

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2022**

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IDAHO TECHNOLOGY COUNCIL (ITC)

SUBJECT

Idaho Digital Literacy

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.03.104,105,106

BACKGROUND/DISCUSSION

Over the past 12 years the Idaho Technology Council has been working to increase digital literacy in our education system. Several steps have been accomplished towards increasing the talent necessary to grow innovative companies in Idaho. ITC's goal is to have more K-12 students introduced and engaged with digital education, so they are in a better position for career choice and readiness. ITC has accomplished several steps along the digital career readiness continuum over the past decade. The demand for digital literacy from business is extensive as every industry utilizes digital skills to optimize performance and meet consumer demand. A key part of the Idaho Digital Literacy K-12 Plan is to have Computer Science be a requirement for high school graduation beginning in 2025, which will help drive teacher development, curriculum, outreach, and student engagement. ITC's goal is to be the most innovative state in the union and digital literacy with Idaho students is foundational to this goal. Digital literacy will prepare students for their future and Idaho's opportunities in a digitally complex world.

The ITC's areas of focus are for Idaho to have a:

1. Digital Literacy K-12 Plan
2. Teacher Professional Development Plan
3. Idaho Digital Literacy Dashboard

The purpose of a business is to create and keep a customer. The business must generate new products and services to meet their customers' needs today and into the future. Innovation propels states' economies—especially in challenging economic times. There are approximately 5,793 open computing jobs in Idaho currently, with an average salary of \$71,947. There were only 577 college graduates in computer science in 2020 and only 38% of all Idaho public high schools teach a foundational computer science course. The “hot jobs” as identified by the Idaho Department of Labor require digital literacy. Digital literacy significantly improves students' future earning power and their preparedness to compete in a highly competitive world.

IMPACT

The purpose of this report is to update the Board on the efforts and work being done to focus efforts on K-12 digital literacy and provide information on the

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importance and impact digital literacy skills have on a student's workforce readiness.

ATTACHMENTS

- Attachment 1 – Idaho Digital Literacy Facts
- Attachment 2 – State by State Digital Literacy Policy Comparison
- Attachment 3 – ITC Digital Literacy Dashboard
- Attachment 4 – Idaho High School Graduation Minimum Credit Requirements

STAFF COMMENTS AND RECOMMENDATIONS

The Board has been instrumental in implementing provisions over the years to support computer science and digital literacy efforts in Idaho's public schools. The Board approved the use of specific computer science credits toward the math and science high graduation requirements.

- August/November 2013: Board approved amendments to administrative code (IDAPA 08.02.03 effective March 2014) allowing use of specific computer science and engineering courses to be able to be used to meet the high school math and science graduation requirements.
- August/November 2015: Board approved amendments to administrative code (IDAPA 08.02.02 effective March 2017) creating computer science (6-12) teaching endorsement.
- November 2016: Board approved K-12 computer science content standards.
- August/November 2016: Board approved amendments to administrative code incorporating new computer science standards into administrative code; created additional computer science (5-9) endorsement, effective March 2017.
- August/November 2018: Board approved amendments to administrative code expanding the use of computer science to meet high school math and science graduation requirements.
- August/November 2021: Board approved amendments to administrative code establishing computer science as a subject area under the science graduation requirements.
- August 2022: Board approved proposed amendments to administrative code adding computational thinking and digital literacy as a required area of instruction at the elementary and middle school levels and computer science credits as a high school graduation requirement starting in 2025.
- November 2022: Board approved pending rule without amendments to graduation requirements starting in 2025 based on negative public comments received and limited number of certificated staff with computer science endorsements outside of CTE technology programs. If accepted by the Legislature, the pending rule will become effective at the end of the 2023 legislative session.

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BOARD ACTION

This item is for informational purposes only.

Support K-12 Computer Science Education in Idaho

Computer science drives job growth and innovation throughout our economy and society. Computing occupations are the **number 1 source of all new wages in the U.S.** and make up over half of all projected new jobs in STEM fields, making Computer Science one of the most in-demand college degrees. And computing is used all around us and in virtually every field. It's foundational knowledge that all students need. But computer science is marginalized throughout education. Only 53% of U.S. high schools teach any computer science courses and only 4% of bachelor's degrees are in Computer Science. We need to improve access for all students, including groups who have traditionally been underrepresented.



In Idaho, there are currently 5,793 open computing jobs with an average salary of \$71,947.

Yet, there were only 577 graduates in computer science in 2020 and only 38% of all public high schools teach a foundational computer science course.

Computer science in Idaho

- Only **475 exams were taken in AP Computer Science by high school students in Idaho** in 2020 (166 took AP CS A and 309 took AP CSP).
- Only 28% were taken by female students (27% for AP CS A and 29% for AP CSP); only 42 exams were taken by Hispanic/Latino/Latina students (1 took AP CS A and 41 took AP CSP); only 3 exams were taken by Black/African American students (1 took AP CS A and 2 took AP CSP); only 3 exams were taken by Native American/Alaskan students (0 took AP CS A and 3 took AP CSP); only 2 exams were taken by Native Hawaiian/Pacific Islander students (0 took AP CS A and 2 took AP CSP).
- Only **26 schools** in ID (25% of ID schools with AP programs) offered an AP Computer Science course in 2019-2020 (11% offered AP CS A and 21% offered AP CSP), which is 10 more than the previous year. There are fewer AP exams taken in computer science than in any other STEM subject area.
- Teacher preparation programs in Idaho only graduated 1 new teacher prepared to teach computer science in 2018.
- According to a representative survey from Google/Gallup, school administrators in ID support expanding computer science education opportunities: 66% of principals surveyed think CS is just as or more important than required core classes. And one of their biggest barriers to offering computer science is the lack of funds for hiring and training teachers.

What can you do to support K-12 CS education in Idaho?

- Send a letter:
 - To your school/district asking them to expand computer science offerings at every grade level: www.code.org/promote/letter
 - To your elected officials asking them to support computer science education policy in Idaho: www.voterve.net/Code/campaigns/58463/respond
- Find out if your school teaches computer science or submit information about your school's offerings at www.code.org/yourschool.

- Visit www.code.org/educate/3rdparty to find out about courses and curriculum from a variety of providers, including Code.org.

Code.org's impact in Idaho

- In Idaho, Code.org's curriculum is used in
 - 28% of elementary schools
 - 31% of middle schools
 - 20% of high schools
- There are 5,038 teacher accounts and 239,895 student accounts on Code.org in Idaho.
- Of students in Idaho using Code.org curriculum last school year,
 - 29% attend high needs schools
 - 51% are in rural schools
 - 43% are female students
 - 6% are Black/African American students
 - 13% are Hispanic/Latino/Latina students
 - 1% are Native American/Alaskan students
 - 1% are Native Hawaiian/Pacific Islander students
 - 60% are white students
 - 4% are Asian students
 - 5% are students who identify as two or more races
- Code.org, its regional partner(s) AVID, and 7 facilitators have provided professional learning in Idaho for
 - 703 teachers in CS Fundamentals (K-5)
 - 103 teachers in Exploring Computer Science or Computer Science Discoveries
 - 44 teachers in Computer Science Principles

What can your state do to improve computer science education?

States and local school districts need to adopt a broad policy framework to provide all students with access to computer science. The following nine recommendations are a menu of best practices that states can choose from to support and expand computer science. Not all states will be in a position to adopt all of the policies. Read more about these 9 policy ideas at https://code.org/files/Making_CS_Fundamental.pdf and see our rubric for describing state policies at <http://bit.ly/9policiesrubric>.

- ☑ **State Plan** - The Idaho STEM Action Center and Idaho Digital Learning Academy developed the Idaho Computing Technology K–12 CS State Plan in 2018. The plan includes goals and strategies to increase access for female students, rural students, low-income students, and students from marginalized racial and ethnic groups underrepresented in computer science.
- ☑ **K-12 Standards** - Idaho adopted K–12 computer science standards based on the CSTA standards in 2017. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- ☑ **Funding** - H0743 (FY 2023) and H0331 (FY 2021) allocated \$500K (which was renewed for FY 2022), H0215 (FY 2020) allocated \$1M, and H0669 (FY 2019), H0298 (FY 2018), and H0379 (FY 2017) allocated \$2M annually for the expansion of computer science.
- ☑ **Certification** - In Idaho, teachers with existing licensure can obtain a 6–12 or 5–9 endorsement by completing a state-approved program and passing the Praxis CS exam. An initial license in computer science also requires completing a state-approved program and passing the exam. A 6–12 CTE Occupational Specialist certification in computer science can be obtained with industry experience.
- ☑ **Pre-Service Programs** - The Idaho Department of Education has approved teacher preparation programs leading to certification in computer science and lists these programs publicly.
- ☑ **Dedicated State Position** - The Idaho Governor's STEM Action Center has a STEM and Computer Science Program Manager.
- ☑ **Require High Schools to Offer** - H648 (2018) required each school district to make one or more computer science courses available to all high school students by FY 2020. Students must have the option of taking the course as part of their course schedule during normal instructional hours at the school where the student is enrolled. Courses may be offered through virtual education programs and online courses, traditional in-person courses, or a combination of online and in-person instruction.

☑ **Count Towards Graduation** - In Idaho, AP Computer Science or dual-credit computer science can count as one mathematics (after completion of Algebra II) or up to two science credits for graduation.

☑ **IHE Admission** - Under certain conditions, computer science can count as a mathematics or science credit required for admission at institutions of higher education in Idaho.

Follow us!

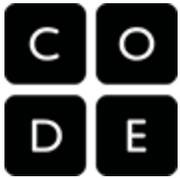
Join our efforts to give every student in every school the opportunity to learn computer science. Learn more at code.org, or follow us on [Facebook](#) and [Twitter](#).

Launched in 2013, Code.org® is a nonprofit dedicated to expanding access to computer science, and increasing participation by women and underrepresented youth. Our vision is that every student in every school should have the opportunity to learn computer science.

Who can you connect with locally to talk about K-12 CS education policy?

- You can reach Code.org's policy contact for your state, Maggie Glennon, at maggie@code.org.

Data is from the Conference Board for job demand, the Bureau of Labor Statistics for state salary and national job projections data, the College Board for AP exam data, the National Center for Education Statistics for university graduate data, the Gallup and Google research study Education Trends in the State of Computer Science in U.S. K-12 Schools for parent demand, the 2018 Computer Science Access Report for schools that offer computer science, and Code.org for its own courses, professional learning programs, and participation data.



K–12 Computer Science Policy and Implementation in States

[Code.org's Nine Policy Elements](#) [State-by-state data on the 9 policies](#) [Current Legislation](#)

We are seeing a groundswell of interest and effort from students, parents, teachers, districts, and states to bring computer science into our K–12 system. Tens of millions of students are participating in the Hour of Code. Tens of thousands of teachers are going through professional development to bring computer science into their schools. Hundreds of school districts have embraced computer science in their curriculum. And in the past five years, every state has responded to this growing interest by passing policies to boost computer science.

Our advocacy coalition (<https://advocacy.code.org>) recommends nine policies states can adopt to make computer science foundational for all students (see: https://code.org/files/Making_CS_Fundamental.pdf). Below is a list of state actions working toward these statewide policies and/or implementation plans for scaling K–12 computer science, including efforts prioritizing equity.

Alaska

- **K-12 CS Standards:** Alaska adopted K–12 computer science standards based on the CSTA standards in 2019. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Dedicated CS Position:** The Alaska Department of Education & Early Development is currently in the process of hiring a Statewide Coding and Computer Science Coordinator.
- **Making CS Count:** Alaska passed a permissive and encouraging policy to allow computer science to count as a mathematics, science, or local CTE/technology credit for graduation, but it is a district decision.

Alabama

- **State Plan:** The Alabama Governor's Computer Science Advisory Council made a series of policy recommendations in 2019, including goals and strategies in 2019 and created a corresponding timeline in 2021. The council was charged with building equity in computer science education for groups underrepresented in computing. The plan includes specific strategies to advance educational equity in computer science.
- **K-12 CS Standards:** Alabama adopted K–12 computer science and digital literacy standards in 2018. The “Equitable Access” Position Statement in the standards document includes examples of ways to broaden participation in computer science education, and the standards address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Funding:** HB 135 (FY 2023) appropriated \$5.657M for CS education: \$3M for CS4AL, \$2.375M for the Technology in Motion Program, and \$300K for CS educator training. SB 189 (FY 2022) and HB 187 (FY 2021) appropriated \$3.771M and SB 199 (FY 2020) appropriated \$2.771M for CS education: \$614K for the Middle School Programming Initiative, \$300K for

CS educator training, \$1 and \$2M for CS4AL, and \$857K for the Technology in Motion Program to train K–12 teachers in computer science. HB 175 (FY 2019) appropriated \$613K for the Middle School Programming Initiative, and an additional \$300K was allocated for professional development. SB 129 (FY 2018) allocated \$675K for the Middle School Programming Initiative.

- **K-12 CS Certification:** In Alabama, teachers with existing licensure can add 6–12 computer science as an additional teaching field by passing the Praxis CS exam. Teachers can also obtain a course-specific permit by completing an approved training or college credit for the specific course. State funding for computer science can support credentialing for teachers.
- **Preservice Incentives:** In September 2019, the Alabama State Board of Education passed Teacher Educator Standards for Computer Science, which are used to approve programs at institutions of higher education.
- **Dedicated CS Position:** The Alabama State Department of Education has an Education Specialist and an Educator Administrator for Digital Literacy and Computer Science.
- **Requiring All Secondary Schools to Offer CS:** Act 389 (2019) required all high schools, middle schools, and elementary schools to offer computer science by the 2020–2021 school year. The act required the State Department of Education to report the aggregate gender, racial, and socioeconomic diversity of students enrolled in high-quality computer science courses.
- **Making CS Count:** In Alabama, courses including AP Computer Science A or AP Computer Science Principles can count as a mathematics or science credit for graduation.
- **Higher Education Admission:** Computer science can count as a mathematics or science credit required for admission, as determined by each public institution of higher education in Alabama.

Arkansas

- **State Plan:** The Arkansas Department of Education developed and regularly updates a state plan for computer science education on recommendations from the Computer Science and Technology in Public School Task Force in 2016. In October 2020, the Computer Science and Cybersecurity Task Force released a new set of recommendations.
- **K-12 CS Standards:** Arkansas adopted revised K–12 computer science standards including multiple high school pathways in 2020. All students learn the K–8 standards and take a coding block in 7th or 8th grade.
- **Funding:** Act 217 (FY 2023) and Act 1006 (FY 2022) allocated \$3.5M for the Computer Science Initiative; Act 154 (FY 2021), Act 877 (FY 2020), Act 243 (FY 2019), Act 1044 (FY 2018), and Act 189 (FY 2016 and 2017) allocated \$2.5M annually for the initiative. One grant program for schools prioritizes programs that broaden participation in computer science courses.
- **K-12 CS Certification:** In Arkansas, teachers with existing licensure can add a 4–12 endorsement by passing the Praxis CS exam; teachers can also earn an initial license in computer science. Any teacher with a grade-appropriate license can obtain an approval code by completing one of the following: approved professional development, prior computer science teaching, coursework in computer science, or other department requirements. State funding for computer science can support credentialing for teachers. Beginning with the 2023–2024 school year, each public school district must employ at least one computer science certified teacher at each high school (Act 414, 2021).

- **Preservice Incentives:** Arkansas has approved secondary computer science preparation programs at several institutions of higher education and lists these institutions publicly. The state also requires all preservice elementary teachers to receive instruction in computer science education, and each preservice program will incorporate computer science as their educator competencies come up for revision. ForwARd Arkansas scholarships are available for students studying to become licensed computer science instructors and commit to teaching in a ForwARd Community school district.
- **Dedicated CS Position:** The Arkansas Department of Education has an office of computer science with four staff members focusing on computer science, including the State Director of Computer Science Education, Lead Statewide Computer Science Specialist, Computer Science Program Policy Advisor, and a Computer Science Program Coordinator. There are also nine statewide computer science specialists. In 2021, the department created a new position, the Director of STEM and Computer Science Continuum, to focus on postsecondary, including college and careers.
- **Requiring All Secondary Schools to Offer CS:** Act 187 (2015) required all high schools to offer computer science by the 2015–2016 school year. Each school reports computer science enrollment by grade and race. The Middle School Introduction to Coding standards are required to be taught to all students in at least one of grades 5, 6, 7, or 8.
- **Making CS Count:** In Arkansas, all students must take one credit of computer science to graduate (Act 414, 2021). Any computer science course can count as a mathematics, science, or career focus credit for high school graduation.
- **Higher Education Admission:** Any computer science course can count as a mathematics or science credit required for admission at institutions of higher education, which aligns with Arkansas's high school graduation policy.

Arizona

- **K-12 CS Standards:** Arizona adopted K–12 computer science standards with a focus on equity in 2018. The state intends to close the access gap for underserved populations including students with disabilities, women, and students in underrepresented racial and ethnic groups. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Funding:** HB 2862 (FY 2023), SB 1823 (FY 2022), SB 1692 (FY 2021), HB 2302 (FY 2020), and HB 2663 (FY 2019) included \$1M annually for the computer science professional development program, prioritizing schools that currently do not provide computer science instruction. The program requires a 50% match of state funding with private monies or in-kind donations. In addition, HB 2303 (FY 2019) prioritized rural schools and schools with at least 60% of the students eligible for free and reduced-price lunches. HB 2537 (FY 2018) allocated \$200K to support standards and professional development. SB 1568 (FY 2017) allocated \$500K, with a focus on Native American students.
- **K-12 CS Certification:** In Arizona, teachers with existing licensure can obtain the PreK–8 or 6–12 endorsement by completing a district-approved program or academic coursework in computer science content and teaching methods. The PreK–12 special subject endorsement requires completing academic coursework in computer science content and methods.
- **Dedicated CS Position:** The Arizona Department of Education has a Computer Science and Educational Technology Specialist.
- **Making CS Count:** Arizona passed a permissive and encouraging policy to allow computer science to count as a mathematics credit for graduation, but it is a district decision.

California

- **State Plan:** The California State Board of Education adopted the Computer Science Strategic Implementation Plan in 2019. The plan includes practices and recommendations for equitable outcomes, such as providing culturally responsive training materials to support educators.
- **K-12 CS Standards:** California adopted K–12 computer science standards in 2018. The introduction includes "Issues of Equity," describing equity, access, and representation. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity. The California NGSS Curriculum Framework also includes major sections on computational thinking and computer science for educators.
- **Funding:** AB 181 (FY 2023) allocated \$15M for competitive grants for professional learning to K-12 teachers to provide high-quality instruction in computer science. AB 128 (FY 2022) allocated \$5M to establish the Educator Workforce Investment Grant to provide professional development in computer science for K-12 teachers and AB 130 (FY 2022) allocated an additional \$15M for the Computer Science Supplementary Authorization Incentive Grant Program. SB 75 (FY 2019) appropriated \$22.1M to the Educator Workforce Investment Grant Program, including \$5M to support professional learning for computer science teachers, though the state reallocated this funding for COVID-19 relief in April 2020.
- **K-12 CS Certification:** In California, teachers with existing licensure can obtain a supplementary authorization for PreK–12 through academic coursework. The state provided dedicated funding in FY 2022 to offset the cost of computer science certification.
- **Dedicated CS Position:** The California Department of Education has a Computer Science Coordinator.
- **Making CS Count:** California passed a permissive and encouraging policy to allow computer science to count as a science or mathematics credit for graduation, but it is a district decision.
- **Higher Education Admission:** Approved computer science courses can count as the recommended third-year science course (area D) or as a mathematics credit (area C) required under the University of California system admissions criteria, which aligns with the high school graduation policy.

Colorado

- **K-12 CS Standards:** Although Colorado does not yet have a discrete set of rigorous computer science standards across K–12, the state adopted high school computer science standards in 2018.
- **Funding:** HB 22-1329, SB 21-205 (FY 2022), HB 20-1360 (FY 2021), and SB 19-207 (FY 2020) appropriated \$801,681, \$801,658, \$801,675, and \$1,048,600 for Computer Science Education Grants for Teachers, which give priority to applications serving rural areas, areas with high numbers of students eligible for free and reduced-price meals, or areas with high numbers of students from underrepresented racial and ethnic groups. HB 18-1322 (FY 2019) allocated \$500K for K–5 teacher professional development. SB 17-296 (FY 2018 and 2019) allocated up to \$500K annually for teachers pursuing postsecondary computer science education. HB 16-1289 (FY 2017) offered schools \$1K for each student enrolled in AP computer science. Due to COVID-19 related budget cuts, the state reduced funding for FY 2021 from planned allocations (\$250K annually for FY 2021, 2022, and 2023 in HB 19-1277).

- **Dedicated CS Position:** The Colorado Department of Education has a Computer Science Content Specialist.
- **Making CS Count:** Colorado passed a permissive and encouraging policy to allow computer science to count as either a mathematics or science credit for graduation, but it is a district decision.
- **Higher Education Admission:** A computer science course with a mathematics prerequisite can count as a mathematics credit required for admission at institutions of higher education in Colorado.

Connecticut

- **State Plan:** The Connecticut State Board of Education adopted a computer science plan in 2020. The plan includes recommendations to reduce gaps in access to computer science courses for female students, students with high-need, and students from marginalized racial and ethnic groups underrepresented in computer science. The plan also targets diverse representation in teachers of computer science courses.
- **K-12 CS Standards:** Connecticut adopted the CSTA K–12 Computer Science Standards in 2018. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Funding:** Although SB 957 (2019) created a fund for computer science, no funding has been dedicated yet.
- **K-12 CS Certification:** In Connecticut, teachers with existing licensure can obtain the K–6 or 7–12 endorsement through academic coursework or passing the Praxis CS exam (approved in December 2019).
- **Preservice Incentives:** SB 957 (2019) required teacher preparation programs to include, as part of the curriculum for all preservice candidates, instruction in computer science that is grade-level and subject-area appropriate.
- **Dedicated CS Position:** The Connecticut Department of Education has a Computer Science Education Consultant.
- **Requiring All Secondary Schools to Offer CS:** SB 957 (2019) added computer science to the list of subjects that public schools must teach, with implementation by the 2019–2020 school year.
- **Making CS Count:** Connecticut passed a permissive and encouraging policy for local boards of education to allow computer science courses aligned to the state computer science standards to count towards the nine STEM credits required for graduation (beginning with the class of 2023).

District of Columbia

- **K-12 CS Certification:** In DC, teachers with existing licensure can obtain a 7–12 certification by passing the Praxis CS exam. An initial license in computer science requires academic coursework and passing the exam.
- **Making CS Count:** In DC, an AP computer science course can count as the fourth-year upper-level mathematics credit for graduation.

Delaware

- **K-12 CS Standards:** Delaware adopted the CSTA K–12 Computer Science Standards in 2018. The "Equity" section in the Implementation Guidelines includes examples of ways to broaden participation in computer science education, and standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Dedicated CS Position:** Although the Delaware Department of Education does not have a position dedicated to computer science education, the STEM Education Associate oversees computer science education.
- **Requiring All Secondary Schools to Offer CS:** HB 15 (2017) required all high schools to offer computer science by the 2020–2021 school year.
- **Making CS Count:** In Delaware, an Advanced Placement, honors, college prep, or integrated computer science course meeting the computer science and mathematics standards can count as the fourth mathematics credit for graduation.

Florida

- **K-12 CS Standards:** Florida adopted K–12 computer science standards as a strand within the state science standards in 2016. Benchmarks within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Funding:** HB 5001 (FY 2023), SB 2500 (FY 2022), HB 5001 (FY 2021), and SB 2500 (FY 2020) allocated \$10M annually for computer science teacher certification and professional development. SB 7070 (FY 2019) established recruitment awards for newly hired teachers who are content experts in computer science.
- **K-12 CS Certification:** In Florida, teachers can obtain the K–12 certification as an initial license or an add-on endorsement through academic coursework. State funding for computer science can be used to support credentialing for teachers.
- **Dedicated CS Position:** The Florida Department of Education has a Computer Science Program Specialist.
- **Requiring All Secondary Schools to Offer CS:** HB 495 (2018) required all middle and high schools to offer computer science or provide students access via the Florida Virtual School if a district is unable to provide access.
- **Making CS Count:** In Florida, computer science can count as a math or science credit for graduation (HB 7071 in 2019 removed the industry certification requirement).

Georgia

- **State Plan:** The Georgia Department of Education developed a state plan for expanding computer science in 2018. The plan includes strategies to build diversity in computer science education, which includes rural and economically challenged communities.
- **K-12 CS Standards:** Although Georgia does not yet have a discrete set of rigorous computer science standards across K–12, K–8 computer science standards were adopted in 2019, and an alignment document with the high school CTE standards is in progress.
- **Funding:** HB 911 (FY 2023) and SB 81 (FY 2022) appropriated \$1M, HB 793 (FY 2021)/HB 80 (in 2021 for the current fiscal year) appropriated \$717,275, and HB 31 (FY 2020) appropriated \$750K for the grant program established by SB 108 (FY 2019). HB 911 (FY 2023) also appropriated \$600K to provide professional development and student support for a computer science pilot program in rural Georgia. SB 81 (FY 2022) appropriated \$250K for a pilot program for AP CS Principles. HB 683 (FY 2018) appropriated \$500K for middle school coding and teacher professional development. In FY 2016, the Governor's Office of

Student Achievement Innovation Funds allocated \$250K for the expansion of computer science.

- **K-12 CS Certification:** In Georgia, teachers with existing licensure can obtain a 6–12 academic endorsement by passing the Georgia GACE Computer Science Assessment. An initial license in computer science requires completing a state-approved program.
- **Preservice Incentives:** The Georgia Department of Education has approved teacher preparation programs leading to certification in computer science and lists these programs publicly.
- **Dedicated CS Position:** The Georgia Department of Education has a Computer Science Education Program Specialist.
- **Requiring All Secondary Schools to Offer CS:** SB 108 (2019) required all high schools to offer computer science beginning in the 2024–2025 school year. The state set incremental requirements for each year, requiring that at least one high school in each local school system offers a course by the 2022–2023 school year, and half of all high schools offer a course by the 2023–2024 school year. Further, all middle schools must offer instruction in exploratory computer science by the 2022–2023 school year, and it is recommended for all elementary schools.
- **Making CS Count:** Of the approved computing courses in Georgia, nine can count as the fourth mathematics credit or the fourth science credit for graduation.
- **Higher Education Admission:** Computer science can count as a science or foreign language credit required for admission at institutions of higher education, which aligns with Georgia's high school graduation policy.

Hawaii

- **State Plan:** The Hawaii State Department of Education developed a state plan for expanding computer science access in 2018. The plan includes a section focused on goals to increase diversity and equity in computer science.
- **K-12 CS Standards:** Hawaii adopted the CSTA K–12 Computer Science Standards in 2018. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Funding:** Although Hawaii does not currently provide dedicated state funding, HB 2607 (FY 2019) dedicated \$500K to computer science teacher professional development and required grantees to address how they plan to instruct teachers to effectively teach students in computer science, including students from demographic groups that are historically underrepresented in computer science. In 2019, the state budget increased the weighted per-pupil funding to schools by \$3M, directing that schools use some of these funds to implement computer science curriculum.
- **K-12 CS Certification:** In Hawaii, teachers with existing licensure can obtain a K–6, 6–12, or K–12 certification by completing a state-approved teacher education program, passing the Praxis CS exam, coursework and experience, professional development and experience, or holding a certification from another state and experience. The state also has a limited license for individuals with CS industry experience.
- **Dedicated CS Position:** The Hawaii Department of Education has a Computer Science Specialist.
- **Requiring All Secondary Schools to Offer CS:** Act 51 (2018) required all high schools to offer at least one computer science course by the 2021–2022 school year, and Act 158 (2021) required all middle, elementary, and charter schools to offer computer science by the

2024–2025 school year. Beginning with the 2022–2023 school year, at least one public elementary school and one public middle/intermediate school in each Complex Area shall offer computer science courses or content. The state set incremental requirements for each year to phase in the requirements. Act 158 also required the department to submit an annual report on the computer science offerings and enrollment, disaggregated by student demographics.

- **Making CS Count:** In Hawaii, AP computer science can count as the fourth mathematics credit required for the Academic or STEM Honors Recognition Certificate for graduation.

Iowa

- **State Plan:** The Iowa Department of Education developed a state plan for expanding access to computer science in 2022.
- **K-12 CS Standards:** Iowa adopted the CSTA K–12 Computer Science Standards in 2018. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Funding:** HF 2575 (FY 2023), HF 868 (FY 2022), HF 2643 (FY 2021), HF 758 (FY 2020) and HF 642 (FY 2019) allocated \$500K annually for computer science professional development. Another \$500K was added to the fund in FY 2019. The grant rubric prioritizes targeted efforts to increase computer science participation by underrepresented groups (including female students, economically disadvantaged students, and students who are Black/African American, Hispanic/Latino/Latina, American Indian/Alaskan, or Native Hawaiian/Pacific Islander).
- **K-12 CS Certification:** In Iowa, teachers with existing licensure can obtain a 5–12 or K–8 endorsement by completing a state-approved program or academic coursework in both content and methods. The state waived these requirements in 2018 for teachers who could demonstrate content knowledge and successful teaching experience.
- **Dedicated CS Position:** The Iowa Department of Education has a Computer Science Education Program Consultant.
- **Requiring All Secondary Schools to Offer CS:** HF 2629 (2020) required all high schools to offer computer science by July 1, 2022, and required all elementary and middle schools to offer computer science in at least one grade level by July 1, 2023.
- **Making CS Count:** Iowa passed a permissive and encouraging policy to allow computer science to count as a mathematics credit for graduation, but it is a district decision.
- **Higher Education Admission:** Computer science can count towards a core subject area credit required for admission at institutions of higher education in Iowa.

Idaho

- **State Plan:** The Idaho STEM Action Center and Idaho Digital Learning Academy developed the Idaho Computing Technology K–12 CS State Plan in 2018. The plan includes goals and strategies to increase access for female students, rural students, low-income students, and students from marginalized racial and ethnic groups underrepresented in computer science.
- **K-12 CS Standards:** Idaho adopted K–12 computer science standards based on the CSTA standards in 2017. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Funding:** H0743 (FY 2023) and H0331 (FY 2021) allocated \$500K (which was renewed for FY 2022), H0215 (FY 2020) allocated \$1M, and H0669 (FY 2019), H0298 (FY 2018), and

H0379 (FY 2017) allocated \$2M annually for the expansion of computer science.

- **K-12 CS Certification:** In Idaho, teachers with existing licensure can obtain a 6–12 or 5–9 endorsement by completing a state-approved program and passing the Praxis CS exam. An initial license in computer science also requires completing a state-approved program and passing the exam. A 6–12 CTE Occupational Specialist certification in computer science can be obtained with industry experience.
- **Preservice Incentives:** The Idaho Department of Education has approved teacher preparation programs leading to certification in computer science and lists these programs publicly.
- **Dedicated CS Position:** The Idaho Governor's STEM Action Center has a STEM and Computer Science Program Manager.
- **Requiring All Secondary Schools to Offer CS:** H648 (2018) required each school district to make one or more computer science courses available to all high school students by FY 2020. Students must have the option of taking the course as part of their course schedule during normal instructional hours at the school where the student is enrolled. Courses may be offered through virtual education programs and online courses, traditional in-person courses, or a combination of online and in-person instruction.
- **Making CS Count:** In Idaho, AP Computer Science or dual-credit computer science can count as one mathematics (after completion of Algebra II) or up to two science credits for graduation.
- **Higher Education Admission:** Under certain conditions, computer science can count as a mathematics or science credit required for admission at institutions of higher education in Idaho.

Illinois

- **K-12 CS Standards:** Illinois adopted K–12 computer science standards based on the CSTA standards in 2022. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **K-12 CS Certification:** In Illinois, teachers with existing licensure can obtain a 5–8, 6–8, or 9–12 endorsement through academic coursework, including computer science teaching methods and passing the state content exam.
- **Dedicated CS Position:** The Illinois State Board of Education has a Computer Science Principal Consultant.
- **Requiring All Secondary Schools to Offer CS:** HB 2170 (2021) required each school district that maintains any of the grades 9 through 12 provide an opportunity for every high school student to take at least one computer science course by the 2023–2024 school year.
- **Making CS Count:** In Illinois, computer science can count as a mathematics credit for graduation.
- **Higher Education Admission:** Computer science can count as a mathematics credit required for admission at institutions of higher education, which aligns with Illinois's high school graduation policy.

Indiana

- **State Plan:** The Indiana Department of Education created a state plan for computer science education implementation in 2019. The plan includes a section focused on goals and strategies to increase participation for female students, students with disabilities, rural

students, and students from marginalized racial and ethnic groups underrepresented in computer science.

- **K-12 CS Standards:** Indiana published a comprehensive set of K–12 computer science standards in 2018.
- **Funding:** HEA 1001 (FY 2023, 2022, 2021, and 2020) allocated \$3M annually for teacher professional development. SEA 172 (FY 2019) required the Department of Education to contract with a provider to offer professional development.
- **K-12 CS Certification:** In Indiana, teachers with existing licensure can obtain a 5–12 or preK–12 academic endorsement by passing the state-adopted content exam. An initial license in computer science requires completing a state-approved program and passing the exam. The state has a CTE Workplace Specialist license for individuals with occupational experience. The educator standards for the new elementary STEM license addition include computer science.
- **Preservice Incentives:** The Indiana Department of Education has approved computer science teacher preparation programs leading to certification in computer science and lists these programs publicly. In 2020, Indiana began requiring all preservice K–6 teachers to learn computer science.
- **Dedicated CS Position:** The Indiana Department of Education has a Computer Science Specialist.
- **Requiring All Secondary Schools to Offer CS:** SEA 172 (2018) required all elementary, middle, and high schools to offer computer science by the 2021–2022 school year. SEA 295 (2020) required the Department of Education to post an annual report on computer science course enrollment disaggregated by race, gender, grade, ethnicity, limited English proficiency, free and reduced lunch status, and eligibility for special education.
- **Making CS Count:** In Indiana, AP Computer Science, IB Computer Science, Cambridge International CS, Industrial Automation and Robotics, or CTE CS I or II can count as a mathematics or quantitative reasoning credit required for graduation. Computer science can also count as the third science requirement.
- **Higher Education Admission:** Computer science can count as a mathematics or science credit required for admission at institutions of higher education, which aligns with Indiana's high school graduation policy.

Kansas

- **State Plan:** Although Kansas has not yet created a plan for K–12 computer science, the State Board of Education adopted five policy recommendations from the Department of Education's Computer Science Education Task Force in 2020. The five recommendations include encouraging all schools to offer computer science, allowing computer science to satisfy a core graduation requirement, create a licensure endorsement, and arrange funding to carry out these goals.
- **K-12 CS Standards:** Kansas adopted preK–12 computer science standards in 2019. A primary goal of the standards is to increase the availability of rigorous computer science for all students, especially those who are members of underrepresented groups.
- **Funding:** HB 2567 (FY 2023) allocated \$1M to provide grants to high-quality professional learning providers to develop and implement computer science teacher professional development programs.
- **K-12 CS Certification:** The Kansas State Department of Education has developed proposed licensure standards for preK-12 computer science educators.

- **Preservice Incentives:** HB 2466 (2022) established the computer science educator program to promote the advancement of computer science licensed and preservice teacher preparation in Kansas. The state board of regents may award scholarships up to \$1,000 to licensed and preservice teachers who are enrolled in a course of instruction offered by a postsecondary educational institution for additional postsecondary credit or leading to licensure as a teacher, and have completed one course in computer science. Scholarships prioritize applicants who are from underrepresented socioeconomic demographic groups; or agree to teach computer science in rural schools and schools with higher percentages of students from underrepresented socioeconomic demographic groups.
- **Dedicated CS Position:** The Kansas Department of Education has a Computer Science Education Program Consultant.
- **Requiring All Secondary Schools to Offer CS:** HB 2466 (2022) required all secondary schools to offer at least one computer science course beginning in the 2023-24 school year or requires a school district to submit a plan to the state board of education describing how the district intends to offer a computer science course and the school year that course will first be offered.
- **Making CS Count:** In Kansas, locally-approved computer science courses can count as a credit for graduation, but it is a district decision.

Kentucky

- **State Plan:** The Kentucky Department of Education developed a state plan for K–12 computer science in 2022 as required by SB 193 (2020).
- **K-12 CS Standards:** Kentucky adopted K–12 computer science standards in 2019.
- **Funding:** HB 2000 (FY 2020) dedicated \$800K to the CS and IT academy to address growth in computer science learning. The funding is dedicated to student exam vouchers, teacher K–12 computer science professional learning, and teacher industry certifications.
- **K-12 CS Certification:** In Kentucky, teachers with existing licensure can obtain an 8–12 endorsement in computer science.
- **Dedicated CS Position:** The Kentucky Department of Education has a dedicated K–12 Computer Science Lead.
- **Making CS Count:** Kentucky passed a permissive and encouraging policy to allow computer science to count as an elective science credit or a fourth-year mathematics credit for graduation, but it is a district decision. The course must involve computational thinking, problem-solving, computer programming, and a significant emphasis on the science and engineering practices.
- **Higher Education Admission:** In Kentucky, computer science can count as a mathematics credit required for admission at institutions of higher education if the K–12 district allows the student to fulfill a mathematics graduation credit via the computer science course.

Louisiana

- **State Plan:** SB 190(2022) establishes the Computer Science Education Advisory Commission to provide recommendations to the State Board of Elementary and Secondary Education through the state Department of Education for the development and implementation of a state action plan for the delivery of education in computer science in all public schools. The organizational meeting of the advisory committee will be called by August 15, 2022.

- **K-12 CS Certification:** In Louisiana, teachers with existing licensure can add a 6–12 specialty content area in computer science through academic coursework and/or passing the Praxis CS exam.
- **Making CS Count:** In Louisiana, AP Computer Science A can count as an advanced mathematics credit for graduation.
- **Higher Education Admission:** AP Computer Science A can count as a mathematics credit required for admission at institutions of higher education in Louisiana.

Massachusetts

- **State Plan:** The Massachusetts Department of Elementary and Secondary Education created the 2019 Digital Literacy Now 3 Year Plan, which includes goals, strategies, and timelines for advancing K–12 computer science. One goal of the plan is to focus on ensuring that female students, students from marginalized racial and ethnic groups, and underserved populations receive high-quality instruction.
- **K-12 CS Standards:** Massachusetts adopted K–12 digital literacy and computer science standards in 2016.
- **Funding:** H4000 (FY 2020) allocated \$1M for the implementation of engaging and rigorous Digital Learning Computer Science education; \$590K went to the Digital Literacy Now grant program for school district teams to develop digital literacy and computer science state plans and complete professional development. The grant program prioritizes underserved students, including economically disadvantaged students, English language learners, students receiving special education services, students from marginalized racial and ethnic groups, and students in rural areas. H4800 (FY 2019) and H3650 (FY 2016) allocated \$850K and \$1.7M for professional development and implementation support and required a one-to-one private match.
- **K-12 CS Certification:** In Massachusetts, teachers with or without existing licensure can obtain a 5–12 certification by demonstrating competency in each of the computer science standards through a combination of academic coursework, professional development, mentorship experience, teaching experience, passing the Pearson and/or Praxis CS exam, and/or by completing an approved teacher preparation program.
- **Preservice Incentives:** The Massachusetts Department of Elementary and Secondary Education has approved teacher preparation programs leading to certification in computer science and lists these programs publicly.
- **Dedicated CS Position:** The Massachusetts Department of Elementary and Secondary Education has a Computer Science Content Coordinator.
- **Making CS Count:** In Massachusetts, a computer science course can substitute for either a mathematics or laboratory science course if the course includes rigorous mathematical or scientific concepts and aligns with the state computer science standards. Students in technical and vocational programs may substitute a computer science course for a foreign language.
- **Higher Education Admission:** A computer science course can count as a mathematics, science, or foreign language credit required for admission at institutions of higher education if the course meets certain criteria.

Maryland

- **State Plan:** The Maryland Center for Computing Education developed a state plan for computer science in 2018. The plan addresses efforts to increase enrollment in computer science courses for female students, students with disabilities, and students from marginalized racial and ethnic groups underrepresented in computer science.
- **K-12 CS Standards:** Maryland approved K–12 computer science standards aligned to the CSTA standards in 2018. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity. Maryland is currently developing standards' annotations, which assist teachers as they implement lessons aligned to the standards.
- **Funding:** HB 281 (FY 2020 and 2021) allocated \$1M annually, an additional \$1M was allocated in HB 588 (FY 2022), and SB 185 (FY 2019) allocated \$5M for the computer science education initiative. The grants prioritize applications that focus on serving areas with high poverty, rural areas, students with disabilities, female students, or students from marginalized racial and ethnic groups.
- **K-12 CS Certification:** In Maryland, teachers with existing licensure can obtain a 7–12 endorsement through academic coursework or passing the Praxis CS exam. An initial computer science licensure requires completing academic coursework and passing the exam. Pathways for CTE, alternative certification, and an accelerated certificate also exist. A stipend is available through the MCCE for teachers who pass the exam.
- **Preservice Incentives:** The Maryland State Department of Education has approved teacher preparation programs leading to certification in computer science and lists these programs publicly. MCCE provides funding for public or private teacher preparation institutions to establish computer science education programs or integrated computer science into existing programs via HB 281 (2018).
- **Dedicated CS Position:** The Maryland State Department of Education has a Computer Science Education Specialist as well as a Career Programs, STEM, and Computer Science Coordinator who work with the Director of the Maryland Center for Computing Education to oversee computer science education. Each local school system has also designated a central office administrator who is the point of contact for computer science.
- **Requiring All Secondary Schools to Offer CS:** HB 281 (2018) required all high schools to offer at least one computer science course by the 2021–2022 school year, all middle schools are required to teach computational thinking, and all school boards are asked to incorporate computer science in each elementary school and to increase the enrollment of female students, students with disabilities, and students of underrepresented ethnic or racial groups. The Maryland Computing Education dashboards provide, among other data points, school system and high school data.
- **Making CS Count:** In Maryland, Foundations of Computer Science, Computer Science Principles, AP Computer Science A, and other computer science courses can fulfill the credit requirement in Computer Science, Engineering, or Technology Education. AP Computer Science A can also count as one of the four mathematics credits for graduation.
- **Higher Education Admission:** AP Computer Science can count as one of the four mathematics credits required for admission at institutions of higher education, as long as computer science is not the final year course, which aligns with Maryland's high school graduation policy.

