

**STATE DEPARTMENT OF EDUCATION  
JUNE 16, 2021**

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<b>1</b>	<b>DEVELOPMENTS IN K-12 EDUCATION</b>	Information Item
<b>2</b>	<b>PANDEMIC ELECTRONIC BENEFIT TRANSFER (PEBT) PROGRAM FOR IDAHO SCHOOLS UPDATE</b>	Information Item
<b>3</b>	<b>FEDERAL CORONAVIRUS RELIEF K-12 FUNDING UPDATE</b>	Information Item
<b>4</b>	<b>ALBION ELEMENTARY SCHOOL – HARDSHIP STATUS UPDATE</b>	Information Item
<b>5</b>	<b>ESSA STATE CONSOLIDATED PLAN – ACCOUNTABILITY WAIVER SY 2020-2021</b>	Action Item
<b>6</b>	<b>PRAXIS II ASSESSMENTS – QUALIFY SCORES</b>	Action Item
<b>7</b>	<b>APPROVED CONTENT ASSESSMENT – UNIFORM STANDARD FOR EVALUATING CONTENT COMPETENCY – AMENDMENT</b>	Action Item

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**SUBJECT**

Developments in K-12 Education

**BACKGROUND/DISCUSSION**

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 Education with the Board, including:

- K-12 Budget for Fiscal Year 2022
- Learning Loss/ Unfinished Learning
- Student Engagement and Safety
- Content Standards

**BOARD ACTION**

This item is for informational purposes only.

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**SUBJECT**

Pandemic Electronic Benefit Transfer Program for Idaho Schools

**REFERENCE**

February 2021  
August 2020

Board received an update on the P-EBT program.  
Board received an update on the first round of the P-EBT program as part of the Developments in K-12 Education update.

**APPLICABLE STATUTE, RULE, OR POLICY**

The Families First Coronavirus Response Act of 2020 (PL 116–127), as amended by the Continuing Appropriations Act, 2021 and Other Extensions Act (PL 116-159),

**BACKGROUND/DISCUSSION**

The Pandemic Electronic Benefit Transfer (P-EBT) was a new program authorized by the Families First Coronavirus Response Act (FFCRA), which provided assistance to families with children that temporarily lost access to free or reduced-price school meals due to the COVID-19 pandemic.

Congress extended and expanded P-EBT in the Continuing Resolution through federal fiscal year 2021 to accomplish the following:

- Provide benefits to children who have a reduction in the number of days or hours they are physically in school or child care;
- Allow states to use simplifying assumptions to establish benefit levels and eligibility periods for eligible children;
- Provides funding to cover all of states' administrative costs.

Idaho has submitted and received USDA approval on an Idaho School P-EBT plan. An Idaho School P-EBT budget has been submitted to USDA. The Department of Education is currently waiting for budget approval from USDA.

As of Tuesday, April 13<sup>th</sup>, 2021 JFAC has given spending authority to the Department of Education for a School P-EBT program. Once final approval has been received from the House, Senate and Governor, the Idaho State Department of Education (Department) will proceed the program.

**IMPACT**

There are approximately 71,000 eligible students within 438 eligible schools. Student benefits range between \$20.46 to \$859.32 and a family with more than one child could potentially have different dollar amounts on each child's P-EBT card. These benefits will help the families and students offset the mentioned meal gap and boost economic activity within Idaho communities.

The Department is in contract with the Idaho Digital Learning Academy to build a software program for the eligible local school districts to upload needed

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information. In addition, the Department has collected calendars from eligible schools and from this information has determined the benefit dollar per child using a predominate learning model. Student lists will be uploaded to the new software build and each child will be matched to their school for a benefit amount. After calculating, this information will be sent to DHW for processing of the P-EBT card. A Department call center is being developed to answer questions pertaining to this program.

**ATTACHMENTS**

Attachment 1 – Pandemic Electronic Benefit Transfer Program Update

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

The FFCRA provided the Secretary of Agriculture authority to approve state agency plans for temporary emergency standards of eligibility and levels of benefits under the Food and Nutrition Act of 2008. The P-EBT is part of the U.S. government's response to the COVID-19 pandemic. The FFCRA provides the Secretary of Agriculture authority to approve state agency plans to administer P-EBT. On January 22, 2021, the USDA announced that it was increasing the P-EBT benefit by approximately 15 percent, providing additional funding for low-income eligible families.

The current P-EBT plan is available for school children and children in child care.

The standard eligibility criteria for school children are:

1. The child would be eligible for free or reduced-price meals if the National School Lunch Program and School Breakfast Program were operating normally. This includes children who are:
  - a. directly certified or determined "other source categorically eligible" for SY 2020-2021, or
  - b. certified through submission of a household application processed by the child's school district for SY 2020-2021, or
  - c. enrolled in a Community Eligibility Provision school or a school operating under Provisions 2 or 3, or
  - d. directly certified, determined other source categorically eligible, or certified by application in SY 2019-2020 and the school district has not made a new school meal eligibility determination for the child in SY 2020-2021.
2. The child does not receive free or reduced-price meals at the school because the school is closed or has been operating with reduced attendance or hours for at least 5 consecutive days in the current school year. Once the minimum 5 consecutive day threshold is met, children are eligible to receive P-EBT benefits for closures or reductions in hours due to COVID-19.

The standard eligibility for children enrolled in a covered child care facility are:

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1. The child is a member of a household that received SNAP benefits at any time since October 1, 2020.
2. The child is enrolled in a covered child care facility (note that under the FFCRA, USDA deems all children under the age of 6 to be enrolled in a covered child care facility).
3. During a public health emergency designation, the child's child care facility is closed or is operating with reduced attendance or hours for at least five (5) consecutive days, resulting in the child's inability to attend the facility; or one or more schools in the area of the facility, or in the area of the child's residence, is closed or is operating with reduced attendance or hours.

In Idaho, DHW in collaboration with the Department and the Office of State Board of Education's Technology Services staff, worked to provide benefits to eligible households during the first round of the program to help cover the cost of lunches that would have otherwise been provided in school. This program was administered as a one-time payment of \$302.10 per child and was loaded onto the Electronic Benefits Transaction card used to provide benefits as part of Idaho's SNAP program. As the administrator of the SNAP program, DHW served as the lead agency for this program.

The criteria used to determine eligibility for P-EBT was based on whether a child was eligible and enrolled in the School Meal Program (free or reduced school lunch) through the Idaho school system on March 23, 2020, when schools were closed due to the COVID-19 pandemic. The intent of this one-time payment is to replace the value of free/reduced lunches children would have received during the time Idaho schools were closed. The program automatically identified eligible children using data made available through the Idaho System for Education Excellence (ISEE), Idaho's K-12 longitudinal data system. Students were sent P-EBT cards in the mail if they were in grades K-12 in the 2019-2020 school year and:

- Were eligible for free or reduced-price meals under the National School Lunch Program, OR
- Attended a school where every student gets free meals under the Community Eligibility Provision (CEP)

Families who participate in the SNAP program with eligible children had the funds loaded onto their EBP cards. No family had to apply to participate in the P-EBT program. Due to the complexity of the data needed to determine eligibility of the students the program was very time intensive for the Technology Services staff working with ISEE. Technology Services staff were instrumental in the execution of the first round of the program.

**BOARD ACTION**

This item is for informational purposes only.



# Pandemic Electronic Benefit Transfer (P-EBT) for Idaho Schools

Colleen Asumendi Fillmore, PhD, RDN, LD, SNS

Child Nutrition Director

Lynda Westphal, MHS, SNS

Lead Idaho School P-EBT Coordinator



*Supporting Schools and Students to Achieve*

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

# Agenda



- Team
- Definition of P-EBT
  - Purpose
  - Eligibility
    - Students
    - School Status
    - Benefits
- Responsibilities of the Superintendent's office
- Responsibilities of SFAs
- Questions?

# P-EBT Team



**Dr. Colleen Asumendi Fillmore**  
Director, Child Nutrition Programs  
(208) 332-6823

**Lynda Westphal**  
Lead P-EBT Coordinator  
(208) 332-6825

**Heath Ribordy**  
P-EBT Coordinator  
(208) 332-6979

**Kathrine Forstie**  
Financial Specialist  
(208) 332-6834

**Shawn Charters**  
Contracts & Grants Program Specialist  
(208) 332-6822



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# What is P-EBT



**Through P-EBT, eligible school children receive temporary emergency nutrition benefits loaded on a P- EBT card that is used to purchase food.**

**Children who would have received free or reduced price meals under the National School Lunch Act if their schools were not closed or operating with reduced hours or attendance.**

# Student Eligibility Requirements



## A child is eligible for P-EBT benefits if two conditions are met:

1. The child would be eligible for free or reduced-price meals if the National School Lunch Program and School Breakfast Program were operating normally. This includes children who are:
  - a) directly certified SY 2020-2021, or
  - b) certified through submission of a household application processed by the child's school district for SY 2020-2021 at any time from July 15, 2020 through May 1, 2021, or
  - c) enrolled in a Community Eligibility Provision (CEP) school or a school operating under Provisions 2 breakfast and lunch
2. The child does not receive free or reduced-price meals at the school because the school is closed or has been operating with reduced attendance or hours for at least 5 consecutive days in the current school year. Once the minimum 5 consecutive day threshold is met, children are eligible to receive P-EBT benefits for closures or reductions in hours due to COVID-19.

# Free/Reduced Application Eligibility



- During COVID over 90 percent of SFAs are serving free meals under SSO and SFSP
  - This results in a large number of families who have not submitted an application to the SFA
    - Deadline May 1<sup>st</sup> for submission timeline
      - This gives time to approve the applications prior to uploading a list of free and reduced students into the software system
- All free and reduced requirements are in-place
  - If an application is incomplete, it cannot be approved
  - If an application looks suspicious, it must be Verified for Cause

# Standard for P-EBT Eligible School Status



- The school is closed (including any delayed start or early closure to the school year), or the school is operating with reduced attendance or hours
  - School closures do not include weekends, weather related closures, or days when the school is closed due to a holiday or regularly scheduled break (Thanksgiving, Holiday Break, Spring Break, etc.)
  - The period of closure or reduced attendance or hours must meet the current school year minimum 5 consecutive day threshold before any child is eligible for P-EBT benefits
    - Once the minimum 5 consecutive day threshold is met, children are eligible to receive P-EBT benefits for closures or reductions in hours and/or attendance due to COVID-19 for the **rest of the school year.**

# Benefits to students



- Students may have different benefit amounts
  - Each student will get a separate card
  - Benefits are unique to the school learning model at each **school**
  - A family with more than one child could potentially have different dollar amounts put on each child's P-EBT card

# Benefit Example



SiteName	Total
Crimson Point Elementary School	\$92.07
Fremont H Teed Middle School	\$542.19
Hubbard Elementary School	\$92.07
Indian Creek Elementary School	\$92.07
Initial Point High School	\$542.19
Kuna High School	\$542.19
Kuna Middle School	\$542.19
Reed Elementary School	\$92.07
Ross Elementary School	\$92.07
Silver Trail Elementary School	\$92.07
Swan Falls High School	\$542.19

# P-EBT Example



Hubbard Elementary  
\$92.07



Kuna High School  
\$542.19

# Predominant Learning Model



STATE DEPARTMENT OF EDUCATION  
2020-2021 MIDTERM REPORTING PERIOD  
NET ENROLLMENT SCHOOLS REPORT  
DISTRICT / BUILDING NUMBER ORDER - Non-Weighted Enrollment

ABC School  
Total In-Person Enrollment = 330



K-1 came back to school 9/8  
2<sup>nd</sup> grade came back 10/1  
3<sup>rd</sup> grade came back 10/15  
4<sup>th</sup> grade came back 11/1  
5<sup>th</sup>-6<sup>th</sup> grade came back 11/29

K = 30  
1<sup>st</sup> = 50  
2<sup>nd</sup> = 50  
3<sup>rd</sup> = 50  

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4<sup>th</sup> = 50  
5<sup>th</sup> = 50  
6<sup>th</sup> = 50

Half of total enrollment is 165

Virtual students added entirely to one school do not change the in-person enrollment calculation



# Determining P\_EBT Benefits Infographic



**P-EBT Eligibility during COVID-19**

Eligibility for P-EBT benefits is calculated based on a student's school building enrollment and the *Predominant Learning Model* at the school building. Benefits are paid to students when the school building is closed for at least 5 consecutive days or students experience reduced hours of attendance due to COVID related operational limitations. When the school building opens for in-person students full time, the P-EBT benefit for the school building changes because children are receiving meals at the school while learning in-person.

