto and by this reference made part thereof.

3. The permitted hours of use of the pathway shall be from one half hour before sunrise and one half hour after sunset.

4. The parties hereto incorporate in and make part of this Agreement all the covenants, conditions, and agreements of said Master Pathway Agreement unchanged except as the result of the provisions of this Agreement.

The covenants, conditions and agreements herein contained and incorporated by reference shall constitute covenants to run with, and running with, all of the lands of the City described in said Exhibit A, and shall be binding on each of the parties hereto and on all parties and all persons claiming under them or either of them, and the advantages hereof shall inure to the benefit of each of the parties hereto and their respective successors and assigns.

IN WITNESS WHEREOF, the District has hereunto caused its corporate name to be subscribed by its officers first hereunto duly authorized by resolution of its Board of Directors and the City has hereunto subscribed its corporate name to be subscribed and its seal to be affixed thereto, all as of the day and year herein first above written.

NAMPA & MERIDIAN IRRIGATION DISTRICT

By _____
Its President

ATTEST:

Its Secretary

THE CITY OF MERIDIAN

By _____

ATTEST:

STATE OF IDAHO)
) ss:
County of Canyon)

On this ____ day of _____, 20__, before me, the undersigned, a Notary Public in and for said State, personally appeared Donald Barksdale and Daren R. Coon, known to me to be the President and Secretary, respectively, of NAMPA & MERIDIAN IRRIGATION DISTRICT, the irrigation district that executed the foregoing instrument and acknowledged to me that such irrigation district executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

Notary Public for Idaho
Residing at _____, Idaho
My Commission Expires: _____

STATE OF IDAHO)
) ss:
County of Ada)

On this ____ day of _____, 20__, before me, the undersigned, a Notary Public in and for said State, personally appeared _____ and _____, known to me to be the _____ and _____, respectively, of The CITY OF MERIDIAN, the entity that executed the foregoing instrument and acknowledged to me that such entity executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

Notary Public for _____
Residing at _____, _____
My Commission Expires: _____

EXHIBIT A
Legal Description

A right-of-way/easement is more particularly described in Exhibit A-1 attached hereto and by this reference incorporated herein.

EXHIBIT B
Location of Property/Drain

See Exhibit C-1 attached hereto.

EXHIBIT C
Special Conditions

- a. The location and construction of the pathway shall be in accordance with Exhibit C-1, attached hereto and by this reference made a part hereof.
- b. The District's easement along this section of the Nine Mile Drain includes a sufficient area of land to convey irrigation and drainage water, to operate, clean, maintain and repair the Nine Mile Drain, and to access the Ten Mile Drain for said purposes and is a minimum of 70 feet, 30 feet to the left and 40 feet to the right of the centerline looking downstream at this location.
- c. Construction shall be completed one year from the date of this agreement. Time of the essence.



9233 WEST STATE STREET | BOISE, ID 83714 | 208.639.6939 | FAX 208.639.6930

January 13, 2019

ISU West Parking Lot – DPW Proj. No. 19-244

Project No. 19-039

Legal Description

Drain Easement Within City of Meridian Pathway Easement

Exhibit A

A parcel of land for a drain easement situated in a portion of Lot 2, Block 1 of Bengal Parking Subdivision (Book 116, Pages 17551-17553, records of Ada County, Idaho) and further situated in the Northwest 1/4 of the Southeast 1/4 of Section 18, Township 3 North, Range 1 East, B.M., City of Meridian, Ada County, Idaho and being more particularly described as follows:

Commencing at an aluminum cap marking the center of said Section 18 which bears N00°27'12"E a distance of 2,650.88 feet from a brass cap marking the south 1/4 corner of said Section 18, thence following the westerly line of said Southeast 1/4 of Section 18, S00°27'14"W a distance of 1,035.39 feet to a 1/2-inch rebar marking the northwest corner of said Lot 2, Block 1;

Thence leaving said westerly line and following said northerly line of said Lot 2, Block 1, N89°59'20"E a distance of 70.43 feet to the easterly line of the existing Nine Mile Drain Easement (per Inst. No. 95084882, records of Ada County, Idaho) and being the **POINT OF BEGINNING**.

Thence leaving said easterly line and following said northerly line, N89°59'20"E a distance of 11.69 feet;

Thence leaving said northerly line, S00°00'39"E a distance of 264.55 feet;

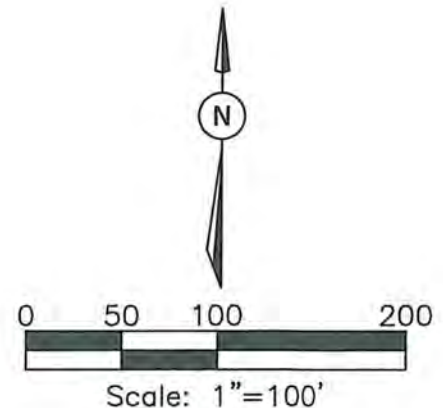
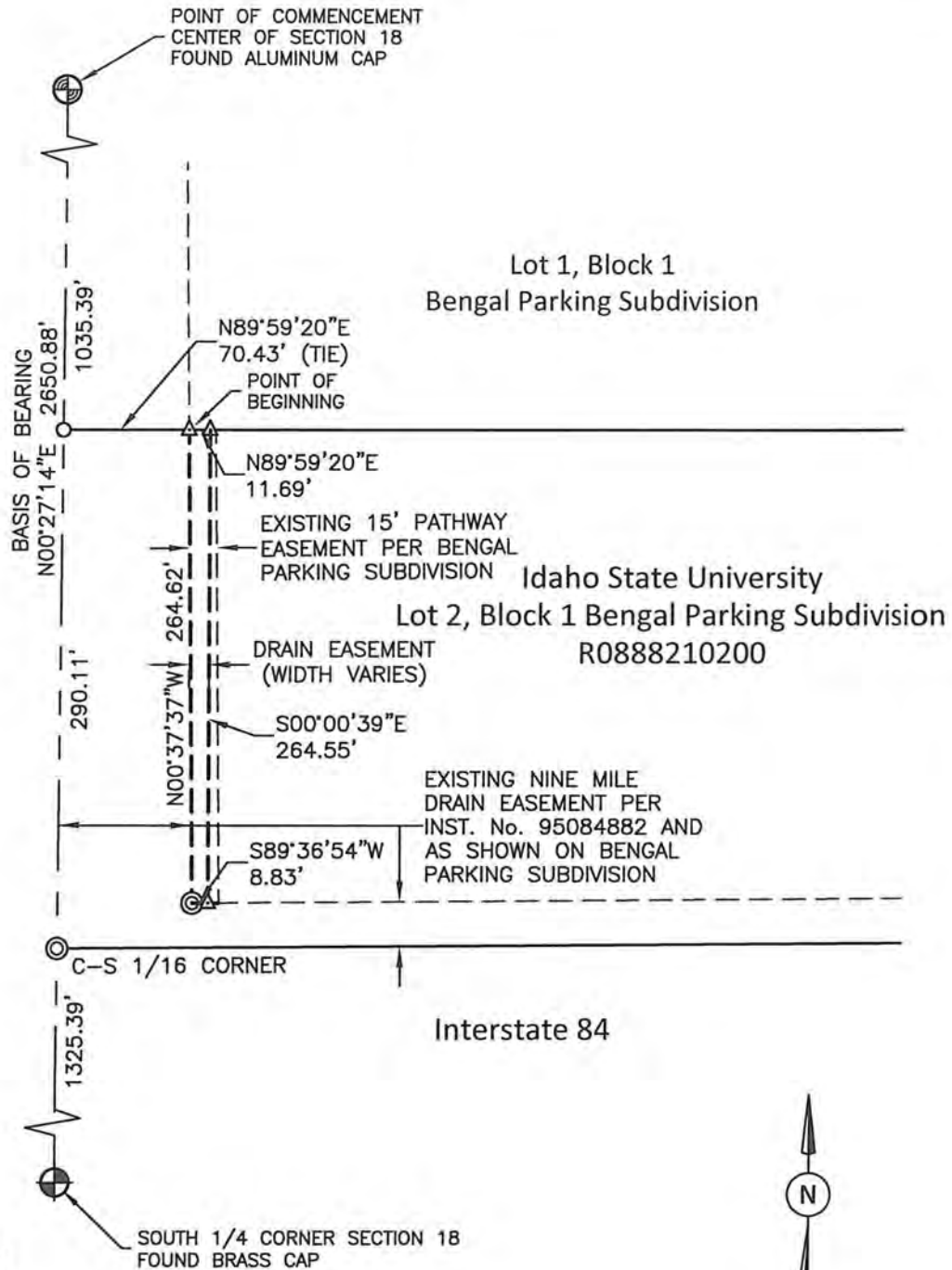
Thence S89°36'43"W a distance of 8.83 feet to a 5/8-inch rebar on said easterly line;

Thence following said easterly line, N00°37'37"W a distance of 264.62 feet to the **POINT OF BEGINNING**.

Said parcel contains a total of 2,715 square feet (0.062 acres), more or less, and is subject to all existing easements and/or rights-of-way of record or implied.

Attached hereto is Exhibit B and by this reference is hereby made a part of.





km
ENGINEERING

ENGINEERS . SURVEYORS . PLANNERS

9233 WEST STATE STREET
BOISE, IDAHO 83714
PHONE (208) 639-6939
FAX (208) 639-6930

DATE: January 2020

PROJECT: 19-039

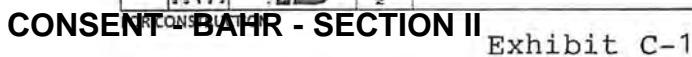
SHEET:
1 of 1

Exhibit B - Drain Easement within existing City of Meridian Pathway Easement
ISU West Parking Lot - DPW Project No. 19-244

Lot 2, Block 1 Bengal Parking Sub. situated in the NW 1/4 SE 1/4 of Sec. 18,
T.3N., R.1E., B.M., City of Meridian, Ada County, Idaho



Title:		Date: 12-18-2019
Scale: 1 inch = 100 feet	File:	
Tract 1: 0.062 Acres: 2715 Sq Feet: Closure = n77.0640w 0.02 Feet: Precision = 1/36344: Perimeter = 550 Feet		
001=n89.5920e 11.69	003=s89.3643w 8.83	
002=s00.0039e 264.55	004=n00.3737w 264.62	



CONSENT
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SUBJECT

Athletics Gender Equity Reports

REFERENCE

June 2016 Board adopted the reports required by the institutions' federal regulatory body regarding compliance with Title IX in athletics programs, along with summaries of such reports, as the method to report to the Board on gender equity.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.X.

BACKGROUND/DISCUSSION

Title IX of the Education Amendments of 1972 is the federal legislation that bans gender discrimination in schools, whether in academics or athletics. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance" (20 U.S.C. §1681(a))

In 1996 the US Department of Education's Office for Civil Rights (OCR) issued a "Clarification of Intercollegiate Athletics Policy Guidance: The Three-Part Test" to determine if an institution is in compliance. All three parts must be met for an institution to be considered in compliance.

First, the selection of sports and the level of competition must accommodate the students' interests and abilities, using one of the three factors listed below:

1. Participation opportunities for male and female students are provided in numbers **substantially proportionate** to their respective enrollments.
2. Where the members of one gender have been and are underrepresented among intercollegiate athletes, whether the institution can show a **history and continuing practice of program expansion**, which is demonstrably responsive to the developing interests, and abilities of that gender.
3. Where the members of one gender are underrepresented among intercollegiate athletes and the institution cannot show a continuing practice of program expansion, whether it can be demonstrated that the interests and abilities of the members of that gender have been **fully and effectively accommodated** by the present program.

Second, financial assistance must be substantially proportionate to the ratio of male and female athletes. Institutions within 1% variance are considered compliant.

Third, benefits, opportunities, and treatments afforded sports participants are to be equivalent, but not necessarily identical, including equipment and supplies,

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scheduling of games and practices, travel expenses, availability and compensation of coaches, quality of facilities, medical services, housing, dining, and recruitment. Compliance is measured on a program-wide basis, not on a sport-by-sport basis.

Idaho State Board of Education (Board) Policy V.X.4.c requires the four-year institutions to provide gender equity reports for review by the Board. The reports include a narrative discussion of gender equity-related issues along with a summary table, which distills data from the detailed gender equity report provided annually by each institution to the U.S. Department of Education.

IMPACT

The attached summary worksheets show the institutions' enrollment, financial aid, and participants by gender. The worksheets also show the actual revenues and expenses for the most current completed fiscal year by sport, as well as overall operating (Game Day) expenses, number of participants, and operating expenses per participant. Finally, the worksheets provide information on average salaries of coaches and the count of coaches per sport by gender.

ATTACHMENTS

Attachment 1: BSU Gender Equity Narrative
Attachment 2: BSU Gender Equity Worksheet
Attachment 3: ISU Gender Equity Narrative
Attachment 4: ISU Gender Equity Worksheet
Attachment 5: UI Gender Equity Narrative
Attachment 6: UI Gender Equity Worksheet
Attachment 7: LCSC Gender Equity Narrative
Attachment 8: LCSC Gender Equity Worksheet

STAFF COMMENTS AND RECOMMENDATIONS

Significant information on gender equity aspects of athletic operations at the individual institutions is included in the attached narrative documents. The actual detailed "Equity in Athletics Data Analysis (EADA)" reports are also available for review and analysis by the public on the U.S. Department of Education website at <https://ope.ed.gov/athletics/>. This site also provides tools to download EADA reports for any NCAA or NAIA institution and to compare groups of institutions and review trends.

In their narratives, the institutions reported the status of compliance in the three parts of Title IX.

Boise State University reports compliance in the first test but noncompliance for financial assistance and many areas for the third test favor the men's programs while disadvantaging the women's programs.

Idaho State University does not report compliance in any of the three tests.

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University of Idaho does not report compliance in any of the three tests.

Lewis-Clark State College reports noncompliance in the first test, a disadvantage to men's athletes in financial aid, and total compliance in the third test.

Representatives from the four affected institutions will be available in the event that Board members have questions on specific areas related to Gender Equity reports or on the institutions' efforts related to achieving/maintaining equity.

BOARD ACTION

I move to accept the Athletics Gender Equity Reports as presented by Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Title IX Compliance – Boise State Athletics

In 2018-2019, Boise State University retained national consultant, Good Sports, Inc., Title IX and Gender Equity Specialists, to review the intercollegiate athletics program and identify potential concerns in compliance with Title IX with regard to Athletic Requirements. This process included the evaluation of questionnaires that were completed by the head coaches and selected student-athletes in FY18. Additionally, athletics staff members completed questionnaires addressing Title IX program areas pertinent to their positions. Assistant coaches completed questionnaires regarding their individual qualifications. Other information needed to identify compliance concerns was requested in order to assess each of the 13 Title IX Athletic Requirements program areas. Facilities were reviewed via video; an on-site visit had been conducted during a previous review in 2014. The preliminary review focused on student-athletes' benefits for the 2017-18 academic year. The final report was provided after a follow up review of similar data from the 2018-19 academic year.

The outcome of this process included a summary of information regarding Boise State's athletics program, Good Sports Inc.'s opinions as to Boise State's compliance status, and strategies or options for resolving compliance concerns that were identified as well as guidance on prioritization of recommended actions.

SUMMARY OF CONCLUSIONS AND STRATEGIES

Accommodation of Interests and Abilities (Participation)

Factors: participation opportunities

Conclusion: Boise State met test one (proportionality) of the three-part test for participation opportunities. For 2018-19, women were 54.9% of the full-time undergraduate enrollment and 54.5% of the intercollegiate athletics participants. Men were 45.1% of the full-time undergraduates and 45.5% of the intercollegiate athletes. A percentage point difference of 0.4 between athletic participation and enrollment rates demonstrates compliance with test one – proportionality.

Athletic Financial Assistance

Factors: regular academic year awards

Conclusion: 2018-19 – women were awarded scholarship dollars at a rate (47.4%) less than their rate of participation (52.6%); the 5.2 percentage points difference does not fall within OCR's 1.0 percentage point standard for presumed compliance.

Strategy: Adjust participation and/or awards to offer regular year aid each within one percentage point of rates of participation.

Compliance Note: With the addition of male participants and scholarships awarded for baseball in the 2019-20 academic year, in combination with roster management of the existing men's and women's programs, scholarship dollars awarded are expected to be back within proportion to athletic participation and bring Boise State back into compliance with Title IX with regard to athletic financial aid.

Locker Rooms, Practice and Competitive Facilities

Factors: availability, quality, exclusivity

Conclusion: the men's and women's teams for several sports (basketball, cross country, golf, tennis, indoor track, and outdoor track) use the same practice and competitive facilities; the remaining six women's teams (beach volleyball, gymnastics, soccer, softball, swimming, and volleyball) do not have facilities comparable to the remaining men's team (football).

Strategy:

Practice / Competitive Facilities

- a) improve the facilities for the women's beach volleyball, gymnastics (practice facility), soccer, softball, swimming, and volleyball teams
- b) provide women's teams with benefits superior to men's teams in other program areas

Locker Rooms

- a) improve the locker rooms for the women's gymnastics, soccer, softball, swimming, tennis, and volleyball teams to be comparable to the football team locker room; provide the beach volleyball team with a high quality locker room
- b) provide women's teams with benefits superior to men's teams in other program areas

Compliance Note: A renovation of locker room space to provide women's beach volleyball with their own dedicated space is complete. An assessment of additional facility upgrades, changes and renovations is underway. Light installation at the softball facility has been approved. Once funding is determined, a project schedule for the improvement will be underway. A feasibility survey is underway for installation of lights at the soccer facility.

Scheduling of Games and Practice Time

Factors: number of contests, time of competitive events, practice opportunities, pre-season and post-season competition

Conclusion: differences for the number of regular season and pre-season contests disadvantage women's teams; game times are offsetting in part, but may disadvantage one women's team; women's beach volleyball does not have post-season opportunities; concerns for practice opportunities appear related to the availability of coaches for the beach volleyball team, and otherwise appear comparable

Strategy: schedule the same number of contests for women's and men's teams in the same sport, and schedule the same percentage of the allowable contests for men's and women's teams in dissimilar sports; schedule the number of pre-season contests preferred by the head coaches; install lights at the soccer field or identify a lighted field elsewhere on-campus or in the community to allow for night games for soccer; arrange post-season competition for beach volleyball

Compliance Note: An assessment of travel budgets for women's programs that will provide adequate scheduling of competitions is underway. In FY19, a head coach for beach volleyball was hired and in FY20 assistant coaches for both beach volleyball and women's golf were hired to address coaching disparities. Light installation at the softball facility has been approved. Once funding is determined, a

project schedule for the improvement will be underway. A feasibility survey is underway for installation of lights at the soccer facility.

Recruitment of Student-Athletes

Factors: opportunity to recruit; financial resources; treatment of prospective athletes

Conclusion: the opportunity to recruit/availability of coaches, and financial resources for recruitment favored the men's program; the treatment of prospective athletes appears equitable

Strategy: hire an additional coach so that the women's volleyball team has three full-time coaches and the women's beach volleyball team has two full-time coaches who do not have dual coaching responsibilities for volleyball; otherwise, an assistant coaching position in the men's program may be eliminated; provide another women's with a multi-year agreement, or assign the head men's basketball coach to a one year agreement; provide funding that is equivalently adequate for women's teams, and provide equitable benefits for courtesy cars or allowances.

Compliance Notes: In FY20, an assistant coach was hired for beach volleyball, track, and women's golf. An evaluation of multi-year contracts for additional head women's sport programs is underway. Increases in recruiting budgets were provided to volleyball (in FY18), women's basketball (in FY19), women's golf, beach volleyball (in FY20), and soccer (for FY21) to address disparities in recruiting adequacy.

Travel and Per Diem Allowances

Factors: modes of transportation, housing and dining during travel, length of stay before and after competitive events, special travel

Conclusion: differences for the modes of transportation and dining arrangements appear to disadvantage women's teams; housing during travel appears to disadvantage one women's team; the length of stay and special travel appear comparable

Strategy: schedule more charter flights for women's teams or fewer charter flights for men's teams; schedule additional charter bus transportation for women's teams or schedule van transportation more often for men's teams; provide sufficient funding to improve dining arrangements for the women's soccer and softball teams, or otherwise reduce benefits for the men's basketball and tennis teams

Compliance Note: an assessment of implementing department-wide policy regarding modes of transportation and per diem provided during travel and the budget impact of policy changes is underway and will guide the department during the annual FY21 budgeting process.

Coaching

Factors: availability, qualifications, compensation

Conclusion: the availability of coaches disadvantages the women's beach volleyball and volleyball teams; three women's head coaches compared to only two men's head coaches do not have multi-year agreements; coaches' qualifications appear comparable program-wide; the compensation of coaches favors the men's program

Strategy: hire an additional coach so that the women's volleyball team has three full-time coaches and the women's beach volleyball team has two full-time coaches who do not have dual coaching

responsibilities for volleyball; otherwise, an assistant coaching position in the men's program may be eliminated; provide another women's with a multi-year agreement, or assign the head men's basketball coach to a one year agreement; the resolution of the coaching availability concern will resolve the coaches' compensation issue under the Title IX athletics provisions.

Compliance Note: Assistant coaches for beach volleyball, women's golf and track were hired in FY20 to address coaching disparities. An evaluation of multi-year contracts for additional head women's sport programs is underway.

Equipment and Supplies

Factors: amount, quality, and maintenance

Conclusion: the amount and quality of game and practice uniforms, and sport-specific equipment appear to favor the men's program; equipment storage appears to favor the men's program

Strategy: provide higher quality game uniforms for women's golf and gymnastics; provide higher quality practice uniforms for soccer and softball; provide higher quality sport-specific equipment for women's soccer and swimming; provide practice uniforms to the women's golf.

Compliance Notes: An assessment of NIKE allotment monies is underway and will be adjusted to address current need for women's programs competition and practice uniforms.

Medical and Training Facilities and Services

Factors: availability of medical personnel and services; availability and qualifications of athletic trainers; quality and availability of training rooms and weight rooms; insurance

Conclusion: the assignment of medical personnel and athletic trainers appears to be based on the nature of the sports, which is equitable; the availability of training and weight rooms appears to favor the men's program; insurance coverage appears equitable

Strategy: arrange for greater use of the Bleymaier weight and training rooms by women's teams, and assign more men's teams to other weight and training rooms

Housing and Dining Facilities and Services

Factors: housing and dining during the regular term and at term breaks; special housing and dining services; pre-game and post-game meals

Conclusion: housing arrangements during the regular academic year and at term breaks appear equitable; regular academic year dining arrangements appear equitable; information for pre-game / post-game meals and training table meals is inconsistent; dining arrangements during term breaks appear to have favored the men's program

Strategy: review the interest of all teams for training table meals and pre-game/post-game meals, and provide such meals to proportionate numbers of female and male athletes desiring such meals; ensure adequate funding to provide equitable dining arrangements during term breaks

Publicity

Factors: availability and qualifications of sports information personnel; publications; other publicity resources

Conclusion: assignments of sports information staff appear to favor the men's program; the provision of publications may have been equitable; the availability of marketing and promotional activities appear comparable; performances by support groups appear to favor the men's program

Strategy: assign sports information staff to travel with additional women's teams; otherwise, discontinue travel by sports information personnel with some men's teams; provide support groups at home events for three or four more women's teams, or discontinue performances at men's events

Support Services

Factors: administrative and secretarial support; office space and equipment

Conclusion: the availability of administrative support appears comparable, while the availability of clerical support suggests the potential for a minor concern disadvantaging women's teams

Strategy: consider providing additional operations director assistance for women's teams

Tutoring

Factors: availability, qualifications, compensation

Conclusion: the availability, qualifications, and compensation of tutors appear comparable

CONCLUSION

The concerns for the five issues of equipment and supplies, medical and training facilities and services, housing and dining facilities and services, publicity, and support services are minor and may be readily addressed. The concern for scholarships should be resolved in FY20 with the addition of baseball participants and scholarship awards. The issue for coaching and the opportunity to recruit are the same, while funding adjustments for recruitment are necessary to resolve that concern. Resolution of the scheduling and travel concerns is likely to require additional funding, unless Boise State chooses to reduce benefits for men's teams. The concerns for facilities may require significant long-term action to resolve. Boise State should attempt to resolve all of the concerns identified herein as quickly as possible. In so doing, Boise State should assign priority to addressing the concerns for facilities and scheduling.

Boise State University
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2018 through June 30, 2019

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	5,748	45%
Female Students	6,998	55%
Totals	12,746	100%

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses Amount
	Amount	Percent	
Men's Teams	\$4,470,509	54%	\$646,643
Women's Teams	\$3,844,745	46%	\$282,445
Totals for All Teams	\$8,315,254	100%	\$929,088

Athletic Participation

Sport	Number of Participants		Number of Participants Participating on a Second Team		Number of Participants Participating on a Third Team	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Basketball	19	17	0	0	0	0
Beach Volleyball	0	16	0	11	0	0
Cross Country	22	30	20	26	20	26
Football	113	0	0	0	0	0
Golf	10	11	0	0	0	0
Gymnastics	0	16	0	0	0	0
Soccer	0	33	0	0	0	0
Softball	0	26	0	0	0	0
Swimming and Diving	0	29	0	0	0	0
Tennis	10	13	0	0	0	0
Track, Indoor	28	37	26	34	26	34
Track, Outdoor	34	37	32	36	32	36
Volleyball	0	20	0	11	0	0
Wrestling	0	0	0	0	0	0
Others	0	0	0	0	0	0
Total Participants	236	285	78	118	78	96
Participant Proportion	45.30%	54.70%				
Unduplicated Count of Participants	186	205				

Total Revenues & Expenses

Varsity Teams		Total Revenues			Total Expenses			Revenues minus Expenses		
		Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball		\$ 5,146,160	\$ 1,075,903	\$ 6,222,063	\$ 3,678,140	\$ 2,381,997	\$ 6,060,137	\$ 1,468,020	\$ (1,306,094)	\$ 161,926
Beach Volleyball		\$ -	\$ 43,829	\$ 43,829	\$ -	\$ 135,912	\$ 135,912	\$ -	\$ (92,083)	\$ (92,083)
Football		\$ 20,281,713	\$ -	\$ 20,281,713	\$ 14,600,947	\$ -	\$ 14,600,947	\$ 5,680,766	\$ -	\$ 5,680,766
Golf		\$ 116,767	\$ 210,804	\$ 327,571	\$ 277,460	\$ 386,966	\$ 664,426	\$ (160,693)	\$ (176,162)	\$ (336,855)
Gymnastics		\$ -	\$ 662,825	\$ 662,825	\$ -	\$ 1,038,963	\$ 1,038,963	\$ -	\$ (376,138)	\$ (376,138)
Soccer		\$ -	\$ 631,444	\$ 631,444	\$ -	\$ 1,019,480	\$ 1,019,480	\$ -	\$ (388,036)	\$ (388,036)
Softball		\$ -	\$ 407,647	\$ 407,647	\$ -	\$ 967,987	\$ 967,987	\$ -	\$ (560,340)	\$ (560,340)
Swimming and Diving		\$ -	\$ 476,538	\$ 476,538	\$ -	\$ 911,320	\$ 911,320	\$ -	\$ (434,782)	\$ (434,782)
Tennis		\$ 251,951	\$ 371,037	\$ 622,988	\$ 384,645	\$ 619,905	\$ 1,004,550	\$ (132,694)	\$ (248,868)	\$ (381,562)
Track		\$ 372,134	\$ 430,086	\$ 802,220	\$ 919,775	\$ 980,870	\$ 1,900,645	\$ (547,641)	\$ (550,784)	\$ (1,098,425)
Volleyball		\$ -	\$ 529,803	\$ 529,803	\$ -	\$ 1,088,740	\$ 1,088,740	\$ -	\$ (558,937)	\$ (558,937)
Wrestling		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Totals for All Teams		\$ 26,168,725	\$ 4,839,916	\$ 31,008,641	\$ 19,860,967	\$ 9,532,140	\$ 29,393,107	\$ 6,307,758	\$ (4,692,224)	\$ 1,615,534
Not Allocated by Gender/Sport				\$ 11,335,245			\$ 12,814,359			\$ (1,479,114)
Grand Totals for Athletics				\$ 42,343,886			\$ 42,207,466			\$ 136,420
Totals for All Sports Except Football & Basketball		\$ 740,852	\$ 3,764,013	\$ 4,504,865	\$ 1,581,880	\$ 7,150,143	\$ 8,732,023	\$ (841,028)	\$ (3,386,130)	\$ (4,227,158)

Operating (Game Day) Expenses

Varsity Teams		Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
		Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball		\$655,135	\$389,198	\$1,044,333	19	14	33	\$34,481	\$27,800	\$62,281
Beach Volleyball		\$ -	29,103	\$29,103		17	17		\$1,712	\$1,712
Football		2,762,184	\$ -	\$2,762,184	109		109	\$25,341		\$25,341
Golf		105,082	72,601	\$177,683	10	9	19	\$10,508	\$8,067	\$18,575
Gymnastics		\$ -	222,983	\$222,983		15	15		\$14,866	\$14,866
Soccer		\$ -	180,338	\$180,338		30	30		\$6,011	\$6,011
Softball		\$ -	248,666	\$248,666		22	22		\$11,303	\$11,303
Swimming and Diving		\$ -	189,555	\$189,555		28	28		\$6,770	\$6,770
Tennis		96,489	68,983	\$165,472	11	9	20	\$8,772	\$7,665	\$16,437
Track		205,219	222,321	\$427,540	86	114	200	\$2,386	\$1,950	\$4,336
Volleyball		\$ -	190,485	\$190,485		17	17		\$11,205	\$11,205
Wrestling		0	\$ -	\$0	0		0			
Totals for All Teams		\$3,824,109	\$1,814,233	\$5,638,342	235	275	510	\$16,273	\$6,597	\$11,056
Totals for All Sports Except Football & Basketball		\$406,790	\$1,425,035	\$1,831,825	107	261	368	\$21,666	\$69,548	\$91,214

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	\$ 563,960	\$ 107,060	\$167,704	\$55,943
Number of Coaches Used to Calculate Average	5	10	18	18
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	\$626,622	\$112,695	\$189,854	\$66,555
Full-Time Equivalents (FTEs) Used to Calculate Average	4.50	9.50	15.90	15.13

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Basketball	1		1						1
Football	1		1						1
Golf	1		1						1
Tennis	1		1						1
Wrestling	0		0						0
Track & Field & Cross Country		1	1						1
Totals for Men's Teams	4	1	5	0	0	0	0	0	5
Women's Varsity Teams									
Basketball	1		1						1
Beach Volleyball					1		1		1
Golf					1		1		1
Gymnastics					1		1		1
Soccer	1		1						1
Softball					1		1		1
Swimming & Diving					1		1		1
Tennis	1		1						1
Track & Field & Cross Country		1	1						1
Volleyball	1		1						1
Totals for Women's Teams	4	1	5	0	5	0	5	0	10

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Basketball	3		3						3
Football	10	4	10	4					14
Golf		1		1					1
Tennis	1		1						1
Wrestling	0	0	0	0					0
Track & Field & Cross Country		10	3	7		2	1	1	12
Totals for Men's Teams	14	15	17	12	0	2	1	1	31
Women's Varsity Teams									
Basketball	1		1		2		2		3
Beach Volleyball		1		1		1	1		2
Golf		1		1					1
Gymnastics	1		1		1	1	1	1	3
Soccer	2		2						2
Softball	1		1		1	1	1	1	3
Swimming & Diving	2	1	2	1					3
Tennis					1		1		1
Track & Field & Cross Country		10	3	7		2	1	1	12
Volleyball		1		1	1	1	2		3
Totals for Women's Teams	7	14	10	11	6	6	9	3	33

Idaho State University Gender Equity Narrative February 2020

Idaho State University and the Department of Athletics are committed to providing quality opportunities and experiences to all student-athletes, and to compliance with Title IX of the Education Amendments of 1972. In this spirit, Idaho State University executed an internal review of gender equity, and commissioned a comprehensive external gender equity review, the results of which were delivered early in 2019. This narrative will outline steps taken to begin to address recommendations of that review, as well as provide a snapshot of the current status of compliance with Title IX.

Prong I of Title IX - Participation Proportionate to Enrollment

The 2018-2019 FTE at Idaho State University included 2,869 male students and 3,343 female students, representing 45% and 55% of FTE, respectively. Total participation in intercollegiate athletics included 207 opportunities for men, and 205 opportunities for women, representing 50% participation for males and females. This ratio fails to meet the Proportionality Prong of Title IX by 4%, after taking into consideration the acceptable 1% margin. This participation proportion is essentially flat from the previous year, however, the standard became more difficult to meet as female enrollment at Idaho State University increased by 1.2%.

For 2019-20, ISU Athletics imposed roster limits in the sports of Men's Basketball (17) and Football (100). Going forward to 2020-21, roster limits will also be implemented in Men's Indoor Track & Field, Men's Outdoor Track & Field, and Men's Cross Country, while simultaneously working to offer increased female participation by adding a modest number of opportunities to rosters of existing women's teams across the department.

Prong II of Title IX - History and Continuing Practice of Program Expansion for the Underrepresented Sex

Idaho State University currently offers 15 teams, six teams for men and nine teams for women, and aside from expanding rosters of current women's teams, has not added an additional women's sport in more than 5 years. In order to demonstrate a significant expansion of opportunities, Idaho State University will need to explore adding a women's sport in the future. President Kevin Satterlee appointed a 15 person Gender Equity Committee which has been working to develop a Five Year Gender Equity Plan, to be delivered prior to the conclusion of Fiscal Year 2020.

Prong III of Title IX - Full and Effective Accommodation of the Interests/Abilities of Underrepresented Sex

The determination of whether women are fully and effectively accommodated by the present program includes determining whether there is sufficient interest and ability among women for a viable team not currently offered in the intercollegiate program. The Athletic Director has been

approached by one member of the public who requested Idaho State University consider the addition of Judo as an intercollegiate sport due to interest and ability in the region, and by three members of the public who advocate for the addition of wrestling.

The FAR and the Athletics Advisory Board (AAB) continues to conduct interest surveys and gather data regarding the level of interest and ability with regard to potential womens sport additions. The surveys have targeted all current full-time students at Idaho State University. The most recent survey identified (1) swimming, (2) rugby and (3) beach volleyball as having the most significant interest.

