

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 20, 2022**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>LEWIS-CLARK STATE COLLEGE ANNUAL REPORT</b>	Information Item
<b>2</b>	<b>IDAHO DIVISION OF VOCATIONAL REHABILITATION ANNUAL REPORT</b>	Information Item
<b>3</b>	<b>NEXT STEPS IDAHO UPDATE</b>	Information Item
<b>4</b>	<b>BOARD POLICY IV.B – EDUCATOR CERTIFICATION – ENDORSEMENT REQUIREMENTS – FIRST READING</b>	Action Item
<b>5</b>	<b>BOARD POLICY – BY-LAWS AND I.U. PRESIDENTS LEADERSHIP COUNCIL – SECOND READING</b>	Action Item
<b>6</b>	<b>UNIVERSITY OF IDAHO – 4-H PROGRAM – EXTENDED LEARNERS – GOVERNMENT/CIVICS STANDARDS ALIGNMENT</b>	Information Item
<b>7</b>	<b>EDUCATION STAFF SHORTAGE UPDATE</b>	Information Item

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 19, 2022**

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**LEWIS-CLARK STATE COLLEGE**

**SUBJECT**

Lewis-Clark State College – Annual Progress Report

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

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

**IMPACT**

This institutional annual report serves to provide a state of the college update and inform the Idaho Board of Education of the annual Presidential Priorities and how they are and will be used to guide the institution forward.

**ATTACHMENTS**

Attachment 1 – Lewis-Clark State College Annual Report

**STAFF COMMENTS AND RECOMMENDATIONS**

Board Policy I.M. requires each institution and agency to report to the Board annually on "progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations."

The institution annual progress report gives the Board the opportunity to discuss advancement toward the institution's strategic plan goals, initiatives the institution may be implementing to meet those goals, barriers identified and progress toward the Board's educational system initiatives. Additionally, this time will be used to update the Board on the institution program prioritization implementation.

**BOARD ACTION**

This item is for informational purposes only.

# *LC State Institutional Progress Report*

*October 2022*



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## Institutional Overview

Lewis-Clark State College (LC State) is a regional state college, operating under the governance of the Idaho State Board of Education. Its mission, as approved by the Idaho State Board of Education, is ...*Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.* In so doing, the college emphasizes:

- Undergraduate teaching and learning
  - Research plays a supporting role to teaching
- Application of learning
- Direct interaction among students and faculty (LC State does not utilize teaching assistants)
- A small-college/small-class environment that maximizes the opportunities for the success of LC State's traditional and non-traditional students

Currently classified as a *Baccalaureate College—Diverse Fields* (its Carnegie Classification), the college's instructional programs offer a wide range of academic and professional programs leading to baccalaureate and associate degrees, as well as certificate credentials, most recently including graduate-level certificates. Curricular emphases include liberal arts and sciences, business, justice studies, nursing, social work, teacher preparation, career and technical education and workforce training. In addition to its traditional 4-year baccalaureate programs, the college has been assigned a collateral mission of providing community college programs within its five-county area of operations (Clearwater, Idaho, Latah, Lewis, and Nez Perce Counties) by its governing body, the State Board of Education; and in 2020 Gov. Brad Little signed a bill [395] that officially amended Idaho Code to allow LC State to offer graduate-level course work. LC State also offers instructional programs in Coeur d'Alene and Adult Basic Education services in Grangeville and Orofino, Idaho; as well as a newly launched Second Chance Pell prison education program also in Orofino.

## Presidential Priorities: A Year in Review and the Year Ahead

Every year brings new challenges and opportunities, and this year (academic year 2022-23) the Presidential Priorities are:

1. Enrollment/Recruitment & Retention
2. Communication & Coordination
3. Streamlining

The chart below displays the alignment between LC State's Presidential Priorities, its strategic plan and the Idaho State Board's Strategic Plan.

Lewis-Clark State College Strategic Plan Goals	State Board of Education Goals		
	<i>Educational System Alignment</i>	<i>Educational Attainment</i>	<i>Workforce Readiness</i>
Goal 1: Strengthen and Optimize Instructional and Co-curricular Programming	PP 3	PP 1, 2, 3	PP 1, 2, 3
Goal 2: Optimize Student Enrollment, Retention and Completion	PP 1, 2, 3	PP 1, 2, 3	PP 1, 2, 3
Goal 3: Foster Inclusion throughout Campus and Community Culture		PP 1, 2	PP 1, 2
Goal 4: Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives	PP 1, 2, 3	PP 2, 3	PP 2, 3

Table 1: The alignment of LC State's Presidential Priorities, strategic plan and the Idaho State Board's Strategic Plan.

This institutional annual report serves to provide a state of the college and inform the Idaho State Board of Education (SBOE) of the annual Presidential Priorities (PP) and how they are and will be used to guide the institution forward. For each Presidential Priority, an overview of LC State's accomplishments and challenges during the 2021-2022 academic year is presented alongside related goals and initiatives for the 2022-23 academic year, looking forward.

## Presidential Priority 1: Enrollment/Recruitment & Retention

Presidential Priority 1 spans all four of LC State's Strategic Plan goals, directly impacting Goal 1, Strengthen and Optimize Instructional and Co-curricular Programming, and Goal 2, Optimize Student Enrollment, Retention, and Completion. LC State curricula include applied/experiential learning, reaffirming the hallmark of an LC State education, *connecting learning to life* (LC State Strategic Plan Goal 1). LC State continually works to optimize enrollment by targeting underserved populations to promote the higher educational needs of Idaho's current and future economy, including adult learner initiatives (e.g., expanded course scheduling options, re-

energizing the portfolio program, and our recently launched Second Chance Pell, prison education program delivered at the Idaho Correctional Institution – Orofino), Veterans Services and the initiatives of Complete College America (LC State Strategic Plan Goal 2). Below we outline goal-oriented actions derived from LC State's Strategic Plan FY2023-2027, FY22 Performance Measures Report, and other ongoing initiatives.

### *Expand accessibility of programs*

#### *The year in review:*

- LC State was named the No. 3 top public college in the West in the 2022 U.S. News & World Report rankings. LC State was also ranked No. 8 for Best Value in regional colleges in the West.
- LC State received 10 most affordable honors, including being named the most affordable public four-year college or university in Idaho, by University Headquarters, an online resource to help students with higher education. Along with its affordability, LC State was commended by University Headquarters for its ability to provide individualized attention to each student.
- The number of degree/certificate programs available online have increased in alignment with Goal 1, Objective A, Performance Measure 1 of LC State's Strategic Plan.
- The Adult Learner Initiative was revitalized to help meet the needs of working adults.
  - An Adult Learning Coordinator position was created to coordinate the services needed to meet the needs of working adults, military members and others.
  - Lewis-Clark State College is offering a new portfolio development course to give individuals the opportunity and instruction to successfully document and demonstrate college-level competencies they have acquired through work or outside the traditional higher education process and earn college credits for it.
  - LC State's Second Chance Pell program, launched fall 2022, is delivering live in-person courses in English, Math, American Government and Business. Over 20 Orofino corrections residents are enrolled. LC State has offered non-credit welding classes through its Workforce Training program at Idaho Correctional Institution-Orofino consistently since 2009. By adding tuition funding support through the Pell grant program, degree-seeking opportunities now exist for these students.
- LC State launched the registration feature of Online Idaho the week of September 6<sup>th</sup>, 2021. LC State currently has a student enrolled through Online Idaho pursuing course work with Boise State University. Next steps include formulating transfer equivalencies which will provide students with course transferability information for each college and allow the Online Idaho system to manage and process course prerequisites automatically.
- LC State's Dr. Traci Birdsell, who oversees the Educational Opportunity Grant Program in Student Affairs, was honored with the Arnold Mitchem Award by the Northwest Association of Educational Opportunity Programs (NAEOP) at its annual convention. Dr. Birdsell is being recognized for her leadership and advocacy for first-generation college students. The Arnold Mitchem leadership and advocacy award recognizes a member of the NAEOP community who demonstrates a steadfast commitment to low income and first-generation students and exercises vigorous and influential leadership in the TRIO community at the state, regional, or national level. Dr. Birdsell has worked at LC State since 1999 and was an instructor in the Adult Learning Center and a student services coordinator in eLearning Services before becoming the TRIO director in 2014 and is currently the Associate Dean of Student Success.

#### *The year looking forward:*

- LC State hosted Clearwater Valley TRIO Talent Search program will continue for another five years after its grant funding was renewed at more than \$1.6 million. The program targets educationally talented students who have the desire and the potential to seek post high school education, serving 592 students in grades 6-12 in Grangeville, Kamiah, Kooskia,

Orofino, and Pierce/Weippe and focusing on students whose families are on a limited income and whose parents did not graduate with a four-year college degree. The Clearwater Valley program covers a variety of subjects to help the students familiarize themselves with all aspects of college life, including study habits, time management, career exploration, college applications, financial aid opportunities, and college campus visits.

- To help mitigate the current shortage of teachers in Idaho, the LC State Teacher Education & Mathematics Division, in partnership with the Independent School District No. 1 of Lewiston, has created two scholarships for Lewiston High School graduates starting fall 2022. The Teacher Preparation Scholarship provides funds for Lewiston High graduates who are seeking a bachelor's degree in elementary or secondary education at LC State.
- In quick response to Idaho needs, LC State began offering a bachelor's degree in cybersecurity management fall 2022, alongside of its existing 10-credit certificate in cybersecurity. The degree and certificate are available fully online (via LC State online course offerings AND Online Idaho) and are composed of a combination of computer programming, business management and cybersecurity classes. Students in the program are able to use the Security Operations Center (SOC) on the LC State campus with is connected through to IRON network to SOC's at each of the eight Idaho institutions of higher education as well as the Idaho National Laboratory. The degree focuses on industry needs and skills, while preparing students for high-demand careers in the field.

#### *Graduate Programming:*

##### *The year in review*

- LC State held a special ceremony in spring 2022 for its first students in school history to earn a graduate certificate. The ceremony celebrated a milestone in the college's history, including the work of the Idaho Legislature led by Rep. Paul Amador and former Sen. Dan Johnson, now the mayor of Lewiston. In March 2020, Gov. Brad Little signed House Bill 395 which officially amended Idaho Code, allowing LC State to offer graduate level coursework in the college's 219-year history and in the fall of 2022, LC State started offering two graduate certificates in Nursing Management & Leadership and Sport Coaching. Being fully online, these credentials will bring opportunities for advancement to those already in-field.

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*"...based on the relevance of the certificate as it addresses a critical need with an exceptional curriculum in the areas with demonstrated expertise. The curriculum and learning outcomes are appropriate and the faculty are well qualified."*

*- Northwest Commission on Colleges and Universities (NWCCU) approval of LC State's Nursing Leadership Graduate Certificate, April 2020.*

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*"...evidence was provided that showed that the program has been carefully developed incorporating ideas from on- and off-campus,"*

*- NWCCU unanimous recommendation to approve LC State's Sport Coaching graduate certificate, June 2020.*

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### The year looking forward:

- LC State will continue to promote the advent of its graduate programming into the new year. In addition to on-the-ground promotional efforts, LC State is spreading the word about its new graduate certificates through a combination of traditional and digital advertising. Print advertisements are planned to reach the regional market, while online ads will be utilized to spread the word and reach online learners throughout Idaho.
  - Sport Coaching Graduate Certificate: Regional athletic directors were personally invited by President Pemberton to review our program information and share it with coaches in their school and/or community who may be interested in pursuing this next level of coaching expertise.
  - Nursing Management and Leadership Graduate Certificate: Ongoing and expanding conversations are taking place with Kootenai Health regarding possible next level graduate degree paths in alignment with the FY2024 systemwide collaborative healthcare budget request.

### Ensure high quality program outcomes

#### The year in review:

- Maintained high quality instruction by meeting program-specific targets of pass rates on professional licensure or certification exams when licensure or certification is needed after graduation (Goal 1, Objective B, Performance Measure 1 of LC State's Strategic Plan) as well as other post-graduate benchmarks of success.
- Examples of program achievement include:
  - Collision Repair:
    - LC State collision repair technology program received renewed accreditation in four key areas from the National Institute for Automotive Service Excellence (ASE) Education Foundation: damage analysis/estimating/customer service, painting and refinishing, non-structural analysis/damage repair, and structural analysis/damage repair.
    - LC State student Nate Drobish was named one of five Top Student Awards \$5,000 scholarship winners by the Specialty Equipment Market Association (SEMA), while two other fellow collision repair technology majors, Nick Brown and Hanna Selzer, recently earned \$4,500 scholarships from the PPG Foundation through the Collision Repair Education Foundation. The SEMA Memorial Scholarship Fund is designed to encourage and support future talent and leaders in the automotive aftermarket industry. Drobish's time management skills allowed him to attend classes full time, work two part-time jobs, help with his family, and participate in group activities.

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*"Continuing the ASE accreditation means that the students are being trained to the standards that the industry requires to maintain quality technicians who can keep up with the changing and evolving industry"*

*- Luke Thomas, LC State Assistant Professor in collision repair*

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- Nursing:
  - LC State's LPN to BSN program, which helps licensed practical nurses (LPNs) earn their bachelor degree, is ranked No. 5 nationally by

BestAccreditedCollege.org, and is the only college west of Nebraska to be ranked in the top five. The rankings consider accessibility, affordability, quality of education and return on investment for the students. Of the top 14 schools ranked, LC State was the second best on tuition and easy access to financial aid, placement services and career services.

- Ranked in the top 11 nationally in the categories of best overall and most affordable RN to BSN online nursing programs, according to EduMed.org in its 2021 rankings. LC State's RN to BSN track is for nurses who already have their registered nurse (RN) license or are currently in an associate degree RN program and want to obtain a Bachelor of Science degree in nursing.
- Graphic Communication
  - Two recent graduates of the Lewis-Clark State College graphic communications program finished second and third in a poster design contest sponsored by the Printing Industries Association, Inc., of Southern California (PIASC).
- Hospitality Management
  - Starting in fall semester 2021, LC State debuted a new concept for the delivery of its Hospitality Management program to meet the post-pandemic industry



needs of hospitality, travel and tourism. The program has been redesigned to be delivered efficiently to students with hands-on experiences in a variety of hospitality areas including hotel and resort management, food and beverage, culinary, travel and tourism, and event planning. The goal is to expose students to different careers in the field during the first semester in order to alleviate the problem of a lack of qualified individuals in the hospitality field. And thanks to a

Building Idaho's Future grant from Idaho Career and Technical Education (CTE), we have been able to renovate space formerly used for CNC machining to create an amazing Hospitality Management space, complete with commercial ovens and an expanded kitchen.

- Athletics
  - LC State athletic academic highlights from this past year included a year-to-year retention rate of 90%, a graduation rate of 61%. In terms of GPA, over 70% achieved a 3.0 or better with nearly half earning a 3.5 or better and 32 student athletes had perfect 4.0 GPAs. The overall GPA for the spring 2022 semester was a 3.38 for LC State student athletes, which was the second highest in the Cascade Collegiate Conference.

#### The year looking forward:

- LC State received a grant of nearly \$1.3 million, the largest grant issued to the college to date by the Idaho Workforce Development Council, to renovate and repurpose the Wittman Complex and Mechanical Technical Building (MTB) on campus. The Workforce Development Industry Sector Grant, which totals \$1,289,050.55 from the Idaho Workforce Development Training Fund, has allowed for the purchase of industry-related equipment, instructional space renovations and the creation of a Workforce Training allied health hub on campus. The changes will increase capacity for students in the collision repair technology, diesel technology, and welding technology programs to help meet industry needs.



- LC State was honored to host the Idaho Division of Career and Technical Education Connect (Tri-) Annual Professional Development Conference in Sept of 2022, Idaho's premier CTE professional development opportunity connecting dots between peers, programs and industry partners.

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*"As a college, we are working with employers in the region in all areas of health care to help determine and define their needs so that we can create the training that will help them obtain quality, trained employees ready to help them meet the needs of the community."*

*- Jeff Ober, LC State CTE Dean*

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#### *Connecting Learning to Life and Student Support Services*

The year in review:

- Freshmen advising was overhauled to include peer coaching and faculty mentorship, moving advising from transactional information exchange to a relational "coaching" model, beginning prior to enrollment and persisting throughout a student lifecycle to graduation. The Student Support Network (SSN) at LC State exists to improve our students' ability to recognize someone in distress and to train them to respond in a helpful manner. This training increases the pool of helpers on the LC State campus who are friendly, reliable, supportive, and able to demonstrate leadership qualities inside and outside the classroom.
  - LC State expanded implementation of co-curricular transcript and tracking software. Branded as the "Do More" app, students can earn leadership and career preparedness micro-credentials using this app, as well as explore co-curricular and other leadership development opportunities.
  - LC State was selected to receive the American Association of State Colleges and Universities (AASCU) Excellence and Innovation Award for Leadership Development and Diversity in response to the *Do More: Leadership Development Program*, and was recognized and honored during the November 2021 AASCU Annual Meeting. The award recognizes exemplary leadership development programs that are designed to enhance the leadership capacity and diversity of the next generation of higher education leaders. LC State was honored for its Do More: Leadership Development Program because of its outstanding results and potential to influence and serve as a model for other institutions.

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*"This award is truly a point of pride for our institution and is yet another example of how LC State effectively serves its mission, authentically connecting learning to life!"*

*- President Pemberton, November 2021*

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- After hosting a virtual fair in 2020, LC State again hosted a live career fair 2021, as part of a three day/three school partnership with the University of Idaho and Washington State University. LC State hosted thirty-eight (38) businesses and five (5) graduate schools. Three

hundred and forty (340) students participated in the fair. A new addition to the day was a component for regional high school students. Fifty-seven (57) students/teachers/guidance counselors attended the first High School Career Expo. The High School event consisted of a walk through the Career Fair, Employer breakout sessions, LC State Division breakout sessions, and an employer panel.

#### The year looking forward:

- LC State's DoMore App.
  - As of the beginning of the Fall 2022 semester, there are 365 enrolled LC State students who are making progress toward the Leadership Credential. One student has been awarded the Leadership Credential and two others will soon be eligible to receive it. LC State launched a Career Readiness Credential – based on eight career readiness competencies identified by the National Association of College and Employers, the Career Readiness Credential prepares students for the workforce. The credential is based on the need employers have for new workers being skilled in areas like communication, teamwork and critical thinking.
    - The credential is broken down into three tiers that students must complete: (1) Exploring Career Readiness; (2) Career Preparation and (3) Managing Your Career. To earn the certificate, students will participate in events and professional development trainings.
    - Career-ready students become employees who are able to assess their strengths and identify opportunities for growth. These students are more willing to assume new responsibilities or take on new roles in a company because they know how to effectively manage their careers.
- The fourth annual career fair, in partnership with the University of Idaho and Washington State University, is scheduled for October 6, 2022. We plan to again host a live career fair with a component for regional high school students. Based on early registrations, we will surpass our business/graduate school attendee numbers for the fall career fair.

#### *Increase the college's degree-seeking student enrollment*

##### The year in review:

- While like much of the country LC State experienced enrollment declines among degree-seeking students in response to the pandemic, preliminary figures of entering degree-seeking classes of students (first time to college and transfer student populations) are making gains (see below re: 2<sup>nd</sup> week of August and first day of classes enrollment data). Gains in entering degree-seeking students are the first step towards gains in continuing student populations when they retain from year-to-year. LC State consistently retains over 60% of its first-time full-time students and three quarters of all degree-seeking students retain from year-to-year. These are encouraging signs that LC State's degree-seeking enrollment has 'turned the corner' to approach our sweet-spot goal of 3,000 FTE and 4,000 degree-seeking student headcount. Based on current enrollment trends (i.e., incoming degree-seeking students and retention performance) it is reasonable to assert that LC State's recruitment efforts are paying



off and achieving our sweet-spot enrollment sustainability targets over the course of the next 3-4 years is attainable.

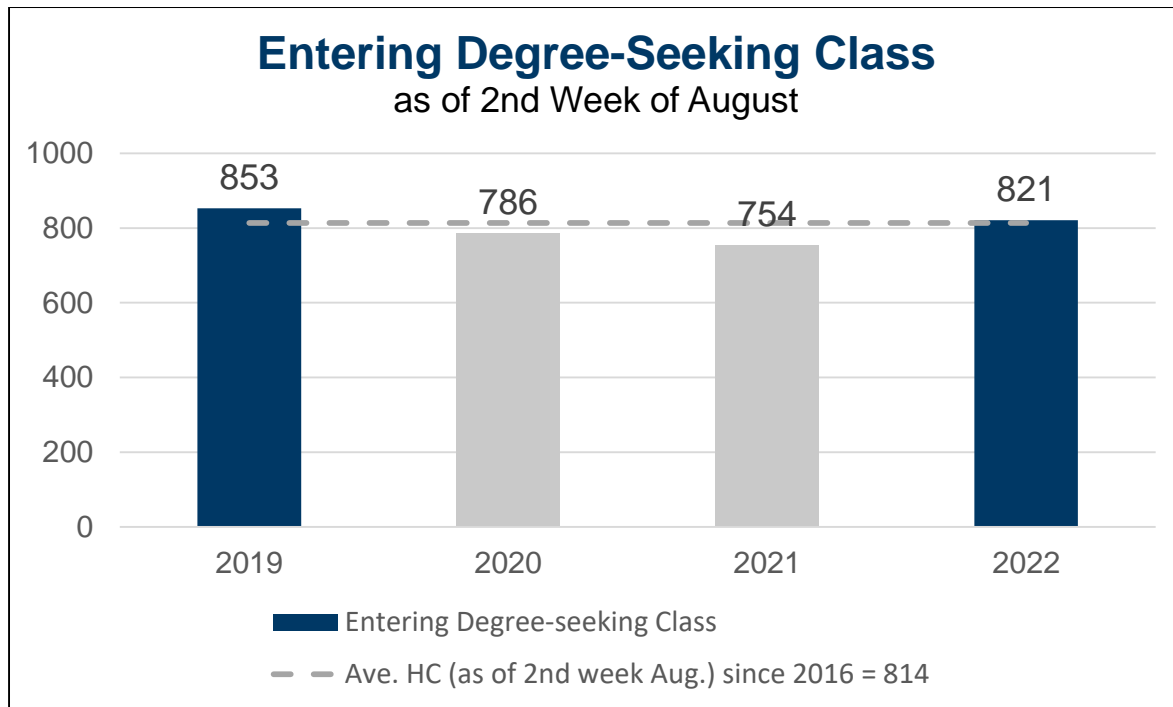


Figure 1: Entering classes, both transfer-in and new college students, as of the second week of August.

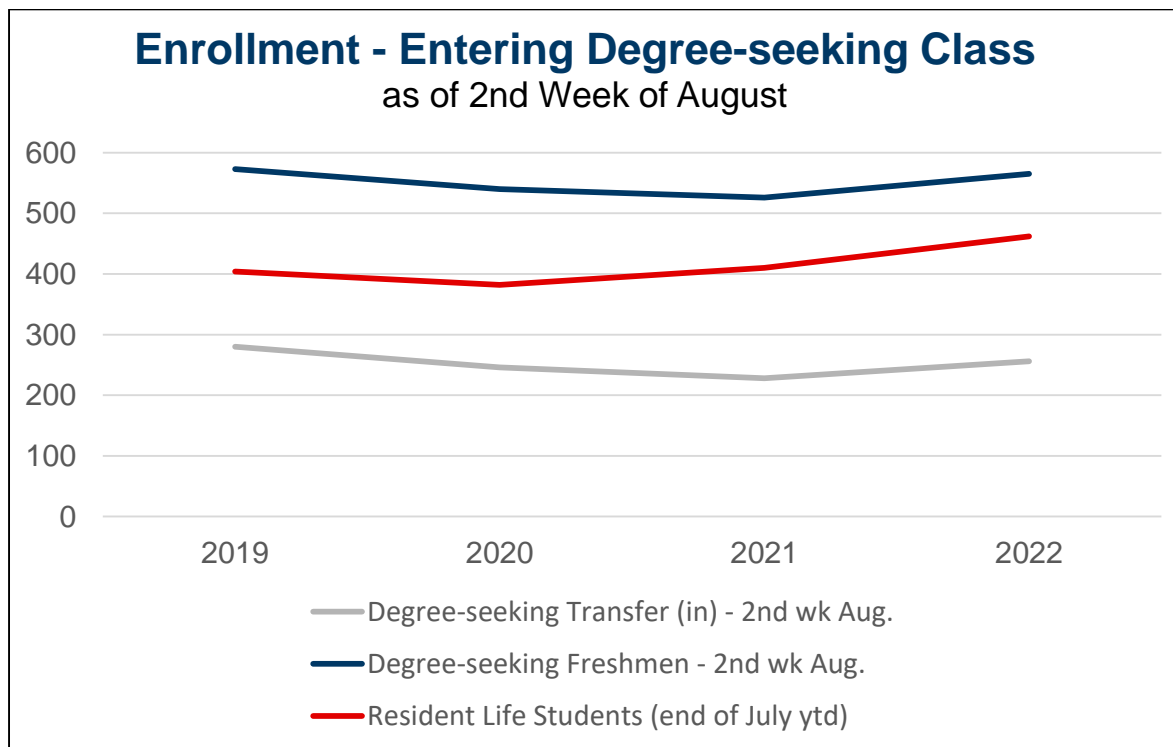


Figure 2: Entering classes and students living in resident housing as of the second week of August.

- LC State had a waiting list for campus housing beginning in early summer up to and through the start of the semester. We currently have 22 students in off-campus overflow housing (we rented the 2nd floor of the seaport wing of the Hells Canyon Grand hotel); and are working to finalize renovations to convert the former Music Building – now the Living-Learning Community into a sleeping porch style resident/living – learning facility.