Education Model:	Model Specifications:	Can students under this model receive P-EBT benefits?
<b>Virtual School Enrollment</b> 	Per federal regulation 7 CFR 210.2, and USDA guidance, virtual schools do not meet the definition of schools under the National School Lunch Program (NSLP).	<p>No.</p> <p>Students enrolled full-time in a virtual school (not enrolled in a brick-and-mortar school) are not eligible for P-EBT benefits. Virtual schools are not considered a school using USDA's definition, therefore they are not eligible to participate in the Child Nutrition Program (CNP). P-EBT benefits are for CNP participants only.</p>
<b>Remote Learning Through Brick-and-Mortar School</b> 	<p>Students remain enrolled in a traditional brick-and-mortar school (school building) that participates in the NSLP.</p> <p>Students may be learning remotely for a period of time due to community spread of COVID-19.</p>	<p>Yes.</p> <p>Students remain eligible for school meals and P-EBT benefits when school is in session. P-EBT benefit is allowable per USDA regulation.</p> <p>Benefits are paid to each student based on the <i>Predominant Learning Model</i> at the school building where they are enrolled.</p>
<b>Dual Enrollment</b> 	Students are <b>dual enrolled</b> in a virtual school and their enrollment is assigned to a brick-and-mortar school (school building) for academic purposes.	<p>Yes.</p> <p>Students remain eligible for school meals and P-EBT benefits based on the brick and mortar school building where the child's enrollment is assigned. P-EBT benefit is allowable per USDA regulation.</p> <p>Benefits are paid to each student based on the <i>Predominant Learning Model</i> at the school building where their enrollment is assigned.</p>

Information is valid as of April 2, 2021 and is subject to change.

This institution is an equal opportunity provider.

## Responsibilities of the Superintendent's office



- Superintendent's office to develop software for SFAs to enter information
  - Working with software vendor, April
  - Testing with schools and DHW, May 3-7
  - Uploads from schools May 14-June 4
  - Transmitted to DHW June 9
  - Disburse payments in July
  - All payments must be issued by September 30th

## Responsibilities of the Superintendent's office Cont.



- Superintendent's office will contract for Call Center Support
  - will field common questions from households of children that are eligible and potentially eligible to participate in P-EBT
  - ensure that all children who are eligible are able to receive their P-EBT benefits
  - refer disputes **to schools** who will answer eligibility questions
  - 1-833-685-2557
  - Email – [p-ebt@sde.idaho.gov](mailto:p-ebt@sde.idaho.gov)
- Returned Mail will be processed by SDE and sent to the SFA

# Responsibilities of the Superintendent's office Cont.



- P-EBT Outreach
  - Development of
    - SDE P-EBT website
    - Press Releases
    - Work with Homeless, Migrant and Foster liaisons
    - Work with non-profits/hunger advocacy groups



# Responsibilities of the Superintendent's office Cont.



- Develop School Kit
  - Importance of accurate data
  - Flyers
  - Sample Letter to utilize for families

A screenshot of the P-EBT website. At the top, there is a dark blue button that says "Check to See if You Qualify for P-EBT" with a right-pointing arrow. To the right of this button, there is contact information: a phone icon followed by "(833) 685-2557", an email icon followed by "p-ebt@sde.idaho.gov", and a staff icon followed by "Staff »". Below the button, there is a horizontal navigation bar with four tabs: "Files", "FAQs", "Training", and "Links". The "Files" tab is currently selected. Under the "Files" tab, the heading "Resource Files" is displayed. Below this heading, there is a section titled "General Information" which contains four links, each preceded by a red PDF icon: "P-EBT Postcard | (versión en español)", "Determining P-EBT Benefits by School Infographic", "Schools Ineligible for P-EBT", and "Parent Guide to P-EBT".

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# School Responsibilities



- Ensure enrollment entrance and exit dates are accurate
- Let Homeless and Foster families know that the cards for the children can be picked up **at a designated SFA location**
- Ensure Primary Parent's name is accurate
  - Send out a notice to families to ensure addresses are correct
  - Who is the main custodian of the child?
- How to use newly developed software
  - How to properly enter eligible students into the software
- School Packets sent home to eligible families
  - Resources and ideas for outreach

## School Responsibilities for Upload



- Change Foster and Homeless children to have the address of the designated location
- Have a second review of the spreadsheet prior to submission
- Once uploaded into the system, uploads cannot be deleted
- Only upload the Free and Reduced eligible children at eligible schools – not the entire enrollment at the SFA

# Excel Upload



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
1	idStuID	lastName	firstName	middleName	gender	birthDate	schoolID	SchoolName	gradeLevel	schoolEntryDate	schoolExitDate	econDisStatus	econDisDetermination	Address1	Address2	City	State	zip	Phone
2																			
3																			
4																			
5																			
6																			
7																			
8																			

Only a few areas are not required (highlighted in blue)

- Child's Middle Name
- Gender
- Address 2
- Parent Guardian DOB



# Foster Care and Homeless Students



- Children reported in Foster Care or who are homeless should have the P-EBT cards sent to the district office to avoid delays
  - Talk to your District Homeless Liaison to help with the distribution of the cards
    - Homeless Families should have the primary parent listed, but the address should be the school building
  - Talk to your District Foster Care Liaison
    - Foster students should list the Foster Liaison as the “parent” and the address of the school building so the cards can be distributed via the liaison
  - Change the address to be the school’s address for these cards
    - Let the person receiving the mail know that these are coming to the office for distribution
  - **Do Not** leave an address blank

# Questions



- How many students are estimated to be eligible?
  - Because the Superintendent of Public Instruction's office continues to get updates from school districts, the eligible number of 71,110 is only an estimate
- Who will pay for mailers and staff?
  - SDE has requested admin funds per school to help defray costs, however waiting for USDA approval-
  - Families are estimated to receive \$25,573,939 using March F&R data
    - (this number will change based on the applications received by May 1, 2021)

## SDE Website



- When will the SDE website be available?
  - The Superintendent's Office is waiting for spending authority to make the site live. The URL will be
    - <https://www.sde.idaho.gov/cnp/sch-mp/pebt.html>

# P-EBT Website



## Idaho School P-EBT

Through P-EBT, eligible school children receive temporary emergency nutrition benefits loaded on EBT (food stamp) cards that are used to purchase food. Children who would have received free or reduced price meals under the National School Lunch Act if their schools were not closed or operating with reduced hours or attendance for at least five consecutive days are eligible to receive P-EBT benefits.

Idaho State Department of Education is the lead agency for the Idaho School P-EBT.

A child is eligible for P-EBT benefits if two conditions are met:

1. The child would be eligible for free or reduced-price meals if the National School Lunch Program and School Breakfast Program were operating normally. This includes children who are:
  - a. directly certified SY 2020-2021, or
  - b. certified through submission of a household application processed by the child's school district for SY 2020-2021, or
  - c. enrolled in a Community Eligibility Provision (CEP) school or a school operating under Provisions 2 breakfast and lunch
2. The child does not receive free or reduced-price meals **at the school** because the school is closed or has been operating with reduced attendance or hours for at least five consecutive days in the current school year. Once the minimum five consecutive day threshold is met, children are eligible to receive P-EBT benefits for closures or reductions in hours due to COVID-19.

[Check to See if You Qualify for P-EBT](#) | ➔

Files

FAQs

Training

Links

### Frequently Asked Questions

The 2019-2020 school P-EBT benefits for March-June 2020 closed on September 30, 2020. It is past the deadline to issue benefits for this time period. This page will only be discussing the August 2020-June 2021 P-EBT Benefit.

### Child Nutrition Programs »

> Child and Adult Care Food Program

> **School Meal Programs**

Community Eligibility Provision

Fresh Fruit & Vegetable Program

Idaho School Nutrition Reference Guide

**Idaho School P-EBT**

National School Lunch & Breakfast

School Wellness

Smart Snacks

> Summer Food Service Program

> USDA Foods & Processing

📁 **Archives »**

📁 **Resource Center »**

### Contact Details

📞 **Toll-Free Number**

☎ (833) 685-2557

✉ [p-ebt@sde.idaho.gov](mailto:p-ebt@sde.idaho.gov)

👤 **Staff »**

# How Can Schools assist?



- **Not all children in Idaho qualify.** It depends on the schools predominant learning model and the child's free/reduced status in 20/21.
- Encourage families to update addresses and apply for free or reduced meals prior to May 1<sup>st</sup> if the school qualifies.
- Let your parents know if the **school has been determined ineligible** so they are not waiting for a P-EBT card.
- Link to the SDE website
  - We encourage everyone to link to the SDE website once it is live instead of building a website of their own. This will ensure accurate and updated information as the program progresses.

# Partial School enrollment?



- Students enrolled in part of the year, even if they unenrolled, qualify for the time at an eligible school. Upload lists with students enrolled at any time during the entire year.