Financial Aid

Each ISU female sport is funded to the NCAA maximum level of scholarships, while limits are imposed internally on men's tennis, track & field and cross country. In 2018-19 \$2,368,922 or 52% of financial aid was distributed to male student-athletes and \$2,152,359 or 48% of financial aid was distributed to female student athletes.

Efforts are made to ensure the NCAA maximums are awarded in all women's sports, but fluctuations occur in rosters with early graduations, transfers and recruiting gaps. The practice of allowing unutilized scholarship funds within a program to be spent to fund other areas of that program has been discontinued, eliminating an unintended incentive to "save" scholarship funds in order to supplement other budgetary needs in women's programs.

Equitable Treatment and Quality of Experience Within Programs

Providing a quality experience and appropriate support to all student athletes is the top priority of the Department of Athletics. While the long term goal is to achieve Proportionality, the short term goal is to provide an equal and quality experience for Bengal student-athletes. We feel strongly that we must invest properly in existing opportunities before creating additional opportunities which could diminish overall quality of programs. Ensuring equitable, high quality experiences for all student athletes, and addressing specifically identified deficiencies in women's programs, has been the focus of this year.

Through last year's budget process, resources were reallocated to address areas of inequity. Further, additional fundraising and game revenue was utilized to supplement areas of greatest need. The following have resulted in significant improvements across experiences:

- The renovation of Davis Field will begin soon, and will address the absence of a suitable practice and competition venue for nearly 139 student athletes, 91 of them women competing in Outdoor Track & Field (41), Cross Country (22), and Soccer (28).
- Men's Basketball was moved to Reed Gymnasium, the same venue utilized by Women's Basketball, in order to provide indoor practice availability to four sports (softball, soccer,

track & field) representing 89 female student athletes and 36 men. Previously these student athletes had been without ample training space due to the use of the space for men's basketball, representing only 15 student athletes. The change represents a dramatic improvement in the training, scheduling and experience across programs.

- Scheduling parameters were developed to ensure equitable scheduling of competition and practice in Reed Gymnasium.
- A gift of \$40,000 by a private donor funded the purchase of 2 retractable batting cages for women's softball, allowing batting practice in Holt Arena.
- With permission from the SBOE, a one time distribution of \$125,000 was made to the Department of Athletics to address immediate needs of women's teams. The funds were allocated across programs to address the need for additional gear, training table and proper travel. As we compose FY21 Budget, we are working to preserve these line increases.
- Through the reallocation of funds, athletics has added two FTE positions to address the needs of Olympic Sports, comprised predominantly of female student athletes. The positions include one additional certified athletic trainer and one additional academic advisor. These positions will alleviate a significant deficit in the ability to provide all student athletes with athletic training and academic support services.
- An annual gift commitment of \$100,000 from a private donor is being utilized to add an assistant strength coach to the staff, addressing the need for qualified instruction to be available and delivered to all student-athletes equally.
- Dedicated locker rooms were provided in Reed Gymnasium for women's tennis and women's golf. The facilities include custom wooden lockers and bathrooms comparable to other teams.
- A space in Holt Arena known as "the cage" was repurposed to serve as an indoor practice venue for women's golf. It has been renovated to the extent possible with current resources, and efforts continue to fund additional enhancements.
- The department of athletics negotiated \$75,000 in additional busing services from Holiday Motor Coach, utilized to address travel needs across programs. The support made it possible for Olympic Sports to utilize buses instead of rental cars and/or vans for regional travel and airport transportation.
- Idaho State University Women's Basketball was granted the opportunity to participate in post season play in the 2019 WNIT. Equal access to post-season play opportunities is a critical component of quality of experience.

- A 15 passenger van was secured for use, reducing funds paid out for rentals. While the van is utilized by all teams, the first right of use is for tennis and women's golf, who consistently rent vans for travel due to their small rosters. This has allowed reallocations with these program budgets which have improved the quality of experience.
- Air conditioning was installed in 3 locker rooms in the Field House at Davis Field, serving women's soccer, and men's and women's track & field.

It is the goal of the Idaho State University Department of Athletics to continue to advance in our level of compliance with Title IX, and to continually demonstrate strides toward equity among programs. The overall vision is to support not only equitable experiences, but to become a model for excellence in the quality of experience provided across all programs.

Idaho State University
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2018 through June 30, 2019

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	2,726	44.9%
Female Students	3,343	55.1%
Totals	6,069	100%

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses Amount
	Amount	Percent	
Men's Teams	\$ 2,368,922	52%	\$ 166,316
Women's Teams	2,152,359	48%	74,043
Totals for All Teams	\$ 4,521,281	100%	\$ 240,360

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Basketball	15	18	33				
Football	102		102	3		1	
Golf		10	10				
Soccer		28	28				
Softball		20	20				
Tennis	6	9	15				
Track & Field (Indoor)	36	41	77	36	41	15	22
Track & Field (Outdoor)	34	41	75	34	41	15	22
Cross Country	14	22	36	14	22	14	22
Volleyball		16	16				
Total Participants	207	205	412	87	104	45	66
Percentage of Total	50%	50%	100%				
Unduplicated Count	157	142	299				

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	\$1,461,637	\$1,226,310	\$ 2,687,947	\$1,461,637	\$1,226,310	\$ 2,687,947	\$ -	\$ -	\$ -
Football	3,993,358		\$ 3,993,358	\$3,993,358		\$ 3,993,358	0		\$ -
Golf		137,204	\$ 137,204		\$137,204	\$ 137,204		0	\$ -
Soccer		759,797	\$ 759,797		\$759,797	\$ 759,797		0	\$ -
Softball		699,107	\$ 699,107		\$699,107	\$ 699,107		0	\$ -
Tennis	213,039	334,696	\$ 547,736	213,039	\$334,696	\$ 547,736	0	0	\$ -
Track & Field & Cross Country	502,741	619,289	\$ 1,122,030	502,741	\$619,289	\$ 1,122,030	0	0	\$ -
Volleyball		675,254	\$ 675,254		\$675,254	\$ 675,254		0	\$ -
Totals for All Teams	\$6,170,776	\$ 4,451,657	\$ 10,622,433	\$6,170,776	\$4,451,657	\$ 10,622,433	\$ -	\$ -	\$ -
Not Allocated by Gender/Sport			\$ 3,318,653			3,318,653			\$ -
Grand Totals for Athletics			\$ 13,941,086			\$ 13,941,086			\$ -
Totals for All Sports Except Football & Basketball			\$ 7,259,782			\$ 7,259,782			\$ -

Operating (Game Day) Expenses

(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	\$ 376,990	\$ 301,683	\$ 678,673	15	18	33	\$25,132.68	\$ 16,760.15	\$ 20,565.84
Football	\$ 957,744		\$ 957,744	102		102	\$ 9,389.65		\$ 9,389.65
Golf		51,371	\$ 51,371		10	10		5,137	\$ 5,137.10
Soccer		167,495	\$ 167,495		28	28		5,982	\$ 5,981.96
Softball		156,788	\$ 156,788		20	20		7,839	\$ 7,839.40
Tennis	47,709	41,434	\$ 89,143	6	9	15	7,952	4,604	\$ 5,942.87
Track & Field & Cross Country	92,029	94,594	\$ 186,623	84	104	188		910	\$ 992.68
Volleyball		128,089	\$ 128,089		16	16		8,006	\$ 8,005.56
Totals for All Teams	\$1,474,472	\$ 941,454	\$ 2,415,926	207	205	412	\$7,123	\$4,592	\$5,864
Totals for All Sports Except Football & Basketball			\$ 779,509			277			\$ 2,814

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	\$ 73,639	\$ 54,075	\$ 33,816	\$ 19,798
Number of Head Coaches Used to Calculate Average	5	8	17	14
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	\$ 97,664	\$ 68,126	\$ 44,153	\$ 35,950
Full-Time Equivalents (FTEs) Used to Calculate Average	3.77	6.35	13.02	7.71

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Basketball	1		1						1
Football	1		1						1
Tennis		1		1					1
Track & Field & Cross Country		1	1			1	1		2
Totals for Men's Teams	2	2	3	1	0	1	1	0	5
Women's Varsity Teams									
Basketball	1		1						1
Golf		1		1					1
Soccer					1		1		1
Softball					1		1		1
Tennis						1		1	1
Track & Field & Cross Country		1	1			1	1		2
Volleyball	1		1						1
Totals for Women's Teams	2	2	3	1	2	2	3	1	8

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Basketball	3	1	3	1					4
Football	8	1	8	1					9
Tennis									0
Track & Field & Cross Country		3	2	1		1		1	4
Totals for Men's Teams	11	5	13	3	0	1	0	1	17
Women's Varsity Teams									
Basketball	1		1		2	1	2	1	4
Golf						1	1		1
Soccer					1		1		1
Softball					1	1	1	1	2
Tennis									0
Track & Field & Cross Country		3	2	1		1		1	4
Volleyball	1		1		1		1		2
Totals for Women's Teams	2	3	4	1	5	4	6	3	14

University of Idaho Gender Equity Narrative

The University of Idaho Athletic Department is committed to gender equity in all facets as directed by the Title IX Statute of 1972. Further, Title IX protocol is followed simply because we believe in its fundamental principle. The Office of Civil Rights issued an Intercollegiate Athletics Policy Interpretation in 1979 which is the major source for specific requirements of athletic programs and in addressing the three program components. As a civil rights law, two basic provisions are to be followed: equal access to programs and equal treatment once in the program. We incorporate these principles and policies into our daily routine to strive to meet the requirements.

Equal access will be addressed by the accommodation of interest and abilities and discussed in the first section, Participation Opportunities. Section II will outline Financial Aid. The last section, Athletic Benefits and Opportunities will include (but is not limited to) the areas of equipment, travel, scheduling of contests and practices, salaries, facilities, medical and training facilities and services, recovery options, and academic support.

Following an external consultant review that was conducted last year, several gender equity recommendations were suggested. These areas and all the program component areas-participation, financial aid, athletic benefits and opportunities are currently under review by the newly appointed Director of Athletics and the Director of Compliance. A systemized approach of utilizing a three-year snap shot will be implemented this spring and will continue going forward.

I. Participation Opportunities.

2017-18 undergraduate enrollment percentages were: Male-52.3% Female-47.7%
Athletic participation was: Male-55.0% Female-45.0%

2018-19 undergraduate enrollment percentages were: Male-51.9% Female-48.1%
Athletic participation was: Male-53.9% Female-46.1%

2019-2020 undergraduate enrollment percentages are: Male-51.8% Female-48.9%
Projected Athletic participation: Male-54.1% Female-45.9%

To address the proportionality gap, roster management will be implemented in Fall of 2020. Men's sport programs will be assigned a roster target number to hit and not exceed. The women's programs will be asked to carry a certain number and not be below the number. In roster management implementation planning meetings with the current coaching staffs, these target numbers should be attainable. Of course, campus enrollment numbers and percentages fluctuate which makes it challenging to hit upon the exact percentage number year in and year out. Athletics will adjust the numbers as best as possible, however it is not feasible to hit the "moving" target of enrollment without denying promised participation opportunities to student-athletes.

Historically, two of the women's programs had been carrying higher numbers while most of the other teams remained steady. The downturn was due in large part to a discussion related to the dropping of those two programs that unfortunately went public. The department is overcoming that decline and will also ask other programs to manage their numbers accordingly with roster management targets.

II. Financial Aid

All coaches and sport programs at the University of Idaho can offer the NCAA maximum scholarship limits of their sport. The actual scholarship offers vary due to in-state and out of state tuition rates. There are no limits placed upon the sport regarding the various rates and what they can offer. This allows our coaches to recruit nationally and internationally which is critical to bringing diversity into our programs and to campus. With this philosophy in place, and the campus gender percentage fluctuation in enrollment, it is difficult if not almost impossible to be compliant with participation percentages matching with campus. Another challenge is the fact that not all coaches award the full number of scholarships, even though they could do so.

A summer school aid policy will be implemented to ensure equitable gender access to designated female and male sports and if needed to correct eligibility issues. Certain sports, Football, Men's and Women's Basketball, and to some extent Volleyball and Women's soccer, can utilize the summer period to train their teams with coaching staff or strength coaches present. The other sports that are offered at Idaho have restrictions in place that do not allow this practice opportunity during the summer with staff members present (unless there is a safety exemption). This opportunity skews the amount of aid offered as Football has the largest scholarship limit at 63 and no other sport has such a large number.

We will conduct a deeper dive into historical scholarship spending to ensure equity policies are in place and to ensure as best we can equitable access and awarding of aid.

As noted in the 2018-2019 EADA report, the athletic student aid percentages awarded to student-athletes were;

57% males and 43% females

III. Athletic Benefits and Opportunities

Following the external consultant review in 2018-19, areas of improvement were identified, and targeted improvements were made. Examples include; creating more lockers for the Women's Swimming and Dive team, Women's Soccer moving to the indoor field for home matches, and the development of a more equitable summer school policy. Budget development and controls, reviewing spending, contract reviews, and benchmarking with conference members will begin this summer to ensure equitable policies and procedures are in place.

The Athletic department holds a weekly scheduling meeting in place to ensure all sports have equal access to facilities for practice and competition. Sports medicine, academic services, and the refueling station is open to all athletes equally as are recovery services.

IV. Conclusion

As stated earlier, a three-year rolling report is being developed to monitor all areas and track not only progress but nuances. This report will also track trends and keep record of substantial differences between genders. A Gender Equity committee will be reactivated to monitor these trends and accomplishments.

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2018 through June 30, 2019

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	3,613	52%
Female Students	3,353	48%
Totals	6,966	100%

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses Amount
	Amount	Percent	
Men's Teams	\$3,437,355	57%	\$271,347
Women's Teams	2,625,003	43%	163,637
Totals for All Teams	\$6,062,358	100%	\$434,984

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Basketball	13	13	26				
Football	108		108	2		2	
Golf	12	8	20				
Soccer		31	31				
Swimming & Diving		28	28				
Tennis	7	7	14				
Track & Field (Indoor)	32	32	64	32	32	12	13
Track & Field (Outdoor)	29	32	61	29	32	12	13
Cross Country	12	13	25	12	13	12	13
Volleyball		18	18				
Total Participants	213	182	395	75	77	38	39
Percentage of Total	53.9%	46.1%	100%				
Unduplicated Count	169	137	306				

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	\$ 1,729,001	\$ 1,414,062	\$ 3,143,063	\$ 1,729,001	\$ 1,414,062	\$ 3,143,063	\$ -	\$ -	\$ -
Football	5,515,778		5,515,778	5,515,778		5,515,778	-		-
Golf	365,329	439,740	805,069	365,329	439,740	805,069	-	-	-
Soccer		851,623	851,623		851,623	851,623		-	-
Swimming & Diving		668,680	668,680		668,680	668,680		-	-
Tennis	287,725	387,201	674,926	287,725	387,201	674,926	-	-	-
Track & Field & Cross Country	637,164	823,366	1,460,530	637,164	774,812	1,411,976	-	48,554	48,554
Volleyball		898,131	898,131		898,131	898,131		-	-
Totals for All Teams	\$ 8,534,997	\$ 5,482,803	\$ 14,017,800	\$ 8,534,997	\$ 5,434,249	\$ 13,969,246	\$ -	\$ 48,554	\$ 48,554
Not Allocated by Gender/Sport			4,712,523			4,761,077			(48,554)
Grand Totals for Athletics			\$ 18,730,323			\$ 18,730,323			\$ -
Totals for All Sports Except Football & Basketball	\$ 1,290,218	\$ 4,068,741	\$ 5,358,959	\$ 1,290,218	\$ 4,020,187	\$ 5,310,405	\$ -	\$ 48,554	\$ 48,554

Operating (Game Day) Expenses

(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	\$ 476,316	\$ 477,934	\$ 954,250	13	13	26	\$ 36,640	\$ 36,764	\$ 36,702
Football	1,308,983		1,308,983	108		108	12,120		12,120
Golf	106,688	99,970	206,658	12	8	20	8,891	12,496	10,333
Soccer		213,149	213,149		31	31		6,876	6,876
Swimming & Diving		134,207	134,207		28	28		4,793	4,793
Tennis	82,102	91,008	173,110	7	7	14	11,729	13,001	12,365
Track & Field & Cross Country	112,698	108,593	221,291	73	77	150	1,544	1,410	1,475
Volleyball		241,403	241,403		18	18		13,411	13,411
Totals for All Teams	\$ 2,086,787	\$ 1,366,264	\$ 3,453,051	213	182	395	\$ 9,797	\$ 7,507	\$ 8,742
Totals for All Sports Except Football & Basketball	\$301,488	\$888,330	\$1,189,818	92	169	261	\$3,277	\$5,256	\$4,559

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	\$108,446	\$71,950	\$60,786	\$27,079
Number of Head Coaches Used to Calculate Average	5	7	17	13
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	\$120,495	\$77,485	\$71,266	\$37,845
Full-Time Equivalents (FTEs) Used to Calculate Average	4.50	6.50	14.50	9.30

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Basketball	1		1						1
Football	1		1						1
Golf	1		1						1
Tennis	1		1						1
Track & Field & Cross Country		1	1						1
Totals for Men's Teams	4	1	5	0	0	0	0	0	5
Women's Varsity Teams									
Basketball	1		1						1
Golf					1		1		1
Soccer	1		1						1
Swimming & Diving	1		1						1
Tennis	1		1						1
Track & Field & Cross Country		1	1						1
Volleyball					1		1		1
Totals for Women's Teams	4	1	5	0	2	0	2	0	7

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Basketball	3		3						3
Football	10		10						10
Golf		1		1					1
Tennis									0
Track & Field & Cross Country		4	3	1		2	1	1	6
Totals for Men's Teams	13	5	16	2	0	2	1	1	20
Women's Varsity Teams									
Basketball	1		1		2		2		3
Golf						1		1	1
Soccer	1		1			2		2	3
Swimming & Diving	1		1			1		1	2
Tennis						1		1	1
Track & Field & Cross Country		4	3	1		3	1	2	7
Volleyball	1		1			1		1	2
Totals for Women's Teams	4	4	7	1	2	9	3	8	19

Gender Equity – Narrative

Lewis-Clark State College

I. Participation Opportunities: Compliance for this component means meeting one test of the three-part test for participation opportunities. LCSC does not currently meet these criteria.

A. Proportionate to enrollment

Title IX compliance is assessed relative to interest and abilities, athletic financial aid and other program areas. Relative to interest and abilities and prong #1 of the 3 prong test, substantial proportionality, in FY19, athletic participation was 58% male to 42% female. LCSC's fulltime undergraduate enrollment in FY19 was 39% male and 61% female. This results in a 19% overrepresentation of male student-athletes. Prongs 2 and 3 look at the history and continuing practice of program expansion for the under-represented sex and full and effective accommodation of expressed interest and abilities of the under-represented sex. With these aspects of compliance in mind, LC State's 2-part Title IX Compliance Plan was accepted and approved by the SBOE in the spring of 2019. Part 1 of the Plan involves maximizing current women's sport roster capacities with expansion starting in the fall of 2019. Part 2 involves the addition of a women's intercollegiate sport (e.g., soccer).

In order to achieve the roster goals in Part 1, coaching personnel, operating budgets and student-athlete scholarship dollars need to be increased. In FY 2020, a total of 2.62 FTE was spread across three coaching positions, in essence moving the head women's and men's golf coach to full-time, and the assistant volleyball and assistant women's basketball coach from part-time to full-time, inclusive of fringe and benefits. In addition, a concerted effort to increase scholarship funding (through the Warrior Athletic Association and LC State Foundation) for athlete recruitment is underway.

For FY2021, despite austere budget realities, funding streams to support continued Plan progress are being implemented. Specifically, (1) Athletics' fundraising will, in essence, tax themselves 5% on dollars raised. These dollars will be allocated, under the direction of the Director of Athletics, to support operating expenses (OE) associated with expanded sport rosters; (2) a portion of alcohol sales during the NAIA World Series, will be directed toward Plan OE; and (3) revenue captured in response to reduced travel expenses with the move from the Frontier to Cascade conference will be directed toward Plan OE (e.g., increased travel costs to accommodate expanded rosters).

B. Demonstrate continuing program expansion

Part 2 of the LCSC Title IX Compliance Plan involves the addition of a women's sport. In 2010 LCSC engaged a sport-interest inquiry to determine which women's sport addition would have the greatest likelihood of success. Through that process it was determined that women's soccer should be LCSC's next sport addition consideration. This determination was based on: (a) National and NAIA women's sport growth trends; (b) local/regional women's sport participation interests as reflected by high school sport participation (special attention was paid to local/regional high schools with the highest relative numbers of LCSC enrollment); (c) potential regional/conference competition opportunities; and (d) facilities needs and accessibility. At this time soccer is still the leading sport addition consideration.

C. Fully accommodate the interest and abilities of the underrepresented gender

Relative to Title IX compliance, given LC State's athletics history and tradition, LC State's compliance efforts are focused on growing women's sport participation, while holding men's sport participation relatively constant. Ultimately, Part 1 of the Plan implementation is projected to result in a net gain of 24 women's sport participants, which translates to 45% women's sport participation (3- to 5-year implementation timeline). Part 2 includes the addition of a women's sport (e.g., Soccer). The initial roster size is estimated at 20 participants, with a potential to grow to 28 participants within 3 years of sport launch. This sport addition would translate to 50% - 52% women's sport participation. Re-evaluation of substantial proportionality, which is a moving target pending enrollment trends, will need to be ongoing and will dictate next steps (e.g., plan part 3?).

II. Financial Aid: The Financial Assistance requirement of Title IX, requiring assistance to be substantially proportionate to the ratio of male and female athletes, is currently tilted toward females. Athletic student aid totals (allocation of actual resources in FY19) were 49.7% to males and 50.3% to females in comparison to the unduplicated participation rate of 59% males to 41% females. This results in a 9.3% proportional advantage for females. The recruitment efforts identified in the previous section will assist in progressing towards compliance by increasing female participation.

III. Equal Treatment of Programs: The benefits, opportunities, and treatments afforded sports participants are equivalent. LC State is compliant with the Equal Treatment of Programs requirement of Title IX. The LC State Athletics Department has adopted an intercollegiate athletics manual, with standardized policies and procedures that helps ensure ongoing compliance in this area.

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2018 through June 30, 2019

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	835	39%
Female Students	1,305	61%
Totals	2,140	100%

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses Amount
	Amount	Percent	
Men's Teams	\$961,096	49.73%	\$9,644
Women's Teams	971,368	50.27%	6,851
Totals for All Teams	\$1,932,464	100%	\$16,495

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Baseball	35		35				
Basketball	18	13	31				
Golf	8	9	17				
Tennis	13	10	23				
Track & Field (Indoor)	33	25	58	32	22	10	9
Track & Field (Outdoor)	31	26	57	31	24	10	9
Cross Country	18	13	31	11	13	10	9
Volleyball		17	17				
Total Participants	156	113	269	74	59	30	27
Percentage of Total	58%	42%	100%				
Unduplicated Count	114	79	193				

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Baseball	\$866,093		\$866,093	\$866,093		\$866,093	\$0		\$0
Basketball	415,050	444,369	859,419	415,050	444,369	859,419	0	0	0
Golf	111,865	159,856	271,721	111,865	159,856	271,721	0	0	0
Tennis	141,650	111,127	252,777	141,650	111,127	252,777	0	0	0
Track & Field (Indoor)	43,757	87,520	131,277	43,757	87,520	131,277	0	0	0
Track & Field (Outdoor)	65,636	131,280	196,916	65,636	131,280	196,916	0	0	0
Cross Country	120,951	191,086	312,037	120,951	191,086	312,037	0	0	0
Volleyball		395,229	395,229		395,229	395,229		0	0
Totals for All Teams	\$1,765,002	\$1,520,467	\$3,285,469	\$1,765,002	\$1,520,467	\$3,285,469	\$0	\$0	\$0
Not Allocated by Gender/Sport			657,450			596,856			60,594
Grand Totals for Athletics	\$1,765,002	\$1,520,467	\$3,942,919	\$1,765,002	\$1,520,467	\$3,882,325	\$0	\$0	\$60,594
Totals for All Sports Except Baseball & Basketball	\$483,859	\$1,076,098	\$1,559,957	\$483,859	\$1,076,098	\$1,559,957	\$0	\$0	\$0

Operating (Game Day) Expenses

(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Baseball	\$104,077		\$104,077	35		35	\$2,974		\$2,974
Basketball	63,541	75,489	139,030	18	13	31	3,530	\$5,807	4,485
Golf	26,522	29,477	55,999	8	9	17	3,315	3,275	3,294
Tennis	22,181	18,682	40,863	13	10	23	1,706	1,868	1,777
Track & Field (Indoor)	11,222	11,910	23,132	33	25	58	340	476	399
Track & Field (Outdoor)	16,833	17,865	34,698	31	26	57	543	687	609
Cross Country	25,925	29,522	55,447	18	13	31	1,440	2,271	1,789
Volleyball		50,702	50,702		17	17		2,982	2,982
Totals for All Teams	\$270,301	\$233,647	\$503,948	156	113	269	\$1,733	\$2,068	\$1,873
Totals for All Sports Except Baseball & Basketball	\$102,683	\$158,158	\$260,841	103	100	203	\$997	\$1,582	\$1,285

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	\$24,893	\$22,552	\$9,381	\$3,473
Number of Head Coaches Used to Calculate Average	7	7	15	13
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	\$60,294	\$54,624	\$42,640	\$38,921
Full-Time Equivalents (FTEs) Used to Calculate Average	2.89	2.89	3.30	1.16

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Baseball	1		1						1
Basketball	1		1						1
Golf						1		1	1
Tennis		1	1						1
Track & Field (Indoor)		1	1						1
Track & Field (Outdoor)		1	1						1
Cross Country		1	1						1
Totals for Men's Teams	2	4	6	0	0	1	0	1	7
Women's Varsity Teams									
Basketball	1		1						1
Golf						1		1	1
Tennis		1	1						1
Track & Field (Indoor)		1	1						1
Track & Field (Outdoor)		1	1						1
Cross Country		1	1						1
Volleyball	1		1						1
Totals for Women's Teams	2	4	6	0	0	1	0	1	7

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Baseball	2		2						2
Basketball		2		2					2
Golf		1		1					1
Tennis									0
Track & Field (Indoor)		4	1	3					4
Track & Field (Outdoor)		4	1	3					4
Cross Country		2	1	1					2
Totals for Men's Teams	2	13	5	10	0	0	0	0	15
Women's Varsity Teams									
Basketball						1		1	1
Golf		1		1					1
Tennis									0
Track & Field (Indoor)		4	1	3					4
Track & Field (Outdoor)		4	1	3					4
Cross Country		2	1	1					2
Volleyball		1		1					1
Totals for Women's Teams	0	12	3	9	0	1	0	1	13

CONSENT
APRIL 16, 2020

BOISE STATE UNIVERSITY

SUBJECT

Discontinue Masters of Arts in Teaching English Language Arts

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

Boise State University proposes the discontinuation of the Masters of Arts in Teaching English Language Arts. The program has offered 1-2 classes per semester during each semester, as well as over the summer in order to accommodate working teachers. Despite the accommodating schedule, the target population has expressed low overall interest, primarily because the program is cost prohibitive in relation to salaries and low professional incentives exist for graduate study. The program has graduated on average 4-5 students per year.

IMPACT

The program currently has two active students. One who is on track to graduate during 2020 and another who is currently completing the final portfolio. Faculty will work with the remaining two students to complete the coursework and portfolio work. Future students who wish to complete advanced graduate-level degree programs can utilize the varied programs in the College of Education or enroll in the graduate programs currently offered in the Department of English.

ATTACHMENTS

Attachment 1– Masters in Teaching English Language Arts Proposal

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University indicates there is no fiscal impact due to the discontinuation of the degree program and does not anticipate any faculty or staff reductions as provided in their program proposal. Board Policy III.G.3.c.i (3) requires Board approval of any graduate program discontinuation regardless of fiscal impact, prior to implementation. The Council on Academic Affairs and Programs and Board staff reviewed the proposed program discontinuation and recommends Board approval.

BOARD ACTION

I move to approve the request by Boise State University to discontinue the Masters in Teaching English Language Arts as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

Proposal for Discontinuation

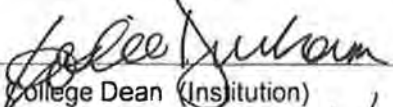
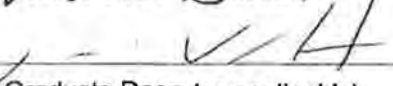
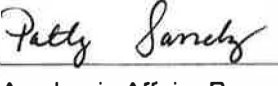
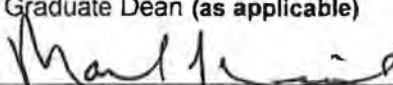
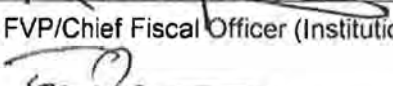
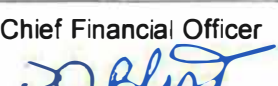
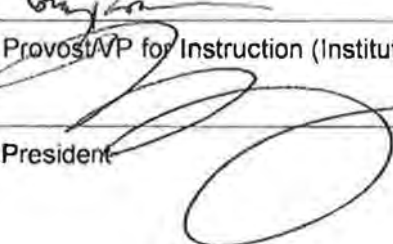
Date of Proposal Submission:	January 22, 2020
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Arts and Sciences
Name of Department(s) or Area(s):	Department of English

Program Identification for Proposed Discontinued Program:

Title:	Teaching English Language Arts
Degree/Certificate:	Masters of Arts
Method of Delivery:	Face-to-face
CIP code:	13.1305
Proposed Discontinuation Date:	Fall 2020

Indicate whether this request is a discontinuation of either of the following:

- | | |
|--|--|
| <input type="checkbox"/> Undergraduate Program | <input checked="" type="checkbox"/> Graduate Program |
| <input type="checkbox"/> Undergraduate Certificate | <input type="checkbox"/> Graduate Certificate |
| <input type="checkbox"/> Administrative/Instructional Unit | <input type="checkbox"/> Other |
| <input type="checkbox"/> CTE Program (check all that apply) | |
| <input type="checkbox"/> Basic Technical Certificate | |
| <input type="checkbox"/> Intermediate Technical Certificate | |
| <input type="checkbox"/> Advanced Technical Certificate | |
| <input type="checkbox"/> Associate of Applied Science Degree | |

 College Dean (Institution)	1/7/2020 Date	State Administrator	Date
 Graduate Dean (as applicable)	1/14/20 Date	 Academic Affairs Program Manager	2/10/2020 Date
 FVP/Chief Fiscal Officer (Institution)	1/17/2020 Date	Chief Financial Officer	Date
 Provost/VP for Instruction (Institution)	1/14/20 Date	 Chief Academic Officer, OSBE	2/19/2020 Date
 President	1-20-20 Date	SBOE/Executive Director Approval	Date

1. Provide rationale for the discontinuance.

Boise State proposes the discontinuation of the traditional face-to-face Masters of Arts in Teaching English Language Arts degree program. Over the past several years, the program has offered 1-2 classes per semester during each semester and over the summer in order to reach as many local language arts teachers as possible. However, the target population of teacher-participants has expressed low overall interest (due to cost for their income; low professional incentives for graduate study). Enrollment has typically been 4-8 students per class, with an average of 4-5 graduates per year. The faculty are heavily involved in leading the Boise State Writing Project and in beginning the possible new Regional Literacy Center at Boise State, which will likely mean working with a wider set of schools and teachers.

That faculty's aim is to support educators and young people as they create, lead, and change their communities through the English language arts. We can continue this mission in new ways, namely by shifting our time, attention, and energy to supporting a wider network of educators outside of the current MA structure. There is a lot of potential to reach teachers throughout Regions 3 and 4 (teachers of roughly 45% of Idaho's students) through a wider set of professional learning opportunities through BSWP and the proposed Regional Literacy Center.

2. Teach-out Plans/Options for currently enrolled students.

- a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

The program currently has two active students – one who is in line to graduate during 2020 and another who only needs to complete her final portfolio. The graduate faculty will work individually with remaining program participants during 2020 to complete independent study course work and culminating portfolio projects. The program coordinator, Jim Fredricksen, will advise students on options for completing any outstanding degree requirements (if needed) through 2020. We will identify and reach out to any other students who might have started course work, but who have not been active in their degree progress.

- b. Is there an alternative program/major or field of study? If so, please describe.

Boise State will continue to meet the need for graduate education options for local teachers of English language arts through multiple existing programs, such as the MA in English (focuses include Literature and Writing, Rhetoric, and Technical Communication – each program allows teacher-participants to deepen their content expertise and to connect that expertise to their classroom instruction) and the MA in Curriculum & Instruction (which allows teachers to deepen their expertise in pedagogical knowledge that can be rooted in English language arts subject matter knowledge). While the current MA in Teaching English Language Arts offered an in-depth look at this intersection of pedagogical knowledge and content knowledge (referred in the scholarship as “pedagogical content knowledge) for approximately 50 educators during its existence (first graduates in 2010), educators can work at this intersection either through an entry point of content knowledge (English MA or the MA and EdD programs in the Department of Literacy, Language, and Culture) or of pedagogical knowledge (in graduate programs in the Department of Curriculum, Instruction, and Foundational Studies).

- c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Upon approval of this proposal, the program coordinator, Jim Fredricksen, will notify all existing students of the discontinuation of the program and offer one-on-one advising for remaining degree planning and advising.

3. Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted
University of Montana	MA in English Teaching Option	One strand of this MA program is to extend and enrich the professional development of experienced middle and high school ELA teachers. The other strand of this MA program leads to individuals with a BA in English who want to earn teaching licensure.

4. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Headcount Enrollment in Program				Number of Graduates From Program			
	FY2017	FY2018	FY2019	FY2020	FY2016	FY2017	FY2018	FY2019
BSU MA Teaching English Language Arts	19	9	8	1	6	6	3	4

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

The discontinuance will mean that teachers of English language arts seeking a graduate degree will not be able to earn a degree with a specific focus on teaching English language arts. However, it does mean that those prospective students will likely find their way to other graduate programs, either in the English Department or in graduate programs in the College of Education. The discontinuance means English teaching faculty may work with more teachers across a wider geographic region in Idaho through the Boise State Writing Project and the potential Regional Literacy Center options. Thus, faculty will be able to create and sustain professional learning opportunities and relationships with Idaho's teachers in new ways, which can position the university to be more embedded in local schools and partnering with teachers and districts in ways that an MA degree cannot sustain.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

We anticipate no faculty and staff reductions. Faculty plan to offer an additional BA course ("Assessing Readers and Writers in Secondary Classrooms") once per academic year; it is a course that has been approved by the University Curriculum Committee. Faculty will continue to support and mentor MA students in a wide range of degree programs, including the MA in Writing, Rhetoric, and Technical Communication; MA in English Literature; graduate programs in Curriculum, Instruction, and Foundational Studies.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

None. This program was proposed without request for resources. The administration of this program was part of an administrative course release for the "English Teaching Discipline Director" and that work continues with the administration of the undergraduate program.