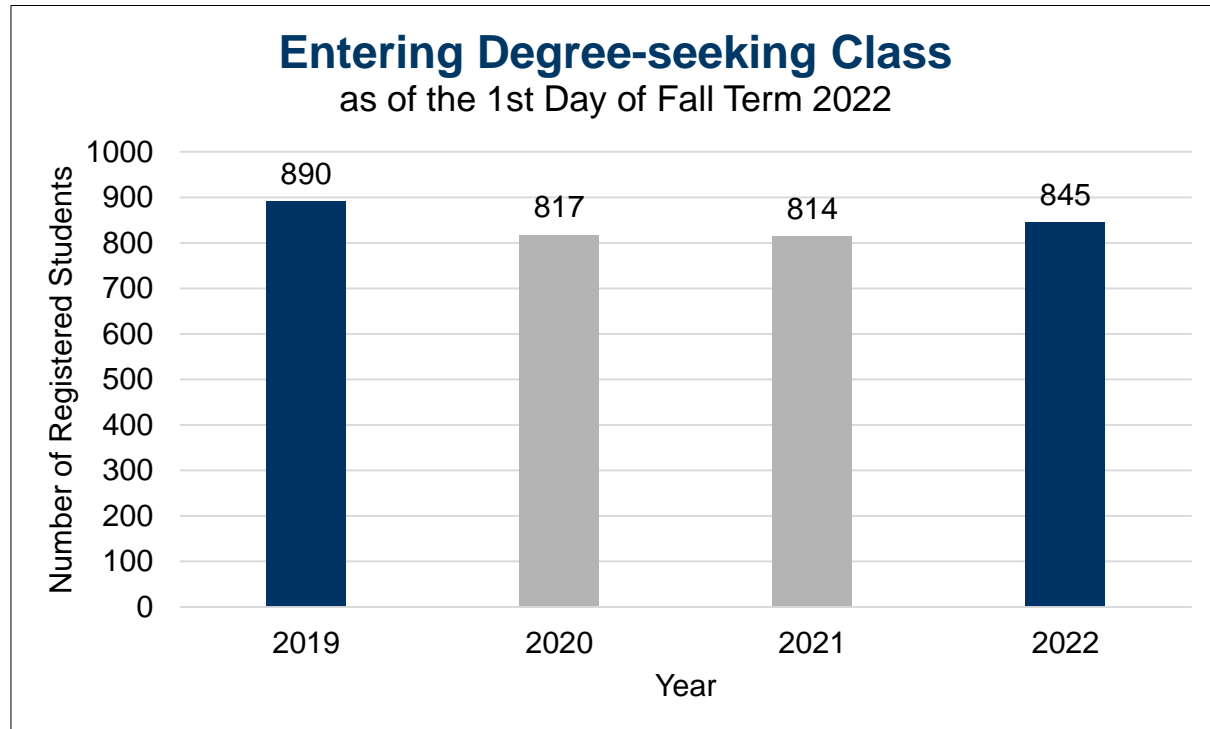


Figure 3: Entering classes, both transfer-in and new college students, as of the first day of fall term.

#### The year looking forward:

- As more degree-seeking students decide to pursue higher education, they will find LC State has evolved to serve their unique needs in a number of ways:
  - LC State is one of Idaho's online education leaders in terms of range, scope and number of online undergraduate programs and degrees.
  - A Better Deal for Adult Learners initiative
    - Created individualized success plans, which can include Prior Learning Assessment (PLA; portfolio, challenge and CLEP exams).
    - Expanded eight-week course offerings.
    - Expanded online, evening and weekend courses and student support services.
  - Leverage co-admit/co-enrollment MOUs/MOAs ratified with Idaho's two-year schools and Walla Walla Community College. These partnerships will help promote students' success for those attending more than one institution by making their transition smoother, increasing curricular choices and allowing them to tailor their education

experiences to fit personal goals, preferences, and needs resulting in greater student success and retention.

- LC State's Veterans Services Office successfully maintains and supports LC State's official designation as a "Military Friendly School" by:
  - Integration with local Veterans' organizations
  - Coordination with other educational institutions
  - Outreach to military installations
  - Support of students' needs
  - Compliance with regulatory VA requirements
- As has been noted, LC State was one of 73 colleges and universities nation-wide invited to participate in the third round of the Second Chance Pell Experiment, an initiative first launched in 2015 to expand access to Federal Pell Grants for incarcerated individuals to allow them to participate in postsecondary education programs.
  - LC State has offered non-credit welding classes through its Workforce Training program at Idaho Correctional Institution-Orofino consistently since 2009. By adding the tuition funding opportunities, the opportunities to the incarcerated population are that much greater.

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*"Our commitment to helping residents of the regional correctional facilities – and perhaps others – launch new beginnings for themselves through higher education is fervent."*

*- President Pemberton, May 2022*

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- As we move through pandemic realities and beyond, into a post-COVID-19 world, we plan to continue to build, evolve and refine our capacities through hybrid and online education modalities. In so doing, LC State will remain Idaho's small-college/private school experience at a public-school price.

#### *Complete College America*

##### *The year in review:*

- LC State was pleased to participate and contribute to the Complete College Idaho Statewide Summit (on Idaho State University's campus, June 16-17, 2022). Strategies, outcomes, best practices and lessons learned were shared from each institution regarding their efforts to implement the Complete College America game changer strategies.
- The metrics associated with the strategic goals of Complete College America (Credit Accumulation/ Think 30 to Finish, Remediation, and Math Pathways) remained elevated during an otherwise challenging year for our students. These strategic plan findings show that LC State consistently offers students opportunities for timely degree completion.

##### *The year looking forward:*

- The metrics associated with Complete College America have been incorporated to serve as important performance metrics in assessing the institution's mission fulfillment as part of NWCCU institutional accreditation. LC State is in the fourth year of its seven-year accreditation cycle towards mission fulfillment. These metrics originally developed as part of the Complete College America initiative now also serve to evidence, in part, of the institution's framework and mechanisms of mission fulfillment, using comparative peer data, focusing on equity gaps.

*Institutional Data*

Strategic Plan and Performance Report metrics related to this Presidential Priority are displayed below. Updated (census-date) enrollment to include fall 2022 is anticipated by the October LC State oral institutional report to the Board.

*Annual Enrollments<sup>1</sup>*

Enrollment	FY15 (14-15)	FY16 (15-16)	FY17 (16-17)	FY18 (17-18)	FY 19 (18-19)	FY 20 (19-20)	FY 21 (20-21)	FY 22 (21-22)
<b>Total Annual Unduplicated HC</b>	4,663	4,779	4,883	4,919	4,912	5,291	4,835	4,636
<b>Total Annual FTE</b>	2,997	2,751	2,769	2,765	2,687	2,711	2,542	2,483

*Retention Rates*

Retention	FY15 (14-15)	FY16 (15-16)	FY17 (16-17)	FY18 (17-18)	FY 19 (18-19)	FY 21 (20-21)	FY 22 (21-22)
<b>First-Time, Full-Time, Baccalaureate-Seeking, Students</b>	57%	58%	57%	63%	60%	61%	63%
<b>All Degree-Seeking Students</b>	72%	74%	73%	75%	75%	76%	74%

*Financial Hardship:* LC State continues to have a relatively high proportion of its entering class utilizing Pell Grants. Pell grants are a common indicator of financial hardship among students. It is a certainty that financial need impacts a student's ability to enroll/attend and persist in higher education.

Percent of Full-Time First-Time Undergraduates Awarded Pell Grant	
Lewis-Clark State College	49%
Idaho State University	47%
University of Idaho	35%
Boise State University	24%

*Degree & Certificate Production*

Certificates & Degrees	FY15 (14-15)	FY16 (15-16)	FY17 (16-17)	FY18 (17-18)	FY 19 (18-19)	FY 20 (19-20)	FY 21 (20-21)	FY 22 (21-22)
<b>Certificates</b>	25	22	18	21	15	26	51	62
<b>Associates</b>	202	351	414	425	347	365	218	204
<b>Baccalaureates</b>	544	541	528	587	626	505	599	579

<sup>1</sup> As reported to the Idaho State Board of Education on the annual PSR 1, different than annual enrollment figures reported in the IPEDS 12-month Enrollment Survey.

*150% Graduation Rates*

First-Time Full-Time Cohorts	Degree Attained w/in 150% Time	FY15 (2009 Cohort)	FY16 (2010 Cohort)	FY17 (2011 Cohort)	FY18 (2012 Cohort)	FY 19 (2013 Cohort)	FY 21 (2014 Cohort)	FY 22 (2015 Cohort)
<b>Entered as Bacc.-Seeking</b>	Bacc.	21%	27%	23%	33%	32%	31%	32%
<b>All First-Time, Full-Time Students</b>	Bacc., Assoc., & Certificates	30%	30%	28%	40%	38%	36%	37%

**Presidential Priority 2: Communication and Coordination**

As with PP 1, PP 2 spans all aspects of LC State's Strategic Plan and goals. Historically, this priority has been linked to Goal 3 of LC State's Strategic Plan: Foster Inclusion throughout Campus and Community Culture. LC State continues to be committed to providing a learning environment that affords people of all backgrounds and identities the opportunity to achieve their highest educational goals. We are especially cognizant of the distinctive relationship between LC State and Native Americans because of the historical significance, proximity and frequent collaboration with the Nez Perce Tribe and Coeur D'Alene Tribes on projects and programs of mutual benefit. Going forward into the new year, this presidential priority will evolve to focus on how communication can promote the coordination of various efforts campus-wide, creating synergies and efficiencies. First, the past year will be reviewed, focusing on LC State's connections within its community, followed by this priority's recalibrated focus towards coordination and efficiency.

*The year in review:*

- LC State was glad to partner with the SBOE to conduct a statewide survey of students' perception of their postsecondary experience. All eight Idaho public institutions were included and nearly 55,000 students were sent the survey via their college/university email accounts. Overall, findings across the state were positive and affirming in acknowledging that we, higher education, are creating and sustaining teaching and learning environments that support student success.

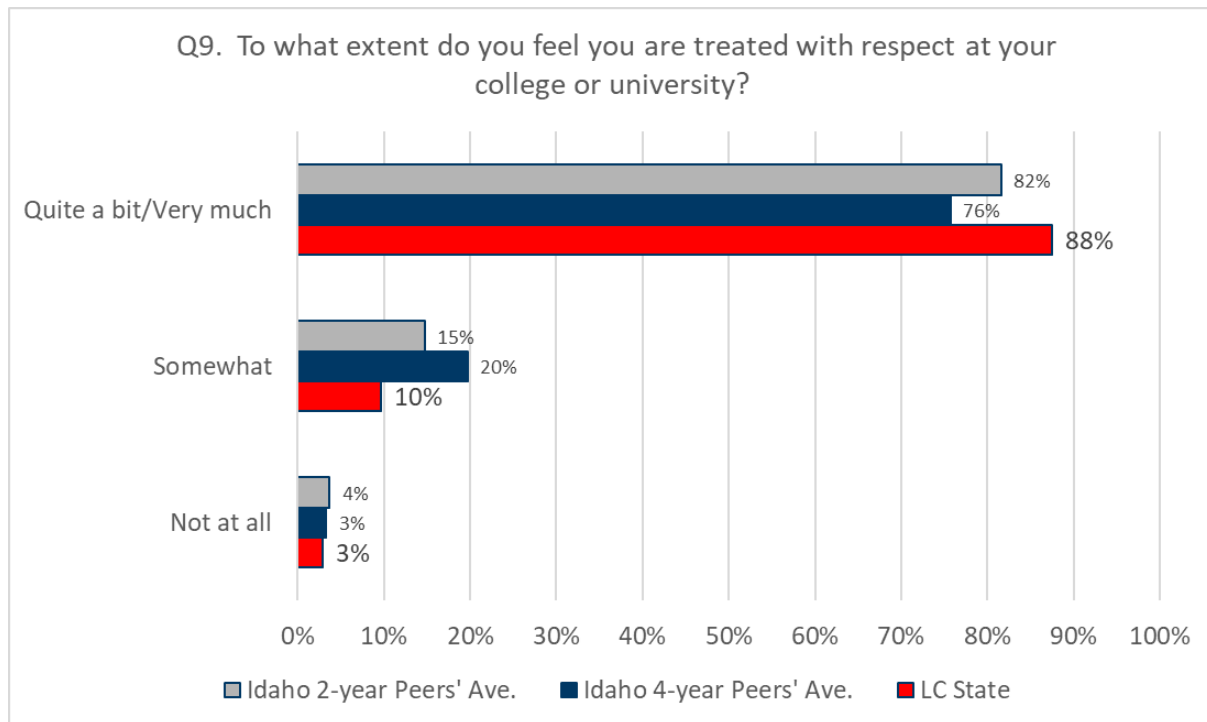


Figure 4: Students' perception of their postsecondary experience as per their response to the SBOE statewide survey administered November 2021.

- Community outreach through the Center for Arts & History:
  - 4,239 people engaged through on-site exhibitions, online exhibits, in-person events and online/remote programming surrounding art and culture offered through LC State's Center for Arts & History.
  - For the fourth time in the past nine years, the Historic Preservation Commission, under the city of Lewiston, selected the college's Center for Arts & History (CAH) for an Orchid Award for 2022. The college was honored under the category of Contribution to Historic Preservation for the masonry repair and window replacement at the Center,
- After a two-year hiatus, Art Under the Elms returned to campus in April 2022. There were 47 artisan vendors, many patrons, including many student families enjoying LC State's Family Weekend simultaneously,
- LC State hosted a Cybercore Summer Camp in July 2022 for students ages 13-18 to introduce junior high and high school students to computer-related fields.
- LC State political science professors Kylee Britzman and Leif Hoffmann offered a free "Consent of the Governed: Student Democracy Day" event for students age 12 and older in July of 2022.
- Native American Awareness Week events featured roundtable and panel discussions, speakers and games, and culminated with the annual Closing Pow Wow.
- For a 32nd year, LC State faculty, staff and students participated in and helped host activities to commemorate Martin Luther King Jr. and Idaho Human Rights Day, featuring a variety of volunteer service projects during the day.
- LC State's fifth annual women's leadership conference concluded as another meaningful success.

The year looking forward:

- For all students, staff and faculty, emphasis will be placed on communication and common messaging of access and affordability within our campus community, promoting LC State as Idaho's only small four-year "private school" experience at a public school price. Continued importance will be placed on how campus community is maintained by the tactical information relayed during campus meetings, faculty/staff department meetings, one-on-ones with close colleagues and the President's *Ask & Answer* sessions as well as *Tuesdays at Two*; and the informative Monday Message.

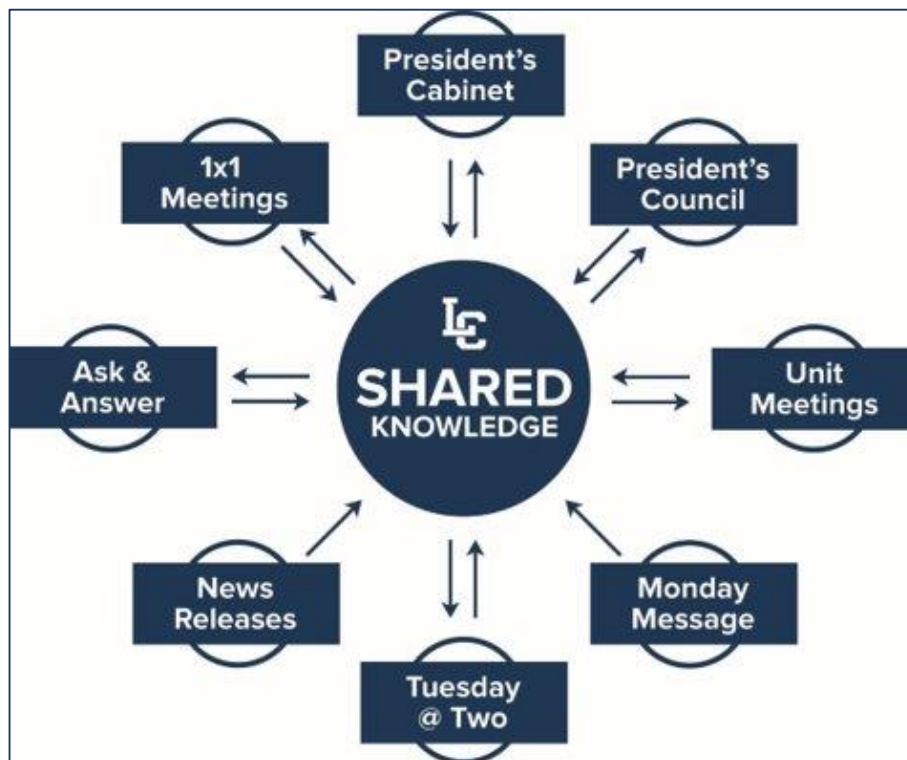


Figure 5: The various ways campus-wide coordination is communicated.

- A campus-wide/comprehensive recruitment plan was developed, laying out the timing of important recruitment activities throughout the year so that each academic division has guidance on how and when to engage recruitment activities alongside of staff in Student Affairs. This interpersonal approach allows faculty to tailor recruitment efforts in ways that make sense for their discipline and professional standards.
- With regard to Student Services:
  - As LC State's Warrior OneStop matures, cross-training of staff in the units comprising the Warrior OneStop (Admissions, Financial Aid, Registrar/Records, and Student Accounts) has continued. Specific processes (e.g. transfer student transcript evaluation) shared among two or more of the offices have been redesigned to utilize staff more efficiently and, ultimately, to produce more timely results for students.
  - Staff members among Registrar/Records and the Admissions Office now have responsibilities that span both offices. A similar effort will be launched with Student Accounts and Financial Aid.
- As has become an established norm, LC State's president participates as a member of local and regional boards (e.g., Valley Vision, St. Joseph Regional Medical Center, etc.), and will

build upon a successfully implemented practice of one on one, informational meetings with Idaho legislators.

- This coming year, LC State has plans to launch its largest advertisement campaign in school history (on record) resulting in a multimedia presence throughout the state and region.
  - Marketing will be statewide due to expected declines among individuals aged 15-19 in region two of Idaho.
  - Traditional presence (through billboards) will augment LC State's digital presence.

### Presidential Priority 3: Streamlining

As with PP's 1 & 2, PP 3 spans all aspects of LC State's Strategic Plan and goals. Historically, the report on this priority has focused on its link to and impact on Strategic Plan Goal 4: Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives. LC State is and should remain Idaho's most accessible and affordable four-year school – providing a small college “private” school experience at a public-school price, which means maintaining its lowest tuition/fee position compared to its Idaho sister four-year institutions. Moving forward, this presidential priority has been recalibrated to also focus on how we can streamline our efforts to accomplish more in our current environment – working better not harder.

#### The year in review:

- LC State continues to pursue its enrollment growth goals of 3,000 FTE and 4,000 HC (degree-seeking/non-dual credit), what we are calling the “sweet-spot” in terms of campus vitality and long-term financial stability.
  - LC State is and should remain committed to providing an outstanding small college experience. Serving and serving well, Idaho students [approx. 80% of LC students are Idaho residents], first-generation, low income [Pell eligible] traditional and non-traditional students.
  - Enrollment generated funding would be sufficient to meet non-personnel operational costs and help the college reach its strategic plan goals as the college grows toward the identified sweet-spot enrollment target, even as the span and standard services expected of institutions of higher education in support students expands across time.
- While remaining Idaho's best deal for students, LC State efficiently leveraged its resources towards areas of need identified by rigorous program assessment and towards equity and compression compensation and employee retention challenges.<sup>2</sup>
  - LC State completed the Campus Facility Master Plan for FY 2023-2029 and received SBOE approval in October 2021. The plan will guide future property acquisitions and development, standards for development and land use, and renovations of existing facilities, and will inform utility and infrastructure projects.
  - LC State was grateful for state support towards equitable compensation to its employees, distributed based upon the merit (aka performance evaluations). The FY 23 compensation plan has three primary components:
    - An across the board 3% ongoing increase based on FY2022 salaries for all benefited employees hired by June 30, 2022;

<sup>2</sup> For a summary of LC State's FY23 resource allocation decisions, see Appendix A.



- An additional ongoing % increase based on merit (must have “achieves” performance rating or higher) ranging from 1.5% to 3.8% for those employees hired on or before Jan. 1, 2022.
- A small pool of funds to be used to target positions and progress towards LC State compensation goals (e.g., employees with 15 or more years of service) in support of livable wages and retention.

With this funding support, LC State was proud to be able to hold the line on undergraduate tuition for another year. The only increases our students are encountering are modest pass-through increases for room and board, a \$7 per semester technology fee that covers our third party Ellucian contract annual increases (Ellucian is our IT infrastructure vendor), and a modest increase to graduate tuition to bring us more in line with our sister and partner program institutions. Despite inflationary increases, operating budgets will remain flat for the coming year.

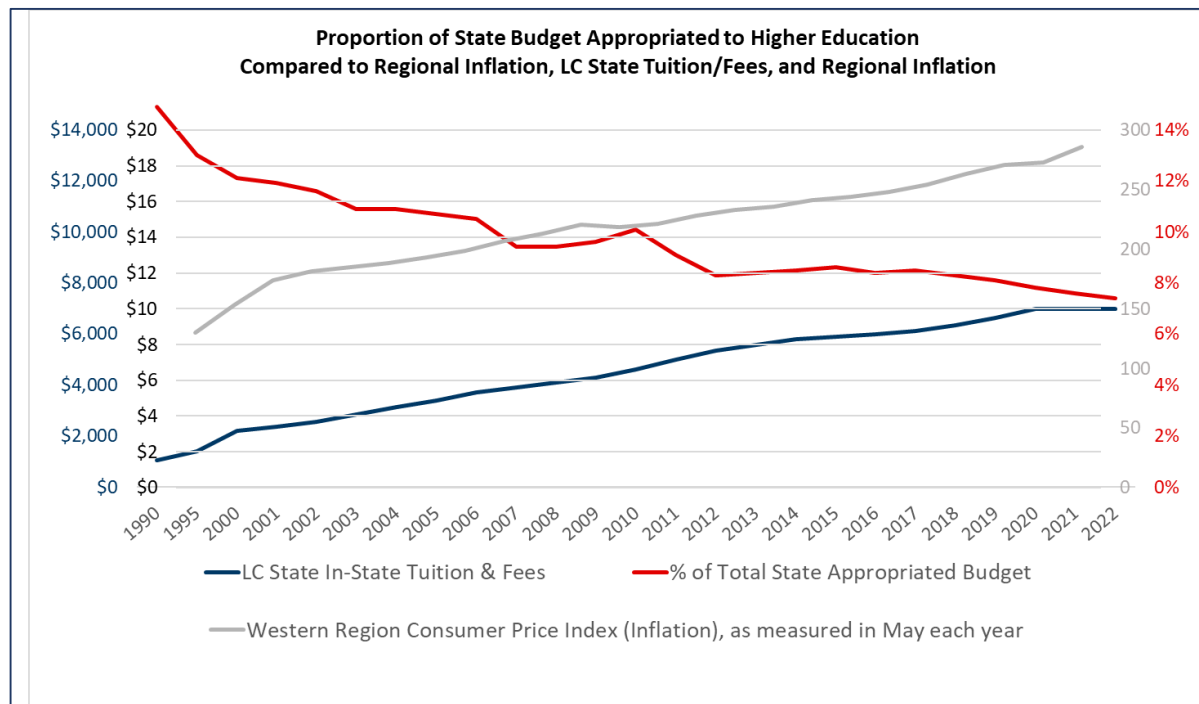


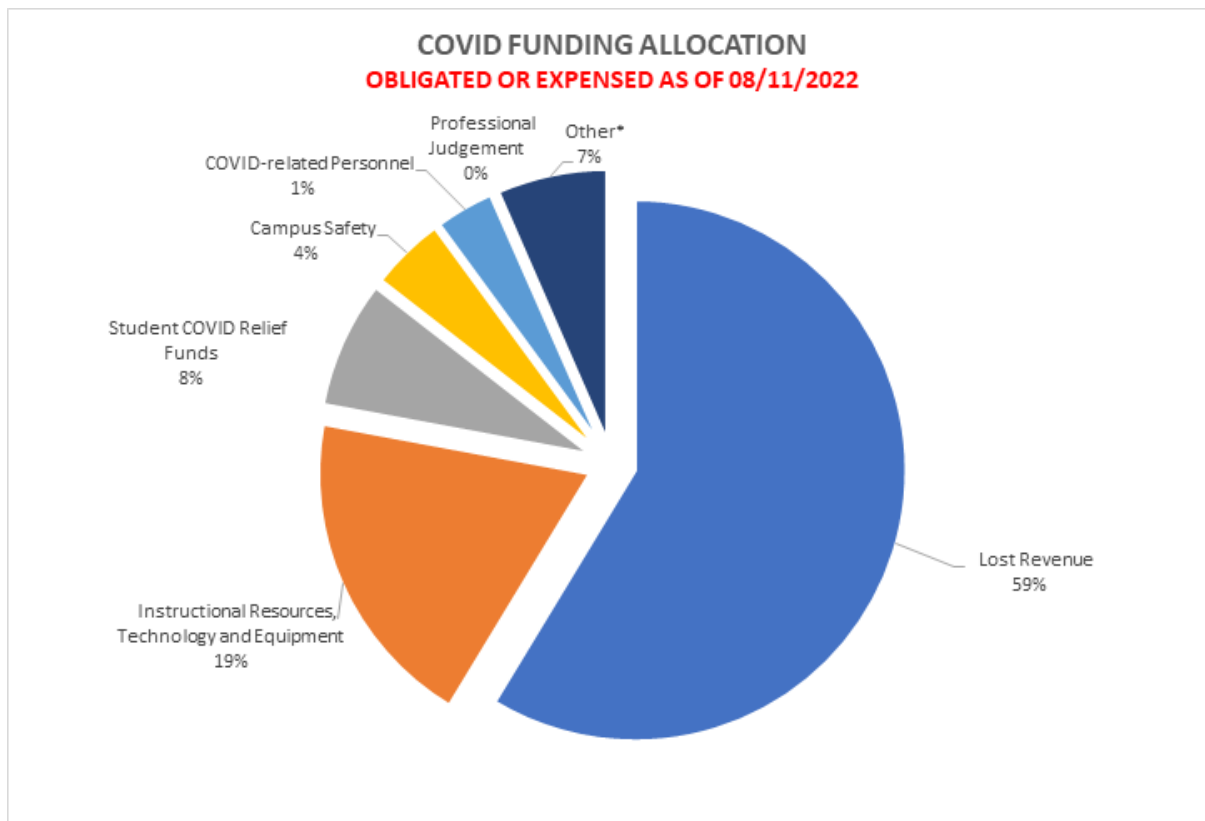
Figure 6: Graph depicting the proportion of budget appropriated to higher education in the state of Idaho compared to LC State's tuition/fees and regional inflation.