AugustAmo	SeptemberA	OctoberAmc	NovemberA	DecemberAi	JanuaryAmo	FebruaryAm	MarchAmou	AprilAmoun	MayAmount	JuneAmount
\$0.00	\$92.07	\$81.84	\$61.38	\$61.38	\$81.84	\$81.84	\$81.84	\$0.00	\$0.00	\$0.00
\$0.00	\$92.07	\$81.84	\$61.38	\$61.38	\$81.84	\$81.84	\$81.84	\$0.00	\$0.00	\$0.00
\$0.00	\$92.07	\$81.84	\$61.38	\$61.38	\$81.84	\$81.84	\$81.84	\$0.00	\$0.00	\$0.00
\$0.00	\$92.07	\$81.84	\$61.38	\$61.38	\$81.84	\$81.84	\$81.84	\$0.00	\$0.00	\$0.00
\$0.00	\$92.07	\$81.84	\$61.38	\$61.38	\$81.84	\$81.84	\$81.84	\$0.00	\$0.00	\$0.00
\$0.00	\$92.07	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$92.07	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$92.07	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$92.07	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$92.07	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$92.07	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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# Ineligible Schools



- Will be found under General Information on the P-EBT website:

## Schools Ineligible for P-EBT

District Number	Site Name
The highlighted lines indicate School Districts that have some eligible and some ineligible buildings. This list includes all of the ineligible schools as of April 5, 2021.	
011	Meadows Valley Elementary
011	Meadows Valley Jr - Sr High School
013	Council Elementary School
013	Council Jr - Sr High School
021	Downey Elementary School
021	Inkom Elementary School
021	Lava Elementary School
021	Marsh Valley High School
021	Marsh Valley Middle School
021	Mountain View Elementary School
025	Chubbuck Elementary School
025	Claude A. Wilcox Elementary School
025	Edahow Elementary School
025	Gate City Elementary School
025	Greenacres Elementary School
025	Indian Hills Elementary School
025	Jefferson Elementary School
025	Lewis & Clark Elementary School

## Payment Information - FAQ



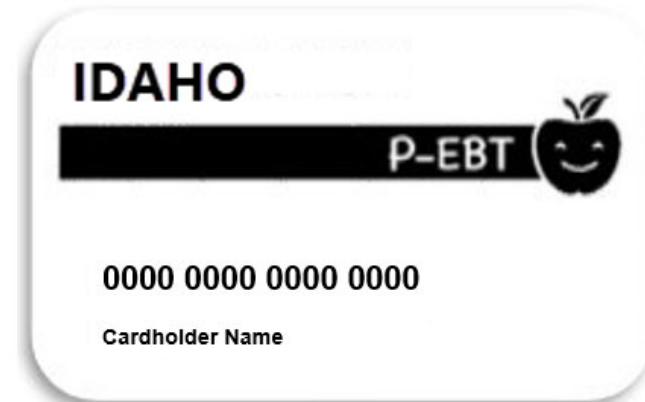
- When will the first families receive their benefit?
  - The Superintendent's office plans on having schools submit one upload with data starting around May 2021 and submit eligible payments to DHW for children by June 2021 for distribution in July.
- Is a FAQ document available?
  - Yes, this will be available on the Idaho State Department of Education P-EBT website.



# Will funds be placed on a Quest Card?



- The P-EBT Card will be a white card with black print sent to each eligible child in an amount calculated by eligible **school**.
- Each child's benefit may be different.
- The Superintendent's Office will not be able to track any spending from the card.



# Benefit Rules



## A family can decline benefits



- A family cannot give their card away to someone
- A family cannot donate their card
  - This is called Welfare Fraud

# Allowable and Unallowable Purchases



- There are several rules regarding what purchases can be made with a P-EBT card. These rules are the same as SNAP.
- The Department of Health and Welfare has a list of items that can and cannot be purchased with a P-EBT card. Please refer to the link for SNAP for this information.
- <https://healthandwelfare.idaho.gov/services-programs/food-assistance/about-snap>

## USDA Nondiscrimination Statement



In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [How to File a Complaint](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;

fax: (202) 690-7442; or

email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

# Contact Information

Idaho State Department of Education  
650 W State Street, Boise, ID 83702  
208.332.6800  
[www.sde.idaho.gov](http://www.sde.idaho.gov)



*Supporting Schools and Students to Achieve*

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Pandemic EBT | 32

**STATE DEPARTMENT OF EDUCATION  
JUNE 16, 2021**

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**SUBJECT**

Federal Coronavirus Relief K-12 Funding Update

**REFERENCE**

March – April 2020	The Board has received weekly updates on the federal response to the coronavirus (COVID-19) pandemic and the availability of funding through the CARES Act.
April 27, 2020	The Board received an update on the allowable uses and amount of funds available to Idaho through the Elementary and Secondary School Emergency Relief Fund and Governor's Emergency Education Relief Fund.
May 4, 2020	The Board directed staff to move forward with data analysis for the discussed proposals and to identify sources of funds for those proposals.
June 10, 2020	The Board approved the use of the ESSER 10% SEA reserve funds for grants to local education agencies and for funding for professional development to provide social emotional and behavioral health supports remotely;
July 15, 2020	The Board approved a methodology and grant application for \$30,000,000 from Idaho's relief funds through the Governor's Coronavirus Financial Advisory Committee.
August 26, 2020	The Board approved a methodology and allocation for \$1,000,000 from the ESSER 10% SEA reserve funds for social emotional and behavioral health supports.
October 21, 2020	The Board received a CARES Act funding source and equitable services update.
February 17, 2021	The Board received a CARES Act funding update and a CRRSA Act overview.
April 5, 2021	The Board approved the distribution of the ESSER II funds to local education agencies (LEAs) under a methodology that assured each LEA received an amount at least equivalent to what they would have received from discretionary funds prior to the 5% hold back and set 2.5% of the APR ESSER SEA Reserve (ESSER III) funds for distribution to schools who receive no Title I or low Title I funds, pending legislative approval of spending authority.
April 22, 2021	The Board received an update on the COVID Relief K-12 funds, which included CARES Act ESSER, CRRSA Act ESSER, ARP ESSER, CRRSA EANS and ARP EANS.

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**BACKGROUND/DISCUSSION**

The CARES Act, signed into law March 27, 2020, provides financial relief to local educational agencies (LEAs) from the Elementary and Secondary School Emergency Relief (ESSER) Fund and the Coronavirus Relief Fund through the Governor's Coronavirus Financial Advisory Committee. The CARES Act allowed the State Board of Education as the State Education Agency (SEA) to reserve up to 10 percent of the Elementary and Secondary School Emergency Relief (ESSER) Fund for grants to LEAs to be used for emergency needs as determined by the SEA to address issues responding to COVID-19. These funds must be awarded by May 18, 2021, and expended by September 30, 2022. At its July 15, 2020 meeting, the Board adopted the funding distributions, which included \$3.785 million for distance/blended learning with a priority for a learning management system (LMS). At the July 15 meeting, the Board also approved a methodology and grant application for \$30 million in funding from Idaho's relief funds through the Governor's Coronavirus Financial Advisory Committee to close the digital divide. A Review Committee was convened to read the applications and make recommendations for funding.

The Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act was signed into law on December 27, 2020. Included in the CRRSA Act, the performance period for the CARES Act Coronavirus Relief Fund was extended from December 30, 2020 to December 31, 2021. The Division of Financial Management (DFM) will close the Coronavirus Relief Funds June 30, 2021, which means Department's last GRA payment to LEAs will be made June 25, 2021.

The CRRSA Act provides Idaho an additional \$195,890,413 for K-12 public education under ESSER II. Of this amount, 90% or \$176,301,372 has been allocated to LEAs based on each LEA's proportional share of Title I-A funds for 2020-2021. The remaining 10%, or \$19,589,041, represents a state set-aside reserve for emergency needs as determined by the SEA to address issues responding to coronavirus, including measuring and addressing learning loss. Of these state set-aside funds, \$979,452 may be used for administrative costs. The Department has requested \$300,000 of these funds to administer the program. All CRRSA Act ESSER I and ESSER II funds must relate to preventing, preparing for, and responding to COVID-19.

The American Rescue Plan (ARP) ESSER was signed into law March 11, 2021 and provides Idaho \$439,942,041 for K-12 education. Of this amount, 90% will be allocated by formula to LEAs. Of the amount distributed by formula to LEAs, LEAs must spend 20% of their funds on addressing lost instructional time. The remaining 10% State Set-Aside Reserve must be used to address learning loss (5%), summer enrichment (1%), after school programs (1%) and emergency needs and administrative costs (3%) identified by the SEA. Idaho has received 2/3 of the total award. The State will receive the remaining funds after the SEAs ESSER State Plan and Application are submitted by June 7, 2021 and approved by the U.S. Department of Education.

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The Governor's Emergency Education Relief Fund (GEER) includes a separate program of Emergency Assistance for non-Public Schools (EANS) for which eligible non-public schools may apply to an SEA to receive services or assistance related to the pandemic. The EANS Certification and Agreement application was submitted to and approved by the U.S. Department of Education on February 11, 2021. The State Board identified the State Department of Education as the administrator of this program. Idaho received \$19,581,608 for services and assistance to non-public schools. Twenty non-public schools have applied for these funds for a total of approximately \$4.2 million dollars.

Under ARP EANS, \$21,961,960 may be available to Idaho non-public schools for emergency assistance and services. An application package will be provided to the Governor who is the grantee of the program on or about May 21, 2021. The deadline for submitting the application for funds is July 15, 2021.

**IMPACT**

This agenda item will provide the Board with an update on the status of the CARES Act, the CRRSA Act, the ARP ESSER funds and the EANS programs.

**ATTACHMENTS**

Attachment 1 – COVID Relief K-12 Funding Update

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

The CARES Act established multiple funds dedicated to addressing impacts to education due to the 2019 Novel Coronavirus (COVID-19) pandemic, two of these provide allocations at the state level, while a third fund, the Higher Education Relief Act is distributed directly to the postsecondary institutions. The two funds that provided allocations at the state level are the Governor's Emergency Education Relief (GEER) Fund and the Elementary and Secondary School Emergency Relief (ESSER) Fund. The CARES Act ESSER Fund allocated funds to the state education agencies based on the same proportion as states receive funds under Part A of Title I of the Elementary and Secondary Education Act in fiscal year 2019. Idaho's share of this fund was \$47,854,695. From this amount a minimum of \$43,069,20226 (90%) had to be distributed to the local education agencies (LEA) based on the LEA's proportional share of the state's Part A, Title I funds. These funds are then distributed based on each LEA's propositional share of Part A, Title I funds received in 2019. Not all LEA's receive Part A, Title I funds. Part A, Title I funds are distributed based on an LEA's share of eligible Title I students. Up to 10 percent (10%) of these funds, \$4,785,470, may be reserved by the SEA "to be used for emergency needs as determined by the SEA to address issues responding to COVID-19." States have one year from date of the federal ESSER award to award or subgrant the funds.

The Coronavirus Response and Relief Supplemental Appropriations Act, 2020 (CRRSA Act) expanded the ESSER Fund. These funds appropriated through the



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CRRSA Act are being referred to as the ESSER II funds. Attachment 2 provides a comparison chart provided by the US Department of Education outlining the differences between the ESSER I and ESSER II funds. The ESSER I and ESSER II funds must be accounted for separately and reported on separately. Local education agencies must pull down and use all of their ESSER I dollars prior to pulling down any ESSER II dollars.

The ESSER II Fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2020. Idaho will receive \$195,890,413 in ESSER II funding. Of this amount, at least \$176,301,372 must be distributed to local education agencies based on the Title I distribution methodology. Like ESSER I, 10% of the funds may be reserved for use by the SEA. Of these reserve funds  $\frac{1}{2}$  of 1% of the total award may be used for administrative costs. The SEA 10% reserve is \$19,589,041, of this, up to \$979,452 could be used for administrative costs. The State Department of Education (SDE) has requested spending authority for \$300,000 of these funds to administer the program.

Due to the timing of the enactment of the CRRSA Act and when Idaho's legislature convenes, spending authority for ESSER II funds is provided through the legislative budget process either as supplemental appropriation for the public schools budget FY 2021 budget or spending authority in the FY 2022 public schools budget.

At the April 5, 2021 Special Board meeting the Board approved use of 2.5% ARP ESSER SEA reserve funds to LEAs that receive no Title I or low Title I funding, pending legislative action granting spending authority of the federal funds for FY 2022.

**BOARD ACTION**

This item is for informational purposes only.