- **State Plan:** The Maine Department of Education developed a state plan for computer science in January 2020 as required by LD 1382. Previously, a task force established by LD 398 (2017) presented recommendations to recognize computer science in the path to proficiency.
- **Funding:** LD 127 (FY 2022 and 2023) allocated \$50K annually to establish a pilot program to provide professional development grants for computer science instruction. The grants prioritize applicants that serve socioeconomically disadvantaged school districts or prioritize student populations traditionally underrepresented in computer science.
- **Dedicated CS Position:** The Maine Department of Education has a Secondary Digital Learning and Computer Science Specialist.
- **Making CS Count:** Maine passed a policy in 2019 to allow computer science to count as a credit for graduation, but it is a district decision.

Michigan

- **K-12 CS Standards:** Michigan adopted the CSTA K–12 Computer Science Standards in 2019. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Funding:** The MiSTEM council uses \$450K in funds allocated from SB 845 (FY 2023), HB 4411 (FY 2022), SB 927 (FY 2021) to offer professional development for educators in computer science, as approved by the MiSTEM council.
- **K-12 CS Certification:** Michigan phased out the computer science endorsement in 2017 so that any licensed teacher is eligible to teach computer science.
- **Preservice Incentives:** After Michigan phased out the computer science certification, teacher preparation programs in the state also phased out preservice programs in computer science education.
- **Dedicated CS Position:** The Michigan Department of Education has a Computer Science Consultant.
- **Making CS Count:** In Michigan, any department-approved computer science course can count as the fourth mathematics credit for graduation or replace the Algebra II requirement.

Minnesota

- **Funding:** Although Minnesota does not provide dedicated state funding, MN was awarded a federal grant under the Jacob K. Javits Gifted and Talented Students Education Program to develop a screening process to identify students gifted in computer science, particularly from limited English or marginalized racial and ethnic groups. Schools that participate receive ongoing professional development, and all students receive computer science instruction.
- **Dedicated CS Position:** The Minnesota Department of Education has a STEM and Computer Science Integration Specialist.
- **Making CS Count:** In Minnesota, computer science can count as a mathematics credit for graduation if the course meets state academic standards in mathematics.

Missouri

- **State Plan:** Missouri SB 718 establishes the "Computer Science Education Task Force" to develop a strategic plan for expanding a statewide computer science education program.

- **K-12 CS Standards:** Missouri adopted K–12 computer science standards in 2019. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Funding:** HB 3002 (FY 2023) and HB 2 (FY 2020, 2021, 2022) allocated \$450K annually to the Computer Science Education fund created by HB 3 (2018 special session). Grant awardees must describe how they will reach and support students from marginalized racial and ethnic groups underrepresented in computer science.
- **K-12 CS Certification:** In Missouri, teachers can obtain a 9–12 certification through academic coursework or by passing the state content exam. Teachers can be authorized to teach computer science after completion of department-approved professional development. State funding for computer science can be used to support credentialing for teachers.
- **Dedicated CS Position:** SB 718 (2022) directs the Missouri Department of Elementary and Secondary Education to appoint a computer science advisor to implement the bill's requirement for all elementary, middle, and high schools to offer computer science.
- **Requiring All Secondary Schools to Offer CS:** SB 718 (2022) required each public high school and charter school to offer at least one computer science course in an in-person setting or as a virtual or distance course option by the 2023-34 school year.
- **Making CS Count:** In Missouri, any computer science course that aligns to the standards and has an appropriately qualified teacher can count as a mathematics, science, or practical arts credit for graduation.
- **Higher Education Admission:** Beginning July 1, 2023, computer science courses counted toward state graduation requirements shall be equivalent to one science or practical arts credit for the purpose of satisfying admission requirements at any public institution of higher education in the state.

Mississippi

- **State Plan:** The Mississippi Department of Education developed a 10-year strategic plan for statewide computer science education. The plan addresses efforts to increase enrollment in computer science courses for female students and students from marginalized racial and ethnic groups underrepresented in computer science.
- **K-12 CS Standards:** Mississippi adopted K–12 computer science standards based on the CSTA standards in 2018. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Funding:** HB 1600 (FY 2023) and HB 1837 (FY 2022) allocated \$1M to develop computer science courses and professional development. HB 1700 (FY 2021) allocated \$300K for computer science professional development. HB 1643 (FY 2020) allocated \$300K to develop computer science courses and professional development.
- **K-12 CS Certification:** In Mississippi, teachers with existing licensure can obtain an AP Computer Science Principles Endorsement by completing an approved AP training. Teachers can also obtain a K–8 or 7–12 add-on endorsement by completing coursework or approved professional development for specific courses.
- **Requiring All Secondary Schools to Offer CS:** HB 633 (2021) required all schools (elementary, middle, and high) to offer instruction in computer science by the 2024–2025 school year. The state set incremental requirements for each year, requiring that all middle schools offer instruction in foundations of computer science and half of all elementary schools in each school district offer at least one hour of computer science instruction per week by the 2022–2023 school year. Half of all high schools in each school district must

offer a course in computer science and all elementary schools must offer at least one hour of computer science instruction per week by the 2023–2024 school year. Further, all charter schools that serve middle or high school students must offer a course in computer science and all charter schools that serve elementary school students must offer instruction in computer science by the 2022–2023 school year.

- **Making CS Count:** Beginning with incoming freshmen of 2018–2019, all Mississippi students must earn one credit in technology or computer science. Multiple computer science courses may satisfy the graduation credit.
- **Higher Education Admission:** All students applying to state institutions of higher learning in Mississippi for entrance in Fall 2022 must have earned one credit in computer science or technology, which aligns with the high school graduation policy.

Montana

- **K-12 CS Standards:** Montana adopted K–12 computer science standards in November 2020. Standards within each grade band address many concepts of equity, such as bias, accessible technology, and inclusivity.
- **Funding:** HB 644 (FY 2022-23) allocated \$32K to support the development of computer programming courses at high schools on Indian reservations across Montana and support professional development for high school teachers.
- **K-12 CS Certification:** In Montana, teachers with existing licensure can obtain a K–12 endorsement through academic coursework. An initial license in computer science requires completing a teacher preparation program and passing the Praxis CS exam, or completing a non-traditional teaching program with five years of successful teaching experience.
- **Preservice Incentives:** The Montana Office of Public Instruction has approved teacher preparation programs leading to certification in computer science and lists these programs publicly.
- **Making CS Count:** Montana passed a permissive and encouraging policy to allow computer science to count as a science, mathematics, elective, or CTE graduation requirement, but it is a district decision. Alternatively, a district may increase the local requirements in math, science, or career and technical education and allow a computer science course to fulfill one of the required credits, or establish a stand-alone requirement that all students complete a computer science credit.

North Carolina

- **State Plan:** The North Carolina Department of Public Instruction developed—and presented to the legislature—a state plan for expanding computer science in 2018. The plan includes strategies to engage students from marginalized racial and ethnic groups underrepresented in computer science, female students, and low-income students.
- **K-12 CS Standards:** North Carolina adopted K–12 computer science standards in August 2020, as required by HB 155 (2017). Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Funding:** SL 2021-180 (FY 2022 and FY 2023) allocated \$3.6M (FY 2022) and \$1.1M (FY 2023) to support regional computer science consultants and to provide training for K-12 computer science teachers. SL 2018-5 (FY 2019, continued in FY 2020) allocated \$500K annually for implementation of the Computer Science Education Plan, which focuses on increasing participation for underrepresented student groups, including female students, low-

income students, and students from marginalized racial and ethnic groups. Additionally, SL 2017-57 allocated \$400K for FY 2018 and \$800K for the following years (FY 2019, FY 2020) for the Coding and Mobile Application Grant Program, which could be used for teacher professional development in computer science.

- **K-12 CS Certification:** In North Carolina, teachers with existing CTE licensure can obtain a 9–12 CTE computer programming endorsement through academic coursework.
- **Dedicated CS Position:** The North Carolina Department of Public Instruction has a Director of Computer Science and Technology.
- **Making CS Count:** In North Carolina, computer science can count as the fourth mathematics credit for graduation in the Future-Ready Core track.

North Dakota

- **State Plan:** The North Dakota Department of Public Instruction developed a plan for K–12 computer science education.
- **K-12 CS Standards:** North Dakota adopted K–12 computer science and cybersecurity standards in 2019, becoming the first state to create K–12 cybersecurity standards.
- **K-12 CS Certification:** In North Dakota, teachers with existing licensure can obtain a grade level corresponding credential through academic coursework. Teachers are eligible to teach specific computer science courses for five years after earning a Level I (200 hours), Level II (40 hours), or Level III (15 hours) Computer Science and Cybersecurity Credential (effective April 1, 2020). Teachers can renew the credential by completing 30 hours of academic work during the five year period.
- **Making CS Count:** In North Dakota, AP Computer Science A or Mathematics for Computer Science/Information Technology can count as a mathematics credit for graduation.

Nebraska

- **State Plan:** The Nebraska Department of Education is in the process of developing a state plan for K–12 computer science.
- **K-12 CS Standards:** The Nebraska Senate passed a bill requiring the Board of Education to adopt measurable academic content standards for computer science and technology education under the mathematics, science, or career and technical education standards.
- **Requiring All Secondary Schools to Offer CS:** LB 1112 (2022) required each school district to include computer science and technology education in the instructional program of its elementary and middle schools, as appropriate, and beginning in school year 2026-27, require each student attending a public school to complete at least one five credit high school course/one-semester high school course in computer science and technology prior to graduation.
- **Making CS Count:** In Nebraska, all students must take a five credit course or a one semester course of computer science to graduate (LB 1112, 2022).

New Hampshire

- **State Plan:** New Hampshire developed a plan for expanding computer science in 2018.
- **K-12 CS Standards:** New Hampshire adopted K–12 computer science standards based on the CSTA standards in 2018. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.

- **K-12 CS Certification:** In New Hampshire, teachers with or without existing licensure can obtain certification by passing a national exam, holding a computer science teaching assignment prior to June 2019, or submitting evidence of skills, knowledge, and competencies in computer science content. Evidence could include coursework, professional experience, letters of recommendation, professional development, or other artifacts.
- **Preservice Incentives:** The New Hampshire Department of Education has approved teacher preparation programs leading to certification in computer science and lists these programs publicly.
- **Dedicated CS Position:** The New Hampshire Department of Education has a STEM Integration and Computer Science Administrator.
- **Requiring All Secondary Schools to Offer CS:** HB 1674 (2018) required all schools to create and implement computer science programs with a target goal of 2020 for full implementation.
- **Making CS Count:** New Hampshire passed a permissive and encouraging policy to allow computer science to count as a mathematics or technology credit for graduation, but it is a district decision.

New Jersey

- **State Plan:** The New Jersey Department of Education developed a state plan for computer science education implementation in 2019. The plan includes a section on equity and promotes equitable access in the mission and vision statements.
- **K-12 CS Standards:** New Jersey adopted revised computer science and design thinking standards in June 2020. The standards' vision statement focuses on equitable access for all students and fostering their ability to participate in an inclusive and diverse computing culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Funding:** SB 2023 (FY 2023) and SB 2022 (FY 2022) allocated \$2M and A4720 (FY 2021) included \$800K for the K–12 Computer Science Education Initiative. The Secondary School Computer Science Education Initiative (PL 2018, Chapter 53) allocated \$2M for FY 2019. SB 2500 renewed the \$2M appropriation for FY 2020, but was later not included in the revised FY 2020 budget by NJ A3 (20R).
- **K-12 CS Certification:** In New Jersey, teachers with existing licensure can obtain a 9–12 CTE endorsement with a combination of previous teaching experience and academic coursework.
- **Dedicated CS Position:** The New Jersey Department of Education has a Computer Science Coordinator.
- **Requiring All Secondary Schools to Offer CS:** A2873 (2018) required all high schools to offer a course in computer science by the 2018–2019 school year. S990 (2020) required the department to report on computer science course enrollment disaggregated by gender, race and ethnicity, special education status, English language learner status, eligibility for the free and reduced price lunch program, and grade level.
- **Making CS Count:** In New Jersey, computer science can count as a mathematics credit for graduation.

- **State Plan:** The New Mexico Public Education Department developed a state strategic plan for K–12 computer science in 2021.
- **K-12 CS Standards:** New Mexico adopted the CSTA K–12 Computer Science Standards in 2018. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Funding:** The NM Public Education Department used funds from HB 2 (FY 2022) to offer \$500K in competitive grants for K–8 computer science, including teacher professional development. HB1 (first special session, FY 2021) amended the FY 2021 budget to allocate \$300K for K–8 computer science, including \$166K from recurring funding and \$133.9K from the STEAM initiative. HB 548 (FY 2020) allocated \$200K annually to develop and implement teacher professional development courses. The application guidance includes professional development activities that are culturally and linguistically responsive, and awards prioritized high-need districts.
- **K-12 CS Certification:** In New Mexico, teachers with existing licensure in secondary education can obtain a computer science endorsement through one of six pathways: completing academic coursework, passing a licensure exam, work experience, professional development, industry certification, or subject-specific teaching experience.
- **Dedicated CS Position:** The New Mexico Public Education Department has a K–8 Computer Science Specialist and an Education Administrator in the Office of College and Career Readiness focused on high school computer science.
- **Making CS Count:** In New Mexico, computer science can count as a mathematics or science credit for graduation, provided that a student has demonstrated competence in mathematics or science.

Nevada

- **State Plan:** The Nevada Department of Education developed the Computer Science Strategic Plan in 2018. The plan includes a section dedicated to diversity and strategies to build toward more equitable outcomes.
- **K-12 CS Standards:** Nevada adopted K–12 computer science standards in 2018. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Funding:** SB 313 (FY 2020 and 2021) allocated \$700K and \$933K, and SB 200 (FY 2018 and 2019) allocated \$1M and \$1.4M to expand computer science education.
- **K-12 CS Certification:** In Nevada, teachers with existing licensure can obtain a secondary endorsement in advanced computer science through academic coursework or passing the Praxis CS exam. Teachers can also obtain a K–12 Introductory Computer Science endorsement through academic coursework. Funding is available to offset the cost of certification.
- **Preservice Incentives:** SB 313 (2019) required training all preservice teachers in computer science and computer literacy. The bill also allowed the Nevada Board of Regents to apply for a grant from the computer science education fund to develop curriculum and standards for preservice computer science educators.
- **Dedicated CS Position:** The Nevada Department of Education has a Computer Science Education Programs Professional.
- **Requiring All Secondary Schools to Offer CS:** SB 200 (2018) required all high schools to make a computer science course available to all students by July 1, 2022, and required all students to receive instruction in computer education before 6th grade. Schools must make

efforts to increase enrollment of female students, students with disabilities, and students from underrepresented racial and ethnic groups. The state publishes a biennial report which includes enrollment demographics on gender, race, and students with disabilities.

- **Making CS Count:** In Nevada, all students must earn one half-credit in computer education and technology for graduation with at least half of the instructional time dedicated to computer science and computational thinking. A student may take this half-credit in middle school but the course must include the high school standards in order to satisfy this graduation requirement. Students may count a full-year credit computer science course towards their fourth-year math or third-year science credit graduation requirement. Allowable courses include AP, CTE, or courses offered by a community college or university.
- **Higher Education Admission:** A computer science course can count as a mathematics or science credit required for admission at institutions of higher education, which aligns with Nevada's high school graduation policy.

New York

- **K-12 CS Standards:** The New York State Board of Regents approved the K–12 Learning Standards for Computer Science and Digital Literacy in December 2020. The introduction to the standards describes how to address digital equity, English language learners, and students with disabilities, and standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Funding:** A 3003/S 2503 (FY 2022), A 9503/S 7503 (FY 2021), A 2003/S 1503 (FY 2020), and S 7504/A 9504 (FY 2019) allocated \$6M annually (for an eventual total of \$30M) to expand computer science education via the Smart Start program. The grantees should incorporate strategies for increasing participation in computer science by traditionally underrepresented groups, such as female students, students with differing abilities, English language learners/Multilingual learners, and/or Black/African American, Hispanic/Latino/Latina, or Native American/Alaskan students.
- **K-12 CS Certification:** In New York, teachers with or without existing licensure can obtain a 7–12 certification by completing one of the following: approved state teacher preparation program pathway, academic coursework, or industry experience and pedagogical coursework. Any licensed teacher who teaches computer science before September 2022 will be eligible to continue teaching computer science in the same district for ten years.
- **Preservice Incentives:** The New York State Education Department has approved teacher preparation programs leading to certification in computer science and lists these programs publicly.
- **Making CS Count:** New York passed a permissive and encouraging policy to allow computer science to count as either a mathematics or science credit for graduation, but it is a district decision.

Ohio

- **State Plan:** The Ohio Department of Education and Department of Higher Education are in the process of developing a state plan for K–12 computer science.
- **K-12 CS Standards:** Ohio adopted K–12 computer science standards and a model curriculum in 2018. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity. These standards will be updated by September 2022, as required by HB 110 (2021).

- **Funding:** Although Ohio does not currently provide dedicated state funding, HB 166 (FY 2020) appropriated \$1.5M for teachers to become credentialed in computer science. Awards prioritized educators assigned to schools with greater than 50% of students classified as economically disadvantaged.
- **K-12 CS Certification:** In Ohio, teachers with existing licensure can obtain a K–12 supplemental teaching license through passing the state content exam; teachers can also earn an initial license in computer science. Temporary revisions to teaching requirements allow licensed 7–12 teachers who completed approved professional development to teach computer science until 2023. The state provided dedicated funding in FY 2020–2021 to offset the cost of computer science certification.
- **Preservice Incentives:** The Ohio Department of Higher Education has approved teacher preparation programs leading to certification in computer science and lists these programs publicly. HB 110 (2021) required each educator preparation program and each educator licensure candidate to receive instruction in computer science and computational thinking.
- **Dedicated CS Position:** The Ohio Department of Education has a Computer Science Education Program Specialist.
- **Making CS Count:** In Ohio, a computer science course that addresses high school mathematics standards and focuses on algorithms for problem-solving can count as a mathematics credit for graduation. One credit of advanced computer science can also satisfy the requirement for one unit of algebra 2/math 3 or equivalent or one unit of advanced science (excluding biology or life sciences), and a coding course can satisfy foreign (world) language credit in schools that require it for graduation.
- **Higher Education Admission:** An advanced computer science course can count towards the mathematics, science, or elective admission requirements, and a unit of computer coding can count towards foreign language requirements at state universities if the student applied the course towards their high school graduation requirements.

Oklahoma

- **State Plan:** CSforOK developed a strategic plan for expanding computer science education in 2020. The plan includes a section on equity and will monitor outcomes including increasing participation by female students, Black students, and Hispanic/Latino/Latina students.
- **K-12 CS Standards:** Oklahoma adopted K–12 computer science standards in 2018. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Funding:** Although SB 593 (2019) authorized the Oklahoma State Department of Education to create a grant program for computer science professional learning and recommended \$1M subject to authorization, no funds were appropriated for the program.
- **K-12 CS Certification:** In Oklahoma, teachers with existing licensure can obtain a 9–12 certification through passing the state content exam; teachers can also earn an initial license in computer science.
- **Preservice Incentives:** Oklahoma has competencies for licensure and certification in computer science, but no universities currently meet them.
- **Dedicated CS Position:** The Oklahoma State Department of Education has a Director of Education Technology and Computer Science Education, and will soon hire a full-time Director of Computer Science Education.

- **Requiring All Secondary Schools to Offer CS:** SB 252 (2021) required all schools (elementary, middle, and high) to offer computer science by the 2024–2025 school year. Further, SB 593 (2019) directed the State Department of Education to develop a rubric for computer science programs in elementary, middle, and high schools to serve as a guide to schools for implementing quality computer science programs.
- **Making CS Count:** In Oklahoma, an approved computer science course can count as a mathematics or computer technology/world language credit in the Core Diploma Pathway.
- **Higher Education Admission:** Two computer science credits can count towards the additional required units in required content areas for admissions at institutions of higher education, which aligns with Oklahoma's high school graduation policy.

Oregon

- **State Plan:** The Oregon Governor sent a letter to the Oregon Department of Education and Higher Education Coordinating Commission to begin the development of a statewide implementation plan for computer science education.
- **Funding:** Although Oregon does not yet provide dedicated state funding towards professional development for computer science, the governor announced the use of \$5M in federal funds (Governor's Emergency Education Relief) to ensure students across Oregon have access to computer science by the 2027-28 school year.
- **Making CS Count:** Oregon passed a permissive and encouraging policy to allow computer science to count as a fourth science elective for graduation, but it is a district decision.

Pennsylvania

- **K-12 CS Standards:** Pennsylvania endorsed the CSTA K–12 Computer Science Standards in 2018. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Funding:** Pennsylvania budgets (Act 1A for FY 2019, FY 2020, the FY 2021 interim budget, and FY 2022) each dedicated \$20M annually to PAsmart, a program established to expand STEM and computer science education, including teacher professional development. PAsmart grants prioritize proposals that boost participation in computer science education for historically underserved and underrepresented populations.
- **K-12 CS Certification:** In Pennsylvania, teachers with existing licensure can obtain a 9–12 certification through passing the state content exam; teachers can also earn an initial license in computer science.
- **Preservice Incentives:** The Pennsylvania Department of Education developed specific program guidelines for state approval of professional educator programs in computer science and lists these programs publicly.
- **Dedicated CS Position:** The Pennsylvania Department of Education has a Consultant to the Secretary of Education on STEM/Computer Science.
- **Making CS Count:** In Pennsylvania, any computer science course aligned with the computer science standards can count as a mathematics or science credit for graduation.

Rhode Island

- **State Plan:** CS4RI (a partnership between the Governor's office and the Rhode Island Department of Education) created a state plan for computer science education

implementation. One of the goals of the plan is to broaden participation among populations that are underrepresented in computer science.

- **K-12 CS Standards:** Rhode Island adopted K–12 computer science standards in 2018. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity. Additionally, standards can be met without computing devices or with limited hardware access, making implementation possible for all schools.
- **Funding:** H 5151A (FY 2020), H 7200A (FY 2019), H 5175 (FY 2018), and H 7454 (FY 2017) allocated \$210K annually for computer science professional development. Grants focus on broadening participation, and priority is given to Title I-eligible schools. The Department received a \$2.5M federal grant to support the creation of high school computer science pathways that incorporate work-based learning.
- **K-12 CS Certification:** In Rhode Island, teachers with existing licensure can obtain an endorsement through academic coursework from an approved provider.
- **Preservice Incentives:** The Rhode Island Department of Education has approved teacher preparation programs leading to the endorsement in computer science and lists those programs publicly.
- **Dedicated CS Position:** The Rhode Island Department of Education has a core team advancing the goals of CS4RI, including the Digital Learning Specialist, CS4RI High School Grant Project Manager, and CS4RI Work-Based Learning Specialist.
- **Requiring All Secondary Schools to Offer CS:** Rhode Island does not yet require that all secondary schools offer computer science. However, the CS4RI initiative and the Governor’s office set a goal for all students to have access to computer science courses by the end of 2017.
- **Making CS Count:** In Rhode Island, computer science can count as a mathematics or science credit for graduation.

South Carolina

- **K-12 CS Standards:** South Carolina adopted K–8 computer science and digital literacy standards in 2017 and high school standards in 2018. Standards address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Funding:** H 4100 (FY 2022) allocated \$1.768M to teacher professional development, certification, and regional computer science specialists. H 4000 (FY 2020) allocated \$500K to teacher professional development; that funding continued in FY 2021 through a continuing resolution. H 3720 (FY 2018) allocated \$400K to the Department of Education to implement the Computer Science Task Force's recommendations.
- **K-12 CS Certification:** In South Carolina, teachers with or without existing licensure can obtain 9–12 certification by completing an approved preparation program and passing the state content exam. The state provided dedicated funding in FY 2022 to offset the cost of computer science certification.
- **Preservice Incentives:** There are program approval standards (CS teacher standards) but no universities currently meet them.
- **Dedicated CS Position:** The South Carolina Department of Education has a Computer Science Specialist.
- **Requiring All Secondary Schools to Offer CS:** The South Carolina Department of Education revised the list of courses that satisfy the computer science graduation requirement, effectively requiring all high schools to offer at least one computer science

course by the 2018–2019 school year (with waivers available until the 2020–2021 school year) and requiring all students to take at least one credit of computer science to graduate.

- **Making CS Count:** In South Carolina, all students must take one credit of computer science to graduate. Multiple computer science courses are approved to meet the credit.
- **Higher Education Admission:** Computer science can count as the fourth mathematics credit required for admission at institutions of higher education. Further, students are strongly encouraged to take computer science as a high school elective.

South Dakota

- **K-12 CS Certification:** In South Dakota, teachers with existing licensure can obtain a K–6 or 7–12 endorsement through academic coursework or passing the Praxis CS exam.
- **Making CS Count:** In South Dakota, a state-approved advanced computer science course can count as a science credit for students who earn a regular diploma.

Tennessee

- **State Plan:** The Tennessee Department of Education presented the Tennessee Computer Science State Education Plan to the legislature in April 2020 and posted a timeline for each recommendation on the department website.
- **K-12 CS Standards:** Tennessee published a comprehensive set of K–12 computer science standards in July 2020.
- **Funding:** HB 2153 (FY 2023-24) includes \$1,266,300 for computer science education, including professional development and the implementation of a graduation requirement in computer science. This funding will continue in future years. PC 651 (FY 2021) includes \$518K for computer science education, including professional development, within the Governor's Future Workforce Initiative.
- **K-12 CS Certification:** In Tennessee, teachers with existing licensure can obtain the Computer Science Employment Standard endorsement after completing approved professional development. An initial license in computer science requires completing academic coursework and passing the Praxis CS exam. In 2022, the legislature passed a bill requiring approval of a new endorsement in computer science.
- **Preservice Incentives:** The Tennessee Department of Education has approved teacher preparation programs leading to certification in computer science and lists these programs publicly.
- **Dedicated CS Position:** The Tennessee Department of Education has a Director of STEAM and Computer Science.
- **Requiring All Secondary Schools to Offer CS:** HB 2153 (2022) requires that by the 2024-2025 school year, high school students receive one full school year of computer science education to satisfy graduation requirements, middle school students receive one course in computer science education, and elementary school students receive grade-appropriate computer science education.
- **Making CS Count:** In Tennessee, all high school students must receive one full school year of computer science education to satisfy graduation requirements. Previously, computer science could count as a mathematics credit for graduation.

Texas

- **State Plan:** Although HB 2984 (2019) required the development of a state plan for computer science, Texas has not made progress towards a state plan.
- **K-12 CS Standards:** Texas adopted the Texas Essential Knowledge and Skills (TEKS) Fundamentals of Computer Science for K-8 in June 2022 and TEKS at the high school level contain computer science standards.
- **Funding:** SB 1 (FY 2022 and 2023) allocated \$2.585M to make an AP Computer Science Principles course available in every high school and HB 3 and HB 963 (2019) consolidated all computer science (or technology applications) courses into CTE and allowed schools to receive weighted funding for students enrolled in those courses in grades 7–12.
- **K-12 CS Certification:** In Texas, teachers with or without existing licensure can obtain an 8–12 certification by completing a state-approved teacher preparation program and passing certification exams.
- **Preservice Incentives:** The Texas Education Agency has approved teacher preparation programs leading to certification in computer science and lists these programs publicly.
- **Requiring All Secondary Schools to Offer CS:** The Texas State Board of Education added computer science courses to the list of required offerings at high schools (19 TAC § 74.3) in 2014.
- **Making CS Count:** In Texas, AP Computer Science A, IB Computer Science Higher Level, or discrete math can count as a required mathematics course for graduation. Computer science can also count as an advanced science credit, and multiple course options can satisfy the foreign language requirement.
- **Higher Education Admission:** Computer science can count as the fourth mathematics credit required for admission at institutions of higher education in Texas.

Utah

- **State Plan:** Utah adopted the Utah Computer Science Education Master Plan in 2019. The plan includes a section on diversity with goals and recommendations to expand access to rural, low-income, and female students. The Community Foundation of Utah and the Silicon Slopes community created the Silicon Slopes Computer Science Fund to invest in computer science education initiatives outlined in the state plan.
- **K-12 CS Standards:** Utah adopted K–5 computer science standards in September 2019 and 6–12 standards in May 2020. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Funding:** SB 2 (FY 2023) allocated \$8M for Computer Science Initiatives. HB 2 (FY 2022) allocated \$5M for Computer Science Initiatives. HB 227 (FY 2020) allocated \$3.15M for the Computer Science for Utah Grant Program. Applicants must describe how they will increase the number of female and traditionally underserved students, ensure content is accessible to all students, and strategies for increasing diversity in K–12 computer science. SB 190 (FY 2018 and 2019) allocated \$1.2M annually for the Computing Partnerships Grants program. SB 93 (FY 2017) allocated \$400K for computer science.
- **K-12 CS Certification:** In Utah, teachers with existing secondary or CTE licensure can obtain up to six course-specific 6–12 endorsements. Each endorsement requires a combination of experience or coursework, exams, professional development, and more.
- **Preservice Incentives:** The Utah State Board of Education has approved teacher preparation programs leading to certification in computer science and lists these programs publicly.

- **Dedicated CS Position:** The Utah State Board of Education has a Computer Science State Specialist.
- **Making CS Count:** In Utah, a computer programming course can replace the third mathematics credit (Secondary III) by request from a parent, or it can count as a science credit. AP Computer Science, Computer Science Principles, and Computer Programming II are approved to count as a science graduation credit. All students must take a course in Digital Studies, and four of the six courses that can fulfill the requirement are computer science.

Virginia

- **K-12 CS Standards:** Virginia added mandatory K–12 computer science standards to the state Standards of Learning in 2017, effectively requiring all K–12 schools to offer instruction in computer science. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Funding:** HB 30 (FY 2021 and 2022) allocated \$1.35M annually to support computer science education and implementation of the standards, including professional development. HB 30 (FY 2021 and 2022), HB 1700 (FY 2019 and 2020), and HB 1500 (FY 2017 and 2018) also allocated \$550K annually for K–12 computer science professional development with CodeVA.
- **K-12 CS Certification:** In Virginia, teachers with existing licensure can obtain an endorsement through academic coursework or passing the Praxis CS exam. An initial license in computer science requires completing a state-approved program or academic coursework. The Department of Education convened a workgroup on micro-credentials for certification in subjects including computer science and is now developing recommendations as authorized by HB 836 (2020).
- **Preservice Incentives:** The Virginia Department of Education has approved teacher preparation programs leading to certification in computer science and lists these programs publicly.
- **Dedicated CS Position:** The Virginia Department of Education has a Computer Science Coordinator.
- **Requiring All Secondary Schools to Offer CS:** HB 831 (2016) added computer science into the Virginia K–12 Standards of Learning, which all schools must implement.
- **Making CS Count:** In Virginia, a variety of computer science courses can count as a credit for graduation in lab science, career and technical education, or mathematics at or above the level of Algebra II. Students in English as a Second Language programs can add a computer science elective for graduation credit if they test out of their foreign language requirement.

Vermont

- **K-12 CS Certification:** In Vermont, teachers with existing licensure can obtain a 7–12 endorsement by demonstrating knowledge standards, performance standards, and completing academic coursework.
- **Preservice Incentives:** The Vermont Agency of Education has approved teacher preparation programs leading to certification in computer science and lists these programs publicly.

- **Dedicated CS Position:** Although the Vermont Agency of Education does not have a position dedicated to computer science education, the Education Technology Coordinator oversees computer science education.
- **Making CS Count:** Vermont passed a permissive and encouraging policy to allow computer science to count towards a core graduation requirement at the district level.

Washington

- **State Plan:** The Washington State Office of Superintendent of Public Instruction adopted a plan for K–12 computer science education in 2022. The plan includes a section on diversity, equity, and inclusion.
- **K-12 CS Standards:** Washington adopted updated K–12 computer science standards based on the CSTA standards in 2018. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **Funding:** SB 5092 (FY 2022 and 2023), HB 1109 (FY 2020 and 2021), SB 5883 (FY 2018 and 2019), and SB 6052 (FY 2016 and 2017) appropriated \$1M annually for the computer science education grant program with a one-to-one private match requirement. HB 1109 exempted the match requirement for districts with greater than 50% of students eligible for free and reduced-price meals. Grants are intended to support innovative ways to engage students from historically underrepresented groups, including female students, low-income students, and students in underrepresented racial and ethnic groups.
- **K-12 CS Certification:** In Washington, teachers with existing licensure can obtain a K–12 endorsement through passing the state content exam. Legislation was passed in 2021 to create two new specialty endorsements in computer science and allocated \$63,000 to start this process. State funding for computer science can support credentialing for teachers.
- **Preservice Incentives:** The Washington Office of Superintendent of Public Instruction has approved teacher preparation programs leading to certification in computer science. The Washington State Opportunity Scholarship also provided funding for Central Washington University and Western Washington University to develop a computer science endorsement program.
- **Dedicated CS Position:** The Washington Office of the Superintendent of Public Instruction has a Computer Science Program Specialist.
- **Requiring All Secondary Schools to Offer CS:** SB 5088 (2019) required that each school district that operates a high school must provide access to an elective computer science course by the 2022–2023 school year. HB 1577 (2019) required each school district to report the number of computer science course offerings and demographics of the students enrolled in the courses, starting in June 2020. SB 5657 (2022) requires each school district operating an institutional education program for youth in state long-term juvenile institutions to provide an opportunity to access an elective computer science course.
- **Making CS Count:** In Washington, a computer science course that aligns to the state computer science learning standards can count as the third required mathematics credit or science credit for graduation.
- **Higher Education Admission:** AP Computer Science A can count as a mathematics credit required for admission at institutions of higher education in Washington.

Wisconsin

- **K-12 CS Standards:** Wisconsin adopted K–12 computer science standards in 2017. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.
- **K-12 CS Certification:** In Wisconsin, teachers with existing licensure can obtain a 4–12 supplementary license by passing the Praxis CS exam. An initial license in computer science requires completing a state-approved preparation program.
- **Preservice Incentives:** The Wisconsin Department of Public Instruction has approved teacher preparation programs leading to certification in computer science and lists these programs publicly.
- **Dedicated CS Position:** The Wisconsin Department of Public Instruction is currently in the process of hiring a Computer Science and Digital Learning Innovation Consultant.
- **Requiring All Secondary Schools to Offer CS:** Although Wisconsin does not yet require that all secondary schools offer computer science, state statute 118.01(2)(a)5 requires each school board to provide an instructional program designed to give students knowledge in computer science, including problem-solving, computer applications, and the social impact of computers.
- **Making CS Count:** In Wisconsin, computer science courses that meet the department's definition of computer science can count as a mathematics credit for graduation.

West Virginia

- **State Plan:** The West Virginia Department of Education approved a state plan for expanding Computer Science in October 2019.
- **K-12 CS Standards:** West Virginia adopted K–12 computer science standards in 2019.
- **Funding:** With the publication of the West Virginia Computer Science Plan in October 2019, the state also allocated yearly funding for professional development for teachers as recommended by SB 267 (2019).
- **K-12 CS Certification:** In West Virginia, teachers with existing licensure can obtain course-specific authorizations for Introduction to Computer Science, Computer Science Discoveries, and/or Computer Science Fundamentals by completing specified professional development.
- **Dedicated CS Position:** The West Virginia Department of Education has a Computer Science Supervisor.
- **Requiring All Secondary Schools to Offer CS:** SB 267/HB 2415 (2019) required the West Virginia State Board of Education to adopt a policy detailing the appropriate level of computer science instruction that shall be available to students at each programmatic level prior to the 2020–2021 school year. Policy 2510, revised in 2015, required all high schools to offer a computer science course.
- **Making CS Count:** In West Virginia, an AP computer science course can count as the fourth mathematics credit or a science credit for graduation.

Wyoming

- **State Plan:** The Wyoming Department of Education created a task force in 2017 to develop and implement a long-term plan for expanding computer science.
- **K-12 CS Standards:** Wyoming adopted K–12 computer science standards in February 2020. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity.

- **Funding:** Although Wyoming does not yet provide dedicated state funding, the Wyoming Trust Fund for Innovative Education prioritized computer science applications in 2018–2021.
- **K-12 CS Certification:** In Wyoming, teachers with existing licensure can obtain a K–12 endorsement by completing a program that leads to licensure or a combination of coursework and passing the Praxis CS exam. Another pathway requires coursework and work experience. Teachers can teach out of field for up to two years and can earn the CS endorsement by passing the Praxis CS exam within those two years.
- **Dedicated CS Position:** The Wyoming Department of Education has a Math and Computer Science Consultant.
- **Requiring All Secondary Schools to Offer CS:** SF 29 (2018) required all schools to include computer science and computational thinking by the 2022–2023 school year.
- **Making CS Count:** In Wyoming, computer science courses aligned with the standards can count as a science credit for graduation.
- **Higher Education Admission:** Computer science can count as one year of science, fourth year mathematics (for state scholarship), or career credits required for admission at institutions of higher education, which aligns with the high school graduation policy.

See a comparison chart of the 9 policies by state at www.bit.ly/9policies

ITC's Digital Literacy Dashboard (Computing Alliance)

K-12



Higher Ed



Overall

<p>Vision</p> <p>Nurture the talent in Idaho's Technology industry by Bringing STEM to every Idaho household, school and community to expand our thriving economy.</p>	<p>Trends</p> <ul style="list-style-type: none"> Students aren't going to technology careers Districts have multiple priorities of which tech is just one 	<p>2-3 Year Goals</p> <ul style="list-style-type: none"> Technology opportunity K-12 for every student statewide Equitable access and funding 	<p>Needs for Success</p> <ul style="list-style-type: none"> State funding District buy-in Lower costs for educators for training / certification Greater teacher financial reward
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Action Items

Action Items

- Prep for and join Kaitlin with Matthew
- Integrate Cory, Sherawn and Reid's ideas into the deck - main slide, sub-slides
- Review with Rob Tuft for his input
- Get input from Tracy Bent if we can
- Integrate Jay's point about Graduation Requirement
- Jet to update Dashboard with requests and changes (send me your wish lists or edit yourself)

Katie's (SAC) 3 plans given priorities

- Plan 1 would be a total cost of: \$1.325 mil (Professional Development, 6 CS Specialists, Materials,
- Plan 2 would be a total cost of: \$1.185 mil
- Plan 3 would be a total cost of: \$760k

Nothing new that we don't already know.
Curious about what needle will this move?

https://docs.google.com/presentation/d/19J3ziayheu44YO8_TRJ5C85mSp029fbx/edit#slide=id.p1

We will move to CS as a grad requirement.
Entry level pay isn't what is expected.

St. Luke's can hire right out of HS – this summer, hire interns – will learn more on the job, versus coming in after courses (this is a hypothesis) go right to a career field; lower cost of labor, hire on interest/aptitude/ability
After they graduate will offer a job.

Talk about tech classes – cs classes – number offered, number taken

Talking tool. These are pertinent items for ITC to be thinking about. Will help others percolate on the information and then continue thinking forward. Create a cadence around what we are seeing – to keep asking what can we continue to do to improve.

What are your thoughts on what we're seeing?
What do you need to be successful? What conversations need to take place?

Awareness for parents. What will this do for my student?
Student. What is the value? Show me the potential.

Show the partnership between Higher Ed and K -12 – include the pre-service teachers.

Stakeholders: Education, Higher Ed, Industry, Parents, Students,
Teachers

New Slide:
Education – 9 points

What is industry response to the pipeline?

Not just a long-term vision, systematic change. Looking toward the future. Building a base knowledge for the student's future.

Arkansas:
A student must have CS, 1 year,
can be in math, science or elective

Industry Help:
Teaching in districts (InTimeTech)

Action items:

Next steps for meeting with Gov Office
Prep for and join Kaitlin with Matthew
Integrate Cory, Sherawn and Reid's ideas into the deck - main slide, sub-slides
Review with Rob Tuft for his input
Get input from Tracie Bent
Graduation Requirement

3 Main Items: professional development, infrastructure, and devices

Plan 1 would be a total cost of: 1.325 mill

Plan 2 would be a total cost of: 1.185 mill

Plan 3 would be a total cost of: 760k

Vision - *DRAFT*

Challenges

ITC

- Most members are not experts in tech education trends but need employees with technology education
- Often Jay, Sherawn, and Reid have to catch up members on key topics from the last board meetings
- Industry wants to help but aren't always aligned to what would be most impactful to help.

Idaho

- We have a limited number of teachers who are in a position to teach CS related courses.

Opportunity

- Act as an aligning and progress tool for Industry to assess how we can contribute more and if our contributions are helping.
- Act as an aligning tool between Idaho Government & Education and Industry.
- Use to brainstorm new, impactful steps industry can take.
- Use data from Idaho State and Districts to add a quantitative aspect to it, thereby fostering further alignment.