#### The year looking forward:

LC State is committed to achieving operational sustainability by focusing on personnel, enrollment-related services, supports, recruitment and retention, creating enrollment stability and ultimately growth. The size of LC State's personnel footprint means cross-training, synergies and efficient problem-solving are key to reducing costly duplication of effort while maintaining crucial business processes.

- Remaining personnel operation costs include:
  - Bringing all employees up to at least 80% of their compensation comparators/benchmarks (cost currently assessed at \$226,905).
  - Bringing employees with over 15 years experience at the college to 90% of their comparators/benchmarks (cost currently assessed at \$6,600).
- FY 2023 resource allocation decisions include<sup>2</sup>:

- Legislative line items in support of non-traditional learners, cybersecurity compliance, Title IX support and a CTE Flatbed Printer.
- Items resulting from internal program assessment and resultant resource requests include additional staff support for Early College Programs (i.e., dual credit), sound masking expansion (for privacy) of the Student Counseling Center and software purchase in support finance project accounting.
- Judicious management of CARES Act Higher Education Emergency Relief Funding (HEERF; see Figure 7).



*Figure 7: The allocation of CARES Act HEERF dollars used by LC State to support institutional operations.*

- Moving forward, this presidential priority has been recalibrated to focus on how we can streamline our efforts to accomplish more in our current environment.
  - Campus-wide, all-in recruitment efforts are making a difference. Many campus faculty and staff personally reached out and connected with potential students. The entire campus community came together to help tell the LC State story and demonstrate to these prospects how and why LC State is unique among Idaho's colleges and universities; and convert admissions into fall registrations.
  - LC State staff are working to use and share information to facilitate communication and understanding; as well as streamline processes and automate functions using central data sources. Examples include:
    - The Office of Institutional Research & Effectiveness (IRE) supports information awareness and strategic decision making, continuing the good work launched by the Office of Registrar & Records, by producing weekly enrollment updates

inclusive of year-to-year comparisons (where data are available).

Weekly reports include enrollment college-wide, as well as by school, division and program/degree.

- The management of the college's fleet of vehicles is being streamlined and efforts are being engaged to create more centralized processes to support efficient use of shared resources; with future fleet purchase considerations to include "going-green" (e.g., hybrid and electric vehicle options).
- The onboarding of new employees now explicitly includes common messaging reinforcing LC State's hallmark as Idaho's small "private" college experience at a public-school price, serving and serving well, Idaho students [approx. 80% of LC students are Idaho residents], 1<sup>st</sup> generation, low income [Pell eligible] traditional and non-traditional students.
- Maximize high-level synergies, utilizing the aggregate expertise of personnel in President's Council to transform the efforts and metrics associated with Complete College America to serve as important performance metrics in assessing the institution's mission fulfillment as part of NWCCU institutional accreditation, using comparative peer data and focusing on equity gaps.

#### *Fundraising and Advancement Data*

Key Data	FY2017	FY2018	FY2019	FY2020	FY 2021	FY 2022***
Total Assets	\$9,256,633	\$13,047,742	\$13,870,249	\$12,078,104*	\$16,070,808	\$15,914,916
Revenues	\$1,238,957	\$4,010,638	\$1,352,517	\$2,427,102	\$2,905,131	\$3,725,494
Endowment Funds	\$7,586,029	\$8,200,137	\$8,599,896	\$8,786,877	\$11,723,556	\$11,514,532
Funds Distributed for Scholarships	\$449,239	\$455,148	\$495,318	\$551,189	\$532,656	\$542,798
Distributions to LC Programs and Capital Projects	\$785,442**	\$430,038	\$409,102	\$3,861,664*	\$1,432,096	\$1,312,478

\*In FY2020, the LC State Foundation began distributing donations earmarked towards the CTE Center to LC State, resulting in a decrease in total assets and increase in distributions to LC State.

\*\*In FY2017, the LC State Foundation began distributing donations earmarked towards the Harris Field renovation.

\*\*\*FY 2022 figures are unaudited as per June 30<sup>th</sup>, 2022.

## College Highlights

### **RANKINGS & ACCOLADES**

**RANKED #3 IN THE WEST** – LC State was named the No. 3 top public regional college in the West in the 2022 U.S News & World Report rankings. The West region includes colleges as far east as Oklahoma and Texas. LC State also was ranked No. 8 for Best Value in regional colleges in the West, and was named among the top regional private and public colleges in the West for Best Undergraduate Nursing.

**NURSING RANKED NATIONALLY, AGAIN** – LC State's LPN to BSN program was ranked No. 5 nationally by BestAccreditedCollege.org, and RNtoMSN.org ranked the college's RN to BSN online program as the best in Idaho, along with the best program for earning a BSN and the most affordable program. Additionally, RegisteredNursing.org named LC State's nursing program the best among all four-year institutions in Idaho, and EduMed.org ranked LC State's RN to BSN program as one of the 11 best overall and most affordable in the nation.

**AFFORDABILITY LEADER** – LC State was named the most affordable public four-year college or university in Idaho, by University Headquarters, an online resource to help students with higher education. In-state tuition is \$6,982 per year at LC State, which has remained flat for the past three years.

**HIGH PLACEMENT RATES** – 98 percent of academic program graduates and 99 percent of career-technical graduates were successfully placed in careers, continuing education, or the military.

**AASCU EXCELLENCE AWARD** – LC State was awarded the American Association of State Colleges and Universities' Excellence and Innovation Award for Leadership Development and Diversity. The college was honored for its Do More: Leadership Development Program because of its outstanding results and potential to influence and serve as a model for other institutions.

**COLLISION REPAIR ACCREDITATION** – The LC State collision repair technology program received renewed accreditation from the National Institute for Automotive Service Excellence (ASE) Education Foundation. The accreditation is good for five years through Feb. 1, 2027.

### **FIRSTS & NEW INITIATIVES**

**FIRST GRADUATE GRADUATES** – Alex Sommerfield and Kevin Baker became the first two LC State students in school history to earn a graduate certificate at the college. Both earned a graduate certificate in Sport Coaching in the spring.

**EDUCATING THE INCARCERATED** – LC State was one of 73 colleges and universities in the nation invited to participate in the third round of the Second Chance Pell Experiment, an initiative first launched in 2015 to expand access to Federal Pell Grants for incarcerated individuals.

**CYBERSECURITY DEGREE** – In quick response to Idaho needs and with modest funding, LC State launched a 120-credit fully online Cybersecurity Management degree. Students in the program are able to use the Security Operations Center (SOC) on the LC State campus which

is connected through the IRON network to SOC's at each of the eight Idaho institutions of higher education as well as the Idaho National Laboratory.

**NEW PORTFOLIO COURSE** – As part of its Adult Learner Initiative to help meet the needs of working adults, LC State launched a new portfolio development course to give individuals the opportunity and instruction to successfully document and demonstrate college-level competencies and earn college credits for it.

**MOU WITH WWCC** – LC State and Walla Walla Community College entered into an agreement to allow students from the two institutions to enroll concurrently. The memorandum of understanding includes a financial aid consortium agreement.

### **ENROLLMENT**

**INTERNATIONAL REBOUND** – LC State's international student enrollment was up 53 percent in the fall, with students coming from 32 countries despite continued international complexities.

**INCREASE IN FIRST-TIME STUDENTS** – The total number of students attending LC State for the first time – whether on campus, online or through dual credit – increased by just over 1 percent compared to the previous year according to census day totals.

### **FUNDRAISING & GRANTS**

**\$2M DONATION** – LC State received a \$2 million donation from P1FCU to enter into a 10-year naming agreement for the college's main indoor athletic venue, the P1FCU Activity Center. The facility, opened in 2005, is the home of LC State's volleyball and basketball programs.

**WASTEWATER STUDY GRANT** – LC State received a grant for \$137,700 to study area wastewater treatment plants to measure for levels of SARS-CoV-2, which could help predict outbreaks of COVID-19 in advance to aid local healthcare professionals. The grant is from the state of Idaho through the Center for Disease Control and Prevention.

**\$1.3M WORKFORCE DEVELOPMENT GRANT** – LC State received a grant of nearly \$1.3 million, the largest grant issued to the college to date by the Idaho Workforce Development Council, to renovate and repurpose Wittman Complex and the Mechanical Technical Building.

**TALENT SEARCH GRANT RENEWED** – The LC State hosted Clearwater Valley TRIO Talent Search program will continue for another five years after its grant funding was renewed at more than \$1.6 million. The program serves 592 students in grades 6-12 in Grangeville, Kamiah, Kooskia, Orofino, and Pierce/Weippe.

### **FACILITIES & CAMPUS**

**RESIDENCE HALL PURCHASED** – LC State received permission from the Idaho State Board of Education to purchase College Place to maintain its current residential housing capacity and help meet housing demand. College Place, located adjacent to campus, has been privately owned but managed by the college for more than a decade.

**ANOTHER ORCHID AWARD** – For the fourth time in the past nine years, LC State received an award for its historic preservation of a campus building through renovation or remodeling. This time for the college's renovation of its historic Center for Arts & History.

**AWARD-WINNING CTE CENTER** – LC State's three-story, 86,000-square foot Schweitzer CTE Center, officially opened in 2021 thanks to support from the state and private donors, received a Learning by Design magazine's 2022 Outstanding Project Award for its design.

**TREE CAMPUS** – For the second straight year, LC State was recognized as a Tree Campus Higher Education institution by the Arbor Day Foundation. The award is a recognition of LC State's commitment to effective urban forest management. LC State was the only four-year institution in Idaho to be honored.

### **WARRIOR ATHLETICS**

**STUDENT-ATHLETE ACADEMIC EXCELLENCE** – The LC State athletic department earned Presidents' Academic Excellence status in the Cascade Collegiate Conference for the 2021-22 school year. The 203 LC State student-athletes had a combined 3.38 GPA, the second-highest in the conference.

**WORLD SERIES RUNNER-UP** – The LC State baseball team was the runner-up at the Avista NAIA World Series. The Warriors finished the season with a record of 58-7 after setting records for the best start in program history (20-1) and longest winning streak (28 games) during 2022.

### **Program Prioritization – Program Performance**

As noted in last year's report, LC State successfully completed its second round of program performance (prioritization) for instructional and non-instructional programs, in accordance with SBOE Policy III.F. In academic year 2016-2017, the prioritization process at LC State was renamed Program Performance, instructional and non-instructional programs were separated from one another, and teams with campus-wide representation were tasked to develop separate prioritization processes. Each group created criteria and indicators upon which quintiles could be built. These criteria were included in the Unit Assessment Report (UAR) documents, and reviewed, analyzed and responded to annually by program department directors, faculty, chairs, deans and vice presidents.

In spring 2020, Provost's Council, with assistance from Institutional Research & Effectiveness, reviewed three (3) years of data for each indicator to determine which could reliably be used to determine quintiles for instructional programs. At the same time, LC State faced serious budget reductions, in part due to the COVID-19 pandemic. In alignment with State Board of Education policy, 43 instructional programs were evaluated and 18-20% of all programs were placed into each quintile. During the 2020-21 academic year, each instructional program in Quintiles 1-4 developed a broad plan of action for the next three years, as guided by the criteria for quintilization. Faculty whose programs were assigned Quintile 5 conducted a more thorough program review. Two instructional programs have been discontinued as a result of the program performance work:

1. Administrative Management Assistant (CTE) and associated degrees/ certificates

## 2. A.S. Engineering

Non-instructional programs engaged in program performance during academic year 2020-2021, and during academic year 2021-22. These programs are making progress on the resultant work plans. Scoring focused on resources/ efficiency & effectiveness, where programs evaluated themselves against mandatory/ compliance driven services, necessary and essential services, and value-added activities. The 34 non-instructional programs were grouped resulting in 18 programs assigned Group 1, as sustainable perhaps with minor modification, and 16 programs assigned Group 2, as sustainable with modification. [No non-instructional programs were assigned Group 3, as not sustainable in current operational mode.] The admissions/financial aid/registrar and student accounts Warrior OneStop, as well as the newly launched (Fall 2022) Student Success Center “onestop” are outcomes of this process.

### Institution and Industry Collaborations

**Industry Collaborations:** LC State's industry collaboration focus over the past year has been developing pathways and partnerships concentrated on the new Schweitzer CTE Center, the athletic Activity Center and the educational opportunities that it will precipitate.

- Lewis-Clark State College received a \$2 million donation from P1FCU to enter into a 10-year naming agreement for the college's main indoor athletic venue, the P1FCU Activity Center. With the \$2 million, LC State will use \$1 million to set up the P1FCU Athletics Endowment Fund to support student-athlete scholarships. The other \$1 million can be used as endowment funds to support additional student-athlete scholarships, for athletic program and facility needs, and to help the college with its Title IX initiative.

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*“Warrior athletics is an important part of our campus culture and experience, and our student-athletes excel on the courts, courses, fields, and in the classrooms.”*

*– President Pemberton, December 2021.*

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- The *Dream It Do It* conference was held in May 2022 and over 500 students and 40 employers participated.
- LC State continues to meet with the Nez Perce Tribe to explore partnerships in healthcare, childcare, and casino gaming management, searching for ways to improve access to different types of education among tribal members. LC State hosts a Tribal Advisory Counsel meeting twice annually, now inclusive of Nez Perce, CDA and Umatilla Tribe representatives.
- Construction continues in the diesel lab to make the lab larger to allow more interaction with students to meet the needs of industry in the region.
- We are expanding our allied health capabilities in the Mechanical Technical Building and scaling training through workforce training, certificates, degrees, and pathways to other allied health careers and opportunities in cooperation with local healthcare employers.

**Institution Collaborations:** LC State has streamlined articulations with all Idaho community colleges and universities. The LC Express program (that reaches beyond Idaho) is an example



of our accelerated efforts to provide access pathways from two-year colleges and programs. LC Express includes specialized transfer programs and agreements with the following institutions:

- Blue Mountain Community College
- Columbia Basin College
- North Idaho College (NIC)
- College of Western Idaho (CWI)
- College of Eastern Idaho (CEI)
- College of Southern Idaho (CSI)
- Treasure Valley Community College (TVCC)
- Walla Walla Community College (WWCC)
- Community Colleges of Spokane (SCC/SFCC)

Specific information can be found at [www.lcsc.edu/admissions/apply/transfer-student/lc-express](http://www.lcsc.edu/admissions/apply/transfer-student/lc-express).

### Research and Economic Development & Capital Campaign

At LC State, given its student-focused teaching mission, research and economic development are intimately linked with capital campaign/project initiatives. The most recent and primary example of this is the Schweitzer CTE Center. Construction has been completed and a ribbon cutting ceremony occurred October 23, 2020.

#### Schweitzer CTE Center

In Fall 2020, LC State successfully completed the construction of the Schweitzer CTE Center, a three-story, 86,000-square foot, \$27M project with high school pipeline programs which meet industry training demand. Seven instructional programs moved to the Schweitzer CTE Center (auto mechanics, CNC machining, engineering technology, HVAC-R, industrial electronics information technology and millwright). during the fall 2021 and spring 2022 semesters, 141 unique students took at least one class in the new building, 2,255 total credits were attempted by students in that building, and 28 degrees or certificates were awarded to students that attended classes in the Schweitzer CTE Center.<sup>3</sup> In spring 2022, The Schweitzer CTE Center received a Learning by Design magazine's 2022 Outstanding Project Award for its design. It serves as the home for seven Technical & Industrial Division programs. The Schweitzer CTE Center is located next to the new Lewiston High School in the Lewiston Orchards, thus encouraging dual-education opportunities, a natural pipeline from high school to college in CTE programs, and pathways to CTE careers.

<sup>3</sup> Enrollment measured at fall and spring censuses.





### DeArmond College & University Center

An important joint capital project resulted in the DeArmond College and University Center in Coeur d'Alene. A successful ribbon cutting ceremony took place on Sept. 10, 2019.



### Endowments

The LC State Foundation reported \$15,914,916 in total assets as of June 30, 2022.<sup>4</sup>

- \$11,514,532 are endowed funds.
- Endowment distributions increased by 8% in FY22 in comparison to FY21.
- Annual fund distributions increased by 5% in FY22 in comparison to FY21.

### Community Partnerships

LC State continues to be a proud member of a tri-partnership existing between the city of Lewiston, Lewiston Independent School District and LC State. Through this partnership, public infrastructure was developed in association with the Schweitzer CTE Center, Lewiston High School and Community Park. Tri-partnership construction specifics include:

- Two new roadways – Community Drive and Cecil Andrus Way
- Utilities installation including water, sewer, storm, and franchise (power, phone, cable, fiber)
- Widening of Warner Avenue from 13th Street to just west of 12th Street including a mini roundabout at 12th Street
- Intersection improvements at 10th and Cecil Andrus Way included widening, curb installation, and designated turn lanes and receiving lanes.

Representatives from LC State continue to serve on the Beautiful Downtown Lewiston Master Planning Committee. President Pemberton serves on the boards for the following organizations and industry partners:

- Valley Vision
- St. Joseph Regional Medical Center Board of Directors
- LCSC Alumni Board
- LCSC Foundation Board
- Tribe Advisory Council
- LC Valley Civic Group

### Conclusion

In conclusion, LC State has been proudly serving students since 1893 as Idaho's small "private" college experience at a public school price. Guided by its mission, LC State is fully committed to expanding access to higher education and ensuring success for all of our students. Despite the challenges of the past few years, LC State has emerged as a better institution, having evolved to serve the unique needs of its students under unique circumstances. This institutional annual report has served to provide a state of the college and to inform the Idaho SBOE of the annual Presidential Priorities, guiding the institution forward.

<sup>4</sup> FY 2022 figures are unaudited as per June 30, 2022.

## Appendix A: Summary of LC State FY23 Resource Allocation Decisions

**LEWIS-CLARK STATE COLLEGE**  
**FY23 RESOURCE ALLOCATION DECISIONS**

*(Includes both General Education and Career & Technical Education)*

	Total, incl. CTE
<b>A. Salary &amp; Benefit Cost Increases (Gen Ed/CTE):</b>	
1. CEC/Equity Increases	\$1,352,119
2. Faculty Promotions	235,592
3. Compression, Equity, & Minimum Adjustments	102,256
4. Health Insurance and Variable Benefits	270,100
<b><i>Subtotal-Salary &amp; Benefit Cost Increases</i></b>	<b><i>\$1,960,067</i></b>
<b>B. Legislative Line Items:</b>	
1. Occupancy Costs	\$155,500
2. Non-Traditional Learners	\$329,200
3. Cybersecurity Compliance	\$91,600
4. Title IX Support	\$69,600
5. All Institutions, Chief Audit Executive	(\$11,400)
6. CTE Flatbed Printer	\$107,700
<b><i>Subtotal-Legislative Line Items</i></b>	<b><i>\$742,200</i></b>
<b>C. Ongoing RRF Funded Items (Gen Ed Only):</b>	
1. (Academic Affairs) Early College 1.0 FTE	
2. (Academic Affairs) Library request: Digital World of Tomorrow	
<b><i>Subtotal-Ongoing Gen Ed RRF Funded Items</i></b>	<b><i>\$86,845</i></b>
<b>D. One-Time RRF Funded Items (Gen Ed Only):</b>	
1. (Information Technology) Implement Ellucian Finance Project Accounting	
2. (Communications & Marketing) Advertising Boost	
3. (Admissions Office) ACT/SAT Name Purchase	
4. (Student Counseling Center) Sound masking expansion into SGC 211	
<b><i>Subtotal-One-Time Gen Ed RRF Funded Items</i></b>	<b><i>\$244,700</i></b>
<b>E. Ongoing RRF Funded Items (CTE Only):</b>	
<b><i>Subtotal-Ongoing CTE RRF Funded Items</i></b>	<b><i>\$0</i></b>
<b>TOTAL FY23 COLLEGE RESOURCE ALLOCATIONS</b>	<b>\$3,033,812</b>

**Local RRF Funded Items:**

1. (School of Professional Studies/School of Liberal Arts) Math & Science Tutors

**Auxiliary RRF Funded Items:**

1. (Residence Life) Change Custodian to Lead Custodian
2. (Residence Life) Build out basement of Education House (822 7th St)
3. (Residence Life) 305 9th Ave - build out basement bedrooms
4. (Residence Life) Replace vinyl siding on Clearwater Hall
5. (Residence Life) York House (Clark House) roof replacement
6. (Residence Life) Paint York House (Lewis and Clark House)
7. (Student Union Building/ Center for Student Leadership) ASLCSC Club House Carpet
8. (Student Union Building/ Center for Student Leadership) Jitterz/Patio Remodel
9. (Student Union Building/ Center for Student Leadership) WCC Carpet Update/Lobby Remodel

**COVID RRF Funded Items:**

1. (Inst. Overall) Smart Classrooms (3-5)/Conf rooms (1-2)

**Internal Reallocation RRF Funded Items:**

1. (Athletics) Administrative Assistant



Appendix B: LC State is a Good Investment on a Shoestring Budget

# LEWIS-CLARK SHOESTRING COLLEGE

Idaho's best opportunity for education investment.

For 129 years, Lewis-Clark State College has done a poor job of advocating its own worth. This is changing. Here are **5 reasons** Idaho should invest in LC State.

BEST ROI FOR IDAHO	MOST PRODUCTIVE	SEVERELY UNDERSTAFFED	AFFORDABLE REQUIRES FUNDING	EMERGING MARKETS LEADER
<p>LC State appropriation <b>\$18.5M</b></p> <p>Degrees produced <b>741</b></p> <p>Appropriated dollars per degree <b>\$25K</b></p> <hr/> <p>Four-year sister institution avg. appropriation <b>\$96.1M</b></p> <p>Avg. degrees produced (including graduate) <b>3,197</b></p> <p>Avg. appropriated dollars per degree <b>\$33K</b></p> <hr/> <p><b>LC State produces degrees at 3/4 the cost, and undergraduate degrees at 1/2 the cost.</b></p> <p>Idaho two-year institutions avg. cost per associate degree is \$20K.</p> <p><small>Source: The Facts 2021 (Idaho State Board of Education)</small></p>	<p>LC State full-time employees <b>377</b></p> <p>Degrees per employee <b>2.0</b></p> <hr/> <p>Four-year sister institution avg. full-time employees <b>2,135</b></p> <p>Four-year sister institution avg. degrees per employee <b>1.5</b></p> <hr/> <p>Two-year institution avg. full-time employees <b>429</b></p> <p>Two-year institution avg. degrees per employee <b>1.5</b></p> <hr/> <p>LC State ties with Boise State in most degrees produced per employee among Idaho public two- and four-year institutions.</p> <p><small>Source: IPEDS (2020)</small></p>	<p>Idaho two-year institutions, not including CEI, have <b>35%</b> more employees than LC State.</p> <p>LC State is still recovering from 2020 when holdbacks, rescissions, and COVID-19 impacted FTE cuts of <b>-53</b></p> <p>LC State had 465 employees in 2018 vs. 377 in 2020. A loss of <b>-19%</b></p> <p>Remaining LC State employees do more, and still make less than peers.</p> <p>LC State faculty earn <b>24% less</b> than faculty at four-year sister institutions. The starting salary for LC State assistant professors (\$55K) is less than that of K-12 master teachers (\$58K).</p> <p>LC State employees are overproducing, overworked, and, while appreciative of recent gains, remain underpaid.</p> <p><b>Need:</b> Continue to fully fund CEC increases so LC State can retain its talent.</p>	<p>LC State is doing its part to keep college affordable.</p> <p>Idaho has the <b>6th</b> lowest tuition in the nation, and Idahoans can attend LC State for \$1,000 less than they'd pay at sister institutions.</p> <p><b>\$6,982 vs. \$8,091</b></p> <p>LC State is keeping tuition low, despite rising inflation and limited state funding. Since 2012, LC State's tuition has increased by only 8% while inflation has risen 29%.</p> <p><b>Increased funding is vital.</b></p> <p><b>80%</b> of LC State students receive financial aid, 45% are low-income. LC State students are predominantly Idahoans (77%) and first-generation.</p> <p><b>Need:</b> Help LC State achieve long-term financial sustainability by revisiting the higher education funding formula to "weight" the small college experience, as it does currently for high value areas like STEM and graduate credits.</p> <p><small>Source: The Facts 2021 (Idaho State Board of Education)</small></p>	<p><b>Online</b></p> <p>LC State is a leader in online learning with 20+ fully online bachelor's programs.</p> <p><b>Adults</b></p> <p>LC State was ranked the <b>#1 school in the nation</b> for nontraditional students by Best College Reviews.</p> <p><b>Coeur d'Alene</b></p> <p>LC State awards the most bachelor's degrees.</p> <p><b>Backyard</b></p> <p>LC State's shoestring budget has kept it from reaching its own backyard. Percentage of people 25+ with a four-year degree (population):</p> <ul style="list-style-type: none"> <li>24% Kootenai County (143K)</li> <li>22% Nez Perce County (40K)</li> <li>17% Idaho County (16K)</li> <li>17% Clearwater County (9K)</li> </ul> <p>Comparison: 37% Ada County (104K)</p> <p>Current funding model disproportionately benefits larger institutions and two-year colleges with budget supplements derived from regional tax revenues.</p> <p><small>Source: <a href="https://stats.colofacts.com/state/Idaho">https://stats.colofacts.com/state/Idaho</a></small></p>

**PROUDLY OVERPRODUCING. UNIQUELY UNDERFUNDED.**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 20, 2022**

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**IDAHO DIVISION OF VOCATIONAL REHABILITATION**

**SUBJECT**

Idaho Division of Vocational Rehabilitation (IDVR) State Board of Education  
Annual Report

**REFERENCE**

October 2022                      Board received annual progress report from the  
Division of Vocational Rehabilitation

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

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

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

**IMPACT**

To inform the Board of IDVR's progress.