I. PLANNED STUDENT ENROLLMENT									
		FY 2021		FY 2022		FY 2023		FY 2024	
		FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		0	0	0	0	0	0	0	0
B. Shifting enrollments		0	0	0	0	0	0	0	0
Total Enrollment		0	0	0	0	0	0	0	0
II. REVENUE									
		FY 2021		FY 2022		FY 2023		FY 2024	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Reques		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Institution Funds		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Federal		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. New Tuition Revenues from Increased Enrollments		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Student Fees		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Other (i.e., Gifts)		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Revenue		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<i>Ongoing is defined as ongoing operating budget for the program which will become part of the base. One-time is defined as one-time funding in a fiscal year and not part of the base.</i>									
III. EXPENDITURES									
		FY 2021		FY 2022		FY 2023		FY 2024	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs									
1. FTE		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2. Faculty		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Adjunct Faculty		0.0	0.0	0	0	0	0	0	0
4. Graduate/Undergrad Assistants		0.0	0.0	0	0	0	0	0	0
5. Research Personnel		0.0	0.0	0	0	0	0	0	0
6. Directors/Administrators		0.0	0.0	0	0	0	0	0	0
7. Administrative Support Personnel		0.0	0.0	0	0	0	0	0	0
8. Fringe Benefits		0.0	0.0	0	0	0	0	0	0
9. Other:		0.0	0.0	0	0	0	0	0	0
Total Personnel and Costs		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

		FY 2021		FY 2022		FY 2023		FY 2024	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures									
1. Travel		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Professional Services		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Other Services		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Communications		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Materials and Supplies		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Rentals		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Materials & Goods for Manufacture & Resale		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Miscellaneous		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Operating Expenditures		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FY 2021		FY 2022		FY 2023		FY 2024	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay									
1. Library Resources		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Equipment		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Capital Outlay		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FY 2021		FY 2022		FY 2023		FY 2024	
D. Capital Facilities Construction or Major Renovation		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
E. Other Costs									
Utilites		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Maintenance & Repairs		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Other Costs		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES:		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Net Income (Deficit)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

CONSENT
APRIL 16, 2020

BOISE STATE UNIVERSITY

SUBJECT

Master in Teaching in Elementary Education

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a 43-credit Master in Teaching in Elementary Education program. The proposed program will transition the Graduate Certificate in Teaching into a master's program. The transition will allow students to earn the credential (Master in Teaching) most appropriate to the coursework. The proposed program will provide students the training and support necessary to be recommended for K-8 Idaho teaching certification.

The intended audience of the proposed program is individuals who have earned an undergraduate degree in content other than education and wish to be certified to teach elementary school in Idaho.

IMPACT

It is projected that the program will reach a size of 25 students by the sixth year, graduating approximately 12 students per year once the program is up and running. The proposed program is cohort based, beginning in January each year. The program will take four semesters to complete.

As the proposed program is a transition from a graduate certificate to a master's program, most of the coursework for the proposed program is already offered; only one new course is added. The need for two additional course sections may arise due to the anticipated increased enrollment. Therefore, only a small additional increase in personnel costs are required, and the College of Education has funds to support them.

ATTACHMENTS

Attachment 1– Proposal in Master of Teaching in Elementary Education

STAFF COMMENTS AND RECOMMENDATIONS

Enrollment is based on a cohort model with 10 students projected for FY2021. Because the program will consist of courses already offered in various departments in the College of Education, Boise State University does not provide a minimum enrollment for program sustainability. However, if enrollments are not met for multiple consecutive years, they will reevaluate program if the need persists.

CONSENT
APRIL 16, 2020

BSU's request to offer a Masters in Teaching, Elementary Education is consistent with their Service Region Program Responsibilities. While the proposed program is not listed on the current approved Three-Year Plan, BSU demonstrates the need to transition the existing graduate certificate to a master's program to better serve student needs and align to Idaho Standards for Initial Certification of Professional School Personnel. As provided in Board Policy III.Z, no institution has the statewide program responsibility specifically for educator programs. Other similar programs offered by Idaho's public postsecondary institutions include:

Institution	Program Title	Degree Level/ Certificate	Options/Minors/ Emphases	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Teaching	Graduate Certificate		Region III - Boise	Regional	Traditional
ISU	Teaching	M.A.		Region V - Pocatello	Regional	Online
UI	Curriculum and Instruction	M.Ed.	Emphasis: 1) Career & Technical Education-13.1319; 2) Teacher certification - 13.0301	Region I & II & III	Regional	Online

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on February 6, 2020; and to the Committee on Instruction, Research, and Student Affairs on April 2, 2020. The program was also reviewed by the Professional Standards Commission at their November 14-15, 2019 meeting for alignment with certification standards. Their recommendation was forwarded to the Board at the February 13, 2020 meeting and was approved.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create new Master in Teaching in Elementary Education as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PROPOSAL SUMMARY SHEET

Institution: Boise State University

Program: Master in Teaching in Elementary Education

1. Program Description and Need

Describe program need and how it will meet state/industry needs, including employability for students. Is this a program that may be projected to have low enrollment but needed to meet a critical public service/industry need? If so, please explain.

The proposed MIT in Elementary Education is a transition of the Graduate Certificate in Teaching (Elementary Pathway) into a master's degree program, creating a new 43 credit graduate program, a Master in Teaching in Elementary Education. This new program will provide students with the training and support necessary to be recommended for K-8 Idaho teaching certification.

The master's program will emphasize connections between theory and practice in education such that graduates will be well-started to begin as elementary teachers. Students will demonstrate mastery of knowledge, skills, and dispositions throughout their program, with the culminating activities being their Professional Year (2 semesters) field experiences. The intended audience is individuals who have earned an undergraduate degree in content other than education and wish to be certified to teach elementary school in Idaho. The proposed program will provide substantial value to students and to the State of Idaho. There is a teacher shortage in the state, and the need for well-prepared teachers at all levels is high.

2. Program Prioritization

Please indicate how the proposed program fits within the recommended actions of the most recent program prioritization findings.

The creation of the MIT in Elementary Education requires minimal additional university resources. The creation of the new MIT in Elementary Education largely utilizes the current coursework offered through the Graduate Certificate in Teaching, requiring creation of one new course only. In addition, due to the anticipated higher enrollments the program expects after the transition to the MIT, two courses are expected to require extra sections after the second year of the program. Needed resources are available in the College of Education through adjunct support and repurposing of full-time faculty workload with lower enrollments in other courses or combined undergraduate courses.

The Graduate Certificate in Teaching was not quintiled during Boise State's most recent Program Prioritization (quintiling did not include certificate programs or minor).

3. Credit for Prior Learning

Will credit for prior learning be available for program-specific courses? If so, please explain.

Not applicable.

4. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Education Resources), online delivery methods, reduced fees, compressed course scheduling, etc.

Whenever possible, the Department of Curriculum, Instruction and Foundational Studies strives to utilize affordable course materials and incorporate other affordability / cost saving opportunities. It is likely that a student will have the opportunity to take a course online.

5. Math Requirements

For undergraduate programs, please indicate the required gateway math/statistics course and the minimum number of hours needed in math/statistics to satisfy degree requirements.

Not applicable.

6. Resources/Allocation

If new resources are necessary to implement the program, how will this be achieved? If resources are to be internally reallocated from existing programs or services, please describe the impact.

There are minimal additional resources required to offer the proposed program; only one new course is added. The need for two additional course sections may arise due to the anticipated increased enrollment of the two new MIT programs. The College of Education has funds to support the new course and additional sections for two courses if required. Resources currently used to support the Graduate Certificate in Teaching will be used to support the two new MIT programs that will replace the Graduate Certificate in Teaching.

7. Sunset

What is the sunset clause date? Please confirm whether this is the effective date for program discontinuation, or, is the date by which the program will be evaluated for continued delivery.

The sunset clause for this program is not tied to a specific date. If a new student does not enroll for 4 continuous years, the program will be discontinued.

8. Associated Programs

Please provide the total enrollment of students, first-time/full-time (FTFT) retention rates, and graduation headcount within each program offered by the academic department proposing the program. (Disregard if no undergraduate programs are currently delivered by the department.)

Program Name	Total Enrollment in Program and First-Time/Full-Time Retention Rate in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY17	FY18	FY19	FY20 (most recent)	FY16	FY17	FY18	FY19
BA in Elementary education	412	401	432	395	61	79	52	52
BA in Educational Studies	n/a	n/a	n/a	12	n/a	n/a	n/a	n/a

9. Enrollment/Graduates of Similar Programs and Proposed Program

What are the projected enrollment and graduates for proposed program once program is fully implemented?

	Enrollment (E) and Completions (C) for Similar Programs at Other Idaho Institutions								Projected Enrollments (E) and Completions (C) for Proposed Program							
	FY 2016		FY 2017		FY 2018		FY 2019		2021		2022		2023		2024	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C
BSU Proposed MIT in Elementary Education									10		15	4	20	8	25	10
ISU MA in Teaching			6		29		49	1								
UI M.Ed. in Curriculum & Instruction + certification	28	11	36	18	28	17		18								

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Program Type	Request Type	Instructional Activity
Academic	New	New Graduate Program

Institution Submitting Proposal: BSU Boise State University

Name of College, School, or Division: Education

Name of Department or Area: Curriculum, Instruction and Educational Studies

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OFFICE OF THE
STATE BOARD OF EDUCATION

Program Identification for Proposed New or Modified Program:

Program Title Master in Teaching Elementary Education

CIP code (consult IR / Registrar): 13.1202 - Elementary Education and Teaching.

Proposed Starting Date: 8/3/2020

Degree: Graduate 12/8

Indicate if Online Program:

X PSC has reviewed program and will be recommending conditional approval at the next Board mtg.

Support Fund: N/A

Indicate (X) if the program is: ☒ Regional Responsibility

Statewide Responsibility

Jennifer L. Snow
College Dean (Institution)

11/25/2019

Date

Tammi Vacha-Haase

11/27/2019

Graduate Dean or other
official (Institution; as
applicable)

Date

Vice President for
Research (Institution; as
applicable)

Date

Patricia Smith
Academic Affairs Program
Manager, OSBE

3/11/20

Date

[Signature]
Chief Financial Officer,
OSBE

12-31-19
Date

[Signature]
Chief Academic Officer,
OSBE

1/17/2020
Date

Mark J Heil

FVP/Chief Fiscal Officer
(Institution)

12/4/2019

Date

SBOE/Executive Director
Approval

Date

Tony Roark

Provost/VP for Instruction
(Institution)

11/27/2019

Date

Marlene Tromp

President

12/6/2019

Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

Boise State University proposes to transition the Graduate Certificate in Teaching (Elementary Pathway) into a master's degree program, creating a new 43-credit graduate program, a Master in Teaching in Elementary Education. This new program will provide students with the training and support necessary to be recommended for K-8 Idaho teaching certification.

The master's program will emphasize connections between theory and practice in education such that graduates will be well-started to begin as elementary teachers. Students will demonstrate mastery of knowledge, skills, and dispositions throughout their program, with the culminating activities being their Professional Year (2 semesters) field experiences. The intended audience is individuals who have earned an undergraduate degree in content other than education and wish to be certified to teach elementary school in Idaho. The proposed program will provide substantial value to students and to the State of Idaho. There is a teacher shortage in the state, and the need for well-prepared teachers is high.

The proposed Master in Teaching in Elementary Education will replace the current Graduate Certificate in Teaching. The new program will:

- Offer improved advising for students wishing to pursue K-8 certification
- Acknowledge the level of work and training required for the program by awarding a Master's degree
- Provide a new path for individuals with undergraduate degrees in content other than education to become certified elementary teachers

The proposed program will require minimal new personnel resources, primarily making use of existing courses and capacity therein. The proposed program is largely a transition from a graduate certificate to a Master's in Teaching degree.

2. **Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

There is a teacher shortage in Idaho. Recent data shows that the turnover rate of teachers in Idaho exceeds the national average, at 10% (Corbin, 2018) while Idaho's school-aged population continues to grow (Friesen, 2018). And while overall rate of alternative

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teacher certification is approximately 5% in the state (Friesen, 2018), some districts in Idaho are disproportionately dependent on alternatively-certified teachers (Williams & Seibert, 2017). This may put some districts at a disadvantage, as research has found that alternatively certified teachers leave the profession at higher rates than traditional certified teachers. This higher turnover rate can impair organizational culture as well as student performance (Redding & Smith, 2016).

This new master's degree program supports students who wish to change careers to help fill this shortage. A recent survey of Idaho superintendents revealed that 76% of superintendents believe that a traditionally certified teacher is more qualified than an alternatively certified teacher (Williams & Seibert, 2017). Thus, pursuing a traditional certification route allows interested students better prepare for their new career in a way that may make them more sought-after in Idaho school districts. This new program is aligned with Boise State's undergraduate elementary education certification route, which has demonstrated excellence in preparing new teachers for teaching in Idaho. Consequently, this new program will simultaneously support students in becoming high quality teachers while allowing students to move through the program at a relatively accelerated pace as graduate students.

- a. Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

Elementary teachers, SOC 25-2021

Depending on the endorsements that students seek, this program may also fill middle school teacher positions in literacy/reading, math, sciences, health, ENL, bilingual education, and psychology.

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	333 (½ state)	281 (.25% of nation)	
State	666	562 (.50% of nation)	
Nation		112,400	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

- b. Student need.** What is the most likely source of students who will be expected to enroll

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(full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of students was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

The program will appeal to students interested in teaching in K-8 classrooms. We anticipate enrolling second-career students, personnel from school districts with responsibilities for student learning who are not yet certified (e.g. paraprofessionals), students currently finishing their undergraduate degrees who have recently decided to pursue education, and those students who have received their Educational Studies B.A. and wish to return to Boise State to pursue teacher certification.

Currently, the Graduate Certificate in Teaching (Elementary Pathway) fills a similar need and receives several inquiries each month via prospective students visiting the website and contacting Dr. Wenner via email. Once contacted, Dr. Wenner requests the completion of a survey and meets with the prospective student for one-on-one advising into the program. Since September 2017, Dr. Wenner has had 105 inquiries and advising meetings, which demonstrates a need for the proposed Master's in Teaching in Elementary Education (see survey questions and summary in Appendix A).

Acceptance and enrollment in the Graduate Certificate in Teaching is also an indicator of student need; this enrollment is steadily increasing.

Fall Term	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Enrolled in Graduate Certificate in Teaching	14	19	22	23	44

- c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

Graduates of the proposed program will be better equipped to serve Idaho students in the K-8 classroom. A Master's in Teaching in Elementary Education will enhance the preparation of certified teachers in Idaho, and will better reflect the quality and value of education students are receiving. Additionally, while enrolled in the program, students will spend time in community schools, linking district employees, mentor teachers, and university personnel in a relationship of shared support. Graduates of the program will enhance Idaho education and the economy by releasing highly trained and qualified teachers into the state.

- d. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

Graduates will be equipped with the skills necessary for offering high-quality education in Idaho schools. Best practices in education, as developed and practiced in this program, produce positive outcomes for society by offering well-started beginning teachers across the state. Graduates will have training in differentiating for gifted learners, teaching English Language Learners, responding to the educational impact of poverty, and specialized training in content methodologies. Additionally, graduates will have over 800 hours of supervised field experience supported by Boise State University personnel and area school districts.

e. If Associate's degree, transferability:

N/A

- 3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Idaho State University	M.A. in Teaching	This is a Master's programs for practicing teachers but it DOES NOT offer certification within the Master's degree as a typical offering. However, it is noted that the MAT can be an alternate route to certification.
University of Idaho	M.Ed. in Curriculum & Instruction plus certification	This is a 43-credit program that results in a Master's degree and secondary certification (no elementary option).

Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u>		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Northwest Nazarene University	Accelerated Program for Teaching Certification (Elementary and Secondary) - Graduate Level	This is a 16-month, cohort program for certification in either elementary or secondary teaching, but does not result in a Master's degree without taking 12 more credits.

Eastern Washington State University	Transition to Teaching Program - Bachelor's and Graduate level	4-7 quarters of coursework (depending on background) to gain Washington State teacher certification.
University of Utah	Masters of Education with Secondary Teaching Licensure	The M.Ed. with Secondary Licensure degree and program is designed for students who already hold a bachelor's degree and have completed coursework equivalent to the teaching major in the subject area in which they seek licensure.

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

The proposed Master's in Teaching in Elementary Education fills a need for highly prepared elementary school teachers in Idaho and is distinct from similar programs currently available in Idaho. The program offered at Idaho State University appears to be an alternative certification program, rather than a typically-offered program for elementary teacher certification. The proposed Master's in Teaching in Elementary Education program would be offered as a formalized route to teacher certification without the need to create particular educational plans for each student. The program offered at the University of Idaho appears to only offer secondary certification, which is not relevant for those who wish to pursue K-8 certification and/or have an undergraduate degree in a non-qualifying endorsement area (e.g. social work, human resources, etc.).

5. **Describe how this request supports the institution's vision and/or strategic plan.**

Goals of Institutional Strategic Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students	The proposed program will broaden students' opportunities to earn a Master's degree and obtain a teaching licensure while experiencing high-quality experiential learning in over 800 hours of field experience. A Master's Degree in Teaching in Elementary Education promotes the professionalism of practice desirable for Idaho schools and teachers.
Goal 4: Align university program and activities with community needs	Graduates will be prepared to enter Idaho classrooms, which are currently experiencing a

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	teacher shortage. Moreover, related to previous literature, many superintendents/districts prefer traditionally-prepared teachers.
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6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The following measures will ensure the high quality of the proposed program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: At the inception of new programs, the programs will submit to the Office of the Provost a three-year assessment plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three years, the programs will provide Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff using a PAR Rubric, which includes feedback, next steps, and a follow-up report with a summary of actions.

Graduate Policy and Procedure: The proposed program will adhere to all applicable policies and procedures of the Graduate College as developed and approved by the graduate faculty of the university through its representatives on the Graduate Council.

Specialized Accreditation: All programs offered by departments within the College of Education are accredited by the Council for the Accreditation of Educator Preparation (CAEP), which ensures a high standard of quality.

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B**.

N/A

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?

Yes X No

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

October 22, 2019.

9. Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.

Yes ☐ No ☒

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

a. Describe why the proposed program is not on the institution's five-year plan. When did consideration of and planning for the new program begin?

Internal review and discussion of the existing graduate certificate in Teaching took place at the end of the 2018-2019 academic year. Through these discussions the Department of Curriculum, Instruction and Foundational Studies determined that awarding students with Graduate Certificate in Teaching did not well-reflect the value and quality of education students received nor was equitable when students had taken significant coursework (36-44 credits) and participated in a rigorous Professional Year teaching experience. The decision was made by the department to transition the existing Graduate Certificate in Teaching to two Master's in Teaching degrees, one focused on Elementary Education and the other on Secondary Education.

b. Describe the immediacy of need for the program. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

There is no benefit to waiting to start this program since the program currently exists at the Graduate Certificate level and is serving student need. In addition, the current program no longer aligns to ISCIP standards and beginning the improved program immediately will ensure standards and accreditation is met.

Most significantly, nothing would be gained by delay of implementation. Benefits that would result are the following:

- Immediately contribute to the need throughout the state for qualified elementary education teachers
- Expand and enhance collaborative partnerships with local school districts
- Award a credential to students that is aligned with the time and energy they dedicated to its pursuit.

Criteria. As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

The Department of Curriculum, Instruction and Foundational Studies at Boise State has a responsibility to prepare highly qualified teachers that can elevate and improve the educational experience and outcomes for Idaho students. The proposed program responds to the needs of

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Idaho in addressing the teacher shortage and to the needs of students who deserve an appropriate credential aligned with their academic experience.

- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

The proposed Master's in Teaching Elementary Education will leverage existing coursework and is not reliant on external funding.

- iii. Is there a contractual obligation or partnership opportunity to justify the program?

No

- iv. Is the program request or program change in response to accreditation requirements or Recommendations?

No.

- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

No.

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

- a. **Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	24
Credit hours in required courses offered by other departments:	19
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	43

- b. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Students will successfully complete all assignments and experiences contained within the Professional Year (18 credits; 2 semesters). This will involve spending 3-5 days/week in schools, taking on the responsibilities of a practicing educator. Students will be supervised by a university liaison and supported by school-based mentor teachers.

11. Program Intended Learning Outcomes and Connection to Curriculum.

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- a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

The Intended Learning Outcomes for the Master in Teaching in Elementary Education

1. Candidates will demonstrate care, character, and professionalism in honoring intersectionality and diversities in order to support student learning.
2. Candidates will frame their disciplinary curriculum based on its structure and purpose, including perspectives in the discipline and how content is organized.
3. Candidates will demonstrate knowledge and application of the epistemic practices in their content, including tools of the discipline, routines for teaching and learning, and domain specific practices.
4. Candidates will demonstrate knowledge of the teaching process and assessment systems by making the anatomy of teaching visible through planning learning segments and response to learning based on data, observations, and interpretations.
5. Candidates will facilitate learning for individuals, small groups, and whole group based on data which might define needs for intervention.
6. Candidates will attend to the social dynamics in a classroom and create a culture for learners that considers power dynamics, peer interactions, and culturally responsive management.

(A) Assessment plans

- a. Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

Assignments are embedded in each program course that will be used to evaluate student learning. The assessments will be in the form of assignments, reflections, collaborative projects, and field experience supervision. For example, the Defensible Teaching Plan in ED-CIFS 508 asks students to articulate their philosophies about learning, motivation, the learning environment, and equity, apply these to classroom practices, align them with the Anti-Bias Education standards, and evaluate their readiness to implement these.

In addition to assignments detailed above, there will be a distinct culminating experience in the proposed master's program called the Students Performance Assessment of Teaching (SPAT). This will allow graduates to demonstrate mastery of their level of understanding planning, assessment alignment, differentiation, and teaching strategies for all learners. This experience will take place in the student teaching semester where the student will be asked to plan, write, execute, and reflect on a unit planning event. Examination of the deliverables from the project will provide faculty with information on the evaluation and research skills of students and their ability to solve complex problems.

- b. **Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

Annually, the curriculum and assessment committee will review the submitted findings regarding PILOs and will also review the results of the most recent graduating student survey. A retreat will be held with all faculty involved in the program, and will be used to identify strengths and areas for improvement. We plan to focus on a specific PILO and the course(s) that addresses that PILO every year in more detail during the retreat, effectively evaluating every PILO very carefully every four years.

- c. **Measures used.** What direct and indirect measures will be used to assess student learning?

We plan to use primarily direct measures by identifying assignments embedded in program courses. We will also have a graduating student survey that will serve as an indirect measure.

- d. **Timing and frequency.** When will assessment activities occur and at what frequency?

Assessment results will be collected in key courses to assess student learning of each outcome. The faculty will meet to review results annually as described above.

Enrollments and Graduates

- (B) **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY16	FY17	FY18	FY19	FY16	FY17	FY18	FY19 (most recent)
University of Idaho, M.Ed. in Curriculum & Instruction + Certification	28	36	28	unavailable	11	18	17	18
Idaho State University, M.A. in Teaching		6	29	49				1

Boise State University Graduate Certificate in Teaching	14	19	22	23	5	9	16	14
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- (C) **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Master in Teaching in Elementary Education											
Projected Spring* Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY21 (first year)	FY22	FY23	FY24	FY25	FY26	FY22 (first year)	FY23	FY24	FY25	FY26	FY27
10	15	20	25	25	25	4	8	10	12	12	12

*Please note this cohort program begins in January of each year. Students in the cohort take courses in Spring, Summer, Fall and graduate in the end of their second Spring semester. This cohort program takes four semesters to complete. The projected Spring term headcount shown in the table above include headcounts from two cohorts since in every Spring semester there are two cohorts in the program.

- (D) **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The projected enrollments are based on 1) the expressed need / interest from students who are looking for a graduate program that will allow them to become certified K-8 teachers in Idaho, 2) the need more broadly in the state of Idaho for well-prepared elementary teachers. Moreover, we anticipate transitioning students currently enrolled in the Graduate Certificate in Teaching - Elementary Pathway into the Master in Teaching in Elementary Education program.

Our recruitment efforts will primarily be focused on community members who wish to change careers.

- (E) **Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

There are no minimum enrollments for the program at this time, as nearly all courses in the program overlap with other degree programs. For those courses that do not overlap with other programs (i.e. ED-CIFS 512 and ED-CIFS 550) we will commit to running these courses as students require them in accordance with their cohort course plan.

Resources Required for Implementation – fiscal impact and budget

(F) Physical Resources.

- a. Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

Existing classroom space, including computer classrooms, is sufficient to support the program.

- b. Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

Classes for program can be accommodated by existing facilities.

- c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

No additional physical resources are required.

(G) Library resources

- a. Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

The Albertsons library currently offers a comprehensive selection of periodicals and database sources across multiple fields within the discipline of education. The department will continue to work with the library liaison to review resources and suggest additions, changes and offer fiscal support for those changes as resources allow. In addition, no impact is anticipated on the level of library usage from the new program.

- b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No additional library resources are needed.

Personnel resources

- a. Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity

There will be instructional resource needs for one new course (ED-CIFS 512) in FY21 and may be an additional section in each of the two common field courses (ED-CIFS 508 and ED-CIFS 509) shared with proposed Master in Teaching Secondary Education starting in FY22. These resources are available in the College of Education through adjunct support and repurposing of full-time faculty workload with lower enrollments in other courses or combined undergraduate courses. Since courses ED-CIFS 508 and ED-CIFS 509 already exist and have students enrolled in them, the budget model focuses on the marginal (additional) students the master program gains for the revenue and cost calculations.

- b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Coursework for the proposed program is already offered as part of existing programs; thus, only a small additional increase in personnel costs are required as explained above.

- c. Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

We anticipate that little to no impact on existing programs due to the creation of the new program. Students and other graduates drawn to an Master's in Teaching in Elementary Education are already enrolling in the Graduate Certificate (Elementary Pathway) program.

- d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

There will be a need for an adjunct instructor to teach the new course, ED-CIFS 512. Additional sections of Ed-CIFS 508 and Ed-CIFS 509 will be filled with existing full-time faculty whose workloads are adjusted when a few other courses with lower enrollments are combined or discontinued. Resource needs are for the additional expected enrollments. No other resources are needed to support the proposed program.

(H) Revenue Sources

- a) Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

No reallocation of existing state appropriated funds will occur to support the new program. In the revenue section of the attached budget model, we used BB2.0

calculations, which allocates funds based on student credit hour (SCH) generated with additional enrollment in the College of Education. The SCH per credit per graduate student is \$240. The budget model focuses on the marginal (additional) students the new master program gains after the transition from the existing certificate program for the revenue and cost calculations.

- b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

N/A

c) **Non-ongoing sources:**

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?
- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A

d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.
- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The new program is not designed as self-support program.

- (I) Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Master in Teaching in Elementary Education Degree Box

Master in Teaching in Elementary Education	
<i>Course Number and Title</i>	<i>Credits</i>
ED-CIFS 507 Foundations of American Education	3
ED-CIFS 508 Student Learning and Classroom Interactions	4
ED-CIFS 509 Curriculum, Instruction, and Assessment	4
ED-CIFS 512 Integrated Methods in Teaching and Learning	3
ED-CIFS 550 Seminar on Teaching and Learning	1
ED-CIFS 567 Professional Year II - Elementary Teaching Experience	9
ED-ESP 510 Foundations of Practice	3
ED-LLC 512 Literacy Field Experiences	1
ED-LLC 549 Idaho Comprehensive Literacy	3
ED-LLC 561 - Advanced Integrated Disciplinary Literacy in the Social Sciences	3
ED-LLC 545 Writing Processes, Instruction, and Assessment: K-8	3
MATHED 524 Teaching and Learning Geometry	3
MATHED 557 Teaching and Learning Number Concepts with Problem Solving	3
Total	43

MIT in Elementary Education Updated Budget 12-20-19

I. PLANNED STUDENT ENROLLMENT											
	FY 21			FY 22			FY 23			FY 24	
	FTE	Headcou		FTE	Headcount		FTE	Headcoun		FTE	Headcoun
A. New enrollments	10	10		15	15		20	20		25	25
B. Shifting enrollments											
Total Enrollment	10	10		15	15		20	20		25	25
II. REVENUE											
	FY 21			FY 22			FY 23			FY 24	
	On-going	One-time		On-going	One-time		On-going	One-time		On-going	One-time
1. New Appropriated Funding Reques	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
2. Institution Funds	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
3. Federal	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
4. New Tuition Revenues from Increased Enrollments	\$3,600	\$0		\$5,760	\$0		\$14,208	\$0		\$29,960	\$0
5. Student Fees	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
6. Other (i.e., Gifts)	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
Total Revenue	\$3,600	\$0		\$5,760	\$0		\$14,208	\$0		\$29,960	\$0
III. EXPENDITURES											
	FY 21			FY 22			FY 23			FY 24	
	On-going	One-time		On-going	One-time		On-going	One-time		On-going	One-time
A. Personnel Costs											
1. FTE	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
2. Faculty	\$0	\$0		\$0	\$0		\$3,011	\$0		\$4,182	\$0
3. Adjunct Faculty	\$3,321	\$0		\$3,321	\$0		\$3,321	\$0		\$3,321	\$0
4. Graduate/Undergrad Assistants	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
5. Research Personnel	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
6. Directors/Administrators	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
7. Administrative Support Personnel	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
8. Fringe Benefits	\$0	\$0		\$0	\$0		\$903	\$0		\$1,254	\$0
9. Other:	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
Total Personnel and Costs	\$3,321	\$0		\$3,321	\$0		\$7,235	\$0		\$8,757	\$0

MIT in Elementary Education Updated Budget 12-20-19

Assumptions					
• One new course (ED-CIFS 512) starting in FY 21 with half enrollment as shown above. BB2.0 returns \$240 per graduate SCH					
• Two additional sections of ED-CIFS 508 and 509 offered starting in FY 22. These courses are shared with MIT Secondary Education, thus half the revenue and cost are shown.					
• Revenues and costs from 508 and 509 are shared with MIT-SE program proportional to the enrollment in each program					
• Program cost and revenues reflect the expected marginal (additional) students in each program when master's program starts					
• Assumption: 1/4 of current number of students are in EE (8) and 3/4 (22) are in SE. Current number of students is the average of last three years ($(22+23+44)/3 = 30$)					
• For cost of instruction: For 508 and 509 10% of weighted average of median FY 19 salary in Curriculum and Instruction is used. For 512, adjunct step 2 rate of \$1,107 is used.					
<i>B. Operating Expenditures</i>	FY 21	FY 22	FY 23	FY 24	
	On-going	One-time	On-going	One-time	On-going
	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0
Total Operating Expenditures	\$0	\$0	\$0	\$0	\$0

MIT in Elementary Education Updated Budget 12-20-19

	FY 21		FY 22		FY 23		FY 24	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
D. Capital Facilities Construction or Major Renovation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
E. Indirect Costs (overhead)								
Utilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance & Repairs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES:	\$3,321	\$0	\$3,321	\$0	\$7,235	\$0	\$8,757	\$0
Net Income (Deficit)	\$279	\$0	\$2,439	\$0	\$6,973	\$0	\$21,203	\$0

CONSENT
APRIL 16, 2020

BOISE STATE UNIVERSITY

SUBJECT

Master in Teaching in Secondary Education

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a 33- credit Master in Teaching in Secondary Education program. The proposed program will transition the Graduate Certificate in teaching into a master's program. The transition will allow students to earn the credential (Master in Teaching) most appropriate to the coursework. The proposed program will provide students the training and support necessary to be recommended for Idaho secondary teaching certification.

The intended audience of the proposed program is individuals who have earned an undergraduate degree in content other than education and wish to be certified to teach secondary school in Idaho.

IMPACT

It is projected that the program will reach a size of 36 students by the sixth year, graduating approximately 33 students per year once the program is up and running. The proposed program is cohort based, beginning in May each year with summer session. The program is completed within one year (three semesters, including the summer).

As the proposed program is a transition from a graduate certificate to a master's program, coursework for the proposed program is already offered, therefore, only a small additional increase in personnel costs are required to accommodate two additional course sections. The College of Education has funds to support them.

ATTACHMENTS

Attachment 1– Proposal in Master of Teaching in Secondary Education

STAFF COMMENTS AND RECOMMENDATIONS

Enrollment is based on a cohort model with 25 students projected for FY2021. Because the program will consist of courses already offered in various departments in the College of Education, Boise State University does not provide a minimum enrollment for program sustainability. However, if enrollments are not met for multiple consecutive years, they will reevaluate program if the need persists.

BSU's request to offer a Masters in Teaching, Secondary Education is consistent with their Service Region Program Responsibilities. While the proposed program

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is not listed on the current approved Three-Year Plan, BSU demonstrates the need to transition the existing graduate certificate to a master's program to better serve student needs and align to Idaho Standards for Initial Certification of Professional School Personnel standards. As provided in Board Policy III.Z, no institution has the statewide program responsibility specifically for educator programs. Other similar programs offered by Idaho's public postsecondary institutions include:

Institution	Program Title	Degree Level/ Certificate	Options/Minors/ Emphases	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Teaching	Graduate Certificate		Region III - Boise	Regional	Traditional
ISU	Teaching	M.A.		Region V- Pocatello	Regional	online
UI	Curriculum and Instruction	M.Ed.	Emphasis: 1) Career & Technical Education-13.1319; 2) Teacher certification - 13.0301	Region I & II & III	Regional	Online

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on February 6, 2020; and to the Committee on Instruction, Research, and Student Affairs on April 2, 2020. The program was also reviewed by the Professional Standards Commission at their November 14-15, 2019 meeting for alignment with certification standards. Their recommendation was forwarded to the Board at the February 13, 2020 meeting and was approved.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create new Master in Teaching in Secondary Education as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Proposal Summary Sheet

Institution: Boise State University

Program: Master in Teaching in Secondary Education

1. Program Description and Need

Describe program need and how it will meet state/industry needs, including employability for students. Is this a program that may be projected to have low enrollment but needed to meet a critical public service/industry need? If so, please explain.