# SUPERINTENDENT'S REPORT TO THE STATE BOARD 6.16.2021

**THIS REPORT WILL BE UPDATED PRIOR TO JUNE 16, 2021**

## CARES Act FY20 and FY 21 DRAW DOWN OVERVIEW (as of 4.26.2021)

CARES ACT GRANTS	Appropriated	Allocated	Expended/ Drawn Down	Balance	Percentage Funds Expended	Total Recipient	Recipient Count - Draw Down	Percentage Recipient that have drawn down funds
<b>CARES Coronavirus Relief - CFAC</b>								
CARES Coronavirus Relief - CFAC - Special Distribution	\$99,272,496	\$99,272,496	\$97,001,224	\$2,271,272	97.71%	183	173	94.54%
CARES Coronavirus Relief - CFAC - Technology	\$1,000,000	\$985,052	\$979,166	\$5,886	99.40%	65	65	100.00%
CARES Coronavirus Relief - CFAC - Blended Learning	\$24,920,000	\$24,476,828	\$23,231,888	\$1,244,940	94.91%	174	169	97.13%
CARES Coronavirus Relief - CFAC - Non ESSER I	\$1,000,000	\$901,263	\$833,837	\$67,425	92.52%	53	47	88.68%
CARES Coronavirus Relief - CFAC - Child Nutrition	\$2,000,000	\$1,723,004	\$1,664,049	\$58,955	96.58%	107	102	95.33%
<b>CARES ESSER I</b>								
CARES ESSER I - Flow Through	\$43,069,226	\$43,069,226	\$20,108,059	\$22,961,167	46.69%	154	123	79.87%
CARES ESSER I - State Set-Aside LMS	\$3,785,469	\$3,785,469	\$2,102,481	\$1,682,988	55.54%	182	94	51.65%
CARES ESSER I - State Set-Aside SEL	\$1,000,000	\$1,000,000	\$289,889	\$710,111	28.99%	182	82	45.05%
<b>CARES Child Nutrition State Grant</b>								
CARES Child Nutrition State Grant	\$45,582,200	\$45,481,967	\$45,481,967	\$0	100.00%	207	207	100.00%
<b>Grand Total</b>	<b>\$221,629,391</b>	<b>\$220,695,304</b>	<b>\$191,692,560</b>	<b>\$29,002,744</b>				

- 80% of LEAs have expended 47% of CARES Act ESSER funds as of 4.26.2021.
- 46 LEAs have expended 100% of their ESSER I funds and another 21 LEAs have less than \$10,000 to draw down.
- The data table above, a Reimbursement by Category table, and an LEA Expenditure by Grant Report are published at <https://www.sde.idaho.gov/federal-programs/cares-act/index.html> every Monday afternoon.
- The GRA is available for weekly draw-down requests.

4.28.2021

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**Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA), ESSER II \$195,890,413**

- JFAC has authorized spending authority for ESSER II funds in two installments, one for FY 2021 and the remaining funds July 1, 2021.
- The Governor must sign the proposed legislation into law.

**American Rescue Plan (ARP) Act ESSER \$439,942,041**

- Spending authority has not yet been provided for the ARPA ESSER funds.
- ARPA ESSER is appropriated to states in two installments. Idaho received the Grant Award Notice for the first installment of \$293,294,694, which is 2/3 of the total award, on March 24, 2021. The State will receive the second installment of \$146,647,347 after Idaho submits an application and a plan for the funds.
- 90% of the funds flow through to LEAs. These funds are divided into 20% to address learning loss and 80% discretionary flow-through.
- The remaining 10% is for the State Reserve: \$43,994,204:
  - 5% to address learning loss: \$21,997,103
  - 1% for summer enrichment: \$ 4,399,420
  - 1% for after school programs: \$ 4,399,420
  - 3% for “emergency needs”: \$13,048,261
  - and administrative costs: \$ 100,000 (of the 2.2M in administrative costs available to Idaho)
- USED provided states a State Plan and Application template. The Plan and Application must be submitted to USED by June 7, 2021. The seven sections of the Plan/Application include:
  1. State’s current status and needs
  2. Safely reopening schools and sustaining their safe operations
  3. Planning for the use and coordination of ARP ESSER funds
  4. Maximizing State-level funds to support students (State Set-Aside Reserve)
  5. Supporting LEAs in planning for and meeting student’s needs
  6. Supporting the educator workforce
  7. Monitoring and measuring progress

**CRRSA, Emergency Assistance to Non-Public Schools (EANS) \$19,581,608**

- Governor is the grantee and the SEA administers the grant. The SEA has delegated the administration of the program to Superintendent Ybarra.
- Priority is given to schools that enroll low-income students and are most impacted by the pandemic.
- Non-public schools may be reimbursed for past allowable activities. Otherwise, the program provides services and assistance to the non-public schools.
- 20 non-public schools have submitted an application for funds in the amount of approximately \$4.2 M. We are in the process of consulting with each non-public school and approving applications.
- Funds for services and assistance to the non-public schools must be obligated within six months and any remaining funds not obligated are returned to the Governor's office.

**ARPA, Emergency Assistance to Non-Public Schools (ARPA EANS) \$21,961,960 (final)**

- ARPA EANS will be awarded to each Governor with an approved application.
- U.S. Department of Education (USED) will provide an application package on or about May 21, 2021. The deadline for states to submit the application is July 15, 2021. States will be awarded funds within 15 days of USED receiving an approvable application.
- ARPA EANS provides services or assistance to eligible non-public elementary and secondary schools to address the impact of COVID-19. No funds will go directly to the non-public schools.
- ARPA EANS is the same as CRRSA EANS with two exceptions:
  - 1) an SEA may only provide services or assistance under ARPA EANS to non-public schools that enroll a significant percentage of low-income students and are most impacted by the COVID-19 emergency; and
  - 2) an SEA may not use ARP EANS funds to provide reimbursements to any non-public school for costs the school incurred to address the impact of COVID-19.

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**SUBJECT**

Hardship Status, Albion Elementary School

**REFERENCE**

June 2015	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2017	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2018	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2019	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
August 2020	The Board received an update regarding Albion Elementary School and its continued need for hardship status.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1003(2)(b), Idaho Code

**BACKGROUND/DISCUSSION**

At the October 1999 Board meeting, the State Board of Education (Board) approved the request by Cassia County School District #151 for Albion Elementary School to be designated as a hardship elementary school for one year and required an annual report thereafter. In 2000, the Legislature amended Section 33-1003(2)(b), Idaho Code, by adding, "An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education." Therefore, no action is required unless the Board chooses to rescind the hardship status. Conditions supporting the October 1999 decision to approve the Albion Elementary School as a hardship elementary school have not changed.

**IMPACT**

Cassia County School District #151 would have received approximately \$152,000 less in FY 2021 if Albion Elementary School had not been considered a separate school.

**ATTACHMENTS**

Attachment 1 – Letter from Superintendent James Shank to Superintendent Ybarra dated April 26, 2021.

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**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Section 33-1003, Idaho Code, the State Board of Education is authorized to grant an elementary school(s) status as a separate attendance unit, for the purposes of calculating average daily attendance, when “special conditions exist warranting the retention of the school as a separate attendance unit and the retention results in a substantial increase in cost per pupil in average daily attendance above the average cost per pupil in average daily attendance of the remainder of the district's elementary grade school pupils.”

Average daily attendance (ADA) calculations are used to determine the number of support units a school district has, which then in turn affects the amount of funds the school district receives from the state for salary and benefit apportionment and discretionary funds. The ADA calculation is variable based on the number of students a school district has in a specific grade range. As an example, a school district with an elementary school with 170 students in ADA has an attendance divisor of 20, resulting in 8.5 support units and a hardship school with 18 students in ADA, has an attendance divisor of 12 resulting in 1.5 support units. The school district would then receive 10 support units for its elementary school students. Using this same example for a school district that does not have a hardship school, the district would have 188 students in ADA, with a divisor of 20 resulting in 9.4 support units for the school district's elementary students. At \$27,556 (FY21 estimated statewide average distribution factor) per support unit, the school district in the first example would receive \$275,560 while the school district in the second example would receive \$259,026. These numbers are used for illustrative purposes only, and are not the numbers for any specific school district.

**BOARD ACTION**

This item is for informational purposes only.



## CASSIA SCHOOL DISTRICT NO. 151

3650 OVERLAND AVE. • BURLEY, ID 83318-2444 • (208) 878-6600 • FAX (208) 878-4231

Ryan Cranney  
*Board Chairman*

Heber Loughmiller  
*Vice Chairman*

Jeff Rasmussen  
*Board Member*

Darin Moon  
*Board Member*

Bruce Thompson  
*Board Member*

Dr. Jim Smyer  
*Superintendent*

Sandra Miller  
*Asst Superintendent*

Chris James  
*Fiscal Manager*

April 26, 2021

Ms. Sheri Ybarra  
State Superintendent of Public Instruction  
PO BOX 83720  
Boise, ID 83720-0027

Dear Superintendent Ybarra,

In the October 1999 meeting of the State Board of Education it was noted that Albion Elementary School was granted a *hardship* status by the Board. As noted in the minutes of the State Board of Education this status was granted one year at a time. It was also identified that the State Superintendent be the person responsible to present this request annually to the Board through the SBOE agenda.

Please accept this letter from Cassia Joint School District #151 as a request for hardship status for Albion Elementary (School Number 111) for the 2021-2022 school year. The approval conditions granted by the State Board of Education at the time of the initial granting have not changed.

Thank you, and the State Board of Education, for your support of the children of Cassia County and Idaho. Please contact me if you need further information...

Please contact me if you need further information.

Sincerely,



Jim Shank  
Superintendent

**STATE DEPARTMENT OF EDUCATION  
JUNE 16, 2021**

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**SUBJECT**

ESSA Waiver to Address Federal Accountability Requirements for SY 2020-2021

**REFERENCE**

August 2017	Board approved Idaho's Every Student Succeeds Act Consolidated Plan and approved the Department to submit the plan to the U.S. Department of Education.
February 2018	Board approved a revised Consolidated State Plan based on review and feedback from the US Department of Education.
December 2018	Board received the Accountability Oversight Committee 2018 Student Achievement Report and Recommendations.
February 2019	Board approved amendments to the Idaho Consolidated State Plan.
August 2019	State Board received an assessment and accountability update.
March 23, 2020	The Board waived the requirement for the spring 2020 ISAT administration and approved the waiver to be submitted to the U.S. Department of Education requesting flexibility in the ESEA accountability provisions.
April 6, 2020	The Board received an update from the State Superintendent of Public Instruction on the availability of additional waivers from the US Department of Education.
April 13, 2020	The Board approved a waiver for submission to the U.S. Department of Education of several reporting and accountability requirements outlined in the Consolidated Plan in response to COVID-19 disruptions. The Board also waived the requirement in 08.02.03.111 for the administration of the Idaho Standard Achievement Test (ISAT) and alternate assessments for students with significant cognitive disabilities, in English Language Arts, Math and Science, in grades 3-8 and high school for the 2019-2020 school year.
October 2020	The Board received an update on assessment administration and accountability calculations for the 2020-2021 school year.
January 2021	The Board approved an accountability addendum based on existing U.S. Department of Education guidance for modifying calculations and identifications following the 2020-2021 school year.
April 2021	Board asked to consider a waiver request for submittal to the U.S. Department of Education of federal



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accountability requirements and postponed action pending a waiver of the state accountability requirements.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-110, Idaho Code

Administrative Code, IDAPA 08.02.03 – Section 111, Assessment in the Public Schools; IDAPA 08.02.03 – Section 112, Accountability

**BACKGROUND/DISCUSSION**

The current state accountability system was established by the Board through the rulemaking process in 2016 and accepted by the Legislature in 2017, becoming effective for the 2017-2018 school year. The accountability system includes measures of performance and growth based on student performance on the ISAT summative assessments in English Language Arts/Literacy and Math.