**ATTACHMENTS**

Attachment 1 – Idaho Division of Vocational Rehabilitation Presentation

**STAFF COMMENTS AND RECOMMENDATIONS**

The Idaho Division of Vocational Rehabilitation (IDVR) mission is to prepare individuals with disabilities for employment and career opportunities while meeting the needs of the employers and is charged with two major responsibilities: Management of the State/Federal Vocational Rehabilitation (VR) Program and serve as the fiscal agent for the Council for the Deaf and Hard of Hearing (CDHH).

Vocational Rehabilitation (VR): The VR program is one of the oldest and most successful federal/state programs in the United States. VR serves individuals with severe disabilities that impose significant barriers to gainful employment. VR assists Idahoans with a diverse array of disabilities to prepare, obtain, advance in, and retain employment based on their unique skills and abilities. The VR program provides services to eligible Idahoans with disabilities to assist them in transitioning from unemployment to gainful employment or to maintain employment. The VR program is a way to self-sufficiency and works in concert with the State Rehabilitation Council (SRC), which serves in an advisory capacity.

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Council for the Deaf and Hard of Hearing (CDHH): CDHH is an independent agency organized under IDVR. This is a flow-through council for budgetary and administrative support purposes only, with no direct programmatic implication for IDVR. CDHH's vision is to ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

**BOARD ACTION**

This item is for informational purposes only.

# State Board of Education Presentation





# IDVR PROGRAM STRUCTURE

## Vocational Rehabilitation (VR)

(CDHH)

# SFY 2024 BUDGET





# IDAHO COUNCIL *for the* DEAF AND HARD OF HEARING



*Idaho Division of  
Vocational Rehabilitation*

A proud partner of the  AmericanJobCenter® network

# IDVR

## VISION

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

# ORGANIZATIONAL STRUCTURE

U. S. Department of Education



Office of Special Education & Rehabilitative Services  
(OSERS)



Rehabilitation Services Administration (RSA)



**State Board of Education (SBOE)**



**Division of Vocational Rehabilitation**



# VR DELIVERY SYSTEM

Individualized Service



Employer Resource



Competitive Applicants



Region 1 Coeur d'Alene

Region 2 Lewiston

Region 4 Twin Falls

Region 5 Pocatello

Region 6 Idaho Falls

Region 3 Treasure Valley  
Central

Region 7 Treasure Valley  
West

Region 8 Treasure Valley  
East

## IDVR Regional Offices



## VR 2023 INITIATIVES



→ **Community Rehabilitation  
Program (CRP) Improvement**

# VR ACCOMPLISHMENTS

**Average wage increased:**

\$14.16	SY21
\$15.83	SY22

## POST SECONDARY EDUCATION & TRAINING

Graduate Students	22
Truck Driving Students	64
Community College Students	87
Four-Year Students	231
Occupational/Vocational Training	244

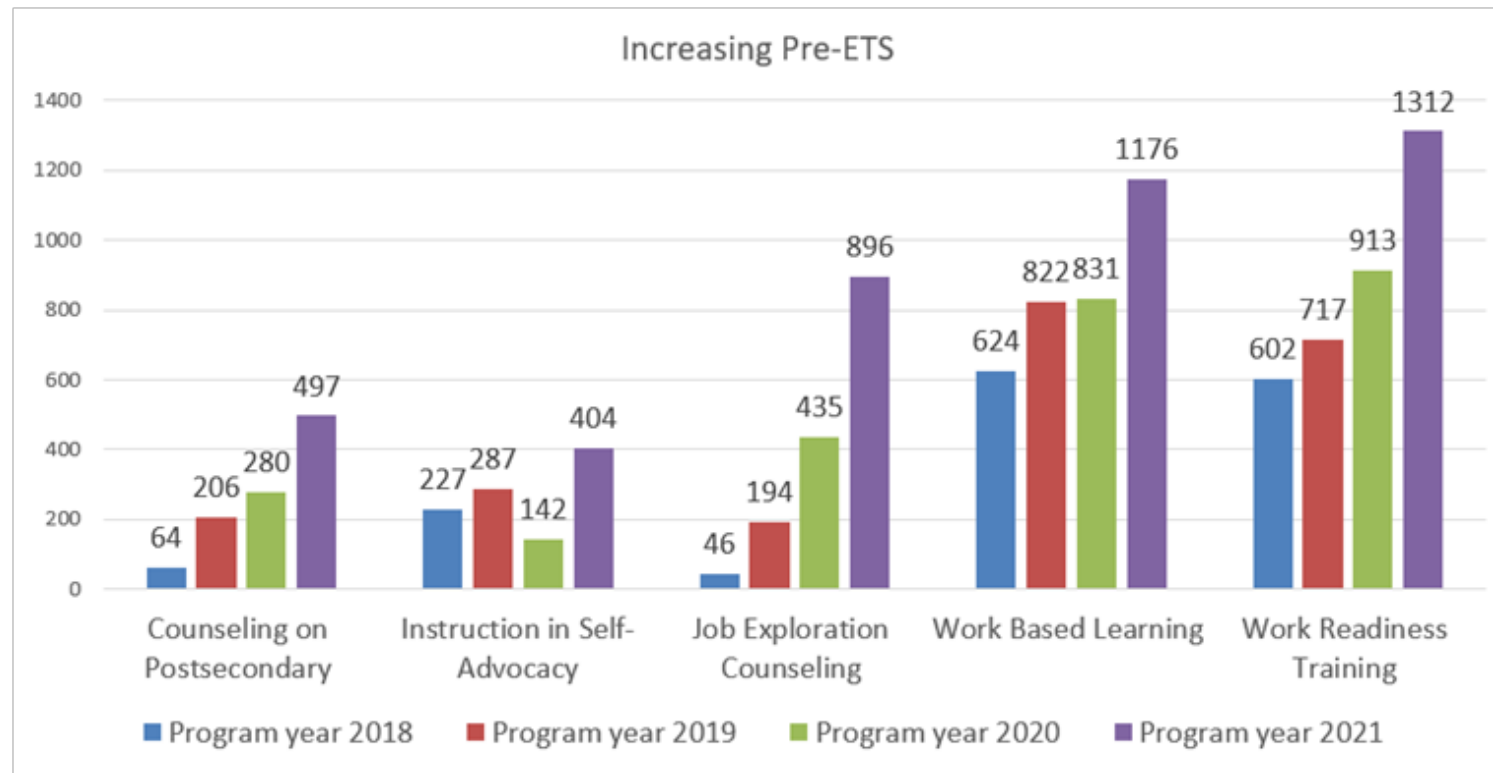


# OCCUPATION AND WAGE ACROSS INDUSTRIES

OCCUPATIONS	WAGE PER HOUR
Construction	\$22.20
Registered Nurse	\$37.90
Production	\$14.59
Account/Business Professional	\$24.97
Computer Programmer/Developer	\$33.63
Teacher	\$23.99
Judge	\$49.94









# School Year Work Based Learning

The following School Districts Partnered with IDVR to provide students with a paid work-based learning experience during their school day

- Boise
- Cassia
- IESDB
- Lewiston
- Minidoka
- Nampa
- Pocatello
- Potlatch
- Shelley
- Sugar Salem
- West Ada

# Summer Work Based Learning Successes

The following School Districts Partnered with IDVR to provide students with a paid work-based learning experience during the summer:

- Aberdeen
- American Falls
- Blackfoot
- Boise
- Bonneville
- Cassia
- Challis
- Hagerman
- Horseshoe Bend
- IESDB Career Chat Camp
- Mackay
- Minidoka
- Oneida
- Shelley
- Soda Spring
- Sugar Salem
- West Ada





Blackfoot School District #55



## Career Tech Ed (CTE) Successes

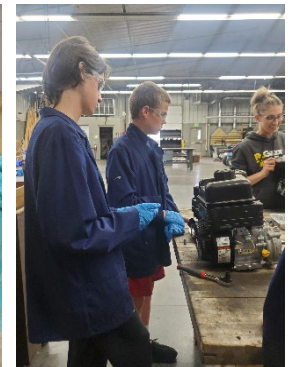


IDVR worked with each secondary and postsecondary CTE to create a program tailored to type of school

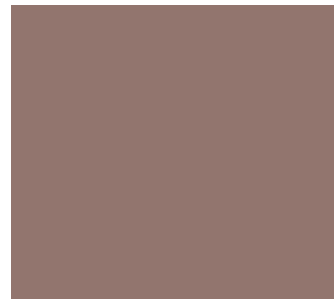


# Career Tech Education (CTE) Program

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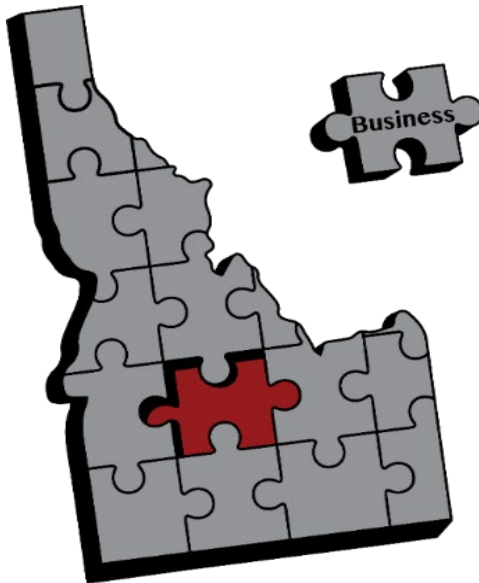


# **Paid Summer Work Experience**

Students participate in a work readiness training followed by a 5-week paid work-based learning experience.



## BUSINESS SERVICES



IDVR assists Idaho businesses in  
hiring and retaining  
qualified employees

# Regional Business Engagement Plans

Each of the 8 regions throughout the state had developed a regional plan with three core areas to address during the 7/1/2021-6/30/2022 timeframe.



The three areas that each plan covers includes:

Staff Development and  
Competency with Business  
Engagement activities

Quantity of Business  
Contacts

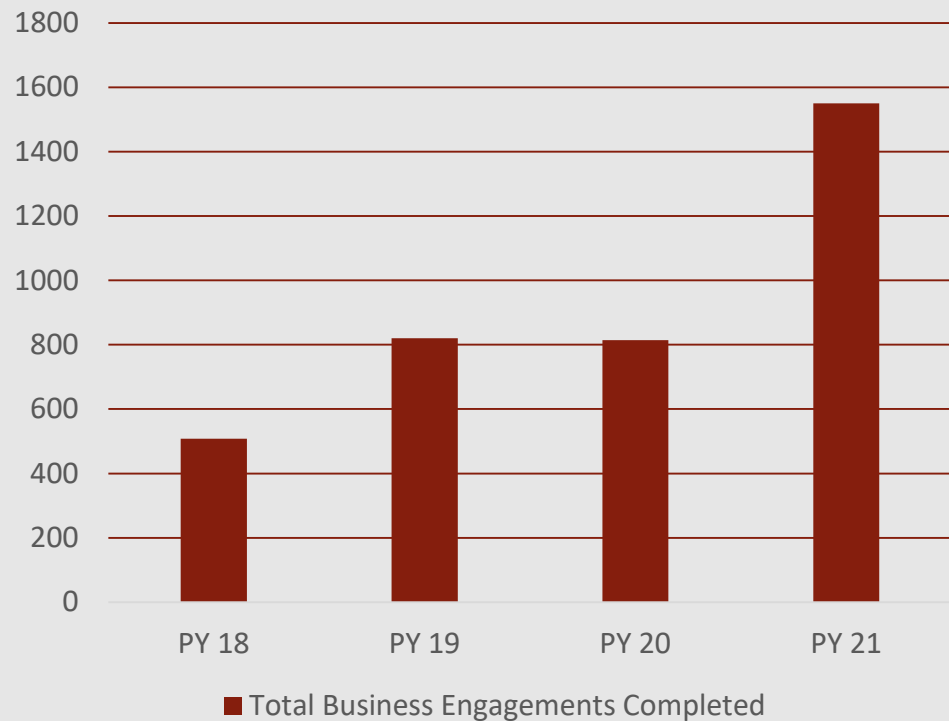
Quality of Business  
Contacts/Relationships built

# Increase Staff Understanding

- Regional Managers have indicated that they have seen common themes over the last year develop surrounding IDVR staff understanding of business engagement and their confidence in completing business engagement activities:
  - Moving the expectation for BE to start after the first 6 months to give staff time to truly understand VR and their role prior to an expectation of completing business engagement
  - Continual discussion and conversation around BE and what it is at staff meetings has been helpful
  - Learning where staff feel confident or lacking confidence has helped to identify ways staff can engage based on their strengths
  - Team approaches have been used across the state to allow staff comfort of engaging with business through partner or team approaches

Increase  
Agency BE  
Performance:  
Total  
Engagements

## Total Business Engagements Completed







## Quality BE Outcomes Example

- Disability Etiquette Presentation
- Staff developed a relationship with an assisted living company with a location in the Boise area through this relationship they were able to learn about the business to understand how they do business and their business needs.

# Business Spotlight Events

- Virtual Meetings between Business and IDVR Staff with some VA and ICBVI staff also in attendance
- Started in April 2021
- July 2021-June 2022 14 Business Spotlights were completed
  - Some of the businesses included:
    - Nissha Medical Technologies
    - Republic Services
    - St. Alphonsus
    - Idaho Manufacturing Alliance & Forging Futures
    - QualityLogic
    - Goodwill Industries
    - Premier Research
- Last about 1 hour and allows the staff and the business to have a platform to share and learn about the business and their needs, as well as answering questions that either the staff or business might have.

## Registered Apprenticeship

- IDVR is a Sub-Awardee of the IDOL SAEI grant
  - IDVR hired an Apprenticeship Counselor
- Apprenticeship Idaho Coalition
- DEIA Team
  - Education to Employers and Sponsors on benefits of diversifying their recruitment plans
  - Connecting IDVR customers to RAP opportunities
  - Resource for IDVR Counselors for support

# CHALLENGES



## Cody's Success Story

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45<sup>th</sup> Parallel Electric &  
HVAC



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**NEXT STEPS FUTURE DEVELOPMENT**

**SUBJECT**

Next Steps Idaho Update

**REFERENCE**

June 2012	The Board approved the Complete College Idaho plan, including the strategy to develop intentional advising along the K-20 continuum.
August 2014	The Board approved a proposed rule to clarify learning plans developed at grade eight (8) are reviewed annually throughout a student's high school career.
October 2014	The Board received an update from the Task Force Implementation Committee and adopted initial implementation recommendations.
November 2016	The Board approved pending rule establishing minimum requirements for school district college and career advising, mentoring plans, and continuous improvement plan minimum metrics, including, minimum statewide performance measures.
June 2017	The Board received an update regarding the status of college and career advising and mentoring in the state and the continued implementation of the Board's college and career advising initiative.
June 2019	The Board was provided an update on the Next Steps Idaho website and steps that were being taken by Board staff to align the website with the recommendations of the Workforce Development Council Task Force chaired by Board member Hill.
December 2021	The Board was provided an update on the Next Steps Idaho website and 2020-21 enhancements.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1212A, Idaho Code

Section 72-1203, Idaho Code

Idaho Administrative code, IDAPA 08.02.01 Section 801 and IDAPA 08.02.03-Sections 104 and 105.

**BACKGROUND/DISCUSSION**

The Next Steps Idaho website originated as a deliverable from a federal College Access Challenge Grant and is sponsored by the Board. Next Steps Idaho is a statewide initiative of the Board's designed to prepare students grade 8-12 for life after high school.



By providing students and their families with simple, up-to-date information, Next Steps Idaho seeks to demystify the post-high school landscape and show students how they can pursue a meaningful career. Whether students plan to pursue a four-year degree, attend community college, complete a certification or technical program, join the military, or are still just trying to figure it out, there are dozens of helpful resources on the Next Steps Idaho website.

### **Integration of the Idaho Career Information System**

During the 2018 legislative session, House Bill 432 repealed Idaho Code § 72-1345A, removing reference to the Idaho Career Information System Program (CIS). At the same time, House Bill 672 included a line item appropriation for CIS within OSBE's FY2019 budget. Passage of these two bills moved CIS from the Idaho Department of Labor to OSBE. This move brought CIS and Next Steps Idaho together under the purview of one agency, but it created two separate web resources for OSBE to maintain.

OSBE staff evaluated CIS and Next Steps Idaho and determined that continuing two separate web resources was no longer in the interest of the state or its students. Additionally, Idaho needed to provide top-notch career development tools, and expanding the Next Steps Idaho platform provided a prime opportunity to integrate, update and add new career planning tools to the Next Steps Idaho website.

In FY19, OSBE began working with a vendor to develop and integrate into Next Steps Idaho a career information dashboard, career readiness and exploration resource pages, high school learning plans for students in grades 8-12 as well as a Career Interest survey.

### **Expansion**

In 2017, the Governor's Workforce Development Taskforce recommended building on the success of the existing Next Steps Idaho website by expanding the website to address the needs of the adult population in Idaho. This population includes young adults that did not continue on to secondary education, unemployed workers, transitioning adults that are looking for a change or advancement in their career, and sub-populations that are rejoining the workforce after military service, incarceration or other absence.

Starting in FY19, OSBE and the Workforce Development Council (WDC) began collaborating to deliver a new Next Steps Idaho website that would function as a clearinghouse for the most timely and accurate information, tools, and resources available for students of all ages, working adults, families, educators and others who play a supportive role to those seeking jobs, careers, or training/education in Idaho.

Since the relaunch of [Next Steps Idaho](#) in September 2020, enhanced navigation, expanded resources for adult users, and new career and college tools have



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**OCTOBER 20, 2022**

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produced substantial usage. Over 230,000 user sessions produced 750,000-page views with an average session duration of 5.5 minutes, very high by industry standards.

Launched in January 2021, Next Steps Idaho portfolios enable users (both students and adults) to preserve and compare self-assessment results over their high school career and keep a record of their other on-site exploration and activities. Educator and Connector Dashboards are the flip side of the student and adult portfolios. Here, counselors, educators, and district administrators can see school progress, discover the most popular features for each grade level, and pull up individual users answers or saved activities to facilitate powerful conversations about life after high school or career progression.

### **IMPACT**

Board updates include an FY22 recap along with FY23 website usage and outreach goals.

### **ATTACHMENTS**

Attachment 1 – Next Steps Idaho Update

### **STAFF COMMENTS AND RECOMMENDATIONS**

**Next Steps Idaho is always FREE.** Its activities, information, videos, and the self-branded application platforms that it links to—Apply Idaho, Scholarship Idaho, and Direct Admissions—are all free. This is a resource assembled and maintained by the state for the benefit of its citizens.

**As the name implies, Next Steps Idaho is focused, first, on Idaho.** When it compiles information or program directories or scholarships, the nod is always given to opportunities *in Idaho*. The careers it ranks as in-demand earned that distinction from *Idaho* employers. This site was created to promote *in-state* continuing education opportunities that will *empower* our workforce, bolster the *state's* economy, and cultivate enduring *Idaho* communities. That is not to say that other opportunities are not accessible from Next Steps Idaho. As is mentioned on the Scholarship Idaho landing page, and in dozens of other places; users are linked from this site to trusted national and international organizations or opportunities. But Next Steps Idaho is *focused* on Idaho.

**This site is a collaborative effort.** It is collaborative in terms of the dozens of other state, industry, and non-profit organizations with whom it supports, promotes, and coordinates opportunities. And it is collaborative in the sense that it really belongs to the teachers and counselors who are using it in their classes. If a counselor wants to add a new quiz or improve the interface of an activity, Next Steps Idaho will work with them to make their vision happen.

**And then support:** This is something that we heard from users of CIS. That they really appreciated connecting to live support *in Idaho*. If something goes wrong or

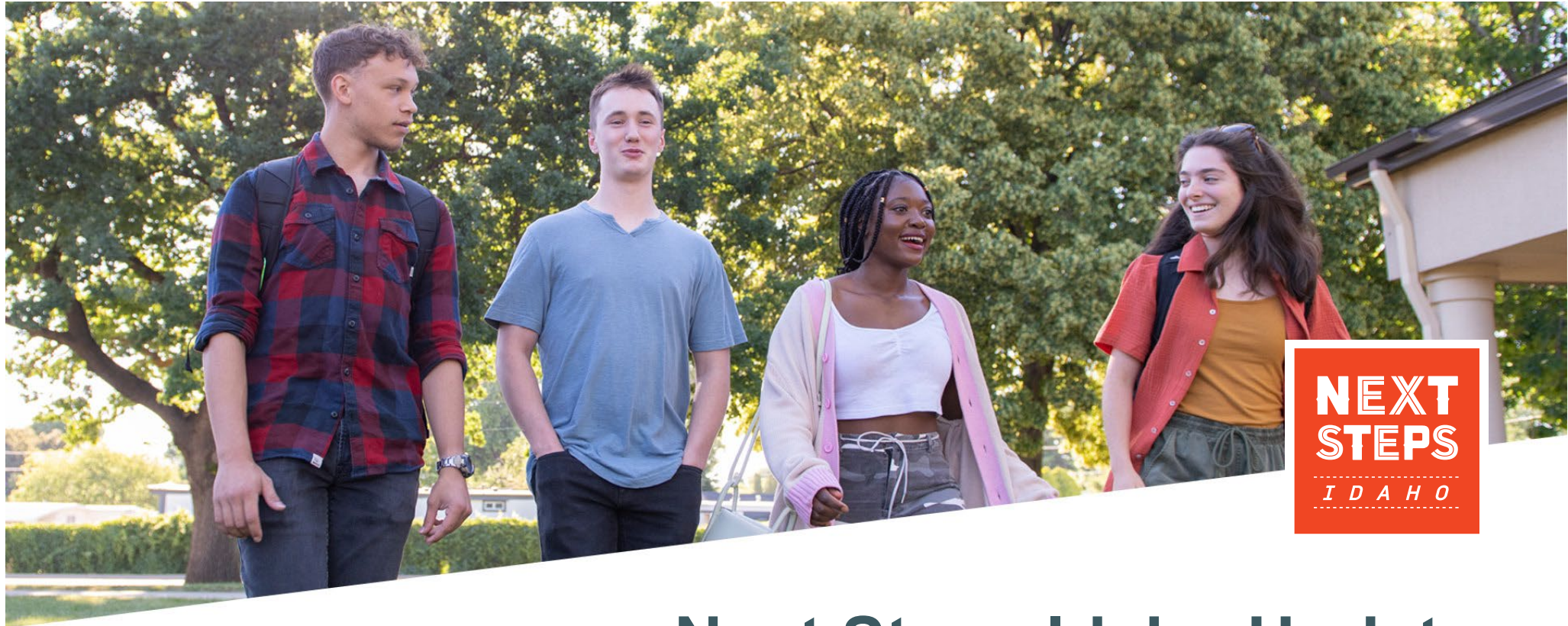
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if users want help using a Next Steps Idaho resource, they will be working *with* Idahoans. We come from the same state and live in the same communities and are invested in our users' success. The level of human-to-human interaction offered by Next Steps Idaho is something that sets this site apart from off-the-shelf career readiness tools.

**BOARD ACTION**

This item is for informational purposes only.



# Next Steps Idaho Update

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October 19, 2022

Presented by: Sara Scudder



NEW VISITORS

22.67%

140,999 vs 114,927

RETURNING VISITORS

22.69%

33,917 vs 24,570

SESSIONS

33.99%

247,498 vs 184,710

NUMBER OF SESSIONS/USER

9.22%

1.76 vs 1.61

PAGEVIEWS

32.63%

786,018 vs 592,618

PAGES/SESSION

-1.01%

3.18 vs 3.21

AVG. SESSION DURATION

8.67%

00:05:37 vs 00:05:10

BOUNCE RATE

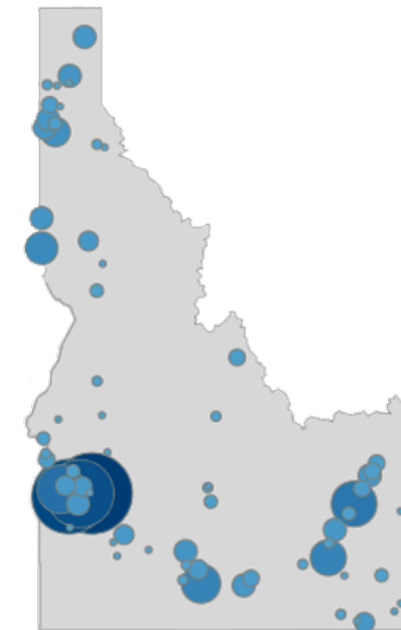
-2.96%

47.31% vs 48.76%



**Locations with Greatest % Users Increase YOY**  
(in order of percentage increase)

- |                  |                  |
|------------------|------------------|
| 1. Spirit Lake   | 8. Bonners Ferry |
| 2. Salmon        | 9. Fort Hall     |
| 3. Grangeville   | 10. Idaho Falls  |
| 4. Orofino       | 11. Hailey       |
| 5. Kellogg       | 12. Rigby        |
| 6. Mountain Home | 13. Preston      |
| 7. Nampa         | 14. Fruitland    |

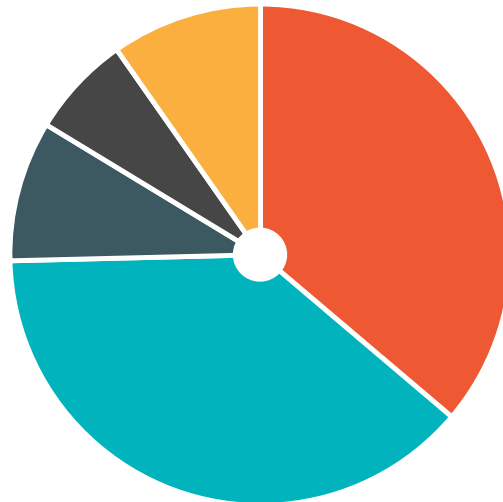


Jul 1, 2021 - Jun 30, 2022



### Sessions By Grade

- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade



### 7,300+ portfolio users in the past year

- 6,500 of whom are using student dashboards
- 170 teachers
- 148 counselors
- 27 district admins

### Top activities in portfolios:

- Interest Profiler
- Career Clusters Page + Survey
- Learning Styles Assessment
- 8 of 10 most bookmarked items are scholarship related



- Video Library
- Financial Aid Hub
- CTE Programs Directory
- Proprietary & Private School Directory
- Workforce Training Directory
- Scholarship Idaho
- Student Portfolios
- Curriculum
- College & Career Professionals Section
- 'Submit-an-Issue' Form
- One-Question Monthly Surveys

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Built another bridge between education and the world of work by making [Next Steps Idaho Connections, Powered by Nepris](#) available to Idaho schools in collaboration with the IWDC, IBE, ITC.