The proposed MIT in Secondary Education is a transition of the Graduate Certificate in Teaching (Secondary Pathway) into a master's degree program, creating a new 33-36-credit graduate program, a Master in Teaching in Secondary Education. The new program will provide students with the training and support necessary to be recommended for Idaho secondary teaching certification.

The program will emphasize connections between theory and practice in education such that graduates will be well-started beginning secondary teachers. Students will demonstrate mastery of knowledge, skills, and dispositions throughout their program, with the culminating activities being their Professional Year (2 semesters) field experiences. The intended audience is individuals who have earned an undergraduate degree in content other than education and wish to be certified to teach secondary school in Idaho. The proposed program will provide substantial value to students and to the State of Idaho. There is a teacher shortage in the state, and the need for well-prepared teachers is high.

2. Program Prioritization

Please indicate how the proposed program fits within the recommended actions of the most recent program prioritization findings.

The creation of the MIT in Secondary Education requires minimal additional university resources. The creation of the new MIT in Secondary Education utilizes the current coursework offered through the Graduate Certificate in Teaching, however, due to the anticipated higher enrollments the program expects after the transition to the MIT, the only additional resources required are to be able to offer an extra section for two courses after the second year of the program.

The Graduate Certificate in Teaching was not quintiled during Boise State's most recent Program Prioritization (quintiling did not include certificate programs or minor).

3. Credit for Prior Learning

Will credit for prior learning be available for program-specific courses? If so, please explain.

Not applicable.

4. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Education Resources), online delivery methods, reduced fees, compressed course scheduling, etc.

Whenever possible, the Department of Curriculum, Instruction and Foundational Studies strives to utilize affordable course materials and incorporate other affordability / cost saving opportunities. It is likely that a student will have the opportunity to take a course online.

5. Math Requirements

For undergraduate programs, please indicate the required gateway math/statistics course and the minimum number of hours needed in math/statistics to satisfy degree requirements.

Not applicable.

6. Resources/Allocation

If new resources are necessary to implement the program, how will this be achieved? If resources are to be internally reallocated from existing programs or services, please describe the impact.

CONSENT
APRIL 16, 2020

ATTACHMENT 1

There are minimal additional resources required to offer the proposed program. The need for two additional course sections may arise due to the anticipated increased enrollment of the two new MIT programs. The College of Education has funds to support an additional section if required. Resources currently used to support the Graduate Certificate in Teaching will be used to support the two new MIT programs that will replace the Graduate Certificate in Teaching. Needed resources are available in the College of Education through adjunct support and repurposing of full-time faculty workload with lower enrollments in other courses or combined undergraduate courses.

7. Sunset

What is the sunset clause date? Please confirm whether this is the effective date for program discontinuation, or, is the date by which the program will be evaluated for continued delivery.

The sunset clause for this program is not tied to a specific date. If a new student does not enroll for 4 continuous years, the program will be discontinued.

8. Associated Programs

Please provide the total enrollment of students, first-time/full-time (FTFT) retention rates, and graduation headcount within each program offered by the academic department proposing the program. (Disregard if no undergraduate programs are currently delivered by the department.)

Program Name	Total Enrollment in Program and First-Time/Full-Time Retention Rate in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY17	FY18	FY19	FY20 (most recent)	FY16	FY17	FY18	FY19
BA in Elementary education	412	401	432	395	61	79	52	52
BA in Educational Studies	n/a	n/a	n/a	12	n/a	n/a	n/a	n/a

9. Enrollment/Graduates of Similar Programs and Proposed Program

What are the projected enrollment and graduates for proposed program once program is fully implemented?

	Enrollment (E) and Completions (C) for Similar Programs at Other Idaho Institutions								Projected Enrollments (E) and Completions (C) for Proposed Program							
	FY 2016		FY 2017		FY 2018		FY 2019		2021		2022		2023		2024	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C
BSU Proposed MIT in Secondary Education									25		30	23	30	23	35	28
ISU MA in Teaching			6		29		49	1								
UI M.Ed. in Curriculum & Instruction + certification	28	11	36	18	28	17		18								

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Program Type

Academic

Request Type

New

Instructional Activity

New Graduate Program

Institution Submitting Proposal:

BSU Boise State University

Name of College, School, or Division:

Education

Name of Department or Area:

Curriculum, Instruction and

RECEIVED

DEC 09 2019

OFFICE OF THE
STATE BOARD OF EDUCATION
and Foundational Studies

Program Identification for Proposed New or Modified Program:

Program Title

Master in Teaching Secondary Education

CIP code (consult IR / Registrar):

13.1205 - Secondary Education and Teaching.

Proposed Starting Date:

8/3/2020

Degree:

Graduate

Indicate if Online Program:

12/8
PSC recommends
conditional approval.
To be considered at the
next Board meeting.

Support Fund:

N/A

Indicate (X) if the program is:☒ Regional Responsibility

Statewide Responsibility



11/25/2019

College Dean (Institution)

Date



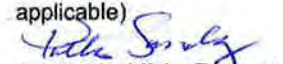
11/27/2019

Graduate Dean or other
official (Institution; as
applicable)

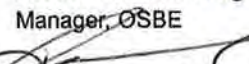
Date

Vice President for
Research (Institution; as
applicable)

Date



Academic Affairs Program
Manager, OSBE

Date


Chief Financial Officer,
OSBE

12-31-19

Date


Chief Academic Officer,
OSBE

1-17-2020

Date

**CONSENT
APRIL 16, 2020**

ATTACHMENT 1

Mark J Heil

FVP/Chief Fiscal Officer
(Institution)

12/4/2019

Date

SBOE/Executive Director
Approval

Date

Tony Roark

Provost/VP for Instruction
(Institution)

11/27/2019

Date

Marlene Tromp

President

12/6/2019

Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

- 1. Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

Boise State University proposes to transition the Graduate Certificate in Teaching (Secondary Pathway) into a master's degree program, creating a new 33-36-credit graduate program, a Master in Teaching in Secondary Education. The new program will provide students with the training and support necessary to be recommended for Idaho secondary teaching certification.

The program will emphasize connections between theory and practice in education such that graduates will be well-started beginning secondary teachers. Students will demonstrate mastery of knowledge, skills, and dispositions throughout their program, with the culminating activities being their Professional Year (2 semesters) field experiences. The intended audience is individuals who have earned an undergraduate degree in content other than education and wish to be certified to teach secondary school in Idaho. The proposed program will provide substantial value to students and to the State of Idaho. There is a teacher shortage in the state, and the need for well-prepared teachers is high.

The proposed Master in Teaching in Secondary Education will replace the current Graduate Certificate in Teaching. The new program will:

- Offer improved advising for students wishing to pursue secondary certification
- Acknowledge the level of work and training required for the program by awarding a Master's degree
- Provide a new path for individuals with undergraduate degrees in content areas other than education to become certified secondary teachers.

The proposed program will require minimal new personnel resources, primarily making use of existing courses and capacity therein. The proposed program is largely a transition from a graduate certificate to a Master's in Teaching degree.

- 2. Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

There is a teacher shortage in Idaho. Recent data shows that the turnover rate of teachers in Idaho exceeds the national average, at 10% (Corbin, 2018) while Idaho's school-aged population continues to grow (Friesen, 2018). And while overall rate of alternative

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teacher certification is approximately 5% in the state (Friesen, 2018), some districts in Idaho are disproportionately dependent on alternatively-certified teachers (Williams & Seibert, 2017). This may put some districts at a disadvantage, as research has found that alternatively certified teachers leave the profession at higher rates than traditional certified teachers, which can impair organizational culture as well as student performance (Redding & Smith, 2016).

This new master's degree program supports students who wish to change careers to help fill this shortage. A recent survey of Idaho superintendents revealed that 76% of superintendents believe that a traditionally certified teacher is more qualified than an alternatively certified teacher (Williams & Seibert, 2017). Thus, pursuing a traditional certification route allows interested students better prepare for their new career in a way that may make them more sought-after in Idaho school districts. This new program is aligned with Boise State's undergraduate secondary education certification route, which has demonstrated excellence in preparing new teachers for teaching in Idaho. Consequently, this new program will simultaneously support students in becoming high quality teachers while allowing students to move through the program at a somewhat accelerated pace as graduate students.

- a. Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

Middle School Teachers, SOC 25-2022
Secondary School Teachers, SOC 25-2031

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	340 (1/2 of state)	321 (.25% of nation)	
State	681	643 (.50% of nation)	
Nation		128,600	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

b. Student need.

Source of students will not change from the current Graduate Certificate in Teaching (secondary pathway) program.

The program will appeal to students interested in teaching in secondary classrooms. We anticipate enrolling second-career students, personnel from school districts with responsibilities for student learning who are not yet certified (e.g. paraprofessionals), and students currently finishing their undergraduate degrees who have recently decided to pursue education certification.

A recent internal College of Education survey conducted in Districts across all regions of Idaho regarding interest in enrolling in teacher preparation for STEM education indicate that 81% of adults surveyed ($n=77$) would be very likely or highly likely to enroll in a licensure program that would prepare them to teach in Secondary (6-12) STEM fields.

Acceptance and enrollment in the Graduate Certificate in Teaching is also an indicator of student need; this enrollment is steadily increasing.

Fall Term	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Enrolled in Graduate Certificate in Teaching	14	19	22	23	44

c. Economic Need: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

Graduates of the proposed program will be better equipped to serve Idaho students in the 6-12 classroom. A Master's in Teaching in Secondary Education will enhance the preparation of certified teachers in Idaho. Additionally, while enrolled in the program, students will spend time in community schools, linking district employees, mentor teachers, and university personnel in a relationship of shared support. Graduates of the program will enhance Idaho education and the economy by releasing highly trained and qualified teachers into the state.

d. Societal Need: Describe additional societal benefits and cultural benefits of the program.

Graduates will be equipped with the skills necessary for offering high-quality education in Idaho schools. Best practices in education, as developed and practiced in this program, produce positive outcomes for society by offering well-started beginning teachers across the state. Graduates will have training in differentiating for gifted learners, teaching

English Language Learners, responding to the educational impact of poverty, and specialized training in content methodologies. Additionally, graduates will have over 800 hours of supervised field experience supported by Boise State University personnel and area school districts. This apprenticeship builds relationships in the community and area school districts.

e. If Associate's degree, transferability:

N/A

- 3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Idaho State University	M.A. in Teaching	This is a Master's programs for practicing teachers but it DOES NOT offer certification within the Master's degree as a typical offering. However, it is noted that the MAT can be an alternate route to certification.
University of Idaho	M.Ed. in Curriculum & Instruction plus certification	This is a 43-credit program that results in a Master's degree and secondary certification.

Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u>		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Northwest Nazarene University	Accelerated Program for Teaching Certification (Elementary and Secondary) - Graduate Level	This is a 16 month, cohort program for certification in either elementary or secondary teaching, but does not result in a Master's degree without taking 12 more credits.
Eastern Washington State	Transition to Teaching Program - Bachelor's and	4-7 quarters of coursework (depending on background) to gain Washington State

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University	Graduate level	teacher certification.
University of Utah	Masters of Education with Secondary Teaching Licensure	The M.Ed. with Secondary Licensure degree and program is designed for students who already hold a bachelor's degree and have completed coursework equivalent to the teaching major in the subject area in which they seek licensure.

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

The proposed Master's in Teaching in Secondary Education fills a need for highly prepared secondary school teachers in Idaho and is distinct from similar programs currently available in Idaho. The program offered at Idaho State University appears to be an alternative certification program, rather than a typically-offered program for secondary teacher certification. The proposed Master's in Teaching in Secondary Education program would be offered as a formalized route to teacher certification without the need to create particular educational plans for each student. The program offered at the University of Idaho is a similar program; however, since the program is housed in the northern part of the state, it does not easily serve students in southeast and southwest Idaho, or eastern Oregon.

5. **Describe how this request supports the institution's vision and/or strategic plan.**

Goals of Institutional Strategic Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students	The proposed program will broaden students' opportunities to earn a Master's degree and obtain a teaching licensure while experiencing high-quality experiential learning in over 800 hours of field experience.
Goal 4: Align university program and activities with community needs	Graduates will be prepared to enter Idaho classrooms, which are currently experiencing a teacher shortage. Moreover, related to previous literature, many superintendents/districts prefer traditionally-prepared teachers.

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

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The following measures will ensure the high quality of the proposed program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: At the inception of new programs, the programs will submit to the Office of the Provost a three-year assessment plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three years, the programs will provide Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff using a PAR Rubric, which includes feedback, next steps, and a follow-up report with a summary of actions.

Graduate Policy and Procedure: The proposed program will adhere to all applicable policies and procedures of the Graduate College as developed and approved by the graduate faculty of the university through its representatives on the Graduate Council.

Specialized Accreditation: All programs offered by departments within the College of Education are accredited by the Council for the Accreditation of Educator Preparation (CAEP), which ensures a high standard of quality.

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B**.

N/A

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?

Yes ☒ No ☐

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

October 22nd, 2019.

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes ☐ No ☒

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

a. Describe why the proposed program is not on the institution's five-year plan. When did consideration of and planning for the new program begin?

Internal review and discussion of the existing graduate certificate in Teaching took place at the end of the 2018-2019 academic year. Through these discussions the Department of Curriculum, Instruction and Foundational Studies determined that awarding students with Graduate Certificate in Teaching did not well-reflect the value and quality of education students received nor was equitable when students had taken significant coursework (36-44 credits) and participated in a rigorous Professional Year teaching experience. The decision was made by the department to transition the existing Graduate Certificate in Teaching to two Master's in Teaching degrees, one focused on Elementary Education and the other on Secondary Education.

b. Describe the immediacy of need for the program. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

There is no benefit to waiting to start this program since the program currently exists at the Graduate Certificate level and is serving student need. Additionally, the current program no longer aligns to ISCIP standards and beginning the improved program immediately will ensure standards and accreditation is met.

Most importantly, nothing would be gained by delay of implementation. Benefits that would result are the following:

- Immediately contribute to the need throughout the state for qualified elementary education teachers
- Expand and enhance collaborative partnerships with local school districts
- Award a credential to students that is aligned with the time and energy they dedicated to its pursuit

Criteria. As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

The Department of Curriculum, Instruction and Foundational Studies at Boise State has a responsibility to prepare highly qualified teachers that can elevate and improve the educational experience and outcomes for Idaho students. The proposed program responds to the needs of Idaho in addressing the teacher shortage and to the needs of students who deserve an appropriate credential aligned with their academic experience.

- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

The proposed Master's in Teaching Secondary Education will leverage existing coursework and

is not reliant on external funding.

- iii. Is there a contractual obligation or partnership opportunity to justify the program?

No.

No.

- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

No.

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

- a. **Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	24
Credit hours in required courses offered by other departments:	6
Credit hours in institutional general education curriculum	0
Credit hours in free electives	3-6
Total credit hours required for degree program:	33-36

- b. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Students complete Professional Year field experience requirements as part of the program, including a culminating SPAT unit, which is required in the current program, ED-CIFS 561 (3 credits) and ED-CIFS 565/566 (12 credits). Requirements for these courses are outlined in the Professional Year Field Guide.

11. Program Intended Learning Outcomes and Connection to Curriculum.

- a. **Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

The Intended Learning Outcomes for the Master in Teaching in Secondary Education

1. Candidates will demonstrate care, character, and professionalism in honoring intersectionality and diversities in order to support student learning.
2. Candidates will frame their disciplinary curriculum based on its structure and purpose,

Page 9

including perspectives in the discipline and how content is organized.

3. Candidates will demonstrate knowledge and application of the epistemic practices in their content, including tools of the discipline, routines for teaching and learning, and domain specific practices.
4. Candidates will demonstrate knowledge of the teaching process and assessment systems by making the anatomy of teaching visible through planning learning segments and response to learning based on data, observations, and interpretations.
5. Candidates will facilitate learning for individuals, small groups, and whole group based on data which might define needs for intervention.
6. Candidates will attend to the social dynamics in a classroom and create a culture for learners that considers power dynamics, peer interactions, and culturally responsive management.

(A) **Assessment plans**

- a. **Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

Assignments are embedded in each program course that will be used to evaluate student learning. The assessments will be in the form of assignments, reflections, collaborative projects, and field experience supervision. For example, the Defensible Teaching Plan in ED-CIFS 508 asks students to articulate their philosophies about learning, motivation, the learning environment, and equity, apply these to classroom practices, align them with the Anti-Bias Education standards, and evaluate their readiness to implement these.

In addition to assignments detailed above, there will be a distinct culminating experience in the proposed master's program called the Students Performance Assessment of Teaching (SPAT). This will allow graduates to demonstrate mastery of their level of understanding planning, assessment alignment, differentiation, and teaching strategies for all learners. This experience will take place in student teaching semester where the student will be asked to plan, write, execute, and reflect on a unit planning event. Examination of the deliverables from the project will provide faculty with information on the evaluation and research skills of students and their ability to solve complex problems.

- b. **Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

Annually, the curriculum and assessment committee will review the submitted findings regarding Program Intended Learning Outcomes (and will also review the results of the most recent graduating student survey. A retreat will be held with all faculty involved in the program, and will be used to identify strengths and areas for improvement. We plan to focus on a specific Intended Learning Outcomes and the course(s) that addresses that it every year in more detail during the retreat, effectively evaluating every Intended

Learning Outcomes very carefully every four years.

- c. **Measures used.** What direct and indirect measures will be used to assess student learning?

We plan to use primarily direct measures by identifying assignments embedded in program courses. We will also have a graduating student survey that will serve as an indirect measure.

- d. **Timing and frequency.** When will assessment activities occur and at what frequency?

Assessment results will be collected in key courses to assess student learning of each outcome. The faculty will meet to review results annually as described above.

Enrollments and Graduates

- (B) **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY16	FY17	FY18	FY19	FY16	FY17	FY18	FY19
University of Idaho, M.Ed. in Curriculum & Instruction + Certification	28	36	28	unavailable	11	18	17	18
Idaho State University, MA in Teaching		6	29	49				1
Boise State, Graduate Certificate in Teaching	14	19	22	23	5	9	16	14

- (C) **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Masters in Teaching in Secondary Education											
Projected Summer* Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY21 (first year)	FY22	FY23	FY24	FY25	FY26	FY22 (first year)	FY23	FY24	FY25	FY26	FY27
25	30	30	35	35	36	23	23	28	32	33	33

*Please note this cohort program begins in May of each year. Students in the cohort take courses in Summer (1st semester), Fall (2nd semester), and graduate in the end of the Spring (3rd semester). This cohort program is completed within one year (May to May).

- (D) **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The projected enrollments are based on 1) the current enrollment in the Graduate Certificate in Teaching (secondary pathway); 2) the expressed desire by community members and those in industry to become certified teachers; 3) the growth in request for preparing well-started beginning teachers especially in the STEM fields.

Our recruitment efforts will continue to be focused on current and former students in the area. We will recruit community members who have expressed a desire to become certified teachers, as well as paraprofessionals and other support staff currently working in Idaho schools. We will also recruit community members who may have stepped out of industry to raise children, but whose interests and schedules may now support re-entering the workforce as teachers.

- (E) **Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

The courses for the program are courses already offered in various departments in the College of Education. This program will not require additional investment.

Resources Required for Implementation – fiscal impact and budget

- (F) **Physical Resources.**

- a. **Existing resources.** Describe equipment, space, laboratory instruments, computer(s),

or other physical equipment presently available to support the successful implementation of the program.

Existing classroom space, including computer classrooms, is sufficient to support the program.

- b. Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

Classes for program can be accommodated by existing facilities.

- c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

No additional physical resources are required.

(G) Library resources

- a. Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

The Albertsons library currently offers a comprehensive selection of periodicals and database sources across multiple fields within the discipline of education. The department will continue to work with the library liaison to review resources and suggest additions. No impact is anticipated on the level of library usage from the new program.

- b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No additional library resources are needed.

(H) Personnel resources

- a. Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

There may be instructional resource needs for an additional section in each of the two common field courses (ED-CIFS 508 and ED-CIFS 509) shared with Master in Teaching Elementary Education starting in FY22. These resources are available in the College of

Education through adjunct support or repurposing of full-time faculty workload with lower enrollments in other courses or combined undergraduate courses. Since courses ED-CIFS 508 and ED-CIFS 509 already exist and have students enrolled in them, the budget model focuses on the marginal (additional) students the master program gains for the revenue and cost calculations.

- b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Coursework for the proposed program is already offered as part of existing programs; thus, only a small additional increase in personnel costs are required as explained above.

- c. Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

We anticipate that little to no impact on existing programs due to the creation of the new program. Students and other graduates drawn to an Master's in Teaching in Secondary Education are already enrolling in the Graduate Certificate (secondary pathway) program.

- d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

Additional sections of Ed-CIFS 508 and Ed-CIFS 509 will be filled with existing full-time faculty whose workloads are adjusted when a few other courses with lower enrollments are combined or discontinued. Resource needs are for the additional expected enrollments. No other resources are needed to support the proposed program.

(I) Revenue Sources

- a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

No reallocation of existing state appropriated funds will occur to support the new program. In the revenue section of the attached budget model, we used BB2.0 calculations, which allocates funds based on student credit hour (SCH) generated with additional enrollment in the College of Education. The SCH per credit per graduate student is \$240. The budget model focuses on the marginal (additional) students the new master program gains after the transition from the existing certificate program for the revenue and cost calculations.

- b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program

in the legislative budget request.

N/A

c) Non-ongoing sources:

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?
- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A

d) Student Fees:

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.
- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The new program is not designed as a self-support program.

(J) Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Master in Teaching in Secondary Education Degree Box

Master in Teaching in Secondary Education	
<i>Course Number and Title</i>	<i>Credits</i>
ED-CIFS 507 Foundations of American Education	3
ED-CIFS 508 Student Learning and Classroom Interactions	4
ED-CIFS 509 Curriculum, Instruction, and Assessment	4
ED-CIFS 550 Seminar on Teaching and Learning	1
ED-CIFS 565 Professional Year - Grades 6-9 Teaching Experience II OR ED-CIFS 566 Professional Year - Grades 9-12 Teaching Experience II	12
ED-ESP 550 Teaching Students with Exceptional Needs	3
ED-LLC 544 Content Literacy in Secondary Schools	3
One or two of the following (dependent on endorsement area; see program coordinator for details): ART 322 Elementary School Art Methods for Art Education Majors ART 351 Secondary School Art Methods ENGL 381: English Teaching: Reading, Writing, and Language FORLNG 410 Approaches to Foreign Language Education STEM-ED 410 Project-Based Instruction ED-CIFS 534 Secondary Social Studies Methods THEA 318 Methods of Teaching Secondary School Theatre	3-6
Total	33-36
Please contact program coordinator prior to registering for classes.	

Updated MIT Secondary Education budget 12-20-2019

I. PLANNED STUDENT ENROLLMENT									
	FY 21		FY 22		FY 23		FY 24		
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	
A. New enrollments	25	25	30	30	30	30	35	35	
B. Shifting enrollments									
Total Enrollment	25	25	30	30	30	30	35	35	
II. REVENUE									
	FY 21		FY 22		FY 23		FY 24		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
1. New Appropriated Funding Request	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Institution Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3. Federal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4. New Tuition Revenues from Increased Enrollments	\$25,200	\$0	\$67,200	\$0	\$56,832	\$0	\$85,800	\$0	\$0
5. Student Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6. Other (i.e., Gifts)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$25,200	\$0	\$67,200	\$0	\$56,832	\$0	\$85,800	\$0	\$0
III. EXPENDITURES									
	FY 21		FY 22		FY 23		FY 24		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
A. Personnel Costs									
1. FTE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Faculty	\$0	\$0	\$15,054	\$0	\$12,043	\$0	\$10,872	\$0	\$0
3. Adjunct Faculty	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4. Graduate/Undergrad Assistants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. Research Personnel	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6. Directors/Administrators	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7. Administrative Support Personnel	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8. Fringe Benefits	\$0	\$0	\$4,516	\$0	\$3,613	\$0	\$3,262	\$0	\$0
9. Other:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Personnel and Costs	\$0	\$0	\$19,570	\$0	\$15,656	\$0	\$14,134	\$0	\$0

[illegible]

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Updated MIT Secondary Education budget 12-20-2019

D. Capital Facilities Construction or Major Renovation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
E. Indirect Costs (overhead)											
Utilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance & Repairs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES:	\$0	\$0	\$0	\$19,570	\$0	\$15,656	\$0	\$14,134	\$0	\$0	\$0
Net Income (Deficit)	\$25,200	\$0	\$0	\$47,630	\$0	\$41,176	\$0	\$71,666	\$0	\$0	\$0

CONSENT
APRIL 16, 2020

SUBJECT

Data Management Council Appointments

REFERENCE

June 2016	The Board reappointed Georgia Smith, Don Coberly, Chris Campbell, Matthew Rauch and Shari Ellertson to the Data Management Council. The Board appointed Connie Black to the Data Management Council.
June 2017	The Board reappointed Tami Haft, Carson Howell, Todd King, Heather Luchte, and Vince Miller to the Data Management Council.
October 2017	The Board appointed Luke Schroeder to the Data Management Council.
June 2018	The Board reappointed Chris Campbell, Don Coberly, Matthew Rauch, and Georgia Smith to the Data Management Council. The Board appointed Cathleen McHugh to the Data Management Council.
August 2018	The Board appointed Dale Pietrzak and Dianna J. Renz to the Data Management Council.
April 2019	The Board appointed Scott Thomson and Grace L. Anderson to the Data Management Council.
February 2020	The Board appointed Marcia Grabow to the Data Management Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.O.
Section 33-133, Idaho Code

BACKGROUND/DISCUSSION

The Data Management Council (Council) was established by the Board pursuant to Board policy I.O. to make recommendations to the Board on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and to oversee the creation, maintenance and usage of said system. Section 33-133, Idaho Code, defines the state "data system" to include the state's elementary, secondary and postsecondary longitudinal data. The SLDS consists of three areas of data and is referred to as the Education Analytics System of Idaho (EASI). EASI is a P-20W system consisting of P-12 + Postsecondary + Workforce data. The P-12 data managed by the State Department of Education is commonly referred to as the Idaho System for Educational Excellence (ISEE), the postsecondary data managed by the Office of the State Board of Education is referred to as the Postsecondary Measures of Academic Progress (PMAP), and the labor data managed by the Department of Labor is referred to as the Idaho Labor Market Information (ILMI).

There are 12 seats on the Council representing the following areas:

CONSENT
APRIL 16, 2020

- One representative from the Office of the State Board of Education.
- Three representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution.
- One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented in the section above.
- Two representatives from the State Department of Education.
- Three representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district.
- One representative from the Division of Career Technical Education.
- One representative from the Department of Labor.

Each term is a two year term commencing on July 1st. Each year, half of the seats are up for re-appointment. The candidates for reappointment are:

- Chris Campbell (State Department of Education, Chief Technology Officer) – Original appointment June 2015
- Matthew Rauch (Kuna School District, Database Manager) – Original appointment February 2015
- Georgia Smith (Idaho Department of Labor, Deputy Director Communications, Research and Determination Services) – Original appointment by Executive Director in 2011 (authorized by Board October 2011)
- Marcia Grabow (Blaine County School District, Data and Assessment Coordinator) – Original appointment February 2020. Reappointment requested to balance the re-appointment schedule.
- Dianna Renz (North Idaho College, Associate Vice President for Planning and Effectiveness) – Original appointment August 2018

A seat representing public postsecondary institutions became vacant due to the resignation of Dale Pietzrak. The Data Management Council sought nominations of individuals who would be willing to fill this role and considered those nominations during a meeting in March.

IMPACT

Appointment of these individuals will result in all seats on the Data Management Council being filled.

ATTACHMENTS

- Attachment 1 – Current Data Management Council Membership
- Attachment 2 – Reappointments – Statements of Interest
- Attachment 3 – Letter of Interest and Curriculum Vitae - Chris Bragg

CONSENT
APRIL 16, 2020

STAFF COMMENTS AND RECOMMENDATIONS

All of the individuals being considered for reappointment have been active members of the Council and have expressed an interest in continuing to serve. For the open seats, the Board staff reached out to constituents to solicit applicants. Board staff emailed the Institutional Research Offices of the postsecondary institutions to notify them of the opening and to ask interested parties to apply. There were a total of two applications received.

The Data Management Council met and voted to recommend Chris Bragg to the Board for appointment on the Data Management Council. Mr. Bragg is currently the Associate Dean of Institutional Effectiveness at the College of Southern Idaho.

S1409 (2020) transfers 18 positions and associated funding to “centralize IT and data management from the Department of Education to the Office of the State Board of Education” effective July 1, 2020. Board policy I.O. will need to be updated to account for K-12 data management staff representation separately from Department of Education staff representation. Due to these changes, appointment or reappointments of Department representation will be held until the policy can be updated.

Staff recommends approval.

BOARD ACTION

I move to approve the reappointment of Matthew Rauch to the Data Management Council as a school district representative for a term commencing July 1, 2020 and ending June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Georgia Smith to the Data Management Council as a representative of the Department of Labor for a term commencing July 1, 2020 and ending June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Dianna Renz to the Data Management Council as a public postsecondary institution representative for a term commencing July 1, 2020 and ending June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
APRIL 16, 2020

I move to approve the appointment of Chris Bragg to the Data Management Council as a public postsecondary institution representative for a term commencing April 16, 2020 and ending June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Tami Haft
North Idaho College
Term: July 1, 2017 – June 30, 2021

Chris Campbell – Vice Chair
State Department of Education
Term: July 1, 2018 – June 30, 2020

Todd King
State Department of Education
Term: July 1, 2017 – June 30, 2021

Georgia Smith
Department of Labor
Term: July 1, 2018 – June 30, 2020

Heather Luchte - Secretary
Career Technical Education
Term: July 1, 2017 – June 30, 2021

Vacant
Term: July 1, 2018 – June 30, 2020

Cathleen McHugh - Chair
Office of the State Board of Education
Term:
June 21, 2018 – June 30, 2021

Matthew Rauch
Kuna School District
Term: July 1, 2018 – June 30, 2020

Grace L. Anderson
Lewis-Clark State College
Term: July 1, 2019 – June 30, 2021

Dianna Renz
North Idaho College
Term:
August 16, 2018 – June 30, 2020

Scott Thomson
North Idaho STEM Charter Academy
Term:
July 1, 2019 – June 30, 2021

Marcia Grabow
Blaine County School District
Term: February 13, 2020– June 30, 2021

From: [Matthew Rauch](#)
To: [Cathleen McHugh](#)
Subject: Re: Data Management Council reappointment
Date: Tuesday, March 03, 2020 3:18:18 PM
Attachments: [image001.png](#)

I didn't realize my term was coming up. I would like to continue on the council.

Thank you for the chance to serve in this capacity.

On Tue, Mar 3, 2020 at 3:16 PM Cathleen McHugh <Cathleen.McHugh@osbe.idaho.gov> wrote:

From: [Georgia Smith](#)
To: [Cathleen McHugh](#)
Subject: DMC Membership
Date: Monday, March 09, 2020 5:44:48 PM

Hi Cathleen,

Thank you for asking. My involvement in the DMC has been beneficial for the department and hopefully for OSBE, the DMC and our WIOA partners. Reviewing the proposals and participating on this committee has increased my respect and understanding of the importance of Labor data to the reporting responsibilities for OSBE, CTE, VocRehab and the rest of our college and university partners. I am also acutely aware of the role attendance plays in our ability to obtain a quorum and how not having a quorum adversely affects research timelines. I enjoy being part of the group and I am happy to step up and help serve in any capacity.

Georgia

Georgia Smith | Deputy Director
Communications, Research & Determination Services
Idaho Department of Labor
317 West Main Street | Boise, ID 83735
208-332-3570 ext. 2102
Cell: 208-841-5509
Fax: 208-334-6455
Georgia.Smith@labor.idaho.gov

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From: [Dianna Renz](#)
To: [Cathleen McHugh](#)
Subject: RE: re-appointment to DMC
Date: Monday, March 09, 2020 3:07:52 PM
Attachments: [image001.png](#)

I would love to continue, unless there is interest from other Idaho community colleges.
Thanks.



Dr. Cathleen McHugh
Chief Research Officer
Idaho State Board of Education
650 West State Street
Boise, ID 83702

Dr. McHugh,

Please accept this letter of interest for the open position on the Idaho State Board of Education – Data Management Council. As I near completion of my fifth year as the Associate Dean of Institutional Effectiveness at the College of Southern Idaho, I would like to be considered for the vacancy being left by Dale Pietrzak as he leaves the Council. While I do not pretend to have the background or expertise that the Council is losing with Dale's departure, I do think that my experience at the College of Southern Idaho (CSI) over the past 25 years has prepared me to be an asset to the Council. As a faculty member, department chair, and institutional effectiveness lead, I believe that I have gained a broad perspective around how data can support decision making within the higher education environment.

While serving as the Associate Dean of Institutional Effectiveness at CSI over the past five years I have also become increasingly aware of how data fits into the fabric of higher education at the institutional, state, and federal levels. In my current role, I oversee several areas where data intersects. In addition to having the honor of leading a skilled team of research analysts at CSI, I also lead our campus efforts in strategic planning and serve as the Accreditation Liaison Officer for the college. As you know, data plays a critical role in each of these areas. That said, my background is not in data science. If the Council is looking for expertise in the technical aspects of data management, then I am not your candidate.

I would appreciate the opportunity to serve on the Data Management Council as it will afford me the opportunity to learn from my other colleagues on the Council, to learn even more about how data is used at the state level, and to learn more about the interplay of data between higher education and the rest of public education in Idaho.

Please do not hesitate to contact me with any questions that you may have.

Sincerely,

Chris Bragg

Chris Bragg
Associate Dean of Institutional Effectiveness
College of Southern Idaho
cbragg@csi.edu
208-732-6775

Curriculum Vitae

CHRIS G. BRAGG

March 2020

College of Southern Idaho
Taylor 251B
Twin Falls, Idaho 83303
(208) 732-6775

09 Northridge Way
Jerome, Idaho 83338
(208) 731-3517
cbragg@csi.edu

EDUCATION:

Master of Arts in Communication, Boise State University. August, 1997.

Bachelor of Arts in Communication, Boise State University. May, 1994.