And explore if Government or Education would find value in elements of this tool (if not already integrated into their KPIs for tech education)

Notes

- “Computational Thinking” for K-8 learning

data structures, programming methodology, programming language design and implementation, software engineering, computer architecture, operating systems, database systems, networks and communications, parallel computing, distributed systems, human-computer interaction, artificial intelligence, secure and dependable systems, theory of computation, and computer graphics.

The Idaho K-12 Computer Science standards are organized by grade bands (K-2, 3-5, K-5, 6-8, 9-10, 11-12 and 9-12) and the five Core Computer Science Concepts shown below. It is intentional that some of the grade bands overlap. The standards are tagged with the seven Computational Thinking Framework practices shown below to match the practices to the concepts. The concepts and practices are borrowed from the 2016 K-12 CS Framework at k12cs.org [3]. Also included is a column for the designation of ISTE (International Society for Technology Education) Standards [5] as they align with the content standards for Computer Science.

The 5 Core Computer Science concepts:

1. Devices
2. Networks and Communication
3. Data and Analysis
4. Algorithms and Programming
5. Impact of Computing

The 7 Computational Thinking practices:

1. Recognizing and Representing Computational Problems
2. Developing and using Abstractions
3. Creating Computational Artifacts
4. Testing and Iteratively Refining
5. Fostering an Inclusive Computing Culture
6. Communicating about Computing
7. Collaborating around Computing

International Society for Technology Education (ISTE) Standards:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

The Purpose of the Standards

Computer Science is a field of study that will help to prepare students to meet future college and career goals. There are many jobs that require the understanding of Computer Science concepts and skills, however, all Idahoans can benefit from the computational thinking that is incorporated into these standards. The development of the Computer Science standards will move the students from

being consumers of technology to being able to understand and create new technologies of the future.

The standards prioritize, clarify, and build upon frameworks developed by professional organizations, educators, and industry. It is not an exhaustive list of everything in Computer Science that can be learned within a K-12 pathway, but instead describes what it means to be *literate* in Computer Science.

The standards are not curriculum. Curriculum is determined by the LEA (Local Education Agency). The standards clarify the learning outcomes of students. The standards inform teachers of what students should know, understand, or be able to do. Teachers can create “I can” statements with student friendly language from the standards. These are the minimum standards for Computer Science education. The LEA may include additional standards when writing curriculum depending on course offerings and the needs of students. Educators can use the standards in a variety of creative ways.

Current Status of Computer Science in Idaho

Idaho’s current state of Computer Science education in K-12 is unstructured, disjointed, and uneven. As a result of not having a cohesive set of Idaho Computer Science Standards, teachers grasp from various resources and standards, which may not align across the state. This causes a lack of parity and equality for Idaho’s students, as well as their access to Computer Science education. Having a uniform set of Computer Science standards will provide continuity of K-12 Computer Science education offerings throughout the state. Benefits will continue through higher education, and ultimately industry, business, and commerce of Idaho as more competent and well-educated graduates fulfill positions throughout the state.

According to the Conference Board (used by the Idaho Department of Labor), there are currently around 1300 unfilled open jobs in the state of Idaho for computer science related professions, many of which can be attributed to a lack of qualified candidates [6]. Not only is this challenging for potential employers, but also affects our state revenues in potential taxes with salaries averaging around \$70,000. For the benefit of our citizens, students’ education, as well as the future of computer science and the technology industry in our state, creating these standards is an important step.

The Standards Creation Process

The standards were built on a progression of skills that can be accomplished using a variety of tools and in some cases limited access to computers and the internet. Several existing Computer Science and related standards from CSTA (Computer Science Teachers Association), ISTE (International Society for Technology in Education), Florida Department of Education, Idaho CTE Programming Standards, Teacher Preparation Standards for Initial Certification in Computer Science, and Idaho Core Standards were reviewed and considered.

The working group chose the CSTA 2016 Computer Science draft standards [4], which aligns with the new K-12 CS Framework. The K-12 CS Framework draft is steered by 5 organizations: ACM (Association for Computing Machinery), CIC (Cyber Innovation Center), Code.org, CSTA, and NMSI (National Math+Science Initiative). The K-12 CS framework provides overarching, high-level guidance per grade bands, while the standards provide detailed student performance expectations at particular grade levels. The framework was considered as an input for the standards development process.

The CSTA draft standards were chosen for the following reasons:

- The working group felt that the CSTA draft standards, based on the K-12 CS Framework, were the best match for Idaho.
- They were the most up to date standards with input from a variety of educators, industry, and professional organizations.
- The CSTA standards (and the K-12 CS Framework) had input from various relevant organizations and industry:
 - Several states (MD, CA, IN, IA, AR, UT, ID, NE, GA, WA, NC)
 - Large school districts (NYC, Chicago, San Francisco)
 - Technology companies (Microsoft, Google, Apple)
 - Organizations (Code.org, ACM, CSTA, ISTE, MassCAN, CSNYC), and individuals (higher ed faculty, researchers, K-12 teachers, and administrators)
 - There was Idaho representation within the CSTA group

The working group evaluated and adapted the 2016 draft of the CSTA K-12 CS Standards with consideration of the following:

- Is the standard appropriate for Idaho?
- Is the standard appropriate for the given grade level?
- Is the standard measureable?
- Are there areas that we want to add that are not covered in the standards?
- Does the standard need an example for clarification?
- What needs to be removed, rewritten, or repositioned?
- Do the standards parallel what occurs in disciplines such as science, mathematics, and language arts?

The working group customized the CTA standards for Idaho using the above questions as a guide. This was done over four days of intense face to face discussion as well as offline email exchanges. The working group made several improvements and changes in the draft CSTA standards. These modification were also submitted back to the CSTA for incorporation into the national standards.

Once the draft of the proposed standards was ready, a survey was sent to individuals in industry, elementary, secondary and postsecondary educators, and other interested parties to solicit input. The

working group received over fifty surveys. The working group assessed and modified the standards based on the feedback.

Supporting Resources and References

1. Computer Science. In *Wikipedia*. Retrieved on 4/21/2016 from https://en.wikipedia.org/wiki/Computer_science
2. Michael R. Fellows, Ian Parberry. "SIGACT trying to get children excited about CS." [Computing Research News](#). January 1993.
3. A Framework for K-12 Computer Science Education, <https://k12cs.org>.
4. CSTA K-12 CS Standards (Draft, 2016)
5. ISTE Standards, <http://www.iste.org/standards/iste-standards>.
6. Software occupations in demand (Idaho Department of Labor) <https://labor.idaho.gov/publications/software-occupations-in-demand.pdf>

The K-12 Idaho Computer Science Standards Working Group

Scott Cook, Director of Academic Services, Idaho SDE (**Facilitator**)

Tim Andersen, Computer Science Faculty, Boise State University

Todd Bigelow, Sr. Manager (Product Engineering), ON Semiconductors

Chris Conant, Morley Nelson Elementary School, Boise School District

Ernie Covelli, Program Manager (Software Engineering), HP, Boise (retired)

Marita Diffenbaugh, Professional Development Specialist, Idaho Digital Learning Academy

Allen Hancock, Centennial Elementary School, Lewiston Independent School District

Robert B. Heckendorn, Computer Science Faculty, University of Idaho

Amit Jain, Computer Science Faculty, Boise State University

Ashlee Kolar, Math and Science Teacher, Syringa Middle School, Caldwell School District

Angie Martinez, Director of Curriculum, Teaching, and Learning, Blaine County School District

Heidi Rogers, CEO/Executive Director, Northwest Council for Computer Education (NCCE)

Jesse Ronnow, Senior Vice President, Zions Bank

Robert Schreiber, Physics and Computer Science Teacher, Treasure Valley Math & Science Center

Frederick T. Sheldon, Computer Science Faculty, University of Idaho

Justin Touchstone, Program Manager, Engineering and Technology Ed., Idaho Division of Career and Technical Education



High School Graduation Minimum Requirements

This document outlines the minimum graduation requirements as outlined in IDAPA 08.02.03 104, 105, 106. School districts may have additional local requirements that impact student graduation.

By the end of the 8th grade, each student shall develop a parent-approved career pathway plan for their high school and post-high school options. It must be reviewed annually and may be revised at any time.

CONTENT AREA	STATE MINIMUM CREDIT REQUIREMENTS
Core Subject Areas	29 credits
Electives	17 credits
Additional Requirements	See Descriptions
Total Credits	46 credit (minimum)

Core Subject Areas	Credit Numbers
Language Arts <ul style="list-style-type: none"> Language Arts – 8 Credits Communications – 1 Credit 	<p>9 credits</p> <p>Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level.</p> <p>Communications must consist of oral communication and technological application, a course in debate, or a sequence of instruction activities that meet Idaho Speech Content Standards.</p>
Mathematics <ul style="list-style-type: none"> Algebra I (equivalent) – 2 credits Geometry (equivalent) – 2 credits Student Choice – 2 credits 	<p>6 credits</p> <p>Secondary mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and quantitative reasoning including mathematics taken through career technical education programs.</p> <p>Dual credit engineering and computer science courses aligned to the state standards for grades nine (9) through (12), including AP Computer Science and dual credit computer Science courses may also be counted as a mathematics credit. Students who choose to take computer science and dual credit engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course.</p>



Core Subject Areas	Credit Numbers
<p>Science</p> <ul style="list-style-type: none"> • Lab-based – 2 credits • Student Choice – 4 credits 	<p>6 credits</p> <p>Instruction in the following: earth and space sciences, life sciences, computer science, biology, computer science, chemistry environment, or approved applied sciences.</p>
<p>Social Studies</p> <ul style="list-style-type: none"> • US History – 2 credits • Government – 2 credits • Economics – 1 credit 	<p>5 credits</p> <p>Courses such as geography, sociology, psychology and world history may not count towards this requirement.</p>
<p>Humanities</p> <ul style="list-style-type: none"> • Student Choice – 2 credits 	<p>2 credits</p> <p>May include visual arts, music, theatre, dance, or world language aligned to Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities stands if the course is aligned to the Interdisciplinary Humanities Content Standards.</p>
<p>Health</p> <ul style="list-style-type: none"> • Student Choice – 1 credit 	<p>1 credit</p> <p>Course must be aligned to Idaho Content Standards and a student should receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course.</p>
<p>ELECTIVES</p>	<p>17 CREDITS</p>



ADDITIONAL REQUIREMENTS	DESCRIPTION
District Requirements	The local school district or LEA may establish graduation requirements beyond the state minimum.
Advanced Opportunities	Districts must offer at least one Advanced Opportunity such as Dual Credit, Advanced Placement, Technical Competency Credit, or International Baccalaureate. Advanced Opportunities
Senior Project	The senior project is a culminating project to show a student’s ability to analyze, synthesize, and evaluate information and communicate that knowledge and understanding. A student must complete a senior project by the end of grade twelve (12). Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school to work internship programs, at the discretion of the school district or charter school. The project must include elements of research, development of a thesis using experiential learning or integrated project based learning experiences and presentation of the project outcome. Additional requirements for a senior project are at the discretion of the local school district or LEA. Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to meet this requirement
Civics Test	All secondary students must demonstrate that they have met the state civics and government standard by the successfully completing the civics test or alternate path. Successful completion of this requirement must be reflected on the student’s transcript.
Physical Education	High schools are required to provide instructional offerings in Physical Education (fitness). Physical Education Content Standards .
Middle School Credits	Students must meet 8 th grade math standards before being permitted to 9 th grade. A student will have met the high school content and credit requirement for any required high school course if: The student completes such course with a grade C or higher before entering 9 th grade; course meets the same content standards that are required for high school and course is taught by a properly certified teacher. Parents of middle school students taking a course for high school credit must be notified that the course is available for high school credit and must be given the option as to whether or not the course is transcribed. Students/families paying for courses with Advanced Opportunities funds are consenting to the course being transcribed as high school credit.

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SUBJECT

Educator Preparation Program (EPP) Performance Measures Report (FY23)

REFERENCE

October 2016	Board was updated on progress made toward developing educator preparation program effectiveness/performance measures.
December 2016	Board approved the proposed measures for determining Educator Preparation Provider program effectiveness.
December 2018	Board accepted the pilot report on the approved measures and set the regular December 2019 Board meeting as the deadline for the full report.
February 2022	Board accepted the annual performance measure report and directed staff to bring back recommendations for new performance measures that were more meaningful.

APPLICABLE STATUTE, RULE, OR POLICY

Higher Education Act of 1965, §§207 (2008)
Idaho Code § 33-1207A

BACKGROUND/DISCUSSION

Annually, the Office of the State Board of Education (OSBE) certifies and submits Idaho's Title II report to the U.S. Department of Education (USDOE). The report includes data from public and private educator preparation programs (EPPs) authorized by the State Board of Education (the Board) to prepare individuals for certification in Idaho. On October 16, 2016 the USDOE released the revised Title II requirements. The rule imposed new reporting measures—beyond the basics required for annual reports under the Higher Education Act—which identified levels of program effectiveness to drive continuous improvement.

These federal regulations are intended to promote transparency about the effectiveness of all EPPs (traditional, alternative routes, and distance) by requiring states to report annually—at the program level—whether individual programs are effective, at risk, or low performing. These reporting requirements are aligned with the Board's interest in being able to report out on the effectiveness of those programs approved by the Board.

In December 2016, the Board approved the proposed performance measures designed by ICEP and IACTE, and recommended by the Professional Standards Commission (PSC). At the time of approval in December 2016, the implementation plan was for preliminary, or baseline data to be collected and reported to the Board in December 2018 and full reporting to the Board starting in December 2019.

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In December 2018, a pilot report with incomplete preliminary data from four EPPs was presented to the Board. This pilot identified data collection obstacles and discussed the intention of convening a “consultation group” to make final recommendations for implementing the performance measures. Although the Board voted to accept the preliminary report and keep the December 2019 deadline for full reporting, several complications (including OSBE staff turnover and the later COVID-19 pandemic) delayed this work and prevented it from being completed as planned.

Work on the performance measures was resumed as OSBE returned to full staffing in the summer of 2021. With the first full report two years overdue, the process was expedited—relying on the most recent draft of the implementation plan to develop a baseline report for all currently-approved EPPs. This report was presented at the February 2021 Regular Board meeting

Significant issues with the performance measures were revealed in the process of preparing this year’s report. These include a lack of data uniformity among EPPs, substantial unavailable/missing data, concerns about the validity of certain measures, and major changes to relevant standards and statute since the original development and adoption of the rubric. Due to additional staff turnover that timeline was not met. Board staff is currently working with stakeholders to bring back recommendations for new performance measures no later than the April 2023 Board meeting.

IMPACT

Educator preparation program performance measures promote transparency around the effectiveness of public educator preparation providers. Once fully implemented, such measures allow the Board to identify and incentivize excellent preparation programs as necessary, particularly in light of Idaho’s teacher pipeline challenges and disparate program review standards.

ATTACHMENTS

Attachment 1 – FY23 EPP Performance Report

STAFF COMMENTS AND RECOMMENDATIONS

Since the adoption of the EPP Performance Measures used in this report, Idaho Code § 33-1207A has been amended in a way that directly impacts program reviews. Specifically, reviews of nonpublic EPPs are now limited in scope to only focusing on the knowledge (or equivalent) standards set forth in the initial standards for teacher certification. This has created a scenario where reviews of public and nonpublic programs are no longer uniform—and where some programs will lack data relevant to the EPP Performance Measures as currently written.

Board staff have received considerable pushback from some of the approved educator preparation programs on necessity of establishing performance measures and reporting out on the performance of individual programs beyond the

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7-year accreditation cycle, particularly since not all programs have the same accreditation requirements. Staff has explained the annual requirement in the Title II reporting and the importance of being able to measure and report out on the effectiveness of Idaho's individual programs, especially as more new and non-traditional approaches are used for certifying Idaho teachers. Being able to compare the effectiveness of different programs will help the Board in evaluating new programs and making policy decisions on retaining or limiting programs that are less effective.

BOARD ACTION

I move to adopt the educator preparation program performance report as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to direct Board staff to revise the educator preparation program performance measures and bring back recommendations for new measures no later than the April 2023 Regular Board meeting.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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ATTACHMENT 1

FY23 Educator Preparation Program (EPP) Performance Measures

A Report Utilizing Data from the 2021-2022 Academic Year and the Most Recent Program Reviews for Each EPP

These measures were adopted by the State Board of Education in December 2016 for assessing the performance of Idaho’s Educator Preparation Programs (EPPs). There are four individually weighted categories, each of which are broken into subcategories with their own available point value. The EPPs receive a rating (i.e., effective, at risk, low performing) on each subcategory, which is determined by comparing relevant data to the attached scoring rubric. Finally, each EPP receives an OVERALL PROGRAM RATING based on the total sum earned out of the 100 available points.

Category 1: Student Learning Outcomes (15% Weighting)									
Student Growth (10 Points Available)			2021-2022 data on 1 st year teachers reported by districts as part of Career Ladder requirements (% "yes" vs "no" indicating if students met educator's Measurable Student Achievement targets)						
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
96.50%	96.78%	97.65%	96.19%	88.89%	98.44%	95.62%	93.38%	96.38%	91.38%
Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective
Teacher Evaluation Measures (5 Points Available)			2021-2022 data on 1 st year teachers reporting the average # of "unsatisfactory" components on the state evaluation framework						
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
0.01%	0.02%	0.01%	0.04%	0.00%	0.01%	0.04%	0.16%	0.02%	0.00%
Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective
Category 2: Teacher Employment Outcomes (8% Weighting)									

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Placement Rate (2 Points Available) Data comparing completers from the 2020-2021 Title II report to Idaho public school teaching assignments in 2021-2022									
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
63.59%	43.48%	78.95%	57.41%	100.00%	31.73%	68.00%	100%	81.98%	100%
Effective	At Risk	Effective	At Risk	Effective	Low Performing	Effective	Effective	Effective	Effective
High Need Placement Rate (2 Points Available) Data comparing completers from the 2020-2021 Title II report to 2021-2022 Idaho teaching assignments in federally designated Teacher Cancellation Low Income (TCLI) schools									
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
41.04%	23.91%	60.53%	35.19%	80.00%	21.60%	48.00%	100%	68.18%	91%
Effective	Low Performing	Effective	At Risk	Effective	Low Performing	Effective	Effective	Effective	Effective
Retention Rate (2 Points Available) Data comparing 2017-2018 new teachers to those still teaching in Idaho as of 2021-2022 (5th Year Retention Rate)									
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
77.9%	75.4%	75.2%	79.4%	N/A ¹	65.5%	78.7%	76.2%	76.7%	42.1%
Effective	Effective	Effective	Effective		At Risk	Effective	Effective	Effective	Low Performing
High Need Retention Rate (2 Points Available) Data comparing 2017-2018 new teachers in federally designated Teacher Cancellation Low Income (TCLI) schools to those still teaching in Idaho TCLI schools as of 2021-2022 (5th Year Retention Rate)									
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
77.6%	74.2%	75.2%	79.7%	N/A ¹	64.9%	78.8%	75.0%	76.2%	38.0%
Effective	Effective	Effective	Effective		At Risk	Effective	Effective	Effective	Low Performing

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Category 3: Survey Outcomes (25% Weighting)									
Alumni Feedback (15 Points Available)					15-question survey regarding quality of preparation sent from EPPs to completers (Rated on the same rubric scale as the state’s evaluation framework)				
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
3.0	3.0	3.0	3.2	3.4	3.0	3.1	0 ²	N/A ²	N/A ³
Effective	Effective	Effective	Effective	Effective	Effective	Effective	Low Performing		
Employer Feedback (10 Points Available)					15-question survey regarding quality of preparation sent from EPPs to employers (Rated on the same rubric scale as the state’s evaluation framework)				
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
3.1	3.1	3.1	0 ²	4.0 ⁴	3.1	3.1	0 ²	N/A ²	N/A ³
Effective	Effective	Effective	Low Performing	Effective	Effective	Effective	Low Performing		

¹ CSI’s first cohort started in Fall of 2018. The four year retention rate is 100%.

² No survey data was provided

³ Arrangements would need to be made with ABCTE and TFA Idaho to collect the survey data going forward.

⁴ CSI received two responses for two alumni from one administrator on the Employer Feedback Survey.

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Category 4: Characteristics of Teacher Preparation Programs (52% Weighting)											
Content & Pedagogical Knowledge (26 Points Available)			Assessed through program approval recommendations based on evidence of meeting the requirements of the <i>Idaho Standards for Initial Certification of Professional School Personnel</i> .							Full state review of all programs every seven years.	
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho		
100% Approved or Conditionally Approved	100% Approved or Conditionally Approved	100% Approved or Conditionally Approved	100% Approved or Conditionally Approved	100% Approved or Conditionally Approved	100% Approved or Conditionally Approved	100% Approved or Conditionally Approved	100% Approved or Conditionally Approved	100% Approved or Conditionally Approved	100% Approved or Conditionally Approved		
Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective		
Quality Clinical Preparation & Rigorous Exit Qualifications (26 Points Available)			Assessed through program approval ratings on State Specific Requirements (SSRs) related to clinical practice and qualifications for certification (including a successful score on statewide Common Summative Assessment of Teaching based upon the state's framework and development of an Individualized Professional Learning Plan).							Reviewed every third/fourth year, both as part of the full state reviews and focused visits.	
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho		
N/A ⁵	N/A ⁵	N/A ⁵	N/A ⁵	N/A ⁵	N/A ⁵	N/A ⁵	N/A ⁵	N/A ⁵	N/A ⁵		
Clinical Hours <i>Required: 640 hours</i>	Clinical Hours <i>Required: 640 hours</i>	Clinical Hours <i>Required: 640 hours</i>	Clinical Hours <i>Required: 600 hours</i>	Clinical Hours <i>Required: 240 hours</i>	Clinical Hours <i>Required: 500 hours</i>	Clinical Hours <i>Required: 640 hours</i>	Clinical Hours <i>Required: 640 hours</i>	Clinical Hours <i>Required: 0 hours</i>	Clinical Hours <i>Required: 0 hours</i>		

⁵ These factors are no longer present in the standards; future state reviews will fail to yield data relevant to this subcategory as it was adopted by the Board. This measure can't be applied through all institutions.

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ATTACHMENT 1

EDUCATOR PREPERATION PROGRAM RATINGS									
OVERALL PROGRAM RATING (Based on 100 Available Points)					Sum of Points from All 4 Categories 70 Points or More = Program is rated as Effective 41 to 69 Points = Program is At Risk of becoming Low Performing 0 to 40 Points = Program is rated as Low Performing				
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
71/74⁶	68/74⁶	71/74⁶	61/74⁶	70/70⁷	65/74⁶	72/74⁶	49/74⁶	49/49⁸	45/49⁸
Effective	Effective	Effective	Effective	Effective	Effective	Effective	At Risk	Effective	Effective

⁶ The total amount of points possible on the Performance Measures Report were seventy-four (74) points due to omitting the “Quality Clinical Preparation and Rigorous Exit Qualifications” subcategory. The same percentages to determine the “Overall Rating” is used. Overall scores from zero percent (0%) to forty percent (40%) are rated as “Low Performing”, forty-one percent (41%) to sixty-nine percent (69%) are rated as “At Risk”, and seventy percent (70%) to one hundred percent (100%) are rated as “Effective”.

⁷ The total amount of points possible on the Performance Measures Report for College of Southern Idaho were seventy (70) points due to omitting the “Quality Clinical Preparation and Rigorous Exit Qualifications” subcategory, “Retention Rate” subcategory, and the “High Need Retention Rate” subcategory. The same percentages to determine the “Overall Rating” is used. Overall scores from zero percent (0%) to forty percent (40%) are rated as “Low Performing”, forty-one percent (41%) to sixty-nine percent (69%) are rated as “At Risk”, and seventy percent (70%) to one hundred percent (100%) are rated as “Effective”.

⁸ The total amount of points possible on the Performance Measures Report for ABCTE and Teach for America - Idaho were forty-nine (49) points due to omitting the “Completer and Alumni Surveys” and the “Quality Clinical Preparation and Rigorous Exit Qualifications” subcategories. The same percentages to determine the “Overall Rating” is used. Overall scores from zero percent (0%) to forty percent (40%) are rated as “Low Performing”, forty-one percent (41%) to sixty-nine percent (69%) are rated as “At Risk”, and seventy percent (70%) to one hundred percent (100%) are rated as “Effective”.

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ATTACHMENT 1

EPP Performance Scoring Rubric

Category 1: Student Learning Outcomes (15% Weighting)					
Subcategory	Description	Source	Effective	At Risk	Low Performing
Student Growth	% of completers in their first year who had a majority of their students meet measurable student achievement / student success indicator targets.	Career ladder data reporting	> 80% 10 points	50% to 80% 5 points	< 50% 0 points
Teacher Evaluation Measures	Average # of components on the state framework rated as “unsatisfactory” for first year completers.	Career ladder data reporting	< 0.5 5 points	0.5 to 1.5 2 points	> 1.5 0 points

Category 2: Teacher Employment Outcomes (8% Weighting)					
Subcategory	Description	Source	Effective	At Risk	Low Performing
Placement Rate	% of completers who obtained a teaching assignment in Idaho public schools in the following school year	Derived from ISEE & Title II reporting data	> 60% 2 points	40% to 60% 1 point	< 40% 0 points
High Need Placement Rate	% of completers who obtained a teaching assignment in an Idaho high need public school the following school year (as defined by federal Teacher Cancellation Low-Income designation)	Derived from ISEE & Title II reporting data	> 40% 2 points	25% to 40% 1 point	< 25% 0 points
Retention Rate	% of completers who started teaching in Idaho and are still teaching in an Idaho public school in their 5th year.	Derived from ISEE & Title II reporting data	> 70% 2 points	60% to 70% 1 point	< 60% 0 points

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High Need Retention Rate	% of completers who started teaching in an Idaho high need public school and are still teaching in an Idaho high need public school in their 5 th year (as defined by federal Teacher Cancellation Low-Income designation)	Derived from ISEE & Title II reporting data	> 65% 2 points	55% to 65% 1 point	< 55% 0 points
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Category 3: Survey Outcomes (25% Weighting)

Subcategory	Description	Source	Effective	At Risk	Low Performing
Alumni Feedback	Average rating on the 15 questions posed on a survey regarding quality of preparation (rated 1-4 using the Danielson Framework scale, rounded to nearest tenth)	Alumni survey distributed annually by IACTE members	≥ 3.3 → 15 pts 3.2 → 14 pts 3.1 → 13 pts 3.0 → 12 pts 2.9 → 11 pts 2.8 → 10 pts 2.7 → 9 pts 2.6 → 8 pts 2.5 → 7 pts	2.4 → 6 pts 2.3 → 5 pts 2.2 → 4 pts 2.1 → 3 pts 2.0 → 2 pts 1.9 → 1 pts	≤ 1.8 → 0 pts
Employer Feedback	Average rating on the 15 questions posed on a survey regarding quality of preparation (rated 1-4 using the Danielson Framework scale, rounded to nearest tenth)	Employer survey distributed annually by IACTE members	≥ 3.0 → 10 pts 2.9 → 9 pts 2.8 → 8 pts 2.7 → 7 pts 2.6 → 6 pts	2.5 → 5 pts 2.4 → 4 pts 2.3 → 3 pts 2.2 → 2 pts 2.1 → 1 pts	≤ 2.0 → 0 pts

Category 4: Characteristics of Teacher Preparation Programs (52% Weighting)

Subcategory	Description	Source	Effective	At Risk	Low Performing
Content & Pedagogical Knowledge	% of programs approved or conditionally approved by state review process. (Evidence may include evaluation of syllabi, Praxis scores, GPA, exams, and	Full state review of all programs every seven years.	> 90% 26 points	75% to 90% 10 points	< 75% 0 points

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	artifacts of candidate work)				
Quality Clinical Preparation & Rigorous Exit Qualifications	% of standards in SSRs related to clinical practice and qualifications for certification that are rated better than “unacceptable.” (Evidence may include performance on the statewide Common Summative Assessment of Teaching and development of an IPLP)	Reviewed every third/fourth year, both as part of the full state program reviews and focused visits.	> 90% 26 points	75% to 90% 10 points	> 75% 0 points

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Board Policy IV.B.10 State Department of Education – Instructional Staff Certificate Endorsements – Second 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.
October 2022	Board approved the first reading of proposed policy amendments, incorporating amendments to the certification endorsements requested by the PSC and Department staff.

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

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insertion into Board policy. The amended rule removing the endorsements took effect March 15, 2022.

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 – 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

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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.

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).
- 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 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

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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.

Two written comments were received between the first and second reading, the first comment was supporting the removal of the requirement for holders of the All Subjects (K-8) endorsement to also hold a second endorsement due to the added difficulty of individuals to complete this requirement and the challenges school districts are experiencing in hiring elementary school level instructional staff. The second comment was received from one of Idaho’s approved educator preparation programs requesting the amendment not be made to remove the second endorsement area requirement. These comments identified the second area endorsement requirement increases the instructional staff persons employability, creates a built-in future career pivot, and creates more well-rounded individuals. Based on additional feedback from school district administrators the amendment is being left as originally recommended by the Professional Standards Commission. Once an individual completes their educator preparation program and enters the classroom there are multiple routes they can take to add additional subject area endorsements onto their instructional staff certificate.

There have been no amendments between what was approved as the first reading and the second reading. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy IV.B., Instructional Staff Certificate Endorsements, as provided in Attachment 1.

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

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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 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 arts~~social media.
- ii. ~~Option II~~—~~Possess an~~Complete 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;es; 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;¹ cultural diversity;¹ ~~ESL methods;~~ linguistics;¹ ~~second language acquisition theory and practice;~~ ¹ 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,¹ 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 r~~Remaining ~~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.

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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, dramatheatre 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 1 — 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 geology E endorsement.~~ Eight (8) semester credit hours in each of the following areas: biology, chemistry, and physics, and chemistry.

- ~~4) Existing Physics E endorsement endorsement.~~ 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.
- ee-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.ii. 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—haveComplete 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 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 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 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. 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 of Hold 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).

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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SUBJECT

Idaho Dyslexia Handbook

REFERENCE

December 1998	Board approved the initial Idaho Comprehensive Literacy Plan.
August 2015	Board adopted the Literacy Implementation Committee's recommendations, including a recommendation to substantially revise the Idaho Comprehensive Literacy Plan pursuant to Section 33-1614, Idaho Code.
December 2015	Board adopted the 2015 Idaho Comprehensive Literacy Plan
February 2017	Board incorporated the Idaho Comprehensive Literacy Plan Educator Guide as an addendum to the 2015 Idaho Comprehensive Literacy Plan
December 2020	Board adopted the 2020 Idaho Comprehensive Literacy Plan
February 2022	Board supported Dyslexia legislation creating assessment and professional development requirements for educators working with students with characteristics of dyslexia (this legislation was amended prior to adoption, the legislation supported by the Board did not include reference to the dyslexia handbook). Board approved setting aside \$100,000 of ARPA ESSER SEA Set Aside funding for contracting for the drafting of the Dyslexia Handbook in alignment with the Dyslexia Work Group's recommendations.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1811, Idaho Code

BACKGROUND/DISCUSSION

In December 2020, when the Board approved the updated Idaho Comprehensive Literacy Plan, the group that completed the work recommended that a separate work group be formed to develop a resource focused on providing systematic, explicit instruction and support to students with characteristics of dyslexia. In October 2021, the Idaho Dyslexia Handbook Work Group (the Work Group) was established.

The Work Group has included twelve (12) individuals from across Idaho, including representation from the State Board of Education, State Department of Education, K-12 education, higher education, special education and dyslexia experts, and parent advocates. Additionally, Dr. Louisa Moats, a recognized literacy expert and author, originally acted as a consultant to the group and was

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later contracted to be the primary writer of the Idaho Dyslexia Handbook (the Handbook). To complete the Handbook, the Work Group held twelve (12) meetings and regularly completed tasks in between. The Work Group has collaborated with Dr. Moats, providing substantial feedback about drafts and ensuring that the Handbook is aligned to practices and procedures used in Idaho. Board staff have provided support in formatting and copyediting the Handbook.

The Idaho Dyslexia Handbook is, first and foremost, a resource for educators. It is designed to clarify what dyslexia is and is not, and to guide educators in identifying students with dyslexia and providing them with targeted supports. The Handbook is also appropriate for other audiences, including parents and the general public, as it provides information essential to understand dyslexia and resources specifically geared to parents. The Handbook includes a glossary, links to external resources, and key appendices. Appendix A of the Handbook is designed to support educators in implementing the requirements for Tier I screening and Tier II diagnostic measures, as required by state statute.

In addition to voting to submit the Handbook to the Board for consideration and adoption, the Work Group voted to recommend that the Board place the Dyslexia Handbook on a specific review and update schedule to follow the updating of the Idaho Comprehensive Literacy Plan, on a five-year cycle.

IMPACT

Approval of the Idaho Dyslexia Handbook will act as formal adoption by the Board and will allow for distribution.

ATTACHMENTS

Attachment 1 – Idaho Dyslexia Handbook, December 2022

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1811, Idaho Code, was enacted by the 2022 Idaho Legislature. At the time it was enacted the Board had approved the Idaho Comprehensive Literacy Plan, however, drafting of the Dyslexia Handbook had not started.

Pursuant to Section 33-1811, Idaho Code, the Idaho Comprehensive Literacy Plan and the “state dyslexia handbook” are the required reference documents for guidance on addressing the needs of students with dyslexia. Applicable professional development and LEA interventions (including curricular materials) must be aligned to the plan. Further, this section of Code outlines requirements for screening and administering diagnostic measures to students. The Idaho Dyslexia Handbook presented by the Work Group addresses all of these areas of content and is a research-based guide for educators.

Staff recommends approval and supports the Work Group’s recommendation to place the Handbook on a five-year review and update cycle.

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BOARD ACTION

I move to approve the Idaho Dyslexia Handbook as submitted in Attachment 1 and include it in the review and update cycle with the Comprehensive Literacy Plan.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho Dyslexia Handbook

Kindergarten through
12th Grade

December 2022



Idaho State
Board of Education

P.O. BOX 83720, BOISE, ID 83720-0037
208-334-2270

Idaho State Board of Education Members	
Kurt Liebich President, Boise	Shawn Keough Sandpoint
Linda Clark Vice President, Meridian	Cally Roach Fairfield
David Hill Secretary, Boise	Cindy Siddoway Terreton
William Gilbert Boise	Sherri Ybarra State Superintendent of Public Instruction

Idaho Dyslexia Handbook Work Group	
Louisa Moats, Ed.D. Idaho Dyslexia Handbook Author Reading and Dyslexia Expert	
Linda Clark, Ed.D., Work Group Chair Vice President State Board of Education	Alison Henken, MPP, Staff Support K-12 Accountability and Projects Program Manager Office of the State Board of Education
Jordan Atnip Resource Teacher Council School District	Julie Mead, Ed.S. Director Idaho Special Education Support & Technical Assistance (SESTA)
Sally Brown, Ph.D. Assistant Professor of Education College of Idaho	Heather Ramsdell, Ph.D. Associate Professor of Communication Sciences & Disorders Idaho State University
Deborah Glaser, Ed.D. Consultant and Author The Reading Teacher's Top Ten Tools	Marilyn Whitney Deputy Superintendent, Communications and Policy State Department of Education
Alayna Knop, M.Ed. ELA / Literacy Assessment Coordinator State Department of Education	Daniella Wilson, M.Ed., NCSP School Psychologist Vallivue School District
Ramona Lee Special Education Director West Ada School District	Robin Zikmund Founder Decoding Dyslexia Idaho
Kirsten Lewis, M.S., CCSLP Speech Language Pathologist & Dyslexia Expert Reach the Summit Literacy	

Dyslexia Handbook cover design provided in-kind by James Taylor, [Meticular](#)

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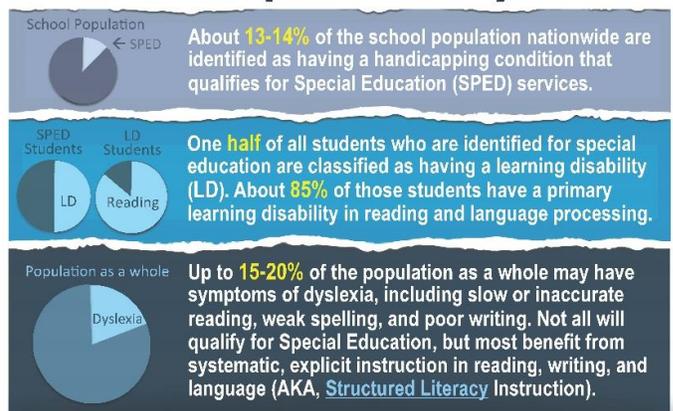
SECTION 1:
INTRODUCTION

Reading and reading difficulties are probably the most studied aspect of human psychology, and in the last few years, a solid consensus has developed around some key questions: How do children learn to read? What goes wrong when they struggle? What can we do about the problems? Informative research includes tens of thousands of scientifically conducted studies, analyses of studies, overview papers, and textbooks. This body of work, known as the “science of reading,” is the basis for the guidance in the Idaho Comprehensive Literacy Plan (ICLP) and in this Dyslexia Handbook. Studies have shown that almost all children, even those with dyslexia, can learn to read – the essential first mission of schooling.

1.1 OVERVIEW OF PURPOSE

The purpose of this resource is to help educators, parents, state leaders, and the public to understand what dyslexia is, how it should be treated, and how to improve literacy outcomes for all students. In the spring of 2022, 28.7% of third grade students were not proficient on the state’s early reading assessment, the Idaho Reading Indicator (IRI). On the state’s more rigorous and comprehensive Idaho Standards Achievement Test in Language Arts (ISAT) administered in spring of 2022, about half were at basic or below basic at the end of third grade. The ISAT test requires students to read longer, more complex passages, answer questions related to research, and complete a writing task. This data reveals that the state has additional work to do to improve core literacy instruction.

How widespread is dyslexia?



Find solutions at the International Dyslexia Association (IDA) • eida.org
 Source: IDA Fact Sheet, "Dyslexia Basics" • Moats & Dakin (© 2016 Cowen For IDA)

Nationally, as much as 13-14% of all students are identified under special education guidelines. Students with specific learning disabilities (SLD) typically represent approximately 50% of students in special education.¹ While over 19% of Idaho’s special education students are identified as SLD, fewer than 3% of all students have been so identified.² Nevertheless, up to 20% of all students have some characteristics of dyslexia.³ In Idaho, even fewer are identified as having specific learning disabilities, so the

needs of most students with milder symptoms of dyslexia are likely to be addressed outside of special education guidelines. All educators must know about and be prepared to teach students with dyslexia.

¹ Cowen, 2016
² Idaho State Department of Education, 2022
³ Wagner et al., 2020

While all reading difficulties are not the same and not all students who struggle are dyslexic, we can improve results for all students by implementing science-driven reading and language instruction in the regular classroom and in intervention settings. This instruction is delivered beginning in kindergarten so that the number of students who fall behind in the first place will be minimized and their problems will be less serious. The goal of minimizing reading difficulties is accomplished by screening all students when they enter a grade, identifying those who are not on track, and supplementing classroom instruction with evidence-based interventions that targets students' specific needs. Intervention can range from short term and less intensive to long term and very intensive. Determination of students' needs through strategic assessment, assignment of students to skills-based small groups, and careful monitoring of their progress, is the main goal. A school organization framework that makes sure children do not "fall through the cracks" is called a Multi-Tiered System of Support (MTSS). Idaho uses this tiered approach to identify students who are struggling with foundational reading skills and who need intervention.

Even though all students who are at risk should be assigned to intervention proactively, regardless of the cause of their difficulties, identification of dyslexia and educated use of the term is important for several reasons:

- First, there are many resources and much information to be accessed that will help parents, teachers, and students understand what the student is experiencing and why. Insight into the disorder and naming it is often a psychological relief to all involved.
- Second, there is a large community of children and people who experience the challenges of dyslexia, and it is important for students and families to know they are not alone.
- Third, attributing a reading and spelling difficulty to dyslexia may help individuals and their families understand that they are capable in other ways and that they are likely to succeed in life.
- Fourth, individuals with severe and complex problems have rights and protections if they are determined to have disabilities (called a handicapping condition under federal law). This information is elaborated in Section 4.

1.2 ALIGNMENT WITH THE IDAHO COMPREHENSIVE LITERACY PLAN

The information in this Handbook extends and elaborates information already in the [Idaho Comprehensive Literacy Plan](#) (ICLP), as updated in December 2020. This Handbook invokes more references and scientific research specific to dyslexia and other learning difficulties, but the essential content and practices of instruction in both the regular classroom and the intervention setting should be aligned.

The ICLP calls for teachers to "have the ability to implement systematic, explicit instruction in word recognition and language comprehension (as shown in the Simple View of Reading and Scarborough's Rope in *Section II: Developing Literacy*)." The content of explicit, structured language lessons, as elaborated in both the ICLP and this document, will include phonemic awareness, phonics for reading and spelling, word and passage reading fluency, vocabulary and

comprehension, plus oral language and written expression. Beyond this content, there is no additional magic or mystery to teaching students with dyslexia. They usually improve with carefully designed, deliberate, step-by-step practice with essential language-based skills in lessons taught by a trained person.

Both the ICLP and this Handbook stress the importance of early intervention. With skilled and sustained effort on the part of teachers and students, achievement gaps can be narrowed significantly,⁴ especially with early screening and intervention that begins in kindergarten.

The ICLP and this Handbook refer to [The International Dyslexia Association \(IDA\)'s Knowledge and Practice Standards for Teachers of Reading](#). In addition, Idaho has updated its Comprehensive Literacy Standards for Educator Preparation (which are included in the [Standards for Initial Certification](#)). These standards outline what teachers must know and do to implement effective reading instruction that will prevent and reduce reading difficulties. When the IDA Standards and the Idaho Standards are compared to typical classroom practices,⁵ it is clear the teaching profession still has work to do to turn away from ineffective ideas and practices of the past – even though they may be popular – and replace them with the deep knowledge required for professional expertise. Both teacher preparation programs and professional development efforts will be needed to ensure that licensed teachers are able to meet those standards.