Optimized data for [several hundred career cards](#)





**Increase usage of the Next Steps website from rural schools by 20% YOY**

Measurement is based on sessions from rural communities, as tracked in Google Analytics

Rural schools defined by Idaho Code §33-319

**Increase number of schools and organizations we're working with from 200 to 250 with 50% of these being rural schools as defined by Idaho Code §33-319**

Measurement based on schools and organizations with login accounts, as measured by the dashboard analytics

**Increase unique portfolios accounts  
(authenticated users) by a total 300%**

Measurement is based on Google  
Analytics. Current total users are 7,300

7 / Next Steps Idaho Update



**Provide 60 training and support sessions (5 per month) for schools, districts, and adult connectors and support adoption of portfolios by student and adult users alike**

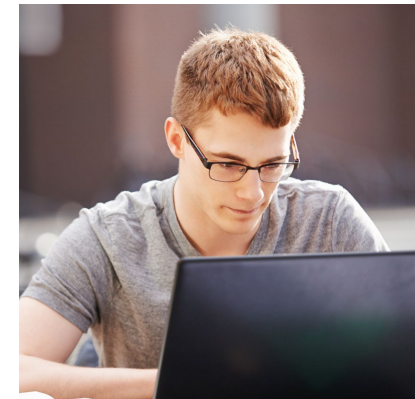
- Measurement kept by hand / OSBE and WDC
- Measurement of adoption / engagement by portfolio usage stats/bookmarks etc.
- Measurement of new users by source could also show how outreach is working / source codes for tracking how users get to site

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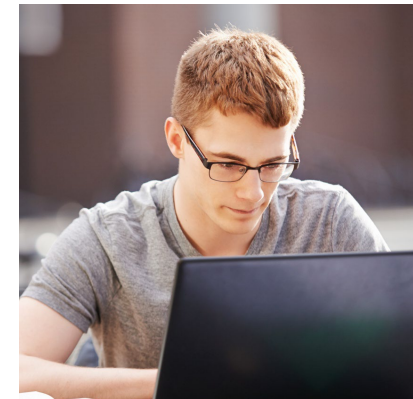


- Improvements to make the metrics and login management system easier for districts, administrators, teachers and counselors, and connectors for adults
- Upgrades to portfolios for adult users and specifically designed activity plans for our adult-serving agencies
- Resume builder and cover letter generator to build out the activities to get people into careers
- Deeper integration with Idaho Launch and Idaho Works from Career NSI Career Cards and the site's career information content sections





- Addition of national school information along with a college discovery center to highlight Idaho's institutions
- Addition of a programs and majors module with links to Idaho colleges' programs
- Expansion of scholarship listings to include national opportunities
- Development of additional curriculum, adding tools for 7th grade and including lessons that meet Idaho CTE's First Steps standards





- Ed Sessions
- Workshops
- Continuation of individualized training opportunities
- Digital and broadcast ad campaigns
- Public relations
- Presentations to associations of school administrators, agency stakeholders, and other connectors (those who can use Next Steps Idaho with those they serve)

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- Schedule a one-on-one training and become more familiar with the site
- Talk to schools, employers, families in your life and community about how they can use Next Steps Idaho
- Share our outreach materials  
(<https://nextsteps.idaho.gov/media-kit>)
- Follow Next Steps Idaho on Facebook & Instagram and share posts with your audiences. Add an endorsement in your “share”

12 / Next Steps Idaho Update







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**PROFESSIONAL STANDARDS COMMISSION**

**SUBJECT**

Board Policy IV.B.10 State Department of Education – Instructional Staff Certificate Endorsements – First Reading

**REFERENCE**

August 2021	Board approved proposed rules Dockets 08-0201-2101, 08-0202-2102, and 08-0203-2101. Initiating amendments pursuant to Zero Based Regulation Initiative.
October 2021	Board approved omnibus rule for IDAPA 08, incorporating proposed rule amendments approved at the August 2021 Board meeting.
June 2022	Board approved the first reading of proposed changes to Board Policy IV.B., adding instructional staff certificate endorsements that had been removed from Idaho Administrative Code 08.02.02 effective March 15, 2022.
August 2022	Board approved the second reading of proposed changes to Board Policy IV.B.

**APPLICABLE STATUTE, RULE, OR POLICY**

State Board of Education Governing Policies and Procedures IV.B.  
Sections 33-1201 through 33-1204, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.02  
Executive Order 2020-01

**BACKGROUND/DISCUSSION**

At the June 2021 meeting of the Professional Standards Commission (Commission), the Commission reviewed several revisions to IDAPA 08.02.02.022-.024, Instructional Certificate Endorsements, for recommendation to the Idaho State Board of Education (Board) for consideration. Recommendations included revision of additional subject areas applicable to the all subjects K-8 endorsement; addition of an Early Literacy (K-3) endorsement, clarification of Humanities and Online Teacher endorsements; addition of completion options to the Social Studies endorsement, and addition of the Teacher Leader-Instructional Technology endorsement. The Board did not act on the recommendations of the Commission at that time, as instructional certificate endorsements were recommended to be removed altogether from Idaho Administrative Code in compliance with Executive Order 2020-01, Zero Based Regulations, for future insertion into Board policy. The amended rule removing the endorsements took effect March 15, 2022.

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On June 17, 2022, the Commission reconsidered the revisions to instructional certificate endorsements that had been presented in June 2021, and re-recommended the amendments, this time to Board Policy IV.B, Instructional Staff Certificate Endorsements to the Board for approval.

In addition to the revisions proposed by the Commission, the Certification and Professional Standards staff of the State Department of Education recommend an additional amendment to the All Subjects (K-8) endorsement. Currently, the All Subjects (K-8) endorsement requires “a minimum of one additional subject area endorsement allowing teaching of that subject through grade 9 or kindergarten through grade 12.” The Department staff recommend the requirement for an additional subject area endorsement be removed. The removal of this requirement will provide seekers of the All Subjects (K-8) endorsement with the flexibility to choose a 45 credit All Subjects (K-8) endorsement or a 30 credit All Subjects (K-8) endorsement along with a 20 credit endorsement in any other subject area. In light of the current state-wide teacher shortage, this increased flexibility may allow more candidates to complete their educator preparation program and receive a standard instructional certificate with an All Subjects (K-8) endorsement.

**IMPACT**

Amendments to endorsement language will provide additional flexibility for educator preparation program candidates.

**ATTACHMENTS**

Attachment 1 – All markup, proposed revisions to Board Policy IV.B.

**STAFF COMMENTS AND RECOMMENDATIONS**

Section 33-1201, Idaho Code, requires each person employed in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian to have and to hold a certificate issued under authority of the State Board of Education, valid for the service being rendered. Certificate endorsements identify the subject area and grade range of each certificate. Instructional certificates may include multiple endorsement areas. Chapter 12, Title 33, Idaho Code, includes various provisions requiring the Board to specify the minimum college training requirements or the duration or renewal processes for educator certificates in rule. It does not require the Board to establish the subject area credit requirements for endorsements in rule. By moving these provisions to Board Policy, the Board will be able to be more responsive to requests from public schools to adjust these requirements, if needed, to help with the current teacher shortage.

During the 2022 legislative session, staff received some feedback from a few legislators expressing concern about removing the endorsements from Administrative Code. Staff assured legislators that the process for establishing Board policy, requires a transparent and open process with multiple opportunities for the public to give input.

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The proposed amendments are extensive and touch on every existing endorsement. The most substantive amendments are:

- All subjects (K-8), increased the number of credit hours from 20 semester credit hours to 30 while eliminating the requirement that it be accompanied by a second endorsement allowing the instructional staff to teach a specific subject area through at least grade 9.
- American Government/Political Science, adds requirement that coursework includes methods of teaching social sciences.
- Anthropology (5-9 or 6-12), new endorsement in sociology content area.
- Bilingual Education (K-12), adds a requirement for candidate to score an advanced or higher on an oral proficiency assessment conducted by an objective second party.
- Blended Elementary Education/Elementary Special Education (4-6), prohibits use in a middle school setting.
- Blind and Low Vision (Pre-K-12), creates a new endorsement. This endorsement is not required to teach students who are blind or have low vision. Replaces the Visual Impairment (Pre-K-12) endorsement.
- Early Literacy (K-3), creates a new endorsement. This endorsement is not required to teach early literacy. There is an existing endorsement that already covers this grade range, Literacy (K-12).
- Humanities (5-9 or 6-12), this endorsement currently requires candidates to earn 10 credits each in at least two difference content areas that fall under the Humanities. Individuals with this endorsement can teach any humanities course. The humanities include: literature, music, word language, humanities survey, history, visual art, philosophy, drama, comparative world religion, architecture, and dance. The proposed amendments would require individuals to take all 20 credits in one of the subject areas, duplicating the existing standalone endorsements and limiting them to teaching only that subject area.
- Social Studies, currently there are two social studies endorsements, social studies (5-9) and social studies (6-12). The endorsement for grades 5 through 9 requires 20 credit hours, five credits each in history, geography, American government/political science or economics. The endorsement for grades 6 through 12 requires a subject specific endorsement in history, American government/political science, economics, or geography and a minimum of twelve credit hours in a second identified subject area, resulting

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in a total of 32 credits. The new options result in a Social Studies (6-12) endorsement requiring between 32, 36 or 48 credit hours.

- Teacher Leader – Instructional Technology, adds a new endorsement that is not required to provide any type of instruction. Adds to the list of existing teacher leader endorsement of: instructional specialist, literacy, mathematics, and special education. In FY 2022 there were 934 instructional staff with the Teacher Leader - Special Education Endorsement, two with the Instructional Specialist, and 153 with the mathematics focus area. There are no instructional staff with the Teacher Leader – Literacy endorsement.
- Visual Impairment (Pre-K-12), removed. Pursuant to Section 33-1201B, Idaho Code, individuals who held a specific endorsement issued or recognized by the State Board of Education shall continue to hold the specific endorsement and be recognized as holding the specific endorsement even if, in the future, the State Board of Education ceases to issue or recognize such specific endorsements.

Staff recommends approval of the first reading, with the exception of the changes to the general Humanities endorsement. Once the first reading is approved, additional stakeholders will have the opportunity to give comment prior to the proposed policy amendment coming back to the Board as a second reading.

**BOARD ACTION**

I move to approve the first reading of Board Policy IV.B., Instructional Staff Certificate Endorsements, as provided in Attachment 1, with the exception of the Humanities endorsement.

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

**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES**

**Subsection: B. State Department of Education**

**August 2022**

**1. Purpose**

The State Department of Education is established by Section 33-125, Idaho Code, as an executive agency of the State Board of Education for elementary and secondary school matters.

**2. State Superintendent of Public Instruction**

The State Superintendent of Public Instruction is an elected public official, serves as the executive secretary of the Board, and is the executive officer of the State Department of Education. The State Superintendent of Public Instruction (hereinafter known as the "superintendent") is responsible for carrying out the policies, procedures, and duties authorized by applicable state and federal statutes and the policies and procedures of the Board for the elementary and secondary schools in Idaho.

**3. Department Organization**

The State Department of Education (hereinafter known as the "department") is organized in a manner as determined by the Board acting on recommendations by the superintendent.

**4. General Scope of Department Responsibilities**

The department is responsible for public elementary and secondary school matters as provided by Title 33, Idaho Code, or as determined by the State Board of Education.

**5. Consultant and Advisory Services**

The Board allows payments to be made to staff members of the department for consultative services to agencies or organizations other than the public elementary and secondary schools. Such payments may be in addition to the certified salary of the employee and be made during the periods for which any regular salary is paid, as determined by the superintendent. Consultative services must not interfere with the time or duties of the staff member for the department. Requests to undertake consultative services must be submitted to the superintendent or his or her designee and to the Board for prior approval.

**6. Policy Manual for Idaho Public Schools**

The superintendent or his or her designee is responsible for the development, establishment, maintenance, and dissemination of the *State Board of Education Rules and Regulations for Public Schools K-12* as approved by the Board. The procedures

used to establish, amend, or otherwise modify the Policy Manual will be in accordance with Board policy and applicable state laws.

**7. Internal Policies and Procedures**

The superintendent, as the chief executive officer, may establish such additional policies and procedures for the internal management of the department as are necessary and in alignment with the Board policies, Administrative Code, and Idaho Statute.

**8. Basic Educational Technology Standards for Continuing Educators**

The proliferation of technology in our daily lives makes it essential that all students are provided an opportunity to become technologically literate. The State Board of Education has established a statewide goal that teachers and administrators be trained in the use of technology for education. This policy was created as a plan of action which provides recognition, encouragement and documentation of demonstrated competencies for educators and school districts by certificates of achievement and by school accreditation.

**a. Accountability and Recognition**

All state approved teacher education institutions or their trained designees (i.e., state department employees, district employees or community college faculty) will issue a State Certificate of Educational Technology Competency to those certificated personnel who have documented mastery of the required basic technology standards.

The State Department of Education will issue annually a State Certificate of a Technology School of Excellence to those schools documenting that at least 90% of the certificated staff have earned the State Certificate of Educational Technology Competency.

The State Department of Education will provide the State Board of Education an annual report on certificated personnel demonstrating mastery of the required basic technology standards by state, by district, and by school beginning with a baseline skill inventory that identifies the number of certificated personnel who have already demonstrated competency by the approved assessments. The results of this baseline will be available for Board review at the September 1998 Board meeting. Reports will continue annually on September 1999 through September of 2001 providing current data from the 1998-1999 school year and continuing through the 2000-2001 school year. The baseline and each annual report will include the following information by state, by district, and by school:

- i. Total certificated personnel
- ii. Total certificated personnel demonstrating technology competency
- iii. Total certificated administrative personnel
- iv. Total certificated administrative personnel demonstrating technology competency



- v. Total certificated instructional personnel
- vi. Total certificated instructional personnel demonstrating technology competency.

Information from the annual reports may be used to inform the citizens of Idaho of the relative standing of each school and each school district. The information will also be used to give proper recognition to schools making excellent progress towards or achieving the Board's goal. The Board staff will evaluate the policy annually.

**9. Standards Approval**

While maintaining a balance between the local control of school districts and the Idaho constitutional requirement for a uniform and thorough system of public education, the State Board of Education sets minimum standards to provide the framework through which our public school then provide educational opportunities to Idaho students. Prior to any standards being brought forward to the Board the applicable stakeholders and the public shall be provided with an opportunity to provide feedback. All standards being brought to the Board for consideration shall include the standards themselves, a description of how feedback was solicited, and a summary of the feedback that was received. Amendments to existing standards shall also include a redlined version of the standards showing all amendments.

**a. Content Standards**

The Idaho Content Standards articulate the minimum knowledge a student is expected to know and be able to use within a content (subject) area at specific grade levels. Content standards are reviewed and updated on a rotating basis in relation to the curricular materials adoption schedule, but may be updated more frequently if an area is identified as needing to be updated in advance of that schedule. Content standards review will be scheduled such that the content standard is reviewed in the year prior to the scheduled curricular materials review. At a minimum all content areas, including those without corresponding curricular materials, will be reviewed every six (6) years and notification will be made to the Office of the State Board of Education of the review and if the review will result in amendments to the standard or if it was determined that no amendments are necessary for the review cycle. Career Technical Education (CTE) content standard reviews will be facilitated by the Division of Career Technical Education and must meet the same review requirements as academic content standards.

The content standards review process will include at a minimum:

- i. A review committee consisting of Idaho educators with experience in the applicable content area. The committee shall be made up of elementary and secondary instructional staff and at least one postsecondary faculty member from a four-year institution and at least one from a two-year institution, at least one public school administrator, and at least one parent of school aged children or representative of an organization representing parents with school aged children. Instructional staff and postsecondary

faculty members must have experience providing instruction in the applicable content area. Additional members may be included at the discretion of the Department. To the extent possible, representatives shall be chosen from a combination of large and small schools or districts and provide for regional representation.

- ii. The review committee will make an initial determination regarding the need to update the standards.
  - iii. Based on the review, the committee shall meet to develop initial recommendations for the creation of new content standards or amendments to the existing content standards. The Department will provide multiple opportunities for public input on the draft recommendations including but not limited to the Department website and processes that allow for individuals in each region of the state to participate.
  - iv. Drafts of the recommended amendments will be made available to the public for comment for a period of not less than 20 days. At the close of the comment period the committee will finalize recommendations for Board consideration.
- b. Standards for the Initial Certification of Professional School Personnel
- The Standards for the Initial Certification of Professional School Personnel set the minimum standards certificated school personnel must meet in each certification and endorsement area to be eligible for certification or to receive subject area endorsements. Teacher preparation programs must be in alignment with these standards to be considered for approval or re-approval.

The standards are reviewed and updated based on a five (5) year cycle, where 20% of the standards are reviewed each year. Standards may be identified for review in advance of the five (5) year cycle, however, all standards must be reviewed every five (5) years. Reviews of CTE educator standards will be facilitated by the Division of Career Technical Education. The Professional Standards Commission (PSC) is responsible for reviewing and making recommendations to the Board on amendments or additions to the Standards for the Initial Certification of Professional School Personnel. The PSC will report annually to the Office of the State Board of Education the standards reviewed during the previous year and if that review resulted in recommendations for amendments or if no amendments were recommended during the review cycle.

#### 10. Instructional Staff Certificate Endorsements

Individuals holding an instructional certificate or occupational specialist certificate must have one or more endorsements attached to their certificate. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Occupational specialist certificate endorsements are listed in Board Policy IV.E. Division of Career Technical Education. The following credit requirement must be met to be eligible for each type of endorsement. Credits used for determining eligibility in one endorsement area may also be used to meet the requirements for a

corresponding endorsement area where the requirements overlap. Routes for Alternative Authorization for new endorsements are established in IDAPA 08.02.02.021.

- a. All Subjects (K-8). ~~Allows one to teach in any educational setting (K-8). Twenty (20) semester credit hours, or thirty (30) quarter semester credit hours in the philosophical, psychological, methodological foundations, instructional technology, and professional subject matter must be in elementary education including at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading to include coursework in discipline-specific methods of teaching elementary subject areas, cognitive processes, learner development, learning differences, literacy and language development, K-8 subject content, classroom management and behavioral supports, instructional strategies and interventions, and formative and summative assessments. This endorsement must be accompanied by at a minimum one (1) additional subject area endorsement allowing teaching of that subject through grade 9 or kindergarten through grade 12.~~
- b. American Government /Political Science (5-9 or 6-12). Twenty (20) semester credit hours to include: ~~a minimum of coursework in methods of teaching the social sciences,~~ six (6) semester credit hours in American government, six (6) semester credit hours in U.S. history survey, and ~~a minimum of three (3) semester credit hours in comparative government. Remaining course work must be selected from political science.~~ Course work may include three (3) semester credit hours in world history survey. Remaining coursework must be in political science.
- c. Anthropology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of anthropology. Coursework may include six (6) semester credit hours in sociology.
- e.d. Bilingual Education (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Bilingual Education Teachers to include all of the following: coursework in bilingual education methods; upper division coursework in one (1) modern language other than English, including writing and literature, and advanced proficiency according to the American Council on the Teaching of Foreign Languages guidelines; cultural diversity; ESL/bilingual methods; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education; legal foundations of ESL/bilingual education; identification and assessment of English learners; and biliteracy; at least one (1) semester credit hour in bilingual clinical field experience. To obtain this endorsement, the candidate must score an advanced low or higher (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party.

- d.e. Biological Science (5-9 or 6-12). Twenty (20) semester credit hours including to include coursework in each of the following areas: methods of teaching science, lab safety, molecular and organismal biology, heredity, ecology, and biological adaptation.
- e.f. Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3). ~~The Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement allows one to teach in any educational setting birth through grade three (3). To be eligible, a candidate must have satisfied the following requirements:~~ a minimum of thirty ~~Thirty~~ (30) semester credit hours in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood special education. The professional subject matter shall to include course-work specific to the child from birth through grade three (3) in the areas of in methods of teaching early childhood and special education, child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; central concepts of birth - grade 3 subjects, professionalism; and clinical experience including a combination of general and special education in the following settings: birth to age three (3), ages three to five (3-5), and grades K-3 general education.
- g. Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6). ~~The Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6) endorsement allows one to teach in any grade four (4) through grade six (6) education setting, except in a middle school setting. This endorsement may only be issued in conjunction with the Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement. To be eligible for a Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6) endorsement, a candidate must have satisfied the following requirements:~~ Completion of a program of a minimum of twenty ~~Twenty~~ (20) semester credit hours in elementary education and special education coursework to include: coursework in methods of teaching elementary and special education, methodology and content knowledge (mathematics, literacy, science, health, physical education art), technology, central concepts of grade 4 - grade 6 subjects, assessment, and clinical experiences in grades four (4) through six (6). This endorsement may only be used in conjunction with the Blended Early Childhood/Early Childhood Special Education (Birth - Grade 3) endorsement and cannot be used in a middle school setting.
- f.h. Blind and Low Vision (Pre-K-12) Thirty (30) semester credit hours to include coursework in methods of teaching the blind and visually impaired, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, special education law, family and community relationships, and accommodations and modifications for the blind and visually impaired.

g.i. Chemistry (5-9 or 6-12). Twenty (20) semester credit hours ~~in the area of chemistry, to include coursework in each of the following areas: methods of teaching science, lab safety, and~~ inorganic and organic chemistry.

h.j. Communication (5-9 or 6-12). Follow Complete one (1) of the following options:

- i. ~~Option I~~—Twenty (20) semester credit hours to include coursework in methods of teaching speech/communications plus course work in at least four (4) of the following areas: communication arts, interpersonal communication/human relations; argumentation/personal persuasion;; group communications;; nonverbal communication;; public speaking;; journalism/mass communications;; and drama/theater artssocial media.
- ii. ~~Option II~~—Possess anComplete an endorsement in English ~~endorsement plus at least twelve~~and complete (12) semester credit hours distributed among the following to include coursework in methods of teaching communication arts, interpersonal communication/human relations, public speaking, journalism/mass communications, and methods of teaching speech/communicationargumentation/personal persuasion, and public speaking.

i.k. Computer Science (5-9 or 6-12). Twenty (20) semester credit hours ~~of course work in computer science, including to include~~ course-work in ~~the following areas:~~methods of teaching computer science; data representation and abstraction; design, development, and testing algorithms; software development processes; digital devices, systems, and networks; and the role of computer science and its global impact on the modern world; or.

~~i.—Occupational teacher preparation pursuant to Board Policy IV.E.~~

j.l. Deaf/Hard of Hearing (Pre-K-12). ~~Completion of a minimum of thirty~~Thirty-three (33) semester credit hours ~~in the area of deaf/hard of hearing with an emphasis on instruction for students who use sign language or completion of a minimum thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language.~~ Coursework to include: coursework in methods of teaching the deaf/hard of hearing, bimodal communication, American Sign sign Languagelanguage acquisition and learning, listening and spoken languageliteracy development, hearing assessment, hearing assistive technology, spoken language development, students with disabilities, pedagogy for teaching students who are deaf or hard of hearing, assessments, designing and monitoring individualized education programs, and clinical practicesspecial education law.

m. Early Childhood Special Education (Pre-K-3). ~~The Early Childhood Special~~

~~Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Exceptional Child Generalist (K-8 or K-12) endorsement. To be eligible a candidate must have satisfied the following requirements: Completion of a program of a minimum of twenty~~ Twenty (20) semester credit hours ~~in the area of early childhood education to include course work in each of the following areas: methods of teaching early childhood;~~ child development and behavior with emphasis in cognitive-language, physical, social, and emotional areas, birth through age eight (8); curriculum and program development for young children ages three to eight (3-8); transitional services; ~~methodology;~~ planning, implementing, and evaluating environments and materials for young children ages three to eight (3-8); ~~guiding young children's behavior: observing, assessing and individualizing ages three to eight (3-8);~~ identifying and working with atypical young children ages three to eight (3-8); ~~designing and monitoring individualized education programs; special education law; and parent-teacher relations; and clinical practice at the Pre-K-3 grades. This endorsement may only be added to the Exceptional Child Education (K-8 or K-12) endorsement.~~

k.n. Early Literacy (K-3). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; the body of knowledge regarding the science of reading; the cognitive process of learning to read and write; phonological and phonemic awareness; oral language development; phonics, vocabulary, fluency, and comprehension; diagnostic literacy assessments and analysis leading to the development and implementation of individual reading improvement plans; data analysis related to early recognition of literacy difficulties including characteristics of dyslexia; data driven instruction and intervention; language acquisition and development; stages of reading and writing development; early elementary reading and writing resources including children's literacy advocacy strategies for meeting the needs of struggling readers and writers; and the Idaho Comprehensive Literacy Plan.

l.o. Earth and Space Science (5-9 or 6-12). Twenty (20) semester credit hours including to include course work in each of the following areas: methods of teaching science, lab safety, earth science, astronomy, and geology.

m.p. Economics (5-9 or 6-12). Twenty (20) semester credit hours to include a minimum of coursework in methods of teaching the social sciences, three (3) semester credit hours of in micro-economics, a minimum of three (3) semester credit hours of in macro-economics, and a minimum of six (6) semester credit hours of in personal finance/consumer economics/economics methods. Remaining course work may must be selected from in business, economics, or finance course.

q. Engineering (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching engineering and in areas of engineering course

work.