On October 20, 2020 the U.S. Department of Education released a preliminary template and guidance for an “Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency.” This addendum was for states to use in proposing limited, one-time changes to their accountability plan based on the ongoing effects of the assessment data disruptions associated with COVID-19. The U.S. Department of Education originally indicated states needed to submit their addendum requests by February 1, 2021.

In response, the State Department of Education worked with the Board’s Accountability Oversight Committee (AOC) during November and December of 2020 to draft an addendum. Under the addendum, Idaho would extend its long-term goals by one year, pause school identification of low performing schools and exit schools out from being identified where possible, and utilize a modified academic growth calculation to address missing data from 2020. The Board approved this addendum in a January 4, 2021 meeting. The State Department of Education posted the Board-approved addendum for public comment on January 6, 2021.

On January 19, 2021, the U.S. Department of Education released a final addendum template and guidance. This information was consistent with the preliminary addendum information, with the exception of extending the submission deadline and inviting states to submit a separate waiver request for Targeted Support and Improvement (TSI) identification. As a statutory requirement, TSI identification was not subject to the addendum itself. Based on this information, the State Department of Education extended the public comment period for the addendum until February 5, 2021 and drafted a TSI waiver request that it posted for public comment from February 15 through March 5, 2021.

On February 19, 2021, the State Department of Education submitted the addendum request to the U.S. Department of Education and indicated that a

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subsequent TSI waiver request would be forthcoming. On February 22, 2021, the U.S. Department of Education released new guidance inviting states to apply for a more comprehensive accountability and identification waiver.

The State Department of Education has drafted a proposed accountability waiver consistent with the previously-approved addendum decisions, along with additional modifications reflecting the new flexibility introduced by the U.S. Department of Education.

**IMPACT**

The proposed waiver will ensure Idaho is able to pursue accountability calculation and determination decisions following SY 2020-2021 that comply with final U.S. Department of Education requirements.

**ATTACHMENTS**

Attachment 1 – Idaho Accountably Waiver  
Attachment 2 – Accountability Waiver Presentation

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Section 33-110, Idaho Code, designates the State Board of Education as the State Educational Agency (SEA) and authorizes the Board to negotiate with the federal government, and to accept financial or other assistance to further the cause of education. The Elementary Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 requires each state's SEA to submit plans outlining how they will meet the requirements of ESSA to be eligible for the federal funding attached to the requirements. States were allowed to submit individual plans for each Title contained in the law or they had the option to submit a single consolidated plan. Idaho, like most states, submitted a single consolidated plan. The Board approved Idaho's Consolidated State Plan at the August 2017 Board meeting. Provisions in ESSA (34 C.F.R. § 299.13(b) and 299.15(a) – Consultation and Stakeholder Engagement, 34 C.F.R. § 299.13(b) – Public Notice and Outreach and Input, and ESSA § 8540 Governor's Consultation) require much broader stakeholder engagement than was previously required under the Elementary and Secondary Education Act in the development of state plans.

In addition to codifying Idaho's accountability framework requirements for state and federal accountability in administrative rule, IDAPA 08.02.03.112.04. provides that the State Board of Education is responsible for determining methodologies for reporting progress and determining performance on the accountability measures. Any changes to the state accountability framework or the state comprehensive assessment program identified in IDAPA 08.02.03 must be promulgated through the negotiated rulemaking process prior to those amendments being made in the ESEA Consolidated State Plan. Methodologies for determining progress, setting growth and achievement targets, or identifying schools based on the performance measures can be changed through Board action without having to amend or waive any provisions in IDAPA 08.02.03. As the SEA, any amendments or requests for

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waivers to the ESEA Idaho Consolidated State Plan must be approved by the Board. Any amendments or waivers that conflict with the accountability provisions in IDAPA 08.02.03 would also require a waiver or amendment to those provisions. IDAPA 08.02.03, sets out the metrics used for school and district accountability and designates the State Board of Education as the body responsible for setting annual measurable progress goals and outcomes for schools not meeting those goals. Due to this flexibility, any amendments to the school identification process only require approval of a waiver or amendment to the provisions established in Idaho's Consolidated State Plan.

The waiver the Board is being asked to consider at this time would waive the following:

- (a) Measure progress toward long-term goals and measurements of interim progress, meaningfully differentiate on an annual basis, and participation rate below 95% and identify schools for comprehensive, targeted, and additional targeted support and improvement based on data from the 2020-2021 school year.
- (b) Report card provisions related to accountability (see attachment 1 for specific areas)

Additionally, as part of the waiver process, Idaho will also be committing to:

- (a) Making publicly available chronic absenteeism data; and
- (b) Making publicly available data on student and/or teacher access to technology devices and high-speed internet, disaggregated by student subgroups, to the extent such data are collected at the state or LEA level.

And assuring that:

- (a) Any school that is identified for comprehensive, targeted, or additional targeted support and improvement in the 2019-2020 school year, except for comprehensive support and improvement schools identified based on low graduation rates that meet the State's exit criteria, will maintain that identification status in the 2021-2022 school year, implement its support and improvement plan, and receive appropriate supports and interventions.
- (b) Idaho will identify comprehensive, targeted, and additional targeted support and improvement schools using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

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**BOARD ACTION**

I move to approve the waiver request of provisions in the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) as provided in Attachment 1 and authorize the State Superintendent of Public Instruction to submit the waiver request on behalf of the State Board of Education.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

*This template is an example that may be used for the submission of a request for waivers of accountability, school identification, and related reporting requirements under the Elementary and Secondary Education Act of 1965, as amended. Note that a State educational agency is not required to use this template. For assistance on this accountability waiver template, or to discuss assessment flexibility that a State may need based on the specific circumstances within the State, please contact [OESE.TitleI-a@ed.gov](mailto:OESE.TitleI-a@ed.gov).*

The Honorable Ian Rosenblum  
Deputy Assistant Secretary for Policy and Programs, Delegated the authority to perform the functions and duties of the Assistant Secretary for Elementary and Secondary Education  
Office of Elementary and Secondary Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Deputy Assistant Secretary Rosenblum:

I am writing to request a waiver, pursuant to section 8401 of the Elementary and Secondary Education Act of 1965 (ESEA), of the following requirements as a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19):

State: **Idaho**

*Please check all that apply:*

☒ Accountability and school identification requirements in ESEA sections 1111(c)(4) and 1111(d)(2)(C)-(D): the requirements that a State measure progress toward long-term goals and measurements of interim progress; meaningfully differentiate, on an annual basis, all public schools, including by adjusting the Academic Achievement indicator based on a participation rate below 95 percent; and identify schools for comprehensive, targeted, and additional targeted support and improvement based on data from the 2020- 2021 school year.

☒ Report card provisions related to accountability in ESEA section 1111(h) based on data from the 2020-2021 school year. These include:

- Section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (*Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools*).
- Section 1111(h)(1)(C)(iii)(I) (*Other Academic indicator results for schools that are not high schools*).
- Section 1111(h)(1)(C)(v) (*School Quality or Student Success indicator results*).
- Section 1111(h)(1)(C)(vi) (*Progress toward meeting long-terms goals and measurements of interim progress*).
- Section 1111(h)(2)(C) with respect, at the local educational agency (LEA) and school levels, to all waived requirements in section 1111(h)(1)(C).

Consistent with the requirements of ESEA section 8401(b)(1)(C), describe how the waiving of such requirements will advance student academic achievement.

*Waiving the accountability provisions above will advance student academic achievement by allowing stakeholders to focus on using this year's assessment data to mitigate any learning loss. To support the gathering of that type of actionable data for the statewide assessments in English Language Arts and Mathematics, Idaho has extended the test window, introduced an adjusted test blueprint to shorten testing times, and made remote testing available when needed. The state has set clear expectations for broad participation that will provide critical data about student performance. However, some districts and schools may still face challenges in testing all students. Temporarily waiving the adjustment of proficiency rates for participation below 95 percent would avoid penalties for districts and schools making a good faith effort to test all students and ensure that reported data better reflect actual performance. Extending this flexibility to not identify schools for comprehensive, targeted, or additional targeted support and improvement following school year 2020-2021 is consistent with Idaho's proposed emphasis on using this year's data to inform teaching and learning, rather than high-stakes accountability.*

Consistent with the requirements of ESEA section 8401(b)(1)(F), in order to maintain or improve transparency in reporting to parents and the public on student achievement and school performance in school year 2020-2021, including the achievement of subgroups of students, I assure that:

☒ The State will make publicly available chronic absenteeism data, either as defined in the State's School Quality or Student Success indicator, if applicable, or ED*Facts*, disaggregated to the extent such data are available by the subgroups in ESEA section 1111(c)(2), on State and local report cards (or in another publicly available location).

☒ The State will make publicly available data on student and/or teacher access to technology devices and high-speed internet, disaggregated by the subgroups in ESEA section 1111(c)(2), to the extent such data are collected at the state or LEA level.

*Idaho's accountability system is built on sharing the results of multiple metrics at the state, district, school, and student-group level. Idaho will continue to share as much information as possible to help stakeholders understand the various components of school performance, including a modified measure of student growth to address data missing from 2020. As part of this transparency effort, Idaho will continue to report data on chronic absenteeism, as well as other metrics, via Ed*Facts*. Idaho will also be introducing an optional questionnaire for use in the field to capture data on various metrics related to the opportunity to learn, including the availability of technology. In addition, Idaho will be participating in the monthly National Assessment of Educational Progress (NAEP) questionnaire on attendance, enrollment, and mode of instruction, as well as the NAEP school and teacher study that addresses instructional resources.*

Consistent with the requirements of ESEA section 8401(b)(1)(F), in order to ensure that schools will continue to provide assistance to the same populations served by Title I, Part A (e.g., subgroups in section 1111(c)(2)), I assure that:

- ☒ Any school that is identified for comprehensive, targeted, or additional targeted support and improvement in the 2019-2020 school year (i.e., any school that was in that status as of the 2019-2020 school year), except for comprehensive support and improvement schools identified based on low graduation rates that meet the State's exit criteria, will maintain that identification status in the 2021-2022 school year, implement its support and improvement plan, and receive appropriate supports and interventions.

*Idaho will report and analyze data on various performance metrics and disaggregate the results by student group. We will then use this information to help stakeholders identify gaps and patterns of concern. Beyond highlighting these issues, State Department of Education staff will provide training to help administrators and teachers use these results to support achievement and equity.*

- ☒ The State will identify comprehensive, targeted, and additional targeted support and improvement schools using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

Consistent with the requirements of ESEA section 8401(b)(3)(A), prior to submitting this waiver, the State provided interested LEAs and the public with notice and a reasonable opportunity to comment and provide input on this waiver request and considered the feedback and input in finalizing this request. The comments and input received, as well as the State's description of how it addressed the comments and input, are enclosed with this request.

Thank you for your consideration.

Sincerely,

Chief State School Officer (or Authorized Representative)

Digital Signature

OR

Typed Name and Date

By typing my name here, I am affirming submission of this waiver on behalf of the State.