Major: Communication/English Emphasis: Journalism
Graduated Cum Laude.

Associate of Arts in Speech, College of Southern Idaho. May, 1991.

TEACHING/LEADERSHIP EXPERIENCE:

- 2015- Associate Dean of Institutional Effectiveness, College of Southern Idaho
- 2014-2015 Accreditation Liaison Officer, College of Southern Idaho
Department Chair, Fine Arts Department, College of Southern Idaho.
- 2010-2014 Department Chair, Fine Arts Department; Business and Economics
Department, College of Southern Idaho.
- 2005-2010 Department Chair/Professor of Communication, Fine Arts Department,
College of Southern Idaho.
- 1999 Adjunct Instructor, Department of Communication, Boise State
University.
- 1994-2005 Assistant Professor and Co-Director of Forensics, Department of
Theatre & Communication, College of Southern Idaho.

COMM 101 Fundamentals of Oral Communication
COMM 101 Fundamentals of Oral Communication Online
COMM 105 Intercollegiate Tournament Speaking
COMM 171 Introduction to Mass Communication
COMM 209 Critical Thinking and Argumentation

1993-1994 Assistant Director of Forensics, Department of Communication, Boise State University.

SCHOLARLY WORKS AND RESEARCH:

GRANTS

2000-2001 Attracting and Retaining Highly Able Students. (With Tiffany Seeley-Case, College Of Southern Idaho) Research and written during 2000-2001 with the aid of a College Of Southern Idaho Foundation Mini-Grant. Completed document was submitted to the College of Southern Idaho Office of Planning and Development, October 2001

CONFERENCE PAPERS

1995 Debating Juvenile Crime: A Proposal for the 1996-97 National High School Debate Topic. (With Marty Most, Boise State University) Presented at the Topic Selection Conference of the National Federation of State High School Associations, Philadelphia, PA. (This proposal was subsequently adopted as the National High School Debate Topic for 1996-97 by a vote of the nation's high school directors of forensics.)

TEACHING AWARDS:

2001 Albertson Teacher Excellence Award

PROFESSIONAL LEADERSHIP AND SERVICE:

2012-2014 Member, Idaho General Education Reform Task Force
2003- Accreditation Evaluator, Northwest Commission on Colleges and Universities
2002-2005 Member, Phi Rho Pi National Tournament Evaluation Committee
2001-2003 Community College Representative, Northwest Forensics Conference
2001-2002 Chair, Northwest Forensics Conference Divisions Committee
2000-2002 National Chair, Phi Rho Pi National Tournament Evaluation Committee
1998-1999 Member, Phi Rho Pi National Tournament Evaluation Committee
1998-2000 Member, Northwest Forensics Conference Eligibility Committee
1996-2000 Member, Northwest Forensics Conference Awards Committee

COLLEGE AND DEPARTMENTAL SERVICE:

2014- Accreditation Liaison Officer, College of Southern Idaho
2012- Member, Curriculum Committee
2010-2012 Chair, Curriculum Committee
2008- Member, CSI Strategic Planning Council
2007- Member, Library Advisory Board

2005-	Member, Instructional Council
2005-2015	Member, Department Chair Committee
2005-2010	Member, Curriculum Committee
2005-2006	Member, Athletic Advisory Committee
2002-2005	Chair, Accreditation Steering Committee
2000-2001	Member, CSI Faculty Retreat Planning Committee
2000-2002	Member, CSI Strategic Planning Council
1998-2002	Chair, Honors Program Advisory Board
1995-1996	Chair, Advising Committee
1994-2000	Member, Advising Committee

WORKSHOPS/OTHER PRESENTATIONS/COMMUNITY SERVICE:

2018-	Member, Boise State Public Radio Community Advisory Board
2016-	Member, Jerome Rotary Club
2016-2017	Head Varsity Softball Coach, Jerome High School
2013-2014	Co-Chair, Jerome Citizen for Better Schools Bond Committee
2012-2014	Assistant Varsity Baseball Coach, Jerome High School
2011-2012	Head Junior Varsity Baseball Coach, Jerome High School
2009-2010	Assistant Junior Varsity Baseball Coach, Jerome High School
2008-2013	President, North Side Babe Ruth, Inc., Jerome, Idaho
2007	Presenter, Northwest Commission on Colleges and Universities, Self-Study Workshop
2004-2005	Public Relations Chair, Jerome Citizens for Better Schools

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SUBJECT

Idaho Indian Education Committee Appointment

REFERENCE

June 15, 2017	The Board approved the reappointments of Sharee Anderson and Yolanda Bisbee.
August 10, 2017	The Board approved the appointment of Jason Ostrowski.
October 19, 2017	The Board approved the appointment of Marcus Coby, Tina Strong, and Graydon Stanley.
December 21, 2017	The Board approved the appointment of Gary Aitken.
April 19, 2018	The Board approved the appointment of Ladd Edmo and reappointment of Pete Putra, Hank McArthur, Bill Picard, Joyce McFarland, Jim Anderson, and Jason Ostrowski.
June 20, 2019	The Board approved the appointment of Leslie Webb, Jaime Barajas-Zepeda, and Effie Hernandez.
February 13, 2020	The Board approved the appointment of Jesse LaSarte.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Idaho Indian Education Committee serves as an advisory committee to the State Board of Education (Board) and the State Department of Education (Department) on educational issues and how they impact Idaho's American Indian student population. The committee also serves as a link between Idaho's American Indian tribes.

Pursuant to Board Policy I.P. the Idaho Indian Education Committee consists of 19 members appointed by the Board. Each member serves a term of five years. Appointments to vacant positions during a previous incumbent's term are filled for the remainder of the open term. The membership consists of:

- One representative from each of the eight public postsecondary institutions
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education affiliations (K-12)
- One representative from each of the two Bureau of Indian Education schools
- One representative from the State Board of Education, as an ex-officio member

Idaho State University (ISU) has forwarded Dr. Rex Force's name for consideration as their representative on the Indian Education Committee. Dr. Force is Senior Vice Provost and Vice President for Health Science at ISU. He earned his B.S. in Pharmacy from Oregon State University and his Doctor of Pharmacy (Pharm.D.) degree from the University of Texas and the University of Texas Health Science

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Center in San Antonio, after which he completed a two-year clinical research fellowship at Ohio State University. In collaboration with the Shoshone Bannock Tribes, Dr. Force serves as the co-chair of the Tribal-University Advisory Board, which is charged with coordinating educational programming to enhance economic development, supporting native student educational opportunities, encouraging research partnerships, and enhancing tribal cultural recognition.

IMPACT

The proposed appointment replaces ISU's representative on the committee.

ATTACHMENTS

Attachment 1 – Current Committee Membership

Attachment 2 – Idaho State University Nomination document

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University (ISU) has identified Dr. Rex Force to replace Dr. Selena Grace and serve as ISU's representative on the committee. If approved, Dr. Force would complete Dr. Grace's term, which runs through June 30, 2021 and be eligible to serve a new five year term to commence July 1, 2021 and run through June 30, 2026.

Board staff recommends approval.

BOARD ACTION

I move to appoint Dr. Rex Force, representing Idaho State University to the Indian Education Committee effective immediately and expiring June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State Board of Education
Idaho Indian Education Committee

Tribal Representatives

Dr. Chris Meyer is the Director of Education for the Coeur d'Alene Tribe and serves as the Tribal Chairperson's designee for the Coeur d'Alene Tribe. Term: July 1, 2016 – June 30, 2021.

Jesse LaSarte is the Tribal Education Department representative for the Coeur d'Alene Tribe. Term: July 1, 2016 – June 30, 2021.

Gary Aitken, Jr is the tribal chair for the Kootenai Tribe of Idaho and serves as the tribal chair representative for the Kootenai Tribe. Term: immediately – June 30, 2022.

VACANT – Tribal Education Department representative for the Kootenai Tribe.

Bill Picard is a member of the Nez Perce Tribal Executive committee and serves as the Tribal Chairperson's designee. Term: July 1, 2018 – June 30, 2023.

Joyce McFarland is the Education Manager for the Nez Perce Tribe and serves as the Tribal Education Department representative for the Nez Perce Tribe. Term: July 1, 2018 – June 30, 2023.

Ladd Edmo is the Chairman of the Fort Hall Business Council and serves as the Tribal Chairperson and representative for the Shoshone-Bannock Tribes. Term: immediately - June 30, 2022.

Jessica James is the Tribal Education Department representative for the Shoshone-Bannock Tribes. Term: immediately – June 30, 2021.

VACANT - Tribal Chairperson's designee for the Shoshone-Paiute Tribes. Term: July 1, 2018 – June 30, 2023.

VACANT – Tribal Education Department representative for the Shoshone-Paiute Tribes.

Bureau of Indian Education Representatives

Tina Strong is the Bureau of Indian Education school representative. Term: July 1, 2016 – June 30, 2021.

Hank McArthur is the Bureau of Indian Education school representative. Term: July 1, 2018 – June 30, 2023.

State Board of Education Ex-Officio Representative

Dr. Linda Clark is the Ex-Officio State Board of Education member of the Indian Education Committee.

Institutions of Higher Education Representatives

Dr. Leslie Webb is the Vice President for Student Affairs and Enrollment Management at Boise State University. Term: immediately – June 30, 2023.

Dr. Rex Force is the Senior Vice Provost and Vice President for Health Sciences at Idaho State University. Term: July 1, 2016 – June 30, 2021. **Pending Board Approval**

Dr. Yolanda Bisbee is the Chief Diversity Officer and Executive Director of Tribal Relations at the University of Idaho. Term: July 1, 2017 – June 30, 2022.

Bob Sobotta, Jr. is the Director of Native American/Minority Student Services at Lewis-Clark State College. Term: July 1, 2016 – June 30, 2021.

Jason Ostrowski is the Dean of Students at the College of Southern Idaho. Term: July 1, 2018 - June 30, 2023.

Jaime Barajas-Zepeda is the Assistant Director of Admissions and Recruitment at the College of Western Idaho. Term: immediately - June 30, 2024.

Effie Hernandez is the Recruiter and Career Placement Coordinator at College of Eastern Idaho. Term: immediately – June 30, 2022.

Dr. Graydon Stanley is the Vice President for Student Services at North Idaho College (NIC). Term: July 1, 2017 – June 30, 2022.



Idaho State University

MEMORANDUM

TO: Patty Sanchez, Program Manager
Office of the State Board of Education

FROM:  Kevin Satterlee, President
Idaho State University

RE: Idaho Indian Education Committee

DATE: January 17, 2020

SUBJECT: Idaho Indian Education Committee Representative

By means of this memo, Idaho State University would like to replace Dr. Selena Grace with Dr. Rex Force as Idaho State's representative on the Idaho Indian Education Committee, effective February 3, 2020.

Dr. Force currently serves as the Vice President for Health Sciences and is the chair of the Tribal University Advisory Board.

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho State Rehabilitation Council Membership (Council) Membership

REFERENCE

June 2018	Board appointed two members to the Council.
August 2018	Board appointed one new member and re-appointed a former member to the Council.
June 2019	Board appointed three new members to the Council.
August 2019	Board appointed one new member to the Council.
October 2019	Board appointed one new member to the Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.G.
Federal Regulations 34 CFR § 361

BACKGROUND/DISCUSSION

Federal Regulations (34 CFR § 361.17) set out the requirements for the State Rehabilitation Council (Council), including the appointment and composition of the Council.

The members of the Council must be appointed by the Governor or (in the case of a state that under state law vests authority for the administration to an entity other than the Governor) the chief officer of that entity. Section 33-2303, Idaho Code, designates the State Board for Career Technical Education as that entity.

Further federal regulations establish that the Council must be composed of at least fifteen (15) members, including:

- i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;
- ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;
- iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director of or other individual recommended by the Client Assistance Program;
- iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the Council if employed by the designated State agency;
- v. At least one representative of community rehabilitation program service providers;
- vi. Four representatives of business, industry, and labor;

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- vii. Representatives of disability groups that include a cross section of (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
- viii. Current or former applicants for, or recipients of, vocational rehabilitation services;
- ix. In a state in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;
- x. At least one representative of the state educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
- xi. At least one representative of the state workforce investment board; and
- xii. The director of the designated state unit as an ex officio, nonvoting member of the Council.

Additionally, Federal Regulation specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR §361.5(b)(29) and are not employed by the designated state unit. Members are appointed for a term of no more than three (3) years, and each member of the Council, may serve for not more than two consecutive full terms. A member appointed to fill a vacancy occurring prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has one (1) appointment and two (2) re-appointments for Board approval: The Council would like to nominate Mandy Greaser as a representative of a disability group. The Council would like to renew Janice Carson term as a representative of a disability group and renew Ron Oberleitner as a business, industry, and labor representative.

IMPACT

The above one (1) appointment and two (2) re-appointments will bring the Council membership to a total of (14) fourteen. Minimum composition for the council is (15) fifteen members. We are actively recruiting for a business, industry, and labor representative as well as representation from the Workforce Development Council.

ATTACHMENTS

- Attachment 1 – Current Council Membership
- Attachment 2 – Mandy Greaser Nomination

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STAFF COMMENTS AND RECOMMENDATIONS

The requested appointment meets the provisions of Board policy IV.G. State Rehabilitation Council, and the applicable Federal regulations.

Staff recommends approval

BOARD ACTION

I move to approve the appointment of Mandy Greaser as a representative of a disability group and renew Janice Carson to serve her second term as a representative of a disability group and to renew Ron Oberleitner to serve his second term as a representative of business, industry, and labor.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE REHABILITATION COUNCIL MEMBERSHIP

Members Shall Represent	Representation Required	Name	Term Ends
Former Applicant or Recipient of VR services	Minimum 1	Danielle Reff	05/31/2020
Parent Training & Information Center	Minimum 1	Sarah Tueller	6/30/2021
Client Assistant Program	Minimum 1	Angie Eandi	Effective 7/12/2019 No term limit
Vocational Rehabilitation Counselor	Minimum 1	David White	06/30/2021
Community Rehabilitation Program	Minimum 1	Pam Harris	06/30/2021
Business, Industry and Labor	Minimum 4	Lucas Rose	06/30/2020
		Darin Lindig	05/31/2021
		Ron Oberleitner	03/31/2020
		vacant	
Disability Groups	No minimum or maximum	Molly Pollastrini	03/31/2020
		Janice Carson	03/31/2020
		Mike Hauser	02/28/2021
		David Maxwell	06/30/2022
State Independent Living Council	Minimum 1	Mel Leviton	09/30/2021
Department of Education	Minimum 1	Kenrick Lester	06/30/2020
Director of Vocational Rehabilitation	Minimum 1	Jane Donnellan	No end date
Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	No end date
Workforce Development Council	Minimum 1	vacant	

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Boise State University Mid-Cycle Focused Visit

REFERENCE

April 2017	Board approved recommendation of Professional Standards Commission to accept the State Review Team Report for Boise State University's Full Unit Review.
April 2017	Board accepted documentation to grant conditional approval of the Boise State University Mathematics Consulting Teacher Program.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114, 33-1254, 33-1258; Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) is tasked with reviewing all State Board-approved teacher preparation programs. Units or programs that are Conditionally Approved at a full unit review due to insufficient evidence or lack of completers require a subsequent, Focused Visit. On October 6 – 8, 2019, the PSC convened a State Review Team composed of five (5) content experts and two (2) state facilitators to conduct a focused review of Boise State University's (BSU) educator preparation programs.

The purpose of the focused review was to determine if sufficient evidence was presented to indicate that candidates at BSU meet state standards for initial certification. The standards used to validate the State Report were the State Board of Education-approved *Idaho Standards for the Initial Certification of Professional School Personnel*. The Team reviewed state-specific requirements and foundation and enhancement standards for Computer Science, Engineering, Health, Teacher Leader, and Superintendent programs.

Team members looked for a minimum of three (3) applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to course syllabi and other course materials (lessons/assignments, readings, exams, etc.); candidate performance on key indicators such as Praxis exams and other performance-based assessments; examples of lesson plans and unit plans created by candidates; evaluations from candidate student teaching placements; and interviews with current candidates, recent program completers, and university faculty. The State Team Report (Attachment 1) details the findings of the Focused Visit. State specific requirements and Health, Teacher Leader, and Superintendent programs are recommended Approved. The Computer Science

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and Engineering programs are recommended Conditionally Approved due only to lack of completers.

After the site visit and review of the State Team Report, BSU submitted a response to the State Team Report (Attachment 2). The Standards Committee of the PSC reviewed the State Team Report and response on January 16, 2020. On January 17, 2020, the full PSC voted to recommend acceptance of the Boise State University State Team Report and response as presented.

IMPACT

The recommendations in this report will enable BSU to continue to prepare teachers in the best possible manner, ensuring that all state teacher preparation standards are being effectively embedded in their teacher preparation programs.

ATTACHMENTS

Attachment 1 – BSU 2019 Focused Visit State Team Report
Attachment 2 – BSU Response

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (PSC). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are highly effective, prepared to teach to the state minimum content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the PSC to review new programs and make recommendations to the Board regarding program approval and to review existing programs on the review cycle established in IDAPA 08.02.02, Rules Governing Uniformity, and to make recommendations to the Board for approval or continuing approval. The PSC review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The PSC may recommend to the Board that a program be “Approved,” “Not Approved,” or “Conditionally Approved.” Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the PSC forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

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BOARD ACTION

I move to accept the 2019 Boise State University Focused Visit State Team Report and Response as presented, and to approve Boise State University's educator preparation program for continued approval as outlined in attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO EDUCATOR PREPARATION PROGRAM REVIEW

STATE TEAM REPORT

BOISE STATE UNIVERSITY

OCTOBER 6-8, 2019

**Professional Standards Commission
Idaho State Board of Education
Idaho State Department of Education**



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INTRODUCTION

Boise State University is a public research institution founded in 1932 by the Episcopal Church. It became an independent junior college in 1934 and has been awarding baccalaureate and master's degrees since 1965. With over 23,000 students, Boise State offers 201 degrees in 190 fields of study and has more than 100 graduate programs, including the MBA and MAcc programs in the College of Business and Economics; Master and PhD programs in the Colleges of Engineering, Arts & Sciences, and Education; and the MPA program in the School of Public Service.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at Boise State University meet state standards for initial certification. The review was conducted by a five (5)-member state program approval team, accompanied by two (2) state observers. The State Board of Education (Board)-approved *Idaho Standards for the Initial Certification of Professional School Personnel* were used to validate the Institutional Report. Board-approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards were being met. Idaho Core Teaching Standards and individual program foundation and enhancement standards were reviewed.

Team members looked for a minimum of three (3) applicable pieces of evidence provided by the institution to validate each standard. Evidence included course syllabi, class assignment descriptions, assignment grading rubrics, candidate evaluations and letters of support, additional formal and informal evaluations, program course requirement lists, actual class assignments, Praxis test results, and electronic portfolio entry evidence. In addition to this documentation, team members conducted interviews with candidates, completers, college administrators, college faculty, PreK-12 principals, and cooperating teachers.

The following terms are defined by the Council for Accreditation of Educator Preparation (CAEP), a national educator preparation accrediting body, and used throughout this report.

- **Candidate.** An individual engaged in the preparation process for professional education licensure/certification with an educator preparation provider (EPP).
- **Completer.** Any candidate who exited a preparation program by successfully satisfying the requirements of the EPP.
- **Student.** A learner in a P-12 school setting or other structured learning environment but not a learner in an EPP.
- **Educator Preparation Provider (EPP).** The entity responsible for the preparation of educators including a nonprofit or for profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.
- **Program.** A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools. EPPs may offer a number of program options (for example, elementary education, special education, secondary education in specific subject areas, etc.).
- **Dispositions.** The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6).

PROGRAM APPROVAL RECOMMENDATIONS

Standards/Program	Recommendation	Notes
State Specific Requirements – Idaho Comprehensive Literacy Standards	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements – Pre-Service Technology Standards	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements – Idaho Standards for Model Preservice Student Teaching Experience	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements – Institutional Recommendations	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Computer Science Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	Conditional due to lack of completers
Idaho Standards for Engineering Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	Conditional due to lack of completers
Idaho Standards for Health Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Teacher Leaders	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Superintendents	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	Commendations listed

STATE PROGRAM APPROVAL RUBRICS

The *Idaho Standards for Initial Certification of Professional School Personnel* provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubrics are used to evaluate the extent to which educator preparation programs prepare educators who meet the standards. The rubrics are designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

The rubrics describe three levels of performance--unacceptable, acceptable, and exemplary--for each of the Idaho Standards for Initial Certification. The rubrics shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards.

Unacceptable	Acceptable	Exemplary
<ul style="list-style-type: none">• The program provides evidence that candidates meet fewer than 75% of the indicators.	<ul style="list-style-type: none">• The program provides evidence that candidates meet 75%-100% of the indicators.• The program provides evidence candidates use assessment results in guiding student instruction (when applicable).	<ul style="list-style-type: none">• The program provides evidence that candidates meet 100% of the indicators.• The program provides evidence of the use of data in program improvement decisions.• The program provides evidence of at least three (3) cycles of data of which must be sequential.

STATE SPECIFIC REQUIREMENTS

IDAHO COMPREHENSIVE LITERACY STANDARDS

Standard 1: Foundational Literacy Concepts. *The teacher demonstrates knowledge of the following foundational concepts, including but not limited to: emergent literacy, concepts of print, phonological awareness, alphabetic principle, phonics, word recognition, fluency, linguistic development, English language acquisition, and home-to-school literacy partnerships. In addition, the candidate demonstrates the ability to apply concepts using research-based best practices in lesson planning and literacy instruction.*

Knowledge

- 1(a) The teacher understands the importance of developing oral language, phonological awareness, phonemic awareness, and print concepts.
- 1(b) The teacher understands the components of decoding written language, including grade-level phonics and word analysis skills, and their impact on comprehension.
- 1(c) The teacher understands the development of fluency (prosody, rate, and accuracy) and its impact on beginning reading comprehension.

Standard 1 Foundational Literacy Concepts	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – *The program provided acceptable evidence through candidate lesson plans, ICLA scores, and syllabi for required courses that teacher candidates demonstrate foundational literacy knowledge and concepts to develop oral language, phonological and phonemic awareness, and print concepts [1a]; decoding written language that impacts comprehension [1b]; and development of fluency and its impact on beginning comprehension [1c].*

Sources of Evidence (AT LEAST THREE)

- *Syllabus of required course (ED LLC 340)*
- *Summary of ICLA scores*
- *Candidate lesson plans*

Performance

- 1(d) The teacher plans instruction that includes foundational literacy skills found in the Idaho Content Standards.
- 1(e) The teacher plans instruction to support literacy progression, from emergent to proficient readers, which includes decoding and comprehension skills.
- 1(f) The teacher selects and modifies reading instructional strategies and routines to strengthen fluency.

Standard 1 Foundational Literacy Concepts	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Program evidence including ICLA scores, candidate lesson plans, case study reports, and candidate and faculty interviews indicate candidates are able to utilize the Idaho Content Standards to plan effective instruction [1d] that supports literacy progression [1e] and strengthens reading fluency [1f]. Candidates reported that they are very comfortable integrating Idaho Content Standards into their planning and instruction to support learner literacy development.

Sources of Evidence (AT LEAST THREE)

- ICLA scores
- Candidate lesson plans
- Candidate interviews
- Case study report

Standard II: Fluency, Vocabulary Development and Comprehension. The teacher demonstrates knowledge of fluency, vocabulary development, and reading comprehension strategies. The teacher demonstrates the ability to apply these components by using research-based best practices in all aspects of literacy and/or content area instruction. This includes the ability to: analyze the complexity of text structures; utilize a variety of narrative and informational texts from both print and digital sources; and make instruction accessible to all, including English Language Learners.

Knowledge

- 2(a) The teacher knows the characteristics of the various genres and formats of children's and adolescent literature.
- 2(b) The teacher recognizes the importance of using a variety of texts and formats to enhance students' understanding of topics, issues, and content.
- 2(c) The teacher understands text complexity and structures and the importance of matching texts to readers.
- 2(d) The teacher understands how to use instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.
- 2(e) The teacher understands how to use instructional strategies to promote vocabulary development for all students, including English language learners.
- 2(f) The teacher understands how a student's reading proficiency, both oral and silent, affects comprehension.

<i>Standard 2 Fluency, Vocabulary, Development, and Comprehension</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.1 Knowledge</i>		X	

2.1 Analysis – The program provided evidence that candidates possess requisite knowledge to effectively increase learner fluency, support vocabulary development, and apply reading comprehension strategies by using a variety of research-supported practices [2a], including integrating a variety of narrative and informational texts [2b] matched to reader ability [2c] that promote critical thinking and deeper comprehension [2d] and vocabulary development [2e]. Candidates understand how reading proficiency affects reader comprehension [2f].

Sources of Evidence (AT LEAST THREE)

- Syllabi (ED LLC 200, ED LLC 345, ED LLC 440, ED LLC 444/544, KIN 355, Music 387)
- Sample lesson plans, STEM lesson plans
- ICLA scores
- Performance assessments

Performance

- 2(g) The teacher identifies a variety of high-quality literature and texts within relevant content areas.
- 2(h) The teacher can develop lesson plans that incorporate a variety of texts and resources to enhance students' understanding of topics, issues, and content.
- 2(i) The teacher can analyze texts to determine complexity in order to support a range of readers.
- 2(j) The teacher selects and utilizes instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.
- 2(k) The teacher selects and utilizes instructional strategies to promote vocabulary development for all students, including English language learners.
- 2(l) The teacher uses oral and silent reading practices selectively to positively impact comprehension.

<i>Standard 2 Fluency, Vocabulary, Development, and Comprehension</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.2 Performance</i>		X	

2.2 Analysis – Analysis of candidate’s Content Literacy integrated projects, Idaho Core Shifts reflection documents, and Standard Performance Assessment for Teacher assignments, along with verification from candidate and instructor interviews, provided substantial evidence that the program prepares teacher candidates who are able to integrate high-quality literature and texts in relevant content areas [2g], develop lesson plans that incorporate these texts to enhance learner understanding [2h], and support a range of readers [2i] to promote critical thinking and deeper comprehension [2j]. Further, evidence was provided which showed that candidates are able to utilize effective instructional strategies to promote vocabulary development for all students [2k] and that candidates selectively use reading practices to positively impact reading comprehension.

Sources of Evidence (AT LEAST THREE)

- Syllabi ED LLC 444/5440
- Content literacy integrated project
- Idaho Core Shifts reflection documentation
- Standard Performance Assessment for Teachers

Standard III: Literacy Assessment Concepts. The teacher understands, interprets, and applies informal and formal literacy assessment concepts, strategies, and measures. The teacher uses assessment data to inform and design differentiated literacy instruction. In addition, the teacher demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders.

Knowledge

- 3(a) The teacher understands terms related to literacy assessment, analysis, and statistical measures.
- 3(b) The teacher understands types of formal, informal, formative, summative, and diagnostic literacy assessments, their uses, appropriate administration, and interpretation of results across a range of grade levels.
- 3(c) The teacher understands how to choose appropriate literacy assessments to determine the needs of the learner.
- 3(d) The teacher understands how to use literacy assessment results to inform and guide intervention processes.
- 3(e) The teacher knows how to measure and determine students’ independent, instructional, and frustration reading levels.
- 3(f) The teacher understands Idaho state-specific literacy assessments and related proficiency levels.

Standard 3 Literacy Assessment Concepts	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis - A review of the student profile assignment and course assignments, including the Literacy Learner Stories and an analysis of holistic writing along with candidate ICLA scores and student interviews, provided sufficient evidence that the program prepares candidates who understand literacy assessment and analysis [3a] and how to use formal and informal formative, summative, and diagnostic assessments [3b] to interpret, report, and inform learner needs [3c]. Candidates use these results to inform and guide intervention processes, measure and determine students' independent, instructional, and frustration reading levels [3e], and understand Idaho state-specific literacy assessments and associated proficiency levels [3f].

Sources of Evidence (AT LEAST THREE)

- ICLA scores
- Syllabi from ED LLC 340, ED LLC 345
- Student Profile assignment
- Reading intervention assignment

Performance

- 3(g) The teacher appropriately selects, administers, and interprets results of a variety of formal, informal, formative, summative, and diagnostic literacy assessments.
- 3(h) The teacher utilizes literacy assessment results to inform and guide intervention processes.
- 3(i) The teacher can measure and determine students' independent, instructional, and frustration reading levels.
- 3(j) The teacher utilizes Idaho state-specific literacy assessments and related proficiency levels to inform planning and instruction.

Standard 3 Literacy Assessment Concepts	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – A thorough review of performance assessment data shows the program prepares candidates to select, administer, and interpret a variety of formal, informal, formative, summative, and diagnostic literacy assessments [3g] (ICLA scores) to inform and guide intervention processes [3h] (IRI & ISAT data analysis). These assignments, coupled with candidate and literacy faculty interviews, provide adequate evidence that candidates can measure and determine students' independent, instructional, and frustration reading levels [3i] (Student tutoring assignment). Further, a review of student work indicates that the program prepares

candidates who utilize Idaho state-specific literacy assessments and related proficiency levels to inform planning and instruction (IRI & ISAT data analysis).

Sources of Evidence (AT LEAST THREE)

- *ICLA scores*
- *Qualitative Spelling Inventory assessment*
- *Student tutoring assignment*
- *IRI and ISAT data analysis*

Standard IV: Writing Process. The teacher incorporates writing in his/her instructional content area(s). The teacher understands, models, and instructs the writing process, including but not limited to: pre- writing, drafting, revising, editing, and publishing. The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, purposes, and audiences. The teacher incorporates ethical research practices using multiple resources. The teacher fosters written, visual, and oral communication in a variety of formats. (Applies to all endorsements that can be added to a Standard Instructional Certificate)

Knowledge

- 4(a) The teacher understands writing as a complex communicative process that includes cognitive, social, physical, and developmental components.
- 4(b) The teacher understands the purpose and function of each stage of the writing process, including the importance of extensive pre-writing.
- 4(c) The teacher has an understanding of the role and range that audience, purpose, formats, features, and genres play in the development of written expression within and across all content areas.
- 4(d) The teacher understands how to conduct writing workshops and individual writing conferences to support student growth related to specific content areas.
- 4(e) The teacher understands how to assess content-area writing, including but not limited to writing types, the role of quality rubrics, processes, conventions, and components of effective writing.
- 4(f) The teacher understands the reciprocal relationship between reading, writing, speaking, and listening to support a range of writers, including English language learners.
- 4(g) The teacher understands how to help writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.
- 4(h) The teacher understands the impact of motivation and choice on writing production.

Standard 4 Writing Process	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The evidence presented in syllabi, PowerPoint presentations, and student portfolios for this standard illustrates that the Educator Preparation Program prepares candidates who understand that writing is a complex communicative process that includes cognitive, social, physical, and developmental components [4a] (ENGL 301, ED LLC 345); understand the purpose and function of each writing stage [4b] and the different elements that influence the development of written expression across all content areas[4c]; know how to conduct writing workshops and individual writing conferences [4d] (Writing Across the Curriculum Unit); understand how to access content-area writing [4e] (S-PAT); understand the reciprocal relationship between reading, writing, speaking, and listening [4f]; are able to help writers develop competency in a variety of writing types [4g] (Student Profile Case Study); and understand the impact of motivation and choice on writing production [4h].

Sources of Evidence (AT LEAST THREE)

- Syllabi from ENGL 301, ED LLC 345, KIN 355, STEM Ed, World Language
- Genre portfolio
- ED LLC 345 PowerPoint
- Candidate interview
- Writing Across the Curriculum integrated unit
- Student Profile Case Study assignment
- Standard Performance Assessment for Teachers assignment
- Case Study Reports

Performance

- 4(i) The teacher engages writers in reading, speaking, and listening processes to address cognitive, social, physical, developmental, communicative processes.
- 4(j) The teacher utilizes the writing process and strategies to support and scaffold effective written expression within and across content areas and a range of writers.
- 4(k) The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, formats, purposes, audiences, and digital technologies.
- 4(l) The teacher conducts writing workshops and writing conferences for the purpose of supporting student growth (including peer feedback/response).
- 4(m) The teacher assesses components of effective writing in the content-areas, including utilizing quality rubrics.
- 4(n) The teacher scaffolds instruction for a range of student writers.
- 4(o) The teacher helps writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.

4(p) The teacher utilizes choice to motivate writing production.

Standard 4 Writing Process	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – An analysis of assignments provides evidence that the Educator Preparation Program develops candidates who understand, model, and instruct the writing process in a variety of formats and across a variety of contexts. Candidates are provided with multiple opportunities to engage writers in reading, speaking, and listening process to address a variety of communication processes [4i] (writing across the Curriculum), use the writing process and various strategies to support and scaffold written expression across content areas and with a range of writers [4j] (SPAT, Lesson & Unit Plan assignment), conduct writing workshops and conferences to support student growth in writing [4k] (Genre list, Teacher Tool Box), assess effective writing [4m] (SPAT), scaffold instruction [4n] (Lesson & Unit Plan), develop competency in a variety of writing types [4o] (Writing Across the Curriculum), and allow writers the opportunity to choose writing topics to enhance motivation in the writing process [4p] (Teacher Tool Box).

Sources of Evidence (AT LEAST THREE)

- Writing Across the Curriculum assignments
- Standard Performance Assessment for Teachers
- Lesson and Unit Plan assignments
- Blog Posts in ENGL 301
- Genre list assignment
- Teacher Tool Box assignments

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	4		4	
Performance	4		4	

Areas for Improvement

- The program has demonstrated the ability to integrate elements of the four (4) Idaho Comprehensive Literacy standards into the educator preparation course and has provided evidence that they have expanded integration of these standards into endorsement-related content courses (English, Kinesiology, Physical Education, STEM). The program is encouraged to continue these efforts to integrate these standards into additional endorsement-related content courses.
- Standard 4: Writing Process is a relatively new standard, and the Educator Preparation Program is to be commended for taking steps to integrate the elements (indicators) of this standard into a variety of courses. The program is encouraged to explore, identify, and

incorporate additional opportunities to use writing assignments in courses to address this standard.