⁴ Torgesen, 2004a

⁵ EdWeek Research Center, 2020

SECTION 2:
DEFINING & RECOGNIZING
DYSLEXIA

2.1 DEFINING DYSLEXIA

The term *dyslexia*, most simply, is a descriptive label for a word reading and spelling problem that originates with specific language processes, most often those involving the brain's system for identifying, remembering, thinking about, and manipulating elements of speech (phonemes). These terms are used in the formal definition of Idaho law, which in turn echoes most of the provisions of the definition adopted by the International Dyslexia Association.

2.1.1 Definitions and Differences

Idaho Statute, [Section 33-1802](#), as amended in 2022, defines dyslexia as follows:

“Dyslexia means a specific learning challenge that is neurological in origin. It is characterized by difficulties with accurate or fluent, or both, word recognition and by poor spelling and decoding abilities, which typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.”

The definition of dyslexia adopted by the Board of Directors of the International Dyslexia Association (IDA) in 2002,⁶ is slightly different and states that:

“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

Key Differences in the Definitions

Idaho law recognizes that dyslexia may occur in children who do not qualify for special education services under the category Specific Learning Disabilities but who nevertheless require preventive and remedial structured literacy instruction. Thus, the term “learning challenge” is used rather than “specific learning disability.” The IDA definition recognizes that dyslexia often has secondary consequences; when an individual has trouble reading the words, they read less, and thus may have less exposure to the vocabulary, background knowledge, and language found in books. Although dyslexia primarily affects word recognition, students’ reading comprehension may suffer because they are inaccurate, slow, and lack reading experience. In addition, they may also have trouble with aspects of language comprehension, beyond the basic word reading problem.

⁶ Lyon, Shaywitz & Shaywitz, 2003

2.1.2 Explanation of Important Terms in Idaho Statutory Definition

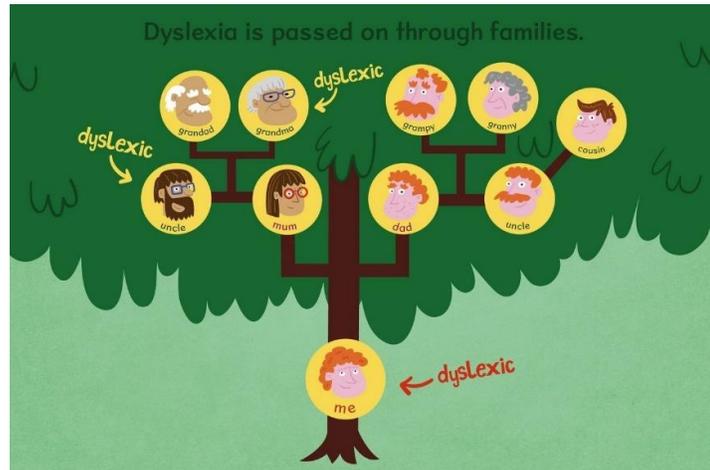
- A. “Neurological in origin” – People with dyslexia have been shown to have differences in the development, organization, structure, and functioning of the very specific brain systems necessary for reading. While the neurological origin of dyslexia in an individual is presumed, it is not necessary to require medical assessments including neurological, neuropsychological, or neuroimaging to identify dyslexia. Additional information is provided in section 2.3.
- B. “Accurate or fluent, or both, word recognition and by poor spelling and decoding abilities” – The inclusion of fluency (speed of word recognition), spelling and decoding in this definition captures the difficulties experienced by many older students with dyslexia who may eventually become accurate word readers but continue to be very slow readers and poor spellers.
- C. “Typically result from a deficit in the phonological component of language” -- The core language difficulty in dyslexia resides within the phonological processing system of the brain, which supports the ability to recognize individual speech sounds in spoken words efficiently and accurately, and then to associate those sounds with letter symbols used for reading and spelling. Phonological processing difficulties are expressed in other ways as well, including problems remembering and repeating new words or confusing words that sound alike.
- D. “That is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction” – Dyslexia occurs throughout the range of cognitive and intellectual abilities. In order to be identified, a student must have had a reasonable opportunity to learn through effective instruction that has been successful for most students. The term “unexpected” means that the student may struggle inordinately, demonstrate unusual confusions, and/or have prominent difficulties associating and remembering written symbols, while at the same time being able to learn other subject matter in and outside of school with relatively more ease.

2.2 OTHER ATTRIBUTES OF DYSLEXIA ESTABLISHED BY RESEARCH

- Dyslexia often runs in families. Geneticists have found several genes associated with a higher risk of developing dyslexia. Students with a parent or sibling with a reading disability have about a 50% greater chance of also having a reading disability than students whose families do not have that history⁷. Higher genetic risk, as with many aspects of human development, does not necessarily mean that the student will experience a reading and spelling disability.

⁷ Elliott & Grigorenko, 2014

It does mean that if a family reports a history of dyslexia, school personnel should watch the child's response to instruction carefully and intervene proactively if symptoms begin to develop. In all cases, early and proactive intervention has the greatest chance of being effective in reducing the impact of the disorder.⁸

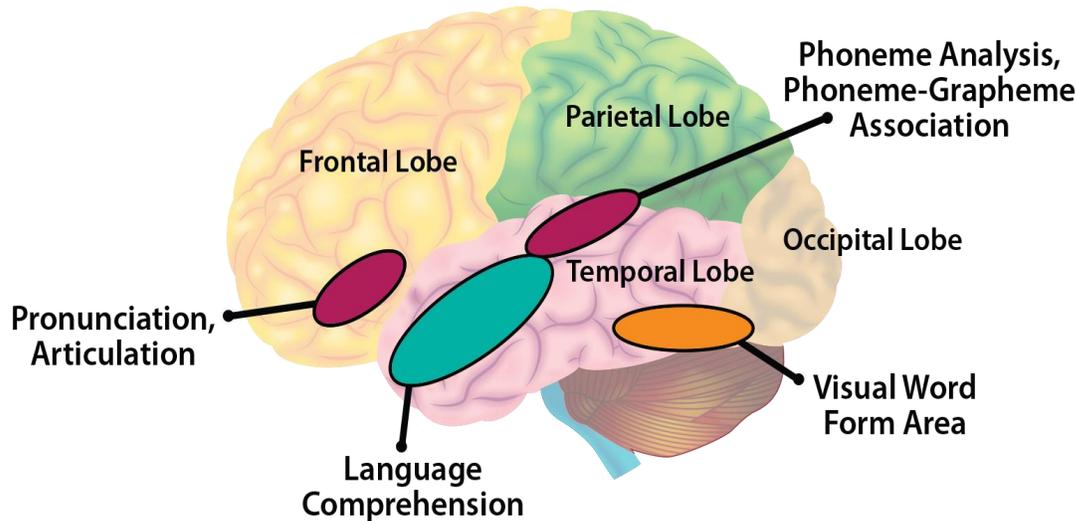


- Dyslexia often occurs with other learning and behavioral disorders. Dyslexia may co-occur with problems in language (Specific Language Impairment), speech (Specific Speech Disorder), attention (Attention Deficit Hyperactivity Disorder), math calculation (Dyscalculia), and the motor skills necessary for writing (Dysgraphia). When more than one developmental disorder occurs in the same child, the conditions are said to be comorbid.
- Students with dyslexia often experience higher levels of anxiety, frustration, and depression than students who learn to read without such difficulty. Emotional support, counseling, and relief from excessive stress and frustration may be needed in treatment plans for students.
- Dyslexia occurs through the range of intellectual ability. Although dyslexia by definition is “unexpected” because the student has an easier time with some aspects of learning, the condition is *not* caused by lack of intellectual ability and is *not* defined by a wide difference between an IQ test score and a score on a reading test. Students in the low average range of intellectual ability can also experience dyslexia.
- Dyslexia is a life-long condition. A person with dyslexia can overcome the most limiting aspects of the problem – with appropriate instruction -- and learn to read. However, the condition itself remains part of the individual's biological make-up. The symptoms and challenges facing the dyslexic person change over time. It is important for parents and teachers who are planning an individual's support to anticipate the shifting nature of dyslexia as students make their way through schooling and life.

⁸ Nessy, n.d.

2.3 READING AND THE BRAIN

The illustration below of the left hemisphere of the human brain⁹ depicts the major language systems that must be developed and connected to support fluent reading. The neural systems and pathways necessary to enable reading are not already wired into the developing human brain like those that support the development of spoken language. Rather, those systems and connecting pathways must be constructed from explicit instruction, practice and reading experience. When the brain learns to read, it recruits, adapts, and creates neural pathways to support this unnatural, acquired skill called reading.



When the eye looks at print, the images are carried to the occipital lobe where the shapes of the letter forms and letter patterns can be recognized. A lower region of the occipital-temporal area, known as the brain’s letter box or visual word form area, over time becomes the place where images of known printed words are stored in memory. However, the learning and storage of familiar printed words occurs *after* and *as a consequence of* the printed letters being associated with speech sounds (phonemes and syllables). Recognition, pronunciation and articulation of speech sounds, necessary for developing phoneme awareness, depend on activity in the frontal lobe, which is anatomically distant from the visual word form area. The sounds of spoken language must be connected to the images of letters and letter combinations (graphemes) for words to be recognized. This critical association process takes place in the parietal-temporal area, also known as the angular gyrus. Linking of phonemes (sounds) and graphemes (letters) is necessary for words to become “sight” words or instantly recognized words. Associations between speech and print occur as the brain constructs an information highway (white matter pathway) linking the back and the front of the brain. Once a word in print is associated with phonemes and syllables in speech and is pronounced, association to its meaning is quickly triggered.

⁹ Moats & Tolman, 2019, LETRS (Lexia Learning), based on Dehaene, 2009, and Fletcher et al., 2019.

Students with dyslexia, as a group, show much less activation in the angular gyrus area where phonemes and graphemes become linked, and consequently, less activation in the visual word form area because they have not developed automatic recognition of many words. However, with intensive remediation, activation patterns in those critical areas can become normalized in many students with dyslexia.¹⁰

2.4 HOW SYMPTOMS OF DYSLEXIA CHANGE AND EVOLVE WITH DEVELOPMENT

The following lists of “typical” symptoms of dyslexia or word level reading problems at each grade level are given as a guide, with the caution that an individual may have some but not all of these indicators.



Preschool: Getting Ready to Read

- Is late in learning to talk.
- Is slow to learn new words.
- Mixes up pronunciations of words much more or much longer than other children (e.g., says *aminal* for animal, *pusgetti* for spaghetti) even after multiple corrections.
- Has persistent trouble producing difficult speech sounds, such as /th/, /r/, /l/, and /w/.
- May not enjoy looking at or following print in books when read aloud.

Kindergarten and First Grade: Beginning Reading Instruction

- Exhibits difficulty remembering names of letters and recalling them quickly.
- Struggles to recall sounds that letters represent.
- Has trouble breaking a simple word such as zoo or cheese into its separate speech sounds (i.e., /z/ /ū/; /ch/ /ē/ /z/).
- Is slow to developing automatic recognition of some common words (e.g., family names, common labels, the most common words used in writing).
- Does not spell the sounds of words in a way that allows the reader to recognize the words.

Second and Third Grade

- Is unable to recognize important and common words by sight, or instantly, without having to laboriously sound them out.
- Falters during the sounding out or letter-sound association (decoding) process and recalls the wrong sounds for the letters and letter patterns.

¹⁰ Fletcher et al., 2019; Simos et al., 2002

- Is a poor speller, with speech sounds omitted, wrong letters for sounds used, and poor recall for even the most common “little” words (e.g., when, went, they, their, been, to, does, said, what).
- Reads too slowly and lacks appropriate expression, marked by many decoding or word recognition errors.
- Loses the gist or meaning of the passage when reading is slow and/or inaccurate.
- Guesses at unknown words from pictures, story theme, or one or two letters in a word.
- Has inordinate difficulty with writing or completing written work.

Transition to “Reading to Learn”

- Is easily overwhelmed by reading and writing demands.
- Misreads directions or word problems.
- Struggles to keep up, taking unfinished classwork home in addition to regular homework.
- Remains a poor speller and struggles to produce written work

Intermediate Grades (Fourth to Sixth Grade)

- Needs extra time on timed oral and silent reading tests.
- Will typically do poorly when asked to read lists of single, common words that are taken out of the context.
- Spelling remains poor.
- Appears to have a comprehension problem on a reading test, but when comprehension is measured through tests that do not require reading, it is often much better than the reading test would suggest.

Middle School and Beyond

- May avoid reading and writing as much as possible and report feeling distressed by the effort of reading.
- Reads slowly, fatigues easily, and has trouble managing reading assignments.
- May continue to misread words, especially longer and unfamiliar names.
- Struggles to produce written assignments.
- Spells poorly.
- Usually needs organizational and study strategies and assistive technology to manage classwork, test taking, and homework.

2.5 CORRECTING COMMON MISCONCEPTIONS ABOUT DYSLEXIA

Table 1: Dyslexia – Myth vs. Fact	
Misconception or Myth	Fact
Dyslexia is a rare disorder.	Between 5% and 10% of all students are estimated to have severe dyslexia that requires intensive and expert instruction, and up to 20% are estimated to have some of the symptoms of dyslexia.
The main symptom of dyslexia is making reversals or seeing things backwards.	Letter reversals, writing words backwards, and sequencing problems are not the hallmarks of this condition. Initial confusions about the direction or sequence of letters in words are typical of many beginning readers. When and if these problems persist, they are the result of a language-based problem associating speech and language with printed symbols.
Dyslexia is a problem with vision, visual-spatial reasoning, and/or visual memory for words.	Learning to identify letter shapes and letter sequences is more closely associated with language abilities than visual abilities. There is no research evidence to support vision therapies or visual-spatial therapies in the treatment of dyslexia. ¹¹ There is no evidence that colored overlays on print or colored lenses in glasses will help students learn to read, although some students may experience relief from eye strain with these aids. ¹²
Boys are much more likely to be dyslexic than girls.	The prevalence rates of dyslexia in boys and girls are only slightly different. Boys are affected somewhat more often, but the ratio is about 1.4 to 1. ¹³ Some studies suggest that schools and clinics tend to identify boys more frequently than girls, but that may be because they are more likely to have attention and behavior problems.
Dyslexia is a “gift” and people with dyslexia are unusually creative, artistic, and entrepreneurial.	It is not true that dyslexia is associated with giftedness. ¹⁴ All individuals, including those with dyslexia, may have relative strengths or relative weaknesses in art, social leadership, athletics, and everything else. However, for the student with dyslexia, developing strengths and interests beyond academic learning is a very important way to build confidence, competence, a sense of belonging, and future paths to success in life.

¹¹ American Academy of Ophthalmology, 2014

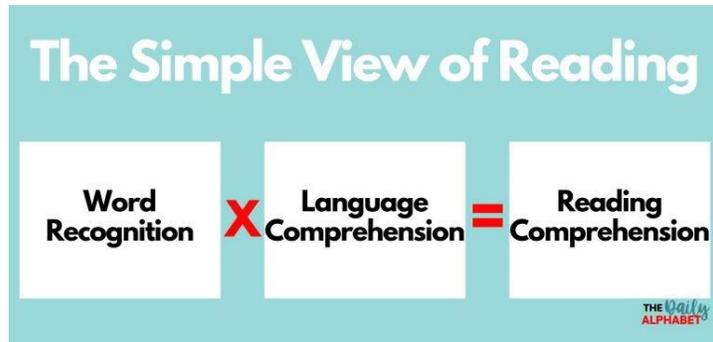
¹² Kilpatrick, 2015

¹³ Fletcher et al., 2019; Elliott & Grigorenko, 2014

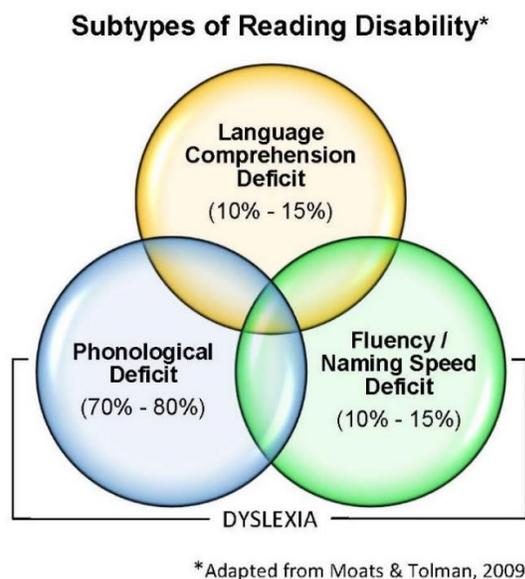
¹⁴ Elliott & Grigorenko, 2014; Seidenberg, 2017

2.6 SUBTYPES OF DYSLEXIA

The “Simple View of Reading,” a theoretical framework that is described in the ICLP, states that reading comprehension depends on the product of competence in two skill domains: word recognition and language comprehension.¹⁵ Word recognition is the ability to read individual printed words accurately and fluently, out of context. Language comprehension is the ability to understand the words, sentences, and overall intended meanings of language that is spoken or read aloud.



Reading difficulties can arise in both areas or in one of them. Among all English-speaking students in the lowest 25% of reading ability, at least 80% have trouble with accurate and fluent word recognition that originates with weaknesses in phonological processing or the ability to analyze and mentally manipulate the segments of speech.¹⁶ Students with dyslexia are in this group. However, as stated previously, word recognition difficulties often co-occur with fluency and comprehension problems. Therefore, intervention programs may need to address both word reading and language comprehension.



It is important to recognize that not all students with dyslexia are alike and there is no standard or “classic” diagnostic profile for dyslexia beyond the core problem with word recognition and spelling.¹⁷ Although the majority will be weak on tests of phoneme awareness, not all will. Some students have a more prominent problem establishing automatic or fluent word recognition (“sight” word recognition) than learning to recognize speech sounds in spoken words. Those students often score low on measures of Rapid Automatic Naming (RAN). These students sound out words even after seeing them many times and tend to spell phonetically but not accurately. This subgroup generally has milder difficulties with reading than students with more serious impairments of phonological processing.¹⁸

¹⁵ Hoover & Tunmer, 2020; Image: Griffith, n.d.

¹⁶ Dehaene, 2009; Fletcher et al., 2019

¹⁷ Fletcher et al., 2019; Spear-Swerling, 2015

¹⁸ Dehaene, 2009; Elliott & Grigorenko, 2014

2.7 READING PROBLEMS THAT ARE NOT DYSLEXIA

Genetic, environmental, and instructional factors all contribute to the growth of reading skill. Some children come to school without the kind of experiences that support the development of literacy. Some students have general cognitive and learning difficulties across all areas. An increasing number of students are learning English as a second language. Some children fall behind, even though they are capable of learning, simply because their instruction has been insufficient and/or they have not regularly attended school.

About 10–15 percent of all poor readers appear to decode and read individual words better than they can comprehend the meanings of passages.¹⁹ These poor readers are distinguished from students with dyslexia because they can read words accurately and quickly and they can spell. Their problems are linked with difficulties in social reasoning, abstract verbal reasoning (including inference-making), and/or general language comprehension. In addition, some students on the autism spectrum and some students with specific language impairment are in this subgroup. English Learners (ELs) with reading problems often appear to fit this profile of better word reading than reading comprehension because they have yet to build their knowledge of vocabulary and academic language. Table 1 summarizes the main types of reading problems.

Category	Characteristics	Likely Emphasis of Instruction
Specific word recognition and spelling difficulties <ul style="list-style-type: none"> • With weak phoneme awareness, and/or • With dysfluency – very slow and non-automatic 	-Word reading inaccurate and/or slow, real and nonsense words -Spelling very problematic -Oral language comprehension a strength	-phoneme awareness -phonics and decoding -spelling and written expression -establishing automatic word reading and building fluency
Specific language and reading comprehension difficulties	-word recognition and phonics a relative strength -low vocabulary -weakness understanding sentences, text structure, pragmatics, making inferences	-listening comprehension focused on understanding and producing words, sentences, retelling, summaries -teacher-led, guided reading that supports making inferences, improving self-monitoring, using strategies to understand

¹⁹ Fletcher et al., 2019; Oakhill, Cain, & Elbro, 2015

Category	Characteristics	Likely Emphasis of Instruction
Mixed reading difficulties	-both domains (WR and LC) are challenging -fluency will be reduced because of those weaknesses -spelling and written composition probably the most challenging	-a comprehensive approach that systematically addresses all aspects of oral and written language
Lack of opportunity to learn...	-should respond steadily to appropriate instruction	-supportive intervention with comprehensive approach

Distinguishing the cause of a reading or writing problem is not always simple or straightforward. We should not delay instruction if we are unsure of the origin of a student’s difficulties or the proper classification of the problem. We should develop a working hypothesis about the cause (e.g., whether it is primarily a learning disability like dyslexia, primarily an environmentally caused problem, or something else), but the most productive course of action when we find a student who is at risk is to teach them. Often, in the process of observing the student’s response to instruction, we can refine our hypothesis, but we should not delay intervention until we have a definitive identification or diagnosis. Early intervention is extremely important.²⁰

²⁰ Fletcher et al., 2019; National Reading Panel, 2000

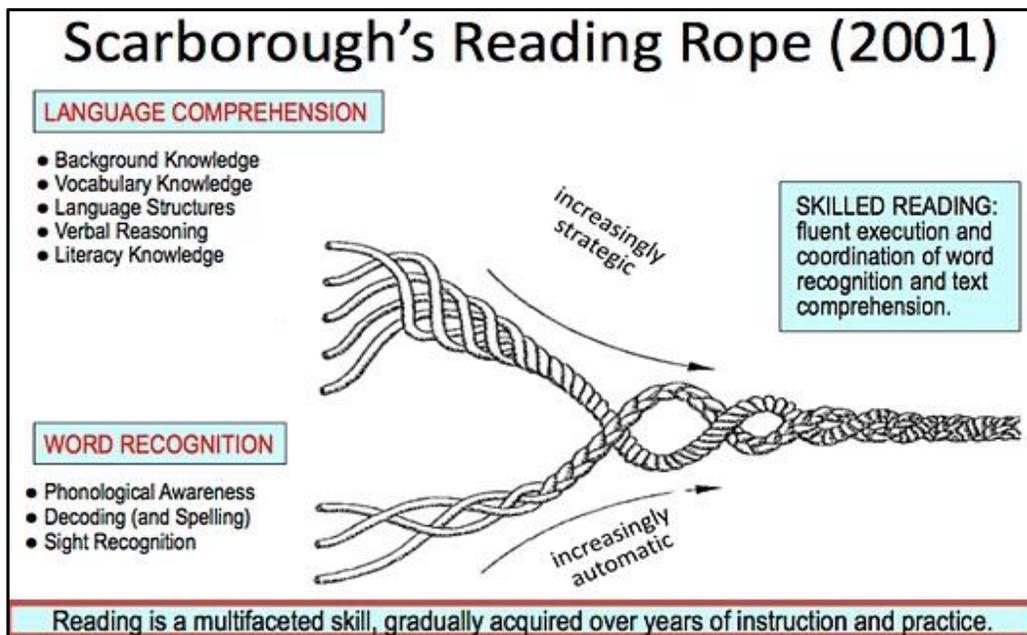
SECTION 3:

**STRUCTURED LITERACY
INTERVENTIONS**

3.1 SYSTEMATIC INTERVENTIONS ARE CRITICAL FOR STUDENTS WITH DYSLEXIA

The importance of explicitly teaching foundational reading skills to all students in the regular classroom has been established by meta-analyses and expert reviews over several decades.²¹ As students learn to read the words, their language arts curriculums also must build background knowledge, vocabulary, and familiarity with the language and forms of challenging text.

Students with dyslexia, however, must be systematically – and sometimes painstakingly -- taught how to read the words and how to spell. As the Reading Rope image below shows,²² the critical strands of instruction that enable such students to accelerate their progress are a) phoneme awareness, b) phonics and decoding skills and c) building memory for “sight” words. “Sight” words are not just irregular words; they are all words that are automatically and efficiently recognized.



This section discusses what the students should be taught and how the instruction is enhanced within a systematic, explicit, multi-sensory approach.

²¹ Adams, 1990; Foorman et al., 2016; National Reading Panel, 2000; Petscher et al., 2020

²² Scarborough, 2001

3.2 THE CONTENT OF STRUCTURED LITERACY

Intervention for students with reading difficulties, especially those with dyslexia, builds knowledge of the elements of language that are represented in the English writing system (or any other language system being taught). This content includes the following.

- The phoneme system, including vowel and consonant speech sounds.

A **phoneme** is the smallest element of speech from which words in a language are built. English has 15-18 vowel sounds and 25 consonant sounds. Some of these are not represented by single letters. Some have no unique spellings. Some are easily confused with others because they are very similar (/f/, /v/; /m/ /n/ /ng/; /s/ /z/, etc.). Before being asked to match a grapheme or spelling to a sound, the student should identify, remember, and pronounce the sound. Instruction should call attention to how phonemes are articulated as well as how they sound to the ear, and give students practice discriminating sounds that are confusable. Table 2 shows the consonant phonemes and Figure 1 shows the vowel phonemes. Phonemes are written between slashes.

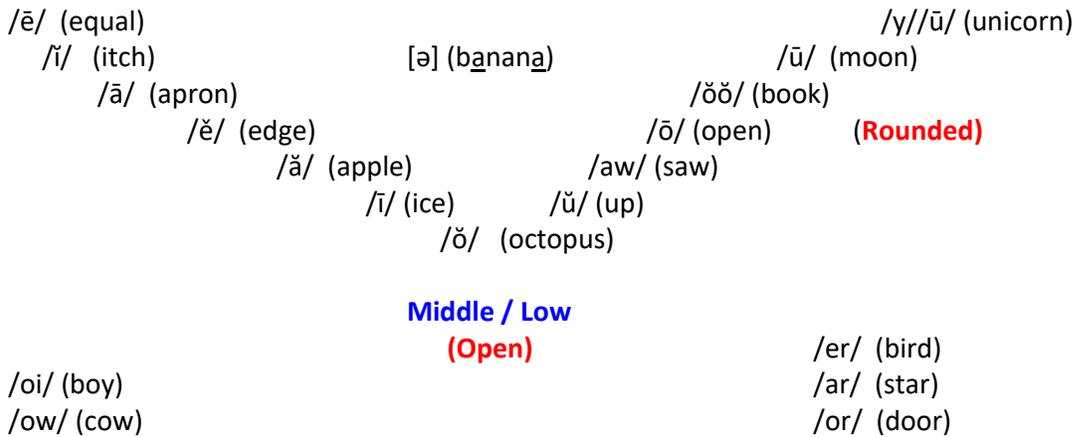
	Bilabial (Lips Together)	Labiodental (Teeth on Lip)	Interdental (Tongue between Teeth)	Alveolar (Tongue on Ridge behind Teeth)	Palatal (Tongue Pulled Back on Roof of Mouth)	Velar (Back of Mouth)	Glottal (In the throat)
Stops							
Unvoiced	/p/			/t/		/k/	
Voiced	/b/			/d/		/g/	
Nasals	/m/			/n/		/ng/	
Fricatives							
Unvoiced		/f/	/θ/	/s/	/ʃ/		/h/
Voiced		/v/	/ð/	/z/	/ʒ/		
Affricates							
Unvoiced					/tʃ/		
Voiced					/dʒ/		
Glides							
Unvoiced	/w/				/y/		
Voiced	/w/						
Liquids				/l/	/r/		

²³ Moats, 2020

Figure 2: The Vowel Sounds of English, by Order of Articulation²⁴

Front, High (Smiley)

Back, High



- The alphabet and how letters are formed.

The 26 letters of the Roman alphabet, both upper and lower case, must be visually recognized, matched, and produced by hand. Knowing the alphabet in order will be essential for alphabetizing. A plain, consistent font for learning will be helpful to beginning students, as some letters (a, g, q) vary widely in appearance in print.

- Phoneme-grapheme (letter-sound and sound-letter) correspondences.

A **grapheme** is a letter or letter combination that represents a phoneme. Some graphemes are single letters, but many graphemes in English are letter combinations (e.g., th, ch, oa, igh, eigh). About 75-80 common phoneme-grapheme correspondences are usually taught explicitly in a structured literacy program, over several years. Tables 3 and 4 list the types of graphemes that English uses for its consonant and vowel phonemes and that can be explicitly taught.

²⁴ Moats, 2020

Table 4: Types of Consonant Graphemes in English		
Consonant Grapheme Type	Definition	Examples
Single letters	A single consonant letter represents a single consonant phoneme.	b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z
Doublets	A double letter that represents one phoneme.	ff, ll, ss, zz
Digraphs	A two (di) letter combination that stands for one phoneme; no letter acts alone to represent the sound.	th, sh, ch, wh ph, ng (sing) gh (cough) [ck is a guest in this category]
Trigraphs	A three (tri) letter combination that stands for one phoneme; no letter acts alone to represent the sound.	-tch -dge
Consonants in blends	A blend contains two or three graphemes because the consonant sounds are separate and identifiable. A blend is not "one sound."	s-c-r (scrape) th-r (thrush) c-l (clean) f-t (sift) l-k (milk) s-t (most) <i>and many more</i>
Silent letter combinations	One or more letters that do not represent the phoneme are combined with a letter that does represent the phoneme. Most of these are from Anglo-Saxon or Greek.	<i>kn (knock), wr (wrestle), gn (gnarl), ps (psychology), rh (rhythm), -lm (palm), -lk (folk), -mn (hymn), -st (listen)</i>
Odd letter X	X is the only letter that stands for two phonemes, /k/ and /s/, and occasionally, /g/ and /z/.	bo <u>x</u> , ex <u>i</u> t ex <u>a</u> ct, ex <u>i</u> st
Combination qu	These two letters, always together, stand for two sounds, /k/ /w/. They do not stand for "one sound."	<u>q</u> ickly

Table 5: Types of Vowel Graphemes Used in English		
Vowel Grapheme Type	Definition	Example
Single letters	A single vowel letter stands for a vowel sound.	(short vowels) cap, hit, gem, clod, muss (long vowels) <u>m</u> e, <u>n</u> o, <u>m</u> usic
Vowel teams	A combination of two, three, or four letters stands for a vowel.	(short vowels) head, hook (long vowels) <u>bo</u> at, <u>si</u> gh, <u>wei</u> gh (diphthongs) <u>to</u> il, <u>bo</u> ut
Vowel-r combinations	A vowel, followed by r, works in combination with /r/ to make a unique vowel sound.	<u>car</u> , <u>spor</u> t, <u>her</u> , <u>burn</u> , <u>fir</u> st
Vowel-consonant-e (VCe)	A common pattern for spelling a long vowel sound.	gate, mete, rude, hope, five

- Common spelling patterns

English orthography (the writing system) has many patterns governing the order of letters, the use of certain graphemes for sounds occurring in specific positions in words, and the rules for adding endings or suffixes to base words. For example, ai can be used for long a if it is followed by a consonant (bail, stain, paid), but ay can be used when long a ends a word (bay, stay, pay). The sound /k/ is spelled with ‘c’ before a, o, and u, and with the letter ‘k’ before e, i and y.

- Spelling patterns for basic syllable types

Every syllable has a vowel phoneme and a vowel grapheme. English uses six basic patterns for spelling syllables that can help a student recognize how the vowel sounds in an unknown word and that can help students understand aspects of spelling, such as why some letters are doubled. These syllable types are more useful for explaining words with two syllables than words with many syllables.²⁵ Nevertheless, some acquaintance with these syllable spelling patterns is a helpful step in learning to read and write words with more than one syllable. Table 5 illustrates the six syllable types usually taught in a structured literacy program.

²⁵ Kearns, 2020

Table 6: Six Written Syllable Types in English		
Syllable Type	Examples	Definition
Closed	<u>dap</u> -ple <u>hos</u> -tel <u>bev</u> -erage	A syllable with a short vowel spelled with a single vowel letter ending in one or more consonants.
Vowel-Consonant-e ("Magic e")	<u>compete</u> <u>despite</u>	A syllable with a long vowel spelled with one vowel + one consonant + silent e.
Open	<u>program</u> <u>table</u> <u>recent</u>	A syllable that ends with a long vowel sound, spelled with a single vowel letter.
Vowel Team	<u>awe</u> -some <u>train</u> -er con- <u>geal</u> <u>spoil</u> -age	Syllables with long, short, or diphthong vowel spellings that use two to four letters to spell the vowel. Diphthongs <i>ou/ow</i> and <i>oi/oy</i> are included in this category.
Vowel-r (r-controlled)	in- <u>jur</u> -ious con- <u>sort</u> <u>char</u> -ter	A syllable with er , ir , or , ar , or ur . Vowel pronunciation often changes before /r/.
Consonant-le	drib <u>ble</u> beag <u>le</u> litt <u>le</u>	An unaccented final syllable containing a consonant before /l/ followed by a silent e.
Leftovers: Odd and Schwa syllables	dam- <u>age</u> act- <u>ive</u> na- <u>tion</u>	Usually final, unaccented syllables with odd spellings.

- Morphemes or meaningful parts of words

Many words in English are made up of morphemes or meaningful word parts, including prefixes, roots, and suffixes. Inflectional suffixes, or those common endings that do not change the part of speech to which they are added (-s, -es, -ed, -ing, -er, -est) must be learned first because they are so common. Parts of compound words (doghouse, butterfly, schoolyard) are often taught next. Common prefixes (e.g., un, re, mis, pre) and derivational suffixes that do change a word's part of speech (e.g., -ly, -ment, -ous, -less) are next. When students start working with common Latin roots (e.g., port, tract, ject, fer), they can realize how many words are created from these building blocks. Studying morphology helps with reading, spelling, and vocabulary, and is shown to be particularly effective in interventions for students with dyslexia.²⁶ Tables 6 and 7 list some common affixes and roots in English.

²⁶ Arbak & Elbro, 2010; Berninger, et.al, 2010; Bowers, Kirby & Deacon, 2010

Table 7: The Most Common Prefixes and Suffixes in Printed School English²⁷

Rank	Prefix	Percentage of All Prefixed Words	Suffix	Percentage of All Suffixed Words
1.	un-	26	-s, -es	31
2.	re-	14	-ed	20
3.	im-, in-, il-, ir-	11	-ing	14
4.	dis-	7	-ly	7
5.	en, em	4	-er, -or (agent)	4
6.	non-	4	-ion, -ation, -ition, -tion	4
7.	in-, im- (in)	4	-able, -ible	2
8.	over-	3	-al, -ial	1
9.	mis-	3	-y	1
10.	sub-	3	-ness	1
11.	pre-	3	-ity, -ty	1
12.	inter-	3	-ment	1
13.	fore-	3	-ic	1
14.	de-	2	-ous, -ious, eous	1
15.	trans-	2	-en	1
16.	super-	1	-er (comparative)	1
17.	semi-	1	-ive, -tive, -ative	1
18.	anti-	1	-ful	1
19.	mid-	1	-less	1
20.	under- (too little)	1	-est	1
All others		3		7

Table 8: Common Latin and Greek Roots in English

Latin Root	Meaning	Greek Combining Form	Meaning
amo	love	aero	air
annum	year	anthropo	human
aqua	water	biblio	books
aud	hear, listen	bio	life
cede	yield	chron	time
cess	go, move	cosm	universe
cide, cise	cut, kill	crat	rule
cred	belief	dem	people
dic, dict	say, speak	gen	birth
duc	lead	geo	earth
fer	bear, carry	graph	write, record

²⁷ White, Sowell, & Yanagihara, 1989

Latin Root	Meaning	Greek Combining Form	Meaning
flect	bend	logo, logy	study of
form	shape	mech	machine
grat	pleasing	path	feeling
jud, jur, jus	law	phon	sound (language)
mis, mit	send	photo	light
nat	born	poly	city
rupt	break	psych	mind
scribe, script	write	scop	see
tract	pull	therm	heat
vid, vis	see		

- Basics of word origin (etymology)

The history of a word or its etymology is often useful in explaining the relationship between its sound, spelling, and meaning. The historical layers of English – mainly Anglo-Saxon, French, Latin, and Greek – explain some important aspects of word structure and spelling. For example, the word “character” uses ch to spell /k/ because it comes from Greek, but the word machine uses ch to spell /sh/ because it came to English through French. Table 8 shows how the English spelling system is influenced by the language from which a word originated.

HISTORICAL LAYERS OF ENGLISH	Phoneme-Grapheme Correspondence	Syllable Patterns	Morphemes
Anglo-Saxon Layer	consonants -single -digraphs -blends vowels -single short/long -long VCe -vowel team -vowel-r patterns	closed (short V) open (long V) VCe (long V) vowel-r vowel team consonant-le (oddities)	compounds (<i>daylight</i>) inflections (<i>-ed, -s, -es, -er/ est, -ing</i>) base words suffixes (<i>en, hood, ly, ward</i>) odd, high frequency words (<i>said, does</i>)
Latin (Romance Layer)			prefixes (<i>pre, inter</i>) roots (<i>gress, ject, vis</i>) suffixes (<i>ment, ity</i>) Latin plurals (<i>alumni, minutiae, curricula</i>)

HISTORICAL LAYERS OF ENGLISH	Phoneme-Grapheme Correspondence	Syllable Patterns	Morphemes
Greek Layer (Grades 6-8)	ph for /f/ (<i>graph</i>) ch for /k/ (<i>chorus</i>) y for /i/ (<i>gym, gyrate</i>)		Combining forms: (<i>neuro, psych, ology, lex, chloro, photo, graph</i>) Greek Plurals: (<i>crises, parentheses, metamorphoses</i>)

- Syntax or sentence structure

Reading comprehension and written expression require students to understand how sentences work. At a minimum, the differences between simple, compound, and complex structures are taught, along with manipulation of phrases and clauses – both dependent and independent – in building sentences that clearly convey ideas.²⁸

- Word meaning and meaning relationships (vocabulary)

Building the mental dictionary, or knowledge of word meanings and their connections, is an on-going goal in structured literacy. Even in a lesson focused on decoding skills, there should be exercises focused on the meanings of the words being read and their use in context. Words prioritized for in-depth instruction should be those that are central to understanding a topic or a text reading that the student is undertaking.

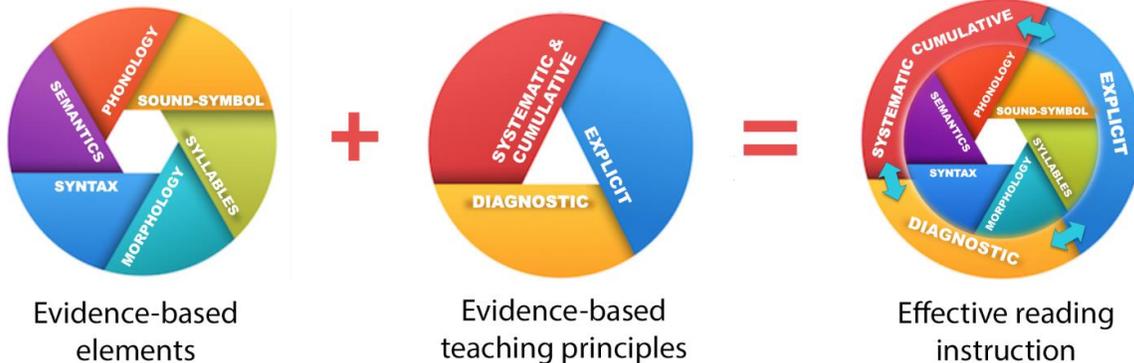
- How paragraphs and text selections are organized

Students can be shown, through diagrams (graphic organizers), how main ideas and details are typically organized in paragraphs. In addition, they should learn the characteristics of various genres, especially typical story structure and various types of informational texts. Insight into text organization helps students know what to expect when they begin to read, to better track whether the text is making sense, and to remember the content.

²⁸ Jennings & Haynes, 2021

Structured literacy

Explicit teaching of systematic word identification
and decoding strategies



Source: © 2016 Cowen for International Dyslexia Association
<https://app.box.com/s/2yqu2ke21mxs0hz9l77owdlorgvtesyq>

3.3 KEY ELEMENTS OF A STRUCTURED LITERACY LESSON DESIGNED TO ACCELERATE PROGRESS

3.3.1 Elements of the Lesson Format

The goal of work on basic or foundational language skills is to improve the ability to read for meaning and write to be understood. The goal is also to accelerate a student's rate of progress so that they gain in relative standing, as measured by standard scores. Thus, the structured literacy lesson framework has the following elements²⁹ and addresses all essential language components from phoneme awareness to reading and writing meaningful text.

Word Recognition (15-25 minutes)

- Review
- Phoneme or speech awareness – focused on listening to, speaking, and manipulating the speech sound(s) taught in the lesson
- Instruction in new sound-symbol association (with phonemes, syllables, or morphemes)
- Decoding and/or spelling strategies applied to words
 - Pattern-based words
 - Exception words
- Guided practice with immediate feedback that corrects mistakes quickly

²⁹ Spear-Swerling, 2022; Moats & Tolman, 2018

Building Fluency and Automaticity (5-10 minutes)

- Quick (1 minute) speed drills with words/patterns that have been taught
- 2-4 timed repeated readings of a text
- Phrase-cued reading; partner reading; alternate oral reading; choral reading

Text Reading Comprehension (Instructional Level) (10-25 minutes)

- Use of instructional level text, often a decodable, that student can read at a 90-95% correct level
- Explicit teaching of a few important word meanings (vocabulary)
- Teacher-guided questioning, clarification, summarization as text is read
- Partner talk: What was this about?