**OMB Number:** 1810-0752

**Expiration Date:** September 30, 2021

**Public Burden Statement:** According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0752. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact the Office of School Support and Accountability, 400 Maryland Avenue, SW, LBJ Federal Office Building, Washington, DC, 20202 or [OESE.TitleI-a@ed.gov](mailto:OESE.TitleI-a@ed.gov).





# Accountability Waiver

April 21-22, 2021



*Supporting Schools and Students to Achieve*

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

## Background - Addendum



- October 20, 2020 the U.S. Department of Education released a draft template and guidance for an accountability “addendum”
- Designed to allow states to make limited, one-time changes to their accountability system based on ongoing data disruptions
  - Due February 1, 2021

## Background - Addendum



- SDE staff drafted an addendum in consultation with Accountability Oversight Committee (AOC)
- Board approved the addendum on January 4, 2021.

## Background - Addendum



- The approved addendum included the following:
  - Move long-term goals out one year
  - Report normal metrics on the Report Card
  - Use growth over two years in growth calculation, all other metrics stay the same
  - Move all available identifications and exits out one year
  - Calculate **required** TSI identification using gaps in 2018, 2019, and 2021

## Background - Addendum



- Posted for public comment on January 6, 2021
- The U.S. Department of Education released final versions of the template and guidance on January 19, 2021
  - Extended submission timeline
  - Invited TSI waiver

## Background - Addendum



- The SDE extended the public comment period and drafted a TSI waiver (posted for comment February 15 – March 5, 2021)
- Addendum submitted to the U.S. Department of Education on February 19, 2021
  - Noted that TSI waiver would likely be forthcoming

# Changes



And then...

# New Accountability Waiver



- On February 22, 2021 the U.S. Department of Education contacted states to announce a new accountability waiver process
- Template released on March 8, 2021
  - March 9, 2021 the U.S. Department of Education asked whether Idaho would proceed with the addendum or submit a new waiver
  - Confirmed we would use the new waiver to streamline the submission and take advantage of additional flexibility



# Waiver Provisions



- No school identification following SY 2020-2021
- No adjusted proficiency rate for ELA and Math participation below 95 percent
- Flexibility to adjust reporting for:
  - List of identified schools
  - Student growth
  - School quality and student success indicators
  - Progress toward meeting long-term goals and interim progress

# Associated Assurances



- Assurances
  - Reporting on chronic absenteeism
  - Opportunity to learn/technology access
  - Maintain support for previously identified schools
  - Identify schools in the fall of 2022
- All already in place/planned for Idaho

# Waiver Process



- Posted for public comment on March 17-April 7 to fulfill requirement
- Now ready for Board approval prior to submission

# Questions?



**Kevin Whitman** | Director, Assessment & Accountability

Idaho State Department of Education

650 W State Street, Boise, ID 83702

208.332.6800

[email@sde.idaho.gov](mailto:email@sde.idaho.gov)

[www.sde.idaho.gov](http://www.sde.idaho.gov)



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SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

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**STATE DEPARTMENT OF EDUCATION  
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**PROFESSIONAL STANDARDS COMMISSION**

**SUBJECT**

Approval of Praxis II Tests and Idaho Cut Scores

**REFERENCE**

February 2018	Board accepted the Professional Standards Commission recommendation to approve the current Praxis II assessments and Idaho cut scores
August 2018	Board approved Content, Pedagogy and Performance Assessments rubric and updated content area assessments and cut scores
February 2020	Board approved Praxis II assessments and Idaho cut scores and amended the Content, Pedagogy and Performance Assessments rubric
February 2021	Board accepted the Professional Standards Commission recommendation to approve amended Praxis II assessments and Idaho cut scores.

**APPLICABLE STATUTE, RULE, OR POLICY**

IDAPA 08.02.02.015.01.d - Standard Instructional Certificate  
IDAPA 08.02.02.017.01 - Content, Pedagogy and Performance Assessment for Certification

**BACKGROUND/DISCUSSION**

One of the requirements for obtaining a Standard Instructional Certificate is that proficiency be shown in the area of endorsement being sought (IDAPA 08.02.02.015.01.d). Each candidate must meet or exceed the state qualifying score on the State Board of Education (Board)-approved content area assessment. Praxis II – Subject Assessments have been selected as one of the Board-approved content area assessments. In accordance with IDAPA 08.02.02.017.01, the Professional Standards Commission recommends these assessments and qualifying scores to the Board for approval.

The Standards Committee of the Professional Standards Commission (PSC) reviewed proposed amendments to the list of Board-approved Praxis II assessments and qualifying scores on April 8, 2021. Proposed amendments include:

- Addition of Journalism assessment and cut score; new assessment
- Update of Mathematics assessment and cut score; regenerated test and new cut score
- Update of Middle School Mathematics assessment and cut score; regenerated test and new cut score

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- Addition of Physical Science assessment and cut score; new assessment replaces Chemistry, Physics, or General Science assessment for Physical Science endorsement

The Standards Committee brought the proposed amendments to the full PSC on April 9, 2021, and the full PSC voted to recommend adoption of the Praxis II assessments and cut scores to the State Board of Education.

**IMPACT**

Approval of assessments and cut scores ensures compliance with Idaho Administrative Code.

**ATTACHMENTS**

Attachment 1 – ETS Praxis II Assessments and Cut Scores

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

IDAPA 08.02.02.015 and 017 requires individuals seeking a standard instructional certificate and interim certification and IDAPA 08.02.02.021 as one of the alternate paths for adding endorsements to receive a qualifying score on a state approved content, pedagogy, or performance assessment. The PRAXIS II is a content area assessment approved by the Board in early 2000. Qualifying scores were set by the Board based on recommendations from the PSC at the December 2003 Board meeting, effective September 1, 2004. Since that time, there have been a few updates to the qualifying scores in individual subject areas at the June 2005, April 2006, June 2006, October 2006 and February 2018 and 2019 Board meetings. Consideration of the attached qualifying scores are part of the ongoing process to maintain updated qualifying scores on Board approved content, pedagogy or performance assessments.

**BOARD ACTION**

I move to approve the Praxis II assessments and Idaho cut scores as provided in Attachment 1 as State Board of Education Approved content assessment qualifying scores.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

## Content Assessments and Cut Scores

<b>Standard Instructional Certificate</b>				
<b>Endorsement</b>	<b>Content/ Grade Level</b>	<b>ETS Praxis II Subject Assessment</b>	<b>Idaho Cut Score</b>	<b>Multi State Cut Score</b>
<b>All Subjects (Candidates can take 5001 OR 7811)</b>	<b>(K-8)</b>	Elementary Education: 5002 Reading and Language Arts Subtest	157	157
		Elementary Education: 5003 Mathematics Subtest	157	157
		Elementary Education: 5004 Social Studies Subtest	155	155
		Elementary Education: 5005 Science Subtest	159	159
<b>All Subjects (Candidates can take 5001 OR 7811)</b>	<b>(K-8)</b>	CKT Elementary Education: 7812 Reading and Language Arts Subtest	161	161
		CKT Elementary Education: 7813 Mathematics Subtest	150	150
		CKT Elementary Education: 7814 Science Subtest	154	154
		CKT Elementary Education: 7815 Social Studies Subtest	161	161
<b>American Government/Political Science</b>	<b>(5-9)</b>	5089 Middle School Social Studies	149	-
<b>American Government/ Political Science</b>	<b>(6-12)</b>	5931 Government/Political Science	149	149
<b>American Indian Language</b>	<b>(K-12)</b>	-	-	-
<b>Bilingual Education</b>	<b>(K-12)</b>	5362 English to Speakers of Other Languages	155	155
<b>Biological Science</b>	<b>(5-9)</b>	5442 Middle School Science	152	152
	<b>(6-12)</b>	5235 Biology: Content Knowledge	139	-
<b>Blended Early Childhood Education/Early Childhood Special Education</b>	<b>(Birth-Grade 3)</b>	5025 Early Childhood Education <b>OR</b> Elementary Subtests (See All Subjects 5001 or 7811)	156	156
		5691 Special Education: Preschool/Early Childhood	159	159
<b>Blended Elementary Education/Elementary Special Education</b>	<b>(Grade 4-6)</b>	Elementary Subtests (See All Subjects 5001 or 7811)	See All Subjects	See All Subjects
<b>Chemistry</b>	<b>(5-9)</b>	5442 Middle School Science	152	152
	<b>(6-12)</b>	5245 Chemistry: Content Knowledge	139	-
<b>Communication</b>	<b>(5-9)</b>	5221 Speech Communication: Content Knowledge	143	-
	<b>(6-12)</b>			
<b>Computer Science</b>	<b>(5-9)</b>	5652 Computer Science	149	149
	<b>(6-12)</b>			
<b>CTE - Agriculture Science &amp; Technology</b>	<b>(6-12)</b>	5701 Agriculture	147	147
<b>CTE - Business Technology Education</b>	<b>(6-12)</b>	5101 Business Education: Content Knowledge	148	154
<b>CTE - Computer Science</b>	<b>(6-12)</b>	5652 Computer Science	149	149
<b>CTE - Engineering</b>	<b>(6-12)</b>	5051 Technology Education	154	159
<b>CTE - Family and Consumer Sciences</b>	<b>(6-12)</b>	5122 Family and Consumer Sciences	153	153
<b>CTE - Marketing Technology Education</b>	<b>(6-12)</b>	5561 Marketing Education	158	-
<b>CTE - Technology Education</b>	<b>(6-12)</b>	5051 Technology Education	154	159
<b>Deaf/Hard of Hearing</b>	<b>(Pre-K-12)</b>	5354 Special Education: Core Knowledge and Applications	145	151
		5272 Special Education: Education of Deaf and Hard of Hearing Students	160	160
<b>Early Childhood Special Education</b>	<b>(Pre-K-3)</b>	5025 Early Childhood Education OR Elementary Multiple Subtests (See All Subjects 5001 or 7811)	156	156
		5691 Special Education: Preschool/Early Childhood	159	159
<b>Earth and Space Science</b>	<b>(5-9)</b>	5442 Middle School Science	152	152
	<b>(6-12)</b>	5571 Earth and Space Sciences: Content Knowledge	144	-
<b>Economics</b>	<b>(5-9)</b>	5089 Middle School Social Studies	149	-
	<b>(6-12)</b>	5911 Economics	150	150
<b>Engineering</b>	<b>(5-9)</b>	5051 Technology Education	154	159
	<b>(6-12)</b>			
<b>English</b>	<b>(5-9)</b>	5047 Middle School English Language Arts	164	164
	<b>(6-12)</b>	5038 English Language Arts: Content Knowledge	167	167
<b>English as a Second Language (ESL)</b>	<b>(K-12)</b>	5362 English to Speakers of Other Languages	155	155
<b>Exceptional Child Generalist</b>	<b>(K-8)</b>	5543 Special Education: Core Knowledge and Mild to Moderate Applications	153	158
	<b>(6-12)</b>	Elementary Subtests (See All Subjects 5001 or 7811)	See All Subjects	See All Subjects
	<b>(K-12)</b>			
<b>Geography</b>	<b>(5-9)</b>	5089 Middle School Social Studies	149	-
	<b>(6-12)</b>	5921 Geography	153	-
<b>Geology</b>	<b>(5-9)</b>	5442 Middle School Science	152	152
	<b>(6-12)</b>	5571 Earth and Space Sciences: Content Knowledge	144	-
<b>Gifted and Talented</b>	<b>(K-12)</b>	5358 Gifted Education	157	157
<b>Health</b>	<b>(5-9)</b>	5551 Health Education	155	-
	<b>(6-12)</b>			
	<b>(K-12)</b>			
<b>History</b>	<b>(5-9)</b>	5089 Middle School Social Studies	149	-
	<b>(6-12)</b>	5941 World and U.S. History: Content Knowledge	141	-
<b>Humanities</b>	<b>(5-9)</b>	-	-	-
	<b>(6-12)</b>	-	-	-
<b>Journalism</b>	<b>(5-9)</b>	5224 Journalism	153	153
	<b>(6-12)</b>			
<b>Junior ROTC</b>	<b>(6-12)</b>	-	-	-
<b>Literacy</b>	<b>(K-12)</b>	5206 Teaching Reading	156	156