~~n.r.~~ English (5-9 or 6-12). Twenty (20) semester credit hours, including to include coursework in all of the following areas: secondary English language arts methods, grammar, American literature, British literature, multicultural/world literature, young adult literature, and literary theory. Additionally, a course in, and advanced composition, excluding the introductory sequence designed to meet general education requirements, and a course in secondary English language arts methods are required.

~~e.s.~~ English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ESL Teachers to include all of the following: coursework in methods of teaching language acquisition, a modern language other than English, cultural diversity, ESL methods, linguistics, second language acquisition theory and practice, foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, and identification and assessment of English learners; and at least one (1) semester credit in ESL clinical field experience.

~~p.t.~~ Exceptional Child Generalist Education (K-8, 6-12, or K-12). The Exceptional Child Generalist endorsement is non-categorical and allows one to teach in any special education setting, applicable to the grade range of the endorsement. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with clinical experience to include student teaching in an elementary or secondary special education setting. To be eligible, a candidate must complete thirty Thirty (30) semester credit hours to include coursework in methods of teaching the exceptional child, learner development and individual learning differences, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, individual behavioral supports, instructional strategies and interventions, special education law, or closely related areas, as part of an approved special education program family and community relationships, and accommodations and modifications.

~~q.u.~~ Geography (5-9 or 6-12). Twenty (20) semester credit hours including to include course-work in methods of teaching the social sciences, cultural geography, and physical geography, and a maximum of six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in economics. The rRemaining semester credit hours coursework must be selected from in geography.

~~r.v.~~ Geology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of geology.



~~s.w.~~ Gifted and Talented Education (K-12). Twenty (20) semester credit hours ~~leading toward competency as defined by Idaho Standards for Teachers of Gifted and Talented Students, to include coursework in the following areas of gifted and talented education: foundations, methods of teaching gifted and talented learners, assessment and identification of gifted and talented learners, differentiated instruction, creative and critical thinking, social and emotional needs of gifted and talented learners, program design, curriculum, and instruction, assessment and identification, differentiated instruction, program design, and clinical practice.~~

x. Health (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include course work in ~~each of the following areas: secondary methods of teaching health; planning, organization, and administration; planning of a school health program; health, wellness, and behavior change; secondary methods of teaching health, to include field experience in a traditional classroom; mental/emotional health; nutrition; human sexuality; substance use and abuse and health risk behaviors.~~ Remaining semester credits must be in health-related course-work. To obtain a Health (K-12) endorsement, applicants must complete ~~an~~ coursework in elementary health methods course.

~~t.y.~~ History (5-9 or 6-12). Twenty (20) semester credit hours to include ~~a minimum of coursework in methods of teaching the social sciences, six (6) semester credit hours of in U.S. history survey, and a minimum of six (6) semester credit hours of in world history survey. Remaining course work must be in history.~~ Course work may include three (3) semester credit hours in American government. Remaining course-work must be in history.

z. Humanities (5-9 or 6-12). Complete An ~~an~~ endorsement in English, history, music, ~~visual art, drama theatre arts, visual arts, or foreign world language; and complete~~ twenty (20) semester credit hours ~~in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: literature, music, foreign language, humanities survey, history, visual art, philosophy, drama, comparative world religion, architecture, and dance as follows:~~

i. English endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, music, philosophy, theatre arts, visual arts, and world language.

ii. History endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, humanities survey, literature, music, philosophy, theatre arts, visual arts, and world language.

iii. Music endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance,

history, humanities survey, literature, philosophy, theatre arts, visual arts, and world language.

iv. Theatre arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, visual arts, and world language.

v. Visual arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and world language.

i.vi. World language endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and visual arts.

u.aa. Journalism (5-9 or 6-12). ~~Follow~~ Complete one (1) of the following options:

i. ~~Option I~~ — Twenty (20) semester credit hours in the area of journalism to include ~~a minimum of fourteen (14) semester credit hours in journalism~~ coursework in methods of teaching communication arts and six (6) semester credit hours in ~~English and/or mass~~ communication arts.

ii. ~~Option II~~ — ~~Possess~~ Complete an English endorsement ~~with a minimum of six (6) and twelve (12) semester credit hours to include coursework in methods of teaching communication arts and~~ in the area of journalism.

v.bb. Literacy (K-12). Twenty (20) semester credit hours ~~leading toward competency as defined by Idaho Standards for Literacy Teachers~~ to include coursework in methods of teaching reading and writing; the following areas: foundations of literacy (including reading, writing, listening, speaking, viewing, and language); ~~development and~~ language acquisition and development; diversity of literacy learners; literacy in the content area; literature for youth; language development; ~~corrective/diagnostic/remedial reading; writing methods; and reading methods.~~ To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment and writing; literacy assessments; data analysis and identification of characteristics of literacy difficulties including dyslexia; data driven instruction; instructional interventions; and the Idaho Comprehensive Literacy Plan.

w.cc. Mathematics (6-12). Twenty (20) semester credit hours ~~including to include~~ course work in ~~each of the following areas: secondary methods of teaching mathematics,~~ Euclidean and transformational geometry, linear algebra, discrete

mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence. ~~A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Statistics course work may be taken from a department other than the mathematics department.~~

~~x.dd.~~ Mathematics - Middle Level (5-9). Twenty (20) semester credit hours to include coursework in Mathematics content course work in secondary methods of teaching mathematics, algebraic thinking, functional reasoning, Euclidean and transformational geometry, and statistical modeling and probabilistic reasoning. ~~A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy.~~ Six (6) semester credit hours of computer programming may be substituted for six (6) semester ~~credits in credit hours of~~ mathematics content.

~~y.ee.~~ Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in secondary methods of teaching music, the following: theory and harmony; aural skills, music history; conducting; applied music; and piano proficiency (class piano or applied piano), ~~and secondary music methods/materials.~~ To obtain a Music (K-12) endorsement, applicants must complete ~~an~~ elementary music methods coursework.

~~z.ff.~~ Natural Science (5-9 or 6-12). Follow Complete one (1) of the following options:

- i. ~~Option I — Must hold~~Complete an ~~existing~~ endorsement in one of the following ~~areas~~: biological science, chemistry, Earth science, geology, or physics; and complete a total of twenty-four (24) semester credit hours as follows:

- ~~1) Existing Biological Science science Endorsement~~endorsement. Eight (8) semester credit hours in each of the following ~~areas~~: ~~physics~~, chemistry, physics, and Earth science or geology.

- ~~2) Existing Chemistry E~~endorsement. Eight (8) semester credit hours in each of the following areas: biology, physics, and Earth science or geology.

- ~~3) Existing Earth science or G~~eology Eendorsement. Eight (8) semester credit hours in each of the following ~~areas~~: biology, chemistry, and physics, and chemistry.

- ~~4) Existing Physics E~~endorsementendorsement. Eight (8) semester credit

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hours in each of the following areas: biology, chemistry, and Earth science or geology.

- ~~i. Existing Chemistry Endorsement. Eight (8) semester credit hours in each of the following areas: biology, physics, and Earth science or geology.~~
    - ~~2)1)~~
    - ~~3)1)~~
  - ~~Existing Earth science or Geology Endorsement. Eight (8) semester credit hours in each of the following areas: biology, physics, and chemistry.~~
  - ii. Option II -- Must hold Complete an existing endorsement in Agriculture Science and Technology; and complete twenty-four (24) semester credit hours with at least to include coursework in methods of teaching science, lab safety, and six (6) semester credit hours in each of the following areas: biology, chemistry, physics, and Earth science or geology, and physics.
- aa. Online Teacher (K-12). To be eligible for an Online Teacher (K-12) endorsement, a candidate must have satisfied the following requirements:
- ~~i. Meets the state's professional teaching and/or licensure standards and is qualified to teach in his/her field of study.~~
  - ~~ii. Provides evidence of online course time as a student and demonstrates online learning experience.~~
  - ~~iii. Has completed an eight (8) week online clinical practice in a K-12 program, or has one (1) year of verifiable and successful experience as a teacher delivering curriculum online in grades K-12 within the past three (3) years.~~
  - ~~iv. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study in online teaching and learning at an accredited college or university or a state-approved equivalent.~~
- bb. gg. Demonstrates proficiency in the Idaho Standards for Online Teachers. Twenty (20) semester credit hours to include coursework in methods of online teaching; assistive technology; learning management systems and content management systems; synchronous, asynchronous, and blended learning environments; and instructional strategies for the online environment. Candidates must complete an eight (8)-week online clinical practice in a K-12 setting or complete one (1) year of verifiable, successful experience as a teacher delivering online instruction in a K-12 setting within the past three (3) years.
- cc. hh. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit

hours to include course-work in ~~each of the following areas: secondary methods of teaching PE; personal and teaching competence in sports, skillful movement, physical activity, and outdoor skills; secondary PE methods; administration and curriculum to include field experiences in physical education;~~ student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current ~~CPR and first aid certification~~ in cardiopulmonary resuscitation, automated external defibrillator use, and first aid. To obtain a PE K-12 endorsement, applicants must complete an coursework in elementary PE methods course.

~~dd.~~ ii. Physical Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: chemistry and physics.

~~ee.~~ jj. Physics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physics.

~~ff.~~ kk. Psychology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of psychology.

~~gg.~~ ll. Science – Middle Level (5-9). Twenty-four (24) semester credit hours in science content to include coursework including at least in methods of teaching science, lab safety, and eight (8) credits in each of the following: biology, earth science, and physical science ~~to include lab components. Science foundation standards must be met.~~

~~mm.~~ Social Studies (6-12). Complete one of the following options:

i. A course in methods of teaching the social sciences and twelve (12) semester credit hours in each of the following: American government/political science, economics, geography, and history

ii. A course in methods of teaching the social sciences, fifteen (15) semester credit hours in each of the following: American government/political science and history, and nine (9) semester credit hours in each of the following: economics and geography.

iii. Must have Complete an endorsement in history, American government/political science, economics, or geography, or history plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsements areas: history, geography, economics, and American government/political science. and complete a total of thirty-six (36) semester credit hours as follows:

- 1) American government/political science endorsement - twelve (12) semester credit hours in each of the following: economics, geography, and history.
- 2) Economics endorsement – twelve (12) semester credit hours in each of the following: American government/political science, geography, and history.
- 3) Geography endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and history.
- 4) History endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and geography.

~~hh.nn.~~ Social Studies – Middle Level (5-9). Twenty (20) ~~Semester-semester~~ credit hours ~~in social studies content~~to include coursework ~~including in methods of teaching the social sciences and~~ at least five (5) ~~credits-semester credit hours~~ in each of the following: ~~history,~~ geography, ~~history,~~ and American government/political science or economics. ~~Social studies foundations must be met.~~

~~ii.oo.~~ Sociology (5-9 or 6-12). Twenty (20) semester credit hours ~~to include~~ coursework in ~~methods of teaching the social sciences and in~~ the area of sociology. ~~Coursework may include six (6) semester credit hours in anthropology.~~

~~jj.~~ Sociology/Anthropology (5-9 or 6-12). Twenty (20) ~~semester credit hours including a minimum of six (6) semester credit hours in each of the following: anthropology and sociology.~~

~~kk.pp.~~ Teacher Leader. Teacher leaders ~~hold a standard instructional certificate or a degree based career technical certificate and~~ provide technical assistance to teachers and other staff ~~in the local education agency~~ with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve ~~the~~ educational outcomes for students. ~~Candidates Individuals~~ who hold this endorsement facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.

~~i.~~ Teacher Leader – Instructional Specialist –~~Eligibility of Endorsement. To be eligible for a Teacher Leader – Instructional Specialist endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements:~~

~~i.~~

~~ii.~~ Education requirement: Hold a Standard Instructional Certificate. Content within coursework to include clinical supervision, instructional leadership, and advanced pedagogical knowledge, and have demonstrated



~~competencies in the following areas: providing feedback on instructional episodes; engaging in reflective dialogue centered on classroom instruction, management, and/or experience; focused goal-setting and facilitation of individual and collective professional growth; understanding the observation cycle; and knowledge and expertise in data management platforms.~~

i.

1) ~~Experience: Completion~~ Complete of a minimum of three (3) years' of full-time certificated teaching experience while under contract in an accredited school setting.

2) ~~Provides verification of completion of~~ Complete a state- board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state- board approved equivalent. Coursework to include clinical supervision, instructional leadership, and advanced pedagogical knowledge, and demonstrated competencies in the following areas: providing feedback on instructional episodes, engaging in reflective dialogue centered on classroom instructional management and/or experience, focused goal-setting and facilitation of individual and collective personal growth, understanding the observation cycle, and knowledge and expertise in data management platforms.

2)3) ~~Program shall include~~ Complete ninety (90) supervised contact hours to include a combination of face-to-face and field-based facilitation of both individual and group professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards.

ii. Teacher Leader – Instructional Technology

1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.

2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include technology integration and assessments, online education infrastructure and execution, instructional technology theory and foundations pedagogy, systems and performance evaluation, and applied project experiences.

3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

ii.iii. Teacher Leader – Literacy – Eligibility for Endorsement. To be eligible for a



~~Teacher Leader — Literacy endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements:~~

- ~~1) Hold a literacy endorsement or meet the requirements of a literacy endorsement, and complete three (3) years' of full-time certificated teaching experience while under contract in an accredited school setting.~~
- ~~2) Provides verification of completion ofComplete a state- board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state- board approved equivalent. Coursework to include foundational literacy concepts; fluency, vocabulary development, and comprehension; literacy assessment concepts; and writing process; all of which are centered on the following emphases: specialized knowledge of content and instructional methods; data driven decision making to inform instruction; research-based differentiation strategies; and culturally responsive pedagogy for diverse learners.~~
- ~~2)3) Program shall includeComplete ninety (90) supervised contact hours to include a combination of face-to-face and field-basedfacilitation of both individual and group professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. The candidate must meet or exceed the state qualifying score on appropriate state approved literacy content assessment.~~

~~iii.iv. Teacher Leader – Mathematics—Eligibility for Endorsement. To be eligible for a Teacher Leader — Mathematics endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements:~~

- ~~1) Education Requirements: Hold a Standard Instructional Certificate and have demonstrated content competencies. Coursework and content domains required include number and operation, geometry, algebraic reasoning, measurement and data analysis, and statistics and probability, which are centered on the following emphases: structural components of mathematics; modeling, justification, proof, and generalization; and specialized mathematical knowledge for teaching.~~
- ~~2)1) Experience: Completion of a minimum ofHold a mathematics (6-12) or (5-9) endorsement and complete three (3) years' of full-time certificated teaching experience while under contract in an accredited school setting.~~

~~2) Provides verification of completion~~Complete of a state board - approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board-approved equivalent. Coursework to include number and operation, geometry, algebraic reasoning, measurement and data analysis, and statistics and probability, all of which are centered on the following emphases: structural components of mathematics; modeling, justification, proof, and generalization; and specialized mathematical knowledge for teaching.

3) Program shall include ninety (90) supervised contact hours to include ~~a combination of face-to-face and field-based~~facilitation of both individual and group professional development activities ~~and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. The candidate must meet or exceed the state qualifying score on appropriate state approved math content assessment.~~

~~iv.v.~~ Teacher Leader – Special Education – Eligibility for Endorsement. To be eligible for a Teacher Leader – Special Education endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: —

~~1) Education Requirements: Hold a Standard Instructional Certificate endorsed Generalist K-12, K-8, or 5-9 and have demonstrated content competencies in the following areas: assessment of learning behaviors; individualization of instructional programs based on educational diagnosis; behavioral and/or classroom management techniques; program implementation and supervision; use of current methods, materials, and resources available and management and operation of special education management platforms; identification and utilization of community or agency resources and support services; counseling, guidance, and management of professional staff; and special education law, including case law. —~~

~~2) —~~

~~3)1)~~ Experience: Completion of a minimum of~~Hold an Exceptional Child Education endorsement or Blended Early Childhood Education/Early Childhood Special Education endorsement and complete~~ three (3) years' of full-time certificated teaching experience, at least two (2) years of which must be in a special education classroom setting, while under contract in an accredited school setting.

~~2) Provides verification of completion of a~~Complete a state- board approved program of at least twenty (20) post baccalaureate semester

credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state- board approved equivalent. Coursework to include assessment of learning behaviors; individualization of instructional programs based on educational diagnosis; behavioral and/or classroom management techniques; program implementation and supervision; use of current methods, materials, and resources available; management and operation of special education management platforms; identification and utilization of community or agency resources and support services; counseling, guidance, and management of professional staff, and special education law, including case law.

4)3) Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based facilitation of both individual and group professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards.

ll-gg. Teacher Librarian (K-12). Twenty (20) semester credit hours of coursework leading toward competency as defined by Idaho Standards for Teacher Librarians to include the following: coursework in collection development; and materials selection; literature for children and/or young adults; organization of information to include cataloging and classification; school library administration; and management; library information technologies; information literacy; and reference and information service.

mm-rr. Theater Theatre Arts (5-9 or 6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Theater Arts Teacher, including to include coursework in secondary methods of teaching theatre arts, each of the following areas: acting and directing, and a minimum of six (6) semester credits in technical theater/theatre/stagecraft. To obtain a Theater Arts (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theater.

nn-ss. Visual Arts (5-9, 6-12, or K-12). Twenty (20) Semester-semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers to include a minimum of nine (9) coursework in methods of teaching secondary arts, 2-dimensional and 3-dimensional studio areas, six (6) semester credit hours in: foundation art and design, and three (3) credits in art history. Additional course work must include secondary arts methods, 2-dimensional and 3-dimensional studio areas. To obtain a Visual Arts (K-12) endorsement, applicants must complete an elementary arts methods course work.

oo. Visual Impairment (Pre-K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional

~~recommendation specific to this endorsement is required. To be eligible for a Visually Impaired endorsement, a candidate must have satisfied the following requirements:~~

~~pp-tt.~~ \_\_\_\_\_ World Language (5-9, 6-12 or K-12). Twenty (20) semester credit hours to include ~~a minimum of~~ coursework in methods of teaching language acquisition, twelve (12) intermediate or higher credits in a specific world language. ~~Course work must include, and coursework in~~ two (2) or more of the following areas: grammar, conversation, composition, culture, or literature; ~~and course work in foreign language methods~~. To obtain an endorsement in a specific ~~foreign-world~~ language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific ~~foreign-world~~ language, applicants must complete the following:

- i. Score an intermediate high (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party; and
- ii. A qualifying score on a state board approved specific ~~foreign-world~~ language content assessment, or if a specific ~~foreign-world~~ language content assessment is not available, a qualifying score on a state board approved world languages pedagogy assessment).

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**SUBJECT**

Board Policy - Bylaws and I.U. Presidents Leadership Council – Second Reading

**REFERENCE**

June 2016	The Board approved the first reading of proposed amendments to the Board Bylaws regarding actions at meetings that were not in existing Board policy and amendments to the Audit Committee.
August 2016	The Board approved the second reading of amendments to the Board Bylaws.
August 2019	The Presidents' Council presented to the Board a new proposed role for the Council and proposed changes to the name of the Council.
December 2019	Board approved the first reading of proposed amendments to the Board Bylaws eliminating non-functioning committees and restructuring the Presidents Council reporting.
February 2020	Board approved second reading of proposed amendments.
February 2022	Board approved the first reading of proposed amendments to the Board Bylaws, clarifying Board committee roles.
April 2022	Board approved second reading of proposed amendments.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures - Bylaws

**BACKGROUND/DISCUSSION**

The proposed amendments to the bylaws are twofold: move the Presidents Leadership Council into its own section of Board policy, and update the Audit Committee provisions.

The Board's bylaws establish the Board's operating procedures, including, but not limited to, identifying the roles of the Board officers, meeting rules of order, and establishment of Board standing committees and their scope of operations. With the exception of the Audit Committee, all of the Board's standing committees established through the bylaws are made up of only Board members. All other committees of the Board, referred to as "ad hoc" committees, are established through the Board's Governing Policies and Procedures. Committees formed through the Board's Governing Policies and Procedures generally include education community stakeholders and may also include one or two Board members. The one exception to this is the Presidents Leadership Council (PLC), the members of which are the institution presidents, with the Board's Executive Director and the Administrator of the Division of Career Technical Education serving as ex-officio members. The PLC would be relocated into a new Governing

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Policy and Procedures section, Section I.U. Other than the creation of the new section of Board policy, there are no additional amendments proposed to the purpose or makeup of the PLC.

The other proposed amendments to the Board's bylaws update the Audit Committee provisions by amending the name to include the broader scope of the committee, update terminology, and provide additional provisions around the membership of the committee. These amendments were previously vetted through the Audit Committee.

**IMPACT**

The proposed amendment to the Board bylaws would move the language regarding the PLC into a standalone policy consistent with other committees established by the Board and update the existing provision regarding the Audit Committee to align with current auditing standards and the shift in the internal auditing functions.

**ATTACHMENTS**

Attachment 1 – Bylaws – First Reading

Attachment 2 – Board Policy I.U. Presidents Leadership Council

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

The proposed amendments to the bylaws have been discussed with the Audit Committee, and the Committee has had an opportunity to provide feedback. Additional amendments to Board policy V.H. aligning the policy with the proposed bylaws changes, incorporating provisions around compliance and repealing Board policy V.Y. compliance will be brought forward through the Business Affairs and Human Resources portion of the agenda.

There were no changes between the first and second reading. Staff recommends approval.

**BOARD ACTION**

I move to approve the second reading of Board policy - Bylaws as submitted in Attachment 1 and Board policy I.U. Presidents Leadership Council as submitted in Attachment 2.

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

Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**  
SECTION: I. BYLAWS (Operational Procedures)

April-October 2022

**A. Office of the State Board of Education**

The Board maintains an Office of the State Board for the purpose of carrying out the administrative, financial, and coordinating functions required for the effective operation of the institutions and agencies under the governance of the Board. The staff of the Office of the State Board serve under the direction of the ~~Executive~~ Director, who is responsible directly to the Board.

**B. Meetings**

1. The Board will maintain a 12-month rolling meeting schedule. To accomplish this, the Board will, at each of its regularly scheduled meetings, update its 12-month rolling schedule of Board meetings, provided, however, that the Board by majority vote, or the Board president after consultation with Board members, may reschedule or cancel any meeting.
2. The Board may hold special meetings by vote of a majority of the Board taken during any regular meeting or by call of the Board president.
3. All meetings of the Board are held at such place or places as may be determined by the Board.
4. Actions that impact ongoing future behavior of agencies and institutions shall be incorporated into Board policy. Actions limited to a specific request from an institution or agency, if not acted on within one year of approval, must be brought back to the Board for reconsideration prior to action by the institution or agency. This requirement does not apply to program approval time limits.

**C. Rules of Order**

1. Meetings of the Board are conducted in accordance with controlling statutes and applicable bylaws, regulations, procedures, or policies. In the absence of such statutes, bylaws, regulations, procedures, or policies, meetings are conducted in accordance with the current edition of *Robert's Rules of Order, Newly Revised*.
2. A quorum of the Board consists of five (5) Board members.
3. With the exception of procedural motions, all motions, resolutions, or other propositions requiring Board action will, whenever practicable, be reduced to writing before submission to a vote.



4. A roll-call vote of the Board is taken on all propositions involving any matters of bonded indebtedness; convening an executive session of the Board; or on any other action at the request of any Board member or upon the advice of legal counsel. The first voter is rotated on each subsequent roll-call vote.

#### **D. Officers and Representatives**

1. The officers of the Board include:
  - a. A president, a vice president, and a secretary, who are members of the Board.
  - b. An executive secretary, who is the state superintendent of public instruction.
2. The president, vice president, and secretary are elected at the organizational meeting for one (1) year terms and hold office until their successors are elected. Vacancies in these offices are filled by election for the remainder of the unexpired term.
3. Board representatives to serve on other boards, commissions, committees, and similar bodies are appointed by the Board president.
4. The executive director is appointed by and serves at the pleasure of the Board unless the contract of employment specifies otherwise. The executive director serves as the chief executive officer of the Office of the State Board of Education.

#### **E. Duties of Board Officers**

1. Board President
  - a. Presides at all Board meetings, with full power to discuss and vote on all matters before the Board.
  - b. Submits such information and recommendations considered proper concerning the business and interests of the Board.
  - c. Signs, in accordance with applicable statutes and Board action, all contracts, minutes, agreements, and other documents approved by the Board, except in those instances wherein the Board, by its procedures, has authorized the Board president to designate or has otherwise designated persons to sign in the name of or on behalf of the Board.
  - d. Gives prior approval for any official out-of-state travel of seven (7) days or more by Board members, institution heads, and the executive director.
  - e. Subject to action of the Board, gives notice and establishes the dates and locations of all regular Board meetings.
  - f. Calls special Board meetings at any time and place designated in such call in accordance with the Open Meeting Law.
  - g. Establishes screening and selection committees for all appointments of agency and institutional heads.
  - h. Appoints Board members to all standing and interim committees of the Board.
  - i. Establishes the Board agenda in consultation with the executive director.
  - j. Serves as chief spokesperson for the Board and, with the executive director,

carries out the Board's policies between meetings.