Language Comprehension (Listening) (10-15 minutes)

- Use of grade-level text or “stretch” text for teacher to read aloud
- Teacher-led discussion of several important vocabulary words, using vocabulary routine
- Explanation of confusing or challenging syntax
- Summarizing, graphing, illustrating, discussing, debating important meanings in the text

Writing (15 minutes)

- Writing of words, phrases, and/or sentences with the pattern(s) being taught
- Composing sentences using sentence builders or sentence combining
- Editing/rewriting simple sentences to combine or elaborate
- Writing in response to reading; combining sentences into paragraphs

Generally, it is not possible to address all these lesson components in one small group instructional period, and the whole lesson sequence will need to stretch over two or more instructional sessions.

3.3.2 Teaching Phoneme Awareness

The biggest gains for students with moderate to severe reading disabilities have occurred in studies that include explicit practice on phoneme identity and manipulation, beyond simple phoneme segmentation or tapping out sounds.³⁰ The phoneme awareness part of the lesson is brief but targeted at a level the student can handle and uses the sounds the student is working on for reading and spelling. The range of tasks, from easy to more complex, is shown in Table 10 below.



³⁰ The effectiveness of various approaches is reviewed in detail by Kilpatrick, 2015.

Table 10: Typical Phoneme Awareness Tasks, from Early to Complex		
Level of Difficulty	Description of Task	Example of Task
Easiest	Match words that begin or end with the same sound.	Which words start with the same sound? (milk, table, moon)
	Separate a first sound from the rest of a simple syllable (with no blends).	Say the first sound in zoo (/z/).
	Say the separate sounds in a simple syllable with 2-3 phonemes.	Say each sound in “show” (/sh/ /o/).
Basic (Words without Blends)	Delete a first sound from a single, simple syllable and say what’s left.	Say “feet.” Now say “feet” but don’t say /f/. (eat)
	Change the beginning sound (onset) and keep what’s left (the rime) to make a new word.	Say “done.” Now say “done,” but instead of /d/ say /r/. (run)
	Delete a beginning phoneme from a word that begins with a blend.	“Say <i>sleep</i> . Now say <i>sleep</i> but don’t say /s/.” (leap)
	Delete a final phoneme.	Say <i>sheet</i> . Now say <i>sheet</i> but don’t say /t/.” (she)
More Complex (Vowels and Words with Blends)	Substitute a medial vowel in a one-syllable word.	“Say <i>ran</i> . Now say <i>ran</i> but instead of /a/ say /u/.” (run))
	Delete the second phoneme in an initial blend.	“Say <i>bread</i> . Now say <i>bread</i> but don’t say /r/.” (bed)
	Substitute the second phoneme in a blend.	“Say <i>crew</i> . Now say <i>crew</i> but instead of /r/ say /l/.” (clue)
	Substitute a final phoneme.	“Say <i>some</i> . Now say <i>some</i> but instead of /m/ say /n/.” (sun)
Most Complex	Delete the internal phoneme in a final blend.	“Say <i>ghost</i> . Now say <i>ghost</i> but don’t say /s/.” (goat)
	Substitute the internal phoneme in a final blend.	“Say <i>west</i> . Now say <i>west</i> but instead of /s/ say /n/.” (went)

As they are learning to read and spell, students’ skills will be bolstered by direct practice mapping sequences of written graphemes to the phonemes in the spoken word – the essential underpinning for anchoring a word in memory. Being able to complete more advanced phoneme awareness tasks with fluency supports fluent recognition of “sight” words.³¹

³¹ Kilpatrick, 2015

3.3.3 Teaching Phonics and Decoding

Following a scope and sequence that systematically addresses the major elements described in section 3.1 is essential. Phoneme-grapheme correspondences are taught gradually, one at a time, in an “I do, we do, you do” sequence. The sound is introduced, a grapheme or grapheme pattern that represents it is presented, and then students practice identifying the correspondence in isolation and in the context of words they decode and write.

Here is a sample of an introductory dialogue:

Teacher:

“Today we will study another Vowel-Consonant-e or VCe pattern, this one for /ī/ or “long i.” We’ve already learned the VCe pattern for /ā/ as in *cake, safe, and tape*.

“First, let’s listen for the sound. If you hear /ī/ in the word I say, put thumbs up. (*ride, hike, made, fit, bite, etc.*) Look in the mirror as you say the vowel /ī/. What is your mouth doing?

“A letter pattern that represents long vowels is VCe: one vowel letter, a single consonant, and a silent e at the end.

“Let’s say the sounds in the word *side*. /s/ /ī/ /d/.” Teacher models writing three line or moves blocks into three sound boxes as students say the three sounds, raising a finger for each sound or moving tokens into boxes.

Teacher writes the word *side* on the lines or in the boxes. “Look at the word *side*. How many letters are there?” (Four.) “How many sounds? (Three.)

“Which letter represents no sound by itself? (**e**). The letter e does not get its own box [or its own line] because it does not represent a vowel sound by itself. Its job is to reach back over the consonant, tap the vowel and make it say its own name. (Teacher draws arrow from the silent e back to the sounded vowel letter.)

Many forms of practice can be used as the new correspondence pattern is applied to word reading and spelling. They include activities such as:

- phoneme-grapheme mapping,
- sound-by-sound blending,
- finding targeted words in a list,
- word sorting, and
- word building using letter tiles.

Although all well-designed and effective programs progress from easy to difficult and from wide contrasts to narrow contrasts of phonemes and graphemes, and all progress from simple correspondences to multi-syllable words to longer words with several morphemes, there is no single scope and sequence that all effective programs follow. An example of one scope and sequence for teaching word recognition and spelling is in Appendix B.

3.3.4 Developing Automatic “Sight” Word Reading

Learning phonics is not enough. Words must be read automatically, by sight – a result of many opportunities to read them accurately both in and out of context. Whatever is taught in the phonics and decoding part of the lesson must be applied and practiced in reading words, phrases, and meaningful stories that use the words. While a typically developing student may remember a word after one to four exposures, a student with dyslexia may need ten to two hundred exposures to record that word in memory so that it is recognized automatically. Practice with decodable text is essential, but decodable text is only appropriate if it has a high proportion of words with patterns that have been systematically taught. Thus, commercially advertised books that claim to be decodable may not fit the scope and sequence of the program the teacher is using and may not be helpful.

High frequency irregular words or exceptions (such as *they, said, of, do, done*) are also learned through a sound-symbol mapping process, but the student must remember an unusual letter pattern for a sound pattern. The irregular part of a word can be identified but the sounds must still be mapped to print. There is no such thing as “using the eye like a camera” to memorize irregular words.

Techniques for studying these words include:

- a) Creating a “spelling pronunciation” to map speech to print, such as /w//ă//s/ for *was*.
- b) Marking the irregular grapheme with a heart because it must be learned “by heart” and then constructing the word with letter tiles before writing it several times.³²
- c) Learning related words as a pattern: *go, gone; do, done; where, there, here*
- d) Looking at the word’s history and meaning to make sense of its spelling: *said* = say + ed.



3.4 INTENSITY OF INSTRUCTION

Within a MTSS framework, students who are at risk, after additional assessment has occurred (see Section 4), are quickly assigned to small groups of students with similar needs and given instruction designed to accelerate their growth. The size of a group will depend on several factors, but evidence suggests that groups should be no more than 1:4 students if accelerated progress is to be achieved with needier students.³³ If students are not making meaningful progress after a few weeks, the intensity of instruction can be changed, including but not limited to:

- Reducing the intervention group size to 1-1 or 1-2

³² Image: Winter, 2021

³³ Kilpatrick, 2015; Wanzek & Vaughn, 2007

- Increasing the frequency and duration of lessons
- Improving implementation of the approach or program by providing the teacher or tutor with expert coaching (or changing the teacher / tutor if needed)
- Placing greater emphasis on developing the student’s proficiency with phoneme awareness, retention and application of decoding skills, and opportunities to practice

Idaho statute [Section 33-1807](#) requires students in kindergarten through third grade who do not score proficient on the fall IRI to receive 30 or 60 hours of literacy intervention (depending on their score). However, some students may need more hours, which could be addressed in their individual reading improvement plan ([Section 33-1805](#)). Several gold standard research studies have reported lasting and significant gains when students who are below the 30th percentile in grades K-2 receive 75-120 hours of intervention with lessons that are 30-40 minutes in length.³⁴ The requirement for 60 total hours may not be sufficient to get some students on track for normalized reading growth.

3.5 TEACHING PRINCIPLES: EXPLICIT, SYSTEMATIC, AND MULTI-SENSORY

Explicit

The term “explicit” means that the teacher explains and illustrates a new concept directly, without relying on students to discover it themselves or pick it up from some incidental examples. Initial instruction is followed by planned practice and application to meaningful reading and writing.³⁵

Systematic and Cumulative

The term “systematic” means that concepts are presented within a defined scope and sequence in which more complex ideas or patterns build up from easier ones. (For example, vowel teams are studied after short vowels and the more common vowel-consonant-e (VCe) long vowel patterns.) Cumulative means that review of previously learned material is frequent and each new element builds on earlier learning. The process has been compared to building a foundation wall, brick by brick.

Multi-modal or Multi-sensory Learning

Practitioners have traditionally used the term “multi-sensory” to describe a basic tenet of intervention for students with dyslexia.³⁶ “Multi-modal” has also been suggested as a descriptor.³⁷ Both terms mean that students will stay engaged, pay attention, and remember better if they link spoken language, the visual stimuli of print, and touch or pencil movement

³⁴ Foorman & Al Otaiba, 2009

³⁵ Archer & Hughes, 2011

³⁶ Birsh & Carreker, 2018

³⁷ Fletcher et al., 2019

together. There are many ways that this principle can be applied during lessons. Here are a few examples.

- A) To practice sound-symbol association, in the original Orton-Gillingham method, the student looks at a grapheme, says the sound it represents, says the letter name, and then traces or writes the letter(s) while associating the sound with a key word. This activity is known as “V-A-K” for “visual, auditory, and kinesthetic.” The order of associations is then changed to A-V-K; the student hears a phoneme, says or identifies the grapheme and keyword associated with it, and writes the letter(s).
- B) To segment the sounds of spoken words, the student moves colored tokens into boxes as the sounds are spoken. The colored tokens may then be replaced with movable letters or letter tiles.
- C) To learn to form or write letters, the student writes large in a sand tray or rough board before tracing and writing letters on paper.
- D) To spell, the student moves letter tiles onto lines on a magnetic board, then checks the word back by touching the tiles while he/she says the sounds and the blends whole word.
- E) To group words into phrases and phrases into sentences, the student works with a partner and moves word cards on a large surface.
- F) While identifying pronoun references in a text, the student uses colored pencils, drawing arrows between words that refer to one another.

Touch, movement, and linking of visual symbols with spoken language are fundamental to effective instruction.

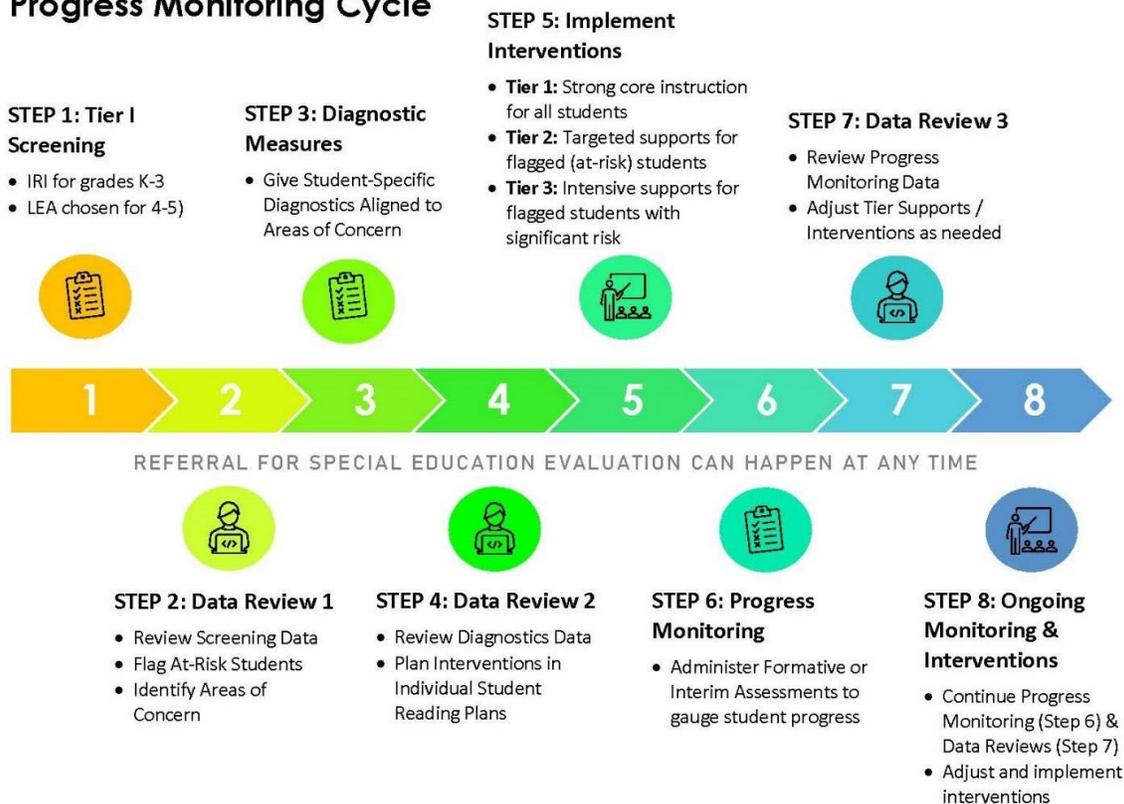
SECTION 4:

**SCREENING & TESTING
FOR DYSLEXIA**

4.1 OVERVIEW OF THE SCREENING, INTERVENTION, AND PROGRESS MONITORING PROCESS

Screening and testing for dyslexia can be conducted in three phases, each one requiring more time and professional expertise. In addition, progress monitoring for students receiving intervention through an individual reading plan should be ongoing. Again, the educational needs of each student must be the focus, even if a definitive diagnosis of a problem is not yet determined. The image below outlines the full process, from screening, to ongoing progress monitoring and intervention services.

Screening, Intervention, and Progress Monitoring Cycle



4.2 TIER I SCREENING USING THE IDAHO READING INDICATOR (IRI)

Idaho statute [Section 33-1811](#) requires schools to use the Idaho Reading Indicator (IRI) for Tier I screening to identify students in kindergarten through grade three who are at risk for reading difficulties, including characteristics of dyslexia. Students in grades four and five are given a Tier I screener as chosen by their LEA. The purpose of the Tier I screening is to flag students who are not progressing well enough with regular classroom instruction and who may fall further behind without additional intervention or support. It is not to provide detailed information about the student’s academic learning needs or to formally diagnose the student’s difficulty.

Tier 1 screening in the primary grades may provide preliminary evidence that the student is struggling with the foundational skills that are typically weak in dyslexia: phoneme awareness, letter knowledge, phonic decoding, spelling, processing speed, and text reading fluency. The most common “red flags” in students in the intermediate grades will be low scores in text reading fluency, including word reading and passage reading fluency, and spelling.

For grades K through 3, the IRI reports composite and subtest scores for individual students. Whether a student is At Grade Level/Proficient should *not* be used to determine if the school team will administer Tier II Diagnostic Measure(s) to the student for characteristics of dyslexia. Rather, the subtest scores should be reviewed for patterns of at-risk reading according to the guidance from Idaho’s IRI current vendor, Istation, as provided in Appendix A: Guide to Screening and Diagnostic Measures. Tier I screening guidance for grades four and five is also provided in Appendix A.

4.3 TIER II DIAGNOSTIC MEASURES TO INFORM INSTRUCTION

Idaho statute requires schools to administer one or more diagnostic measures if a student’s Tier I screening appears to indicate the student may have characteristics of dyslexia. The diagnostic measures required by law are not intended to diagnose a student with dyslexia or any specific learning disability. Rather, the aim of the diagnostic measures is to identify where, in a sequence of skill development, a student’s instruction should begin and where it should aim. This could be focused on characteristics of dyslexia or could address broader reading challenges.

Depending on a student’s individual screening results and needs, Tier II diagnostic measures should include some or all of the following:

- Vision and hearing screening. Occasionally, students have previously undetected hearing or vision loss that can be treated with hearing aids or glasses.
- Review of school records for attendance, prior reports. Teams should know about any previous documentation of a student’s learning challenges.
- Conversation with parents about their concerns. Often, parents have observed their child’s learning differences well before formal schooling begins.
- A diagnostic survey of phoneme awareness. The survey involves oral language tasks and does not involve print. It should include items that are sequenced for difficulty, according to research on phoneme awareness development, and span both basic skills such as phoneme matching and more complex skills such as phoneme substitution and deletion. The survey should be administered in person by a qualified teacher or specialist because students’ oral responses are important to observe and record. Some of the most sensitive tests of phoneme awareness also time the students’ responses to measure the student’s proficiency with the tasks.³⁸
- Phonics, decoding, and word reading survey. This inventory is given to show where, in a scope and sequence, the student’s instruction should focus. It should assess the student’s

³⁸ Kilpatrick, 2015

knowledge of letter names; knowledge of individual sound-symbol (phoneme-grapheme) correspondences; recognition of the syllables in longer words; recognition of common morphemes or meaningful word parts such as prefixes, roots, and suffixes; ability to decode novel or unfamiliar words; and ability to read real words out of context. Most importantly, it should correspond to the scope and sequence of the instructional program in use.

- Oral reading for fluency and accuracy. Timed reading of short passages, with comprehension questions, is a common and important way of assessing reading fluency. Several well-validated curriculum-based assessments provide short passages that progress in difficulty, and that allow calculation of words correct per minute in one-minute timed readings. These scores can be compared to the fluency norms that were updated by Hasbrouck and Tindal in 2017.³⁹
- Written spelling, diagnostic inventory. Measurement of spelling should include a standardized test of dictated words to determine a student's spelling standard score and percentile rank, which will clarify the severity of the spelling issues. In addition, a diagnostic inventory will help identify the specific spelling patterns the student knows or needs to learn (e.g, short vowels, consonant blends, vowel teams, etc.).
- Writing and classwork samples. Observation of a student's responses to classwork and written assignments should be made to determine the kind of support that might be necessary for the student to complete tasks successfully.
- Vocabulary and language comprehension. Additional assessment in these areas may be necessary, depending on the results of the Tier I screening. A first step in assessing language comprehension can be reading passages aloud to students to see if they can retell or answer questions that they could not answer by reading alone. If a student's language comprehension and expression appear to be problematic, referral to a Speech-Language Therapist may be indicated.

The diagnostic measures can be conducted by qualified teachers and interventionists on the school's staff who have been trained to give and score the assessments. Appendix A provides additional information regarding how to use students' Tier I data to guide which diagnostic measures are administered (including specific diagnostic measures LEAs can use).

School teams should use the results of the diagnostic measures to develop the specific intervention services that should be outlined in students' individual reading plans, as required by Idaho statute.

4.4 ANALYZING THE DATA: QUALITATIVE INDICATORS

What is different or distinctive about the picture that a student with dyslexia presents? There is no clear-cut answer in many cases, as students may exhibit only some of the following difficulties

³⁹ Hasbrouck & Tindal, 2017

or may present with less severe reading and writing problems that still require intervention. Some of the most important indicators are described below.

- Family history of reading/spelling difficulties
Whenever a family shares this history, the student's progress should be carefully monitored because the student has a 50% chance of also experiencing dyslexia.
- Letter naming
The student may persistently confuse letter forms and letter names, especially those that sound the same (such as g, j; m, n) or those whose names do not have the sounds the letters represent (such as y, w, h).
- Phoneme awareness
The student cannot efficiently take sounds in words apart, blend them together, or substitute them to make new words.
- Letter-sound correspondence
The student has poor memory for the sounds that letters represent, within a lesson or from lesson to lesson.
- Word and nonword reading accuracy and fluency
The student attempts word reading without systematic decoding and relies on guessing without analyzing the letters and sounds in a word. When trying to apply phonics skills that have been taught, is inaccurate and/or very slow.
- Spelling
The student's spelling shows an inability to represent the sounds in words that are written, especially omission of sounds and confusion of similar sounds (/f/, /v/; /r/ /w/). If the student can spell words phonetically, by representing sounds in a plausible way, they have taken an important step forward.
- Passage reading rate or fluency
Some students are very slow and inaccurate; others slow but accurate; and others fast and inaccurate. It will be important to improve accuracy before emphasizing speed or fluency during reading lessons.
- Vocabulary
Some students with dyslexia confuse similar sounding words and names (e.g., Benedetti/Benintendi; syllable/syllabus). Persistent confusions, even after correction and practice, can be a sign of a phonological memory problem – a core problem in dyslexia.

4.5 PROGRESS MONITORING

Student progress should be monitored regularly, about every two weeks of instruction, to see whether gaps in achievement are being narrowed by virtue of the extra intervention and support the students are receiving. Progress monitoring assessments are brief (no more than 5 minutes) and directly measure the student's retention of skills and concepts recently taught. Progress monitoring assessments, such as timed passage readings, should be reliable and validated for this purpose.

Progress is best monitored with curriculum-based measures (CBMs). These are short, usually timed, tests of oral passage reading fluency and accuracy, word reading, sound-symbol association, or other skills. It is important to use tasks that are validated for this purpose and that have multiple equivalent forms. In Idaho, it is also important that student progress is monitored using standardized, norm-referenced tools in the event that the problem-solving team suspects that a student may require special education and/or related services. Many teams choose to use these tools in addition to more targeted CBMs. Information about progress monitoring procedures can be found at the [Center for Intensive Intervention](#), along with reviews of progress monitoring assessments such as those offered by Acadience Reading, AIMSweb, FastBridgeLearning, DIBELS-8, and EasyCBM.



Data from progress monitoring assessments will be the basis for subsequent decisions about whether the student's intervention plan needs to change. Not only should a student be making some progress with intervention, but everyone's goal should be to close or narrow the gap between student performance and grade level performance. In most cases, a student's response rate will be evident within the first 15-20 hours of instruction, and if that accelerated rate of progress continues, the intervention should likely be sustained.⁴⁰

If the student is not responding to instruction with gains toward grade level performance, intervention should be further intensified (Tier III), which could include the following options, as described in a previous section:

- Reduce the size of the intervention group
- Increase the frequency and duration of lessons
- Provide additional training or supervision to the teacher or tutor
- Change the program's focus, content, or procedures
- Obtain a more comprehensive professional evaluation
- Determine whether a referral to consider special education evaluation is necessary

⁴⁰ Torgesen, 2004b

4.6 COMPREHENSIVE EVALUATION FOR SPECIAL EDUCATION ELIGIBILITY

General education aligned with the ICLP provides evidence-based literacy instruction to help students who experience reading difficulty through early and responsive support (MTSS tiered interventions). Many students who may have dyslexia can and should make effective progress with these general education supports. However, for students who may need special education services to make effective progress, timely and appropriate special education evaluation and eligibility determination is key.

4.6.1 Use of the Term Dyslexia in Schools

Both Federal and State guidance allow the use of the term dyslexia during evaluation, eligibility determinations, and IEP documents, when students meet the criteria as a student with dyslexia or exhibits characteristics of dyslexia. By specifying the nature of the students' specific learning disability, the team can formulate goals, make instructional decisions, and identify appropriate accommodations and modifications in a more strategic manner.

4.6.2 Referral to Consider a Special Education Evaluation

A student can be referred for special education evaluation in three ways. First, IDEA and Idaho law require public schools to proactively identify and evaluate all students aged 3-21 who are suspected of having a disability. This is known as Child Find. School districts must locate all students with disabilities living or attending school in the district, including English learners and students who are highly mobile or homeless, regardless of whether the students attend public or private schools or are home schooled. Second, young children already receiving services through the Infant Toddler Program (ITP) must be referred by ITP for a district evaluation as they approach their third birthday.

Finally, parents/guardians and school personnel can refer a student for an initial evaluation to determine whether the student needs special education or related services. For example, referrals can be initiated when a student does not respond to interventions within the MTSS model as evidenced by ongoing progress monitoring data (see Section 4.4). Another prompt for referral could occur when screening data reveals that a student has a significant risk for dyslexia. This referral can be made at any time when a student is suspected of having a disability that is causing an inability to progress effectively in the general education curriculum. The use of screening measures and/or tiered interventions may not be used to delay or deny a full and individualized evaluation of a student suspected of having a disability, but they could continue throughout the special education evaluation process.

The first step in a *Referral to Consider a Special Education Evaluation* process in Idaho will begin with assembling an evaluation team, of which the parent/guardian is a mandatory member, and *Procedural Safeguards* are initiated. As a team, school team members and parents together will review existing evidence, identify the student's specific area(s) of concern, and determine whether an evaluation for special education is warranted.

Specific Learning Disability (SLD) means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, **dyslexia**, and developmental aphasia.

Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional behavioral disorder, or of environmental, cultural, or economic disadvantage.

Only a school age child may be identified as a student with a specific learning disability.

Idaho Special Education Manual, Chapter 4, Section B.8

The criteria for identifying a student with a specific learning disability are established by state and federal law. In Idaho, the criteria include a student’s response to evidence-based intervention in targeted skill areas and measured by norm-referenced progress monitoring tools. Although eligibility for special education includes students with dyslexia, students with dyslexia must meet state criteria for a specific learning disability or another appropriate category in order to receive special education services.

In addition to demonstrating failure to respond to evidence-based interventions, Idaho requires the results of the evaluation to indicate low achievement in the area(s) of suspected disability as evidenced by a norm-referenced, standardized achievement assessment and a pattern of strengths and weaknesses in psychological processing skills that impact learning. The [Idaho Special Education Manual](#) outlines the specific evaluation procedures and evidence required for identifying SLD. Finally, students must meet the Three-Prong Test of Eligibility:

Prong 1: The student has a disability according to the established Idaho criteria

AND

Prong 2: The student’s condition adversely affects educational performance

AND

Prong 3: The student needs specially designed instruction.

If an evaluation team suspects that a student may be a student with dyslexia, the evaluation may include assessment of the following:

- A thorough developmental, medical, and educational history, to include documentation of response to previous instruction
- Phonological and phonemic awareness
- Working memory for language, including sounds, syllables, words, and sentences
- Rapid Automatic Naming (RAN) – speed of naming objects, colors, digits, or letters
- Receptive and expressive vocabulary – understanding and use of spoken words
- Phonics and decoding, applied to real and nonsense words
- Oral and silent passage reading fluency, with comprehension questions
- Spelling and written expression

Special education interventions are considered the most intensive and are provided based on a student's eligibility and need for specialized instruction. The student will remain in the core instruction (Tier I) and will have access to tiered intervention within the general education curriculum to the greatest extent possible. Interventions will be tailored to the student in the area of identified disability (i.e., dyslexia-specific interventions when appropriate), and progress toward their Individualized Education Program (IEP) goals will be monitored according to the IEP. If students fail to respond to intervention provided through special education services, an IEP team will be reconvened.

4.6.3 Dyslexia in Federal Law

Three federal laws apply to students with disabilities, including students with dyslexia. Brief summaries of these laws' requirements and protections are summarized below.

Federal Laws Pertaining to Dyslexia and Other Learning Disabilities

The Individuals with Disabilities Education Act (IDEA)

[The Individuals with Disabilities Education Act \(IDEA\)](#), formerly called P.L. 94-142 or the Education for all Handicapped Children Act of 1975, requires public schools to make available to all eligible children with disabilities a free appropriate public education in the least restrictive environment appropriate to their individual needs. The law indicates 14 different categories to define students with a disability who should be guaranteed a free and appropriate public education. One of those 14 is the category of "specific learning disability," within which dyslexia is cited as an example.

Section 504 of the Rehabilitation Act of 1973

[This law](#) is frequently invoked in cases where students do not qualify for an IEP yet may require accommodations. The Rehabilitation Act prohibits discrimination on the basis of disability in programs conducted or funded by federal agencies and in employment by the federal government or its contractors. Under Section 504, an individual with a disability (also referred to as a student with a disability in the elementary and secondary education context) is defined as a person who: (1) has a physical or mental impairment that substantially limits a major life activity; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. Reading is considered a major life activity under Section 504. Section 504 requires, among other things, that a student with a disability receive an equal opportunity to participate in general education, activities, and extracurricular activities, and to be free from bullying and harassment based on disability.⁴¹

Americans with Disabilities Act (ADA)

[The ADA](#), first enacted in 1990 and then updated in 2008, prohibits unjustified discrimination based on disability. It is meant to level the playing field for people with disabilities, including those who are dyslexic.

⁴¹ U.S. Department of Education, Office for Civil Rights, 2016

SECTION 5:

**ROLE OF ASSISTIVE
TECHNOLOGY,
MODIFICATIONS &
ACCOMMODATIONS**

The goal of assistive technology, task modifications, and various accommodations is to level the playing field and give the student a fair opportunity to benefit from and successfully participate in the academic curriculum. These adaptations can provide a bridge or pathway to accessing a school’s program and services. The extent to which any of these adaptations will be needed will depend on the context, the student, and the tasks being assigned.

5.1 ASSISTIVE TECHNOLOGY

Assistive technology is any item, piece of equipment, software, app, or extension that is used to support the individual functional needs of a student. Reading technology could include reading pens, text to speech, or digital books.⁴² Assistive technology to support writing might include speech to text, word prediction, specialized writing devices, spelling checkers, editing software, or graphic organizers.

Some examples are provided in the image to the right⁴³, but it is important to note, these are not exhaustive lists.

Additional information about the role of assistive technology can be found in the Assistive Technology in Schools Guide produced by Idaho Special Education Support and Technical Assistance ([SESTA](#)), available on the [Assistive Technology page of the Idaho Training Clearinghouse](#).



While assistive technology can facilitate access to curricular materials and producing assignments by increasing, maintaining, or improving functional capabilities, it is not a replacement for explicit, direct instruction in the components discussed in Section 3.

5.2 TASK MODIFICATIONS

Task modifications include adjustments in the way a task is presented or the requirements for the student’s response. For example, a task might be shortened, presented in a different modality (oral *and* written), or broken down into smaller steps. The student could be asked to respond in a different way to indicate understanding of a concept – for example, by answering questions orally. Or the student can be given more frequent feedback to ensure that he is understanding the task and practicing a skill correctly.

⁴² Digital books (ebooks) can be obtained from [Bookshare](#) at no cost, for students with qualifying disabilities.

⁴³ State of Connecticut, Department of Developmental Services, n.d.

In instances where the expectation for learning or demonstrating what the student has learned is different than their peers, it is important to know that this may result in invalid assessment results and/or results that cannot be compared to peers.

5.3 ACCOMMODATIONS

Accommodations usually involve changing the supports available to students so they can participate in a way that allows them to demonstrate their abilities rather than disabilities. For example, providing extended time for tests, grading on written content without penalizing a student for spelling of words in a written exam, or providing a quiet(er) space to work are commonly used accommodations for students with dyslexia. Other supports may include providing an outline or written summary of what is to be taught before a class begins, assigning a note-taker to share notes on the class lecture or discussion, or making proofreading assistance available when a written assignment is finalized. Accommodations may also include use of assistive technology (i.e., speech to text or audio books) to support the student in their learning.

These modifications and accommodations do not provide an unfair advantage to students who read very slowly, who struggle with spelling and writing, and who struggle with academic language. Rather, they enable students to use their strengths and to access knowledge in the content areas (science, social studies, history, math). They remove roadblocks to learning the content in subject matter courses. Use of modifications and accommodations should be individually determined and monitored for their impact on student performance.

SECTION 6:

**GUIDELINES FOR PROGRAM
SELECTION**

6.1 CONSIDERATIONS FOR CHOOSING MATERIALS FOR INSTRUCTION AND INTERVENTION

Ultimately, it is the teacher’s knowledge and expertise that determines the impact of intervention with dyslexic students. But good instructional materials will be necessary, even for well-prepared teachers, as teachers should not be expected to create from scratch the intricately planned lessons that are a hallmark of a sound, well-sequenced, integrated instructional program. There are many sources for well-designed instructional programs and materials that are aligned with, proven by, or theoretically supported by scientific reading research.

It has become increasingly clear from decades of research that many typical programs and practices are not optimally effective with students who struggle to learn to read although those approaches have been popular for decades. **Because these programs are not grounded in the science of reading, as required by state statute and the ICLP, they should not be used.** These include programs and approaches based on “cueing systems” or “meaning, syntax, and visual” (MSV), such as those detailed below.⁴⁴

Programs *not* recommended for use (due to inclusion of cueing or MSV systems):

- Whole language
- Balanced Literacy
- Reading Recovery
- Reading and Writing Workshop approach of Calkins.

These programs do not have systematic, explicit, cumulative lessons that build word reading accuracy and fluency, nor do they do an adequate job teaching spelling or knowledge of language structure.

Since there is no single, accepted list of “best” programs and approaches, educators must rely on good resources for guiding program selection and evaluation. These rubrics are recommended:

- [The Reading League’s Curriculum Evaluation Tool](#)
- Florida Center for Reading Research, [Rubric for Evaluating Reading/Language Arts Instructional Materials for Grades K-5](#)

The federal Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), promotes the use of evidence-based activities, strategies, and interventions in public schooling. Section 8101(21)(A) of the ESEA defines an evidence-based project component as being supported by four possible levels of evidence - *strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale.*

⁴⁴ Spear-Swerling, 2018

1. Strong evidence

To be supported by *strong evidence*, there must be at least one well-designed and well-implemented experimental study on the intervention.

2. Moderate evidence

To be supported by *moderate evidence*, there must be at least one well-designed and well-implemented quasi-experimental study on the intervention.

3. Promising evidence

To be supported by *promising evidence*, there must be at least one well-designed and well-implemented correlational study on the intervention.

4. Evidence that demonstrates a rationale

To *demonstrate a rationale*, the intervention should include a well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes. An effort to study the effects of the intervention must be planned or be underway.

These requirements, if applied to *programs*, are often unrealistic. Only a few published programs and materials have been subjected to controlled, gold standard research in which two or more programs have been compared over a year or more. This is because sophisticated, rigorous research on intervention programs is expensive and difficult to do, and many variables must be controlled or accounted for in analyzing results. Documenting exactly what kind of students were in the study requires access to personal information, time and money. Documenting what took place during the instructional time requires frequent observation and extensive record keeping. Perhaps the most challenging aspect of intervention research is that it should be “blind” to prevent bias on the part of the study participants and evaluators, and that condition is not easily met in authentic educational situations.

Therefore, educators should justify their choices of intervention programs and materials with reference to research that documents the value of specific content, activities, methods, strategies, or instructional principles in working with students with dyslexia. There are many options for materials that support well-conceived lessons, and they are not limited to those programs that claim they have research evidence to support them. Instructional components and practices that are aligned with research are the goal. Educators can review and select useful programs and instructional tools that address the requisite components,⁴⁵ that integrate those components into coherent lessons,⁴⁶ and that provide ample practice with application of skills to reading and writing. Programs and materials can be aligned with evidence by virtue of their content and design, even though the programs themselves have not been subjected to rigorous studies.

⁴⁵ Hoover & Tunmer, 2020; Petscher et al., 2020

⁴⁶ Spear-Swerling, 2022

Educators should avoid instructional practices that have been shown to be especially inappropriate for students with dyslexia. They are enumerated in the Reading League’s Curriculum Evaluation Tool. They include context-based guessing at words in lieu of sounding them out, using “leveled” or phonically uncontrolled text for beginning instruction, outlining words to distinguish their shape, spelling inventively (without systematic instruction or correction), and memorizing lists of unrelated words on flash cards. Programs that only pay lip-service to decoding and that teach spelling with unrelated lists of words are inappropriate. Language comprehension programs that do not require continual back-and-forth, listening and speaking exchanges between teacher and students, will not be helpful. Writing “workshops” that de-emphasize systematic skill-building with sentences, paragraphs, and longer forms are not appropriate. Instructional time is precious, so all of it should be spent doing the activities that are most likely to support significant growth in dyslexic students.



6.2 RECOMMENDED PROGRAMS AND RESOURCES

A number of publishers and organizations have strong track records for writing, publishing, and supporting the use of intervention materials and programs for students with dyslexia. They include, but are not limited to:

- Collaborative Classroom
- Language Circle Enterprises
- Lindamood-Bell
- National Institute for Learning Development (NILD)
- Neuhaus Center of Houston
- Readsters
- Really Great Reading Company
- Scottish Rite Hospital in Dallas
- The Orton Gillingham Academy
- Tools4Reading
- Wilson Language
- Winsor Learning
- 95Percent Group

In addition, the organizations listed below provide guidance useful to teachers and other education professionals as they select their approaches to intervention.

Organizations	Website	Notes
International Dyslexia Association	dyslexiaida.org/	
The Reading League	www.thereadingleague.org/decodable-text-sources/	Provides a list of decodable texts and many other resources
The National Center on Improving Literacy	improvingliteracy.org	
Reading Rockets	www.readingrockets.org	
The Barksdale Institute’s Reading Universe	www.readinguniverse.org	
Southwest Education Development Laboratory (SEDL)	sedl.org/about/	Including Archives at the American Institute for Research
The Florida Center for Reading Research (FCRR)	fcrr.org	
The University of Florida Literacy Institute (UFLI), Dyslexia Hub	ufl.edu/education/ufl.edu/resources/dyslexia/	
The University of Texas at Austin/Meadows Center for Preventing Educational Risk: Vaughn-Gross Center for Reading and Language Arts	meadowscenter.org/	Offers access to research and materials developed at the center

SECTION 7:

**PROFESSIONAL
DEVELOPMENT & TEACHER
SUPPORT**

7.1 THE NECESSITY OF DYSLEXIA TRAINING FOR ALL TEACHERS

All teachers in Idaho are likely to encounter and be responsible for teaching dyslexic students in their classrooms. If one out of five students will have at least some characteristics of dyslexia, four students out of twenty in an average class are likely to struggle with basic reading, spelling, and writing skills because of this condition. At the same time, training for teachers in specific programs, practices, and understandings pertaining to dyslexia is uncommon at the preservice level.⁴⁷ Most educators, once in the classroom, will require ongoing professional development, supervision, and support to carry out the structured literacy instruction described in this Handbook.⁴⁸



7.2 IDAHO STATUTORY REQUIREMENTS AND STATE RESOURCES

The “Dyslexia” section of the Idaho Literacy Achievement and Accountability Act ([Section 33-1811](#)) outlines specific requirements for professional development to ensure educators have the knowledge and resources they need to support students with characteristics of dyslexia. Statute specifies that the State Department of Education (the Department) must provide professional development in “multisensory structured literacy approaches.” Additionally, the Department must create and maintain a list of courses that address the other professional development requirements outlined in the section. The Department has created an asynchronous, virtual training and released the course list on their [website](#).

All educators, at a minimum, should have access to a short course that presents the definition, symptoms, and developmental course of dyslexia – a “Dyslexia 101.” The dyslexia professional development required by statute should be designed to address, at a minimum, this level of training. Teachers who are responsible for teaching reading in the regular classroom (Tier 1) must be supported in understanding and applying the components of effective instruction that are described in the ICLP. Teachers responsible for implementing structured language and literacy interventions (Tiers 2 and 3 in a MTSS model) should be trained in the use of the specific programs and assessments that their school has adopted. In addition, they should participate in ongoing professional learning designed to deepen their understanding of how children learn to read, what can interfere with progress, and what to do to remove those roadblocks. Underlying these

⁴⁷ Moats, 2014

⁴⁸ Image: Cox, 2019

competencies must be a thorough grasp of the structure of language and the most important findings of research on teaching students with dyslexia.

7.3 OTHER TEACHER SUPPORT RESOURCES

The International Dyslexia Association accredits university and independent programs for teacher preparation and professional learning. The accreditation process is aligned with [IDA's Knowledge and Practice Standards for Teachers of Reading](#). A summary of the IDA Standards is provided in Appendix C.

There are many organizations now accredited to provide professional development for teachers and specialists who will be working with dyslexic students. They include, but are not limited to:

- The Neuhaus Center of Houston
- Institute for Multisensory Education
- AIM Academy
- Keys to Literacy
- LETRS (Language Essentials for Teachers of Reading and Spelling), published by Lexia
- Literacy How
- Tools4Reading

The [Center for Effective Reading Instruction](#) (CERI), founded by the International Dyslexia Association and accessible online, sponsors an exam (the K-PEERI) and a certification review process for practitioners who wish to be certified as [qualified providers](#) of structured literacy instruction.

SECTION 8:

**INFORMATION &
RESOURCES FOR PARENTS**

8.1 THE IMPACT OF PARENTS

Awareness of dyslexia and the successful passage of legislation and policies pertaining to dyslexia can be credited in large part to parents of children who have advocated relentlessly for their needs. Every state has now acknowledged the existence of dyslexia, the extensive research on dyslexia, and the importance of helping educators implement structured literacy interventions for students who are struggling as they learn to read and write.



The [Decoding Dyslexia](#) organization is a parent-led network of groups across the country who have been driving the campaign for state legislation and for public schools to provide much-needed services for their dyslexic children. Idaho has a [Decoding Dyslexia chapter](#) that all parents are welcome to join.

Several films documenting the critical role of parents in successful advocacy are available on the internet. "[Our Dyslexic Children](#)," for example, tells the story of a district in Ohio that changed its approach to identification and instruction as a consequence of parent advocacy – and successfully implemented changes that have benefited all children.