Content Assessments and Cut Scores

Standard Instructional Certificate				
Endorsement	Content/ Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score
Mathematics - Middle Level	(5-9)	<del>5169 Middle School Mathematics</del> <del>5164 Middle School Mathematics</del>	<del>165</del> <del>157</del>	<del>165</del> <del>157</del>
Mathematics	(6-12)	<del>5161 Mathematics: Content Knowledge</del> <del>5165 Mathematics</del>	<del>160</del> <del>159</del>	<del>160</del> <del>159</del>
Music	(5-9)			
	(6-12)	5113 Music: Content Knowledge	148	161
	(K-12)			
Natural Science	(5-9)	5442 Middle School Science	152	152
	(6-12)	5435 General Science: Content Knowledge	149	-
Online-Teacher	(Pre-K-12)	-	-	-
Physical Education (PE)	(5-9)			
	(6-12)	5091 Physical Education: Content Knowledge	143	-
	(K-12)			
Physical Science	(5-9)	5442 Middle School Science	152	152
	(6-12)	<del>5485 Physical Science</del>	<del>157</del>	<del>157</del>
		<del>5245 Chemistry: Content Knowledge-OR</del>	<del>139</del>	<del>-</del>
		<del>5265 Physics: Content Knowledge-OR</del>	<del>129</del>	<del>-</del>
		<del>5435 General Science: Content Knowledge</del>	<del>149</del>	<del>-</del>
Physics	(5-9)	5442 Middle School Science	152	152
	(6-12)	5265 Physics: Content Knowledge	129	-
Psychology	(5-9)			
	(6-12)	5391 Psychology	154	154
Science - Middle Level	(5-9)	5442 Middle School Science	152	152
Social Studies	(6-12)	5081 Social Studies: Content Knowledge	150	-
Social Studies - Middle Level	(5-9)	5089 Middle School Social Studies	149	-
Sociology	(5-9)			
	(6-12)	5952 Sociology	154	154
Sociology/Anthropology	(5-9)			
	(6-12)	5952 Sociology	154	154
Teacher Leader - Instructional Specialist (K-12)	-	-	-	-
Teacher Leader - Literacy (K-12)	-	-	-	-
Teacher Leader - Mathematics	-	-	-	-
Teacher Leader - Special Education	-	-	-	-
Teacher Librarian	(K-12)	5311 Library Media Specialist	151	-
Theater Arts	(5-9)			
	(6-12)	5641 Theatre	148	-
Visual Arts	(5-9)			
	(6-12)	5134 Art: Content Knowledge	151	158
	(K-12)			
Visual Impairment	(Pre-K-12)	5354 Special Education: Core Knowledge and Applications	145	151
		5282 Special Education: Teaching Students with Visual Impairments	163	163
World Language (All other languages not listed below)	(5-9)			
	(6-12)			
	(K-12)	5841 World Language Pedagogy	151	158
World Language - American Sign Language	(5-9)			
	(6-12)	0634 American Sign Language Proficiency Interview (ASLPI) by Gallaudet	3 (score is equivalent to a 160 scale score)	160
	(K-12)			
World Language - Chinese	(5-9)			
	(6-12)	5665 Chinese (Mandarin): World Language	164	164
	(K-12)			
World Language - French	(5-9)			
	(6-12)	5174 French: World Language	156	162
	(K-12)			
World Language - German	(5-9)			
	(6-12)	5183 German: World Language	157	163
	(K-12)			
World Language - Latin	(K-12)	5601 Latin	152	-
World Language - Spanish	(5-9)			
	(6-12)	5195 Spanish: World Language	163	168
	(K-12)			



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**PROFESSIONAL STANDARDS COMMISSION**

**SUBJECT**

Uniform Standard for Evaluating Content Competency

**REFERENCE**

December 2003	Board approved the PRAXIS II as the state approved assessment for certification purposes and set qualifying scores
April 2017	The Board reviewed an update on the Educator Pipeline and recommendations from the workgroup. Recommendations included removing barriers to certification.
October 2017	Board approved concept of mastery-based pathway for educator certification for individuals who meet the requirement of the alternative authorization-Content Specialist route to certification and approved the Uniform Standard for Evaluating Content Competency for individuals entering an alternate authorization certification.

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-114, 33-1254, and 33-1258, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.02, Section 042 – Alternative Authorization – Content Specialist

**BACKGROUND/DISCUSSION**

Pursuant to IDAPA 08.02.02.042.02, the Alternative Authorization – Content Specialist “allows a local education agency to request an instructional certificate for an individual who possesses distinct content knowledge and skills to teach in an area of need identified by the local education agency.” To be eligible to use this route toward certification the individual must “meet or exceed the state qualifying score on an appropriate state-approved content, pedagogy, or performance assessment” prior to entering the classroom, or “shall demonstrate content knowledge through a combination of employment experience and education.” An individual who receives an Interim Certificate through an Alternative Authorization – Content Specialist may serve as the teacher of record in the aligning endorsement area as they make progress toward completion of a state board-approved educator preparation program, including the alternate routes to certification or endorsement.

The Uniform Standard for Evaluating Content Competency rubric (USECC) was developed by the Office of the State Board of Education, and last revised in 2018 to assist districts and charters in the identification of candidates who had not met or exceeded a qualifying score on the PRAXIS content assessments (the only state

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approved assessment at that time) but could demonstrated content knowledge. The USECC is used to calculate points for coursework completed, work experience, and service. While the USECC for middle/secondary content endorsements requires a score of 100 points for each endorsement content area, the USECC for All Subjects K-8 and Special Education endorsements requires 200 points. Currently, only completed coursework across each of the four elementary core curricular areas—English/reading/language arts, mathematics, science, and social studies—can be counted for candidates seeking All Subjects K-8 and/or Special Education endorsements, while other completed education-related coursework cannot. In result, individuals being prepared in Special Education are often unable to qualify on the USECC and serve as teachers of record in districts and charters in need of a Special Education teacher. While All Subjects K-8 candidates who fall short of the 200-point threshold can work with their hiring district or charter to apply for emergency provisional certification, Special Education candidates cannot. Emergency provisional certification is not an option for those seeking a Special Education endorsement in order to comply with the Individuals with Disabilities Education Act (IDEA).

At their April 8-9, 2021, meeting the Professional Standards Commission (Commission) considered a proposal from the Caldwell School District on behalf of Region III superintendents to allow education-related course credits to count toward the 200 points for Special Education candidates seeking an Alternative Authorization-Content Specialist. The Individuals with Disabilities Education Act defines Special Education as “specially designed instruction ... to meet the unique needs of a child with a disability.” It appears reasonable that coursework completed which validates the candidate’s ability to design special instruction should be considered on the USECC.

Upon review of the proposal by the Authorizations and Standards Committees on April 8 and a vote of the full Commission on April 9, the Commission recommends that education-related course credits be counted on the USECC toward the 200 points for both All Subjects K-8 and Special Education program endorsements. The Commission makes this recommendation in acknowledgement that pedagogy coursework is integral to the training of both Elementary and Special Education teachers.

**IMPACT**

Allowing Special Education candidates to count education-related coursework on the USECC will allow a greater number of individuals who are actively seeking endorsement in Special Education to work in an area of high need while completing their preparation in Special Education through an Alternative Authorization – Content Specialist. Allowing All Subjects K-8 candidates to count education-related coursework on the USECC will likely result in a decrease in the number of All Subjects K-8 candidates seeking emergency provisional certification through their hiring district or charter.

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**ATTACHMENTS**

Attachment 1 – Uniform Standard for Evaluating Content Competency Rubrics, sections in need of revision highlighted

Attachment 2 – Letter from Caldwell School District

**STAFF COMMENTS AND RECOMMENDATIONS**

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

Board staff, working with stakeholders, reviewed a variety of alternatives, with the mastery-based evaluation using a Board-approved rubric being the most cost effective and efficient. The currently approved rubric may be found on the Board's website at: <https://boardofed.idaho.gov/resources/uniform-standard-for-evaluating-content-competency/>. This assessment may be used to meet any administrative rule requirement related to a Board/State-approved Content Assessment.

The Uniform Standard for Evaluating Content Competency is recommended as an alternate assessment for entering the classroom on an alternative authorization, specifically the Content Specialist route, to establish that the candidate has relevant experience and/or knowledge in the desired teaching field. The Alternate Authorization – Content Specialist Route requires: (1) the hiring district ensure the candidate is qualified to teach in the area of identified need; (2) that a consortium made up of a representative of the approved educator preparation program, the school districts, and the candidate determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel; and (3) that the candidate receive ongoing mentoring including at least one classroom observation by the mentor per month. Initially the scoring and evaluation of the new state-approved assessment would be managed by the Board Office. School districts and candidates wishing to use the new assessment would be required to agree to regular reporting on the progress these teachers were making and their impact on student outcomes. Should there be any indication that these educators were performing at a lesser rate than those who entered the Content Specialist Route using the PRAXIS II assessment, then Board staff would return to the Board and request the assessment be discontinued as an approved assessment.

Alternative routes to certification have been authorized by the Board in some form since 1993 and were codified in Idaho Administrative Code, IDAPA 08.02.02, in 1997. In 2003, the Board amended the alternative route to certification with more specific requirements, effective July 1, 2006. The purpose of these authorizations was to provide individuals with strong subject matter background but limited experience with educational methodology, an expedited route to certification. The alternative authorizations for certification were originally defined as routes specific to meeting an emergency district need. Initially, the alternate routes to

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authorization where in response to the Board's authority to authorize emergency provisional certification. Over the years, the Content Specialist authorization has progressed to a route designed to recognize the value individuals with deep content knowledge may bring to the classroom, and allows for an expedited route to certification for these individuals. These alternate routes are now used to allow individuals who have not gone through the traditional educator preparation program route and are now looking for a way to enter the teaching profession or add additional content area endorsements to current certification.

The Alternative Authorization - Content Specialist requires individuals to meet the initial qualifications described in IDAPA 08.02.02 and to receive an interim certificate and to then complete the additional requirements as specified with all requirements having to be completed by the end of three years. At the conclusion of the three year interim certificate, individuals who have completed the requirements are transitioned to a five-year renewable Standard Instructional Certificate.

As written, IDAPA 08.02.02 allows for a competency or mastery-based process of assessment through the established consortium referenced in administrative code. The minimum requirement is that the individual meet the state certification standards at the completion of the alternative authorization. While this has traditionally been shown through the earning of credits, Administrative Code does not require credits be earned to show competency as long as there has been some form of evaluation/assessment that the applicable standards have been met.

Staff supports the concept of allowing Special Education candidates to count education-related coursework on the USECC.