Recommended Action on Idaho Comprehensive Literacy Standards

- ☒ Approved
- ☐ Conditionally Approved
 - ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

PRE-SERVICE TECHNOLOGY STANDARDS

ISTE STANDARDS FOR TEACHERS

Effective teachers model and apply the ISTE Standards for Students (Standards) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

ISTE Standards • Teachers

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1. Facilitate and inspire student learning and creativity - Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Standard 1	Unacceptable	Acceptable	Exemplary
Facilitate and Inspire Student Learning and Creativity		X	

Standard 1 Analysis – The educator preparation program (EPP) sufficiently meets indicators 1a through 1d through candidate lesson plan design and implementation and parent/student/teacher communication through a newsletter. Indicator 1b was met through virtual lesson plan development drawing learners into engagement in issues they see in their world. Specifically, indicators 1c and 1d were modeled through the development of virtual classroom designs and online interactive assignments aimed and engagement and conceptual understanding.

Sources of Evidence (AT LEAST THREE)

- Student-developed Newsletter
- Virtual classroom development models
- Virtual classroom videos walk throughs
- Syllabi from ED TECH 202, ESP 250

2. Design and develop digital age learning experiences and assessments-Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating

contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

Standard 2	Unacceptable	Acceptable	Exemplary
<i>Design and develop digital age learning experiences and assessments</i>		X	

Standard 2 Analysis – The EPP sufficiently meets indicators 2a through 2d. Evidence from Standard Performance Assessment of Teachers (S-PATs), interactive portfolios, digital mapping tools, google form assessments and interactive candidate portfolios all provide a lens through which candidates design and develop learning experiences and assessments. The EPP has utilized S-PATs for candidates to incorporate technology into the multilayered tiers of their learning and teaching.

Sources of Evidence (AT LEAST THREE)

- S-PAT examples
- ED-Tech 202 syllabus and interactive portfolio assignments
- Google form assessment/development

3. Model digital age work and learning - Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

Standard 3	Unacceptable	Acceptable	Exemplary
Model digital age work and learning		X	

Standard 3 Analysis – The candidates exhibit knowledge, skills and work processes that reveal innovation in a global and digital society. Indicator 3a was evidenced by teacher candidates in their professional year who researched and chose an instructional differentiation strategy, and through a project, implemented that strategy in a classroom and then reflected upon the strategy. Indicators 3 b, c and d are all evidenced through S-PAT examples, as well as portfolio reflections and the syllabus from ED-CIFS 332.

Sources of Evidence (AT LEAST THREE)

- Brochure and tri-fold poster prepared by candidates to share their strategies with both in-service and preservice teachers as a professional development.
- Syllabi from ED-Tech 202 and ED CIFS 332/430
- Portfolio reflections and S-PAT 1 example

4. Promote and model digital citizenship and responsibility - Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

Standard 4	Unacceptable	Acceptable	Exemplary
Promote and model digital citizenship and responsibility		X	

Standard 4 Analysis – The EPP sufficiently examines indicators 4a through 4d using the ED-TECH coursework and outcomes. To meet indicator 4c, “Educators design student and parent-friendly communication to share the classroom, school, and district’s digital use policy, including norms and protocols appropriate to the grade level.” Indicator 4d utilizes a connected classroom blog to provide a platform for students’ local and global interaction.

Sources of Evidence (AT LEAST THREE)

- *ED-TECH 202 coursework (Acceptable Use Agreement and Classroom Newsletter)*
- *Connected Classroom Blog (requires students to collaborate with and about local and global entities regarding culture)*
- *Lesson plans, S-PATs*

5. *Engage in professional growth and leadership - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.*

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. Contribute to the effectiveness, vitality, and self- renewal of the teaching profession and of their school and community

<i>Standard 5</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Engage in professional growth and leadership</i>		X	

Standard 5 Analysis – The EPP addressed all four (4) indicators of Standard 5 with sufficient evidence. Indicator 5a utilized ED-CIFS 302 and Ed-TECH 202 syllabi and assignments to provide local and global community practices to embed technology. Indicators 5c and 5d were met through the development of interactive portfolios and the building of IPLPs based on reflective practice in relation to the growth and the transformation of the learner in the program.

Sources of Evidence (AT LEAST THREE)

- *ED-CIFS 302 syllabus*
- *ED-TECH 202 Flipped Classroom and Connected Classroom examples*
- *Interactive Portfolios*
- *IPLPs from the student teaching portfolios*

Summary

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Standard	5		5	

Areas for Improvement

- With more candidates and more reflection by the candidates as to their use of technology to improve their teaching, this would be an exemplary program.
- Given the “global” terminology in the standards, it would be of value to the EPP to address global societal issues or have an assignment that compares global vs. local issues. It may be helpful to develop an assignment or a specific outcome in ED-TECH 202 that discusses how to develop global learning communities.

Recommended Action on Pre-Service Technology Standards

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR MODEL PRESERVICE STUDENT TEACHING EXPERIENCE

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The Idaho Standards for Model Preservice Student Teaching Experience are the standards for a robust student teaching experience for teacher candidates. Every teacher preparation program is responsible for ensuring a student teaching experience that meets the standards.

Standard 1: Mentor Teacher. The mentor teacher is the certified P-12 personnel responsible for day-to-day support of the student teacher in the student teaching experience.

- 1(a) The mentor teacher is state certified to teach the content for which the candidate is seeking endorsement.
- 1(b) The mentor teacher has a minimum of three years of experience teaching in the content area(s) for which the student teacher is seeking endorsement.
- 1(c) The mentor teacher demonstrates effective professional practice and evidence of dispositions of a professional educator, as recommended by the principal.
- 1(d) The mentor teacher is committed to mentor, co-plan, co-assess, and co-teach with the student teacher.
- 1(e) The mentor teacher is co-selected, prepared, evaluated, supported, and retained.
- 1(f) The experienced mentor teacher receives positive candidate and EPP supervisor evaluations.

<i>Standard 1</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Mentor Teacher</i>		X	

Standard 1 Analysis – Evidence listed below illustrates that the Educator Preparation Program (EPP) has mentor teachers certified to teach their content (1a), with a minimum of three (3) years of experience teaching in their content area (1b). The EPP demonstrates evidence of disposition and effective professional practice through principal recommendation (1c) and the mentor teacher orientation, as well as the selection process, shows commitment and retainment for teacher candidates (1d, 1e). Mentor teacher evaluations showed positive candidate and supervisor interactions (1f).

Sources of Evidence (AT LEAST THREE)

- *Mentor spreadsheet, Mentor Teacher Evaluation*
- *Mentor teacher recruitment requirements, Mentor Orientation Handbook*
- *Mentor selection and placement, Liaison mentor interview*
- *Candidate interviews*

Standard 2: Educator Preparation Program (EPP) Supervisor. *The EPP supervisor is any individual in the institution responsible for observation/evaluation of the teacher candidate.*

- 2(a) The EPP supervisor has P-12 education certified field experience.
- 2(b) The EPP supervisor proves proficiency in assessing teacher performance with ongoing rater reliability.
- 2(c) The experienced EPP supervisor receives positive candidate and school professional evaluations.
- 2(d) The EPP supervisor demonstrates evidence of dispositions of a professional educator.

Standard 2	Unacceptable	Acceptable	Exemplary
Educator Preparation Program (EPP) Supervisor		X	

Standard 2 Analysis – *The EPP has provided sufficient evidence to meet Standard 2 indicators 2a through 2d. The EPP provided resumes or curricula vitae for liaisons (2a), lists of Danielson framework performance documents (2b), and a spreadsheet listing positive candidate evaluations and evidence of dispositions (2c, 2d).*

Sources of Evidence (AT LEAST THREE)

- Education Preparation Program liaison resume
- EPP framework for teaching documentation
- Group norms as provided by EPP in a spreadsheet
- Mentor Teacher and Liaison interviews

Standard 3: Partnership.

- 3(a) The P-12 school and EPP partnership supports the cooperating teacher in his/her duties of mentorship.
- 3(b) The collaboration between P-12 school and EPP supports the conceptual framework of the institution.

Standard 3	Unacceptable	Acceptable	Exemplary
Partnership		X	

Standard 3 Analysis – *Evidence listed below illustrates that the EPP has sufficiently supported the cooperating teacher through mentoring (3a) (Mentor Teacher Handbook, Orientation, Talking Points) and that the relationship between the P-12 school and the EPP are supportive of the institution's framework for teacher preparation (2b). The EPP provided a professional year field guide, S-PAT examples, and committee meeting notes to support their evidence within each indicator. Furthermore, there was evidence that candidates reflect on their profession and on ethical practices within this mentor teacher experience.*

Sources of Evidence (AT LEAST THREE)

- *Mentor Teacher Handbook (2016-2017)*
- *Mentor Teacher Orientation PowerPoint*
- *Mentor Teacher Talking Points (qualifications document)*
- *Candidate interviews*
- *Mentor Teacher interviews*

Standard 4: Student Teacher. The student teacher is the candidate in the culminating clinical field experience.

- 4(a) Passed background check
- 4(b) Competency in prior field experience
- 4(c) Passed all required Praxis tests
- 4(d) Completion of all relevant coursework
- 4(e) Possesses dispositions of a professional educator

<i>Standard 4</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Student Teacher</i>		X	

Standard 4 Analysis – Evidence listed below illustrates that the EPP has sufficiently met the required indicators in Standard Four. Candidates complete a Professional Year Assessment (4b) are required to pass Praxis and a background check to participate (4a, 4c), pass their relevant coursework (4d) and reflect on their professional and ethical dispositions (4e). The EPP also provided the undergraduate catalog and the Idaho-approved program list for reference.

Sources of Evidence (AT LEAST THREE)

- *Proficiency pathway schematic*
- *Professional and ethical practices (disposition rubric)*
- *Professional Year Assessment (PYA) scores on data table*

Standard 5: Student Teaching Experience

- 5(a) At least three documented, scored observations including pre- and post-conferences by the EPP supervisor, using the approved state teacher evaluation framework
- 5(b) At least three formative assessments by the mentor teacher
- 5(c) One common summative assessment based on state teacher evaluation framework
- 5(d) Performance assessment including influence on P-12 student growth
- 5(e) Recommended minimum 14 weeks student teaching
- 5(f) Development of an Individualized Professional Learning Plan (IPLP)

5(g) Demonstration of competence in meeting the *Idaho Standards for Initial Certification of Professional School Personnel*

5(h) Relevant preparatory experience for an Idaho teacher's certificate

Standard 5	Unacceptable	Acceptable	Exemplary
Student Teaching Experience		X	

Standard 5 Analysis – Evidence listed below illustrates the EPP has sufficient evidence to show they are meeting Standard 5 indicators 5a through 5h. The EPP provided examples of the program they use to capture the state-approved teacher evaluation framework, as well as examples of each observation per completer (5a through 5c). The EPP provided student learning outcomes in Taskstream (5d), a handbook describing student teaching (5e), individual professional learning plans, the framework for teaching, specific coursework completion and passing Praxis scores (5f through 5g). Through the catalog the EPP revealed that they provide relevant preparatory experience for an Idaho teacher's certificate.

Sources of Evidence (AT LEAST THREE)

- Undergraduate Catalog
- Professional Year Assessment (PYA)
- Framework for teaching, IPLPs, and a student Handbook

Summary

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Model Preservice Student Teaching Experience Standards	5		5	

Areas for Improvement

- The EPP may consider creating a spreadsheet or other document that displays all required mentor (liaison) qualifications (Framework for Teaching, content area experience)
- The EPP may consider providing mentor teachers with supports needed to facilitate differentiated instruction

Recommended Action on Model Preservice Student Teaching Experience Standards

- ☒ Approved
- ☐ Conditionally Approved
 - ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

STATE SPECIFIC REQUIREMENTS

INSTITUTIONAL RECOMMENDATIONS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Idaho educator preparation programs complete an Institutional Recommendation to the State Department of Education verifying that the candidate has met all the requirements as defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity). State review team randomly selected and performed a review of 10% of the Institutional Recommendations made in 2017, 2018, and 2019.

Standard 1: State Board Approved Program - Educator preparation program had a State Board approved program for initial certification for each area of endorsement indicated on candidate’s institutional recommendation.

Standard 1	Unacceptable	Acceptable	Exemplary
State Board Approved Program		X	

Standard 1 Analysis – All fifty (50) randomly selected institutional recommendations were for completers of State Board-approved programs.

Standard 2: Content Knowledge Assessment – Recommended candidate received passing scores on State Board approved content area assessment for each recommended area of endorsement.

Standard 2	Unacceptable	Acceptable	Exemplary
Content Knowledge Assessment		X	

Standard 2 Analysis – The educator preparation program (EPP) provided evidence in 33 of 36 instances that each completer received a passing score on the State Board-approved content area assessment for each recommended area of endorsement. In three (3) instances where “MS Mathematics (5-9)” was recommended, the content area assessment aligned to Mathematics – Basic (5-9), rather than Mathematics (5-9). The EPP was not aware there were two (2) endorsements and has confirmed the Mathematics – Basic (5-9) will be listed on future institutional recommendations.

Standard 3: Pedagogy – Recommended candidate demonstrated competency in pedagogy for each recommended area of endorsement.

Standard 3	Unacceptable	Acceptable	Exemplary
Pedagogy		X	

Standard 3 Analysis – The EPP provided evidence that 36 of 36 randomly selected completers recommended for initial certification demonstrated competency in pedagogy for each recommended area of endorsement. Review team members reviewed completer transcripts to confirm required coursework and passing grades in these areas.

Standard 4: Performance Assessment – Recommended candidate received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation.

Standard 4	Unacceptable	Acceptable	Exemplary
Performance Assessment		X	

Standard 4 Analysis – The EPP provided evidence that 36 of 36 randomly selected completers received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation. The EPP included documentation of each candidate’s individual Performance Year Assessment as well as aggregated data.

Standard 5: Clinical Experience – Recommended candidate completed clinical experience for each recommended area of endorsement and grade range.

Standard 5	Unacceptable	Acceptable	Exemplary
Clinical Experience		X	

Standard 5 Analysis – The EPP provided evidence that 36 of 36 randomly selected institutional recommendations for instructional certification included clinical experience in each recommended area of endorsement. Evidence included school, grade level, and content area placements.

One hundred percent (9 of 9) of randomly selected institutional recommendations for administrator certification included practicum for area of endorsement: superintendent or school principal.

The EPP provided evidence that one-third (1 of 3) of institutional recommendations randomly selected for School Social Worker included practicum in a kindergarten through grade twelve (K-12) setting. The other two completers applied for certification based on their occupational license in social work as permitted by IDAPA Rule. This is an area for improvement for the educator

preparation program to develop a systemic process to track and ensure school social workers are meeting the K-12 setting requirement.

Both of the institutional recommendations randomly selected for school counselor included evidence of 700 clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting to include experience in elementary, middle/junior high, and high school. Evidence included time log and identified specific contact hours with students. This is an area of strength as both candidates earned over 700 hours in a K-12 setting to include all three (3) grade levels.

Standard 6: Student Achievement – Recommended candidate demonstrated the ability to produce measurable student achievement or student success and create student learning objectives.

Standard 6	Unacceptable	Acceptable	Exemplary
Student Achievement		X	

Standard 6 Analysis – The EPP provided evidence that 36 of 36 randomly selected completers demonstrated the ability to produce measurable student achievement or student success and create student learning objectives. Review team members verified candidate performance in student learning objectives.

Standard 7: Individualized Professional Learning Plan – Recommended candidate had an individualized professional learning plan (IPLP).

Standard 7	Unacceptable	Acceptable	Exemplary
Individualized Professional Learning Plan		X	

Standard 7 Analysis – The EPP provided evidence that 36 of 36 randomly selected completers had an Individualized Professional Learning Plan in place. Review team members verified existence of completed plans.

Standard 8: Adding Endorsements Only – Educator preparation program issued institutional recommendation once the content, pedagogy, and performance had been demonstrated by the candidate for each area of endorsement. For candidates that are adding endorsements, the program is not required to be a State Board approved program for initial certification.

Standard 8	Unacceptable	Acceptable	Exemplary
Adding Endorsement Only	N/A	N/A	N/A

Standard 8 Analysis – None of the institutional recommendations randomly selected included adding endorsement only.

Standard 9: Administrator Certificates Only – Recommended candidate for an administrator certificate demonstrated proficiency in conducting accurate evaluations of instructional practice based upon the state’s framework for evaluation.

Standard 9	Unacceptable	Acceptable	Exemplary
Administrator Certificates Only		X	

Standard 9 Analysis – The EPP, through interviews with faculty and syllabi, provided evidence the program is designed to ensure administrator candidates (both superintendent and school principal) demonstrate proficiency in conducting accurate evaluations based on the state’s framework for evaluation. In the future, the EPP will need to collect and maintain each candidate’s demonstration of proficiency as required by the institutional recommendation in accordance with IDAPA 08.02.02.007.10.

Summary

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Institutional Recommendations	8		8	

Areas for Improvement

- Ensure recommended endorsements are the intended endorsement based on IDAPA Rule.
- Create systemic process to document school social worker’s practicum in a K-12 setting.
- Collect and maintain candidate demonstration of proficiency in conducting accurate evaluations based on the state’s framework for evaluation.

Recommended Action on Institutional Recommendations

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
☐ Lack of Completers
☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR COMPUTER SCIENCE TEACHERS

Standard 1: Learner Development. *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Knowledge

- 1(a) The teacher understands digital citizenship.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – *Syllabi, required coursework, and unit plans provide evidence that teacher candidates demonstrate an adequate understanding of digital citizenship along with candidates and completers understanding how learners grow and develop.*

Sources of Evidence (AT LEAST THREE)

- *Computer Science Class 230 Ethical Issues*
- *Unit Plan outlining how candidates use digital citizenship*
- *Syllabus for STEM ED 102 details lessons and assignments involving digital citizenship*
- *Syllabus for STEM ED 310 details the use of the Idaho Code of Ethics throughout the class*

Performance

- 1(b) The teacher promotes and models digital citizenship.
- 1(c) The teacher demonstrates the ability to design and implement developmentally appropriate learning opportunities supporting the diverse needs of all learners

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – *Candidate interviews, work samples, syllabi, and lesson plans provide evidence that teacher candidates demonstrate performance of candidates demonstrating the ability to design and implement appropriate learning opportunities that support the diverse needs of learners.*

Sources of Evidence (AT LEAST THREE)

- *Final project for STEM ED 210 requires a diversity component to address learner differences*

- *Lesson plan template used in STEM ED 102 specifically addresses including technology*
- *Field Courses STEM ED 102, 310, 410 and 480 all address embedding technology into lesson planning*
- *Candidate lesson planning shows a reference to student diversity and reflection of assessments to create accommodation*
- *Lesson plan for STEM ED 310 specifically addresses accommodation for students with special needs*

Standard 2: Learning Differences. *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

Knowledge

- 2(a) The teacher understands the role of language and culture in learning computer science and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – *Multiple course syllabi for STEM classes, lessons specific to STEM ED 410 classes, and interviews with current candidates demonstrate an adequate understanding of the role of language and culture in computer science as well as how to modify instruction to make the language more instructionally relevant.*

Sources of Evidence (AT LEAST THREE)

- *Syllabus for STEM ED 220 addresses the role of language instruction*
- *Lessons in STEM ED 410 addresses diversity, equity and modification of instruction*
- *Interview with current candidate*

Performance

- 2(b) The teacher demonstrates the ability to plan for equitable and accessible classroom, lab, and online environments that support effective and engaging learning.
- 2(c) The teacher demonstrates the ability to develop lessons and methods that engage and empower learners from diverse cultural and linguistic backgrounds.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Candidate interviews, work samples, unit plan template forms, observation feedback forms, and lesson plans from one (1) completer provide evidence that teacher candidates demonstrate performance of the ability to plan for equitable and accessible classroom, lab, and online environments that support effective and engaging learning along with the ability to develop lessons and methods that engage and empower learners from diverse cultural and backgrounds.

Sources of Evidence (AT LEAST THREE)

- STEM ED 410 lessons and observations
- Observation Feedback form used in multiple classes
- Unit Plan Template from
- STEM ED 310 assignments
- STEM ED 410 Multiple Candidate lesson plans
- Candidate Interview

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and online learning environments and promote digital citizenship.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – Syllabi that specifically address content language, required coursework that looks at effective teaching and learning, Blackboard content assignments, tutor suggestions, candidate instructional units, observation feedback forms that address computer lab safety, and lesson analysis provide evidence that teacher candidates demonstrate an adequate understanding of how to design environments that promote effective teaching and learning in computer science classrooms and online learning environments and promote digital citizenship.

Sources of Evidence (AT LEAST THREE)

- Computer Science 121 Blackboard content and assignments
- Computer Science 221 Syllabus
- STEM ED 310 Assignments
- Observation Feedback form
- STEM ED 102 Lesson Analysis

Performance

- 3(b) The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks.
- 3(c) The teacher develops student understanding of privacy, security, safety, and effective communication in digital environments.

<i>Standard 3 Learning Environments</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.2 Performance</i>		X	

3.2 Analysis – *Candidate interviews, work samples, syllabi, planning templates, and lesson plans provide evidence that teacher candidates demonstrate performance of promoting and modeling a safe and effective use of computer paraphernalia, and that candidates are developing student understanding of effective communication, safety, security, and privacy in the digital environment.*

Sources of Evidence (AT LEAST THREE)

- *STEM ED 102 and 480 Planning Templates*
- *CS 230 Syllabus- Ethical Issues assignment*
- *STEM ED 410 and 480 Lesson plan template and weekly lesson plans*
- *Candidate Interviews*

Standard 4: Content Knowledge. *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Knowledge

- 4(a) The teacher understands data representation and abstraction.
- 4(b) The teacher understands how to effectively design, develop, and test algorithms.
- 4(c) The teacher understands the software development process.
- 4(d) The teacher understands digital devices, systems, and networks.
- 4(e) The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.
- 4(f) The teacher understands the role computer science plays and its impact in the modern world.
- 4(g) The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline.

- 4(h) The teacher understands the many and varied career and education paths that exist in Computer Science.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Syllabi from multiple classes in Computer Science, Math, and STEM Education; required coursework; candidate lesson plans and instructional units across all fields dealing with computer science; and candidate and faculty interviews provide ample evidence that teacher candidates demonstrate an adequate understanding of data representation, software development, digital systems, digital networks, and basic computer science mathematics, along with the social impacts of and career opportunities available in computer science.

Sources of Evidence (AT LEAST THREE)

- Syllabi for STEM ED and Computer Science 121, 321, 401, 402
- Lessons and syllabus for Math 360
- Computer Science (CS) 230 lessons
- Computer Science (CS) 498 seminar class
- Candidate interviews
- Faculty interviews

Performance

- 4(i) The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher:
- Effectively uses primitive data types.
 - Demonstrates an understanding of static and dynamic data structures.
 - Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc.
 - Effectively uses modeling and simulation to solve real-world problems
- 4(j) The teacher effectively designs, develops, and tests algorithms. The teacher:
- Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures.
 - Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures.
 - Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness.
 - Effectively uses two or more development environments.

- Demonstrates knowledge of varied software development models and project management strategies.
 - Demonstrates application of phases of the software development process on a project of moderate complexity from inception to implementation.
- 4(k) The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher:
- Demonstrates an understanding of data representation at the machine level.
 - Demonstrates an understanding of machine level components and related issues of complexity.
 - Demonstrates an understanding of operating systems and networking in a structured computing system.
 - Demonstrates an understanding of the operation of computer networks and mobile computing devices.
- 4(l) The teacher demonstrates an understanding of the role computer science plays and its impact in the modern world. The teacher:
- Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users.
 - Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce.
- 4(m) The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Candidate work samples and various projects, Math final exams, and research assignments provide evidence that teacher candidates demonstrate performance of knowledge of proficiency in data representation, developing and testing algorithms, knowledge of systems and networks, the role of computer science in the modern world, and basic mathematics surrounding computer science.

Sources of Evidence (AT LEAST THREE)

- CS 321 Final project
- CS 321 and 121 various assignments on modern high-level programming language and software development
- CS 401 and 402 projects on multiple systems and web technology
- CS 402 specific lessons on Android functioning

- *CS 230 Ethical issues research assignment on current computer technology issues*
- *Math 189, 360, 361 final exams addressing basic mathematical principals behind computer science and systems*

Standard 5: Application of Content. *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Knowledge

- 5(a) The teacher understands the academic language and conventions of computer science and how to make them accessible to students.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – *Syllabi, lesson plan templates, and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of the academic language and conventions of computer science and how to make it accessible to students.*

Sources of Evidence (AT LEAST THREE)

- *STEM ED 102 lesson template*
- *STEM ED 220 syllabus-references candidates applying writing and speaking within the discipline*
- *STEM ED 310 syllabus with key ideas and technology embedded throughout lessons*
- *Candidate interviews*
- *Faculty interviews*

Performance

- 5(b) The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media.
- 5(c) The teacher develops student understanding of online safety and effectively communicating in online environments.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis– *Work samples, lesson plans, candidate interviews, and rubrics provide evidence that teacher candidates demonstrate performance of developing online safety, communicating in online environments, and sharing results using a variety of media.*

Sources of Evidence (AT LEAST THREE)

- *STEM ED 102 Lessons and Rubric for Standard Performance Assessment of Teaching (S-PAT)*
- *STEM ED 410 and 480 lesson plan unit referencing “language demands”*
- *STEM ED 480 multiple examples of differing communication from calendars, to lessons and charts*
- *Candidate interviews*

Standard 6: Assessment. *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.*

Knowledge

- 6(a) The teacher understands the creation and implementation of multiple forms of assessment using data.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – *Required coursework, lesson plan templates, candidate instructional unit plans, unit reflections and assessment analysis, and the IDoTeach Field Guide provide evidence that teacher candidates demonstrate an adequate understanding of the creation an implementation of multiple forms of assessment using data.*

Sources of Evidence (AT LEAST THREE)

- *STEM ED 310 Multiple lesson plan templates*
- *STEM ED 410 S-PAT unit plan template and reflection and formative assessment analysis*
- *STEM ED 480 IDoTeach Field Guide for Apprenticeship*

Performance

- 6(b) The teacher creates and implements multiple forms of assessment and uses resulting data to capture student learning, provide remediation, and shape classroom instruction.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – Candidate interviews, work samples, video reflections, weekly lesson plans, and professional logs provide evidence that teacher candidates demonstrate performance of creating and implementing multiple forms of assessment and data use for remediation for classroom instruction.

Sources of Evidence (AT LEAST THREE)

- S-PAT Unit Plans for phases 1 and 2
- Weekly lesson plans in STEM ED 410 and 480
- STEM ED 480 video reflection
- Professional logs with collaborative discussion about assessments
- Candidate interviews

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – Candidate lesson plan designs for multiple classes, and project-based instruction design units provide evidence that teacher candidates demonstrate an adequate understanding of the planning and teaching of computer science lessons using effective practices and methodologies

Sources of Evidence (AT LEAST THREE)

- STEM ED 102 Lesson design plans
- STEM ED 410 Project based instruction designs
- STEM ED 310 Lesson plan unit with build in areas to effectively use computer language

Performance

- 7(b) The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning.
- 7(c) The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science.
- 7(d) The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – Candidate work samples, project-based collaboration units, STEM ED 480 class syllabus and calendar, and the IDoTeach field guide provide evidence that teacher candidates demonstrate performance of selecting a variety of project-based methodologies and providing opportunities for creative and innovative thinking and developing an understanding of computer science to solve problems.

Sources of Evidence (AT LEAST THREE)

- STEM ED 480 various weekly plan of instruction
- STEM ED 410 project-based collaboration units
- STEM ED 480 syllabus and dynamic calendar
- STEM ED 480 IDoTeach Field Guide for Apprenticeship

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – Syllabi, project-based lesson plans, weekly surveys, and faculty interviews provide evidence that teacher candidates demonstrate an adequate understanding of the values of designing and implementing multiple instructional strategies in teaching computer science.

Sources of Evidence (AT LEAST THREE)

- *STEM ED 410 weekly surveys of teaching and collaboration*
- *STEM ED 102 syllabus outlines designing lessons and weekly surveys*
- *STEM ED 410 Project-based instruction in unit planning*
- *STEM ED 480 syllabus and dynamic calendar*
- *Faculty interviews*

Performance

- 8(b) The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments.
- 8(c) The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.

<i>Standard 8 Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.2 Performance</i>		X	

8.2 Analysis – *Candidate interviews, work samples, lesson design plans, observation feedback forms, and S-PAT unit planning and preparation provide evidence that teacher candidates demonstrate performance of using a variety of collaborative groupings in lesson plans and identified problematic concepts along with constructing strategies to address them.*

Sources of Evidence (AT LEAST THREE)

- *Observation feedback form*
- *Inquiry based lesson designs*
- *STEM ED 410 critical friends' protocol*
- *S-PAT unit planning and preparation*
- *Candidate interviews*

Standard 9: Professional Learning and Ethical Practice. *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Knowledge

- 9(a) The teacher has and maintains professional knowledge and skills in the field of computer science and readiness to apply it.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – Syllabi, required coursework, use of community experts as lecturers, the IDoTeach Field Guide, and faculty interviews provide evidence that teacher candidates demonstrate an adequate understanding of maintaining professional knowledge and skills in the field of computer science and how to apply it.

Sources of Evidence (AT LEAST THREE)

- CS 498 Seminar class brings in community professionals for lecture and discussions
- CS 498 Seminar lesson/literature review of current computer science research
- STEM 480 IDoTeach Field Guide for Apprenticeship, Syllabus and Dynamic Calendar
- Faculty Interviews

Performance

- 9(b) The teacher participates in, promotes, and models ongoing professional development and life-long learning relating to computer science and computer science education.
- 9(c) The teacher identifies and participates in professional computer science education societies, organizations, and groups that provide professional growth opportunities and resources.
- 9(d) The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance		X	

9.2 Analysis – Candidate interviews, work samples, professional log, professional year assessment (PYA) and lesson plans provide evidence that teacher candidates demonstrate performance of participation and promotion of ongoing professional development, professional growth, and evolving social research and how it pertains to professional learning and ethical practices.

Sources of Evidence (AT LEAST THREE)

- STEM ED 480 mentor interview assignment, professional log and professional year assessment (PYA)
- STEM ED 480 ethics practice analysis

- *STEM ED 220 lesson unit researching a current issue in computer science*
- *Candidate Interview*

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher understands the process and value of partnerships with industry and other organizations.

<i>Standard 10 Leadership and Collaboration</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.1 Knowledge</i>		X	

10.1 Analysis – *Computer Science Seminar syllabus, required coursework, candidate unit plans, class calendar plan, and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of the process and value of partnerships with industry and other organizations.*

Sources of Evidence (AT LEAST THREE)

- *CS 498 Seminar Syllabus listing community speakers*
- *STEM ED 480 Apprentice teaching, syllabus and dynamic calendar*
- *STEM ED 410 Collaborative Unit Plans templates*
- *Candidate interviews*

Performance

- 10(b) The teacher is active in the professional computer science and industrial community.

<i>Standard 10 Leadership and Collaboration</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.2 Performance</i>		X	

10.2 Analysis – *Candidate work samples, course assignments, professional logs, and ethics reflections provide evidence that teacher candidates demonstrate performance of appropriate activity in professional computer science and industrial community.*

Sources of Evidence (AT LEAST THREE)

- *CS 498 Seminar course assignments*
- *STEM ED 480 professional log details activities within the computer science community in schools*
- *STEM ED 480 Ethics reflection dealing with collaborative work with families*

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10		10	
Performance	10		10	

Areas for Improvement

- Current candidates identified STEM ED 410 and 480 scheduling as an area for improvement. One class introduces lesson planning and the other puts it into practice. It is difficult for candidates to take both simultaneously.
- The comprehensive literacy that is embedded into the STEM ED classes needs to ensure that all instructors and candidates are up to date on current literacy standards and changes. It would help if the content literacy teaching components were more explicit.
- Current candidates also expressed that there is a need for more purposeful placement in the practical aspects of the program, i.e. computer science candidate placed with a computer science mentor.

On another note, it must be stated that all the examples of student work are based on the information of one (1) completer and several current candidates. This program is meeting all the needs of ensuring quality teaching candidate turnout. It is being conditionally approved solely for lack of completers.

Recommended Action on Idaho Standards for Computer Science Teachers

- ☐ Approved
- ☒ Conditionally Approved
- ☐ Insufficient Evidence
 - ☒ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR ENGINEERING TEACHERS

Standard 1: Learner Development. *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Knowledge

- 1(a) The teacher understands how to design developmentally appropriate engineering activities and assignments.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – *STEM ED 310 syllabus, required coursework, candidate lessons, instructional calendars and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of candidates understanding how to design developmentally appropriate engineering activities and assignments.*

Sources of Evidence (AT LEAST THREE)

- *STEM ED 102 lessons*
- *STEM ED 310 syllabus references to developing and applying STEM classes into practice*
- *STEM ED 310 course calendar references many class sessions on teaching candidates lesson planning and creating assignments*
- *Candidate interviews*

Performance

- 1(b) The teacher designs and implements developmentally appropriate engineering activities and assignments.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – *Candidate interviews, work samples, mentor observation feedback with anecdotal information, and lesson plans provide evidence that teacher candidates demonstrate performance of designing and implementing developmentally appropriate engineering activities and assignments.*

Sources of Evidence (AT LEAST THREE)

- *Feedback forms from multiple STEM ED classes*
- *Candidate Assessment Analysis of lessons taught*
- *STEM ED 310 questioning and discourse goals*
- *Observation feedback from mentor teachers with anecdotal information*
- *Candidate interviews*

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 2(d) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address those needs.
- 2(e) The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

<i>Standard 2 Learning Differences</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.1 Knowledge</i>		X	

2.1 Analysis – Syllabi, class calendars, required coursework, candidate instructional units, and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of learner differences, strategies to address differences, and appropriate accommodations for student access to academic content.

Sources of Evidence (AT LEAST THREE)

- *STEM ED 310 class calendar*
- *STEM ED 310 equity assignment*
- *STEM ED 210 clinical interview assignment*
- *STEM ED 210 syllabus – addresses strategies for candidate to understand individual differences*
- *Candidate interviews*

Performance

- 2(f) The teacher collaborates with other area specialists to distinguish between issues of learning disabilities and giftedness.
- 2(g) The teacher provides appropriate accommodations that allow students to access academic content.

<i>Standard 2 Learning Differences</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.2 Performance</i>		X	

2.2 Analysis – Candidate interviews, work samples, Danielson framework feedback, and candidate professional log of interdisciplinary meetings provide evidence that teacher candidates demonstrate performance of collaboration with other specialists for academic accommodations and providing appropriate accommodations that allow students access to academic content.