2. Vice President

- a. Presides at meetings in the event of absence of the Board president.
- b. Performs the Board president's duties in the event of the Board president's inability to do so.
- c. Becomes the acting Board president in the event of the resignation or permanent inability of the Board president until such time as a new president is elected.

3. Secretary

- a. Presides at meetings in the event of absence of the Board president and vice president.
- b. Signs, in accordance with applicable statutes and Board action, all minutes, contracts, agreements, and other documents approved by the Board except in those instances wherein the Board, by its procedures, has authorized or has otherwise designated persons to sign in the name of or on behalf of the Board secretary.

4. Executive Secretary

The state superintendent of public instruction, when acting as the executive secretary, is responsible for:

- a. Carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho, and Idaho Code or established by the Board for all elementary and secondary school matters.
- b. Presenting to the Board recommendations concerning elementary and secondary school matters and matters of the State Department of Education.

5. Executive Director

The executive director serves as the chief executive officer of the Board, as chief administrative officer of Office of the State Board of Education, and as chief executive officer of such federal or state programs as are directly vested in the State Board of Education. The position description for the executive director, as approved by the Board, defines the scope of duties for which the executive director is responsible and is accountable to the Board.

**F. Standing Committees of the Board**

The Board may organize itself into standing and other committees as necessary. Committee members are appointed by the Board president after informal consultation with other Board members. Any such standing committee is responsible for performing work pursuant to Board policy or delegation. Such committees may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as an ex-officio member of any standing or other committee. The

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procedural guidelines for Board committees appear in the Board Governing Policies and Procedures.

For purposes of the bylaws, the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Western Idaho, College of Southern Idaho, and North Idaho College are included in references to the “institutions;” and Idaho Public Television, the Division of Vocational Rehabilitation, the Division of Career Technical Education, and the State Department of Education, are included in references to the “agencies.” An institution or agency may, at its option and with concurrence of the Board president, comment on any committee report or recommendation.

1. Planning, Policy and Governmental Affairs Committee

a. Purpose

The Planning, Policy and Governmental Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting guidance to the agencies and institutions under the Board on the implementation of Board action on matters of policy, planning, and governmental affairs. The committee, in conjunction with the chief executive officers and chief administrators of the Board governed agencies and institutions, will develop guidance on the implementation of the Board’s planning initiatives and goals. This committee shall also provide more detailed information to the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

b. Composition

The Planning, Policy and Governmental Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as the chairperson and spokesperson of the committee, and is staffed by the Board’s Chief Planning and Policy Officer. The Planning, Policy and Governmental Affairs Committee may form working unit or units, as necessary, to advise the committee. The chairperson presents all committee and working unit updates to the Board.

c. Responsibilities and Procedures

The Planning, Policy and Governmental Affairs Committee is responsible for providing updates to the Board in the following general areas:

- i. Long range planning and coordination;

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- ii. Initial discussions and direction on strategic policy initiatives and goals;
- iii. Legislative proposals and administrative rules for Board agencies and institutions;
- iv. Coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
- v. Review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board's strategic direction;
- vi. Reports and recommendations from workgroups and committees pertaining to education policy, planning and governmental affairs, including career technical education;
- vii. Other matters as assigned by the Board.

At the direction of the Board ~~President~~[president](#), any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.

The Planning, Policy and Governmental Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Planning and Policy Officer, under the direction of the chairperson, prepares the agenda for the Planning, Policy and Governmental Affairs Committee work that is under consideration at each meeting of the Board.

**2. Instruction, Research and Student Affairs Committee**

**a. Purpose**

The Instruction, Research and Student Affairs Committee is a standing advisory committee of the Board. It is responsible for implementing Board action and developing guidance to the institutions and agencies on matters of policy and procedure concerning instruction, research and student affairs.

**b. Composition**

The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Academic Officer. The Instruction, Research and Student Affairs Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Council on Academic Affairs and Programs (CAAP), which shall be composed of the Board's Chief Academic Officer and the chief academic officers of the institutions and agencies. The chairperson presents all committee and working group recommendations to the Board.

**c. Responsibilities and Procedures**

The Instruction, Research and Student Affairs Committee is responsible for updates to the Board in the following general areas:

- i. Agency and institutional instruction, research and student affairs agenda items;
- ii. Instruction, academic or career technical program approval;
- iii. Instruction, academic or career technical program review, consolidation, modification, and discontinuance, and course offerings;
- iv. Outreach, technology and distant learning impacting programs and their delivery;
- v. Long-range instruction, academic and career technical planning;
- vi. Registration of out-of-state institutions offering programs or courses in Idaho;
- vii. Continuing education, professional development, workforce training, programs for at-risk populations, career guidance;
- viii. Student organizations' activities and issues; and
- ix. Other matters as assigned by the Board.

The Instruction, Research and Student Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief academic officer, under the direction of the chairperson, prepares the agenda for the Instruction, Research and Student Affairs Committee work that is under consideration at each meeting of the Board.

**3. Business Affairs and Human Resources Committee**

**a. Purpose**

The Business Affairs and Human Resources Committee is a standing advisory committee of the Board. It is responsible for developing and presenting updates to the Board on matters of policy and procedures concerning business affairs and human resources affairs.

**b. Composition**

The Business Affairs and Human Resources Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Business Affairs and Human Resources Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Financial Vice Presidents council, which shall be composed of the Board's

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Chief Fiscal Officer and the chief financial officers of the institutions and agencies. The chairperson presents all committee updates to the Board.

c. Responsibilities and Procedures

The Business Affairs and Human Resources Committee is responsible, through its various working unit or units, for providing guidance on the implementation of Board action to the institutions and agencies under the Board in the following general areas:

- i. Agency and institutional financial agenda items;
- ii. Coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
- iii. Long-range fiscal planning;
- iv. Fiscal analysis of the following:
  - 1) New and expanded financial programs;
  - 2) Establishment, discontinuance or change in designation of administrative units;
  - 3) Consolidation, relocation, or discontinuance of programs;
  - 4) New facilities and any major modifications to facilities which would result in changes in programs or program capacity;
  - 5) Student fees and tuition; and
  - 6) Other matters as assigned by the Board.

The Business Affairs and Human Resources Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the agenda for the Business Affairs and Human Resources Committee work that is under consideration at each meeting of the Board.

4. Audit, [Risk and Compliance](#) Committee

a. Purpose

The Audit, [Risk and Compliance](#) Committee is a standing committee of the Board. The Audit, [Risk and Compliance](#) Committee provides oversight to the organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

b. Composition

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 20, 2022**

**ATTACHMENT 1**

The Audit, Risk and Compliance Committee members shall be appointed by the Board and shall consist of five or more members. Three members of the Committee shall be current Board members and at least two members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. No employee of an institution or agency under the governance of the Board shall serve on the Audit, Risk and Compliance Committee. Each ~~Audit-Committee~~ member shall be ~~independent~~, free from any relationship that would interfere with the exercise of ~~her or his~~ independent judgment. ~~Audit~~ Committee members shall not be compensated for their service on the ~~C~~committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or agency under the governance of the Board. Audit, Risk and Compliance Committee members who are Board members may be compensated for Board service. The Audit, Risk and Compliance Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

All members shall have an understanding of ~~the Committee and~~ financial affairs and the ability to exercise independent judgment. Committee appointments will be made in such a way that collectively the committee membership possesses sufficient knowledge of internal audit, external audit, accounting, finance, information technology, compliance, risk management, higher education, and governance concepts. ~~and at least one member of the C~~committee shall have current accounting or related financial management expertise in the following areas:

- i. An understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;
- ii. The ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;
- iii. Experience in preparing or auditing financial statements and;
- iv. An understanding of internal controls.

Members may be reappointed. The Audit, Risk and Compliance Committee chair shall be appointed by the Board ~~President~~president and shall be a Board member.

c. Responsibilities and Procedures

It is not the Committee's duty to plan or conduct audits or to determine that the institution's financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management of the applicable institutions and agencies shall be responsible for the preparation, presentation, and integrity of the financial statements and for the appropriateness of the



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 20, 2022**

**ATTACHMENT 1**

accounting principles and reporting policies used. The following shall be the principle duties and responsibilities of the Committee:

- i. Recommend the appointment and compensation to the Board of the ~~independent external~~ auditors for Board action. Evaluate and oversee the work of the ~~independent external~~ auditors. The Committee must approve-review any services prior to being provided by the ~~independent external~~ auditor. The ~~independent external~~ auditing firm shall report directly to the ~~C~~committee as well as the Board and the auditor's "engagement letter" shall be addressed to the Committee and the ~~President~~ president of each institution. The Committee shall have the authority to engage the Board's legal counsel and other consultants as necessary to carry out its duties.
- ~~i.~~ii. Evaluate and oversee the work of the Internal Audit and Advisory Services unit (IAAS), located within the Board office.
- ~~ii.~~iii. Discuss with the ~~independent external~~ auditors the audit scope, focusing on areas of concern or interest;
- ~~iii.~~iv. Review the financial statements, adequacy of internal controls and findings with the ~~independent external~~ auditors. The ~~independent external~~ auditor's "management letter" shall include management responses and be addressed to the Audit, Risk and Compliance Committee and ~~P~~resident of the institution.
- ~~iv.~~v. Ensure the ~~independent external~~ auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.
- ~~v.~~vi. Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its governance including establishment of confidential complaint mechanisms.
- ~~vi.~~ Monitor the integrity of each organization's financial accounting process and systems of internal controls regarding finance, accounting and stewardship of assets;
- vii. Monitor the independence and performance of each organization's ~~external~~independent auditors and internal auditing departments;
- viii. Provide general guidance for developing risk assessment models for all institutions.
- ix. Provide an avenue of communication among the ~~independent external~~ auditors, management, the internal audit staff and the Board.
- x. Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.
- ~~x.~~xi. Oversee institutional compliance programs.

The Audit, Risk and Compliance Committee will meet ~~as needed~~at least four times per year. The ~~C~~committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Fiscal Officer, under

the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

5. Executive Committee

a. Purpose

The Executive Committee is responsible for assisting the full Board in discharging its responsibilities with respect to the management of the business and affairs of the Board and the Board Office, to consider matters concerning the Board that may arise from time to time, and to provide direction to the executive director on any of such matters.

b. Composition

The Executive Committee is composed of the current Board president, ~~V~~vice Ppresident, and Ssecretary, and the immediate past Board president. The Board's executive director also shall serve on the Executive Committee. The current Board president serves as chairperson of the committee. In the event the past Board president is unable to serve on the Executive Committee, then the Board Ppresident may appoint another member of the Board to serve in the place of such former officer.

c. Responsibilities and Procedures

The Executive Committee shall have such duties, responsibilities, and authority as may be delegated from time to time to the Executive Committee by the Board, and in the intervals between meetings of the Board, the Executive Committee shall, in conjunction with the executive director, assist in directing the management of the business and affairs of the Board. However, the Executive Committee may not undertake any action that, pursuant to any applicable law, rule, or policy of the Board, must be performed by another committee of the Board, or which must be acted upon by the whole Board in public session. The Board's executive director, under the direction of the Board Ppresident, prepares the agenda for and schedules each meeting of the Executive Committee, which may be conducted telephonically. A written record is not kept of the committee's activities, but it shall be the responsibility of the executive director to promptly communicate to all Board members who are not members of the committee regarding information related to the committee's discussions and activities.

**G. Committee Presentations**

1. The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing

committee of the Board, as described in Subsection F above, with the exception of the Audit Committee.

2. The Board member who is the chair of the permanent standing ~~advisory~~ committee and spokesperson shall present the agenda items in the area of the committee's responsibility. This presentation may include calling on institutional/agency representatives and/or other individuals. In the event of an absence or conflict with respect to the committee chairperson, the Board ~~President~~ president may designate a substitute Board member or Board officer to present the agenda items.

#### ~~H. Presidents Leadership Council~~

##### ~~1. Purpose~~

~~The Presidents Leadership Council convenes to serve the public good by providing a common leadership voice to educate, innovate, advocate and advance a vision and blueprint for higher education in Idaho at the direction of the Board. The Presidents Leadership Council may also choose or be directed by the Board to meet with other workgroups and committees for exchanges of information or to discuss projects of benefit to the entire system. The Presidents Leadership Council reports to the Board in the manner directed by the Board President.~~

##### ~~2. Composition~~

~~The Presidents Leadership Council is composed of the presidents of the University of Idaho, Idaho State University, Boise State University, Lewis Clark State College; and the presidents of North Idaho College, College of Eastern Idaho, College of Western Idaho and the College of Southern Idaho, each of whom has one (1) vote. One (1) of the voting members shall serve as chair of the Council, with a chair selected each academic year generally rotating among the respective members. The administrator of the Division of Career Technical Education and the Board's Executive Director shall be ex-officio members of the Council.~~

##### ~~3. Duties of the Chair~~

~~The Chair:~~

- ~~a. Presides at all Presidents Leadership Council meetings with full power to discuss and vote on all matters before the Council;~~
- ~~b. Establishes the Presidents Leadership Council agenda in consultation with the Executive Director; and~~
- ~~c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.~~

- ~~4. The Executive Director will communicate openly and in a timely manner with the Presidents Leadership Council.~~

**Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES**

**SECTION: I. General Policies**

**SUBSECTION: U. Presidents Leadership Council**

**October 2022**

**1. Purpose**

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**3. Duties of the Chair**

- a. Presides at all Presidents Leadership Council meetings with full power to discuss and vote on all matters before the Council;
- b. Establishes the Presidents Leadership Council agenda in consultation with the Executive Director; and
- c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.

**4. The Executive Director will communicate openly and in a timely manner with the Presidents Leadership Council.**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 20, 2022**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

University of Idaho Extension 4-H Youth Development Program – 4-H for-credit. Information about the next steps in the delivery of 4-H for-credit mastery-based projects to K-12 students in Idaho.

**REFERENCE**

June 2022	Board approved the University of Idaho Extension 4-H Youth Development Program to serve as a statewide extended learner opportunity, subject to the school district and charter school policies and the individual subject area alignment with Idaho content standards.
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**APPLICABLE STATUTE, RULE, OR POLICY**

Chapter 64, Title 33, Idaho Code  
IDAPA 08.02.03.105.b.

**BACKGROUND/DISCUSSION**

The Board will receive information about the pilot roll-out of the 4-H for credit program. This includes a sample of the materials that will guide 4-H members and their leader/mentors on mastery-based project completion. The 4-H for credit program is receiving national attention and has the potential to partner with local school districts to award credit to thousands of Idaho students who complete their mastery-based projects. It is important for the State Board of Education to stay apprised of next steps and progress in program delivery.

**IMPACT**

Once fully implemented over the next decade, the 4-H for credit program has the potential to provide opportunities for tens of thousands of K-12 students to earn credit for their mastery-level 4-H projects that align to Idaho's content standards.

**ATTACHMENTS**

Attachment 1 – 4-H for Credit Overview  
Attachment 2 – Sample: Know Your Government Project Requirements  
Attachment 3 – Sample: 4-H Civic Engagement Know Your Government Mastery Guide

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Chapter 64, Title 33, Idaho Code, establishes extended learning opportunities for public school students. Section 33-6401, Idaho Code, entitles students attending public school in Idaho to be eligible to participate in learning experiences out of the classroom. These learning experiences may be approved by the State Board of Education as a statewide eligible program or by the school district or charter school (local education agency) as a locally available program.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
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Each local education agency is required to adopt extended learning opportunities program policies identifying how students may apply for credit and how programs may apply to offer extended learning opportunities. To earn credit or acknowledgement that a required standard has been met, the student must agree to abide by the local education agency's policy for recognition of extended learning opportunities. The award of credits at the high school level must also conform to the high school accreditor standards for the awarding of credit.

The Board approved, at its regular June 2022 meeting, the University of Idaho 4-H program, subject to school district and public charter school policies and applicable subject area alignment with Idaho content standards. The University of Idaho would like to update the Board on progress they have made with the program so far.

**BOARD ACTION**

This item is for informational purposes only.



University of Idaho Extension

4-H Youth

Development Extended Learning Opportunities: 4-H for

Credit

Idaho Code Chapter 64, Section 33

### Organizational Background

Since our founding in Idaho 110 years ago, 4-H has provided high-quality learning opportunities in science, government, history and more through hands-on programs, project-based learning, and educational experiences. Over 14,000 K-12 students in Idaho are members of 4-H clubs and more than 70,000 participate in 4-H programs and events.

Local and statewide Idaho 4-H programs work collaboratively with youth, families, and community partners, including school districts, charter schools, and homeschool programs across the state, to provide educational opportunities to Idaho youth, while using content standard curriculum. We work regularly with organizations such as the Idaho Out-of-School Network, Idaho State Department of Education, Idaho Career and Technical Division, and other providers of youth programming. We are a respected educational and out-of-school time program leader in our state.

### 2022 Launch

As Idaho's first approved provider to implement Extended Learning Opportunities statewide, we are planning a limited launch this first year to maintain the integrity of our program and relationships. Using Mastery Education as defined by the Idaho State Department of Education, our projects offered under 4-H for Credit will include:

- Minimum of 6 educational hours
- Youth-adult partnerships
- Mastery check-off list
- A finished project
- Final project presentation
- Completed project record book

Two projects we will offer this inaugural year are Civic Engagement: Know Your Government and Animal Science. These two projects were selected because of their well-developed curriculum, community support, and strong program participation. Each project has project guidelines, curriculum, and a mastery guide that helps youth and adults identify what skills they will master. Additionally, the final project, presentation, and record book determine how mastery of those projects were reached.

Civic Engagement: Know Your Government includes a 3-day conference in Boise where 8-12 grade youth learn how government decision making works and how to become an engaged citizen. There are up to four different skill levels of youth participation. Skill levels 1 and 2 focus on local/state government, legislative, executive, and judicial branches. Levels 3 and 4 include youth as members of the steering committee where they can become more involved in the legislative process such as Legislator or Judge or they can focus on media and the press, for example acting as reporters or news editors. This 35-year-old program continues to garner statewide and school support; Bear Lake School District has sent entire grades as delegates with school staff as chaperones.





University of Idaho Extension

4-H Youth

Development Extended Learning Opportunities: 4-H for

Credit

Idaho Code Chapter 64, Section 33

Animal Science projects help youth learn about the life cycle, growth and feeding of animals. In the process, they learn about animal selection and evaluation, nutrition and feeding, animal health, daily care, reproduction, marketing, and financial management. As one of the 4-H projects with largest participation, this project is open to all youth, whether or not they have an animal.

In order to build and provide a quality 4-H for Credit program, we are working with a small number of schools this first year such as Hansen School District, Bear Lake School District, Melba School District, and those in Kootenai, Owyhee, Lemhi, and Benewah Counties.

We have also received a gift of \$50,000 from Stand Together Trust to support our efforts in building and managing 4-H for Credit statewide.

### Leading the State and the Nation

Idaho 4-H is in a unique position to lead the nation in K-12 education. Our work will model how educational providers and lawmakers can better serve youth and families by supporting and building more purposeful, innovative methods. These Extended Learning Opportunities through 4-H for Credit also provide another tool for Idaho families to pursue customized, individualized learning. We are already being contacted by out-of-state agencies about the Extended Learning Opportunities legislation in Idaho so that they may grow the educational opportunities offered to youth in their state.

### Conclusion

We are honored to be the first organization approved to provide Extended Learning Opportunities to youth in Idaho for out-of-school educational programs. We look forward to sharing our progress and impact on Idaho's youth to extend learning experiences out of the classroom.

# Civic Engagement

## KYG

Rev. 09-19

[Table of Contents](#)

Projects & Materials	Requirements	Exhibit Requirements
<b>Exploring Citizenship, My Government (KYG)</b>  <b>Grades 8-9</b>  <b>Youth Materials:</b> <ul style="list-style-type: none"> <li>Exploring Citizenship, My Government Project Manual (#11002) rev. 2015</li> <li>4-H Involvement Report</li> <li>4-H Project Record Book</li> <li>Judicial First Year Project Tip Sheet</li> <li>Judicial Second Year Project Tip Sheet</li> <li>Legislative First Year Tip Sheet</li> <li>Legislative Second Year Tip Sheet</li> </ul> <b>Volunteer Materials:</b> <ul style="list-style-type: none"> <li>Exploring Citizenship My Government Project Manual (#11002)</li> </ul>	<p>Note: This project is designed to be a two-year project.</p> <ol style="list-style-type: none"> <li>Attend the 4-H Know Your Government (KYG) Conference and complete the KYG project</li> <li>Select which workshop to attend (either Legislative or Judicial) <i>Example -if Legislative selected that would be 1<sup>st</sup> year project then Judicial would be 2<sup>nd</sup> year</i></li> <li>Give an oral presentation (speech, demonstration or illustrated talk) on a topic related to this project</li> <li>Work through the Exploring Citizenship My Government Project Manual (#11002). Complete study questions and at least one suggested activity for each section</li> </ol> <p><b>First Year</b> – Complete the four sections</p> <ul style="list-style-type: none"> <li>➤ Local Government</li> <li>➤ Legislative Branch <b>OR</b> Judicial Branch</li> <li>➤ Executive Branch <b>OR</b> Who Influences Our Government <b>OR</b> News Media</li> <li>➤ First Year Follow-up Plan and Activities (see page 64 in Manual)</li> </ul> <p><b>Second Year</b> – Complete the four sections</p> <ul style="list-style-type: none"> <li>➤ Legislative Branch <b>OR</b> Judicial Branch (the section you did not do last year)</li> <li>➤ Executive Branch <b>AND/OR</b> Who Influences Our Government <b>AND/OR</b> News Media (Complete the two you did not complete last year)</li> <li>➤ Second Year Follow-up Plan and Activities (see page 65 in Manual)</li> </ul> <ol style="list-style-type: none"> <li>Complete Idaho 4-H Record Book</li> <li>Complete 4-H Involvement Report</li> </ol>	<ul style="list-style-type: none"> <li>4-H Project Record Book rev. 2015</li> <li>4-H Involvement Report</li> <li>Completed study questions and signed off suggested activities from Exploring Citizenship My Government Project Manual (#11002)</li> <li>A poster (14”x 22”), or display illustrating something you learned in this project this year.</li> </ul>
<b>County Requirements:</b> Check with your County Extension office for details.		
<b>Support Materials:</b> Idaho 4-H KYG page: <a href="https://www.uidaho.edu/extension/4h/events/know-your-government">https://www.uidaho.edu/extension/4h/events/know-your-government</a> Idaho 4-H KYG Project page: <a href="https://www.uidaho.edu/extension/4h/projects/know-your-government">https://www.uidaho.edu/extension/4h/projects/know-your-government</a> State of Idaho website: <a href="http://www.idaho.gov">http://www.idaho.gov</a> Idaho Blue Book: <a href="http://www.sos.idaho.gov/elect/bluebook.htm">http://www.sos.idaho.gov/elect/bluebook.htm</a> Idaho State Constitution: <a href="http://www.sos.idaho.gov/civics/Resources/id-constitution.pdf">http://www.sos.idaho.gov/civics/Resources/id-constitution.pdf</a> Idaho Department of Labor: <a href="https://labor.idaho.gov">https://labor.idaho.gov</a> Association of Idaho Cities: <a href="http://www.idahocities.org">http://www.idahocities.org</a> Idaho Association of Counties: <a href="http://www.idcounties.org">http://www.idcounties.org</a>		

# Idaho 4-H Civic Engagement Mastery Guide



University of Idaho  
Extension



4-H mastery programs consist of levels that provide a framework for progressive learning within a specific project area. Mastery programs provide the opportunity for 4-H youth to advance through a project to learn at their own speed based on their interests and abilities. Mastery programs are self-paced, and age- and skill-level appropriate. Mastery programs can also be a tremendous help to members as they set their goals each year. In addition, mastery programs are useful to more experienced 4-H members who wish to work with younger or less experienced members.

## Benefits of 4-H Mastery Programs

Mastery programs:

- Make projects more interesting
- Assist members in setting and achieving goals
- Encourage self-paced learning
- Help members learn more about their projects
- Encourage age-appropriate skill level building
- Provide new, enjoyable experiences
- Help prepare members for participation in certain activities and events
- Provide recognition for work done well
- Provide incentive to members to stay in a project over a longer period

## Life Skill Development and 4-H Mastery Programs

Participating in 4-H mastery programs is instrumental in the development of life skills, a major emphasis of 4-H programming. Young people who participate in 4-H are not just gaining knowledge about their project area, they also develop skills they will use throughout their life. Specifically, the 4-H mastery programs are designed to develop life skills in:

- Learning to learn
- Making decisions
- Keeping records
- Planning and organizing
- Achieving goals
- Completing a project or task
- Communicating
- Being responsible
- Developing self-esteem

## About the Mastery Program Steps

The mastery program includes advancement steps to provide a learning sequence for all members. All members should start with Skill Level 1. Members should work on one step at a time. There are, however, times when a member may accomplish an activity in another step before completing the step on which he or she is working. Recognize that if there is considerable difference in the level of skill within a group, members may be working on several levels of the program at one time. Much of the information leaders and members need to complete advancement steps can be found in project materials. In advanced steps, members will need to refer to other sources.

# Idaho 4-H Civic Engagement Mastery Guide



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## Recording Progress in the Mastery Program

Project Leaders should encourage members to keep the project Mastery Guide with their records. Doing so allows leaders and members to evaluate the 4-H experience, review progress, and establish goals for the future. Upon completing an activity, the member fills in the date and has the leader initial the record.