Parents are vital participants in the work of any child study team that is formulating literacy plans or Individual Educational Programs (IEPs) under IDEA. Parents have important insights into their children's early development and important observations about their children's social, emotional, behavioral, and academic needs. In addition, parental support for the efforts of educators can magnify the benefits of an intervention plan. Guidance for parents about constructive advocacy and parental participation can be found at [The National Center for Improving Literacy's Parents and Families page](#). On this website you will find helpful information covering beginning reading, screening, and advocating for your child. In addition, the [Wrightslaw](#) website provides support in understanding federal laws governing parents' and students' rights to an appropriate education. The legal rights of parents as well as their obligations and responsibilities are also detailed in the [Idaho Special Education Manual](#).

8.2 OTHER SOURCES OF INFORMATION FOR PARENTS

The [International Dyslexia Association](#) publishes a set of easily readable Fact Sheets written by experts in way that non-professionals can understand. In addition, IDA's annual conference includes workshops and information sessions designed primarily for parents.

Parents who wish to get involved in teaching phonics to their children at home can access a free, comprehensive set of lessons from Open Source Phonics ([opensourcephonics.org](#)). These lessons are designed specifically for children in grade 3 and up who have not learned to decode using knowledge of phonics.

The film-maker Harvey Hubbell's documentary on Diana Hanbury King, "[One by One](#)," shows the content and practices of a structured literacy tutorial. Ms. King was a leader of the Orton

Gillingham Academy and a widely revered teacher. Other videos in which skilled instruction is demonstrated are found on the [Reading Rockets website](#).

A short but powerful autobiographical book that describes the experience of being a person with dyslexia is Philip Schultz's *My Dyslexia*. Mr. Schultz won the Pulitzer Prize for poetry and contrary to expectation, selected a profession in the literary arts. His narrative captures what reading is like for him and the anxiety that often accompanies the act of processing print. Another compelling life story is that of John Corcoran who learned to read in his late 40's. [The John Corcoran Foundation website](#) includes videos of the instruction he received from Patricia Lindamood to build his phoneme awareness.

Children who are struggling with dyslexia benefit from information that helps explain why they are having trouble learning something that appears so easy for their peers. An easily located "fact sheet" for kids is available on the [Nemours Clinic Website](#). A number of good books have been written for children, including:

- *Dyslexia: Talking It Through* (2003), Althea Braithwaite
- *Fish in a Tree* (2017), Lynda Mullaly Hunt
- *Hank Zipzer: The Greatest Underachiever* (2005), a series by Henry Winkler and Lin Oliver
- *Thank You, Mr. Falker* (2012), Patricia Polacco



SECTION 9:
POSTSCRIPT

SUCCESS BEYOND WORDS

Equipped with accurate information, guidance, and opportunities to learn, most people with dyslexia succeed in life. Many examples can be cited of public figures who have accomplished notable achievements in spite of their dyslexia. Many more people with dyslexia, however, never become famous, but they do find a “niche” and make their way in the world as well as most of us. Sometimes the work they do involves a lot of reading and writing, often accomplished with various adaptations and technological supports. More often, the work they choose relies on other abilities and talents, such as political or social leadership, professional sports, creativity in the visual or performing arts, spatial and/or mechanical problem solving, or work in the outdoor environment.

Those individuals who succeed in spite of their problems with words often report that the keys to that success were several: 1) the unwavering support of an important adult, usually a parent or care-giver; 2) opportunities to develop an area of talent or competence that salvaged their sense of self-worth; 3) knowledge that they were part of a rather large community of people who faced the same challenges; and 4) the dedicated effort of at least one teacher who knew how to teach them to read.

If we work together, we can ensure that these are all part of our dyslexic children’s life experience.

GLOSSARY

Academic language: Written or spoken language that is more stylistically formal than spoken, conversational language; language that is most often used in academic discourse and text.

Alphabetic principle: The principle that letters are used to represent individual phonemes in the spoken word; insight into this principle is critical for learning to read and spell.

Assessment Types:⁴⁹

- **Screener / Screening Assessment:** Given before instruction to inform teachers where to begin teaching core instruction, to differentiate instruction, and to flag students who are at risk for developing reading difficulties and/or who need intervention support.
- **Diagnostic Assessment / Diagnostic Measures:** Given at any time, diagnostic assessments are designed to extract precise information about students' specific skills knowledge to inform instructional interventions.
- **Progress Monitoring:** Administered frequently throughout instruction and intervention to closely monitor student progression toward mastery of concepts, skills, and grade level content.
- **Formative Assessment:** Formative assessment is an intentional ongoing process – not a single test. It describes feedback discussions between teachers and students, and students and their peers that happens *during instruction*. It's a deliberate process that is used to provide specific insight into student learning and allow for educators to adjust teaching strategies accordingly.
- **Interim Assessment:** Interim assessments are typically used to determine whether students are on track toward proficiency of the content standards. Interim assessments may be selected by teachers in the classroom to meet several instructional purposes, or administered after sufficient teaching and learning has occurred.
- **Summative Assessments:** Summative assessments are administered at the end of the year and designed to provide systems level information for state, district, and school decision making on an annual basis.

Consonant: A phoneme (speech sound) that is not a vowel and that is formed by obstructing the flow of air with the teeth, lips, or tongue; English has 25 consonant phonemes.

Curriculum-based measures: A type of progress monitoring conducted on a regular basis to assess student performance throughout an entire year's curriculum; teachers can use CBM to evaluate not only student progress, but also the effectiveness of their instructional methods.⁵⁰

⁴⁹ State Department of Education, 2020, Accountability and Assessment

⁵⁰ IRIS Center, n.d.

Decoding: The ability to translate a word from print to speech, usually by employing knowledge of sound-symbol correspondences.

Decodable text: Reading material made up of words with patterns that have already been taught in phonics lessons; created to provide practice applying decoding skills and building fluency with known patterns and words.

Digraph: A two-letter combination (e.g., th, ph) that stands for a single phoneme in which neither letter represents its usual sound.

Diphthongs: Single vowel phonemes that glide in the middle; the mouth position shifts during the production of the single vowel phoneme, especially the vowels spelled ou and oi.

Discourse: Written or spoken communication or exchange of information and ideas, usually longer than a sentence, between individuals or between writer and reader.

Discourse structure: Organizational conventions in longer segments of oral and written language.

Dysgraphia: The condition of impaired letter writing by hand, that is, disabled handwriting. Impaired handwriting can interfere with learning to spell words in writing and speed of writing.⁵¹

Dyslexia: Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.⁵²

English learners (ELs): Students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.⁵³

Evidence-based Interventions (practice): Any of a wide number of discrete skills, techniques, or strategies which have been demonstrated through experimental research or large-scale field studies to be effective.⁵⁴

Morpheme: The smallest meaningful unit of language; it may be a word or a part of a word; it may be a single sound (plural /s/), one syllable (suffix -ful) or more syllables (prefix inter-).

Morphology: The study of meaningful units in a language and how the units are combined in word formation.

⁵¹ International Dyslexia Association, n.d., Understanding Dysgraphia

⁵² International Dyslexia Association, n.d., Definition of Dyslexia

⁵³ Glossary of Education Reform, 2013

⁵⁴ IRIS Center, n.d.

Multi-tiered system of supports (MTSS): Idaho Multi-Tiered System of Support (MTSS) is a prevention-based framework of team-driven, data-based decision -making for improving outcomes for all students. The five essential components of Idaho’s MTSS include; leadership, assessment, data-based decision making, multi-tiered instruction, and family and community engagement.

Onset-rime: The natural division of a syllable into two parts; the onset coming before the vowel and the rime including the vowel and what follows after it, e.g., pl-an.

Orthography: A writing system for representing language.

Phoneme: A speech sound that combines with others in a language system to make words; English has 40 to 44 phonemes, according to various linguists.

Phonemic or phoneme awareness: The conscious awareness that words are made up of segments of our own speech that are represented with letters in an alphabetic orthography.

Phoneme-grapheme mapping: The matching of letters or letter groups (graphemes) with the individual sounds (phonemes) of the spoken word that they represent. A critical step in learning to read and spell an alphabetic writing system.

Phonetics: The study of the sounds of human speech; articulatory phonetics refers to the way the sounds are physically produced in the human vocal tract.

Phonics: The study of the relationships between letters and letter sequences and the sounds they represent; also used as a descriptor for code-based instruction.

Phonological awareness: The conscious awareness of *all* levels of the speech sound system, including word boundaries, stress patterns, syllables, onset-rime units, and phonemes.

Phonological processing: Multiple functions of speech and language perception and production, such as perceiving, interpreting, storing (remembering), recalling or retrieving, and generating the speech sound system of a language.

Phonological working memory: The “online” memory system that remembers speech long enough to extract meaning from it, or that holds onto words during writing; a function of the phonological processor.

Phonology: The rule system within a language by which phonemes can be sequenced, combined, and pronounced to make words.

Schwa: The empty vowel in an unaccented syllable, such as the last syllable in *wagon* or *rebus*.

Semantics: The study of word and phrase meanings and relationships.

Sight vocabulary: A student’s pool of words that are instantly and effortlessly recognized; includes both regularly spelled and irregularly spelled words.

Specific learning disability (SLD): A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional behavioral disorder, or of environmental, cultural, or economic disadvantage.⁵⁵

Syllable: The unit of pronunciation that is organized around a vowel; it may or may not have a consonant after the vowel.

Syntax: The system of rules governing permissible word order in sentences.

Systematic, explicit instruction: A structured, systematic, and effective methodology for teaching academic skills.⁵⁶ Explicit instruction happens when a teacher intentionally covers academic material, scaffolding on previous knowledge and ensuring students grasp new material.

The Five Essential Reading Components⁵⁷:

- **Phonemic Awareness:** Phonemic awareness is the highest level of phonological awareness and is the ability to hear, identify, and manipulate the individual sounds in spoken words.
- **Phonics:** The relationship between the sounds of spoken words and the individual letters or groups of letters that represent those sounds in written words
- **Fluency:** The ability to read text accurately and quickly and with expression and comprehension
- **Vocabulary:** The words we must know in order to communicate effectively.
- **Comprehension:** The ability to understand and gain meaning from what has been read

Trigraph: a three-letter combination that represents one phoneme, e.g., -tch in ditch and -dge in dodge.

Vowel: One of a set of 15 vowel phonemes in English, not including vowel-r combinations; an open phoneme that is the heart of every spoken syllable; classified by tongue position and height (e.g., high to low, and front to back).

⁵⁵ Idaho Department of Education, Special Education Manual, 2018

⁵⁶ Archer & Hughes, 2011

⁵⁷ National Reading Panel, 2000

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RESOURCES

LINKS TO RESOURCES

Idaho Specific Resources

- [Idaho Comprehensive Literacy Plan](#)
- Idaho Statute: [33-1802](#), [33-1807](#), [33-1811](#)
- Idaho State Department of Education Website: [Dyslexia Resources](#); [SPED Manual](#); [ID Content Standards](#) in English Language Arts / Literacy; Comprehensive Literacy Standards (for Educator Preparation, within the [Standards for Initial Certification](#))
- Idaho Special Education Support and Technical Assistance ([SESTA](#)): [Idaho Training Clearinghouse](#), including [Assistive Technology](#)

Other Information and Resources for Educators

- [International Dyslexia Association](#); [IDA Knowledge and Practice Standards for Teachers of Reading](#)
- [National Center on Improving Literacy](#)
- [Reading League](#); Reading League's [Curriculum Evaluation Tool](#)
- [Center for Effective Reading Instruction](#)
- [Center for Intensive Intervention](#)
- [Florida Center for Reading Research](#); FCRR [Rubric for Evaluating Reading Instructional Materials for K-5](#)
- [Southwest Educational Development Lab \(SEDL\)](#)
- [Barksdale Institute's Reading Universe](#)
- [Reading Rockets](#)
- [Meadows Center for Preventing Educational Risk](#)

Other Resources for Parents

- [Decoding Dyslexia, Idaho](#)
- [Wrightslaw](#)
- [John Corcoran Foundation](#)
- [Nemours Clinic](#)
- [Our Dyslexic Children](#)
- [One by One](#)
- [Understood.org](#)

Federal Laws

- [Individuals with Disabilities Educational Act \(IDEA\)](#)
- [Section 504 of the Rehabilitation Act](#)
- [Americans with Disabilities Act](#)

APPENDICES

APPENDICES

- Appendix A: Guide to Screening and Diagnostic Measures
- Appendix B: Sample Scope and Sequence for Word Study, Reading, and Spelling
- Appendix C: Summary of IDA's Knowledge and Practice Standards for Teachers of Reading

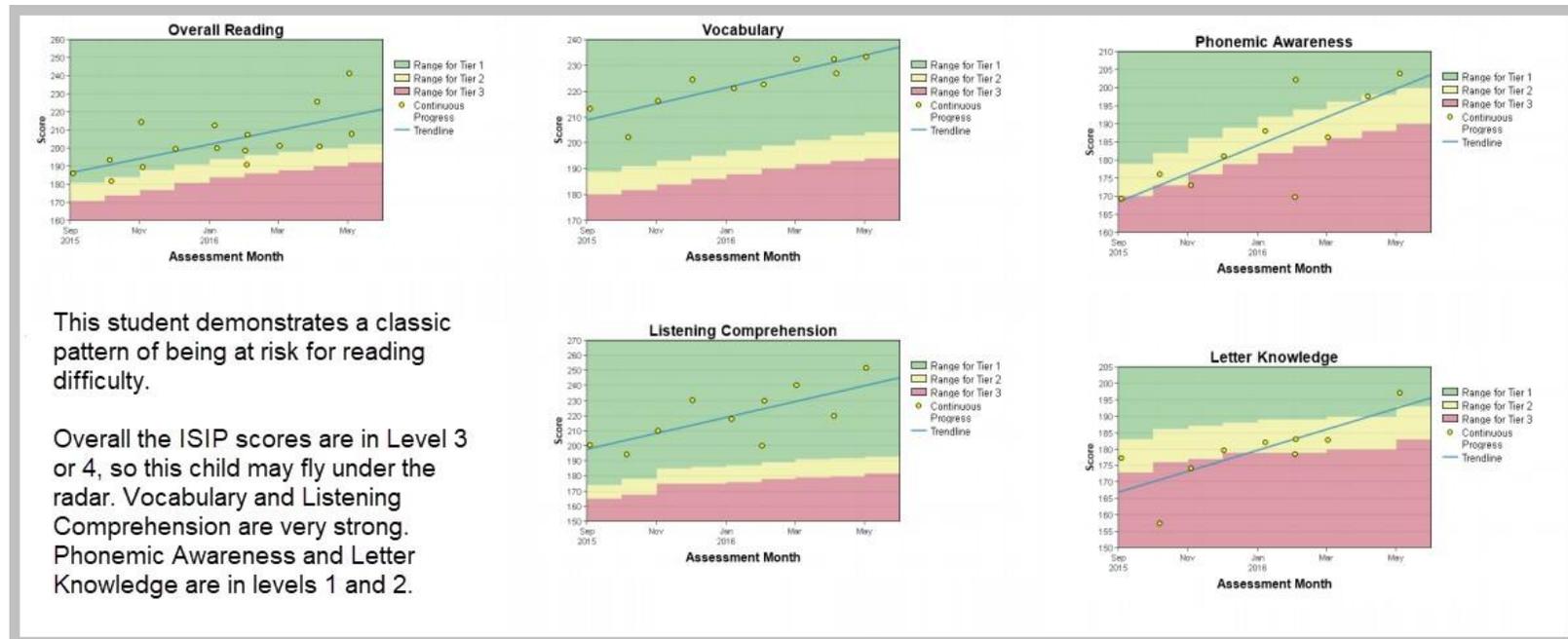
APPENDIX A: GUIDE TO SCREENING AND DIAGNOSTIC MEASURES

TIER I SCREENING, GRADES K-3

The Idaho Reading Indicator is the Tier I Screener for grades K-3. As the current IRI vendor, Istation offers the following guidance for school teams to use to review students' IRI Subtest data to identify students at risk for reading difficulty. Students whose IRI data show difficulties with accurate or fluent word recognition, poor spelling, and decoding abilities may be experiencing a deficit in the phonological component of language. These students may be demonstrating characteristics of dyslexia, and Tier II Diagnostic Measures should be administered.

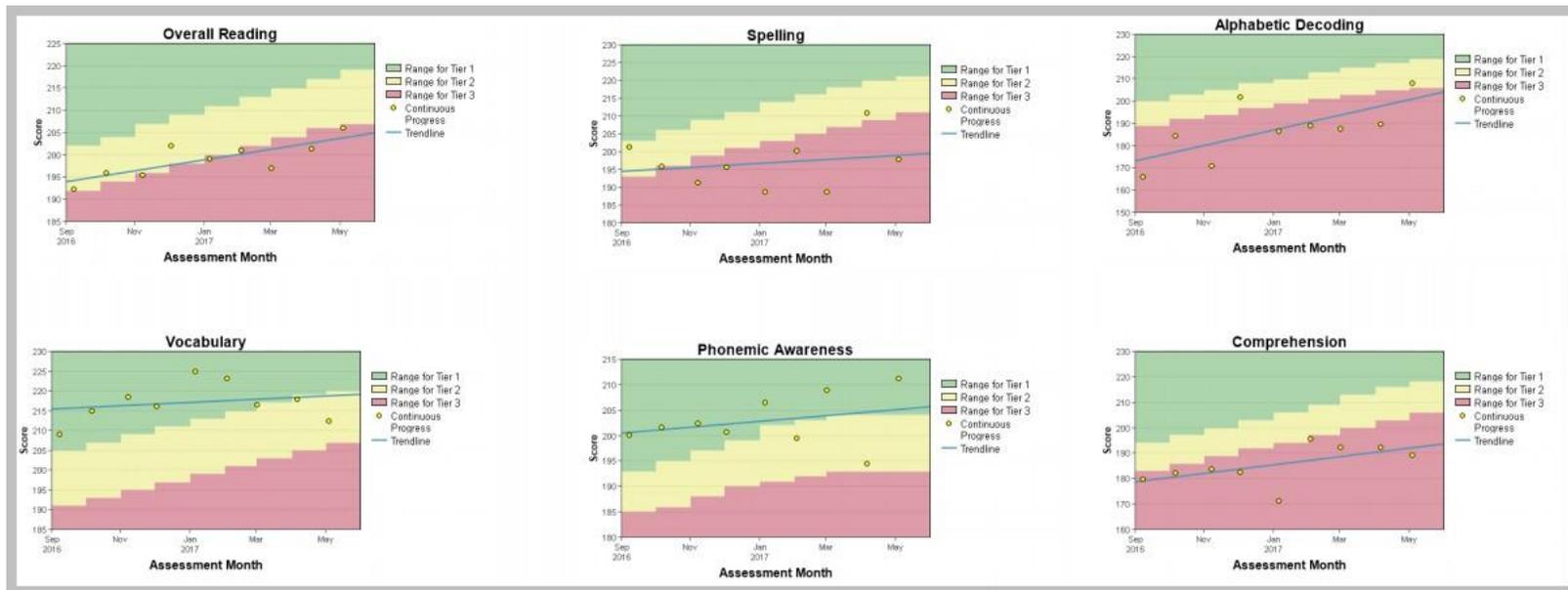
Kindergarten¹

- ◆ The student scores higher on Listening Comprehension than on Phonemic Awareness and Letter Knowledge
- ◆ The student scores poorly on Phonemic Awareness and Letter Knowledge compared to other sub-tests. This indicates unexpectedness in performance based upon skill development.
- ◆ Some students at risk of reading difficulties will do well on Vocabulary, depending on their home environment
- ◆ These students are at a higher risk of being held back as teachers may think they just need more time



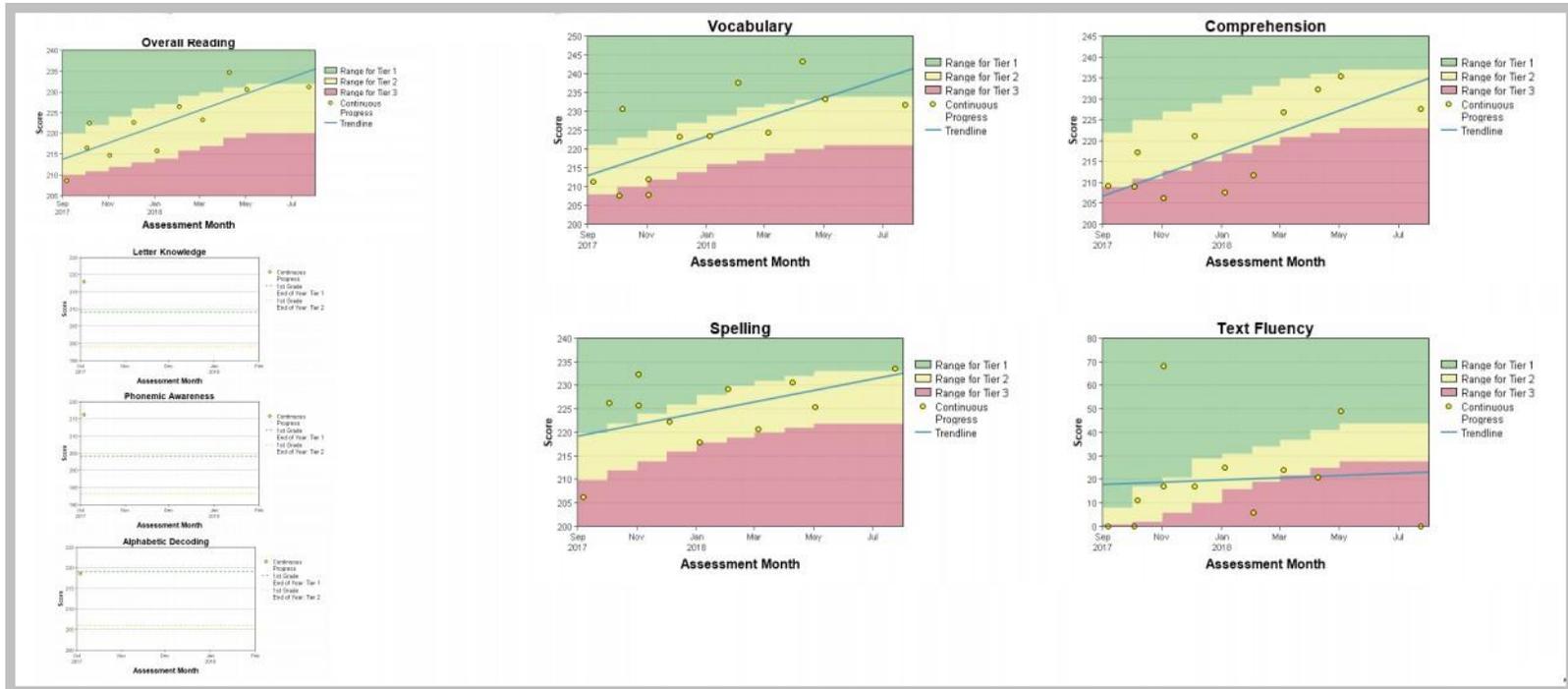
1st Grade¹

- ◆ Student scores are low on 1 or 2 of the following sub-tests: Alphabetic Decoding, Phonemic Awareness, Spelling, and Comprehension but not in all sub-test areas. This indicates unexpectedness in performance.
 - ◇ Poor readers and students at risk of dyslexia will not gate out of Phonemic Awareness and Letter Knowledge by the winter benchmark
- ◆ Vocabulary percentile may be lower in first grade than in kindergarten



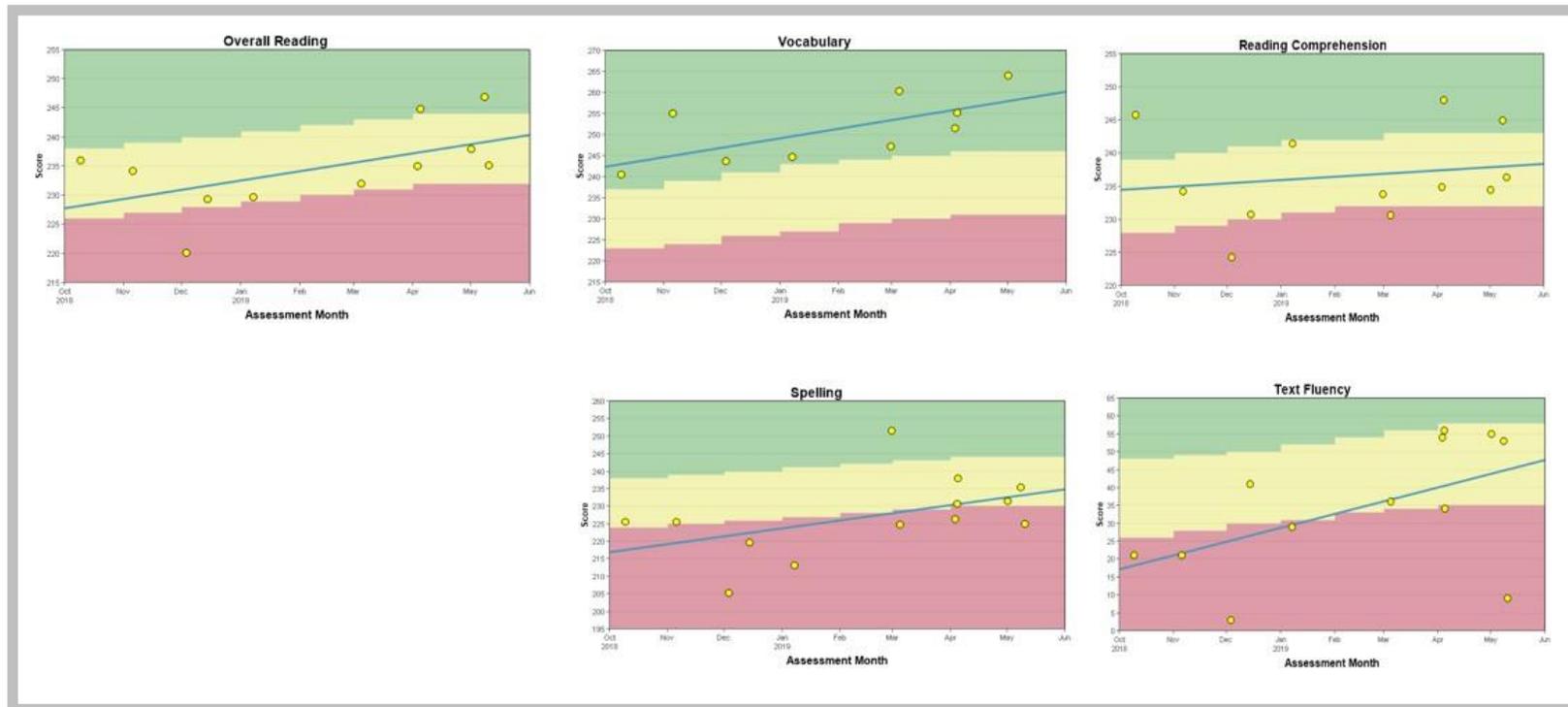
2nd Grade¹

- ◆ Student scores lower on Comprehension, Spelling, and Text Fluency in relation to other sub-tests, including overall reading and/or vocabulary.
- ◆ The student may gate down into Alphabetic Decoding, Phonemic Awareness and/or Letter Knowledge



3rd Grade¹

- ◆ Student scores lower on Comprehension, Spelling, and Text Fluency than in 2nd grade
- ◆ If Vocabulary was high in earlier grades, it may start to fall behind and slip in percentile rank. Vocabulary may continue to be an overall strength
- ◆ The student may gate down into Alphabetic Decoding, Phonemic Awareness and/or Letter Knowledge



¹ IStation, 2022

TIER II DIAGNOSTIC MEASURES, GRADES K-3

The following table is designed to assist you in using students’ IRI subtest data to determine appropriate diagnostic measures. To clarify the interventions that should be included in a student’s individual reading plan, review the subtests where the student’s score was low (or lower than other areas), identify one or more diagnostic measure from the recommended list to administer, and review the resulting data.

Using IRI Subtest Data to Identify Appropriate Diagnostics for Grades K-3

IRI Subtest	Expected Subtest Grades	Related Skill	Notes	Tier II Diagnostic Measures
Phonemic Awareness	K-1	Phonological / Phonemic Awareness		<ul style="list-style-type: none"> • AIMSweb & AIMSweb Plus PSF (K-1) • DIBELS 6th and Next ISF (K) • DIBELS 6th and Next PSF (K-1) • DIBELS 8th PSF (K-1) • EasyCBM Phonemic Awareness (K-1) • Acadience Reading Diagnostic PA & WRD • FAST (K-1) • CORE Phonological Awareness • Phonological Awareness Skills Program - PASP (K-1) • Predictive Assessment of Reading – PAR (K) • Texas Primary Reading Inventory - TPRI (K-1) • Phonological Awareness Screening Test - PAST (K-1) • Phonological Awareness Skills Screener - PASS (K-1)
Letter Knowledge	K-1	Letter Naming Fluency		<ul style="list-style-type: none"> • AIMSweb & AIMSweb Plus LNF (K-1) • DIBELS 6th and Next LNF (K -1) • DIBELS 8th LNF (K-1) • EasyCBM Letter Names (K-1) • FAST (K) • CORE Phonics Surveys
Alphabetic Decoding	1	Phonics and decoding		<ul style="list-style-type: none"> • AIMSWeb & AIMSweb Plus LSF/NWF Assessment • DIBELS 6th and Next NWF • DIBELS 8th NWF

				<ul style="list-style-type: none"> • EasyCBM Letter Sounds • Acadience Reading Diagnostic PA & WRD • CORE Phonics Surveys • FAST • Predictive Assessment of Reading • Reading A-ZA: Alphabet Naming • Renaissance Phonics screener • Really Great Reading Decoding Survey • 95% Group PSI: Phonics Screener for Intervention
Spelling	1-3			<ul style="list-style-type: none"> • LETRS Diagnostic Spelling Survey • Test of Written Spelling (1-3)
Comprehension	1-3		Note: Students' listening comprehension will likely be higher than their reading comprehension; they may be able to retell stories told orally but not retell what they have read themselves.	<ul style="list-style-type: none"> • AIMSweb and AIMSwebPlus (1-3) • AIMSweb Maze (3) • DIBELS 8th (1-3) • DIBELS Next Daze (3) • MAZE (1) • Renaissance STAR Early Literacy (1-3) • Easy CBM, Reading Comprehension (2-3)
Text Fluency	1-3	Oral reading fluency		<ul style="list-style-type: none"> • AIMSweb Plus (1-3) • DIBELS 8th WRF & ORF (1-3) • DIBELS 6 and NEXT ORF (2-3) • EasyCBM Word Fluency/Passage Fluency (1-3) • FAST (1) • Renaissance STAR Early Literacy (1-2)
N/A	K-3	Rapid Automatic Naming	Note: K students may have difficulty in easily remembering the names of letters, digits, colors, or objects. By Grade 2, students will demonstrate issues remembering words.	<ul style="list-style-type: none"> • AIMSweb Plus • PRO-ED RAN/RAS • Acadience RAN

Note: Guidance regarding additional diagnostic measures to be given based on the IRI Vocabulary Subtest are not included, as it is common for students with characteristics of dyslexia to score higher in vocabulary than other subtests. Thus, it is not likely that students will need additional diagnostic measures in vocabulary either to determine if they are demonstrating characteristics of dyslexia or to plan interventions.

TIER I SCREENING, GRADES 4 & 5

At this time, Idaho does not have an identified state administered assessment to be used for Tier I screening for grades four and five. Thus, local education agencies (LEAs) should identify and use the tool they feel is most appropriate. Suggested resources are below.

Suggested Tier I Screening Resources for Grades 4 & 5

Screener	Phonological Awareness (PA)	Phonemic Decoding Efficiency	Encoding Ability	Sight Word Reading Efficiency	Admin Time	Print or Digital
 Acadience Reading (formerly DIBELS Next)	X	X	X	X	2-9 min	Both
 FastBridge CBMreading 	X	X	X	X	20-35 min	Digital
 mCLASS: Amplify Reading 	X	X	X	X	5 min	Digital
 STAR CBM 	X	X	X	X	5-6 min total	Both
Phonological Awareness Literacy Screening-Plus (PALS Plus)	X	X	X	X	2-3 min tasks	Both
 Istation Advanced Reading (4-8)			X		<30 min	Digital
 PAST 	X				1-20 min	Print

TIER II DIAGNOSTIC MEASURES, GRADES 4 & 5

The following table is designed to assist you in using students’ screening data to determine appropriate diagnostic measures. To clarify the interventions that an individual student should receive, review the subtests where the student’s score was low (or lower than other areas) on the screener, identify one or more diagnostic measures from the recommended list to administer, and review the resulting data.

Suggested Diagnostic Measures by Reading Skill for Grades 4 & 5

Reading Skill	Diagnostic Measures
Phonological / Phonemic Awareness	<ul style="list-style-type: none"> • Phonological Awareness Skills Program - PASP (4-5) • Phonological Awareness Skills Screener - PASS (4-12) • Phonological Awareness Skills Test - PAST (4-12) • Cool Tools/FAIR Informal Reading Assessments: Florida Center for Reading Research, FCRR (4-5) • Acadience Reading Diagnostic PA & WRD (4-6) • CORE Phoneme Segmentation Test (4-8)
Phonics / Decoding / Word Recognition	<ul style="list-style-type: none"> • Really Great Reading Decoding Survey (4-12) • CORE Phonics Survey (4-12) • 95% Group PSI: Phonics Screener for Intervention (4-8) • Cool Tools/FAIR Informal Reading Assessments: FCRR (4-5) • Basic Reading Inventory (BRI), Jerry Johns (4-12) • Renaissance Phonics Survey
Spelling	<ul style="list-style-type: none"> • Words Their Way (4-12) • LETRS Diagnostic Spelling Survey • Test of Written Spelling (4-5)
Comprehension	<ul style="list-style-type: none"> • AIMSweb Maze (4-12) • AIMSweb Plus (4-12) • DIBELS Next Daze (4-6) • DIBELS 8th Maze (4-8) • EasyCBM Passage Fluency (4-6) • Cool Tools/FAIR Informal Reading Assessments: FCRR (4-12) • Curriculum Based Measures (4-5) • Basic Reading Inventory, Jerry Johns (4-12)

Text Fluency	<ul style="list-style-type: none">• AIMSweb R-CBM Oral Reading Passage (4-12)• AIMSweb Plus (4-12)• DIBELS 6th and Next ORF (4-6)• DIBELS 8th (4-8)• EasyCBM Passage Fluency (4-6)• Cool Tools/FAIR Informal Reading Assessments: Florida Center for Reading Research (4-5)• Basic Reading Inventory, Jerry Johns (4-12)
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APPENDIX B: SAMPLE SCOPE AND SEQUENCE FOR WORD STUDY, READING, AND SPELLING

Louisa Moats and Carol Tolman¹

Note: This chart is based on customary placement in reading and spelling curricula. There is no one accepted scope and sequence in the field. Grade levels for reading and spelling are approximate and will vary in appropriateness, according to the achievement levels of the students. The progression is intended to move gradually from simple to more complex linguistic constructions.

Consistent Phoneme-Grapheme Correspondences			
Grapheme Type	For Reading	For Spelling	Examples
Predictable consonants: <i>m, s, t, l; p, f, c (/k/), n; b, r, j, k; v, g (/g/), w, d; h, y, z, x</i>	K	K	him, napkin
Predictable short vowels: <i>/ă/, /ĭ/, /ŏ/, /ŭ/, /ĕ/</i> spelled with <i>a, i, o, u, e</i>	K	K-1	wet, picnic
Long vowel sounds associated with single letters <i>a, e, i, o, u</i> ; open syllables in one-syllable words	K	K-1	me, he, we, be, so, no, hi
Consonant digraphs: <i>sh, ch, wh, th, ng</i>	K-1	1	chin, fish, then
Two-consonant blends: <i>qu, st, sm, sn, -st, -ft, -lp; sr, sl, cr, cl, tr, dr, etc.</i>	1	1-2	dragon, slaps
Three-consonant blends and blends with digraphs: <i>squ, str, scr, thr, shr</i>	2	2-3	<u>strong</u> , <u>scrape</u>

¹ Also published in L.C. Moats & C. Tolman (2018). *Language Essentials for Teachers of Reading and Spelling, 3rd Edition*. Lexia Learning.

Variable, More Challenging Phoneme-Grapheme Correspondences			
Grapheme Type	For Reading	For Spelling	Examples
Single consonants: /s/ = c, s; /z/ = s, z; /k/ = k, c, -ck after a short vowel; /g/ = j, g	1	1–2	re <u>su</u> lt, <u>ce</u> nt, ro <u>ck</u>
Hard and soft c and g alternation, across a larger body of words	1	2–3	carry, center; girl, gentle
Final consonant blends with nasals: nt, nd, mp, nk	1	2–3	sink, sank, sunk; dump, tent
VCe long vowel pattern in single-syllable words	1	1	wage, theme, fine, doze, cute/rude
Vowel teams for long vowel sounds, most common: ee, ea; ai, ay; oa, ow, oe; igh	1	2	seek, meat, snow, boat, toe, stay, mail, fight
Vowel-r combinations, single syllables: er, ar, or, ir, ur	1	2	port, bird, turn, her
Digraphs ph (/f/), gh (/f/), ch (/k/ and /sh/)	2	2–3	<u>ph</u> one, cou <u>gh</u> , <u>sch</u> ool, ma <u>ch</u> ine
Other vowel-r combinations: are, air, our, ore, ear, eer, ure, etc.	2	2–3	hare, hair, for, four, fore, bear, heart
Diphthongs and vowels /aw/ and /oo/: oi, oy; ou, ow; au, aw; oo, u	1–2	2–3	toil, boyfriend, bout, tower, audio, claws, took, put
All jobs of y (as consonant /y/; as /ī/ on ends of one-syllable words like cry; as /ē/ on ends of multisyllabic words like baby; as /i/ in a few words like gym, myth)	1	2	yellow, try, candy, gym
Silent letter combinations, Anglo-Saxon words	2	3	knew, calm, comb, ghost, write
The -ild, -ost, -old, -olt, -ind pattern	2	2	wild, most, cold, find
Irregular spellings of high-frequency words	K-3	K-3	they, enough, of, been, were, said, there

Six Syllable Types and Oddities in Multisyllable Words			
Syllable Type	For Reading	For Spelling	Examples
Closed: short vowel ending with consonant	1	2	<u>sister</u> , <u>Sep</u> – <u>tember</u>
Open: long vowel, no consonant ending	1	2	<u>robot</u> , <u>behind</u> , <u>music</u>
Vowel-consonant-e (VCe), long vowel sound	2	2	com <u>pete</u> , sup <u>pose</u>
Vowel-r combinations	2	2	<u>por</u> – <u>ter</u> , <u>hurdle</u>
Vowel teams, long, short, and diphthong vowels	2	3	meatloaf, <u>neighbor</u> , Toyland
Consonant-le (Cle), final syllables	2	3	<u>eagle</u> , <u>stubble</u>
Multisyllabic word construction and division principles: VC/CV, V/CV, VC/V, CV/VC	2–3	3	com – mit – ment, e – vent, ev – er – y, po – et
Oddities and schwa	2	3+	act <u>ive</u> , atom <u>ic</u> , nati <u>o</u> n
Orthographic Rules and Generalizations			
Rule/Principle	For Reading	For Spelling	Examples
No word ends in <i>v</i> or <i>j</i>	1	2–3	have, love, move; wage, huge, ridge, dodge
Floss rule (<i>f, l, s</i> doubling)	1	1	stuff, well, miss, jazz
Consonant doubling rule for suffix addition	1	2–3	beginning
Drop silent <i>e</i> for suffix addition	1	2–3	scared, likable
Change <i>y</i> to <i>i</i> for suffix addition	1	2–3	studying, cried, candied

Other Aspects of Orthography			
Morpheme Construction	For Reading	For Spelling	Examples
Homophones	2	2–3	to, two, too
Contractions with <i>am, is, has, not</i>	1	2	I'm, he's, she's, isn't, don't
Contractions with <i>have, would, will</i>	2	3	I've, he'd, they'll
Possessives and plurals	1–3	1–3+	house's, houses, houses'; it's, its; hers, theirs
Basic Morphology (Anglo-Saxon and Latin)			
Morpheme Construction	For Reading	For Spelling	Examples
Compounds	1	2	sunshine, breakfast, fifty-one
Inflectional suffixes: inflectional suffix on single-syllable base words with no spelling change (e.g., <i>help, helps, helped, helping</i>)	1	1–2	walks, walking, walked, wanted, dogs, wishes; redder, reddest
Inflectional suffixes: inflectional suffix on single-syllable base words with spelling change	1–2	2–3	caring, loved, cries
Irregular past tense and plurals	1–3	1–3	ran, went, bent, left, sold; wolf, wolves; shelf, shelves
Common prefixes	1	2	un-, dis-, in-, re-, pre-, mis-, non-, ex-
Less common prefixes	2	3+	fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post-
Common derivational suffixes	2	2–3	-y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en
Common Latin roots	3	3+	port, form, ject, spect, dict, tend, fer

APPENDIX C: SUMMARY OF IDA'S KNOWLEDGE AND PRACTICE STANDARDS FOR TEACHERS OF READING

STANDARD 1: FOUNDATIONS OF LITERACY ACQUISITION

- 1.1 Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
- 1.2 Understand that learning to read, for most people, requires explicit instruction.
- 1.3 Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
- 1.4 Identify and explain aspects of cognition and behavior that affect reading and writing development.
- 1.5 Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
- 1.6 Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
- 1.7 Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).
- 1.8 Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
- 1.9 Understand the changing relationships among the major components of literacy development in accounting for reading achievement.

STANDARD 2: KNOWLEDGE OF DIVERSE READING PROFILES, INCLUDING DYSLEXIA

- 2.1 Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.
- 2.2 Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.
- 2.3 Identify the distinguishing characteristics of dyslexia.