Sources of Evidence (AT LEAST THREE)

- *STEM ED 310 calendar- reference to lecture on English Learner development and achievement gaps*
- *STEM ED 480 final Professional Year Assessment and Danielson Framework with feedback about accommodations and collaboration with mentor*
- *STEM ED 480 professional log with notes of interdisciplinary collaboration meetings*
- *Candidate interviews*

Standard 3: Learning Environments. *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Knowledge

- 3(d) The teacher understands the principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).
- 3(e) The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.
- 3(f) The teacher knows the components of an effective classroom management plan.
- 3(g) The teacher understands how social groups function and influence individuals, and how individuals influence groups.
- 3(h) The teacher understands how participation, structure, and leadership promote democratic values in the classroom.
- 3(i) The teacher understands the relationship between classroom management, school district policies, building rules, and procedures governing student behavior.

<i>Standard 3 Learning Environments</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.1 Knowledge</i>		X	

3.1 Analysis – *Required coursework from multiple classes, candidate lesson plans and video reflections, candidate observations, and candidate Professional Year Assessment (PYA) provide evidence that teacher candidates demonstrate an adequate understanding of how to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Sources of Evidence (AT LEAST THREE)

- *STEM ED 310 lesson plan description*
- *STEM ED 480 videos and video reflections*
- *STEM ED 210 lesson feedback*
- *STEM ED 310 pre-visit observation, classroom observation for equity, mentor interview*
- *STEM ED 480 Professional Year Assessment*

Performance

- 3(j) The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.
- 3(k) The teacher establishes a positive and safe climate in the classroom and laboratory, as well as participates in maintaining a healthy environment in the school as a whole.
- 3(l) The teacher designs and implements a classroom management plan that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities, as well as clearly communicating curriculum goals and learning objectives.
- 3(m) The teacher utilizes a classroom management plan consistent with school district policies, building rules, and procedures governing student behavior.
- 3(n) The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities.
- 3(o) The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.
- 3(p) The teacher engages students in individual and cooperative learning activities that helps the students develop the motivation to achieve (e.g., relating lessons to real-life situations, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them).
- 3(q) The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Candidate work samples from multiple classes, weekly lesson plan units, and S-PAT phase 1 and phase 2 unit plans provide evidence that teacher candidates demonstrate performance of understanding student motivation, positive and safe classroom climate, implements classroom management, creates a learning community, organizes independent and group work, and analyzes classroom environment to make changes.

Sources of Evidence (AT LEAST THREE)

- STEM ED 210 Final project unit lessons
- Standard Performance Assessment of Teaching (S-PAT)
- STEM ED 480 weekly lesson plans, PYA-with alignment of classroom management to district policy, and formative observations
- Lesson plans for STEM ED 102, 310, 410 classes
- S-PAT Phase 2 unit plans

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands the principles and concepts of engineering design.
- 4(b) The teacher understands the role of mathematics in engineering design and analysis.
- 4(c) The teacher understands the role of natural and physical sciences in engineering design and analysis.
- 4(d) The teacher understands the ethical issues and practices of the engineering profession.
- 4(e) The teacher understands the importance of team dynamics and project management in engineering projects.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Multiple syllabi from Engineering classes, required coursework, and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of the central concepts and structures of discipline to create learning experiences meaningful to learners.

Sources of Evidence (AT LEAST THREE)

- *Engineering (ENGR) 120, 130, Mechanical Engineering (ME) 310, Computer Engineering (CE) 321, Electrical Engineering (ECE) 380, ME 481 syllabi*
- *Communication in the Discipline courses*
- *Candidate Interviews*

Performance

- 4(f) The teacher applies the principles and concepts of engineering design in the solution of an engineering design problem.
- 4(g) The teacher can demonstrate the effects engineering has on the society, the environment and the global community.
- 4(h) The teacher is able to work in a learning community/project team.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>		X	

4.2 Analysis – *Candidate interviews, work samples, blog project, and lesson plans provide evidence that teacher candidates demonstrate performance of application of engineering principles and concepts, understanding how engineering effects society and working with a learning community team.*

Sources of Evidence (AT LEAST THREE)

- *STEM ED 102 Lesson plans*
- *STEM ED 102 Flow chart describing sequencing of events to teach lesson planning*
- *STEM ED 220 Blog project*
- *Candidate interview*

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher understands the communication needs of diverse learners.
- 5(b) The teacher knows how to use a variety of communication tools (e.g., audio-visual technology, computers, and the Internet) to support and enrich learning opportunities.
- 5(c) The teacher understands strategies for promoting student communication skills.
- 5(d) The teacher knows the symbols, terminology, and notations specific to engineering.

- 5(e) The teacher recognizes the importance of oral and written communication in the engineering discipline.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Civil Engineering (CE) 321 lab syllabus, required coursework, candidate lesson plans, candidate project based instructional units, and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of using a variety of tools, understanding communication needs of learners and communication strategies, and knowing the specific content language and the importance of oral and written communication.

Sources of Evidence (AT LEAST THREE)

- CE 321 lab syllabus
- STEM ED 102 S-PAT Phase 2 inquiry-based lessons
- STEM ED 310 classroom interactions, theory and principles
- STEM ED 410 project-based instruction
- Candidate interviews

Performance

- 5(f) The teacher is a thoughtful and responsive listener.
- 5(g) The teacher adjusts communication so that it is developmentally and individually appropriate.
- 5(h) The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking.
- 5(i) The teacher supports and expands student skills in speaking, writing, reading, listening, and in using other mediums, consistent with engineering practices.
- 5(j) The teacher demonstrates the ability to communicate effectively orally and in writing.
- 5(k) The teacher adjusts communication in response to cultural differences (e.g., appropriate use of eye contact and interpretation of body language).
- 5(l) The teacher uses a variety of communication tools (e.g., audio-visual technologies, computers, and the Internet) to support and enrich learning opportunities.
- 5(m) The teacher uses the symbols, terminology, and notations specific to engineering.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Candidate interviews, work samples, final projects, observation feedback forms and lesson plans from many STEM ED classes provide evidence that teacher candidates demonstrate performance of adjustment of communication, supporting and expanding student skills, effective communication, use of a variety of tools, and use of content tools and terminology.

Sources of Evidence (AT LEAST THREE)

- STEM ED 102 analysis of assessment project
- STEM ED 102, 310, 410 lesson plans
- STEM ED 210 final project
- STEM ED 480 formative observation and PYA
- Observation feedback forms from multiple STEM ED classes
- Candidate interviews

Standard 6: Assessment. *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Knowledge

- 6(a) The teacher understands the purposes of formative and summative assessment and evaluation.
- 6(b) The teacher knows how to use multiple strategies to assess individual student progress.
- 6(c) The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies.
- 6(d) The teacher knows how to use assessments in designing and modifying instruction.
- 6(e) The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students to measure engineering learning outcomes.
- 6(f) The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.
- 6(g) The teacher knows how to communicate assessment information and results to students, parents, colleagues, and stakeholders.
- 6(h) The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – Required coursework S-PAT unit plans, candidate project-based instruction unit, candidate interviews, IDoTeach manual and apprenticeship provide evidence that teacher

candidates demonstrate an adequate understanding of the use of multiple assessments, multiple strategies to assess progress, using assessment to modify or design instruction, assessment related concepts, and application of technology to facilitate evaluation strategies.

Sources of Evidence (AT LEAST THREE)

- *S-PAT units*
- *IDoTeach Manual*
- *STEM ED 410 project-based instruction unit*
- *STEM ED 480 IDoTeach apprenticeship*
- *Candidate interviews*

Performance

- 6(i) The teacher selects, constructs, and uses a variety of formal and informal assessment techniques to enhance the knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
- 6(j) The teacher uses multiple assessment strategies to measure students' current level of performance in relation to curriculum goals and objectives.
- 6(k) The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.
- 6(l) The teacher monitors student assessment data and adjusts instruction accordingly.
- 6(m) The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and stakeholders.

<i>Standard 6 Assessment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.2 Performance</i>		X	

6.2 Analysis – *Candidate interviews, work samples and assessment analyses of work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of appropriate construction and use of a variety of assessments, techniques and strategies to measure students' level of performance, monitoring data to adjust instruction and proper record maintenance.*

Sources of Evidence (AT LEAST THREE)

- *STEM ED 310 lesson plans*
- *S-PAT Phase 1 planning and preparation*
- *S-PAT analysis*
- *STEM ED 102 assessment analysis*
- *STEM ED 410 Critical Friends Group assignment*
- *STEM ED 480 PYA*
- *Candidate interviews*

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(e) The teacher understands how to apply knowledge regarding subject matter, learning theory, instructional strategies, curriculum development, and child and adolescent development to meet curriculum goals.
- 7(f) The teacher knows how to take into account such elements as instructional materials, individual student interests, needs, aptitudes, and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning.
- 7(g) The teacher knows when and how to adjust plans to maximize student learning.
- 7(h) The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.

<i>Standard 7 Planning for Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>		X	

7.1 Analysis – Candidate interviews, syllabi, required coursework, candidate lesson plans, and candidate instructional units provide evidence that teacher candidates demonstrate an adequate understanding of planning instruction that is inclusive of all students, meeting rigorous learning goals by drawing upon content knowledge to align curriculum across grade levels and disciplines.

Sources of Evidence (AT LEAST THREE)

- *STEM ED 210 syllabus - knowledge and learning of subject matter*
- *STEM ED 310 class interactions lessons*
- *STEM ED 480 apprentice teaching*
- *Candidate interviews*

Performance

- 7(i) The teacher designs an engineering curriculum that aligns with high school and postsecondary engineering curricula.
- 7(j) The teacher designs curriculum to meet community and industry expectations.
- 7(k) The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes.

- 7(l) The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students.
- 7(m) The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation.
- 7(n) The teacher develops and utilizes student assessments that align with curriculum goals and objectives.
- 7(o) The teacher modifies instructional plans based on student assessment and performance data.
- 7(p) The teacher integrates multiple perspectives into instructional planning, with attention to students' personal, family, and community experiences and cultural norms.
- 7(q) The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – *Candidate interviews, work samples, project unit plans, observation feedback forms from multiple STEM ED classes, and lesson plans provide evidence that teacher candidates demonstrate performance of designing and aligning curriculum for high school curricula and industry expectations, create relevant learning experiences, adjusting planning, modifying instruction based on student data, integration of multiple perspectives, and using information from multiple sources to assist in planning instruction.*

Sources of Evidence (AT LEAST THREE)

- *Observation feedback forms from multiple STEM ED classes*
- *Phase 1 S-PAT planning and preparation*
- *Phase 2 S-PAT lessons*
- *STEM ED 220 instructional project*
- *STEM ED 410 project-based instruction unit*
- *STEM ED 480 PYA*
- *Candidate interviews*

Standard 8: Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Knowledge

- 8(a) The teacher understands how instructional strategies impact processes associated with various kinds of learning.
- 8(b) The teacher understands the techniques and applications of various instructional strategies (e.g., cooperative learning, project-based learning, problem-based learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives).
- 8(c) The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.
- 8(d) The teacher knows how to apply integrative STEM pedagogy.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – *Apprentice teaching, candidate interviews, required coursework, candidate lesson plans, and candidate instructional units provide evidence that teacher candidates demonstrate an adequate understanding of understanding the use of a variety of instructional strategies to encourage deeper understanding of content and application of knowledge in a meaningful way.*

Sources of Evidence (AT LEAST THREE)

- *STEM ED 480 apprentice teaching*
- *STEM ED 310 lesson plan assignment*
- *STEM ED 102 Step 2 inquiry-based lessons*
- *STEM ED 410 project-based instruction unit plan*
- *Candidate interviews*

Performance

- 8(e) The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.
- 8(f) The teacher uses multiple teaching and learning strategies to engage students in learning.
- 8(g) The teacher uses a variety of instructional tools and resources.
- 8(h) The teacher develops learning activities that integrate content from science, technology, engineering, arts, and mathematic disciplines.
- 8(i) The teacher uses practitioners from industry and the public sector as appropriate for the content area.
- 8(j) The teacher develops a scope and sequence of instruction related to the students' prior knowledge.

<i>Standard 8 Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.2 Performance</i>		X	

8.2 Analysis – *Candidate interviews, work samples, observation feedback forms, and lesson plans provide evidence that teacher candidates demonstrate performance of evaluation methods, multiple teaching strategies, use of a variety of instructional tools, content integration, use of industry practitioners and scope and sequence development based on students’ prior knowledge.*

Sources of Evidence (AT LEAST THREE)

- *S-PAT unit plan lessons*
- *Observation feedback forms from multiple STEM ED classes*
- *STEM ED 480 weekly lesson plans*
- *STEM ED 310 lesson plan assignments*
- *Candidate interviews*

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The teacher is knowledgeable about the different career opportunities for engineering.
- 9(b) The teacher knows the Code of Ethics for Idaho Professional Educators.
- 9(c) The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.
- 9(d) The teacher is aware of the personal biases that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.
- 9(e) The teacher knows where to find and how to access professional resources on teaching and subject matter.
- 9(f) The teacher understands the need for professional activity and collaboration beyond the school.
- 9(g) The teacher knows about professional organizations within education and his/her discipline.
- 9(h) The teacher understands the dynamics of change and recognizes that the field of education is not static.
- 9(i) The teacher knows how to use educational technology to enhance productivity and professionalism.

<i>Standard 9 Professional Learning and Ethical Practice</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.1 Knowledge</i>		X	

9.1 Analysis – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate interviews and apprenticeships provide evidence that teacher candidates demonstrate an adequate understanding of professional learning and ethical practices through ongoing professional learning and continual adaptation of practices to meet the needs of learners.*

Sources of Evidence (AT LEAST THREE)

- *ENGR 120, 130 syllabi*
- *STEM ED 310 classroom interactions assignment*
- *STEM ED 480 apprenticeship*
- *STEM ED 220 syllabus-Perspectives on Math and Science*
- *Candidate interviews*

Performance

- 9(j) The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.
- 9(k) The teacher adheres to local, state, and federal laws.
- 9(l) The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research).
- 9(m) The teacher uses self-reflection as a means of improving instruction.
- 9(n) The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.
- 9(o) The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.
- 9(p) The teacher engages in professional discourse about subject matter knowledge and pedagogy.
- 9(q) The teacher uses educational technology to enhance productivity and professionalism.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance		X	

9.2 Analysis – Candidate work samples from multiple STEM ED classes, observation feedback forms, lesson plan templates, professional logs, College of Education adjudication form, and lesson plans provide evidence that teacher candidates demonstrate performance of professional behavior, adhere to local, state and federal laws, use self-reflection to improve instruction, participate in professional development, and use technology to enhance professionalism.

Sources of Evidence (AT LEAST THREE)

- STEM ED 480 apprenticeship, video reflections, professional logs, formative observation and PYA
- Observation feedback forms from multiple STEM ED classes
- STEM ED 410 lesson plan template
- STEM ED 102 Assessment Analysis Project
- College of Education adjudication form

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher is aware of community issues and needs for design opportunities.

10(b) The teacher is aware of the importance of professional learning communities.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – Syllabi, required coursework, candidate instructional units, and candidate interviews and apprenticeships provide evidence that teacher candidates demonstrate an adequate understanding of leadership and collaboration by seeking out roles and opportunities to take responsibility for student learning through collaboration with school professionals and community members.

Sources of Evidence (AT LEAST THREE)

- Multiple ENGR syllabi
- STEM ED 480 apprenticeship

- *STEM ED 480 syllabus*
- *Candidate interviews*

Performance

- 10(c) The teacher is able to adapt lessons to address community needs using the engineering design process.
- 10(d) The teacher actively seeks out and utilizes community resources to create engaging learning opportunities.
- 10(e) The teacher collaborates with other teachers across disciplines, as well as community partners.

<i>Standard 10 Leadership and Collaboration</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.2 Performance</i>		X	

10.2 Analysis – *Candidate interviews, work samples, IDoTeach Field Guide, video reflections, class calendar/course guide, and lesson plans provide evidence that teacher candidates demonstrate performance of adaptation of lessons using the engineering design process, seeking out community resources and collaboration with other teachers and community partners to improve the learning environment.*

Sources of Evidence (AT LEAST THREE)

- *STEM ED 480 Video Reflections, observations, PYA and dynamic calendar*
- *IDoTeach Field Guide*
- *S-PAT plan unit*
- *Candidate interviews*

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10		10	
Performance	10		10	

Areas for Improvement

- Current candidates identified STEM ED 410 and 480 scheduling as an area for improvement. One class introduces lesson planning and the other puts it into practice. It is difficult for candidates to take both simultaneously.
- The comprehensive literacy that is embedded into the STEM ED classes needs to ensure that all instructors and candidates are up to date on current literacy standards and changes. It would help if the content literacy teaching components were more explicit.

- Current candidates also expressed that there is a need for more purposeful placement in the practical aspects of the program, i.e. an engineering candidate placed with an engineering mentor.

On another note, it must be stated that all the examples of student's work are based on the information of two (2) completers and several current candidates. This program is meeting all the needs of ensuring quality teaching candidate turnout. It is being conditionally approved solely for lack of completers.

Recommended Action on Idaho Standards for Engineering Teachers

- ☐ Approved
- ☒ Conditionally Approved
- ☐ Insufficient Evidence
 - ☒ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR HEALTH TEACHERS

Standard #1: Learner Development. *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Standard #2: Learning Differences. *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

Standard #3: Learning Environments. *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Knowledge

- 3(a) The teacher understands developmentally appropriate practices that engage students in health-enhancing behaviors.
- 3(b) The teacher knows strategies to help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors (National Health Education Standards, 2nd Edition-American Cancer Society).

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – *The educator preparation program (EPP) provides sufficient evidence for indicators 3a and 3b to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework including activities and group projects. The evidence provided suggests a well-rounded approach to health education knowledge capture to meet this standard. In particular, candidates reveal in their projects that they know how to help students adopt, practice, and maintain health-enhancing behaviors.*

Sources of Evidence (AT LEAST THREE)

- Syllabi from PSCY 101, KINES 355, 445, ADST 109, COID 200, HLTH 207
- Coursework assignments from PSYC 101, KINES 355 and 445 and 140
- Candidate projects, activities, and artifacts from each course mentioned

Performance

- 3(c) The teacher encourages students to incorporate positive health-enhancing behaviors inside and outside the school setting.

- 3(d) The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – The EPP provides sufficient evidence for indicators 3c and 3d to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework including activities and group projects. Interviews with program faculty also provided evidence of student knowledge to match these indicators. The evidence provided suggests the EPP has instilled performance-based metrics that impact the way candidates help students learn and use behaviors that are positive.

Sources of Evidence (AT LEAST THREE)

- Candidate artifacts, peer teaching lessons, quizzes
- Syllabi from PSCY 101, KINES 355, 445, ADST 109, COID 200, HLTH 207
- Chapter questions and group projects

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands Elementary and Secondary methods for teaching health literacy to include the following content areas of health: Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health.
- 4(b) The teacher understands the following health risk behaviors: Tobacco, Alcohol, and Other Drug use; Sexually Transmitted Diseases (STDs), including sexual behaviors resulting in human immunodeficiency virus (HIV), and unplanned pregnancies; Poor Dietary Behaviors; Lack of or Excessive Physical Activity; and Behaviors resulting in Intentional Injury.
- 4(c) The teacher understands the relationship between health education content areas and youth risk behaviors.
- 4(d) The teacher understands how to implement Idaho Content Standards for Literacy in Technical Subjects (Health) for grades 6-12.

- 4(e) The teacher understands Elementary and Secondary methods for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP provides sufficient evidence for indicators 4a through 4e to demonstrate that the program is designed to meet the standard. Indicator 4a was demonstrated through KINES 355 and 445 coursework. Evidence includes syllabi, as well as candidate coursework including activities and group projects. Interviews with program faculty also provided evidence of student knowledge to match these indicators. The evidence provided suggests candidates receive exposure to methodologies, health risks and literacy standards related to this knowledge standard.

Sources of Evidence (AT LEAST THREE)

- Instructional Strategies document
- Blackboard modules, quizzes
- Syllabi from PSCY 101, 331, KINES 355, 445, 363, 242 ADST 109, COID 200, HLTH 207

Performance

- 4(f) The teacher instructs students about increasing health-enhancing behaviors, resulting in the reduction of health-risk behaviors.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The EPP provides sufficient evidence for indicator 4f to demonstrate that the program is designed to meet the standard. Specifically, in HLTH 207, candidates addressed health concerns their students were most likely to experience. In KINES 242, candidates presented developmental aspects of sexuality, love, abuse, and unhealthy and healthy relationships. In KINES 355 and 445, candidates demonstrated and applied health content knowledge and Idaho Health Standards to health lesson planning and activities. In PSYC 331, candidates listed and evaluated their own health risks. Interviews with program faculty also provided evidence of student knowledge to match these indicators. The evidence provided suggests the EPP has instilled performance-based metrics that impact the way candidates help students learn.

Sources of Evidence (AT LEAST THREE)

- Syllabi from HLTH 207, KINES 242, 355, 445, and PSYC 331
- Lesson and unit plans
- Web share presentation and tests

Standard #5: Application of Content. *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Knowledge

- 5(a) The teacher recognizes that student jargon and slang associated with high-risk behaviors is ever changing.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – *The EPP provides sufficient evidence for indicator 5a to demonstrate that the program is designed to meet the standard. Evidence includes syllabi and candidate coursework, including activities and group projects. Interviews with program faculty also provided evidence of student knowledge to match this indicator. The evidence provided suggests candidates utilize jargon and slang pertinent to the student they teach as associated with high-risk behavior. In KINES 242, candidates are exposed to common myths and slang terms on the psychology and physiology sexual function. In KINES 355, candidates are exposed to various jargon used with drugs. In KINES 445, candidates are exposed to slang terminology related to various drugs, including e-cigarettes, and jargon pertaining to the male and female reproductive systems, and sexual functions using a question box. In PSYC 301, candidates critique popular misconceptions surrounding mental illness.*

Sources of Evidence (AT LEAST THREE)

- Blog questions
- Essays
- Syllabi from KINES 242, 355, 445, and PSYC 301

Performance

- 5(b) The teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting.
- 5(c) The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.

- 5(d) The teacher creates a respectful and safe learning environment that is sensitive to controversial health issues.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – The EPP provides sufficient evidence for indicators 5b through 5d to demonstrate that the program is providing opportunities for candidates to meet the standard. Peer teaching and question box activities provide evidence that candidates meet indicator 5b. In KINES 355 and 445 candidates develop instructional strategies that allow them to facilitate decision making and goal setting for students with high risk behaviors. Interviews with program faculty also provided evidence of student knowledge to match these indicators. The evidence provided suggests the EPP has instilled performance-based metrics that allow students to experience a safe learning environment while discussing controversial health related issues.

Sources of Evidence (AT LEAST THREE)

- Question box activities
- Syllabi for classes in KINES 355, 445
- Lesson plans

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher understands how positive evidence based community health values and practices play a role in the planning process.
- 7(b) The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process.
- 7(c) The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process.
- 7(d) The teacher knows when and how to access valid health resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – The EPP provides sufficient evidence for indicators 7a through 7d to demonstrate that the program is designed to meet the standard. Evidence includes syllabi and candidate coursework, including activities, quizzes, and projects. To meet standard 7a, candidates identify how behavior, values, culture, policy, and availability direct food choice and impact eating behavior and food attitudes through HLTH 207 coursework. In KINES 355 and 445, candidates are exposed to youth health-related risk behaviors, and plan and develop a scope and sequence for an instructional health content area. Indicator 7c is met through peer teaching lessons and body image presentation/assignments. Interviews with program faculty also provided evidence of student knowledge to match these indicators. The evidence provided suggests candidates utilize jargon and slang pertinent to the students they teach as associated with high-risk behavior.

Sources of Evidence (AT LEAST THREE)

- Syllabi for KINES 355, 445, HLTH 207
- Web-quests and web-share presentations
- Lesson plans

Performance

- 7(e) The teacher modifies instruction to reflect current health-related research and local health policies.
- 7(f) The teacher accesses valid, appropriate health information and health-promoting products and services.
- 7(g) The teacher analyzes the influence of culture, media, technology, and other factors on health and imbeds them in the planning process.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – The EPP provides sufficient evidence for indicators 7e through 7g to demonstrate that the program is providing opportunities for candidates to meet the standard. Candidates work with local districts to develop current and relevant lesson plans modified to reach learners where they are at. In KINES 445, candidates plan and develop a scope and sequence for an instructional health content area which meets indicator 7g. Interviews with program faculty also provided evidence of student knowledge to match these indicators.

Sources of Evidence (AT LEAST THREE)

- *RADAR teaching assignment*
- *Student teaching lessons, group projects*
- *Activities and assignments related to KINES 355, 445, 140*

Standard #8: Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Standard #9: Professional Learning and Ethical Practice. *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Knowledge

- 9(a) The teacher knows the laws and codes specific to health education and health services to minors.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – *The EPP provides sufficient evidence for indicator 9a to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework including peer teaching, and projects/presentations covering sexting, sex education, cyberbullying and consent. Interviews with program faculty also provided evidence of student knowledge to match these indicators. The evidence provided suggests a candidate is exposed to laws and codes specifically related to health education and services that pertain to minors.*

Sources of Evidence (AT LEAST THREE)

- *Syllabi from KINES 355 and 445*
- *Presentation on cyberbullying by candidate*
- *Conversations with program lead regarding learning and ethical practice.*

Performance

- 9(b) The teacher uses appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance		X	

9.2 Analysis – The EPP has clearly delineated the fact that in the history of their program they have not had a candidate who had to apply/use an intervention with a K-12 student that involved high-risk behavior. “There has never been an actual health-related intervention a student teacher has had to make on a K-12 student. As such, interventions are based on self-interventions from a behavior change project and/or class scenarios.” To meet indicator 9b, the EPP has provided evidence that candidates are prepared to appropriately intervene after identifying, disclosing, and/or having suspicion of student involvement in a high-risk behavior. Through coursework in KINES 363, 445, and PSYC 331, candidates complete a behavior change project. The candidates are producing the tools and dispositions to handle interventions but have not applied those tools to real life situations.

Sources of Evidence (AT LEAST THREE)

- Behavior Change Project in KINES 363; students also complete a behavior change project in KINES 140
- Responsible decision-making activity, KINES 445
- PSCY 331 Blackboard assignment

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher understands methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, health races/walks).

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – The EPP provides sufficient evidence for indicator 10a to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework covering student advocacy and family intervention. KINES 445 exercises in Acts of Kindness and Stop the Tears speak to indicator 10a, providing the candidate opportunities to understand methods of advocacy. Interviews with program faculty also provided evidence of student knowledge to match

these indicators. The evidence provided suggests a candidate is tested through chapter 10 questions regarding advocacy and the implementation of advocacy in the classroom.

Sources of Evidence (AT LEAST THREE)

- PowerPoint slides from KINES 363
- Test questions from KINES 445
- Assignments from KINES 445

Performance

10(b) The teacher advocates for a positive school culture toward health and health education.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – The EPP has clearly evidenced Standard 10, indicator 10b through coursework, assignments, student teaching experience and projects. To meet indicator 10b, the EPP has provided evidence from COID 200, KINES 355, and KINES 445 that clearly reveals a candidate is exposed to learning about advocating positive school culture, and that a candidate is able to advocate amongst their peers in their courses. In student teaching there are ample pieces of evidence that a candidate is advocating, both from a lesson plan design and from an evaluation perspective.

Sources of Evidence (AT LEAST THREE)

- COID 200 project
- KINES 355, 445 syllabi and assignments
- Student teacher portfolio submissions (lesson plans and evaluations)

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	6		6	
Performance	6		6	

Areas for Improvement

- The EPP should ensure that mental/emotional health/behavior change course option combinations provide a well-rounded candidate with equal opportunity/knowledge/performance skills to advocate for students. Students have a choice to take two (2) of the six (6) courses, yet some of the courses seem to duplicate coursework or even be pre-requisites to other courses.

- *It appears that a student who converts from K-12 Physical Education to complete a Health endorsement does not receive the equivalent of a three-credit literacy course. Currently the only embedded literacy coursework for the Health endorsement is in an assignment (a PowerPoint) within KINES 445. It is recommended that the EPP determine and implement practices that assist Health endorsement majors in meeting the Literacy requirements.*

Recommended Action on Idaho Standards for Health Teachers

- ☒ Approved
- ☐ Conditionally Approved
 - ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR TEACHER LEADERS

Standard 1: Understanding Adults as Learners to Support Professional Learning Communities - *The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.*

Knowledge: The teacher leader demonstrates knowledge of:

- 1(a) The differences in knowledge acquisition and transfer for children and adults.
- 1(b) Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development.
- 1(c) Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution.
- 1(d) Effective listening, oral communication, presentation skills, and expression in written communication.
- 1(e) Research and exemplary practice on “organizational change and innovation”.
- 1(f) The process of development of group goals and objectives.

Standard 1 Understanding Adults as Learners to Support Professional Learning Communities	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate knowledge of understanding adults as learners to support professional learning communities.*

Sources of Evidence (AT LEAST THREE)

- ED-CIFS 546 A5
- ED-CIFS 546 A2
- ED-CIFS 546 Online Scenario (Intro and Mid)
- ED-CIFS 543 Matrix
- ED-CIFS 541 Final Project

Performance: The teacher leader:

- 1(g) Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers' content knowledge and skills throughout professional learning.
- 1(h) Improves colleagues' acquisition and application of knowledge and skills.
- 1(i) Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives.
- 1(j) Uses effective communication skills and processes.
- 1(k) Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process.
- 1(l) Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice.

<i>Standard 1 Understanding Adults as Learners to Support Professional Learning Communities</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>		X	

1.2 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate performance of understanding adults as learners to support professional learning communities.

Sources of Evidence (AT LEAST THREE)

- *ED-CIFS 542 Fraction Misconceptions*
- *ED-CIFS 546 A1 Notes and Presentations*
- *ED-CIFS 549 Matrix, Outline, Final Paper*
- *ED-CIFS 545 PreAssess*
- *ED-CIFS 546 Online Scenario (Intro and Mid)*
- *ED-CIFS 546 A2*
- *ED-CIFS 546 A4*
- *ED-CIFS 543 Final Paper*
- *ED-CIFS 545 Final Paper*

Standard 2: Accessing and Using Research to Improve Practice and Student Achievement - The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.

Knowledge: The teacher leader demonstrates knowledge of:

- 2(a) Action research methodology.
- 2(b) Analysis of research data and development of a data-driven action plan that reflects relevance and rigor.
- 2(c) Implementation strategies for research-based change and for dissemination of findings for programmatic changes.

<i>Standard 2 Accessing and Using Research to Improve Practice and Student Achievement</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.1 Knowledge</i>		X	

2.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate knowledge of accessing and using research to improve practice and student achievement.

Sources of Evidence (AT LEAST THREE)

- *ED-CIFS 549 Matrix*
- *ED-CIFS 549 Outline*
- *ED-CIFS 549 Final Paper*

Performance: The teacher leader:

- 2(d) Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions, designing and conducting action research to improve educational outcomes.
- 2(e) Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability.
- 2(f) Assists with application and supports dissemination of action research findings to improve educational outcomes.

Standard 2 Accessing and Using Research to Improve Practice and Student Achievement	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate performance of accessing and using research to improve practice and student achievement.

Sources of Evidence (AT LEAST THREE)

- ED-CIFS 549 Matrix
- ED-CIFS 549 Outline
- ED-CIFS 549 Final Paper

Standard 3: Promoting Professional Learning for Continuous Improvement - The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.

Knowledge: The teacher leader demonstrates knowledge of:

- 3(a) The standards of high quality professional development and their relevance to improved learning.
- 3(b) Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.
- 3(c) The role of 21st century skills and technologies in educational practice.
- 3(d) The role of shifting cultural demographics in educational practice.

Standard 3 Promoting Professional Learning for Continuous Improvement	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence

that teacher candidates demonstrate an adequate knowledge of promoting professional learning for continuous improvement.

Sources of Evidence (AT LEAST THREE)

- *ED-CIFS 549 Final Paper*
- *ED-CIFS 541 Technology Sample*
- *ED-CIFS 545 Technology Sample*

Performance: The teacher leader:

- 3(e) Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education.
- 3(f) Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals.
- 3(g) Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate.
- 3(h) Continually assesses the effectiveness of professional development activities and adjusts appropriately.

<i>Standard 3 Promoting Professional Learning for Continuous Improvement</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.2 Performance</i>		X	

3.2 Analysis – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate performance of promoting professional learning for continuous improvement.*

Sources of Evidence (AT LEAST THREE)

- *ED-CIFS 549 Final Paper*
- *ED-CIFS 546 A4*
- *ED-CIFS 546 A5*
- *ED-CIFS 546 Presentations*
- *ED-CIFS 546 Online Scenario (Intro & Mid)*
- *ED-CIFS 549 Final Paper*

Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this

knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.

Knowledge: The teacher leader demonstrates knowledge of:

- 4(a) Research-based curriculum, instruction, and assessment and their alignment with desired outcomes.
- 4(b) The Framework for Teaching, effective observation and strategies for providing instructional feedback.
- 4(c) Role and use of critical reflection in improving professional practice.

Standard 4 Facilitating Improvements in Instruction and Student Learning	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate knowledge of facilitating improvements in instruction and student learning.

Sources of Evidence (AT LEAST THREE)

- ED-CIFS 541 Final Project
- ED-CIFS 543 Final Paper
- ED-CIFS 545 Final Project
- ED-CIFS 548 Final Project
- ED-CIFS 546 A2

Performance: The teacher leader:

- 4(d) Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices.
- 4(e) Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.
- 4(f) Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment.
- 4(g) Develops, leads and promotes a culture of self-reflection and reflective dialogue.

Standard 4 Facilitating Improvements in Instruction and Student Learning	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate performance of facilitating improvements in instruction and student learning.

Sources of Evidence (AT LEAST THREE)

- ED-CIFS 546 A1 Notes & Presentations
- ED-CIFS 546 A2
- ED-CIFS 546 Matrix
- ED-CIFS 540 Final Paper
- ED-CIFS 542 Final Project
- ED-CIFS 544 Final Project
- ED-CIFS 547 Unit Plan
- ED-CIFS 548 Final Project

Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.