## Reviewing Mastery Advancement Progress

Once a member has completed an advancement level, the leader should then arrange for a review of the experience. This review often is conducted through an interview process. If it is feasible, the interview can be conducted by someone other than the leader. It is a valuable experience for members to be interviewed by others who have expertise in a particular area. Such interviews help prepare members for job interviews and other life experiences.

## How to Use the Mastery Guide

1. The Mastery Guide must be presented at the beginning of the 4-H and/or school year.
2. Youth must complete at least one half of the skills in each category (Local/State, Legislative, Executive, Judicial) per year
3. Youth are required to complete a record book each year and
4. give a demonstration/oral presentation in addition to those listed as potential skill options.

# Idaho 4-H Civic Engagement Mastery Guide



University of Idaho  
Extension



## SKILL LEVEL 1/2

Completed  
(mm/dd/yy)

Leader's  
Initials

### LOCAL GOVERNMENT

1. Name your County Commissioners \_\_\_\_\_
2. Name two duties of the Commissioners in your county. Be specific \_\_\_\_\_
3. Identify how 4-H and the Extension Office are interrelated with the County Commissioners \_\_\_\_\_
4. Name the mayor or council-manager of the city where you live \_\_\_\_\_
5. Name two issues (duties/problems) your city deals with \_\_\_\_\_
6. Name two taxing districts that are active in your county \_\_\_\_\_
7. Attend a meeting of your County Commissioners, City Council and write a report \_\_\_\_\_
8. Attend a meeting of a special board or commission in our local area that plans hospitals, libraries, elections, etc., and write a report \_\_\_\_\_
9. Attend a meeting of a local taxing district. Write a report talking about what they were discussion, including arguments for or against an action \_\_\_\_\_
10. Visit a top local official and interview him or her. Ask them questions regarding issues of current interest or concern and write a report about what you have learned \_\_\_\_\_
11. Visit a top local official, explaining that you are interested in carrying out a citizenship project that would benefit the community and that you would like some suggestions. Write up what they tell you, including multiple suggestions if that is what you are given \_\_\_\_\_
12. Report on the citizenship project that you chose to carry out from the suggestions from the top local official \_\_\_\_\_
13. Interview two local government officials. Find out what their responsibilities, qualification, and how they got their job. Write a report about what you've learned from them \_\_\_\_\_
14. Collect newspaper or internet articles on one or more issues being dealt with by the county commissioners, city council, or a local taxing district (i.e. school levy, budget hearings, garbage disposal, law enforcement, etc.). Summarize the issue, who it affected, who dealt with it and what (if any) action was taken and write a report \_\_\_\_\_
15. Collect news articles about the County Commissioners, County Clerk, County Auditor, or County Prosecutor and briefly describe a situation reported in the news articles in a report. \_\_\_\_\_
16. List 10 functions of local government in your community in a short report \_\_\_\_\_
17. Cut out and report on an article from a local media source about the most important issue in your community this year. Write a short editorial on the content of the article. \_\_\_\_\_

# Idaho 4-H Civic Engagement Mastery Guide



University of Idaho  
Extension



## SKILL LEVEL 1/2 (continued)

Completed  
(mm/dd/yy)

Leader's  
Initials

### LOCAL GOVERNMENT (continued)

- |   |       |       |
|---|-------|-------|
| 18. Interview one of your County Commissioners. Ask him or her what their job is and how they got it. write a short report on what you learned.   | _____ | _____ |
| 19. Attend a County Commissioners, Water Commission, SWCD (Soil and Water Conservation District), BAG (Basin Advisory Group), or WAG (Watershed Advisory Group) meeting. Write a brief report about the issues discussed and whether any conclusions or consensus was achieved. | _____ | _____ |
| 20. Other: _____  | _____ | _____ |

### STATE GOVERNMENT

- |  |       |       |
|--|-------|-------|
| 21. Name your District   | _____ | _____ |
| 22. Name your Senator  | _____ | _____ |
| 23. Name your Representatives  | _____ | _____ |
| 24. Identify what items make up an Agenda and place them in the correct order                                | _____ | _____ |
| 25. Define what it means to "second" a motion  | _____ | _____ |
| 26. Identify what motion you would use if a member:  | _____ | _____ |
| a. Asks the chair how to correctly make a motion   |       |       |
| b. Complains about the stuffiness of the room  |       |       |
| c. Changes one part of a motion to clarify it  |       |       |
| d. Wants to end the meeting  |       |       |
| e. Asks the chair whether someone is following parliamentary procedure                                       |       |       |
| f. Wants to take a short break   |       |       |
| g. Wants to end the debate and proceed to a vote   |       |       |
| h. Introduces business to the group  |       |       |
| 27. Identify the 15 events that occur in the course of a bill moving through the senate in the correct order | _____ | _____ |
| 28. Other: _____   | _____ | _____ |

### LEGISLATIVE BRANCH

- |   |       |       |
|---|-------|-------|
| 1. Get a copy of the state constitution (from a library, state representative, the secretary of state, internet, etc.). Read the constitution and make a note of interesting facts you learn about the Idaho state government. Write a report about what you have learned | _____ | _____ |
| 2. Find out how to become a legislative page and what the responsibilities of a page are. Write a report with this information.   | _____ | _____ |

# Idaho 4-H Civic Engagement Mastery Guide



University of Idaho  
Extension



## SKILL LEVEL 1/2 (continued)

Completed  
(mm/dd/yy)

Leader's  
Initials

### LEGISLATIVE BRANCH (continued)

3. Attend a session or talk given by a member of the Legislative staff. Find out what their role is in the Legislature. Write a report. \_\_\_\_\_
4. Follow a bill through the legislature. Collect newspaper or web articles on it. Summarize the pro and con arguments and write about what finally happened to the bill. \_\_\_\_\_
5. Tour the state capital. Describe some of the things you saw and learned about the capitol and its history. \_\_\_\_\_
6. Visit a legislative committee meeting. Report about the bill they were discussing and what happened to it. Discuss any testimony, votes, tablings, etc. \_\_\_\_\_
7. Observe the legislature in session. Discuss the bill they were debating and some of the pro and con arguments. \_\_\_\_\_
8. Contact the legislator who represents your legislative district. Ask him/her about the legislative session and the bills they sponsored, supported, or helped defeat. Write a report about what they tell you. \_\_\_\_\_
9. Other: \_\_\_\_\_

### EXECUTIVE BRANCH

1. Name the governor of Idaho and their political party \_\_\_\_\_
2. Name the Lieutenant Governor of Idaho and their political party \_\_\_\_\_
3. Name two other elected or appointed members of the Executive Branch and their position. \_\_\_\_\_
4. Name one state appointed board or commission that is represented or works in your community and tell how it affects you or your community. \_\_\_\_\_
5. Interview one or more state employees (not elected officials) in your local area. Find out what they do and how the state agency they work for serves state citizens. Include what you found in a brief report \_\_\_\_\_
6. Visit the office of one of the executive branch elected official (governor, lieutenant governor, etc.) and talk to someone about his/her job. Find out the kind of business/problems, etc., they deal with, how they came to be elected to that office, their background, etc. Write your information as a brief report \_\_\_\_\_
7. If an elected official addresses the KYG delegates during the conference, report what he or she said about his or her job, background, plans, interests, etc. Write it up as if you were writing an article for a newspaper \_\_\_\_\_



# Idaho 4-H Civic Engagement Mastery Guide



University of Idaho  
Extension



## SKILL LEVEL 1/2 (continued)

Completed  
(mm/dd/yy)

Leader's  
Initials

### EXECUTIVE BRANCH (continued)

8. Collect news articles about the governor. Report his or her views on an issue (i.e. did he or she sign or veto a particular bill and why). Write a brief report about what you found \_\_\_\_\_
9. Interview a locally appointed person. Ask them about the responsibilities of their job and who appointed them. Write a brief paragraph about what you learned \_\_\_\_\_
10. Interview a State Department of Lands administrator. Ask him or her what their duties are and how they got their job. Write the interview up as if you were going to submit it to a local paper \_\_\_\_\_
11. Interview a local Fish & Game Law Enforcement officer. Ask them about their job, specifically what they do and what kind of education and training did they have to have. Write a short report about the interview \_\_\_\_\_
12. Attend a public hearing in your area. Record the pro's and con's of the issue being discussed and who chaired (or ran) the meeting. Write a brief report about what you witnessed and heard during the hearing \_\_\_\_\_
13. Attend a meeting or watch a TV program where a member of the executive branch speaks, such as the governor's "State of the State Address" and write a report about the speech \_\_\_\_\_
14. Other: \_\_\_\_\_

### JUDICIAL BRANCH

1. Name one Idaho Supreme Court Justice \_\_\_\_\_
2. Name a magistrate judge from your county \_\_\_\_\_
3. List the kinds of cases a magistrate judge hears \_\_\_\_\_
4. Name a district court judge who hears cases in your county \_\_\_\_\_
5. Give three to four examples of cases that would be found in a trial court \_\_\_\_\_
6. Give three to four examples of cases that would be found in an appeals court \_\_\_\_\_
7. Visit a local court during a trial by jury; write a report about it. Talk about what you saw and the roles of the people involved (i.e. the judge, prosecuting attorney, witnesses, etc.) \_\_\_\_\_
8. Report about the Mock Trial at the KYG Conference. Discuss what you saw and what the roles of the people were who were involved, such as the judge, prosecuting attorney, witnesses, etc. \_\_\_\_\_

# Idaho 4-H Civic Engagement Mastery Guide



University of Idaho  
Extension



## SKILL LEVEL 1/2 *(continued)*

Completed  
(mm/dd/yy)

Leader's  
Initials

### EXECUTIVE BRANCH *(continued)*

- |  |       |       |
|--|-------|-------|
| 9. Tour the Supreme Court building. Describe some of the things you saw and learned about the building and its history   | _____ | _____ |
| 10. Tour your County Courthouse. Describe some of the things you saw and learned about the building and its history. Talk about the types of trials that are held in the courthouse and what offices are located there.  | _____ | _____ |
| 11. Interview a judge or attorney. Find out what they had to do to qualify for their job (education, did they run for election, were they appointed, etc.). Find out something about their job and how they fit into the judicial branch of government. Write a brief report   | _____ | _____ |
| 12. Follow a court trial in the newspaper, on TV, on the radio, or via the internet. Summarize the case (include both sides) and talk about what happened (the verdict)  | _____ | _____ |
| 13. Report on a trial or threatened legal action in your local area that is important to your own or county. List the issues involved. Collect information from our county official, local newspaper, local TV news broadcast, or the internet. Write a report summarizing the issues and what outcomes those involved hope to see | _____ | _____ |
| 14. Interview a court clerk or bailiff. Ask them what their responsibilities are during a trial. Ask them what type of education or training they had to have to be eligible for this position.  | _____ | _____ |
| 15. Other: _____   | _____ | _____ |

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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**SUBJECT**

Educator Shortage Update

**REFERENCE**

August 2016	The Board discussed the creation of a workgroup to provide feedback and recommendations regarding educator pipeline challenges and solutions.
April 2017	The Board reviewed an update on the Educator Pipeline and recommendations from the workgroup.
October 2017	Board reviewed and approved the first recommendation of the teacher pipeline workgroup.
December 2017	The Board reviewed 2016-2017 Teacher Pipeline Report
December 2018	The Board reviewed 2017-2018 Teacher Pipeline Report
February 2020	The Board received the 2019 task force subcommittee reports, which included the 2018-2019 Teacher Pipeline Report update along with additional retention data as part of the educator pipeline subcommittee report.
April 2022	The Board received the 2021 (FY 2022) Educator Pipeline Report.
June 2022	The Board received an update on open certificated staff opening in public schools across the state.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections 33-1201 -1207, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

**BACKGROUND/DISCUSSION**

The 2017 Teacher Pipeline Report and recommendations from the Educator Pipeline Workgroup was the first comprehensive effort to investigate and provide recommendations for pipeline issues specific to Idaho's educator pipeline. The report was presented to the Board in December 2017 and provided baseline data on the supply and demand of instructional staff across Idaho. The report included recommendations on ways to utilize this information to ensure consistency and efficacy in addressing Idaho's educator pipeline issues over time. Ten total educator workforce recommendations were presented for consideration, with seven prioritized for immediate action. The recommendation from the Educator Pipeline Workgroup built on the 2013 recommendations from the K-12 Education Task Force that resulted in the current career ladder used for calculating salary based apportionment for instructional staff and pupil service staff. In addition to the career ladder, the Board has been responsible for an amendment to administrative code, IDAPA 08.02.02 and creating additional routes to educator certification and the approval of non-traditional or alternative educator preparation

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programs that maintain a balance between maintaining a minimum standard knowledge base while creating more flexibility for individuals wanting to enter the teaching profession through non-traditional routes. During the 2022 legislative session, the Legislature enacted legislation creating a rural teacher incentive program as well as additional funding to help school districts with the cost of moving to the state health insurance program. Both of these ongoing efforts were aimed at helping to address the educator shortage. Significant one-time funding was also provided to help school districts and charter schools with their efforts in teacher recruitment and retention.

As school districts and charter schools have responded to the pandemic and managed shifts in the availability of Idaho's educator workforce, we have seen an exacerbation of the constricting pipeline. In May, school districts reported over 700 instructional staff openings, this number was down from approximately 900 opening only a few weeks prior.

**IMPACT**

This update is intended to provide an opportunity for Board members to discuss the more immediate needs facing school districts and charter schools going into the 2022-2023 school year as a result of educator shortage.

**ATTACHMENTS**

Attachment 1 – School District Administrator Comments

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

The Idaho Association of School Administrators (IASA) conducted a short school district survey requesting feedback on open positions during the month of May. Preliminary results of the survey received during the last week of May showed large fluctuations in open positions as individuals notified school districts at the same time districts were actively filling positions that they already knew would be vacant in the coming school year. The final survey results to the May survey indicated:

- Total School District Responses           89
  - Region 1                                   8
  - Region 2                                   8
  - Region 3                                  26
  - Region 4                                  23
  - Region 5                                   9
  - Region 6                                  14
  - Unknown                                  1
- Current Open Positions                   702
  - Elementary                               332
  - Secondary                                 370
- Retirements                                 452

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At our request, IASA ran a follow up survey allowing us to get a snapshot in time as we moved through the start of the school year. In the follow up survey 87 school districts responded, providing us with the following information:

Certified staff openings – 134

- Elementary – 62
- Secondary – 72

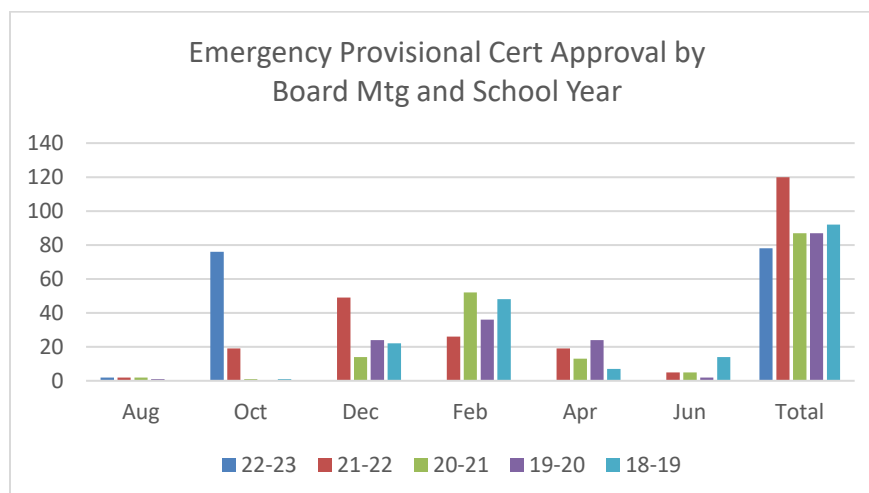
Hard to Fill Positions (school districts were allowed to select more than one category):

- Special Ed: 68%
- Math: 52%
- Science: 35%
- Elementary: 21%
- Electives: 16%
- English: 11%
- Social Studies: 5.8%
- Other: 29% (CTE, School Psychologist, Language Specialists)

In addition to the survey information, the regional superintendent representative has informed Board staff that they are having equal, if not more difficulty in filling classified staff positions. This category includes paraprofessional and classroom aides.

In addition to this information, we have compiled the following comparison on the rate of Emergency Provisional Certificate requests the Board receives:

School Year	Aug	Oct	Dec	Feb	Apr	Jun	Total
22-23	2	76					78
21-22	2	19	49	26	19	5	120
20-21	2	1	14	52	13	5	87
19-20	1(3)	0	24	36	24	2	87
18-19	0	1	22	48	7	11(3)	92



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**BOARD ACTION**

This item is for informational purposes only.

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**Survey Comments Received – September 2022 Update**

9/27/2022 06:40 PM

We were able to fill our 10 open teaching positions we had this year. Four of those were alternatively authorized with no teaching experience or training.

9/27/2022 03:40 PM

We have hired many staff this fall who are on emergency and alternative authorizations. This is the only reason we do not have more current openings.

9/27/2022 03:37 PM

We are full as far as teaching staff. We have Elementary teachers in Secondary positions. There are several staff that would normally struggle to garner an interview. We absolutely have to do something at a state level.

9/27/2022 08:22 AM

The district still needs an SLP [speech language pathologist]. Also, even though the survey shows that teaching positions are filled, we had to request 12 alternate authorizations out of the 23 new hires. We can't find qualified applicants.

9/26/2022 06:18 PM

We can't find a Spanish teacher.

9/26/2022 02:45 PM

We don't have any open positions, but we have filled positions with people requiring alternative authorizations

9/26/2022 02:06 PM

We also need a bus mechanic, bus drivers, bus paraprofessionals, special education paraprofessionals, custodians, food service staff, and substitutes.

9/22/2022 04:18 PM

We are struggling more with hiring our classified positions (bus drivers, mechanic, subs, paraprofessionals).

9/21/2022 01:02 PM

We have three elementary teachers on emergency provisional certificates this year, and close to 20 on alt auths. It is frustrating that there is no work around when we are unable to hire a SpEd teacher. We hired one out of desperation who is absolutely terrible, but we have IEP minutes to meet.

9/21/2022 12:19 PM

Of our 6 open positions, 1 is only ES, the other 5 are both ES and Secondary  
We currently have 16 certified staff employed; this includes our school counselor. We are also applying for 3 Emergency Provisional Certificates, have 2 Teachers on a 3-year Interim Certificates working with the College of Southern Idaho non-traditional path to a teaching certificate program and two Teacher to new endorsement, one is teaching Special Education and the other Secondary Math.

9/20/2022 12:18 PM

This year it was difficult to fill positions across the board. We were limited in the number of qualified applicants we received.



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9/20/2022 09:08 AM

I have my positions filled only because I hired those who are in the process of completing their degree. Had I not hired them, they would have been hired elsewhere and I'd be short...The applicant pool is small...

While we have filled all teacher positions, we had to use emergency provisional authorizations and alternative certification routes to do this. We're still missing a couple of Para positions.

9/20/2022 08:31 AM

Classified is my bigger issue at this time. Paraprofessionals and bus drivers.

9/20/2022 07:37 AM

We have also been running our schools with one custodian, two out of four bus drivers, two out of three maintenance, and we are short two paraprofessionals and we are a very small district.

Vocational still open

9/20/2022 06:16 AM

We have 20 classified staff positions open at this time along with the 5 certified positions. Our biggest need is in Special Education. We are needing a solution from the state to help us meet these challenging times.

9/19/2022 09:17 PM

I am working on getting a visa for a teacher in Mexico to fill my elementary position. The visa process is timely and complicated, but we are making progress. I am hoping to have her here by Thanksgiving, but for now I am using long-term subs, which is not ideal. For the math position, I have put all of the middle school students with our 1 math teacher. For electives, I have used the new charter certification option to certify current teachers to teach electives outside of their certification. We are also using IDLA for elective options.

We have filled several spots with alternate authorizations and combined two elementary classes. All positions are becoming hard to fill for us. There simply are not applicants.

9/19/2022 05:21 PM

We have a real shortage in classified positions, too, which support our teachers so it makes our teachers' jobs harder when those positions aren't filled.

9/19/2022 05:16 PM

With the exception of Special Education and Music, teacher hiring has gone okay this year. We are really feeling the labor shortage more on the Classified positions, particularly in the Special Education Para Professionals and Custodial ranks.

9/19/2022 05:08 PM

I am extremely concerned with our new hires. These new people are doing the best they can, but lack the basic knowledge that teachers have. Some of our new hires had no idea that students are required to take state tests; they have no idea what standards and curriculum are; they have no concept of lesson plans; and for whatever reason, they thought students would walk into their classroom and know what to do (classroom management). And then there is the whole other issues of ethics - they don't understand confidentiality, they don't know how to approach parents, they have no idea how to work with students with special needs or behavior concerns. I feel like we have hired a bunch of people who mean well, but are completely overwhelmed. They don't understand education law. These are people who want to help out, but are not ready to be in the classroom. If I had one or two alternate authorization hires, it would be manageable, but we have a lot more than that - more than we are equipped to handle. I am grateful that these people have stepped up, but they are stressed out. One quit the third week of school - and he was doing a great job! I'm afraid that others will quit after this year. The sad part of all of this is that they are actually doing a decent

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job. I have always wanted to be a doctor, but does that mean I should be placed in an operating room with no training? Why is it okay to do this to our children? This has been a long time coming - the teacher shortage didn't happen overnight. We do not have the time nor the resources to get these people "on board" before school started. We are all overwhelmed. I don't know what the answer is, but we need help.

Our larger concern are classified support staff positions. We have more than 30 unfilled special education paraprofessional positions, more than 5 school bus driver positions, more than 5 unfilled custodial positions, and multiple playground aide positions. Support staff is at crisis level.

9/19/2022 04:49 PM

Have several Title Para positions open without qualified candidates. Pay is a considerable factor. Need para support to enhance efficiency of certified staff.

A K-12 generalist in special education does not have the certification to teach preschool. We need to discuss changing the K-12 generalist in special education to a PreK-12 generalist in special education. As we say in Caldwell, finding a quality PreK teacher is like finding a unicorn.

9/19/2022 04:32 PM

The openings above do not include Special Education. We have one Secondary Special Ed position open and 2.5 Speech Language Pathologist positions open.

9/19/2022 04:20 PM

The numbers do not accurately reflect our situation. We only have one remaining opening but we filled open positions with 7 alternate authorizations and 2 content specialist applications. 9 positions in the district were filled with individuals who have a passion for education but do not have formal, specific training to teach our students.

9/19/2022 04:19 PM

Classified currently we are having trouble filling in all areas.

9/19/2022 04:09 PM

We have struggled with hiring in general this year - both certified and classified staff. We elected not to hire an elementary position after hiring what we thought were the best candidates, and we lucked out and hired a part-time math teacher (came out of retirement) or we would have had an opening there as well. We have 2 SPED teacher openings and a counselor opening right now. We are very concerned.

9/19/2022 03:53 PM

SPED is a much more difficult hire than the others I mentioned.

9/19/2022 03:51 PM

We are struggling to hire/retain special education staffing.

Have classified positions not filled - and two certified waiting on alt. authorizations.

9/19/2022 03:12 PM

All positions are difficult to fill - certified and classified.

9/19/2022 03:11 PM

TOUGH YEAR SO FAR

9/19/2022 03:09 PM

While nearly all positions are filled today, it took 10 months to fill the director of special programs position. This survey captures teaching positions, but doesn't capture other critical positions. We had a difficult time filling the special programs director position and we have been unable to fill the

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director of human resources position.

It is tough to fill certain position living in rural Idaho. Housing is the major issue. There are not a lot of places to rent and the housing prices to buy a home are too high. Once we can figure that part out, we may be able to attract some potential candidates!

9/19/2022 02:49 PM

we were able to find teachers to fill our positions but it was through an emergency hire situation. Classified staff are becoming nearly impossible to hire and retain

9/19/2022 02:44 PM

We also have a pupil service position (counseling) that we have not been able to fill for two years.

9/19/2022 02:43 PM

Lots of alternate authorizations and hiring retirees to fill in the gaps!

9/19/2022 02:57 PM

We have luckily filled all positions; however, we did so with many alternative authorizations.

9/19/2022 02:49 PM

we were able to find teachers to fill our positions but it was through an emergency hire situation.

9/19/2022 02:47 PM

Classified staff are becoming nearly impossible to hire and retain

9/19/2022 02:44 PM

We also have a pupil service position (counseling) that we have not been able to fill for two years.

9/19/2022 02:43 PM

We advertised for SPED, Math, and Science. We received zero applicants. \* We talked a retired science teacher into coming back \* We talked a mom with a bachelors degree to go through the ABCTE science program \* We convinced a mom, who is certified in math, to teach classes in the afternoon and bought prep periods from another math teacher \* We convinced another mom with a bachelors degree to complete ABCTE SPED

9/19/2022 02:43 PM

We were able to fill our classified positions, but we are struggling to find bus drivers, custodians, and paraprofessionals.

9/19/2022 02:37 PM

We did have teacher openings that were difficult to fill. We filled those with non-certified individuals by placing them on letters of authorizations

9/19/2022 02:36 PM

We hired 111 teachers in the Twin Falls School District. Half are either alternate or emergency.

9/19/2022 02:35 PM

I had to do an emergency hire for math and science. I moved the teacher I hired for my business at secondary to teaching half day math. So do not have my full business electives. Science was an emergency hire as well I received no qualified applicants. Business has been open since last October.

9/19/2022 02:35 PM

We had a secondary teacher resign, but was able to fill it in-house with a teacher who had a minor in

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the content. She is getting a Teacher to New Certification. This left an opening in elementary, which is being filled with an emergency hire. This person is then applying for her Alt certification.

9/19/2022 02:34 PM

Most applicants are not certified.

9/19/2022 02:31 PM

I am missing para-professional, special education services, and counselors.