- 2.4 Understand how reading disabilities vary in presentation and degree.
- 2.5 Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.

STANDARD 3: ASSESSMENT

- 3.1 Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
- 3.2 Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).
- 3.3 Interpret basic statistics commonly utilized in formal and informal assessment.
- 3.4 Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.
- 3.5 Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.
- 3.6 Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
- 3.7 Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.
- 3.8 Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

STANDARD 4: STRUCTURED LITERACY INSTRUCTION

Substandard A: Essential Principles and Practices of Structured Literacy Instruction

- 4A.1 Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
- 4A.2 Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.
- 4A.3 Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

Substandard B: Phonological and Phonemic Awareness

- 4B.1 Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.
- 4B.2 Understand/apply in practice considerations for levels of phonological sensitivity.
- 4B.3 Understand/apply in practice considerations for phonemic-awareness difficulties.
- 4B.4 Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade.
- 4B.5 Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.
- 4B.6 Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.
- 4B.7 Know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.

Substandard C: Phonics and Word Recognition

- 4C.1 Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.
- 4C.2 Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.
- 4C.3 Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.
- 4C.4 Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.
- 4C.5 Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
- 4C.6 Know/apply in practice considerations for teaching irregular words in small increments using special techniques.
- 4C.7 Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.

- 4C.8 Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.

Substandard D: Automatic, Fluent Reading of Text

- 4D.1 Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
- 4D.2 Know/apply in practice considerations for varied techniques and methods for building reading fluency.
- 4D.3 Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.
- 4D.4 Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.

Substandard E: Vocabulary

- 4E.1 Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
- 4E.2 Know/apply in practice considerations for the sources of wide differences in students' vocabularies.
- 4E.3 Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.
- 4E.4 Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.

Substandard F: Listening and Reading Comprehension

- 4F.1 Know/apply in practice considerations for factors that contribute to deep comprehension.
- 4F.2 Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.
- 4F.3 Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.

STANDARD 5: PROFESSIONAL DISPOSITIONS AND PRACTICES

- 5.1 Strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorders.
- 5.2 Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.
- 5.3 Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.
- 5.4 Respect objectivity by reporting assessment and treatment results accurately, and truthfully.
- 5.5 Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services.
- 5.6 Respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA.
- 5.7 Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur.
- 5.8 Support just treatment of individuals with dyslexia and related learning difficulties.
- 5.9 Respect confidentiality of students or clients.
- 5.10 Respect the intellectual property of others.

PLANNING, POLICY AND GOVERNMENT AFFAIRS
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SUBJECT

Addition of Territory to College of Southern Idaho Community College District

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-2103 - 05, Idaho Code

BACKGROUND/DISCUSSION

Section 33-2105, Idaho Code, provides that “any territory not in an existing community college district may become a part of a community college district by a [simple majority] vote of the school district electors resident of said territory” (Note: the term “territory” is undefined). To initiate the process, “a petition signed by not less than one hundred (100) school district electors of the territory proposed to be added to the community college district, or twenty percent (20%) of the school district electors within the territory, whichever is the lesser, describing the boundaries of the territory, and a true copy thereof, shall be filed with the board of trustees of the community college district.”

The community college board of trustees must review the petition and send the petition and its recommendation to the State Board. If the State Board approves the petition, it must notify the board of trustees of the community college district and the board of county commissioners of the home county of the community college district.

The College of Southern Idaho (CSI) Board of Trustees received a petition of sufficient electors in Elmore County to join the CSI Community College District (CSI District). On August 31, 2022, the County Clerk of Elmore County certified the signatures as those of eligible electors. “The CSI Board of Trustees voted on November 14, 2022, to unanimously endorse the petition to the State Board, acknowledging that the underlying statute relies upon an ultimate vote of the people to determine a final outcome.” (Attachment 3). The CSI Board of Trustees’ recommendation was received by the State Board Office on November 15, 2022.

Section 33-2105, Idaho Code, provides that the State Board shall consider a petition to join an existing community college district “as it is required to consider a petition for the formation of a community college district.”

Idaho Code § 33-2103, sets forth minimum requirements for the formation of a community college district, as follows:

- 1) The community college district must contain the area, or any part thereof, of four (4) or more school districts and the area or any part thereof, of one (1) or more counties;
- 2) Aggregate enrollment in grades nine (9) through twelve (12) is not less than 2,000 students; and
- 3) The market value of real and personal property value of the proposed district must not be less than \$100,000,000.

**PLANNING, POLICY AND GOVERNMENT AFFAIRS
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The statute further directs that “the state board of education in considering a petition filed pursuant to Section 33-2104, Idaho Code, shall verify all the above requirements, as well as determine the number of the students expected to attend and the facilities available, or to be made available, for operation of the school.”

In addition, Section 33-2104, Idaho Code, requires the Board to review the following information in determining whether to approve any petition:

- 1) Existing postsecondary opportunities within the proposed district;
- 2) Number of prospective students for the proposed community college;
- 3) Financial viability of the new community college with income from tuition and sources as provided by law.

Section 33-2103, Idaho Code Requirements:

1) Number of Local School Districts

The area of the proposed territory to add to CSI’s district includes the area (in whole or in part) of four school districts:

- Bliss Joint School District #234
- Bruneau-Grandview Joint School District #365
- Glenns Ferry Joint School District #192
- Mountain Home School District #193

2) Aggregate Enrollment of High School Students

	2018-19	2019-20	2020-21	2021-22	2022-23
Bliss Joint	35	40	35	36	39
Bruneau-Grandview Joint	95	101	99	104	85
Glenns Ferry	123	123	127	119	119
Mountain Home	1068	1075	1001	1033	1040
TOTAL	1321	1339	1262	1292	1283

3) Taxable Market Value

The Elmore County real and personal property values as of September 2022 were \$2,631,416,666 (source Idaho Tax Commission).

4) Facilities Available

CSI does not currently have a center or facility in Elmore County. Courses could be delivered online and/or in high schools or other community facilities in Elmore County depending on community demand and space availability.

Section 33-2104, Idaho Code Requirements:

1) Existing Opportunities for Postsecondary Education

Section 33-2101, Idaho Code, provides “for the orderly establishment and growth of [community] colleges, a statewide system of six [community] college

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areas is hereby created. ... The State Board of Education shall only approve the existence of one centrally located district in any area until the enrollment of such junior college therein exceeds 1000 full time day students a year from within the area.” The statute splits Elmore County between Area 3 and Area 4. Board Policy III.Z. establishes “service regions for the institutions based on the six geographic areas identified in Section 33-2101, Idaho Code. A Designated Institution shall have the Service Region Program Responsibility to assess and ensure the delivery of all educational programs and services necessary to meet the educational and workforce needs within its assigned service region.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. Boise State University and College of Western Idaho are the Designated Institutions serving undergraduate needs. Boise State University is the Designated Institution serving graduate education needs. Boise State University and College of Western Idaho are the Designated Institutions serving applied baccalaureate degree needs.

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. Idaho State University and College of Southern Idaho are the Designated Institutions serving undergraduate needs. Idaho State University is the Designated Institution serving the graduate education needs, with the exception that Boise State University will meet undergraduate and graduate business program needs. Idaho State University and College of Southern Idaho are the Designated Institutions serving applied baccalaureate degree needs.”

2) Projected Enrollment

CSI provided the following as a plausible projection. Taking the high school graduating students for 2021 from within Elmore County (325) as a base and applying a 45 percent college-going rate for Elmore County, then $325 \times .45 = 146$ learners.¹ Forty-one percent of Elmore County residents lack a high school diploma or possess an equivalent. Another 30 percent have some college with an associate degree, or no degree. CSI’s goal would be 500 unique learners served from Elmore County annually through dual enrollment, lower-division instruction, engaging non-traditional learners in flexibly scheduled programs and through workforce development engagement/training for incumbent workers.

3) Financial Viability

A process that may ultimately result in a positive vote by Elmore County to join the community college district would yield an increase of \$2,183,964 to the overall collections of the CSI community college district. (The calculation is based on 2021 valuations for Elmore County and the 2021 levy rate.) Tuition revenue from courses offered in Elmore County would also be available to the

¹ The one-year college-going rate for CSI from within the Magic Valley (44 percent for Jerome County and 36 percent from Twin Falls County). Elmore County’s college-going rate for CSI is currently 32 percent.

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College beyond the levy collections, and the College would seek increases to its CTE allocations which would provide support for the full cost of instruction for CTE-instructional activities. An expansion of the community college district to incorporate Elmore County would not involve undue “mission creep” since programs and activities would be predicated on the County providing a way to support the ongoing costs of activities within the County. As a point of reference, CSI expends approximately \$211,000 annually to provide for the non-instructional personnel at the Mini-Cassia Center in Burley. Using a similar service model approach within Elmore County, and assuming that there would be ongoing facility costs, the annual projected collections from Elmore County would be sufficient to support activities. Moreover, the CSI administration and the Board of Trustees can establish that the service model for Elmore County not exceed the available revenue. There would be personnel costs for employees who would work in Elmore County, and there would be sufficient resources from the levy revenue to support those anticipated costs. Back-office functions can be scaled since those are shared services already made available to off-campus locations (e.g. Mini-Cassia). There may be need to scale personnel on the Twin Falls campus to meet enrollment increases, but there would be tuition revenue and future enrollment workload adjustments from the state to support costs.

Pursuant to Idaho Code § 33-2110A, a student residing outside of a community college district that attends any community college is charged out-of-district tuition, which is paid by a student’s resident county up to a lifetime maximum of \$3,000. The out-of-district tuition rate is \$50 per credit hour.

IMPACT

Approval of the resolution as provided in Attachment 3 will allow for an election to be called in Elmore County for creation of a community college district pursuant to the requirements of Sections 33-2105 and 34-106, Idaho Code.

Section 33-2104A, Idaho Code, provides that “a proposal to redefine the boundaries of trustee zones of a community college district shall be initiated by its board of trustees at the first meeting following ... the electors’ approval of the addition of territory pursuant to Section 33-2105, Idaho Code. The board of trustees shall submit the proposal to the state board of education within one hundred twenty (120) days following the ... election.”

ATTACHMENTS

Attachment 1 – Petition and Certification of Signatures	Page #
Attachment 2 – CSI Board of Trustees Recommendation	Page #
Attachment 3 – Resolution	Page #

STAFF COMMENTS AND RECOMMENDATIONS

Staff finds that the petitioners and CSI Board of Trustees satisfied the requirements for the addition of territory to a community college district set forth in Section 33-

**PLANNING, POLICY AND GOVERNMENT AFFAIRS
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2105, Idaho Code. Should the voters approve the addition of Elmore County to the CSI District the college district will overlap with the service area for College of Western Idaho established in Section 33-2201, Idaho Code. The Board will need to then amend the area boundaries established in Section 33-2201, Idaho Code.

Staff recommends approval of the petition.

BOARD ACTION

I move to approve the Resolution set forth in Attachment 3 recommending the addition of territory made up of the boundaries of Elmore County to the current territory of the College of Southern Idaho community college district.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

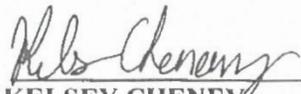
CERTIFICATION OF SIGNATURES

STATE OF IDAHO)
) SS.
COUNTY OF ELMORE)

I, Shelley Essl, County Clerk of Elmore County, Idaho, do hereby certify that **108 (One hundred eight)** signatures on this petition to **Create A Community College District** are those of **qualified electors**, and, if applicable, qualified electors in the Glens Ferry School District.



SHELLEY ESSL
ELMORE COUNTY CLERK



KELSEY CHENEY
DEPUTY CLERK

8/31/2022

Date

GFSO
 voters

PETITION TO CREATE A COMMUNITY COLLEGE DISTRICT

We, the undersigned citizens and qualified electors of the State of Idaho, in and for Elmore County, respectfully petition for the creation of the following:

1. A community college district to support and supervise the College of Southern Idaho.
2. That said, the proposed community college district encompasses all of Elmore County, Idaho.

Each of the following signers certifies that: 1) I have personally signed this petition and 2) I am registered to vote under the name signed below, and 3) I am registered to vote at the address listed below which is in Elmore County, Idaho.

Date	Printed Name	Signature	Voting Address/City
7-16-2022	M. Louise Kiste	M. Louise Kiste	4249 N. Washington King Hill
7-16-22	Melinda Kiste	Melinda Kiste	4294 N. Washington King Hill
7-16-22	Clay Pollax	Clay Pollax	355 N. Alder GF
7-16-22	Darwin Bybee	Darwin Bybee	461 N. Liberty Dr KH
7-16-22	Jean Bybee	Jean Bybee	461 N. Liberty Dr KH
7-16-22	Brook Love	Brook Love	761 S. Rose St.
7-16-22	Sydney Goeckner	Sydney Goeckner	24 N. Sailor Cr Rd GF
7-16-22	Kevin King	Kevin King	201 N. Bronco Ln KH
7-16-22	Sarah Swan	Sarah Swan	240 E. Springa GF
7-16-22	C. Williams	C. Williams	1217 E. Cleveland GF
7-16-22	K. Wills	Kimra Wills	289 W. Arthur GF
7-16-22	Janeane Butler	Janeane Butler	P.O. Box 146 King Ferry
7-16-22	W. Alfredson	W. Alfredson	353 W. Madison GF
7-16-22	Amy Alfredson	Amy Alfredson	145 N 18 E, MH GF
7-16-22	Jean Heath	Jean Heath	4149 N. 24 Ave KH
7-16-22	Marlene Vallard	Marlene Vallard	9722 Old Hwy 30 Hammé
7-16-22	Aussie McKehe	Aussie McKehe	
7-16-22	Cindy Sheoman	Cindy Sheoman	4128 Douglas King Hill 83633

12-11GF

CERTIFICATION
OF
SIGNATURES

STATE OF IDAHO)
) SS.
COUNTY OF ELMORE)

I, Shelley Essl, County Clerk of Elmore County, Idaho, do hereby certify that 108 (One hundred eight) signatures on this petition to **Create A Community College District** are those of qualified electors, and, if applicable, qualified electors in the Glens Ferry School District.



SHELLEY ESSL
ELMORE COUNTY CLERK

Kelsey Cheney
KELSEY CHENEY
DEPUTY CLERK

8/31/2022
Date

GFSO
voters

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7-16-22	Jean Bube	Jean Bube	461 N. Liberty Dr KH
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7-16-22	Sydney Goeckner	Sydney Goeckner	24 N. Sailor Cr Rd GF
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7-16-22	Sarah Swan	Sarah Swan	240 E. Springa GF
7-16-22	C. Williams	C. Williams	1217 E. Cleveland GF
7-16-22	K. Wills	Kimra Wills	289 W. Arthur GF
7-16-22	Janeane Butler	Janeane Butler	P.O. Box 146 Jenny
7-16-22	W. Alfredson	W. Alfredson	353 W. Madison GF
7-16-22	Amy Alfredson	Amy Alfredson	145 N 18 E, MH
7-16-22	Joann Heath	Joann Heath	4149 N. 2nd Ave KH
7-16-22	Marlene Vallard	Marlene Vallard	9722 Old Hwy 30 Hammé
7-16-22	Jessie McArthur	Jessie McArthur	
7-16-22	Cindy Sherman	Cindy Sherman	4128 Douglas King Hill 83633

12-11GF

GFSO

PETITION TO CREATE A COMMUNITY COLLEGE DISTRICT

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 3) I am registered to vote at the address listed below which is in Elmore County, Idaho.

Date	Printed Name	Signature	Voting Address/City
✓ 8/15/2022	Jen Henslee	Jen Henslee	13 W SNAKE RIVER ELMORE FERRY ID 83623
✓ 8/15/2022	Kelli McHone	Kelli McHone	924 E. Garfield Ave. ELMORE FERRY, ID 83623
✓ 8/15/22	Liza Martin	Liza Martin	360 W. Madison Ave G.F., ID 83623
✓ 8/15/22	Amy Hill	Amy Hill	582 W. 1st Ave G.F. ID 83623

4

Glenns Ferry
SD

PETITION TO CREATE A COMMUNITY COLLEGE DISTRICT

We, the undersigned citizens and qualified electors of the State of Idaho, in and for Elmore County, respectfully petition for the creation of the following:

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2. That said, the proposed community college district encompasses all of Elmore County, Idaho.

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Date	Printed Name	Signature	Voting Address/City
✓ 8/15/22	Sonia Wroblewski	<i>Sonia Wroblewski</i>	274 W. Idaho Ave
✓ 8/15/22	Maria Hurtado	<i>Maria Hurtado</i>	7466 Old Highway 30 #3
✓ 8/15/22	Melanie McLean	<i>Melanie McLean</i>	437 W. Madison Ave.
X moved 8-15-22	Lorinda Meeker	<i>Lorinda Meeker</i>	565 E. Garfield Ave
X moved 8-15-22	Jennifer Reep	<i>Jennifer Reep</i>	7853 W. Ringers Hammett
✓ 8-15-22	Carie Jackson	<i>Carie Jackson</i>	144 W. Washington P.O. Box 234 GF
✓ 8-15-22	Luis Torres	<i>Luis Torres</i>	149 W. Washington E.F.
X moved 8-15-22	Natasha King	<i>Natasha King</i>	201 N Bronco Ln King Hill, ID 83433
X moved 8-15-22	Heather Muddiman	<i>Heather Muddiman</i>	3361 W. Crown Rd King Hill Id
X moved 8-15-22	Ismael Reyes	<i>Ismael Reyes</i>	429 E. 7th Clarendon Clarendon Id
✓ 8-15-22	Guadalupe Nolasco	<i>Guadalupe Nolasco</i>	10352 E. Gopher Knoll King Hill Id 83433
✓ 8/15/22	Merry Jo Hershey	<i>Merry Jo Hershey</i>	1450 S. Penny Ln. King Hill, ID 83433
X moved 8/15/22	Rose Sherk	<i>Rose Sherk</i>	592 S. Raspberry Ln Hammett ID 83427
✓ 8/15/22	Heather Espino	<i>Heather Espino</i>	888 E. Springa Road Glenns Ferry ID 83423
✓ 8/15/22	Sarah Moore	<i>Sarah Moore</i>	295 N. Commercial
X moved 8/15/22	Shannon Wooten	<i>Shannon Wooten</i>	185 N. Kansas Ave GF
8/15/22	Candice Hill	<i>Candice Hill</i>	599 N. E. Imore Ave GF
✓ 8-15/22	Patrick Dickson	<i>Patrick Dickson</i>	940 S. Sade Way

Glenns ferry JD

PETITION TO CREATE A COMMUNITY COLLEGE DISTRICT

We, the undersigned citizens and qualified electors of the State of Idaho, in and for Elmore County, respectfully petition for the creation of the following:

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Date	Printed Name	Signature	Voting Address/City
✓ 8/15/2022	Brenna Fisher	<i>[Signature]</i>	512 S Thacker Rd Hammett, ID
✓ 8/15/2022	Emily Wright	<i>[Signature]</i>	786 E 1st Ave #9 Glenns Ferry ID 83623
XNR 8/15/22	Handace Titus	<i>[Signature]</i>	64 W. 2nd Ave GE, ID 83623
✓ 8/15/22	Dustin Johnson	<i>[Signature]</i>	4963 Old Hwy 30 HAMMETT ID
✓ 8/15/2022	BRAN BECKLEY	<i>[Signature]</i>	9143 W Osprey St Hammett Idaho 83627
✓ 8/15/22	Traci Beckley	<i>[Signature]</i>	9143 W Osprey St Hammett, ID 83627
✓ 8/15/22	Dwayne Rieckman	<i>[Signature]</i>	437 W Madison and Glenns Ferry Id
✓ 8/15/22	Deb Schumacher	<i>[Signature]</i>	47 N ELMORE ST.
XNR 8/15/22	Janelle H. Rea	<i>[Signature]</i>	2057 E Pasadena Valley rd Kinghill, ID 83633
✓ 8/15/22	Coley Andkari	<i>[Signature]</i>	7141 W Church St Hammett ID 83627
✓ 8/15/2022	Jordan Thomas	<i>[Signature]</i>	812 West Garfield Glenns Ferry Id 83623
✓ 8/15/2022	Austin Kinnor	<i>[Signature]</i>	1033 W. 2nd St VIEW DP HAMMETT
✓ 8/15/2022	Mark Merrett	<i>[Signature]</i>	996 W. Madison Ave GE 83623
✓ 8-15-2022	Kevin Gonzalez	<i>[Signature]</i>	584 S. Olive St. Glenns Ferry
✓ 8-15-2022	Marlene Bauman	<i>[Signature]</i>	7601 South Grand St Glenns Ferry, Id
XNR 8-15-2022	Shon Thompson	<i>[Signature]</i>	630 N BAUNACK ST. GLENN'S FERRY
✓ 8-15-2022	Joyce Humphrey	<i>[Signature]</i>	609 S. Humphreys Rd. HAMMETT
XNR 18 8-15-22	Tina Schelinder	<i>[Signature]</i>	8728 Old Hwy 30 #32 Hammett

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GLENN'S FERRY SD VOTERS

PETITION TO CREATE A COMMUNITY COLLEGE DISTRICT

We, the undersigned citizens and qualified electors of the State of Idaho, in and for Elmore County, respectfully petition for the creation of the following:

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Date	Printed Name	Signature	Voting Address/City
✓ 7-14-2022	Darlene R Adams	<i>Darlene R Adams</i>	221 S. Main Ave Hammett, ID 83607
✓ 7-15-2022	JULIA E Heath	<i>Julia E Heath</i>	Same
✓ 7-15-2022	Dorothy Drake	<i>Dorothy Drake</i>	481 N Liberty King Hill ID 83633
✓ 7-15-2022	Christopher ^{Nichols}	<i>C Nichols</i>	5567 E. Henry Jones Rd, King Hill ID 83633
XNR 7-16-2022	Rich Wootan	<i>Rich Wootan</i>	2286 S. Pratt Rd King Hill ID 83633
✓ 7-16-22	Jose Gonzalez	<i>Jose Gonzalez</i>	594 N. Atlantic Glenn's Ferry, ID 83623
✓ 7-16-22	Jared Zito	<i>Jared Zito</i>	8815 W Sprague RD Hammett ID
Xmrs 7-16-22	Amber Rodgers	<i>Amber Rodgers</i>	150 W. Elwood Glenn's Ferry
✓ 7-16-22	Sammy White	<i>S. White</i>	678 W. Elmore Glenn's Ferry, ID
✓ 7-16-22	Patricia Hernandez	<i>Patricia Hernandez</i>	5775 E Cabini LN King Hill ID 83633
✓ 7-16-22	Tim Fenwick	<i>Tim Fenwick</i>	486 Frog Hollow 83633
✓ 7-16-22	Keyton Cook	<i>Keyton Cook</i>	644 East Cleave Lane 83623
✓ 7-16-22	Carson Craig	<i>Carson Craig</i>	70 W Harrison Ave Glenn's Ferry ID 83623
Xmrs 7-16-22	Matthew Cardon	<i>Matthew Cardon</i>	114 E 9th St Glenn's Ferry
✓ 7-16-22	Kathy Huber	<i>Kathy Huber</i>	PO Box 216 Glenn's Ferry
✓ 7-16-22	Stacie Pollard	<i>Stacie Pollard</i>	255 N. Alder Lane Glenn's Ferry, ID 83623
✓ 7-16-22	KAREN FRANK	<i>Karen Frank</i>	4105 E Montgomery Rd King Hill, ID 83633
18 ✓ 7-16-22	Pamela Johnson	<i>Pamela Johnson</i>	633 S. Crestview Glenn's Ferry, ID

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PETITION TO CREATE A COMMUNITY COLLEGE DISTRICT

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Date	Printed Name	Signature	Voting Address/City
7-12-22	Candy van Norman	<i>[Signature]</i>	5043 E RUBY RD KING HILL
7/12/22	Steven Van Norman	<i>[Signature]</i>	6043 E RUBY RD KING HILL ID 83633
7/12/22	Hersy, Larry Lee	<i>[Signature]</i>	1052 S PRINCE LN KING HILL ID 83633
7/12/22	Butch Baker	<i>[Signature]</i>	441 N BANK ST GLENNS FERRY
12 JUL 2022	Emily Comaro Burt	<i>[Signature]</i>	2395 E LITTLE BASIN RD KING HILL ID 83633
12 JUL 2022	Gregory M. Burt	<i>[Signature]</i>	2395 E LITTLE BASIN RD KING HILL ID 83633
7-11-22	Kristie Ferry	<i>[Signature]</i>	190 N COBBLER RD KING HILL
7-15-22	Todd Clark	<i>[Signature]</i>	644 E CLEVELAND GF
7/15/22	Gary McCrea	<i>[Signature]</i>	119 W 1 ST GLENNS FERRY
7/15/22	Jim Dillard	<i>[Signature]</i>	5520 1/2 BANK ST KING HILL ID
7-15-22	Tracy Reece	<i>[Signature]</i>	514 E 1 ST GF Idaho
7-15-22	Lucas Longstaff	<i>[Signature]</i>	431 N. Mesa Rd. King H., ID 83633
7-15-22	Kolton Sprza	<i>[Signature]</i>	99 ONIDA GLENNS FERRY ID 83623
7-15-22	Sharon Wlean	<i>[Signature]</i>	80 N. ALTON GF ID 83623
7/15/22	Tamara Shunk	<i>[Signature]</i>	5246 E KING HILL FRONTIER RD 83633
7/15/22	Ray Dell Bosh	<i>[Signature]</i>	5613 E MAIN ST. KING HILL ID 83633
7/15/22	Nadine Cook	<i>[Signature]</i>	644 E CLEVELAND AVE GLENNS FERRY ID 83623
7/15/22	Melinda Sterling	<i>[Signature]</i>	118 E 4 TH ST GLENNS FERRY ID 83623

GLENN'S FERRY VOTERS
108 signed

PETITION TO CREATE A COMMUNITY COLLEGE DISTRICT

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	Date	Printed Name	Signature	Voting Address/City
1 ✓	7/16/22	Laurel Lenz	<i>Laurel Lenz</i>	701 S Boise St Glenns Ferry, ID 83623
2 ✓	7/16/22	Samatha Lenz	<i>Samatha Lenz</i>	701 S Boise St Glenns Ferry, ID 83623
*moved 3	7/16/22	Sandy Mills	<i>Sandy Mills</i>	701 E Chaffin Rd King Hill ID 83623
4 ✓	7/14/22	Pat Oeder	<i>Pat Oeder</i>	127 N. Elmore Ave Glenns Ferry, ID
5 ✓	7/16/22	John Odeas	<i>John Odeas</i>	127 N Elmore Ave GLENN'S FERRY, ID
6 ✓	7/16/22	Nick Blakstein	<i>Nick Blakstein</i>	804 N Medbury Hill Dr Hammett ID 83627
7 ✓	7/16/22	Rice Hance	<i>Rice Hance</i>	19 E Cleveland GF, ID 83623
no address knot valid 8	7/16/22	CLIFF Lisle	<i>Cliff Lisle</i>	
9 ✓	7/16/22	Deerlene Owen	<i>Deerlene Owen</i>	1959 SE Rosold GF, ID
10 ✓	7/16/22	Sally Wolfe	<i>Sally Wolfe</i>	475 S Saker creek Rd. Gali
11 ✓	7/16/22	APRIL WOOTAN	<i>April Wootan</i>	2280 S. Pivett Rd K.H. 83633
*moved 12	7/16/22	Jessica Howard	<i>Jessica Howard</i>	8844 W Spangler Hamlet, ID 83627
*moved 13	7/16/22	Joselyn Herra	<i>Joselyn Herra</i>	2280 S Pivett Rd 585 S. Comm Glenns Ferry 83623
*moved 14	7/16/22	Kendall Mackin	<i>Kendall Mackin</i>	50 E Arthur Glenns Ferry, ID
*moved 15	7-16-22	Eric Stewart	<i>Eric Stewart</i>	50 E Arthur Glenns Ferry, ID
16 ✓	7/16/22	Stephanie Hannon	<i>Stephanie Hannon</i>	49 W Fairfield Ave Glenns Ferry, ID 83623
17 ✓	7/16/22	Christine Wootan	<i>Christine Wootan</i>	Glenns Ferry, ID
18 ✓	7/16/22	Wesley R Wootan	<i>Wesley R Wootan</i>	Glenns Ferry, ID

12
 2680 E Wootan Lane
 King Hill Idaho 83633

PETITION TO CREATE A COMMUNITY COLLEGE DISTRICT

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Date	Printed Name	Signature	Voting Address/City
7-2-22	Harlyn Marks	Harlyn Marks	195 NW Colthrop Dr
7-2-22	Cheryl Wagner	Cheryl Wagner	195 NW Colthrop Dr
7-2-22	Reginald L Pierce	Reginald L Pierce	418 Oak Court
7-2-22	Misty Pierce	Misty Pierce	418 Oak Ct
7-2-22	Matthew Munson	Matthew Munson	1245 Garrett St Home
7-2-22	Ronald Allen	Ronald Allen	825 Gregory Ln
2 July 2022	ERIKA Emkey	Erika Emkey	730 SW Nugget St. 83647
2 July 2022	Anna Burger	Anna Burger	8529 Opel Loop MHAEB
2 July '22	Ryan Burger	Ryan Burger	11
2 July 22	Kumanti Jordan	Kumanti Jordan	8930B Raymond Smart orde MHAEB
2 July 22	Katie Jordan	Katie Jordan	8930B Raymond Smart Cir. MHAEB, ID
7-2-22	Jenni Fermoyle	Jenni Fermoyle	975 N 16 E Mtn Home ID 83647
7-2-22	Nicholas Fogle	Nicholas Fogle	8969A James Taylor Cir MHAEB
7-2-22	Arti Fogle	Arti Fogle	8969A James Taylor Cir MHAEB
7-2-22	Mark Merrett	Mark Merrett	1639 Simco RD Boise ID 83716
7/2/2022	Sara Huskey	Sara Huskey	965 McKenna Dr, Mtn Home ID 83647
7/2/22	Brandon Johnson	Brandon Johnson	965 McKenna Dr. Mtn Home ID 83647
7-2/22	Lizbeth Duarte	Lizbeth Duarte	68 n Parkside Dr (Gran Ferry, ID) 83623
7-2-22	Betty Ashcraft	Betty Ashcraft	1335 Juniper St. 83647
7-2-22	Vonda Huddleston	Vonda Huddleston	3463 NW Canal Road, (Elmore County)

PETITION TO CREATE A COMMUNITY COLLEGE DISTRICT

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	Date	Printed Name	Signature	Voting Elmore County Address
✓1	11-8-2021	William Galleske	<i>[Signature]</i>	384 E. Garfield Ave 83623
✓2	11-8-2021	Gay Susan	<i>[Signature]</i>	522 N. Parker Dr. King Hill 83433
✓3	11-8-2021	Kristie Ferry	<i>[Signature]</i>	1920 N. Cobble Rd King Hill 83433
✓4	11-8-2021	CHRISTOPHER NICHOLS	<i>[Signature]</i>	5567 E. HEAVY JONES RD. 83623
✓5	11-11-2021	Michelle A. Ware	<i>[Signature]</i>	1739 W. Railroad GF 83603
✓6	11-11-2021	Michael S. Connell	<i>[Signature]</i>	10360 Old Highway 30 Hammett 83623
✓7	11-11-2021	WIKKI FIKK	<i>[Signature]</i>	631 S Oregon St Glenns Ferry 83623
✓8	11-11-2021	Dwight G Fike	<i>[Signature]</i>	131 S. Oregon St Glenns Ferry 83623
✓9	11-11-2021	David Parker	<i>[Signature]</i>	9570 Hwy 78 Hammett 83627
✓10	11-11-2021	EDWARD CHRISTOPHERSON	<i>[Signature]</i>	684 S. Seward St Glenns Ferry 83623
✓11	11/11/2021	DALE W. SWITH	<i>[Signature]</i>	8204 E. John Foker Rd King Hill 83632
✓12	11/11/2021	KENNETH ROBE	<i>[Signature]</i>	2275 W. The Board Blvd 83623
✓13	11/11/21	LEAH FRANK	<i>[Signature]</i>	1105 E MONTGOMERY RD WILLIS 83633
✓14	11/11/21	LINDA S. ATTISON	<i>[Signature]</i>	390 W. Grand Ave Glenns Ferry ID 83623

Handwritten: Xeroxed & saved

	Date	Printed Name	Signature	Voting Elmore County Address
✓15	11-9-2021	RILLIE DILLON	<i>Rillie Dillon</i>	48 W 2nd Avenue 7 Lugby
✓16		Vicki Smith	<i>Vicki H. Smith</i>	8204 E John Rade Rd Rt 10 83633
✓17	11/1/21	Debra D. Moffet	<i>Debra D. Moffet</i>	531 S Boise St Glenns Ferry, ID 83623
✓18	11/1/21	Gary Klett	<i>Gary Klett</i>	2236 Morrow Reservoir Rd Glenns Ferry ID 83623
✓19	11/1/21	Tracy Klett	<i>Tracy Klett</i>	2236 Morrow Reservoir Rd Glenns Ferry ID 83623
✓20	11/1/21	Virginia Blish	<i>Virginia Blish</i>	152 E Lakeview Ave Glenns Ferry ID 83623
✓21	11/15/21	Serena Works	<i>Serena Works</i>	187 E Snake River Ave Glenns Ferry ID 83623
✓22	11/15/21	Kristian McFarland	<i>Kristian McFarland</i>	289 E Snake River Ave Glenns Ferry, ID 83623
✓23	11/15/2021	TERESA ROBERTSON	<i>TERESA ROBERTSON</i>	170 N 11th St, Glenns Ferry, ID 83623
✓24	11-24-2021	Adele Gauer	<i>Adele Gauer</i>	633 South School House Rd Glenns Ferry ID 83627
✓25	11-24-2021	ROBERT GRUER	<i>Robert Gruer</i>	633 S. Sawtooth Rd Glenns Ferry ID 83627
✓26	1-5-22	Martha Louise Seal	<i>Martha Louise Seal</i>	4299 Alwaking Court
27				
28				
29				
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PETITION TO CREATE A COMMUNITY COLLEGE DISTRICT

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Date	Printed Name	Signature	Voting Address/City
7/2/2022	Chris DeVore	<i>Chris DeVore</i>	730 E 4th N. Mountain Home, ID 83647
7/2/2022	Mario E Alcalá	<i>Mario E Alcalá</i>	760 SW Porta / St. Marking Ave. ID 83647
7/2/2022	Marnie Alcalá	<i>Marnie Alcalá</i>	↑ same
7/2/2022	Elizabeth DeVore	<i>Elizabeth DeVore</i>	411 NW Carrott Ave, MTN HM
7/2/2022	Roy DeVore	<i>Roy DeVore</i>	605 Lago St, Mt Home
7/2/2022	JENN WERTENDE	<i>JENN WERTENDE</i>	605 Lago St. Mtn Home ID.
7/2/2022	Richard Turquid	<i>Richard Turquid</i>	851 NE Sand Pebbles Ln M.H.
7/2/2022	Rhonda Turquid	<i>Rhonda Turquid</i>	851 NE Sand Pebbles Ln Mtn. Home
7/2/2022	Cesar Suarez	<i>Cesar Suarez</i>	61 N Bratcher St MTN
7/2/2022	Dominique Bell	<i>Dominique Bell</i>	8927A Raymond Smart Cir, mtn. Home ID
7/2/2022	ASAM BIERLY	<i>ASAM BIERLY</i>	9373A HILDING JOHNSON CIR MOUNTAIN HOME ID
7/2/2022	ASPEN BIERLY	<i>ASPEN BIERLY</i>	9373A HILDING JOHNSON CIR MOUNTAIN HOME ID
7/2/2022	Alexzandra Bell	<i>Alexzandra Bell</i>	8927A Raymond Smart Cir. MTN HM
7/2/22	Kim Middleton	<i>Kim Middleton</i>	215 S 3rd East Mountain Home, ID 83647
7/2/22	HANNAH GUYER	<i>HANNAH GUYER</i>	215 S 3rd E Mtn. Home ID 83647
7/2/22	KIM SYKES	<i>KIM SYKES</i>	2320 N 6th E Mtn Home ID 83647
7/2/2022	Rich Sykes	<i>Rich Sykes</i>	2320 N 6th East Mountain Home, ID 83647
7/2/22	Darcie Beeler	<i>Darcie Beeler</i>	875 Galena St Mtn Home, ID 83647
7/2/22	Amber Hire	<i>Amber Hire</i>	645 SW Huelbert St Mtn Home, ID 83647
7/2/22	STEVEN RAMIREZ	<i>STEVEN RAMIREZ</i>	1691 NE OUGLEY ST Mtn HOME, ID 83647
7/2/22	Robbilo Ramirez	<i>Robbilo Ramirez</i>	1691 NE OUGLEY ST Mtn. Home ID 83647

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Date	Printed Name	Signature	Voting Address/City
✓ 7/2/2022	Chris DeVore	<i>Chris DeVore</i>	730 E 4th N. Mountain Home, ID 83617
✓ 7/2/2022	Mario E Alcalá	<i>Mario E Alcalá</i>	760 SW Portal St. Mountain Home, ID 83617
*NR 7/2/2022	Marnie Alcalá	<i>Marnie Alcalá</i>	↑ Same
✓ 7/2/2022	Elizabeth DeVore	<i>Elizabeth DeVore</i>	411 NW Carrott Ave, MTN HM
✓ 7/2/2022	Roy DeVore	<i>Roy DeVore</i>	605 Lago St. Mt Home
✓ 7/2/2022	JENN WERTENDE	<i>JENN WERTENDE</i>	605 Lago St. Mtn Home ID.
✓ 7/2/2022	Richard Urquidí	<i>Richard Urquidí</i>	851 NE Sand Pebbles Ln. M.H.
✓ 7/2/2022	Rhonda Urquidí	<i>Rhonda Urquidí</i>	851 NE Sand Pebbles Ln. Mtn. Home
X 7/2/2022	Cesar Suarez	<i>Cesar Suarez</i>	61 N Bratcher, St Gr
*NR 7/2/2022	Dominique Bell	<i>Dominique Bell</i>	8927A Raymond Smart Cir. Mtn. Home ID
*NR 7/2/2022	ASAM BYERLY	<i>ASAM BYERLY</i>	9373A HILDING JOHNSON CIR MOUNTAIN HOME ID
*NR 7/2/2022	ASPEN BYERLY	<i>ASPEN BYERLY</i>	9373A HILDING JOHNSON CIR MOUNTAIN HOME ID
*NR 7/2/2022	Alexzandra Bell	<i>Alexzandra Bell</i>	8927A Raymond Smart Cir. MTN HM
✓ 7/2/22	Kim Middleton	<i>Kim Middleton</i>	215 S 3rd East Mountain Home, ID 83617
✓ 7/2/22	HANNAH GUYER	<i>HANNAH GUYER</i>	215 S 3rd E. Mtn. Home, ID 83617
✓ 7/2/22	KIM SYKES	<i>KIM SYKES</i>	2320 N 6th E Mtn Home ID 83617
✓ 7/2/2022	Rich Sykes	<i>Rich Sykes</i>	2320 N 6th East Mountain Home, ID 83647
*NR 7/2/22	Darcie Beepler	<i>Darcie Beepler</i>	675 Galena St Mtn Home, ID 83647
✓ 7/2/22	Amber Hire	<i>Amber Hire</i>	645 SW Huebert St Mtn Home, ID 83604
✓ 7/2/22	STEVEN RAMIREZ	<i>STEVEN RAMIREZ</i>	1691 NE GUILLET ST MTN HOME, ID 83607
✓ 7/2/22	Robbilo Ramirez	<i>Robbilo Ramirez</i>	1691 NE GUILLET ST Mtn. Home ID 83607

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	Date	Printed Name	Signature	Voting Address/City
- ✓	7/2/2022	BROCK CHERRY	B3.C	1715 SW GABAR CT. Mtn. Home ID. 83647
- ✓	7/2/2022	TERAN FITCHALL	[Signature]	535 KALITOUTH AVE Mtn. Home, ID 83647
NR ✓	2 July 2022	Tiffany Ansbach	[Signature]	2604 N Morrow Rd Glenns Ferry ID 83623
NR ✓	2 July 2022	Jayne Dope	J. Dope	8848A Foxhound Loop Mtn Home, ID 83648
NR ✓	2 July 2022	Kelsay Corcoran	Kelsay Corcoran	403 New Sandpiper Arch Mtn. Home ID 83647
NR ✓	2 July 2022	Madison Wright	Madison Wright	202 Victor Gust Dr. Mountain Home ID 83647
- ✓	2 July 2022	Brianna From	[Signature]	1830 American Legion Blvd Mountain Home ID
- ✓	2 July 22	Brenda Raub	Brenda Raub	375 NE Graystone Loop Mtn Home
- ✓	2 July 22	Amber Cobos	Amber Cobos	1475 NE Cinder Loop Mountain Home, ID 83647
NR ✓	2 July 22	Brittany Macher	Brittany Macher	1010 SW Bonnie SE Mountain Home, ID 83647
NR ✓	2 July 22	Tiffany Allen	Tiffany Allen	620 Ketch Dr Mountain Home ID 83647
✓	2 July 22	Knight Duery	[Signature]	4199 N. Morrison St Kings Hill, ID 83633
✓	7-2-22	SCOTT CONNER	[Signature]	2025 N 6 E MOUNTAIN HOME, IDAHO 83647
- ✓	7-2-22	Jon Saubom	[Signature]	1250 Elm St Mtn Home ID, 83647
- ✓	7-2-22	Maureen Bunke	[Signature]	1250 Elm St Mtn Home ID 83647
- ✓	7-2-22	April Nicolosi	[Signature]	3869 N 18E Mtn Home ID 83647
More ✓	7-2-22	ROBBIE NICOLOSI	[Signature]	970 N 9TH E MTN. HOME
- ✓	7-2-22	Nathan Bundy	[Signature]	910 SW Camille Mtn Home ID 83647
NR ✓	7-2-22	Jessica Boles	[Signature]	8011 Andrews Ct Mountain Home ID 83647
NR ✓	7-2-22	William James	[Signature]	1208 NW Van Ct Mountain Home
- ✓	7-2-22	Kirsten Cherry	Kirsten Cherry	1715 SW Gabar Ct Mtn Home

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MHSD

Voters

PETITION TO CREATE A COMMUNITY COLLEGE DISTRICT

We, the undersigned citizens and qualified electors of the State of Idaho, in and for Elmore County, respectfully petition for the creation of the following:

1. A community college district to support and supervise the College of Southern Idaho.
2. That said, the proposed community college district encompasses all of Elmore County, Idaho.