Knowledge: The teacher leader demonstrates knowledge of:

- 5(a) Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes.
- 5(b) Use of formative and summative data to inform the continuous improvement process.
- 5(c) Analysis and interpretation of data from multiple sources.

Standard 5 Using Assessments and Data for School and District Improvement	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate knowledge of using assessments and data for school and district improvement.

Sources of Evidence (AT LEAST THREE)

- ED-CIFS 541 Final Project
- ED-CIFS 548 Final Project
- ED-CIFS 545 PreAssess
- ED-CIFS 542 Fraction Misconceptions
- ED-CIFS 543 Final Paper
- ED-CIFS 545 Final Project

Performance: The teacher leader:

- 5(d) Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement.
- 5(e) Models use of formative and summative data to inform the continuous improvement process.
- 5(f) Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other.

Standard 5 Using Assessments and Data for School and District Improvement	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate performance of using assessments and data for school and district improvement.

Sources of Evidence (AT LEAST THREE)

- ED-CIFS 541 Final Project
- ED-CIFS 543 Matrix
- ED-CIFS 546 A3

Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.

Knowledge: The teacher leader demonstrates knowledge of:

- 6(a) Child development and conditions in the home, culture and community and their influence on educational processes.
- 6(b) Contextual considerations of the family, school, and community and their interaction with educational processes.
- 6(c) Effective strategies for involvement of families and other stakeholders as part of a responsive culture.

Standard 6 Improving Outreach and Collaboration with Families and Community	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate knowledge of improving outreach and collaboration with families and community.

Sources of Evidence (AT LEAST THREE)

- ED-CIFS 546 A4
- Syllabus ED-CIFS 546
- Candidate and completers interview

Performance: The teacher leader:

- 6(d) Develops colleagues' abilities to form effective relationships with families and other stakeholders.
- 6(e) Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools.
- 6(f) Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process.

Standard 6 Improving Outreach and Collaboration with Families and Community	Unacceptable	Acceptable	Exemplary
6.1 Performance		X	

6.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence

that teacher candidates demonstrate an adequate performance of Improving Outreach and Collaboration with Families and Community.

Sources of Evidence (AT LEAST THREE)

- ED-CIFS 546 A4
- Syllabus ED-CIFS 546
- Candidate and completers interview

Standard 7: Advocating for Student Learning and the Profession - The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.

Knowledge: The teacher leader demonstrates knowledge of:

- 7(a) Effective identification and interpretation of data, research findings, and exemplary practices.
- 7(b) Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement.
- 7(c) Local, state and national policy decisions and their influence on instruction.
- 7(d) The process to impact policy and to advocate on behalf of students and the community.

<i>Standard 7 Advocating for Student Learning and the Profession</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>		X	

7.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, faculty interview, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate knowledge of advocating for student learning and the profession. Indicators (b), (c), and (d) were difficult to assess given the evidence provided by the Educator Preparation Program. However, sufficient evidence for these indicators was obtained in the program faculty interview.

Sources of Evidence (AT LEAST THREE)

- ED-CIFS 541 Final Project
- ED-CIFS 543 Final Paper
- ED-CIFS 545 Final Project
- ED-CIFS 548 Probability Lesson

- *ED-CIFS Syllabi (543, 545, 546, 549)*
- *Candidate and completers interview*
- *Faculty interview*

Performance: The teacher leader:

- 7(e) Identifies and evaluates needs and opportunities.
- 7(f) Generates ideas to effectively address solutions/needs.
- 7(g) Analyzes feasibility of potential solutions and relevant policy context.
- 7(h) Advocates effectively and responsibly to relevant audiences for realization of opportunities.

Standard 7 Advocating for Student Learning and the Profession	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, faculty interview, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate performance of advocating for student learning and the profession.*

Sources of Evidence (AT LEAST THREE)

- *ED-CIFS 549 Matrix*
- *ED-CIFS 549 Outline*
- *ED-CIFS 549 Final Paper*
- *ED-CIFS 541 Final Project*
- *ED-CIFS 546 A3*
- *ED-CIFS 546 A4*
- *ED-CIFS Syllabus (546)*
- *Candidate and completers interview*
- *Faculty interview*

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	0	7	
Performance	7	0	7	

Areas for Improvement

- The program currently has an adequate focus on local district policy and professional development among building teachers. Areas for improvement in candidate knowledge in *Advocating for Student Learning and the Profession* include expanding candidate learning connections to state and national policy in education, as well as how to impact policy decisions at multiple levels, and the roles of multiple stakeholders (e.g., Boards of Education, Legislators) in that process.
- The program currently has evidence to support an adequate focus on identification of student learning needs and solutions to address those needs at the local level. Areas for improvement in candidate performance in *Advocating for Student Learning and the Profession* include expanding evidence of candidate research presentations to state and national venues, candidate/completer advocacy efforts at all levels, as well as submissions to professional journals in order to demonstrate completer service as individuals of influence and respect within the profession.

Recommended Action on Idaho Standards for Teacher Leaders

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

ADMINISTRATOR ENDORSEMENTS

IDAHO STANDARDS FOR SCHOOL SUPERINTENDENTS

Standard 1: Superintendent Leadership - The superintendent is the catalyst and the advocate for an effective school community; demonstrates an enhanced knowledge, thorough understanding, and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.

Knowledge

- 1(a) The superintendent understands the dynamics of systemic change within school districts.
- 1(b) The superintendent understands the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability.
- 1(c) The superintendent knows the breadth of P-12 curriculum and instructional programs.
- 1(d) The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.
- 1(e) The superintendent understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.
- 1(f) The superintendent knows the role of local, regional, state, national and international partnerships in the development of educational opportunities and support services for students.
- 1(g) The superintendent understands the district's role in and responsibility for employee induction, career development, and enhancement.
- 1(h) The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.
- 1(i) The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management.
- 1(j) The superintendent knows the importance of district-wide policy development and effective implementation.
- 1(k) The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.

- 1(l) The superintendent understands the responsibility and need for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.
- 1(m) The superintendent understands the importance of developing and fostering a productive relationship with the board.
- 1(n) The superintendent understands importance of working effectively in the political environment at district, local, and state levels.

Standard 1 Superintendent Leadership	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis –

Based upon the review of each of the five (5) course syllabi provided, the program clearly articulated that the knowledge indicators related to this standard have been met, (i.e., establishing an effective governance structure, policy development, and school board relationships). Assigned readings (DuFour & Marzano) and student projects including understanding systematic change, understanding organizational theory, and understanding political environments relate directly to the knowledge section of this standard. Student projects such as School Board meeting critiques, budget hearings, legislative meetings with superintendents revealed that the knowledge acquired by candidates through coursework and related assignments addresses the indicators of the knowledge standard for superintendents, including budgeting, facilities, personnel administration, and school board relationships. Strong evidence suggests that candidates have a robust knowledge of the leadership role of the superintendency.

Sources of Evidence (AT LEAST THREE)

- *Syllabi from all five (5) courses*
- *Assigned readings from each of the monthly live classes*
- *Student projects from a variety of those displayed*

Performance

- 1(o) The superintendent promotes district-wide innovation and change through the application of a systems approach.
- 1(p) The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.
- 1(q) The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.
- 1(r) The superintendent creates a system by which all employees have opportunities to seek career development and enhancement.
- 1(s) The superintendent advises the board of trustees on legal, ethical, and current educational issues and provides/encourages ongoing professional development.

- 1(t) The superintendent works effectively within the organizational complexity of school districts.
- 1(u) The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.
- 1(v) The superintendent develops and implements effective plans to manage district fiscal, capital, and human resources.

Standard 1 Superintendent Leadership	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis –

Review of candidate portfolios substantiates the program meets six (6) of the eight (8) performance indicators related to this standard. Instructor activities, assigned for each of the monthly meetings, are meaningful. Evidence was revealed that candidates engage in activities designed to promote effective Superintendent leadership. Interviews with one (1) new candidate, two (2) second year candidates, and three (3) completers demonstrated their performance within these indicators. They answered questions, and the completers talked about how the program had prepared them to succeed in their current roles (Assistant Superintendent, Director of Operations, and Director of Federal Programs). An interview with the Instructor reinforced that performance indicators were assessed and met by final grades/scores on candidates' assignments. The role of the superintendent was clearly articulated in candidate papers aligned to course projects. Candidates presented strong evidence that they met the performance leadership indicators of Superintendents.

Sources of Evidence (AT LEAST THREE)

- *Candidate portfolio review*
- *Instructor-required activities, along with candidate assignments*
- *Candidate and completer interviews*
- *Instructor interview, reviewing the candidates directed activities*

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		X	
Performance	1		X	

Overall Areas for Improvement

- As the candidates progress through this program, a conversion to the new nine (9) Idaho State Superintendent Standards should be of assistance.
- Consider creation of a candidate grade sheet, which compiles grade over each semester, as suggested by several of the interviewees.
- Provide a calendar of subject areas at the start of the program to show where the subject areas will be covered during the five classes (finance, facilities, negotiations, etc.), along with the monthly timing of when Superintendents actually complete these areas.

Recommended Action on Idaho Standards for School Superintendents

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

Commendations

The Executive Educational Leadership program is to be commended for moving from a class presentation of Capstone/Portfolio findings to a larger symposium, held annually in March. This Symposium allows the candidates a chance to interact and share their findings with practitioners and researchers, as well as policymakers. Many candidates have commented that this event was the highlight of the program.

High satisfaction was displayed among the completers of this program noting strength in:

- The knowledge of the instructor, a former School District Superintendent
- Cohort structure - teaming with other candidates was extremely beneficial
- Traveling throughout the state for classes, visiting both large and small school districts



BOISE STATE UNIVERSITY
COLLEGE OF EDUCATION

December 14, 2019

Dear Professional Standards Commission:

Thank you for facilitating the State Team review process for Boise State University's programs during the October 5-8, 2019 Focus Visit. We sincerely appreciate the time and efforts of each team member. We also appreciate the opportunity provided last month to make factual corrections to the initial draft.

Given the thoroughness of the team review and the minimal factual corrections made to the initial draft, we accept the final report as it is in its entirety and respectfully decline the opportunity to submit a formal rejoinder. Program coordinators value the feedback provided by the focus visit review, and we look forward to incorporating the findings into continuous improvement efforts.

Thank you again to the State Review Team for its recommendations. We look forward to continued collaboration on improving educator preparation programs in Idaho.

Warm Regards,

Jennifer L. Snow, PhD
Interim Dean
College of Education

CONSENT
APRIL 16, 2020

STATE DEPARTMENT OF EDUCATION

SUBJECT

Request for Waiver of 103% Student Transportation Funding Cap

REFERENCE

June 2017	Board approved the request for six (6) school districts to receive a funding cap waiver
June 2018	Board approved the request for eight (8) districts to receive a funding cap waiver
June 2019	Board approved the request for nine (9) school districts to receive a funding cap waiver

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code

BACKGROUND/DISCUSSION

During its 2001 session, the Idaho Legislature amended Section 33-1006, Idaho Code. The amendment created a student transportation funding cap, affecting school districts that exceed by 103% the statewide average cost per mile and cost per rider. The 2007 and 2009 Legislatures further amended this language to provide clear, objective criteria that defines when a district may qualify to be reimbursed for expenses above the cap, and by how much. These new criteria designate certain bus runs as “hardship” runs, and allow the district to receive a higher cap based on the percentage of the district’s bus runs that are so categorized.

As of March 6, 2020, 35 school districts and/or charter schools were negatively affected by the pupil transportation funding cap:

District #	District Name	Reduction in Funding
011	MEADOWS VALLEY DISTRICT	\$16,182
044	PLUMMER-WORLEY JOINT DISTRICT	\$8,697
058	ABERDEEN DISTRICT	\$9,950
061	BLAINE COUNTY DISTRICT	\$104,849
071	GARDEN VALLEY DISTRICT	\$54,097
131	NAMPA SCHOOL DISTRICT	\$33,238
134	MIDDLETON DISTRICT	\$160,867
171	OROFINO JOINT DISTRICT	\$27,740
233	HAGERMAN JOINT DISTRICT	\$3,518
244	MOUNTAIN VIEW SCHOOL DISTRICT	\$113,022
274	KOOTENAI DISTRICT	\$14,561

CONSENT
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281	MOSCOW DISTRICT	\$75,868
282	GENESEE JOINT DISTRICT	\$10,452
304	KAMIAH JOINT DISTRICT	\$10,087
305	HIGHLAND JOINT DISTRICT	\$8,421
340	LEWISTON INDEPENDENT DISTRICT	\$8,238
341	LAPWAI DISTRICT	\$54,783
391	KELLOGG JOINT DISTRICT	\$29,590
393	WALLACE DISTRICT	\$32,937
401	TETON COUNTY DISTRICT	\$76,336
411	TWIN FALLS DISTRICT	\$149,848
412	BUHL JOINT DISTRICT	\$10,633
421	MCCALL-DONNELLY JT. SCHOOL DISTRICT	\$38,203
451	VICTORY CHARTER SCHOOL	\$978
456	FALCON RIDGE CHARTER SCHOOL	\$970
462	XAVIER CHARTER SCHOOL	\$12,177
475	SAGE INTERNATIONAL SCHOOL OF BOISE	\$17,247
498	GEM PREP: MERIDIAN, INC.	\$51,281
499	FUTURE PUBLIC SCHOOL, INC.	\$19,722
511	PEACE VALLEY CHARTER SCHOOL, INC.	\$12,975
513	PROJECT IMPACT STEM ACADEMY, INC.	\$20,541
796	GEM PREP: NAMPA, INC.	\$50,556

The State Department of Education received requests from various school districts and charter schools for a waiver of the 103% funding cap as provided in Section 33-1006, Idaho Code. Student Transportation staff reviewed these requests to ensure they meet the eligibility criteria. Of the 35 school districts and charter schools negatively affected by the pupil transportation funding cap, only eight school districts have routes meeting the statutory requirements of a hardship bus run, which would allow the Board to grant a waiver. All eight of these school districts, listed below, have applied for a waiver from the student transportation funding cap.

#044 Plummer Worley School District submitted school bus routes that met the required criteria. This represents 16.67% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 119.67%.

#071 Garden Valley School District submitted school bus routes that met the required criteria. This represents 20% of the bus runs operated by the district.

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When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 123%.

#171 Orofino School District submitted school bus routes that met the required criteria. This represents 25% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 128%.

#274 Kootenai School District submitted school bus routes that met the required criteria. This represents 87.50% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 190.50%.

#281 Moscow School District submitted school bus routes that met the required criteria. This represents 12.90% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 115.9%.

#305 Highland School District submitted school bus routes that met the required criteria. This represents 40% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 143%.

#341 Lapwai School District submitted school bus routes that met the required criteria. This represents 50% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 153%.

#412 Buhl School District submitted school bus routes that met the required criteria. This represents 13.04% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 116.04%.

IMPACT

The approval of the cap waivers allows districts to be reimbursed for routes that meet the hardship criteria. Board inaction or denial of the funding cap waivers would result in a loss of funding for the school districts in question.

ATTACHMENTS

Attachment 1 – Funding Cap Waiver Spreadsheet

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STAFF COMMENTS AND RECOMMENDATIONS

At the June 2019 Board meeting the Board approved a waiver of the funding cap for Plummer-Worley School District, Garden Valley School District, Orofino School District, Mountain View School District, Kootenai School District, Moscow School District, Kamiah School District, Lapwai School District, and Kellogg School

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District. Of the eight requests the Board is considering this year, six school districts also had waivers of the funding cap approved in 2019. Highland School District and Buhl School District are new for 2020.

Pursuant to Section 33-1006, Idaho Code:

“A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less than the percentile limit requested by the school district. However, the percentage increase in the one hundred three percent (103%) cap shall not exceed the percentage of the district’s bus runs that qualify as a hardship bus run, pursuant to this subsection. Any costs above the new level established by the state board of education shall not be reimbursed. Such a change shall only be granted by the state board of education for hardship bus runs. To qualify as a hardship bus run, such bus run shall meet at least two (2) of the following criteria:

- (a) The number of student riders per mile is less than fifty percent (50%) of the statewide average number of student riders per mile;
- (b) (b) Less than a majority of the miles on the bus run are by paved surface, concrete or asphalt road;
- (c) (c) Over ten percent (10%) of the miles driven on the bus run are a five percent (5%) slope or greater.”

The Department of Education transportation staff review each of the applications prior to submittal for Board consideration. Only those school districts that have met the statutory requirements may be considered for approval.

BOARD ACTION

I move to approve the request by #044 Plummer-Worley School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 119.67%, for a total of \$8,697 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by #071 Garden Valley School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 123%, for a total of \$54,097 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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AND

I move to approve the request by #171 Orofino County School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 128%, for a total of \$27,740 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by #274 Kootenai School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 190.5%, for a total of \$14,561 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by #281 Moscow School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 115.90%, for a total of \$75,868 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by #305 Highland Joint District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 143%, for a total of \$8,421 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by #341 Lapwai School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 153%, for a total of \$54,783 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

CONSENT
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I move to approve the request by #412 Buhl Joint District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 116.04%, for a total of \$10,633 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider			
Fiscal Year 2018-2019 Data - Approved Costs Reimbursed in Fiscal Year 2019-2020 (Sixteenth Capped Year)			
Set percentage cap to apply to statewide average	103%	Riders per Mile	1.6
Revised: 3/6/2020 - Cap Waivers			
	Cost Per Mile	Cost Per Rider	
Statewide Averages before cap	\$4.25	\$994	
Statewide Averages after cap	\$4.38	\$1,024	
Total Savings From Cap	\$1,238,564	Capped Reimb.	Actual Reimb.
Savings Following Appeals & State Board Action	\$2,276,674	\$90,565,005	\$91,803,569

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns X & Y)	Total 100% Reimbursable Costs Eligible at 50%	Funding Cap Penalty Waived	% Hardship Bus Run Waived	Final Payment Amount
044	PLUMMER-WORLEY JOINT DISTRICT	\$8,697	4.6%	\$221,564	TRUE	0.167	\$277,689
071	GARDEN VALLEY DISTRICT	\$54,097	32.2%	\$0	TRUE	0.200	\$204,536
171	OROFINO JOINT DISTRICT	\$27,740	7.1%	\$405,235	TRUE	0.250	\$568,198
274	KOOTENAI DISTRICT	\$14,561	11.1%	\$112,803	TRUE	0.875	\$166,822
281	MOSCOW DISTRICT	\$75,868	14.8%	\$520,886	TRUE	0.129	\$646,335
305	HIGHLAND JOINT DISTRICT	\$8,421	5.5%	\$0	TRUE	0.400	\$219,098
341	LAPWAI DISTRICT	\$54,783	30.1%	\$155,460	TRUE	0.500	\$224,925
412	BUHL JOINT DISTRICT	\$10,633	3.7%	\$0	TRUE	0.130	\$372,271

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Emergency Provisional Certificates and Revised Considerations and Recommendations

REFERENCE

April 2019	Board approved seven (7) provisional certificates for the 2018-19 school year.
April 2019	Board approved Department requests for clarification to provisional certification process.
June 2019	Board reviewed twelve (12) provisional certificates for the 2018-19 school year and approved eleven (11).
August 2019	Board reviewed four (4) provisional certificates, three (3) for the 2018-19 school year and one (1) for the 2019-20 school year.
December 2019	Board reviewed and approved twenty-four (24) provisional certificates for the 2019-20 school year.
February 2020	Board reviewed and approved thirty-six (36) provisional certificates for the 2019-20 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1203, Idaho Code

BACKGROUND/DISCUSSION

Twenty-Four (24) emergency provisional applications were received by the State Department of Education from the school districts listed below. Emergency provisional applications allow a school district or charter school to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/credential, but who has strong content background, as determined by the school district, and some educational pedagogy, to fill an area of need that requires certification. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district. Historical provisional status has been added to candidates that have received provisional approvals in prior years, as there is nothing in statute that prohibits a single individual from holding provisional certification in consecutive years.

Blaine County School District #61

Applicant Name: Christopher Koch

Content & Grade Range: Natural Science and Biological Science 6-12

Certified: SDE and CTE – Technology Education.

Declared Emergency: July 16, 2019, Blaine County School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants nor interviews. The district applied for an Alternative Authorization for 2018-19 school year. Mr. Koch

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has not passed Biology, PTK or General Science assessments through ABCTE. He filed and paid for an extension through ABCTE through December 2019. He is looking to enroll in the College of Southern Idaho's program. He holds a bachelor's degree in vocational education and associates degree in applied sciences.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Blaine County School District's request for Christopher Koch without reservation.

Boise Independent School District #1

Applicant Name: John May

Content & Grade Range: Music 6-12

Certified: English and History 6-12

Declared Emergency: November 11, 2019, Boise Independent School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants or interviews. The applicant was already employed at the Boise School District and teaches other subjects. When completing the state reporting, it was discovered that the employee did not hold the proper certification for the subject area he was teaching. The principal thought the course was an elective course and could be taught by any certified teacher.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Boise Independent School District's request for John May without reservation.

Boise Independent School District #1

Applicant Name: John Schisel

Content & Grade Range: Physical Science 6-12

Certified: Biological Science 6-12

Declared Emergency: November 11, 2019, Boise Independent School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants nor interviews. The applicant was already employed at the Boise School District and teaches other subjects. When completing the state reporting, it was discovered that the employee did not hold the proper certification for the subject area being taught.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Boise Independent School District's request for John Schisel without reservation.

Boise Independent School District #1

Applicant Name: Adam Wilkinson

Content & Grade Range: Communication 6-12

Certified: Social Studies and History 6-12; PE and Health K-12

Declared Emergency: November 11, 2019, Boise Independent School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants nor interviews. The applicant was already employed at the Boise School District and teaches other

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subjects. When completing the state reporting, it was discovered that the employee did not hold the proper certification for the subject being taught.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Boise Independent School District's request for Adam Wilkinson without reservation.

Cambridge Joint School District #432

Applicant Name: Richard Hollon

Content & Grade Range: All Subjects K-8

Degree: BA, Computer Engineering 12/1986

Declared Emergency: August 19, 2019, Cambridge Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There was one applicant and one interview. Mr. Hollon was selected for the position.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Cambridge Joint School District's request for Richard Hollon without reservation.

Cambridge Joint School District #432

Applicant Name: DeAnna Nash

Content & Grade Range: Health K-12

Certified: Interim – All Subjects K-8 and Natural Science 6-12 (2017-2020) and ABCTE Interim – Mathematics 6-12 (2018-2021)

Declared Emergency: October 21, 2019, Cambridge Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants nor interviews. A health teacher retired. It is not possible to hire a certified teacher for one period a day. The assignment was given to the teacher most qualified (Mrs. Nash holds a science endorsement) and was willing to teach health.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Cambridge Joint School District's request for DeAnna Nash without reservation.

Clark County School District #161

Applicant Name: Michael Knight

Content & Grade Range: History, American Government/Political Science and World Language - Spanish 6-12

Certified: Expired Interim (2016-19) for same endorsements requested, failed to meet requirements of Praxis II 5941 and 5195 for the 5-year certificate.

Declared Emergency: November 13, 2019, Clark County School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants and no interviews. Mr. Knight has had some health issues as well as the death of his son in the past year. His interim certificate lapsed and he has attempted to pass the Praxis assessments without success. He will continue to attempt the assessments until he is successful.

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PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Clark County School District's request for Michael Knight without reservation.

Emmett School District #221

Applicant Name: Carrie Wilson

Content & Grade Range: Mathematics – Basic 6-12

Certified: II Subjects K-8, Teacher to New 2018-19 school year for Option IV - Math 6-12

Declared Emergency: January 8, 2020, Emmett School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants nor interviews. The emergency situation came about due to the following circumstances: The school was informed partway through the 2018-19 school year that Carrie Wilson was no longer qualified to teach the Algebra I course at Emmett Middle School. Carrie has been teaching this course for the last 15 years at the school and her students consistently make great gains on ISAT tests. Due to the fact that the school was not given any notice that she would no longer be considered qualified to teach this course, she has not had sufficient time to prepare to take and pass the PRAXIS test. Since she has not taught or worked with any coursework above the Algebra I level it has taken a considerable amount of time to prepare to take a PRAXIS. Carrie plans on taking and passing the PRAXIS prior to the 2020-21 school year.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Emmett School District's request for Carrie Wilson without reservation.

Gooding Joint School District #231

Applicant Name: Kari Collier

Content & Grade Range: All Subjects K-8

Degree: 122 credits, enrolled in LCSC

Declared Emergency: August 20, 2019, Gooding Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were four applicants and three interviews. None of the applicants had the proper certification to teach at the elementary level. From the candidates interviewed, she had the most training (college) and classroom experience (former paraprofessional) of all of the candidates. She is already enrolled in a program and will graduate in May and apply for certification after that.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Gooding Joint School District's request for Kari Collier without reservation.

Hagerman Joint School District #233

Applicant Name: Amy Gossi

Content & Grade Range: Mathematics 6-12

Degree: 132 semester college credits

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Declared Emergency: September 9, 2019, Hagerman Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There was one applicant and one interview. There were no certified applicants.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Hagerman Joint School District's request for Amy Gossi without reservation.

Hagerman Joint School District #233

Applicant Name: William Nelson

Content & Grade Range: Mathematics 6-12

Degree: BS, University Studies 4/2018

Declared Emergency: September 9, 2019, Hagerman Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants nor interviews. The applicant's Alternative Authorization route (ABCTE) did not go as planned. He is now looking into the College of Southern Idaho's non-traditional route. He was unable to meet the content area qualifying scores at this time.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Hagerman Joint School District's request for William Nelson without reservation.

Homedale Joint School District #370

Applicant Name: Kylee Silliman

Content & Grade Range: Mathematics 6-12

Degree: BA, Business Administration 5/2019

Declared Emergency: September 9, 2019, Homedale Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There was one applicant and one interview. The incumbent teacher was killed in a motorcycle accident on the first day of school.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Homedale Joint School District's request for Kylee Silliman without reservation.

Jefferson County School District #251

Applicant Name: Xue Yang

Content & Grade Range: World Language – Chinese K-12

Degree: BA, Chinese Language and Literature (Foreign Transcript)

Declared Emergency: November 18, 2019, Jefferson County School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants nor interviews. Jefferson Joint School District 251 has a growing Mandarin Chinese Immersion program. At the middle school level, these teachers need a minimum Mandarin Chinese proficiency level of Advanced Mid. They also need to be certified to teach

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World Language-Chinese and Social Studies content standards in Mandarin. This creates a very difficult position to fill.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Jefferson County School District's request for Xue Yang without reservation.

Melba Joint School District #136

Applicant Name: Karla Castresana Velasco

Content & Grade Range: English as a Second Language K-12

Degree: BA equivalent, foreign transcript evaluation

Declared Emergency: October 8, 2019, Melba Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were five applicants and four interviews. Out of the five applicants, one had an ESL endorsement. That individual was offered the position but declined. The other applicants and interviewees for the position did not have an ESL endorsement.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Melba Joint School District's request for Karla Castresana Velasco without reservation.

Minidoka County Joint School District #331

Applicant Name: Nathan Hanks

Content & Grade Range: Mathematics 6-12

Degree: BA, Business Administration 5/2016

Declared Emergency: October 21, 2019, Minidoka County Joint School Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were four applicants and two interviews. There were zero certified applicants and only two with baccalaureate degrees. Nathan will enroll in the College of Southern Idaho's non-traditional program.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Minidoka County Joint School Board's request for Nathan Hanks without reservation.

Moscow School District #281

Applicant Name: Kathy Baxter

Content & Grade Range: Economics 6-12

Certified: English, History and American Government/Political Science 6-12

Declared Emergency: November 13, 2019, Moscow School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were six out-of-district and one in-district applicants and one interview. Paradise Creek Regional High School (PCRHS) is an alternative high school. The school has two core subject area teachers. One teacher teaches math and science and the other language arts and social studies. The English/Social Studies teacher resigned which resulted in the vacant position. The position was posted for a secondary teacher requiring English

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and Social Studies endorsements. The in-district applicant, Ms. Baxter, had been teaching at Moscow High School, held English and History endorsements. She was selected for hire. Because the position is required to teach US Government and Economics, the district requested and was granted an Alternative Authorization - Teacher to New for the 2018-19 school year. Ms. Baxter completed the requirements for American Government/Political Science and added the endorsement to her certificate. She did not pass the Praxis II for Economics. She is scheduled to teach Economics in the fourth quarter. She will attempt the Praxis II in the spring.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Moscow School District's request for Kathy Baxter without reservation.

Moscow School District #281

Applicant Name: Chelsey Sharp

Content & Grade Range: CTE OS – Drafting 6-12

Certified: CTE – Agriculture Science and Technology 6-12

Declared Emergency: November 20, 2019, Moscow School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were nine applicants and one interview. The principal at Moscow High School received a letter of resignation from the Technology Education teacher in early May 2019. The vacancy was posted immediately for a teacher with the intent to continue the existing program. It was quickly determined that finding another properly endorsed career technical education teacher might not be possible. A week later, the announcement was revised to Technology Education or Ag Science Teacher. The position remained open through the summer months in hopes of receiving additional applications. With a limited pool and no qualified applicants with a Technology Education endorsement, the principal decided to pursue a teacher with Ag Science endorsement. The District received nine complete applications. Two of the applicants did not have education degrees and were not certified to teach, one had been unsuccessful in the District's Technology Education teaching position previously. Because students had already enrolled in the drafting courses, Introduction to CAD and Introduction to Drafting, the courses remained in the master schedule for the first semester of the 2019-20 school year.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Moscow School District's request for Chelsey Sharp without reservation.

Plummer-Worley Joint School District #44

Applicant Name: Crystal Sperber

Content & Grade Range: Mathematics 6-12

Degree: 87 credits, enrolled in WGU

Declared Emergency: October 21, 2019, Plummer-Worley Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

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Summary of Recruitment Efforts: There were four applicants and three interviews. The district needed two math teachers for the 2019-20 school year and began recruitment for these position in March 2019. The school attended teacher career fairs in Missoula, Spokane, Coeur d'Alene and Moscow. The positions were advertised in newspapers, social media, college career offices (through Handshake), the district webpage and through School Spring. Four applicants applied, two were completely qualified. One of those was hired in May. The other one had a poor work history and poor references. The candidate not interviewed had no experience in education. Mrs. Sperber has experience working in our district, with our students, and with teaching math to them, having been a long term sub in Spring, 2019.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Plummer-Worley Joint School District's request for Crystal Sperber without reservation.

Pocatello/Chubbuck School District #25

Applicant Name: Kimberly Benson

Content & Grade Range: All Subjects K-8

Certified: Expired certificate – English and History 6-12

Declared Emergency: November 12, 2019, Pocatello/Chubbuck School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were zero applicants. In late August, an elementary teacher resigned from her position. The candidate pool was weak. A teacher was hired on an alternative authorization. She was later reassigned to a special education position. This left an opening in elementary education. Kimberly was formerly certified, but left the profession to raise her family. She has been a substitute in the district for four years. She was the best fit.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Pocatello/Chubbuck School District's request for Kimberly Benson without reservation.

St. Maries Joint School District #41

Applicant Name: Adam Stewart

Content & Grade Range: English 6-12

Degree: BA, Interdisciplinary Studies 7/2003

Declared Emergency: August 22, 2019, St. Maries Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There was three applicants and three interviews. Mr. Stewart was the only candidate of the three that applied that was suitable for the position. However, Mr Stewart resigned his position with the St. Maries Joint School District. His last day was November 8, 2019, as he was not interested in a career in education.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends St. Maries Joint School District's request for Adam Stewart without reservation.

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Syringa Mountain School, Inc. #488

Applicant Name: Maria Myers

Content & Grade Range: All Subjects K-8

Degree: BA, Elementary Education 5/1993

Declared Emergency: August 28, 2019, Syringa Mountain School Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were four applicants for two positions. One was hired and two were underqualified, leaving Maria. Maria was hired.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Syringa Mountain School's request for Maria Myers without reservation.

Wallace School District #393

Applicant Name: Bryn Cotter

Content & Grade Range: CTE OS – Graphic/ Printing Communication 6-12

Degree: Per the December State Board of Education (SBOE) meeting, the SBOE motioned to waive the education requirement used for non-occupational specialist positions for Bryn Elizabeth Cotter for the 2019-20 school year.

Declared Emergency: July 8, 2019, Wallace School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There was one applicant and one interview. The school is in a rural area and there are no other qualified candidates for the position.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Wallace School District's request for Bryn Cotter without reservation.

West Bonner County School District #83

Applicant Name: Christine Alexander

Content & Grade Range: Music K-12

Degree: 115.5 credits

Declared Emergency: December 18, 2019, West Bonner County School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants nor interviews. The districts former teacher had to resign in October due to a medical issue. We have had no interest in the position from a certified teacher.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends West Bonner County School District's request for Christine Alexander without reservation.

White Pine Charter School #464

Applicant Name: Matthew Lurker

Content & Grade Range: Social Studies 6-12

Degree: BA, Recreation Leadership 12/2005

Declared Emergency: June 27, 2019, White Pine Charter School Board of Trustees declared an emergency exists for the 2019-2020 school year.

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Summary of Recruitment Efforts: There were six applicants and three interviews. The charter had another person lined up and planned to use Mr. Lurker in another position, however, circumstances changed and this necessitated an emergency situation.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends White Pine Charter School's request for Matthew Lurker without reservation.

IMPACT

If an emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position and funding could be impacted.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1201, Idaho code, "every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education...." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years accredited college training; except in "trades and industries" (occupational fields) or emergency situations, which must be declared, the State Board may authorize the issuance of provisional certificates based on not less than two (2) years of accredited college training.

Section 33-512, Idaho Code, defines substitute teachers as "as any individual who temporarily replaces a certificated classroom educator...." Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts use a long-term substitute prior to requesting provisional certification for the individual. In some cases, the individual that the school district is requesting emergency certification for has been in the classroom as a long-term substitute for the entire term.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Christopher Koch, John May, John Schisel, Adam Wilkinson, Richard Hollon, DeAnna Nash, Michael Knight, Carrie Wilson, Kari Collier, Amy Gossi, William Nelson, Kylee Silliman, Xue Yang, Karla Castresana Velasco, Nathan Hanks, Kathy Baxter, Chelsey Sharp, Crystal Sperber, Kimberly Benson, Adam Stewart, Maria Myers, Bryn Cotter, Christine Alexander and Matthew Lurker to teach the content area and grade ranges at the specified school districts as provided herein for the 2019-2020 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____