**BOARD ACTION**

I move to amend the Uniform Standard for Evaluating Content Competency Rubric as provided in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

## Uniform Standard for Evaluating Content Competency Alternative Assessment for the Alternative Authorization – Content Specialist

### The Uniform Standard for Evaluating Content Competency (USECC) Rubrics

Pursuant to [IDAPA 08.02.02.042.02](#), any person using the *Alternative Authorization – Content Specialist* route to certification must “meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment” prior to entering the classroom. This rubric can be used as a preliminary, approved assessment of the person’s content area expertise. An individual pursuing a Content Specialist route may enter into a teaching assignment by scoring the required number of points on the following rubric *prior to having successfully passed the appropriate Praxis or ABCTE exam*. However, **this rubric DOES NOT replace either of these state-approved content area assessments required for full certification.**

**A separate USECC rubric must be completed for EACH content area you are assigned to teach.**

- For *Middle/Secondary Departmentalized Content assignments*, 100 points on the rubric must be achieved for each subject you will be teaching.
- For *Elementary Self-Contained and Special Education (K-12) assignments*, complete a single rubric for the combined elementary subjects [and education-related coursework](#). Within that one rubric, you will provide evidence across *each of the four* elementary core curricular areas: English/reading/language arts; mathematics; science; AND social studies. A total of 200 points must be achieved.

#### Directions:

~~1. Fill out each of the three worksheets (A, B, and C), calculating a point total to be recorded on the appropriate rubric. Worksheet A will allow you to list all courses or tests that you have completed in the content area of your teaching assignment, and assign a point value. This total will be recorded at the bottom of Column A on the rubric, and so on until all three columns have been completed OR enough points for a passing score have been earned, whichever comes first.~~

~~2.1. Once total points have been recorded~~ Record points in each of the three columns of the rubric (A. Coursework, B. Work Experience, and C. Service), and calculate the sum of these points and record that number in the **TOTAL POINTS EARNED** box at the bottom of the rubric.

~~3.2.~~ Attach documentation to support the evidence presented. Acceptable evidence includes copies of college transcripts, statements of employment, copies of certificates, score reports for state tests, resume, letters of recognition/ acknowledgement, statements of participation, etc. **This is a self- reporting activity; you are responsible for providing the evidence and attesting to its relevance and validity.**

If you achieve the required points, sign the *Statement of Assurance Form* and attach it to the documentation package you have created which includes the rubric(s), worksheets and supporting evidence. This will be reviewed by a member of your preparation program/district consortium [prior to submittal to the state certification staff](#) pursuant to:

**08.02.02.042.02. (a) (ii)** The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education. ~~(3-25-163-20-20)~~ **-AND-**

~~08.02.02.042.02. (b) (iv) The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences; (3-25-16)~~

### College-Level Coursework in the Content Area/Content Assessments

- Courses must be content specific in the area you will be teaching
- Courses may have an EDU, SPED, liberal arts or appropriate content area prefix
- Courses must be specific to content and may include content methods courses
- Courses can be from an accredited 2-year and/or 4-year college or university

**TAB 7 Page 2**

### Work Experience in the Content Area

Experience must be related to working with children or grounded in a content area

[illegible]

**\*Resume and references/other proof of employment must be included**

**TOTAL POINTS FOR B:**

## Service in the Content Area

Service must be related to working with children or grounded in the content areas. A "service" is defined as having a distinct set of responsibilities within a defined period of time, or a less well-defined set of responsibilities over time under supervision.

[illegible]

**\*Proof of service must be included**

**TOTAL POINTS FOR C:**



## Elementary Self-Contained and Special Education (K-12)

**Reading; English or Language Arts; Mathematics; Science; and Social Studies**

(Some evidence must be provided in each of these subjects - 200 points total must be earned to qualify)

**Name:** \_\_\_\_\_ **District:** \_\_\_\_\_

**Teaching Assignment:** \_\_\_\_\_ **School:** \_\_\_\_\_

<p><b>A.</b> College Level Coursework in <u>Education and the</u> Content Area and</p>	<p><b>B.</b> Work Experience in the Content Area</p>	<p><b>C.</b> Service in the Content Area</p>
<ul style="list-style-type: none"> <li><i>Courses must be <u>education related</u> or content specific in:</i> <ul style="list-style-type: none"> <li>reading/language arts,</li> <li>mathematics,</li> <li>science,</li> <li>social studies</li> </ul> </li> <li>Courses may have an EDU, SPED, liberal arts or appropriate content area prefix</li> <li><del>Courses must be specific to content and may include content methods courses</del></li> <li>Courses can be from an accredited 2-year and/or 4-year college or university</li> </ul> <p><del>Use Worksheet A</del> — 5 points per</p>	<p><i>Experience must be related to working with children or grounded in any of the core elementary content areas</i></p> <p><del>Use Worksheet B</del> — 2 points per year to calculate total points</p>	<p><i>Service must be related to working with children or grounded in the content area. A “service” is defined as having a distinct set of responsibilities within a defined period of time, or a less well-defined set of responsibilities over time under supervision.</i></p> <p><del>Use Worksheet C</del> — 1 point per year to calculate total points</p>
<p><del>Content</del> Coursework</p>	<p>Work Experience</p>	<p>Service</p>
<p>Total Points <del>from Worksheet A</del></p> <hr/>	<p>Total Points <del>from Worksheet B</del></p> <hr/>	<p>Total Points <del>from Worksheet C</del></p> <hr/>

**TOTAL POINTS EARNED** \_\_\_\_\_

(The sum of total points in Column A, B, and C)

**100 POINT RUBRIC - Uniform Standard for Evaluating Content Competency**  
**Middle/Secondary Departmentalized Content**

A separate rubric must be completed for EACH academic subject area taught.

(Evidence must be provided related to the specific content area - 100 points must be earned to qualify.)

Name: \_\_\_\_\_ District: \_\_\_\_\_

Teaching Assignment: \_\_\_\_\_ School: \_\_\_\_\_

A. College Level Coursework in the Content Area and	B. Work Experience in the Content Area	C. Service in the Content Area
<ul style="list-style-type: none"> <li><i>Courses must be content specific in the area you will be teaching</i></li> <li>Courses may have an EDU, SPED, liberal arts or appropriate content area prefix</li> <li>Courses must be specific to content and may include content methods courses</li> <li>Courses can be from an accredited 2-year and/or 4-year college or university</li> </ul> <p><del>Use Worksheet A</del> <b>5 points per credit hour to calculate total points</b></p>	<p><i>Experience must be related to working with children or grounded in a content area</i></p> <p><del>Use Worksheet B</del> <b>2 points per year to calculate total points</b></p>	<p><i>Service must be related to working with children or grounded in a content area. A "service" is defined as having a distinct set of responsibilities within a defined period of time, or a less well-defined set of responsibilities over time under supervision.</i></p> <p><del>Use Worksheet C</del> <b>1 point per year to calculate total points</b></p>
Content Coursework	Work Experience	Service
Total Points <del>from Worksheet A</del> _____	Total Points <del>from Worksheet B</del> _____	Total Points <del>from Worksheet C</del> _____

**TOTAL POINTS EARNED \_\_\_\_\_**

(The sum of total points in Columns A, B, and C)

ALTERNATIVE AUTHORIZATION – CONTENT SPECIALIST  
Uniform Standard for Evaluating Content Competency (USECC) Rubric

STATEMENT OF ASSURANCE

NAME: \_\_\_\_\_

CONTENT AREA: \_\_\_\_\_

TOTAL NUMBER OF POINTS SELF-REPORTED ON THE RUBRIC: \_\_\_\_\_

I attest and affirm that all descriptions and documentation of coursework, work experience, and service as reported on the *Uniform Standard for Evaluating Content Competency* Rubric are true and correct descriptions to the best of my knowledge.

I understand that penalties, which may include revocation, suspensions, denial, or conditions, will be imposed under Section 33-1208, Idaho Code, for making any false statement(s).

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

**While other members of the consortium are not responsible for *verifying* the information contained herein, it should be reviewed pursuant to Idaho Administrative Rule:**

**08.02.02.042.02. (a) (ii)** The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education. (~~3-25-16~~ 3-25-20)

~~08.02.02.042.02. (b) (iv) The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences (3-25-16)~~



## CALDWELL SCHOOL DISTRICT #132

1502 Fillmore St.  
CALDWELL, IDAHO 83605  
(208) 455-3300 \*FAX (208) 455-3302  
[www.caldwellschools.org](http://www.caldwellschools.org)

January 14, 2021

Professional Standards Commission  
Idaho State Department of Education  
650 West State Street  
Boise, ID 83702

RE: Alternative Authorization – Special Education (K-12) Content Specialist

Dear Members of the Professional Standards Commission,

Thank you for this opportunity to share a concern and recommendation for your consideration. In regards to the Alternative Authorization - Content Specialist as it relates to Special Education (K-12). As per the Uniform Standard for Evaluating Content Competency (USECC) Rubrics:

*Pursuant to IDAPA 08.02.02.042.02. any person using the Alternative Authorization – Content Specialist route to certification must “meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment” prior to entering the classroom. This rubric can be used as a preliminary, approved assessment of the person’s content area expertise. An individual pursuing a Content Specialist route may enter into a teaching assignment by scoring the required number of points on the following rubric prior to having successfully passed the appropriate Praxis/ABCTE Content exam.*

*A separate USECC rubric must be completed for EACH content area you are assigned to teach.*

- *For Middle/Secondary Departmentalized Content assignments, 100 points on the rubric must be achieved for each subject you will be teaching.*
- *For Elementary Self-Contained and Special Education (K-12) assignments, complete a single rubric for the combined elementary subjects. Within that one rubric, you will provide evidence across each of the four elementary core curricular areas: English/reading/language arts; mathematics; science; AND social studies. A total of 200 points must be achieved.*

**Board of Trustees:**

Marisela Pesina Madam Chair – Travis Manning Vice Chairman  
Andrew Butler – Trustee – Manuel Godina – Trustee – Claudia Suastegui - Trustee

For the middle/secondary content assignments, the candidate must have 100 points on the rubric for each subject area the candidate will be teaching. This seems like a reasonable expectation for a secondary candidate.

Special Education is a specialized content area where the candidate must complete coursework in core subject areas as well as specialized classes for students with learning disabilities. The Special Education (K-12) applicant must have double points (200) on the rubric, but only the elementary curricular areas of math, science, English, and social studies are accepted. The Special Education (K-12) applicant cannot use coursework related to their specific content subject area to count towards the required 200 points.

We would like to propose the following for the Alternative Authorization Special Education (K-12) Content Specialist Assignment:

- Special Education (K-12) candidates are expected to achieve a total of 200 points on the USECC Rubric.
- Special Education (K-12) candidates are allowed to count special education coursework towards the required 200 points.
- Special Education (K-12) candidates are allowed to count the elementary curricular areas of math, science, English, and social studies towards the required 200 points.

We appreciate your time and consideration of this recommendation. If you have questions, or would like further clarification, I would gladly meet with you.

We look forward to hearing from you.

Best Regards,



Dr. N. Shalene French  
Superintendent  
Caldwell School District #132

CC: Patricia Wade, Human Resource Director  
Caldwell School District #132

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Marisela Pesina Madam Chair – Travis Manning Vice Chairman  
Andrew Butler – Trustee – Manuel Godina – Trustee – Claudia Suastegui - Trustee