Each of the following signers certifies that: 1) I have personally signed this petition and 2) I am registered to vote under the name signed below, and 3) I am registered to vote at the address listed below which is in Elmore County, Idaho.

	Date	Printed Name	Signature	Voting Address/City
- ✓ 19	7/16/2022	JOHN BIDEGANETA	<i>[Signature]</i>	4749 CANYON CREEK RD Mtn. Home, ID 83647
- ✓ 20	7/16/2022	Tracy Bideganeta	<i>[Signature]</i>	4749 Canyon CK Mtn Home ID 83647
✓ 1	7/16/2022	Kya Vines	<i>[Signature]</i>	1067 S Joe King Rd Hamlet, ID
- ✓ 2	7/16/2022	Abbigail Wiggins	<i>[Signature]</i>	7323 Canyon Creek Rd Mtn Home ID 83647
99X	7/16/22	Jordan Cross	<i>[Signature]</i>	1075 W air base rd MOUNTAIN HOME
- ✓ 3	7/16/2022	Matthew Valdez	<i>[Signature]</i>	175 E 12th St Mountain Home
NRX	7/16/22	Kevin Valdez	<i>[Signature]</i>	1075 W airbase rd Mtn Home
✓ 4	7/16/22	Deu Boys	<i>[Signature]</i>	555 S. Navy Bldg way Hamlet ID 83627
- ✓ 5	7-16-22	mildred Cantrell	<i>[Signature]</i>	150 N. W. Beaman Mountain Home ID 83647
- ✓ 6	7-16-22	BANKIE CRANE	<i>[Signature]</i>	1502 Beregarie Dr Mtn Home ID 83647
- ✓ 7	7-16-22	Doug Crane	<i>[Signature]</i>	same

9

MOUNTAIN HOME SD
VOTERS

PETITION TO CREATE A COMMUNITY COLLEGE DISTRICT

We, the undersigned citizens and qualified electors of the State of Idaho, in and for Elmore County, respectfully petition for the creation of the following:

1. A community college district to support and supervise the College of Southern Idaho.
2. That said, the proposed community college district encompasses all of Elmore County, Idaho.

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Date	Printed Name	Signature	Voting Address/City
- ✓ 16 July 22	Jennifer L Clark	Jennifer Clark	5223 NW Tennant Ave
X 16 July 22	Dolores Sawett	Dolores Sawett	5620 N 18 th E Mountain Home ID
- ✓ 16 July 22	Alisha Elledge	Alisha Elledge	110 NW Wilcox Drive Mountain Home
- ✓ 16 July 22	Brad Stokes	Brad Stokes	1750 Silvanstone Ave
- ✓ 16 July 22	Ryan Kuntz	Ryan Kuntz	4905 S. 18 th E. Mountain Home
- ✓ 16 July 22	Mitch Smith	Mitch Smith	1561 SE Beet Dump Mt Home
- ✓ 16 July 22	Saul Meyer	Saul Meyer	2516 N 9 th E Mt
- ✓ 16 July 22	Andrea Fisher	Andrea Fisher	555 E 12 th S
- ✓ 16 July 22	Ronald F. Fisher	Ronald F. Fisher	555 E 12 th S.
X 16 July - 22	Justin V. Clark	Justin V. Clark	5223 NW Tennant Ave.
- ✓ 16 July - 22	Samatha Fraser	Samatha Fraser	2301 SW Graham Dr
- ✓ 16 July 22	Simer Fraser	Simer Fraser	2301 SW Graham Dr Mt Home
X 16 July 22	Brooks, Chris	Chris Brooks	2115 NES Summerwood Dr
- ✓ 7/14/22	Michelle Peterson	Michelle Peterson	3535 N 18 th E Mountain Home
- ✓ 7/16/22	Katie Olds	Katie Olds	5669 N 18 th E Mountain Home ID
- ✓ 7/16/22	Jacob Olds	Jacob Olds	5669 N. 18 th E. Mountain Home
- ✓ 7-16-22	Rene Kerfoot	Rene Kerfoot	9970E Sadupa Rd Mountain Home
- ✓ 7-16-22	Cashley Smith	Cashley Smith	1561 SE Beet Dump Rd Mt Home

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Mountain Home
SD Voters

PETITION TO CREATE A COMMUNITY COLLEGE DISTRICT

We, the undersigned citizens and qualified electors of the State of Idaho, in and for Elmore County, respectfully petition for the creation of the following:

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Date	Printed Name	Signature	Voting Address/City
7/16/22	MARIE CARLON	Marie Carlon	806 W 3rd Mt Home
7/16/22	Jessica Morris	Jessica Morris	1215 N. 6th E
7/16/22	Scott Badle	Scott Badle	3075 Sw Old Grandview Hwy
7/16/22	Julia Corder	Julia Corder	495 SE Two Bits Ln.
7/16/22	Paul Barrubia	Paul Barrubia	1005 W 12th S. Mt Home
7/16/22	Larry Jewer	Larry Jewer	5670 W 18th E Mt. Home
7/16/22	Laura Bellegante	Laura Bellegante	2516 N 3rd E, Mt Home
7/16/22	Trey Riley	Trey Riley	5985 Sw Riley Lane
7/16/22	Billy Riley	Billy Riley	5955 Sw Riley Lane
7/16/2022	Samantha Riley	Samantha Riley	5985 Sw Riley Lane Mt Home
7/16/22	Kristin Riley	Kristin Riley	5955 Sw Riley Ln Mt Home
7/16/22	Taylor Owen	Taylor Owen	2468 NE Don Dr. Mt Home, ID
7/16/22	Brianna Clark	Brianna Clark	5251 NW Tarrant Ave
7/16/22	CHRIS PARKS	Chris Parks	920 S HASKETT ST Mt. Home
7/16/22	Dennis Schreiber	Dennis Schreiber	5472 NE Ranchway Mt. ID
7/16/22	Bobbi Law	Bobbi Law	1580 NE Beaman Mt Home Id
7/16/22	Juan Abraham	Juan Abraham	same
7/16/22	Trinity Law	Trinity Law	205 NW Conic Circle Mt Home Id

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IDAHO NOTARY ACKNOWLEDGMENT

State of Idaho

County of Elmore

On this 26th day of August, in the year 2022, before me, Julia G. Kennedy
(Notary's name) a notary public, personally appeared Christine Acord (only)
(individual's name), personally known to me to be the person(s) whose name(s)
is (are) subscribed to the within instrument, and acknowledged to me that he
(she) (they) executed the same.



Seal



Julia G Kennedy
Notary Public

My Commission expires on: 9/16/2026

Glenns Ferry
JD

PETITION TO CREATE A COMMUNITY COLLEGE DISTRICT

We, the undersigned citizens and qualified electors of the State of Idaho, in and for Elmore County, respectfully petition for the creation of the following:

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Date	Printed Name	Signature	Voting Address/City
8/15/2022	Brenna Fisher	<i>Brenna Fisher</i>	5135 Thacker Rd Hammett, ID
8/15/2022	Emily Wright	<i>EW</i>	786 E 1st Ave #19 Glenns Ferry ID 83623
8/15/22	Handace Titus	<i>Handace Titus</i>	64 W. 2nd Ave GF, ID 83623
8/15/22	Dustin Johnson	<i>Dustin Johnson</i>	9923 Old Hwy 30 HAMMETT ID
8/15/2022	BRIAN BECKLEY	<i>Brian Beckley</i>	9143 W Osprey St Hammett Idaho 83627
8/15/22	Traci Beckley	<i>Traci Beckley</i>	9143 W Osprey St Hammett, ID 83627
8/15/22	Dwayne Rickman	<i>Dwayne Rickman</i>	437 W Madison and Glenns Ferry Ed
8/15/22	Bob Schumacher	<i>Bob Schumacher</i>	47 N ELMORE ST.
8/15/22	Jennifer R. R...	<i>Jennifer R. R...</i>	2057 E Posadera Valley rd Kinghill, ID 83633
8/15/22	Coley Ardman	<i>Coley Ardman</i>	9141 W Church St Hammett ID 83627
8/15/2022	Jordan Thomas	<i>Jordan Thomas</i>	812 West Garfield Glenns Ferry Id 83623
8/15/2022	Austin K...	<i>Austin K...</i>	10321 W. 28th St View Dr Hammett
8/15/2022	Mark Merritt	<i>Mark Merritt</i>	996 W. Madison Ave GF 83623
8-15-2022	Kevin Gonzalez	<i>Kevin Gonzalez</i>	584 S. Overhill St. Glenns Ferry
8-15-2022	Markene Bauman	<i>Markene Bauman</i>	7601 South Grand St Glenns Ferry, Id
8-15-2022	Shon Thompson	<i>Shon Thompson</i>	630 N Bannock St. GLENNS FERRY
8-15-2022	Joyce Humphrey	<i>Joyce Humphrey</i>	1209 S. Humphreys Rd. HAMMETT
8-15-22	Tina Schelinder	<i>Tina Schelinder</i>	8728 Old Hwy 30 #32 Hammett

Glenns Ferry
SD

PETITION TO CREATE A COMMUNITY COLLEGE DISTRICT

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3) I am registered to vote at the address listed below which is in Elmore County, Idaho.

Date	Printed Name	Signature	Voting Address/City
8.15.22	Sonia Wroblewitz	<i>Sonia Wroblewitz</i>	274 W. Idaho Ave
8/15/22	maria Hurtado	<i>Maria Hurtado</i>	7466 Old Highway 30 #13
8/15/22	Melanie McLean	<i>Melanie McLean</i>	437 W. Madison Ave.
8-15-22	Lorinda Meeker	<i>Lorinda Meeker</i>	565 E. Garfield Ave
8-15-22	Jennifer Reep	<i>Jennifer Reep</i>	7853 W. Ringers
8-15-22	Carie Jackson	<i>Carie Jackson</i>	149 W. Washington P.O. Box 234
8-15-22	Luis Rojas	<i>Luis Rojas</i>	149 W. Washington E.F.
8.15.22	natasha King	<i>Natasha King</i>	201 N Bronco Ln King Hill, ID 83433
8-15-22	Heather Muddiman	<i>Heather Muddiman</i>	3361 W. Crane Rd King Hill Id
8-15-22	Ismael Reyes	<i>Ismael Reyes</i>	429 E. Cleveland Glenns Ferry ID
8-15-22	Guadalupe Nolasco	<i>Guadalupe N</i>	10352 E. Gopher Knoll King Hill Id 83433
8/15/22	Marey Jo Hershey	<i>Marey Jo Hershey</i>	1450 S. Penny Ln. King Hill, ID 83433
8/15/22	Rose Shenk	<i>Rose Shenk</i>	592 S. Raspberry Ln Hammett ID 83427
8/15/22	Heather Espino	<i>Heather Espino</i>	838 E. Syringa Circle Glenns Ferry ID 83423
8/15/22	Sarah Moore	<i>Sarah Moore</i>	295 N. Commercial
8/15/22	Shannon Wootan	<i>Shannon Wootan</i>	185 N. Kansas Ave. GF
8/15/22	Candice Hill	<i>Candice Hill</i>	599 N. Elmore Ave GF
8-15/22	Patrick Dickson	<i>Patrick Dickson</i>	940 S. Jade Way

GLENN'S FERRY VOTER
108 signed

PETITION TO CREATE A COMMUNITY COLLEGE DISTRICT

We, the undersigned citizens and qualified electors of the State of Idaho, in and for Elmore County, respectfully petition for the creation of the following:

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Date	Printed Name	Signature	Voting Address/City
7/16/22	Laurel Lenz	[Signature]	761 S Boise St GLENN'S FERRY, ID 83623
7/16/22	Samatha Lenz	[Signature]	761 S Boise St GLENN'S FERRY, ID 83623
7/16/22	Sandy Mills	[Signature]	701 E Chaffin Rd King Hill ID 83623
7/14/22	Pat Order	[Signature]	127 N. Elmore Ave GLENN'S FERRY
7/16/22	John Orlans	[Signature]	127 N. Elmore Ave GLENN'S FERRY
7/16/22	Nick Blakstein	[Signature]	604 N Medbury Hill Dr Hammett ID 83627
7/16/22	Rick Hance	[Signature]	19 E Cleveland GF, ID 83623
7/16/22	Cliff Lisle	[Signature]	
7/16/22	Deerlene Owen	[Signature]	1959 SE Rosold GF,
7/16/22	Sally Wolfe	[Signature]	475 S. Sailer creek Rd. GF
7/16/22	APRIL WOOTAN	[Signature]	2280 S. Pruett Rd Kett. 83623
7/16/22	Jessica Howard	[Signature]	8844 W Spangler Hammett ID 83623
7/16/22	Joschua Herron	[Signature]	1280 S. Pruett Rd Kett. 83623
7/16/22	Kendall Martin	[Signature]	50 E Arthur GLENN'S FERRY
7-16-22	Eric Stewart	[Signature]	50 E Arthur GLENN'S FERRY
7/16/22	Stephanie Harman	[Signature]	49 W Garfield Ave Glenn's Ferry, ID 83623
7/16/22	Christine Wootan	[Signature]	GLENN'S FERRY
7/16 22	Wesley R Wootan	[Signature]	GLENN'S FERRY ID

2680 E Wootan Lane
King Hill Idaho 83623

PETITION TO CREATE A COMMUNITY COLLEGE DISTRICT

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Date	Printed Name	Signature	Voting Address/City
7-12-22	Candy van Norman	<i>[Signature]</i>	5043 E Robery Rd King Hill
7/12/22	Steven Van Norman	<i>[Signature]</i>	6043 E Robery Rd King Hill ID 83633
7/12/22	Hersy, Larry L. Jr.	<i>[Signature]</i>	1452 S. Penny Lane King Hill Id 83633
7/12/22	Butch Baker	<i>[Signature]</i>	441 N Benwick St Glenns Ferry
12 JUL 2022	Emily Comaro-Bundy	<i>[Signature]</i>	2395 E Little Basin Rd King Hill ID 83633
12 JUL 2022	Gregory M. Burt	<i>[Signature]</i>	2395 E Little Basin Rd King Hill ID 83633
7-11-22	Kristie Ferry	<i>[Signature]</i>	1910 N. Cobble Rd King Hill
7-15-22	Todd Clark	<i>[Signature]</i>	644 E. Cleveland GF
7/15/22	Gary McCrea	<i>[Signature]</i>	119 W 1st Glenns Ferry
7/15/22	Jim Dillard	<i>[Signature]</i>	5520 1/2 Park St King Hill Id
7-15-22	Tracy Reece	<i>[Signature]</i>	514 E 1st GF Idaho
7-15-22	Lucas Longstaff	<i>[Signature]</i>	431 N. Mesa Ed. King Hill, ID 83633
7-15-22	Kolanda Garza	<i>[Signature]</i>	99 Andea Glenns Ferry Id 83623
7-15-22	Sharon Wean	<i>[Signature]</i>	80 N. Alton GF Ida 83622
7/15/22	Tamara Shunk	<i>[Signature]</i>	5246 E King Hill Frontage Rd 83633
7/15/22	Ray Dell Bosh	<i>[Signature]</i>	5613 E Main St. King Hill ID 83633
7/15/22	Nadine Cook	<i>[Signature]</i>	644 E Cleveland Ave Glenns Ferry ID 83623
7/15/22	Melinda Sterling	<i>[Signature]</i>	118 E 4th St Glenns Ferry ID 83623

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GLENN'S FERRY SD
VOTERS

PETITION TO CREATE A COMMUNITY COLLEGE DISTRICT

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Date	Printed Name	Signature	Voting Address/City
7-14-2022	Darlene R Adams	<i>Darlene R Adams</i>	221 S. Main Ave Hammelt, ID 83627
7-15-2022	Julia E Heath	<i>Julia E Heath</i>	"
7-15-2022	Deborah Drake	<i>Deborah Drake</i>	481 N Liberty King Hill ID 83633
7-15-2022	Christopher ^{Nichols}	<i>C Nichols</i>	5567 E. Henry Jones Rd. Hammelt ID
7-16-2022	Rich Wootan	<i>Rich Wootan</i>	2236 S. Pruett Rd King Hill ID 83633
7-16-22	Jose Guerrero	<i>Jose Guerrero</i>	594 N. Atlantic Glenns Ferry ID 83623
7-16-22	Jared Zito	<i>Jared Zito</i>	8895 W Spryler RD Hammelt ID
7-16-22	Amber Rodgers	<i>Amber Rodgers</i>	150 W Cleveland Glenns Ferry
7-16-22	Sammy White	<i>S. White</i>	678 W. Elmore Glenns Ferry ID
7-16-22	Patricia Hernandez	<i>Patricia Hernandez</i>	5775 E Cabell LN King Hill ID 83633
7-16-22	Tim Fenwick	<i>Tim Fenwick</i>	486 Frog Hollow 83633
7-16-22	Keyton Cook	<i>Keyton Cook</i>	644 East Cleveland 83623
7-16-22	Carson Grigg	<i>Carson Grigg</i>	70 W. Harrison ave Glenns Ferry ID 83623
7-16-22	Matthew Carter	<i>Matthew Carter</i>	114 E 9th - P. 10th Ave Glenns Ferry
7-16-22	Kathy L Huber	<i>Kathy L Huber</i>	PO Box 216 Glenns Ferry
7-16-22	Stacie Pollard	<i>Stacie Pollard</i>	555 N. Alder Lane Glenns Ferry ID 83623
7-16-22	KAREN FRANK	<i>Karen Frank</i>	4105 E. Montgomery Rd King Hill ID 83633
7-16-22	Renee Johnson	<i>Renee Johnson</i>	6335 S. Creech Glenns Ferry ID

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PETITION TO CREATE A COMMUNITY COLLEGE DISTRICT

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	Date	Printed Name	Signature	Voting Elmore County Address
1	11-8-2021	William Galleska		384 E. Garfield Ave 83623
2	11-8-2021	Gay Swan		522 N. Porter Dr. King Hill 83633
3	11-8-2021	Kristie Ferry		1920 N. Cobblestone Dr. English 83633
4	11-8-2021	CHRISTOPHER NICHOLS		5567 E. HENRY JONES RD. 83623
5	11-11-2021	Micenielle A. Ware		1732 W. Railroad GF 83623
6	11-11-2021	Michael S. Connell		10360 Old Highway 30 Hammett 83623
7	11-11-2021	VICKI STIPE		631 S Oregon St Glens Ferry 83623
8	11-11-2021	Dwight G. Fike		631 S. Oregon St Glens Ferry 83623
9	11-11-2021	David Baker		9570 Hwy 78 Hammett 83623
10	11-11-2021	EDWARD ANASTASOFFERSEN		689 S. S. Connors Rd Elmore 83623
11	11/11/2021	DALE W. SWITH		8204 E. John Porter Rd King Hill 83632
12	11/11/2021	KENNETH ROUSE		2279 NITE ROAD Elmore 83623
13	11/11/21	BOB FRANK		1105 E Montgomery Rd King Hill 83633
14	11/11/21	LINDA S. PATTERSON		3900 W. Golf Field Ave. Glens Ferry 83623

	Date	Printed Name	Signature	Voting Elmore County Address
15	11-9-2021	BILLIE DILLARD	<i>Billie Dillard</i>	48 W 2nd Avenue, Liberty
16		LUCKI SMITH	<i>Lucki Smith</i>	8204 E John Rankin Rd, KY 10 63633
17	11/1/21	DEBRA D. MOFFET	<i>Debra D. Moffet</i>	521 S BOYD ST Glenas Ferry, ID 83625
18	11/11/21	GARY KLETT	<i>Gary Klett</i>	2236 MORROW RESERVOIR RD Glenas Ferry, ID 82663
19	11/11/21	TRACY KLETT	<i>Tracy Klett</i>	2256 MORROW RESERVOIR RD Glenas Ferry, ID 83625
20	11/11/21	VIRGINIA BLISH	<i>Virginia Blish</i>	150 E GARFIELD AVE Glenas Ferry, ID 83625
21	11/15/21	SEREMLY WORKS	<i>Seremly Works</i>	87 E SNAKE RIVER AVE Glenas Ferry, ID 83625
22	11/15/21	KRISTIAN McFARLAND	<i>Kristian McFarland</i>	298 E SNAKE RIVER AVE Glenas Ferry, ID 83625
23	11/15/2021	TERESA PARSONS	<i>Teresa Parsons</i>	170 N Afton, Glenas Ferry, ID 83625
24	11-24-2021	ADELE CARVER	<i>Adele Carver</i>	633 South School House Rd Hammont, ID 83627
25	11-24-2021	ROBERT GREER	<i>Robert Greer</i>	633 S, Schoolhouse Rd Hammont, ID 83627
26	1-5-22	MARLENE SOWIE SIND	<i>Marlene Louise Sind</i>	4294 Almackington Ave
27				
28				
29				
30				

GFSO
Voters

PETITION TO CREATE A COMMUNITY COLLEGE DISTRICT

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Date	Printed Name	Signature	Voting Address/City
7-16-2022	M. Louise Histle	M. Louise Histle	4249 N. Washington King Hill
7-16-22	Melinda Histle	Melinda Histle	4294 N. Washington King Hill
7-16-22	Clay Pollax	Clay Pollax	355 N. Alder GF
7-16-22	Darwin Bybee	Darwin Bybee	461 N. Liberty Dr KH
7-16-22	Jean Bybee	Jean Bybee	461 N. Liberty Dr KH
7-16-22	Becky Lenz	Becky Lenz	761 S. Rose St.
7-16-22	Sydney Goeckner	Sydney Goeckner	24 N. Sailor Cr Rd GF
7-16-22	Kevin King	Kevin King	201 N. Bronco Ln KH
7-16-22	Sarah Swan	Sarah Swan	240 E. Springa GF
7-16-22	C. Williams	C. Williams	1217 E. Cleveland GF
7-16-22	K. Wills	Kimra Wills	289 W. Arthur GF
7-16-22	Janeane Butler	Janeane Butler	PO Box 146 butley Jen
7-16-22	W. Alfredson	W. Alfredson	353 W. Madison GF
7-16-22	Amy Alfredson	Amy Alfredson	145 N 18 E, MH GF
7-16-22	Joann Heath	Joann Heath	4149 N 24 Ave KH
7-16-22	Martena Vallard	Martena Vallard	9722 old hwy 30 Hammi
7-16-22	Aurora McKeachie	Aurora McKeachie	
7-16-22	Cindy Sheoman	Cindy Sheoman	4128 Douglas King Hill 83633

MHSD

Voters

PETITION TO CREATE A COMMUNITY COLLEGE DISTRICT

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2. That said, the proposed community college district encompasses all of Elmore County, Idaho.

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Date	Printed Name	Signature	Voting Address/City
19 7/16/2022	JOHN BIDEGANETA	<i>John Bideganeta</i>	4749 CANYON CREEK RD Mtn. Home, ID 83647
20 7/16/2022	Tracy Bideganeta	<i>Tracy Bideganeta</i>	4749 Canyon CK Mtn Home ID 83647
21 7/16/2022	Kya Vines	<i>Kya Vines</i>	1067 S Joe King Rd Hamlet, TN
22 7/16/2022	Abbigail Winings	<i>Abbigail Winings</i>	7323 Canyon Creek Rd Mtn Home ID 83647
23 7/16/2022	Jordan Cross	<i>Jordan Cross</i>	1075 W air base rd MOUNTAIN HOME
24 7/16/2022	Matthew Valdez	<i>Matthew Valdez</i>	175 E 12th IV Mountain Home
25 7/16/22	Kevin Valdez	<i>Kevin Valdez</i>	1075 W airbase rd Mtn Home
26 7/16/22	Deu Boys	<i>Deu Boys</i>	555 S. Navy Bldg Way Hamlet TN 37627
27 7-16-22	Mildred Cantrell	<i>Mildred Cantrell</i>	150 N W Beaman Mountain ID 83647
28 7-16-22	Kennik Crane	<i>Kennik Crane</i>	1302 Berea Rd Mtn Home ID 83647
29 7-16-22	Doug Crane	<i>Doug Crane</i>	Same

MOUNTAIN HOME S.
VOTERS

PETITION TO CREATE A COMMUNITY COLLEGE DISTRICT

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Date	Printed Name	Signature	Voting Address/City
16 July 22	Jennifer L. Clark	Jennifer L. Clark	5223 NW Tennant Ave
16 July 22	Dolores Sawett	Dolores Sawett	5620 N 18 th E Mountain Home ID
16 July 22	Alisha Elledge	Alisha Elledge	110 NW Wilcox Drive Mountain Home
16 July 22	Brad Stokes	Brad Stokes	1750 Silvanstone Dr
16 July 22	Ryan Kuntz	Ryan Kuntz	4905 S. 18th E. Mountain Home
16 July 22	Mitch Smith	Mitch Smith	1561 SE Beet Dump Mt Home
16 July 22	Paul Meyer	Paul Meyer	2516 N 9th E Mt Home
16 July 22	Andrea Fisher	Andrea Fisher	555 E 12 th So
16 July 22	Ronald F. Fisher	Ronald F. Fisher	555 E 12 th S.
16 July 22	Justin V. Clark	Justin V. Clark	5223 NW Tennant Ave.
16 July 22	Samatha Fraser	Samatha Fraser	2301 SW Graham Dr
16 July 22	Simon Fraser	Simon Fraser	2301 SW Graham Dr Mt Home
16 July 22	Brooks, Chris	Brooks, Chris	2115 NES Summer Wind Dr
7/16/22	Michelle Pehison	Michelle Pehison	3535 N 18 th E Mountain Home
7/16/22	Katie Olds	Katie Olds	5669 N 18 th E Mountain Home ID
7/16/22	Jacob Olds	Jacob Olds	5669 N 18 th E Mountain Home
7-16-22	Brenda Kerfoot	Brenda Kerfoot	997 N E Sadupa Dr Mountain Home
7-16-22	Cashly Smith	Cashly Smith	1561 SE Beet Dump Mt Home

Mountain Home
SD Voters

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Date	Printed Name	Signature	Voting Address/City
7/16/22	MARIE CARLOW	Marie Carlow	806 W 3 rd N Mtn Home
7/16/22	Jessica Morris	Jessica Morris	1215 N. 6 th E
7/16/22	Scott Balle	Scott Balle	3075 SW Old Grandview Hwy
7/16/22	Julia Corder	Julia Corder	495 SE Two Bits Ln.
7/16/22	Paul Barcutia	Paul Barcutia	10055 W 12th S. Mtn Home
7/16/22	Larry Jewer	Larry Jewer	5670 W 18th E Mtn. Home
7/16/22	Laura Bellegante	Laura Bellegante	2516 N 3 rd E, Mtn Home
7/16/22	Trey Riley	Trey Riley	5985 SW Riley Lane
7/16/22	Billy Riley	Billy Riley	5955 SW Riley Lane
7/16/2022	Samana Riley	Samana Riley	5985 SW Riley Lane Mtn Home ID
7/16/22	Kristin Riley	Kristin Riley	5955 SW Riley Ln Mtn Home ID
7/16/22	Taylor Owen	Taylor Owen	2468 NE Doris Dr. Mtn Home, ID
7/16/22	Brianna Clark	Brianna Clark	5251 NW Tament Ave Mtn. Home
7/16/22	CHRIS PARKS	Chris Parks	920 S HASKETT ST Mtn. Home
7/16/22	Dennis Schreiber	Dennis Schreiber	5472 NE Ranchway Mtn. ID
7/16/22	Bobbi Law	Bobbi Law	1580 NE Beaman Mtn Home Id
7/16/22	Juan Abaurrea	Juan Abaurrea	same
7/16/22	Trinity Law	Trinity Law	2052 NW Conner Circle Mtn Home Id

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Date	Printed Name	Signature	Voting Address/City
7/2/2022	BROCK CHERRY	<i>B.C.</i>	1715 SW GABAR CT. MTN. HOME ID. 83647
01/02/2022	TERAN FITCHELL	<i>[Signature]</i>	535 HALLTOWN AVENUE MTN. HOME, ID 83647
2 July 2022	Tiffany Aulbach	<i>[Signature]</i>	26104 N Morrow Road Glenns Ferry ID 83623
2 July 2022	Jayne Dope	<i>J. Dope</i>	8818A Foxhunting Loop Mtn Home, ID 83648
2 July 2022	Kelsey Corcoran	<i>Kelsey Corcoran</i>	403 New Sandpiper Arch Mtn. Home ID 83647
2 July 2022	Madison Wright	<i>Madison Wright</i>	202 Victor Gust Dr. Mountain Home, ID 83647
2 July 2022	Bryanra From	<i>[Signature]</i>	1830 American Legion Blvd Mountain Home ID
2 July 22	Brenda Raub	<i>Brenda Raub</i>	375 NE Graystone Loop Mtn Home ID
2 July 22	Amber Coos	<i>Amber Coos</i>	1675 NE Cinder Loop Mountain Home, ID 83647
2 July 22	Brittany Macheras	<i>Brittany Macheras</i>	1010 SW Bonnie St Mountain Home, ID 83647
2 July 22	Tiffany Allen	<i>[Signature]</i>	600 Fether Dr Mountain Home ID 83647
2 July 22	Knighte Duery	<i>[Signature]</i>	4199 N. Meridian St King Hill, ID 83633
7-2-22	SCOTT CONNER	<i>[Signature]</i>	2025 N 6 E MOUNTAIN HOME, IDAHO 83647
7.2.22	Jon Sandbom	<i>[Signature]</i>	1250 Elm St Mtn Home ID, 83647
7.2.22	maureen bunke	<i>[Signature]</i>	1250 Elm St Mtn Home ID 83647
7-2-22	April Nicolosi	<i>[Signature]</i>	3869 N 18E Mtn Home Id 83647
7-2-22	ROBBIE Nicolosi	<i>[Signature]</i>	970 N 9TH E MTN. HOME
7-2-22	Nathan Bundy	<i>[Signature]</i>	110 SW Camille Mtn Home ID 83647
7-2-22	Jessica Boles	<i>[Signature]</i>	8011 Andrews Ct Mountain Home AFB
7-2-22	William James	<i>[Signature]</i>	1208 NW Sun Ct Mountain Home
7-2-22	Kirsten Cherry	<i>[Signature]</i>	1715 SW Gabar Ct Mtn Home

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Date	Printed Name	Signature	Voting Address/City
7-2-22	Harlyn Marks	Harlyn Marks	195 NW Colthrop Dr
7-2-22	Cheryl Wagner	Cheryl Wagner	195 NW Colthrop Dr
7-2-22	Reginald L Pierce	Reginald L Pierce	418 Oak Court
7-2-22	Misty Pierce	Misty Pierce	418 Oak Ct
7-2-22	Matthew Munson	Matthew Munson	1245 Garrett St ^{Mtn Home}
7-2-22	Ronald Allen	Ronald Allen	825 Gregory Ln
2 July 2022	ERIKA Emkey	Erika Emkey	730 SW Nugget St. 83647
2 July 2022	Anna Burger	Anna Burger	8529 Opel Loop Mtn Home
2 July '22	Ryan Burger	Ryan Burger	11
2 July 22	Kumanti Jordan	Kumanti Jordan	8930B Raymond Smart Circle MHAEB
2 July 22	Katlie Jordan	Katlie Jordan	8930B Raymond Smart Cir. MHAEB, ID
7-2-22	Jenni Fer Murphy	Jenni Fer Murphy	970 W 16 E Mtn Home ID 83647
7-2-22	Nicholas Fogle	Nicholas Fogle	8969A James Taylor Cir MHAEB
7-2-22	Art Fogle	Art Fogle	8969A James Taylor Cir MHAEB
7-2-22	Mark Merritt	Mark Merritt	1639 Simco Rd Boise ID 83716
7/2/2022	Sara Huskey	Sara Huskey	965 McKenna Dr, Mtn Home, ID 83647
7/2/22	Brander Johnson	Brander Johnson	965 McKenna Dr. ^{Mtn Home, ID} 83647
7-2/22	Lizbeth Duarte	Lizbeth Duarte	68 n Parkside Dr (Glenn) Ferry, ID 83623
7-2-22	Betty Ashcraft	Betty Ashcraft	1335 Juniper St. 83647
7-2-22	Vonda Huddleston	Vonda Huddleston	3463 NW Canal Road, (Elmore County) 83647

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Date	Printed Name	Signature	Voting Address/City
7/2/2022	Chris DeVore	<i>Chris DeVore</i>	730 F 4th N. Mountain Home ID 83647
7/2/2022	Mario E Alcalá	<i>Mario E Alcalá</i>	760 SW Portal St. Mountain Home ID 83647
7/2/2022	Marnie Alcalá	<i>Marnie Alcalá</i>	↑ same
7/2/2022	Elizabeth DeVore	<i>Elizabeth Ziller</i>	411 NW Carrott Ave, MTN HM
7/2/2022	Roy DeVore	<i>Roy DeVore</i>	605 Lago St. Mountain Home
7/2/2022	JENN VERDEVALE	<i>JENN VERDEVALE</i>	605 Lago St. Mtn. Home ID.
7/2/2022	Richard Urquidí	<i>Richard Urquidí</i>	851 NE 5th & Pebbles Ln M.H.
7/2/2022	Rhonda Urquidí	<i>Rhonda Urquidí</i>	851 NE Sand Pebbles Ln Mtn. H.
7/2/2022	Cesar Suarez	<i>Cesar Suarez</i>	61 W Bradbury St MTN HM
7/2/2022	Dominique Bell	<i>Dominique Bell</i>	8927A Raymond Smart Cir. mtn. Home ID
7/2/2022	ADAM BIERLY	<i>Adam Bierly</i>	9373A HOLDING JOHNSON CIR MOUNTAIN HOME ID
7/2/2022	ASPEN BIERLY	<i>Aspen Bierly</i>	9373A HOLDING JOHNSON CIR MOUNTAIN HOME ID
7/2/2022	Alexzandra Bell	<i>Alexzandra Bell</i>	8927A Raymond Smart Cir. MTN HM
7/2/22	Kim Middleton	<i>Kim Middleton</i>	215 S 3rd East Mountain Home ID 83647
7/2/22	HANNAH GUYER	<i>Hannah Guyer</i>	215 S 3rd E Mtn. Home ID 83647
7/2/22	KIM SYKES	<i>Kim Sykes</i>	2320 N 6th E Mtn Home ID 83647
7/2/2022	Rich Sykes	<i>Rich Sykes</i>	2320 N 6th East Mountain Home, ID 83647
7/2/22	Darcia Beeler	<i>Darcia Beeler</i>	675 Galena Ct Mtn Home, ID 83647
7/2/22	Amber Hire	<i>Amber Hire</i>	645 SW Huebert St Mtn Home, ID 83647
7/2/22	STEVEN RAMIREZ	<i>Steven Ramirez</i>	1691 NE QUIGLEY ST MTN HOME, ID 83647
7/2/22	Robbilo Ramirez	<i>Robbilo Ramirez</i>	1691 NE Quigley St Mtn. Home ID 83647

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7/2/2022	Mario E Alcalá	<i>Mario E Alcalá</i>	760 SW Portal St. Mountain Home ID 83647
7/2/2022	Marnie Alcalá	<i>Marnie Alcalá</i>	↑ same
7/2/2022	Elizabeth DeVore	<i>Elizabeth DeVore</i>	411 NW Carrott Ave, MTN HM
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7/2/2022	JENN WERTZ	<i>Jenn Wertz</i>	605 Lago St. Mtn Home ID.
7/2/2022	Richard Urquidí	<i>Richard Urquidí</i>	851 NE Sand Pebbles Ln M.H.
7/2/2022	Rhonda Urquidí	<i>Rhonda Urquidí</i>	851 NE Sand Pebbles Ln Mtn. Ht
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7/2/22	HANNAH GUYER	<i>Hannah Guyer</i>	215 S 3rd E Mtn. Home ID 83647
7/2/22	KIM SYKES	<i>Kim Sykes</i>	2320 N COME Mtn Home ID 83647
7/2/2022	Rich Sykes	<i>Rich Sykes</i>	2320 N 6th East Mountain Home, ID 83647
7/2/22	Parci Beeler	<i>Parci Beeler</i>	875 Galena Ct Mtn Home, ID 83647
7/2/22	Amber Hire	<i>Amber Hire</i>	645 SW Huebert St Mtn Home, ID 83647
7/2/22	STEVEN RAMIREZ	<i>Steven Ramirez</i>	1691 NE QUIET ST MTN HOME, ID 83647
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7-2-22	Cheryl Wagner	Cheryl Wagner	195 NW Coltharp Dr
7-2-22	Reginald L Pierce	Reginald L Pierce	418 Oak Court
7-2-22	misty pierce	misty pierce	418 Oak Ct
7-2-22	Matthew Munson	Matthew Munson	1245 Garret ST Home
7-2-22	Ronald Alan	Ronald Alan	825 Gregory Ln
2 July 2022	ERIKA Emkey	Erika Emkey	730 SW Nugget St. 83647
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7-2-22	Nicholas Fogle	Nicholas Fogle	8969A James Taylor Cir MHAFB
7-2-22	Arti Fogle	Arti Fogle	8969A James Taylor Cir MHAFB
7-2-22	Mark Merritt	Mark Merritt	1639 Simco RD Boise ID 83716
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7-2/22	Lizbeth Duarte	Lizbeth Duarte	68 N Parkside Dr (Glenn) Ferry, ID 83623
7-2-22	Betty Ashcraft	Betty Ashcraft	1335 Juniper St. 83647
7-2-22	Vonda Huddleston	Vonda Huddleston	3463 NW Canal Road, (Elmore County)



November 15, 2022

Mr. Matt Freeman
Executive Director
Idaho State Board of Education
650 West State Street, Suite 307
Boise, Idaho 83720

Dear Executive Director Freeman:

As you are aware, the College of Southern Idaho has been presented with a petition from qualified electors in Elmore County seeking to join the taxing district for this institution. The Elmore County election officials have determined that the presented petition reflects the signatures of more than the statutory requirement of one hundred qualified electors. Consequently, it is the interpretation that we have been presented with a valid petition.

Based on Idaho Code Section 33-2105, the College of Southern Idaho Board of Trustees has authorized the transmission of the petition to the State Board of Education. Section 33-2105 also directs that the community college board offers its recommendations to the State Board. The CSI Board of Trustees voted on November 14, 2022, to unanimously endorse the petition to the State Board, acknowledging that the underlying statute relies upon an ultimate vote of the people to determine a final outcome.

Should you have any questions, please feel free to contact Vice President for Administration Jeff Harmon or me.

Sincerely,

A handwritten signature in blue ink, appearing to read 'L. Fisher', is written over a blue circular stamp.

Dr. L. Dean Fisher
President



IDAHO STATE BOARD OF EDUCATION

650 W. State Street | P.O. Box 83720 | Boise, Idaho 83720-0037
208-334-2270 | FAX: 208-334-2632
email: board@osbe.idaho.gov

**RESOLUTION APPROVING PETITION
FOR ADDITION OF ELMORE COUNTY, IDAHO
AS TERRITORY TO COLLEGE OF SOUTHERN IDAHO
COMMUNITY COLLEGE DISTRICT**

WHEREAS, Idaho Code §33-2105 authorizes qualified electors to petition for territory to be added to a community college district; and

WHEREAS, said petition must be filed with the board of trustees of the community college district; and

WHEREAS, there was filed with the College of Southern Idaho (CSI) Board of Trustees a petition for the addition of Elmore County as territory to the CSI community college district (hereinafter "CSI district"); and

WHEREAS, the Elmore County Clerk duly verified 108 petitioners' signatures as those of qualified electors; and

WHEREAS, the CSI Board of Trustees must forward its recommendations and original petition to the Idaho State Board of Education; and

WHEREAS, the CSI Board of Trustees met on November 14, 2022 and voted to endorse the petition; and

**PLANNING, POLICY AND GOVERNMENT AFFAIRS
DECEMBER 21, 2022**

ATTACHMENT 3

WHEREAS, the recommendation and petition were transmitted to the Office of the State Board of Education on November 15, 2022 for its consideration and recommendation pursuant to Idaho Code §2105; and

WHEREAS, existing postsecondary opportunities in Elmore County, the number of prospective students for CSI, and the financial ability of CSI to provide and maintain lower-division academic and career-technical educational programs have been properly considered and reviewed by the Idaho State Board of Education.

NOW, THEREFORE, BE IT RESOLVED, by the Idaho State Board of Education:

SECTION 1. That this Board approves the petition for the addition of Elmore County to the CSI district, and recommends that an election be called for such addition on one of the election dates enumerated in Idaho Code §34-106.

SECTION 2. That a copy of this Resolution shall be delivered to the CSI Board of Trustees, Jerome County Commissioners, Twin Falls County Commissioners, and Elmore County Commissioners.

SECTION 3. That this Resolution shall become effective immediately upon its adoption and approval.

ADOPTED and APPROVED by the Idaho State Board of Education, this ____th day of _____, 2022.

APPROVED:

Kurt Liebich, President